

The Effect of a Training Program Based on Proven Instructional Strategies on English as Foreign Language Teachers' Attitudes in the Educational Directorate of Zarqa 1

*Naima A. H. Al-Husban **

ABSTRACT

This study aimed to examine the effect of training on modifying EFL teachers' attitude towards employing research-based instructional strategies while teaching English language. The sample of the study was 56 teachers who were purposefully chosen from the schools in the educational directorate of Zarqa1. The sample was randomly divided into experimental and control groups. To collect data, an attitude questionnaire was used. Analysis of covariance test (ANCOVA) was used to identify any differences between the two groups. The results revealed that training EFL teachers on how to employ research-based instructional strategies in the classroom played a role in changing their attitudes positively. That is, there was a statistically significant difference between the mean scores of the control and the experimental groups favoring the experimental one. On the basis of the results of the study, the researcher recommended that future research be investigated on the effect of research-based instructional strategies on teacher effectiveness and their attitudes.

Keywords: Research-Based Instructional Strategies, English as Foreign Language (EFL), Teachers Attitudes.

Introduction

The age of knowledge economy imposes several impacts on the teaching learning process. That is, it requires teachers, who are the fundamental element in this process, to shift from traditional to effective and proven strategies of instruction and exposing them to training programs which help teachers make a difference in students' learning.

Recently, many instructional strategies have been witnessed in their ability to meet the needs of learners and teachers, and the accelerating rate of developing many instructional strategies has imposed a heavy burden over educator's shoulders to search for better and effective instructional strategies and to train teachers on employing them in the classroom. In this context, Shulman (1987) sought the term research-based pedagogical content knowledge and its relationship with effective teaching. He also tried to determine teacher

practices that have been proven to be effective by the empirical research and how to translate them into desirable competencies for classroom teachers. Like Shulman (1987), Marzano et al. (2001) investigated the body of research to list instructional strategies that equip teachers with a variety of effective teaching practices and techniques to be employed in the classroom according to the context and the instructional situations. Research has proven the positive effect of some instructional strategies on student achievement because these strategies are rooted in the cognitive learning theories like Dewey, 1916; Piaget, 1970. Thereby, EFL teachers could help students connect between their prior and current knowledge and process the new knowledge in new situations (Appalachia Educational Laboratory, 2005).

According to Hill and Miller (2013), Marzano's strategies assist learners to foster higher-order thinking and learning in away attuned to how their brains work. Hill and Miller (2013) demonstrated Marzano's strategies for English language teachers in their book according to Marzano's instructional framework as follows:

Strategies that create the environment for learning such as:

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- Setting objectives: it is to provide a purpose for learners to what they do.

- Providing feedback: effective learning requires addressing corrective information to students about how they did in the light of some learning goals. It tells students what was learnt and what was not in time.

- Reinforcing effort and providing recognition: a motivated strategy requires teachers to be aware of how to convince students with the positive relationship between effort and achievement.

- Cooperative learning: cooperative learning activities foster social interaction and develop students' team skills. It includes activities like jigsaw and think-pair-share.

Strategies that help students develop understanding such as:

- Cues, questions, and advance organizers, they are tools to retrieve the prior knowledge of the students.

- Nonlinguistic presentation: it is of prime importance because not all students have strength in the verbal intelligences. Therefore, teachers present models of how to use advance organizers, pictures, drawings and physical models.

- Summarizing: by modeling the rule based summarizing which includes taking out unnecessary information, replacing a list of words with one word that describes them and creates a topic sentence, practicing reciprocal teaching, and identifying the structure of the reading text (Hill and Miller, 2013).

- Homework and practice: mastering any skill requires a fair amount of practice that aligns with the educational goals; homework is appropriate to the skills previously learnt in the classroom. It teaches children how to take responsibility for tasks and how to work independently.

Strategies that help students extend and apply knowledge such as:

- Identifying similarity and differences, it is to have students process and understand the task by comparing, classifying, and creating metaphors and analogies. As Hill and Miller (2013) identified that this strategy aims to move learners from existing knowledge to new knowledge and from separate to connected ideas.

- Generating and testing hypotheses: using higher-order thinking skills, applying knowledge in novel

situations and solving problems. Its tasks are: system analysis and problem solving.

It is clear that Marzano et al. (2001) presented this framework to draw teachers' attention to the key aspects of teaching and learning. It also helps teachers to identify which strategy they can employ through the whole classroom lesson from the beginning to the end of the lesson.

In the current study, it is necessary to determine the effect of training on EFL teachers' attitudes towards research-based strategies proposed by Marzano, because the current attitude toward training EFL teachers to employ new instructional strategies is somewhat negative especially in Jordan. Although in-service training is considered the only source of professional development for teachers of all subjects in Jordan, especially those teaching the English language, these programs have a serious drawback. They are largely theoretical and unsustainable, and they do not help teachers how to effectively teach. In consequence, the EFL teachers need not only continuous and practical training, but also changing their attitudes towards the training process. This issue was highlighted by Bani Abdo and Breen (2010) who examined if EFL teachers used new strategies for enhancing English learning after being exposed to a training program, and they found that many EFL teachers are not sufficiently educated, equipped, or prepared to acquire the linguistic teaching methods after training. This finding, in addition to the teachers' inability to apply effective EFL teaching methods, explains why so many Jordanian students struggle to learn the English language. In light of the previous discussions, it is necessary to create highly effective and quality in-service training programs which teachers perceive them positively. It is worth to draw the educators' attention to the importance of teachers' beliefs as they shape teachers' teaching styles and practices in the classroom (Khan, 2013).

When training focused on modifying not only the external behaviors and the practices of EFL teachers, but also on their feelings and perceptions toward employing new strategies and their effectiveness in developing their performance, the researchers and educators could in turn guarantee that the change in teachers' practices would be permanent. This would also lead the teachers to innovate in their teaching practices.

The learning and teaching process has been influenced by many factors, such as teachers' attitudes. The Middle States Association for Colleges and Schools (as cited in Smadi and Al-Ghazo, 2013) defines effective training as that which produces demonstrable results in terms of the cognitive and affective development of the teachers. In this context, cognitive and affective factors such as attitudes, play essential roles in the EFL teachers' levels of performance in the classroom by changing their feelings and thoughts towards employing certain instructional strategies. In consequence, it is highly important to explore EFL teachers' attitudes towards teaching the English language and its strategies. According to Al-Zoubi and Abdel Rahman (2011), training programs play a decisive role in attitude, as it is through training that teachers' performance and attitudes can be strengthened and improved, as necessary.

Indeed, attitude is an important concept for understanding human behavior; it also plays a role in cultivating the desired behaviors and motivating learning (Kirmizi, 2011). Gardner (1985) defined attitude as "the combination of efforts plus desire to achieve the goal of learning and favorable attitudes towards learning the language." Additionally, Myers (2005) defined it as positive or negative assessing reactions towards someone or something. McMillan (2000) also defined attitude as the mental tendency to make a response in a positive or negative way towards a person or thing. These definitions indicate that attitudes are important for improving performance and achievement in any job. If a teacher's attitude is positive towards training programs and certain strategies, it could lead him/her to be successful and motivated in using them, thus having a positive effect on student achievement. Similarly, Muzaffar and Malik (2012) stated that the main aim of training programs is to desirably modify teachers' attitudes and; consequently, develop their teaching practices and performance. That is, convincing EFL teachers to employ an instructional strategy due to its effectiveness in student's achievement motivates teachers to employ them in the classroom.

Related Studies

There are many studies investigated the effect of training of English language teachers' attitudes towards using research-based instructional strategies. For

example, Al- Jahwari and Al-Humaidi (2015) conducted a study about EFL teachers' views and attitudes towards the role of prior knowledge in reading comprehension and what reading comprehension strategies they employed. The sample of the study was 82 EFL Omani teachers in the Batinah North Region in Oman in the academic year 2009/2010. Data were collected using a questionnaire and an observational checklist. Results revealed that Omani EFL teachers showed a strong agreement on the role of prior knowledge in comprehending the texts, and they felt sufficient prior knowledge enhanced understanding the reading texts. Results also showed a discrepancy between teachers' beliefs and the instructional strategies they actually used to activate students' prior knowledge like advance organizers and clues. Additionally, Sukrapi et al. (2014) exposed EFL teachers in elementary schools in Indonesia to professional development programs and studied the relationship between the professional competence of the teachers, their motivation and attitudes, and their teaching performance. The researchers used a questionnaire to identify the relationship between teachers' competence, motivation, and attitudes and their performance. The sample of the study consisted of 71 primary teachers. The findings revealed that the professional competence of the teachers and their performance were correlated, and there was a relationship between the attitudes of teachers with their performance and motivation. It was concluded that professional programs should be ongoing and present the latest methods to increasingly optimize teachers' competence and performance and create positive attitudes towards them. Shahmohammadi(2013) evaluated the effect of in-service training courses on teachers' attitudes and performance. The sample of the study was 100 Iranian female teachers. A questionnaire and an observation checklist were used to collect the necessary data. Result showed that the training program had an impact on improving teachers' attitudes in the areas of the relationships with students and presentation skills. Alshumaimeri and Bamanger (2013) also carried out a study to explore Saudi EFL teachers' beliefs and attitudes towards teaching reading strategies and the influence of these beliefs and attitudes on teaching practices. The sample of the study was 27 Saudi EFL teachers. The researchers used a questionnaire to collect data. The

findings revealed that EFL teachers valued and greatly believed in the importance of using research-based instructional strategies, and they thought that the most important strategies were summarizing and teaching vocabulary practices. Results also showed that there was a positive relationship between what teachers believed and felt about the teaching reading strategies and their teaching practices. Therefore, to change EFL teachers' practices, it is necessary to change their attitudes and beliefs towards the effective teaching strategies. Furthermore, Pham and Hamid (2013) conducted a study in Vietnam to investigate the beliefs and attitudes of EFL teachers toward quality questions and their questioning practices as it is one of Marzano's strategies. The study aimed to identify EFL teachers' beliefs and attitudes towards quality questions, their questioning behavior, and the relationship between the two variables. The sample of the study was 13 female EFL teachers in Vietnam. A questionnaire and classroom observations were used to collect data. Results showed that EFL teachers' beliefs reflected the research-based practices which they preferred to employ, such as using questions to activate students' prior knowledge and to encourage students to learn and think critically. Their beliefs somewhat shaped their practices in employing inferential questions. The researchers recommended that EFL teachers receive more training programs to change teachers' beliefs towards the effectiveness of research-based instructional practices; consequently, their behavior will be changed. Additionally, Smadi and Al-Ghazo (2013) explored the attitudes of EFL Jordanian teachers towards teaching English, factors which contributed to creating positive or negative attitudes, and the relationship between their attitudes and classroom practices. The sample of the study consisted of 20 EFL female teachers who were chosen from schools of Ajloun Directorate of Education during the academic year 2012/2013. To collect data for the purpose of this study, the researchers used an attitudinal questionnaire and an observation checklist. The study found that the degree of EFL teachers' attitudes towards teaching English was high and their attitudes toward proven teaching methods like active and cooperative learning were positive. However, the study revealed that there was no relationship between teachers' attitudes and their teaching practices. The researchers

justified that due to the gap between theory and practice.

Cheung (2013) conducted a study in Singapore to examine the effect of in-service professional development programs on EFL teachers' attitudes. The sample of the study was 28 EFL teachers who participated in a four-week training course in English language at a Singaporean university. Data were collected using a questionnaire before and after the training course. Results revealed that the training program had an effect on EFL teachers' attitudes towards the pedagogy of English language, and they showed positive feelings towards the learnt practices. They were satisfied that the training program improved their performance in teaching English. The majority of teachers clarified that after participating in the training program, they liked teaching English because they were equipped with more effective teaching strategies in how to do so. Diego (2012) also conducted a study in California to investigate teachers' perceptions and attitudes towards Marzano's instructional strategies and if their perceptions differed according to whether the strategies were implemented in traditional or virtual classrooms environments. The instructional strategies questionnaire was used to collect data on teachers' perceptions and attitudes on traditional and virtual classrooms. A quantitative method was employed by using a questionnaire tool to gather data on the perceptions of teachers of English language, among other subject matters, in the use of Marzano's research-based instructional strategies. The sample of the study was 87 teachers divided according to whether they taught traditionally or virtually in schools in southern Orange County, California. The findings of the study revealed that the traditional classroom teachers valued Marzano's nine effective instructional strategies more than the virtual classroom teachers; their beliefs and attitudes played a role in the perception of which strategies were effective and which were not., Takala (2006) conducted a study in Finland to identify the effectiveness of employing reciprocal teaching as a primary technique in Marzano's strategy of summarizing and note taking. The study aimed to examine if reciprocal teaching was better than traditional methods of teaching reading comprehension for primary grades and to analyze the attitudes and beliefs of teachers towards it. The sample of the study was six Finnish teachers and 47 students in 6th grade in a Helsinki school during autumn 2003. Data were

collected using a summarizing and questioning test for students and a questionnaire for teachers to identify their attitudes towards the technique. Results revealed that the mean of the experimental group was better than the control group. The six teachers who participated in the instructional program were satisfied with this technique and had positive attitudes towards it. They decided to use it in the future because it did not provide any further workload.

Reviewing the related studies showed the prime importance of attitudes in changing the teachers' thoughts and feeling towards something positively or negatively. Consequently, if training programs and their content and activities succeed in modifying teachers' attitudes in the positive directions, educators will be comfortable because they are quite sure that teachers will be careful to employ what they learnt in the training programs. This shows the importance of training EFL teachers on how to employ research-based instructional strategies.

Statement of the Problem

Generally speaking, attitudes play a prominent role in constituting human beings' actions. They also affect the way people feel and make decisions and consequently behave. To change people's attitudes, it is advisable to change their beliefs and current knowledge and to demonstrate how the new knowledge is more helpful and rewarding.

To help EFL teachers perform well and use the most effective strategies, it is necessary to change their current beliefs and attitudes, especially towards training programs. Researcher's findings indicated that teachers found most of these training programs too theoretical and unable to provide them with a chance to practice what they learnt. When Al-Wreikat and Abdallah (2011) studied the effectiveness of the training programs which Jordanian teachers were exposed to, they found that EFL teachers' performance was not affected by the teaching approaches during training programs, which had not taken into consideration the assumptions of training teachers. The teachers had negative attitudes towards training programs, as the programs were not properly organized and did not consider the personal conditions of teachers.

To put it in a nutshell, the specific purpose of this study was to investigate if training EFL teachers had an

impact on teachers' attitudes towards Marzano's evidence-based strategies.

The significance of the study

The study significance lies in the fact that EFL female teachers are not familiar with research-based instructional strategies especially those proposed by Marzano (Al-Husban and Alkhawaldeh, 2015). It may be one of the causes that the quality of teaching and learning process is in a deteriorated level according to the findings of the study of (the Phenix Center for Economics and Informatics Studies, 2014). Therefore, it is important to focus on the role of attitude in teacher training as it plays a major role in optimizing decision making in the classroom. Training programs reinforce EFL teachers' knowledge and skills; the more they can apply and practice the acquainted pedagogy, the more positive their attitudes will be. Additionally, the findings of this study could allow Jordanian teachers to make more informed decisions on training on research-based instructional strategies and employing them in the classroom.

Research questions:

- What is the attitudes' level of EFL female teachers towards research-based instructional strategies?
- Is there any effect of the proposed training program on the attitudes of EFL female teachers towards research- based strategies?

Operational Definitions of the study terms:

- **Research-based instructional strategies:** This refers to strategies documented to be effective in student achievement by research findings. In this study, they are Marzano's nine strategies.
- **Attitude:** This refers to perceptions and feelings towards something. In this study, the attitudes of EFL teachers referred to the scores female EFL teachers received on the attitude questionnaire before and after the training.

Limitations of the study

This study was restricted to a sample of Jordanian female EFL teachers in the Educational Directorate of Zarqa1 in the second academic semester 2014/2015. Therefore, the study findings might be particularly

generalized in the Educational Directorate of Zarqa1.

Research Design and Methodology

The quantitative methodology used in this study is quasi-experimental design. The population of the study consisted of all EFL female teachers who taught English language at the upper primary stage in the second semester of the academic year 2014/2015 in the Educational Directorate of Zarqa 1. The total number of EFL female teachers was (165). The sample consisted of (56) female EFL teachers, who were chosen purposefully from twenty schools by their EFL supervisors. Then, (56) female EFL teachers were randomly distributed into two groups: experimental and control, with 28 female EFL teachers in each group.

The experimental group consisted of (28 EFL teachers) who were trained according to the proposed training program during the second semester of the academic year 2014/2015. Their attitude was measured using an attitude questionnaire. However, the control group was trained according to the conventional program prepared by the EFL supervisors at the first Zarqa directorate of education. Their attitude was measured using the same attitude questionnaire.

The EFL Teacher's Attitude Questionnaire

The main purpose of the questionnaire was to determine EFL teachers' attitudes before and after exposure to the training programs (the conventional program or the one based on Marzano's instructional strategies). It was developed by the researcher from the related literature. It was conducted before the treatment to identify EFL teachers' current attitudes towards research-based instructional strategies proposed by Marzano. It was also conducted after the treatment to measure the change in their values.

Validity of the EFL Teachers' Attitude Questionnaire

The scale was validated by a jury of specialists. The jury was selected from university instructors, Queen Rania Teacher Academy in Amman, the examination department at the Ministry of Education (MoE), EFL supervisors, EFL teachers, and EFL members in the department of curricula and textbooks. They were asked to examine the items and their appropriateness. All of their points focused on

rewording some items to be clearer to EFL teachers. All the points were taken into consideration.

Reliability of the EFL Teachers' Attitude Questionnaire

To establish its reliability, the questionnaire was distributed to (13) EFL teachers from outside of the sample,, it was redistributed to the same sample after 10 days. Then the researcher computed the correlation coefficient between the two implementations (pre and posttests) by using the Pearson correlation coefficient to identify the test and retest tool reliability, which was (.89). This result was considered appropriate for the purpose of this study. Also, the internal consistency coefficient was calculated on the same sample of (13) EFL teachers using the Cronbach Alpha formula. The results showed that the value of Cronbach Alpha internal consistency was (0.78). This result confirmed that the attitude scale had a suitable level of reliability.

The design of the current study: This study employed **quasi**-experimental design, having both pre and post scales.

Statistical Treatment

To answer the research questions and test the research hypothesis, the researcher used:

- Descriptive statistics such as the mean scores and standard deviations.
- Inferential statistics such as analysis of covariance (ANCOVA), due to the lack of randomization in the sample selection to check the equivalence between the groups as well as the effect of the proposed training program.

Findings and Discussions:

Findings related to question one:

- What is the level of attitudes of EFL female teachers towards research-based instructional strategies?

To answer this question, means and standard deviations of the EFL teachers' responses to the items measuring the attitude were calculated, as shown in table (1) below.

In order to identify the attitude level in each item, the following criteria (out of 5) were adopted: 5- 3.69: agree, 3.68-2.60: Neutral, 2.59 -1: disagree.

Table1. Means and Standard Deviations of the EFL Teachers' Responses to the Items of the Attitudes Questionnaire

Pos -test							
No	Items	Experimental			Control		
		Mean	Std. Deviation	Level	Mean	Std. Deviation	Level
1	I feel the training on research-based strategies helped me to understand how to increase students' motivation.	4.64	0.56	agree	3.43	0.74	Neutral
2	I think that this program based on Marzano's strategies demonstrated how to teach reading using summarizing and take noting.	4.39	0.63	agree	3.78	0.55	agree
3	I feel this training program helped me enhance student's achievement by using advance organizers and analogies.	4.43	0.50	agree	3.50	0.64	Neutral
4	I feel the training program suggested that the EFL teachers should use many resources while teaching reading and vocabulary.	4.46	0.64	agree	3.50	0.58	Neutral
5	I think research-based strategies displayed in the training program were suitable for various educational contexts.	3.32	0.98	Neutral	2.14	0.71	disagree
6	I feel the training program provided EFL teachers with chances to restructure the reading passages in terms of students' ways of thinking and prior knowledge.	4.39	0.50	agree	3.32	0.67	Neutral
7	The training program helped EFL teachers to broaden their vision of effective teaching by acquiring a repertoire of instructional strategies.	4.32	0.55	agree	3.32	0.72	Neutral
8	The training program provided EFL teachers with the bases to be searchers for the effective strategies employed in teaching.	4.21	0.57	agree	3.46	0.64	Neutral
9	I feel this training program enhanced my pedagogical knowledge as well as my effective teaching practices.	4.25	0.59	agree	3.46	0.69	Neutral
10	I think the training program helped me to set procedures for effective reading and vocabulary teaching.	4.11	0.63	agree	3.39	0.74	Neutral
11	I think the training program equipped me with a variety of techniques such as generating and testing hypotheses, summarizing.	4.18	0.61	agree	3.43	0.74	Neutral
12	I think the research-based strategies presented in the training program make the teaching and learning processes interesting	3.68	0.90	Neutral	2.89	0.69	Neutral
13	I feel the effectiveness of using research-based strategies depended on the level of EFL teacher's performance not on the level of student's achievement.	3.61	0.92	Neutral	3.11	0.63	Neutral
14	I believe the training program presented the latest new methodology in teaching reading like creating analogies and metaphors.	4.21	0.57	agree	3.32	0.86	Neutral
15	I want to participate in any training program based on Marzano's strategies.	3.89	0.79	agree	2.11	0.79	disagree
16	The training program helped teachers to identify what students understood and what they did not.	4.54	0.51	agree	3.54	0.58	Neutral
17	Research-based strategies encouraged teachers to connect students' new knowledge with the previous knowledge.	4.43	0.57	agree	3.36	0.62	Neutral
18	I think acquiring research-based strategies helped me develop my level of performance.	4.14	0.71	agree	3.21	0.69	Neutral
19	I do not think research-based strategies are traditional and known by EFL teachers.	3.82	0.94	agree	2.93	0.86	Neutral
20	I think research-based strategies presented in the training program like cooperative learning are effective in the Jordanian schools.	3.89	0.57	agree	2.93	1.05	Neutral

Pos -test							
No	Items	Experimental			Control		
		Mean	Std. Deviation	Level	Mean	Std. Deviation	Level
21	I feel the strategies presented in the training program helped me reflect on my current practices and adapt them.	3.88	0.67	agree	3.00	0.61	Neutral
22	Training on using research-based strategies improved teachers' competence in planning how to teach reading and vocabulary meaningfully	4.14	0.65	agree	3.50	0.51	Neutral
23	Training EFL teachers on using research-based strategies supported their pedagogy and facilitated learning vocabulary and reading comprehension.	4.18	0.61	agree	3.54	0.64	Neutral
24	Training EFL teachers on using research-based strategies developed positive perceptions of the effectiveness of the training program.	4.29	0.66	agree	3.39	0.69	Neutral
25	Training EFL teachers on using research-based strategies equipped them with effective classroom practices	3.86	0.71	agree	3.11	0.92	Neutral
26	The training program focused on how to implement these strategies practically in the classroom	4.29	0.60	agree	3.14	0.89	Neutral
27	I think training EFL teachers on the use of research-based strategies made them familiar with how to employ each one and in which situation.	3.78	0.77	agree	2.89	0.99	Neutral
28	I feel I can teach reading and vocabulary more effectively after training about using research – based strategies	4.32	0.72	agree	3.43	0.63	Neutral

Table (1) shows that the means and the standard deviations of EFL teachers' responses in the post-test are significantly different between the control group and the experimental group. The highest mean scored in the experimental group was item No (1), "I feel the training program helped me to understand how to increase students' motivation" in which the mean was 4.64 with a standard deviation of 0.56. While item No (16), "the training program helped teachers to identify what learners understood and what they didn't not" was second with a mean of (4.54) and a standard deviation of (0.51). The lowest mean was scored in item (5), "I think research-based strategies displayed in the training program are suitable for various educational contexts", in which the mean was (3.32) with standard deviation of (0.98).

All in all, the teachers of the experimental group agreed with 25 items stating that Marzano's strategies are effective in teaching English language and that training EFL teachers in how to use them is necessary. The means of the responses of the experimental group of EFL teachers ranged from 4.64 to 4.11, whereas the means of EFL teachers' responses in the control group were mainly neutral, ranging from 2.11 to 3.78. This indicated that the attitudes of EFL teachers in the experimental group changed positively towards training on Marzano's

research-based instructional strategies. Additionally, they believed the proposed training program improved their performance in teaching reading comprehension and vocabulary. Thereby, it could affect student success, which is the main aim of teachers.

Findings related to question two: Is there any effect of the proposed training program on the attitudes of EFL female teachers towards research- based strategies?

To answer question two, the following null hypothesis was formulated: There are no statistically significant differences at ($\alpha = 0.05$) in the mean score of the EFL teachers' attitudes towards the training program between the experimental group and the control group of EFL teachers attributed to the training program (Marzano's strategies and the conventional).

Means and standard deviations were calculated on the attitudes towards training on Marzano's research-based instructional strategies; these are presented in table (2) below.

From table (2), it is shown that the mean score of the experimental group in the pre-test was (2.91) out of (5) with a standard deviation of (0.24), and the mean score of the experimental group in the post-test was (4.12) with a standard deviation of (0.26). In comparison, the mean of

the control group in the pre- test was (3.03) with a standard deviation of (0.18), and the mean of the control group in the post test was (3.22) with a standard deviation of (0.26). This shows that the mean score of the experimental group in the post test was higher than the

mean score of the control group in the post-test. To determine whether the differences in attitudes between the experimental and the control groups were significant or not, the statistical analysis of covariance (ANCOVA) was used. Table (3) reveals the findings:

Table 2. Means and Standard Deviations of EFL Female Teachers' Attitudes towards the research-based instructional strategies

Group	Pre- test			Post-test		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Experimental	28	2.91	0.24	28	4.12	0.26
Control	28	3.03	0.18	28	3.22	0.26
Total	56	2.97	0.22	56	3.67	0.26

Table 3. ANCOVA Analysis for the Difference in EFL Female Teachers' Attitudes between the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	0.02	1	0.02	0.25	0.62	0.005
Group (proposed training program)	10.40	1	10.40	152.77	*0.00	0.690
Error	3.61	53	0.07			
Total	768.40	56				
Corrected Total	15.07	55				
a. Squared = .752 (Adjusted Squared = .690)						

* Significant at ($\alpha = 0.05$)

Table (3) reveals that there were statistically significant differences in the attitude scale between the experimental and the control groups because the value of (F) was (152.77) with statistically significant level of (0.00), which is significant at ($\alpha = 0.05$). This means there were statistically significant differences in the attitude scale between the experimental and control groups of EFL teachers.

In order to determine the favor of the differences between the experimental and control group, the adjusted means for both the experimental and the control groups in the attitudes post-test were calculated. Table (4) below shows them.

Table 4. Adjusted Means of the Attitude Post -scale for Both Experimental and Control Groups

group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	4.12	0.05	4.01	4.22
Control	3.22	0.05	3.12	3.32

Table (4) shows that the adjusted mean of the

experimental group in the attitude post-test was (4.12) out of (5). It is higher than the adjusted mean of the control group which was (3.22) out of (5). Thus, the null hypothesis "there are no statistically significant differences at ($\alpha = 0.05$) in the mean score of the EFL teachers 'attitudes towards the training program between the experimental group and the control group attributed to the training program (Marzano's strategies and the conventional)" was rejected. Instead, the alternative hypothesis was accepted, which attributed the statistically significant differences at ($\alpha = 0.05$) to the effectiveness of the proposed training program based on Marzano's instructional strategies on the attitudes of female EFL teachers in Zarqa in favor of the experimental group.

As the results show, there were statistically significant differences between the experimental and the control groups in favor of the experimental one. The researcher identified the (Eta Squared) as (0.690). This means 69% of the variance in the dependent variable, EFL teachers' attitudes, is accounted for by the proposed training program. In other words, the proposed training program

played a key role in positively changing EFL female teachers' attitudes in teaching English language.

This indicated that the proposed training program had a statistically positive impact on improving EFL teachers' attitudes towards using Marzano's strategies included in the proposed training program compared with the current in-service training programs.

It is worth noting that the positive effect of the proposed training program on improving EFL teachers' attitudes towards Marzano's strategies may result from their belief that they improved their performance in teaching English language and their ability to implement the strategies in the classroom. These results would all thereby have a positive effect on student achievement.

The current study created a positive attitude towards the proposed training program based on effective proven instructional strategies. This can be noticed in the means of all the items in the questionnaire in the post-test of the experimental group, which were higher than (3.32) out of 5 as shown in table (1). This indicated that teachers had positive attitudes towards Marzano's research-based instructional strategies after being trained on how to use them. For example, item number (15), which is "I want to participate in any training program based on Marzano's strategies" revealed that teachers in the control group rejected participating in the proposed training program or any other ones. On the other hand, teachers of the experimental group agreed to participate in any training program based on Marzano's strategies. The means of the teachers' responses in the control group to the questionnaire showed that they had no knowledge, beliefs or feelings about Marzano's strategies and their role in developing teachers' performance in teaching reading comprehension and vocabulary. This may be due to lacking of training in how to employ these strategies.

The related literature emphasized that attitudes played an important role in determining teachers' actions in the classroom, and the strategies they tended to implement. Many studies have been conducted in the field to investigate the attitudes of EFL teachers towards training programs, reaching similar results to those of this research (Al- Jahwari and Al-Humaidi,2015; Sukrapi et al., 2014; Alshumaimeri et al, 2013; Pham and Hamid, 2013; Cheung,2013; Diego, 2012; Takala,2006). All of these researchers have found that training programs based

on Marzano's research-based strategies or direct instruction of reading comprehension or vocabulary played a pivotal role in modifying teachers' attitudes towards training on using research-based strategies. This was especially true if these strategies were presented in an applicable way using the material that teachers employed in their classrooms. This method showed that these strategies would not put extra burdens upon their shoulders. However, some reported studies disagreed with the results of this study like Shahmohammadi (2013) and Smadi and Al-Ghazo (2013), results of these studies revealed the discrepancy between teachers' attitudes and their teaching practices. This may be due to the quality of training programs which were able to change teachers' perceptions and change their traditional practices to be effective.

Additionally, these studies revealed that attitude has been an indispensable variable in studies that presented and investigated the effect of unfamiliar strategies or training programs on the target groups. That is to say, without convincing the hearts and the minds of the target group of the effectiveness of a strategy or a program, they will not use or employ it. When a program attempts to attend to the attitudes of the participants of the study, it must try to make a deep and fundamental change in their attitudes not only on the superficial level. This idea is the main reason why most professional development programs failed in achieving their goals and making the change they looked for, like Shahmohammadi (2013).

In short, the change in teachers' attitude towards the training program will lead to a change in their practices and performance, which will then improve student learning.

Conclusions and Suggestions

According to the previous research reported in this study, teachers are the most important factor in improving student learning; thereby, teacher training should be on the top agenda of any educational system and attention should be given to what EFL teachers perform in the classroom.

In the context of the current study, the results yielded several implications for decision makers and educators regarding the optimization of the potentials of teachers by using effective research findings and bridging the gap

between theory and practice. Additionally, the results of this study may be beneficial to the leaders of the MoE when strategizing instructional methods to improve student achievement.

In summary, the following conclusions have been drawn:

- Research-based strategies proposed by Marzano can be considered one of the prominent teaching frameworks for planning and implementing teaching English language, as this framework guides EFL teachers

in when and how to employ each strategy and what students gain from implementing it.

- Attention should be paid to attitudes while training EFL teachers; due to their importance in teachers' performance and in ensuring that the teachers transfer strategies and practices to the classroom.

- Quality teachers could be improved if research-based professional training were provided to teachers systematically and continuously.

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أثر برنامج تدريبي قائم على الاستراتيجيات المستندة على اتجاهات معلمي اللغة الانجليزية في مدينة الزرقاء الأولى

نعيمه الحسبان*

ملخص

هدفت الدراسة إلى تقصي أثر برنامج تدريبي قائم على الاستراتيجيات المستندة على نتائج الأبحاث على تعديل اتجاهات معلمات اللغة الإنجليزية نحو استخدام هذه الاستراتيجيات أثناء تدريس اللغة الإنجليزية في مديرية التربية والتعليم لمنطقة الزرقاء الأولى. تم تدريب معلمات اللغة الإنجليزية بناء على برنامج تدريبي قائم على الاستراتيجيات التسعة لمارزانو لإستقصاء مدى فاعليتها في تحسين اتجاهات معلمات اللغة الإنجليزية في تدريس اللغة الإنجليزية باستخدام استبانة اتجاهات قبلي وبعدي لقياس اتجاهات معلمات اللغة الإنجليزية نحو توظيف هذه الاستراتيجيات في الغرفة الصفية. تكونت عينة الدراسة من 56 معلمة لغة إنجليزية تم اختيارهن بطريقة قصدية من قبل مشرفي اللغة الإنجليزية في المديرية. تم تقسيم العينة بطريقة عشوائية لمجموعتين: تجريبية وضابطة. تم استخدام أنكوفاً لتحليل بيانات أداة الدراسة. أظهرت الدراسة بأنه يوجد فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في اتجاهاتهن نحو استخدام الاستراتيجيات المستندة على نتائج الأبحاث. بناءً على نتائج الدراسة، أوصت الباحثة بضرورة إجراء مزيد من الدراسات لتحديد مدى فاعلية هذه الإستراتيجيات في تحسين أداء المعلمات وتعديل اتجاهاتهن نحو هذه الاستراتيجيات.

الكلمات الدالة: البحث القائم على استراتيجيات ارشادية، اللغة الإنجليزية كلغة أجنبية، توجهات المعلمين.

* وزارة التربية والتعليم، الأردن. تاريخ استلام البحث 2016/1/19، وتاريخ قبوله 2016/3/2.