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**Teacher Evaluation in EFL Classrooms**  
**Does it Motivate Learners?**

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## **Chapter one: Background and purpose**

### **1.1 Introduction**

The final aim of any educational planning is to grow students' motivation in various cognitive, individual, and social skills and knowledge necessary to function occupationally and socio-politically in society (Fullan, 2001, as cited in Asa'di & Motallebzadeh, 2013). Teachers' role in successful preparation of students is undeniable. Whether students will be the open-minded and informed people of tomorrow or unaware members of society will depend on teacher knowledge, teacher education and specially teacher professional development (Rizvia, 2010). One issue related to professionalism of the teaching force refers to the necessity of bridging the gap between knowledge acquired during formal pre-service studies and further developments accruing while teachers are employed (Nir & Bogler, 2007).

On-the-job professional development programs try to bridge this gap by allowing teachers to develop new ideas that will improve their teaching experience and competence (Mtetwa & Thompson, 2000), increase and renew their teaching skills and practices (Desimone, Porter, Garet, Yoon, & Birman, 2002), change their thoughts, beliefs and perceptions (Guskey, 2002) and bring about improvements in their teaching in their students achievements and motivation (Blandford, 2000 as cited in Asa'di & Motallebzadeh, 2013). It is believed that the poor quality of EFL teachers is partly attributable to the lack of teacher training and teacher professional development (Vo &

Nguyen, 2011). As a result, Evaluation has been introduced as one of the teachers' professional activities to help teachers to improve their teaching strategies. As Sara Bubb (2005) maintains:

Evaluation is a powerful tool for assessing and monitoring a **NUMBjdc[Ngj] gXkYz]AMB Ug`WUkUrie'g dbbh** teachers, because observation gives such a detailed picture and enables very specific objectives to be set. Observing someone teach gives a really detailed picture and is an opportunity to stimulate some really useful reflection on teaching and learning (P. 45).

Successful teachers make the most of any opportunities to observe others. They watch a range of teachers' classrooms. It is very encouraging to see that everyone has similar problems and it is interesting to study the different ways people manage them (Bubb, 2005). Evaluation may also be helpful for teachers who are beginners in teaching, and it can help them to improve their own skills and bring about changes in their own way of teaching and dealing with problems which they may face during their teaching. Previous research has shown constantly that teacher quality is a crucial factor in student learning: the problem is to identify the important characteristics of teacher quality and help teachers to develop these characteristics (Wenglinsky, 2000). Viewing the problem of improving student performance from this point of view makes the development of systematic and objective methods of classroom evaluation a critical component in improving teacher quality in every subject area. In order to move along the recent progress in teacher evaluation, researchers have done studies in this regard.

The important point motivating a work in this area is the position of teachers observation in countries like Iran where teachers' evaluation has not occupied the place it merits, whether in second language classes, in school or in different EFL institutes (Akbari, Ghafar Samar, & Tajik, 2007). Also, as far as evaluation during the period of teaching practice is concerned, it can be seen as a method for current training and learning (Wajnryb, 1992).

ELT classroom observations nowadays, however, have emphasized the need for more developmental than judgmental views in classroom observations. The main purpose of evaluations is not to judge subjectively what is good and bad teaching, but to work with the observee to explore and identify the limitations as well as the positive aspects in a **UjHYWfca dH HY dGj YdVfWfHj H UX dZg dU [fdkH'G WUj ]kZUjK ]Lgfk, -zd;)EgNg YdNUMjleIXj YcdHYF** own judgments of what goes on in their own classrooms, sharpen their awareness of what their pupils are doing and the interactions that take place in their classes, and **V[VNB'HYF Uj]mle YUUYHYF dkb NUMH dUfMj Hlgjad]g NUH** observation can serve as an intermediary between teachers' teaching philosophies and practices. Nu**Ubfk, -zd'+\*Eug\cXgHugWVfjocagUYIkVYHYUfbb** **lgz gNBH HAY cc\_H ]b VlfjocagWB YfWd fi bMgNBH cz U[i UY** learning and teaching.

**5b ]adfnhWBMB ]b Vh Wfbb \Uj Wb NUMg WfHj H' dZg** professional development. The notion of observing teachers' professional development and growth has received considerable attention (Greene, 1992). The problem is that the traditionally static structure of the observation has mainly remained unchanged. As such, the nature of the current student teacher observation is not compatible with current theories of

observation. To make things worse, in spite of all these challenges, little reform has been undertaken (Rodgers & Keil, 2007). To fill a part of this gap by taking a reformist step, this study aims to shed light on the potential for observation to offer an alternate avenue for teacher professional development.

Teachers have been found to have significant knowledge, so they can play a critical role in the observation process in that they can build effective relationships with other teachers based on trust, reflection, and empowerment (Kent, 2001). Research (e.g., Raphael, 2004) shows that teachers who work in collaboration with university academic staff develop skills that can positively affect the observation process. In the present study, we will adopt the critical-constructivist perspective which, according to Wang and Odell (2002), reflects the fundamental assumption that knowledge is actively built by learners through the process of active thinking (P. 497). Within the critical-  
**Wbgi Vj Gh dMgMj YZ dGj Ujcb Jg WBBWk le PUNMgKcf\_ kJh NYf**  
students, linked to concrete tasks of teaching, organized around problem solving, informed by research, and sustained over time by ongoing conversations and coaching (pp. 42-43).

## 1.2 Statement of the problem

Some studies suggest that learners will not achieve their learning goals successfully until they are given regular and systematic instruction. They also suggest that teachers can improve their teaching strategies by participating in more professional development activities in order to motivate students to reach their learning goals (Hayes, 2011).

Teacher education is presently facing a number of anxieties as pressures have come from many parts in the last decades, with perhaps the most powerful focus being on the issue of teacher quality (Tony & Richard, 2001).

Research has shown that teacher quality is a crucial factor in student learning, the frequent problem is to identify the important characteristics of teacher quality and help teachers to develop these characteristics (Wenglinsky, 2000). As education advocates state, the emphasis should be placed on providing educators with the skills necessary to make a meaningful impact on student learning, then Egelson and McCoskey (1998) assert that an evaluation system designed to encourage individual teacher growth is not a luxury but a necessity. Viewing the problem of improving student motivation and performance from this point of view makes the development of systematic and objective methods of classroom evaluation a critical component in improving teacher quality in every subject area.

Also, despite the impact of evaluation as a professional development activity on teachers and students' development, it remains unclear how the process of evaluation will be implemented in the classroom and how it can help teachers to develop their teaching strategies in a collaborative way. Accordingly, the researcher aims to investigate the effect of constant watching of supervisors on teachers' competencies with regard to factors like using educational aids, various interesting materials, and friendly relationships between students and teachers. More specifically, this study intends to know whether the above-mentioned factors situated in the teachers' evaluation and teachers' professional competence forms are considered in foreign language classrooms, or teachers simply ignore them.

### 1.3 Research question and hypothesis of the study

The present study attempts to answer the following question:

**RQ:** Does the evaluation of teachers' competence in EFL classrooms have a statistically significant effect on Iranian learners' motivation?

In response to the above question, the following null hypothesis is formulated:

**H0:** Evaluating teachers' competence in EFL classrooms does not have any statistically significant effect on Iranian learners' motivation.

### 1.4 Definition of key terms

The present study adopts the following definitions for its key terms and concepts:

#### 1.4.1 Motivation

"Motivation in general refers to the driving force in any situation that leads to action" (Richards & Schmitt, 2010, p.377).

#### 1.4.2 Evaluation

"Evaluation in general refers to the systematic gathering of information for purposes of decision making" (Richards & Schmitt, 2010, p.206).

#### 1.4.3 Teachers' competence

**HUMIPWad dnbWUj VKU]cf cf dmbaUBMz HY XqH' cz dUjMU' N]H]g**  
independently of purpose or intent, competence as command of knowledge or skills, involving choosing and knowing why the choice is appropriate, competence as level of **WUj]mk\MAUjWbİg Z]bDhf d \ gaY1X]M gubkd V]MfcMg/N]g**  
indicator of sufficiency may fluctuate since it involves a value judgment, competence as a quality of a person or state of being, including more than characteristic behaviors:

performance, knowledge, skills, levels of sufficiency, and anything else that may seem relevant, such as intent, motives, attitudes, or particular qualities.

### **1.5 Significance of the study**

The significance of this study lies in the fact that the effects of evaluation as a means for professional growth are examined as a vehicle for teacher development. The evaluation provided to teachers is assumed to offer an enhanced opportunity to teachers to spend more time working with each other, sharing ideas and implementing new strategies. In the Iranian teacher education context, limited research has been conducted on the process of assisting teachers to move from complete dependence to independence through observation programs.

The increasing awareness of new approaches in teacher training has made researchers interested in the notion of classroom evaluation as a tool which less-experienced teachers can use to develop as effective teachers.

The first main objective of this research is generally to explore and investigate the effects of evaluation on students' motivation improvement on learning improvement process in order to find its advantages and disadvantages, and to get the most effective parts in teaching realm, and also if the teachers have been successful in representing their purposes while they are being evaluated and consulting their observers and colleagues. A second major objective was to analyze the interrelation between the degree of instruction and how much knowledge can teachers enhance to their instruction profession, and if the observation is helpful for learners. The results of the study are intended to create beneficial information for teachers, educational designers, and

observers by encouraging them to notice the evaluation element and also to raise their awareness of the importance of being more thoughtful and more careful in this regard.

### **1.6 Delimitations of the study**

Access to a large number of participants and their treatment for a long period of time were impractical for the researcher and the factor of gender was not considered in this study. The results of the study cannot be generalized to second language learning contexts because the study was run in an EFL context. The sample of teachers employed in the present study was limited. Therefore, similar experiments with greater numbers of subjects will be required to support the findings of the study. Because of time limitations, the observations were carried out in only eight sessions. Therefore, it will be desirable to run similar experiments in longitudinal studies.

## Chapter two: Review of the related literature

### 2.1 Introduction

In this chapter, a review of the literature in the domain of motivation and teachers competencies is presented. To this end, first an introduction to motivation in second ODQJ DJH OHDUQLQJ LV SUHVHQWRQGO D Q HDJH\* DUHQQIQL QJ PRC and some criticisms of this model are given. After that, a general overview on various kinds of motivation is provided. In the second half of this chapter, attitudes toward WHDFKLQJ DQG WHDFKHUV GHRYS GRSPQIQLV VHQHQD WLRQ VDE final part of this chapter, the notion of classroom management and language teaching DQG WHDFKHUV VLW DWLRQ LQ HQDQ WKH UHQDZHG V W presented.

### 2.2 Motivation

The English language is a consequential instrument in the fields involving scientific communications, the world of business, cultural interchanges, the domain of politics and so on. Almost everyone agrees that being able to speak in English in a fluent manner is a key to success in life. Motivation is among the influential factors that can affect the efficiency of learners in language classes. Hence, language teachers and educators should be careful in taking this factor into account in the process of language teaching (Oroujloo & Vahedi, 2011).

Motivation plays an important role in the process of language learning. Language teachers cannot efficiently teach a language if they do not comprehend the relationship between motivation and its effect on language learning. The main part of motivation is what is called SDVVL RQ ZKLFK LV UHODWHG WR D O Q L Q G and desires. Successful learners know their priorities, their strengths and weaknesses, and effectively use their strengths and compensate for their weaknesses. Successful language learning is re ODWHG WR ODQJ DJH OHDUQH KJNU S DWKRL R Q 7 find ways to create this passion.

Learners require quality instruction, input, interaction, and some opportunities for meaningful output, not only to make progress, but also to keep motivation for language learning. Therefore, a good language teacher must concentrate on the sources of intrinsic motivation and discover some ways to combine them with external motivational factors that can be brought to a classroom setting. This is particularly si JQLILFDQW ZKHQ (QJOLVK LV QRWW EHQWLGH HUPHGH DLD WUH F other than to pass their exams. Since learners have various goals for studying a ODQJ DJH LW LV FULDO IRLH QWDF ERIDOVWRQGGQH WLV DQG proper motivational strategies. Language learners should comprehend why they need to make an effort, how long they must sustain an activity, how hard they should follow it, and how motivated they feel toward their pursuits (Oroujlou & Vahedi, 2011).

According to Gardner (1985), motivation in second language learning is FRQVLGHUHGDV UHIHUULQJ WQWWKRUEHWRQWVWR ZJIOHFK W ODQJ DJH EHF DVH RI D GHVLUHH WRS H RLVHQ HDGG LWKW KSLVH D (p.10). Dömyei (2001) believes motivation is a word that both instructors and students utilize widely when they speak about language learning success or failure. Normally, it

is clear that we comprehend what the term covers. This apparently unambiguous comprehension, however, contrasts severely with the perception of motivation as a technical term in the psychological and applied linguistics literature.

Oxford English Dictionary defines motivation as the reason or reasons behind  
RQH V DFWLRQV RU KLV Rnd Wifld (2002) believe that (E FOHV  
motivated person is one who is eager to invest effort in learning activities and to  
SURJUHVV 7KH DGG WKDW NQDQY ISGUIS QV HFDUHH IW K N PD HC  
PRWLYDWLRQ 0RWLYDWLRQs for Learning To Can Use the V UHDV  
ODQJ DJH DQG LW SODV D VLJ QVM IGHQQW U RHD UQL Q JS SRRWL  
always been regarded as a significant factor, so it plays an important role in learning.  
Vallerand, et al. (1992) defines motiva WLRQ DV RQH RI WKH PRVW SVFKRC  
LQ HGFDWLRQ S 0RWLYDWLRQD QG GKH DQHQ E 2  
decisiveness of the extent of active and personal participation in L2 learning. For  
'UQHL PRWLYDWLRQ by a Specific An Intrinsic Motivation  
arises, initiates action, and persists as long as no other force comes into play to make it  
ZHDN DQG LQ WKL V ZD WHUPSLODQHQ FRWLRQ RPR UK DQWELIOH Q I  
(p.118).

Turner (1995) believes motivation is equivalent with cognitive engagement,  
ZKLFK KH GHILQHV DV LQWHQSHQWLRQD QG DQWELIOH, K L J K  
VFK DV S D L Q J D W W H Q W L R Q **FRQWRWLRQ SODQQ LQ R W IDQ**  
regarded as a kind of affective variable which is connected with other concepts and  
notions. For instance, Clarizio, Craig, and Mehrens (1987) juxtaposed motivation with  
persistence and being energetic. They believed that motivation is a general term for

factors and conditions that make a person active (Cited in Vallerand et al, 1992). In the next part of this chapter, motivation in second language learning is presented.

### 2.2.1 Motivation in second language learning

As Gu (2009) points out, early attempts to comprehend the effect of motivation on English language learning were made in the field of social psychology. Dörnyei (2001) points out that the foundation of language learning (L2) motivation lies in social psychology. From the 1960s, L2 researchers have rejected social psychology cognitive theories which determine intention or attitude as being the crucial factor to behavior

' U Q H L , Q V W H D G / U H V H D U V R F I L U D O K S D Y I H K R D C R Y D Q ' expectancy-value theories, which regards motivation as being the product of two important W I D F W R U V Q D P H O W K H O H H U Q M U Q V I D Q I W L F Q S W D V L R Q value the learner adds to success in that task (Dörnyei, 2001).

Gardner (1985) pointed out that Second Language Learning (SLA) is a social psychological phenomenon and motivation is the desire and the effort to reach a goal with positive attitudes towards it.

, Q U H D O L W W H D F K H U V L P S D F W R Q W I O H D V V Q W H K I W V planning of the lesson. The reason is that in the early stages of classroom planning, V W G H Q W V F K D U D F W H U L V W H X t i n g P r o m o t i o n D e v e l o p m e n t W S H D Q C taken into account (Schunk, Pintrich & Meece, 2008). Giving praise and criticism are D O V R L P S R U W D Q W I D F W R U V Z K I L F W L P D Q W L Q Q O H Q D H V H W V G K I R Q given in many cases nor too rarely; otherwise, it will lose its positive effect. Criticism can have a positive effect if it is not given too often (Schunk, Pintrich & Meece, 2008). Chambers (1999) also points out that the relationship between the instructor and the

learners defines the character of the learning situation, which also influences motivation.

English can be troublesome when taught in a foreign language (FL) setting, where authentic language input may not be readily attainable outside the classroom. Often, with a character- EDVHG ODQJ DJH ODQJ DJH OHDEHQ KUK P R W L since persistence and determination are required to deal with the stress of a difficult language.

During the past decades, motivation has been widely regarded by materials developers and second language scholars, researchers, and teachers as one of the main variables that determine the level and success of second language learning (SLA). Many studies (e.g. Dornyei, 2001; Harter & Connel, 1984) have been done about the significance of motivation over the years. One of the researchers who has done considerable studies in the domain of motivation is Dörnyei. Dörnyei (2001), for H D P S O H V W D W H V W K D W O D Q . D . J H H W H H F K H U R I P R H W L Y Q W O L they want to describe successful or unsuccessful learners.

' U Q H L S R L Q W V R W W K D W H P R W Z K H W H R Q D L F H D W I amount of instigation arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome K D V E H H Q U H D F K H G S ' R U Q I H H V W K D D O V L R Q V I W S J K F D W R U V motivating learners must be considered as a main factor in teaching effectiveness.

Gardner (1985) believes that motivation is a mixture of effort and desire to attain the goal of learning language and also positive attitudes toward learning language. Gardner (1985) pointed out that SLA is a social psychological phenomenon and

motivation combines the desire and the effort to reach a goal with positive attitudes towards it. Motivated learners have some characteristics; for instance, they are intensely interested, eager to work hard, focus on the tasks given, do not need continuous encouragement, willingly confront challenges, and can even motivate other individuals, promoting collaborative learning (Gardner, 1985).

Mcgroarty (2002) points out that motivation for L2 learning originates from people. She suggests that motivation can also be taken from the surroundings and the environment of schools and the places where teaching occurs. Keller and Litchfield (2002) believe that true motivation happens at three levels; namely motivation to learn, motivation to work, and self-motivation. Each of these levels puts special responsibility on the learner. Furthermore, an instructor can work with different situations and various extrinsic motivators to heighten self-motivation. These levels include three basic subcomponents in second language learning process, namely the target language, the language learner, and the learning environment (Dörnyei, 2001). Motivation is one of the factors influencing the choice of language learning strategies. It is widely believed that learners who are more motivated tend to utilize more learning strategies (Dörnyei,

Q L P S R U W D Q W H I I H F W R Q K O H V U P Q H U D S S I P B W I R Y E D Y W R R V Q V  
S H R S O H L V W K H W H D F K H U V I L Q O O Q I Q Q H V R Q W R K O H O H D U Q H Q N  
instructors show a negative attitude towards specific elements in the curriculum or to the subject as a whole, this can inevitably influence the students negatively. It may be difficult to be equally positive to all of the elements that language studies involve since teachers are only humans with their own interests and specialties, but it is important to realize that the emotions they show will have an effect on the students, positive or negative as it may be (Dörnyei, 2001).



as a combination of attempt and desire to reach to the target of learning language in addition to the positive attitudes towards learning language (Gardner, 1985, p.10).

In his model, Gardner proposed two types of motivation, namely the integrative and the instrumental motivation, putting much more emphasis on the former. The L Q W H J U D W L Y H P R W L Y D W L R Q U H I W R V U W R F K W K W K H V W D C E H Q W communicating with the members of the target language. The instrumental motivation is related to more practical reasons for learning the language such as getting a better job, a higher income or passing an examination (Gardner, 1985).

There are a number of subcomponents in the socioeducational model which are calculated by means of various relational and motivational scales in what Gardner called the AMBT (Attitude / Motivation Test Battery). In this model, integrativeness is calculated by three scales. These three scales are: the policies towards the target language group, interest in foreign languages, and integrative orientation. In this model, motivation is also calculated by three scales. These three scales are: motivational intensity (the degree of effort expended in learning the language), attitudes toward learning the target language, and the desire to learn the target language.

W W L W G H V D E R W W K H O H D U Q L Q J V L W D W L R Q Z K L F K anything connected to the immediate context in which learning occur is calculated by two scales, namely attitudes toward the instructor and attitudes toward the course. However, it was the integrative motivation that was most emphasized by Gardner, and it was in fact the backbone of his model (figure 2.1). The function of attitudes towards the language to be learned, its speakers and the situation of learning are all considered the components of the integrative motivation. In fact, the integrative facet of this model

appears in three parts, namely integrative orientation, integrativeness, and integrative motivation.

Gardner (1985, 2001) repetitively emphasized the differences among these components, since most of the time, there was confusion between orientations and motivations. Based on Gardner (2001), orientations refer to the reasons for which a learner studies a language, whereas motivation refers to the energetic force which contains expending effort, expressing desire and feeling pleasure.

\* D U G Q H U V P R G H O R Q / D Q J D J H / H D U H Q I H Q J Y H G R W L R / H H W  
criticisms from a large number of researchers in second language learning. In the next part of this chapter, these criticisms are presented.



ed sometimes in contradictory ways by various researchers. Integrative motivation has been defined in such a way that nearly every reason one can think of for studying the target language can fall within its scope (Clement & Kruidenier, 1983). It has been noted for instance that the tendency to travel was considered instrumental by some but understood as integrative by others. In another example, it was stated that reasons such as having an English speaker friend, or having more knowledge about English art, literature and culture and listening to some English musics could be considered as either instrumental or integrative depending on the intention of the individual and his or her understanding (Keblawi, 2006).

Shaw (1981) points out that in different parts of the world where English is learned as a foreign language, integrative motivation, the way it is proposed by Gardner, plays only an unimportant role in the popularity of English, since English is regarded by most people as an international language, not related to any specific country. In many situations, learners do not have enough opportunities to interact with the target language speakers. Similar claims have been made by other scholars (e.g. McGroarty, 2001, Warden, & Chang, 2005).

The other criticism which comes from a constructivist approach to knowledge language learning models that emphasize the importance of the integrative side of motivation. The notion of identities, since it implies that successful learners are those who want to adopt a new identity and abandon their own. Tollefson (1991) notes that learners who want to assimilate are usually more successful than learners who are concerned about retaining

their original cultural identity (as cited in Webb 2002, p. 63). Webb (2002) also criticizes this idea and states that the cultural identity of second language learners is conceived as dangerous in the second language learning process. Similarly, the positivist approach in which the socioeducational model was incubated was deemed inadequate to the understanding of learning English as an L2. In the next part of this chapter, different kinds of motivation are reviewed.

#### 2.2.4 Kinds of motivation

Motivation has been divided into different kinds. Gardner and Lambert (1959) introduced two types of motivation, namely instrumental and integrative motivation.

Instrumental motivation is learning a language for a particular purpose, such as to learn language for communicating with the people who speak in the target language. The origin of motivation can be either extrinsic (outside the individual) or intrinsic (internal to the individual).

Various theories stress the difference between intrinsic and extrinsic motivation (Sansone & Harackiewicz, 2000). A person decides whether or not to involve in learning; hence, the factors that influence this decision may be extrinsic or intrinsic (Keller & Litchfield, 2002). Intrinsically motivating activities are the activities which people are motivated to perform not because of external pressure or reward, but because of their own desires. In other words, in this kind of motivation, individuals are involved in an activity because they are interested in it (Deci & Ryan, 1985). Deci and Ryan (1985) point out that intrinsic motivation refers to doing something, since it is innately interesting, fascinating, delightful, and leads to creativity. On the other hand, extrinsic motivation refers to the outcomes that can be separated. Deci and Ryan (1985)

report that intrinsic motivation leads to efficient learning and is supported in conditions in which the learner has a degree of self-determination. They add that intrinsic motivation encourages a high quality of learning and creativity.

In explaining the extrinsic motivation, Deci and Ryan (1985) point out that in the following part, each kind of motivation is discussed in details.

#### 2.2.4.1 Integrative Motivation

a second language (Crookes & Schmidt, 1991). It is believed that the learners who can successfully learn a target language are those who, like the people who speak the target language, admire their culture and wish to become familiar with or even integrate into the society in which the target language is used (Falk, 1978). This shape of motivation is known as integrative motivation. When someone becomes an inhabitant in a new society that uses the target language in its social interactions, integrative motivation becomes a crucial part in helping the learner to develop some level of proficiency in the language. Integrative motivation becomes a fundamental item, in order to operate in an interactional way in the community and become one of its members. Finegan (1999) Benson (1991) points out, a more appropriate approach to the idea of integrative

motivation in EFL context would be the concept that it represents the wishes of the individual to become bilingual and at the same time becoming bicultural (Finegan, 1999). This becomes true through the addition of another language and culture to the OHDUQHUV RZQ FOW UDO LGRIQWV W D G LXR FHL HUW Q WLKVH DF R D C the target (L2) language in daily verbal exchanges are proportionately limited. There is also restricted potential for integrating into the target language community.

#### **2.2.4.2 Instrumental Motivation**

Instrumental motivation, contrary to integrative motivation, is ordinarily described by the desire to achieve something applicable or concrete from the study of a second language (Hudson, 2000). In instrumental motivation, the goal of language acquisition is more practical, such as meeting the necessities for school or university graduation, applying for a job, asking for a higher pay based on language ability, reading technical material, translation work or achieving higher social status (Hudson, 2000). Instrumental motivation is a characteristic of second language learning in which little or no social integration of the learner into a community using the target language occurs, or even desired.

#### **2.2.4.3 Integrative vs. Instrumental Motivation**

It is widely accepted that both integrative and instrumental motivations are necessary elements of success; however, it is integrative motivation which contributes to long-term accomplishment when learning a second language (Taylor, Meynard, & Rheault 1977). In some of the early studies carried out by Gardner and Lambert, integrative motivation was considered as being of more significance in a formal learning environment than instrumental motivation (Ellis 1997). Nowadays the importance of instrumental motivation is also stressed. It is significant to note that instrumental

motivation has only been recognized as an important factor in some research, whereas integrative motivation is continually connected to successful second language learning.

It is believed that for the purpose of language learning, students generally select instrumental reasons more often than integrative reasons. The learners who do support an integrative approach to language learning are generally more highly motivated and more successful in language learning (Ellis, 1997). One of the conditions in which instrumental motivation can be exhibited to be more successful is in the situation where the learner is given no chance to use the target language and hence, he/she has no chance to interact with members of the target group.

Lukmani (1972) found that instrumental motivation was more significant than integrative motivation in female learners of L2 English in Bombay. Lukmani (1972) concluded that the social setting helps to determine both what kind of orientation learners have and what kinds is most significant for language learning. Braj Kachru (1977, cited in Brown, 2000) asserted that in India, where English is an international language, it is not rare for second language learners to be successful with instrumental purposes being the underlying reason for study.

Brown (2000) pointed out that integrative and instrumental motivations are not necessarily mutually exclusive. Learners seldom select one kind of motivation when learning a second language, but prefer a combination of both types of motivation. Brown (2000) takes as an example international students living in the United States, learning English for academic purposes while simultaneously wishing to become integrated with the people and culture of the United States.

Motivation is an influential factor in L2 learning. Therefore, it is important to identify both the kind and combination of motivation that help us in the successful learning of a second language (Brown, 2000). At the same time, it is essential to regard motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner. In the next part of this chapter, intrinsic and extrinsic kinds of motivation was discussed.

#### 2.2.4.4 Intrinsic Motivation

Intrinsic motivation is explained as the doing of an activity for its inherent pleasure rather than for some distinct consequence. At the time of being intrinsically motivated, an individual is moved to act for the fun or challenge entailed rather than because of external pleasure, stress, or reward. The concept of intrinsic motivation was first recognized in the experimental studies of animal behavior, where it was found out that many mechanisms engage in investigative, playful, and curiosity-driven behaviors even in the absence of encouragement or reward (White, 1959). These instinctive behaviors, although clearly giving adaptive benefits on the organism, seem not to be done for any such instrumental reason, but rather for the practical experiences associated with

H H U F L V L Q J D Q G H W H Q G L Q J R Q H V F D S D F L W L H V 5 D Q H W

In human beings, intrinsic motivation is not the only form of motivation, but it is significant one. In their healthiest conditions from their birth, human beings are active, eager, curious, and cheerful creatures, showing a ubiquitous willingness to learn and explore, and they do not need incentives to do so. This natural motivational tendency is a crucial factor in cognitive, social, and physical evolution because it is through acting

R Q R Q H V L Q K H U H Q W L Q W H U H G W H V D W K D W N R Q Q V J U R K Z H W H Q N Q Q

interest in innovation, to actively assimilate, and to apply skills in a creative manner is

not limited to childhood, but is an important characteristic of human nature that influences on performance, persistence, and well-being during the life.

In one perception, intrinsic motivation exists among different individuals, in another perception intrinsic motivation exists in the relation between different individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any specific task. Since intrinsic motivation exists in the connection between an individual and a task, some researchers have defined intrinsic motivation regarding the task being interesting while others have defined it regarding the pleasures a person gains from intrinsically motivated task engagement (Deci, 1971).

#### **2.2.4.5 Extrinsic Motivation**

Intrinsic motivation is obviously an influential type of motivation, however, most of the activities people do are not, explicitly speaking, intrinsically motivated. This is particularly obvious after early childhood, when the freedom to be intrinsically motivated becomes more and more diminished by social demands and roles that require individuals to assume responsibility for nonintrinsically interesting tasks. In schools, for instance, it seems that intrinsic motivation becomes weaker with each advancing grade. Extrinsic motivation is a concept that relates to whenever an activity is performed in order to achieve some divisible outcome. Extrinsic motivation, therefore, is different from intrinsic motivation, which is about doing an activity simply for the pleasure of the activity itself, rather than its instrumental value (Ryan et al, 1994).

However, unlike some viewpoints that consider extrinsically motivated behavior as invariantly non-autonomous, extrinsic motivation can alter extremely in the degree to

which it is autonomous. For instance, a student who does his homework only because he is afraid of his teacher or his parents for not doing it, is extrinsically motivated because he is doing the work in order to reach the separable outcome of avoiding punishment (Chandler & Connell, 1987).

In a similar manner, a student who performs a task because he/she personally thinks that it is important for his/her career, is also extrinsically motivated because he/she too is performing it for its instrumental value rather than because he/she finds it interesting. In these two examples, both cases include instrumentalities; however, the latter case involves personal confirmation and a feeling of choice, while the former includes mere compliance with an external control. Both cases represent intentional behaviors; however, the two kinds of extrinsic motivation vary in their relative autonomy (Chandler & Connell, 1987).

In the second half of this chapter, some issues such as teacher efficacy and teacher education and the competencies of the teachers will be presented. Before that attitudes toward teaching and teachers are presented.

### **2.3 Attitudes toward teaching and teachers**

Attitudes to teaching means how teachers feel about their job and their attitudes toward teaching. For example, the attitudes of the employees about their job are very important when studying job motivation. This is also true for instructors and their attitudes toward teaching (Sergiovanni, 1967, cited in Mifsud, 2011). Attitude is a mental feeling which  
JURZV LQWR D GULYLQJ IRU DHK LQJ WSKL Ø RFDRSK LQ RR QHUVRW  
the profession. There are three principal attitudes with which an instructor must be concerned: the humanistic attitude, the scientific attitude, and the professional attitude

love and interest for the learners and the subject matter. The instructor enjoys and even considers it an advantage to be with people of a younger generation who are in a special period of growth and, thereby, can be interested and inspired (Carrubba, 1999). Scientific attitude involves basic knowledge of English, having a good lesson plan, and knowing how to use textbooks. Professional attitude involves teacher development, proficiency in English, sufficient preparation, uninterrupted study, intellectual life, leadership, and physical fitness.

### 2.3.1 Teacher efficacy

their impact on their students. Teacher efficacy is one of the crucial parts of teacher motivation (Dörnyei, 2001). Efficacy ability to perform at a given level of achievement (Tschannen-Moran et al, 1998). These beliefs affect how much effort people make, how long they go forward when they face with problems, how much they bear failures, and how much stress they endure in coping with hard situations (Bandura, 1997).

Self-efficacy is the belief that a person can do his/her job and the sense that one is able to reach sets of goals professionally (Bandura, 1997). Hence, anticipation of outcomes are influenced by these beliefs. This means that there is some record of earlier success on which high self-efficacy can advance. In the condition of teaching, Symons, 1997).

Pajares (1996) believes self-efficacy is the basis of motivation in that individuals need to believe that what they are doing will create the desired outcome. Teachers are

required to believe in their abilities to plan, organize, and do activities which are required to achieve given educational goals. This is accompanied by continuation and effort which lead an individual to examine new things and aim at more challenging goals (Walker & Symons, 1997). People with high self-efficacy make more effort and their performance is better. On the other hand, they are more ready to analyze their performance and try to find ways to enhance their performance. Such individuals are courageous when failure happens and are able to face with a challenging situation more easily. The effort they apply is not hindering but rather strengthening (Wolters & Daugherty, 2007).

Bandura (1997) points out that self-efficacy is related to how teachers consider their abilities and not on the actual abilities themselves. Hence, foretelling how people are going to behave is based on the beliefs they hold. These beliefs help to determine what the outcome will be; hence, successful outcomes are anticipated by those who have high self-efficacy and are confident in what they are doing (Pajares, 2002).

Bandura (1997) distinguishes between self-beliefs and outcome expectations. Self-beliefs are the beliefs about one's own capabilities, while outcome expectations are what one feels will be the outcomes of this action. Although these two dimensions are assumed to make up teacher motivation they are required to be fine-tuned as there is no difference between beliefs about teachers/teaching in general and about a particular teacher. Hence, teacher efficacy, based on Woolfolk and Hoy (1990), would be better explained by describing it as composing of general teaching efficacy and individual teaching efficacy. General teacher efficacy is the belief that the

instructor is able to create student achievement, no matter what adverse external factors (such as abuse on students at home, slow learners, etc.) might be. Personal teaching efficacy is the belief that a specific teacher can make an influence.

7 H D F K H L Efficacy affects job satisfaction and, as a result, it influences teacher motivation (Bandura, 1997). Teachers with a strong sense of self-efficacy are more liable to be intrinsically motivated as they are more engaged in and enjoy what they are doing. High self-efficacy intensifies the well-being of the teacher (Bandura, 1997). Hence, motivation is improved or impeded by different levels of self-efficacy. Teachers with high self-efficacy set high and stimulating goals and if something goes wrong they will continue. Low self-efficacious teachers, on the contrary, might not even set goals at all as they see no point in doing so as they do not believe that they can reach them anyway (Schwarzer & Schmitz, 2005).

In fact, reduced levels of self-efficacy can be a sign of increased teacher stress levels and burn-out (Bandura, 1997). When failure happens, particularly when this cannot be attributed to external factors or lack of effort, it decreases the efficacy of the teacher (Tschannen-Moran et al., 1998). This is even more damaging when it happens at

### 2.3.2 Teacher education and development

Teacher education programs have been there for a long time; however, second language teacher education is a comparatively recent development. Traditionally, second or foreign language instructors were either native speakers of the target language or had some identified skills in the language. In the last few decades, there has been a great growth in the teaching and learning of second languages, both in the actual teaching and

in the education of second language teachers. This has been specifically rapid in the field of English as a second/foreign language.

The model of teacher education, teaching as a craft, is considered an irreplaceable model even with highly educated people. However, the other models consider education as an application of science, in that teacher education programs are instructed by achievements of empirical researches (Zeichner, 1999).

Knowledge transfer is the main component in this model of teacher education. Therefore, it is one-way; scholars introduce scientific achievements to teachers to apply in practice. This attitude has stressed the difference between theory and practice in teaching foreign languages and has led to the division of experts in this area to those who create and think and those who apply the theories handed down by experts. As

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Kumaravadivelu (2006) properly pointed out, such divisions of labor are not satisfactory in current educational environment in which teachers more and more adopt multiple roles of researcher, syllabus designer, and materials developers. The third, reflexive model of teacher education is the most suitable for the present moment. Formal knowledge is theoretical and is on the basis of scientifically based facts, while empiric knowledge is gained not only by practice but also by thinking on practice. The current idea about independence in teaching, about training students for independent learning is the heart of this reflexive model, which gives equal significance both to theoretical knowledge and to practical experience.

Teacher education differs significantly in different countries; this makes comparisons difficult. In OECD countries, for instance, teacher education for lower grades usually happens outside of the universities, even though several countries, for instance Greece, Spain and France, in recent years have moved teacher education to universities (Gustafsson & Myrberg, 2002). One of the issues that has gained a crucial importance in foreign language domain is the competencies of teachers. In the next part of this chapter, the competencies of teachers will be explained.

#### 7 H D F ~~to~~ **competencies**

Competence is considered as a complicated combination of knowledge, abilities, understanding, values, attitudes and wishes which lead to effective, embodied human action in the world, in a specific domain (Deakin Crick, 2008). Hence, competence is different from skill, which is considered as the ability to perform complicated acts with ease, precision and adaptability. Instructors of English implement different teaching practices that reflect the teaching competencies they have learned during their teaching career. These practices might range from direct instruction utilizing lectures,

cooperative learning strategies, task-based learning, critical thinking and problem solving techniques, and paper and pencil tasks. These practices are utilized to reach certain goals (LQ WKH FODVVURRP RZHYHUK DWKHDWHODHEKUH DQGI DFI structured set of teaching practices in mind depending on the goals to be achieved, PLJKW OHDG WR QHJDWLYH HIIH DWWLRQH VWDUHQWQH SHURN UG 2008).

To emphasize the teaching competencies that provide teachers with the required (NQRZOHGJH DQG VNLOOV WR GHODDY ZV WDIQ CW RRGDU VQ HHGWW schools need education programs on the basis of competencies to prepare teachers for the teaching profession (Deakin Crick, 2008).

A feature of a competent teacher is that he/she encourages learners to reflect on social reality and enables them to transform the existing conditions that form their lives. Moreover, a competent teacher is able to engage student in dialogue and manages through dialogue to reach genuine learning because when students and teachers are involved in shared critical dialogue, they reciprocally create and build knowledge instead of passively transmitting it, since they can share their experiences, reflect on them and finally make critical evaluation regarding the way they themselves have acquired that knowledge and those experiences.

Catano and Harvey (2011) define a competent teacher as one who increases cultural transmission and perpetuates civilizations by passing on as heritage necessary basic skills and subjects from one generation to another. This is because it is crucial for the student to know about their culture and the world they live in, about other cultures that existed before them, to know about the significant and historical persons who made

great discoveries or contributed to the shaping of society. Moreover, it is vital for teachers to present to the students an efficient selection of the world they live in and to work in cooperation with them in order to assist them achieve competence in their world.

Catano and Harvey (2011) reported nine teaching efficiency competencies recognized by students. These nine teaching efficiency competencies are: communication, availability, creativity, individual consideration, social awareness, feedback, professionalism, conscientiousness, and problem-solving. On the contrary, from the viewpoint of educational professionals, effective instructors are those who facilitate students O H D U Q L Q J E L P S U R Y L Q J V H Y H U D O I D F W R U V V persistence, creativity, knowledge applicability, and global competency (Byrd & Rasberry, 2011). Moreover, competent teachers are able to help their peers improve their skills.

Effective English language teachers need a definite set of abilities. Coniam and Falvey (1999) clarified the core competencies required by effective EFL teachers, listing teaching ability, language awareness (knowledge about language), and language ability (knowledge of language). To reach the goal of effective teaching, first of all, EFL teachers must have good teaching skills. Secondly, they should know rather a lot about the English language systems, how the English language works, and how people learn and use it. Third, they must have pleasant English language proficiency. For non-native English speakers teaching EFL classes, growing all these competencies is particularly challenging because of the multiple roles the teachers need to take on those of language teacher, language analyst, and language user (Edge, 1998).

#### 2.3.4 The importance of teacher competencies and its evaluation

An acceptable level of quality in the process of teaching is a very effective contributing factor in learning outcomes. Various empirical studies (e.g. Clotfelter, Ladd, & Vigdor, 2007) have demonstrated how differences in achievement gains for students are connected to teacher qualifications. Clotfelter, Ladd, and Vigdor (2007) collected end-of-course test scores in multiple subjects administered to ninth or tenth graders in North Carolina and matched them with administrative information on teacher references. That experience, teacher certification test scores, regular licensure, certification of teaching skills, and academic background. In addition, students exposed to teachers with weaker qualifications (e.g., no teaching experience; low teacher test scores; no certification by the National Board; no graduate degree, and so on) tended to have lower performance than students exposed to teachers with stronger qualifications.

The main goal of evaluation is to collect information for making two kinds of decisions, namely formative and summative. These kinds of decisions are made on the basis of the evidence exhibited by the evaluation results, and both of them extremely teachers to increase their teaching performance, while summative decisions are made by administrators to judge about their personnel. These decisions need to be made on a fair identify suitable evaluation models or methods that best fit different educational settings and disciplines.

### 2.3.5 Attitudes about school and staff

L H DER 6FKRR DQ 6 DII LQ QMF HB QKZHL KF KHL FR HD H  
school staff generally. Recognition by colleagues for their work affects on teachers and motivates them in their job (McKeachie, 1997). Cooperative work between the colleagues is an important factor which can make or break teacher motivation. The general climate of the school and the physical environment also influences on the teacher motivation. Having a good relationship with colleagues appears to help the teachers. The time teachers spent to their colleagues is the highlight of their day (Dörnyei, 2001).

### 2.3.6 The notion of classroom management

In the language learning domain, the notion of classroom management is much wider  
WKDQ M V W WKH V W GHQWV ,WL V FLB OPLQLH IFQ QFKHU Q ORI VHVUH  
experienced or novice, male or female, elderly or young. It is one of the most important challenges facin J (/ WHDFKHUV )RZOHU DUDSIOYHU WKL QJ LWKI  
teachers need to do in order to intensify student participation in classroom tasks and to create productive conditions.

7KH WHUP FODVVURRP PDQDJHPHQW PLW,SLHG WOVHUQ  
DV &ODVVURRP FRQWURO DQGH FWHVUURRPVGLURRIPS QDQD  
KDV LWV URRWV LQ WKH QRWLQQG WEDWF LVSQH ZHR UGLM K W  
instructors as they are from a regime which deny students any right and respect. Brophy

VWDWHG WKDW FODVVURRQ VWQDNHHRH QVR EDNWKDQD  
learning environment conducive to attainment of the goals of instruction-arranging the physical environment of the classroom, establishing rules and procedures, maintaining  
DWHHQWLRQ WR OHVVRQV DQYHWLEHMHPSQW LQ DFDGHPLF

Classroom management is comprised of any action that the instructors do to establish a condition that makes better both academic and social-emotional learning (Everstone & Weinstein, 2006; as cited in Raizen, 2010). Based on this definition, academic procedures are also considered as part of classroom management. However, as Demir (2009) pointed out, they are inadequate in creating the desired management environment by themselves.

Merç (2004) also points out that some teachers of English report to have plenty of problems with classroom management. Luo, Bellows, and Grady (2000) concluded that for most of the graduate teaching assistants, controlling classroom environment can be humiliating. Kyriacou (1991) acknowledges that even experienced teachers, with more than 25 years of experience, can still face classroom management problems. On the language classroom is added to the environment, the situation becomes even more troublesome.

The goal of an efficient classroom management is to make a positive environment that enhances learning. The result of an appropriate physical environment in the classroom improves learning and teaching process and encourages the class participation of students. On the other hand, learning and teaching process, which increases classroom management problems.

Most instructors face with many difficulties in the classroom, and these difficulties cause them to fail to manage their classroom. Matus (1999) believes that classroom management problems come from individual factors such as family

problems, home factors, feelings of insufficiency, and financial problems. Sasidher, Vanaja and Parimalavenu (2012) conclude that there are four influential problems in classroom management. In their opinion, these factors are: time, socio cultural differences, lack of student motivation, and large size classroom. They believe also that L Q V W U F W R U V L Q W H U H V W I R U W H D F K L Q J H V S D R E O H S P R U W D and managing the classroom.

McPhillimy (1996) refers to some problems in classroom management. These S U R E O H P V L Q F O G H V W G H Q W V W E R O I Z I D n i s e D e v e l o p e d I n Q u e r t W W R W K who simply refuses to do what he is told by the teacher, swearing in the classroom, students who hit others in the classroom, students who run about wildly out of their seats, and physical fight between the pupils in the classroom. He believes that teachers who want to manage their classroom in a good manner, must eliminate these problems. In the next part of this chapter, the situation of language teaching and teachers in Iran will be discussed.

### 2.3.7 Language teaching and t H D F K H L D L R Q L Q D Q

If we take a look at the history of Iran, we can find out that language teaching has a long history in Iran. It dates back to 1851 when the first government-sponsored institute of learning, named Dar-ol-Fonun was founded in Tehran. At that time, French was taught as the foreign language. Since that time, foreign languages have been of the main parts of curriculum in Iranian schools. However, the goals of teaching English have not been adequately met. Accordingly, almost none of the high school graduates are able to use the English language in order to communication, except for those who learn English in language institutes outside schools (Tabatabaei & PourAkbari, 2012).

In the last decades, language teaching in Iran has experienced a slow and gradual change from traditional methods, in which deductive learning was emphasized on and learning of a language was performed principally through teaching and studying of grammar and translation, to more modern methods based on communicative approaches. This slow change shows two points. First, the change in language teaching from traditional methods to communicative ones, and second, the recognition of the kind of proficiency Iranian learners of foreign languages, specifically English, expect to acquire, such as a more effective oral and listening proficiency besides reading comprehension.

7 H D F K H U V Q G H U V W D Q G L Q J R R G W K D I Q H I S H L F D W F I W L H F Q H V W I R I  
teaching a foreign language is yet another important factor to consider in developing a program. Willingness or unwillingness to experience a new method or to use L Q Q R Y D W L R Q V L Q O D Q J D J H W H Q F R Q Q L V L W H Q H U D P R Q F O W H L D beliefs on the basis of their actual experience with learners and theoretical framework of their teaching can lead to some troubles in teaching which, in turn, negatively affect learners (Salomon & Perkins, 1998).

Instructors are required not only to be able to provide practical information to the learners but also to be more and more efficient in enabling students to learn even more complex materials. In the last decades, teachers were supposed to prepare only a small minority for ambitious academic work, but now they are believed to prepare almost all the learners for higher order thinking and performance skills once reserved to only a few (Salomon & Perkins, 1998).

According to Ostovar Namaghi (2006), there are sociopolitical forces which D V V L V W W R G H W H U P L Q H W K H U V Q W W E H F W R H V W Z R E K H L Q , J U D X

text ERRN ZKLFK LV LQ OLQH ZLWKLW KLHLSUWVIWGFHQWWU RQHDH

recommended curriculum. Secondly, the output is managed by the mandated national testing plans so that teachers cannot develop tests which contain positive wash back on teaching and learning. Third, since a higher score is culturally considered as higher achievement, the process of teaching and learning is monitored by grade pressures from students, parents and school principals. Therefore, as Ostovar Namaghi (2006) pointed out, teachers become mere performers of recommended initiatives and schemes without recourse to their own professional knowledge and experience.

A teacher is often believed to be someone with plenty of decisions to make at every moment of classroom instruction. In some cases, research findings can direct those decisions. In other cases, research can notify professional judgment, but decisions must be on the basis of experience and perception rather than knowledge. Bahari (1989), inspected the extent to which high school teachers in the urban schools of Shiraz, Iran, were involved in the practice of moonlighting. His study specifically intended to recognize the number of teachers who had extra jobs for any reason. It was also planned to find a relationship bet ZHHQ WHDFKHUV PRRQOLJKWLQJ D

Some of the influential results were as follows:

- x Iranian teachers were did not receive enough income.
- x What forced the teachers have a second job was to satisfy their needs.
- x Financial problems and low social status were other reasons that forced the teachers to have a second job.

After the end of the World War (II), as a result of educational developments, the desire for education quickly increased in Iran. But the government was unable to cope

with it because of the lack of facilities, the main example of which way the shortage of competent teachers. English teachers have not been an exception in this regard.

7 K H L Q V W U F W R U V S H U V R Q D Q G H S / H D L W H Q D F H K D W U D H / D W U Q H H Q W F .  
W H D F F H H H y. Freeman (1999) recognized the following factors which affect individual teachers:

- x The way they were instructed themselves,
- x The way they were taught and the content of that teaching,
- x Their colleagues and the administration,
- x New opinions coming into their mind,
- x Available materials,
- x The kind of students they have, and
- x Their opinion of learners and learning.

( F R Q R P L F S U H V V U H D Q G Z R U N F Y H W G H D D K H U D Q D R O U R I I  
negative way. On the other hand, since in nearly all conditions resources are restricted, teachers compete with each other for them.

) H Z V W G L H V K D Y H E H H Q F R Q G F W H G R W R W H Q V K H H U W  
F R P S H W H Q F L H V H Y D O D W L R Q R Q , Q / W O K H U R G O R Z L F R J W S L D W W  
chapter some related studies have been presented.

### 2.4 Related studies

Falout (2006) inspected the factors that demotivated Japanese language learners. The results of this study showed that teachers play an important role in this regard, and the character and pedagogy of teachers were me D Q L Q J I O O U H O D W H G W R O H D U Q H of the course, the subject, and their capabilities to learn a foreign language.

demotivating classroom factors in learning English as a foreign language. The results

VKRZHG WKDW WHDFKHUV PRSHUHQW DWHLRQK HWKXH SZHU WF communicates the purpose and procedure of class activities), affiliative motive (the extent to which students are motivated to please the teacher), and control (teacher-pressure) were among the significant factors to motivate/demotivate students to learn English as a foreign language.

Falout et al, (2009) inspected the demotivating factors in learning English as a foreign language in Japan; and WKH FRUUHODWLRQ EHWZHHQLQJ OHDUQH experiences and present proficiencies. The results showed that Course Level (the appropriate level of the textbooks/courses, and pace of the courses) and Teacher Immediacy (perceptions and experiences with past teachers, as being approachable or friendly) were significantly related, implying that the more learners perceive teachers as accessible, the more they perceive the level of the courses as suitable.

Sakai and Kikuchi (2009) inspected demotivation among Japanese learners of (QJOLVK ,Q WKL V VW G ILYH HFWURDFLWYHGW LQHDIKFWURVU VF EI and teaching style were focused to be among the most significant factors that demotivated students to learn English as a foreign language.

Rahimi and Sadighpour (2011) inspected Iranian technical and vocational VW GHQVV GHPRWLYDWLQJ IYFV HFWHLQOQHDOQH (QKHLW reported that teachers and their teaching quality were of the main factors that demotivated them to learn English. They classified teacher-related factors as the fourth

demotivating factor while evaluation policy, school facility and educational materials were regarded to be more important.

Maini (2011) inspected the influence of a teacher training program on classroom management with the purpose of preventing off-task and disturbing student behavior in the classroom in Canada. The results of this study showed significant increase in WHDFKHUV FRQILGHQFH WR PDQDRU W QF G O H J a Q H U V P L V PHGLDWLRQ VWUDWHJ ,W ZDW D D F R R R F D W H G H W W D W Q V W Q G H decreased meaningfully while on-task non-disruptive behavior and self-reliance were raised.

In a longitudinal study, Elliot (1998) reached the conclusion that well-qualified LQVWUFWRUV KDG D PHDQLQJ O V L Q C H I Q Q F V H I D Q K K H J K H P M F mathematics and science. In this study teacher qualification was measured by education, experience and teaching methods. Evertson, Hawley and Zlotnik (1985) compared well-educated teachers with less educated teachers. The results of their study showed that achievement gains for students with well-educated teachers. They also reported that D F K L H Y H P H Q W Z D V U H O D W H G J W R R I W W K L I n Q M W U I F W R U V N Q R study involving 7000 students, Wenglinsky (2000) found that the quality of the teaching I R U F H K D V D V L P L O D U L Q I O U H Q F I D R Q R F W L R H I I Q R Q R P W H V W D W F F

Darling- DPPRQG LQVSHFWHG VWGHQV and WHVW UH mathematics. In this study, 65000 teachers participated. The data included several variables showing teacher competence, such as certification and experience. Several other variables were considered in the study such as education policy, demographics, student characteristics and school characteristics. At the end of this study, teacher

results and to have great explanatory power. Teacher salaries or class size did not show

DQ PHDQLQJIO LQIO HQFH ZKHQJ UKR QG LLQJ IV WFGHWQMQVR EDPD C



## **Chapter three: Methodology**

### **3.1 Introduction**

The present study was an attempt to investigate the effect of teachers' competencies evaluation on Iranian i Q W H U P H G L D W H O H Y H O ( ) / O H D S W Q H L U F O D R M I L Y I D the details of the participants of the study, the instruments for data collection, the applied procedures, design, and data analysis procedures used to answer the research question.

### **3.2 Participants**

The participants of this study were 300 female EFL students at intermediate level of proficiency. All of the participants were native speakers of Persian studying in Alzahra technical school in Qazvin, Iran. They ranged from 16 to 17 in terms of age, and they were in grade two of high school. The researcher selected the participants based on convenience sampling and divided them into two groups randomly. Each group consisted of 150 participants. Ten classes were used for this study, 5 classes were used as comparison groups and 5 classes as experimental groups.

### **3.3 Instruments and materials**

In the present study, a motivation questionnaire was used before and after the treatment. The researcher administered a pretest to make sure to what extent the evaluation of

teachers by the principal affects the learners' motivation. For this test, out of a total of 160 questions from different questionnaires, 30 questions were chosen, and the participants were asked to choose from among five alternatives including strongly agree, agree, neutral, disagree, strongly disagree. It was constructed by putting together V H O H F W H G L W H P V I U R P W K U H H Q H G I H E W I Q Q M L T H V W Z R Q Q D L number of items in the original questionnaires was large, and the researcher needed to limit the number of these items for two reasons:

First of all, only items were selected that were related to the topic of this study designed in such a way to assess learners' motivation. Second, the items were also related to the criteria that are used in the technical school to evaluate teachers. Meanwhile, due to the fact that the proficiency level of the participants was low, the researcher translated the questions into Persian in order to ensure accurate comprehension. These questions have been used in a large number of studies. For instance, it has been used by the School of English Studies of the University of Nottingham, UK. This questionnaire consists of two sections. The first part of this questionnaire contains 18 items which evaluate learners' motivation. The second part consists of 12 items which evaluate the atmosphere of the classroom, appearance of the teacher, interpersonal relationship between teacher and students and the usage of educational aids in the classroom. A copy of the questionnaire is given in (Appendix A).

Although the items of the newly-designed questionnaire were selected from already established questionnaires, to make sure that the new combination of items was reliable in the context of this study, the reliability of the questionnaire was checked using Cronbach's alpha, and the reliability analysis showed an acceptable reliability index of .86.

### 3.4 Procedure

In order to achieve the aim of the study, the following procedures were followed. At the beginning of the study, 300 learners at the intermediate level of proficiency received the pretest. The researcher divided the participants into two groups randomly. The first group was the comparison group and the second one the experimental group. First of all the principal explained the duties of each teacher as well as her evaluation sheet.

The Presidency for Management and Human Capital Development have laid down certain duties to all government employees and have sent these duties to all government agencies including The Education Ministry. Ministry of Education has assigned duties for teachers based on Document of Fundamental Change communicated by the Ministry of Education. The Ministry of Education has developed a form, which should be filled by the school principal. The school principal should perform their duties based on this form. In the Ministry of Education, authorities and experts use this form, which has five sections including the following:

- Annual assessment of teachers
- Professional competence of teachers
- Monitoring the activities of teachers (clinical monitoring management)
- Top teacher form

These forms can be seen in appendix (B, C, D, E, and F). These forms have various applications. They have special uses in our education system. The school principal should have all of them and fill them out when necessary. The number of items is 100. In this study, three features had overlap in all these five forms, and these features had more

significance for the principal, who was also the researcher. The principal selected the following three items.

- a) The teacher should use educational aids in the classroom.
- b) The main concern of the teacher should be creating motivation and promoting motivation in the process of learning.
- c) The teacher should provide a supportive environment in the classroom and there should be a friendly relationship between the teacher and students.

Based on the above mentioned items, the teacher was expected to perform three tasks in eight sessions.

1. The teacher should download an interesting material for the learners in order to create a variety in the classroom and to promote the learners' motivation.
2. The teacher should ask learners to make PowerPoint for the lesson they were studying.
3. The teacher should ask learners to make colourful pictures from the previous lessons and presented in the class.

The principal constantly reminded the teachers that all the positive and negative points would be taken into account. In order to understand the procedure of teaching, to make relationship with students, and the way the teacher handled the class, the principal observed the classes. The teacher in all these five classes was the same and this teacher attended each class once a week. Each week, the principal observed the classes and evaluated the whole process of language learning. In contrast, the teacher in the comparison groups was not evaluated by the principal, and there was no other intervention by the principal.

principal controlled the activity of the teacher in the classroom. The principal marked and credited the fourth form after observing the teacher's performance in the classroom. The final score given by the principal could have an important effect on the salary of the teachers.

After eight observation sessions, the principal evaluated the teacher. Throughout all these eight sessions, the teacher was expected to provide a supportive environment in the classroom, and a friendly relationship was expected between the teacher and the students.

At the end of the experimental period, the researcher administered a post-test to compare these two conditions. The post-test contained the same 30 questions as in the pre-test and the participants were asked to choose the proper option. They could choose from among five alternative including strongly agree, agree, neutral, disagree, strongly disagree. The collected data were then submitted to statistical analysis.

### **3.5 Data analysis**

After the required data were collected, to test the research hypothesis and to answer the research question, an ANCOVA procedure was used on the data.



## Chapter Four: Result and discussion

### 4.1 Introduction

This chapter deals with the results of statistical analysis carried out to find answers to the research question of the study. First, results of preliminary analysis probing normality of data are presented and then the results of data analysis for answering the research question of the study.

### 4.2 Reliability statistics

In order to assess the reliability indices for motivation test that was used in this study, a group of 300 EFL learners who the main sample of the study were used. The results as represented in Table 4.1 revealed that the reliability of test, consisting of 30 items, was estimated as 0.863 using Cronbach Alpha, which is good indicator of internal consistency.

**Table 4.1.**

Reliability Statistics for the Motivation Questionnaire

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .863             | 30         |

### 4.3 Pre-test results

Table 4.2 provides us with the results of tests of between-subjects effects that were performed to test the null hypothesis investigating the evaluation of teachers' competence in EFL classrooms (as the between-subjects factor) on Iranian intermediate learners' motivation.

**Table. 4.2.**  
Tests of Between-Subjects Effects

| Source          | Type III Sum of Squares | df  | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|---------|------|---------------------|
| Corrected Model | 38264.501 <sup>a</sup>  | 3   | 12754.834   | 28.355  | .000 | .223                |
| Intercept       | 174407.956              | 1   | 174407.956  | 387.720 | .000 | .567                |
| group           | 2834.476                | 1   | 2834.476    | 6.301   | .013 | .021                |
| pretest         | 12.733                  | 1   | 12.733      | .028    | .867 | .000                |
| group * pretest | 63.811                  | 1   | 63.811      | .142    | .707 | .000                |
| Error           | 133149.536              | 296 | 449.830     |         |      |                     |
| Total           | 3443937.000             | 300 |             |         |      |                     |
| Corrected Total | 171414.037              | 299 |             |         |      |                     |

a. R Squared = .223 (Adjusted R Squared = .215)

Tests of between-subjects effects (Table 4.2 above) showed no significant interaction between pre-test and motivation ( $F_{(1, 296)} = .142, p > .05, \text{Eta square} = .00$ ).

### 4.4 Investigating the research question

The research question of this study aimed at exploring whether the evaluation of teachers' competence in EFL classrooms significantly affects Iranian intermediate learners' motivation in learning. In order to answer the research question of this study, ANCOVA was used. The evaluation of teachers' competence was considered as the between-subject factor. Table 4.3 represents the results of the descriptive statistics.

Table 4.3 indicates that the mean score of experimental group ( $T = 115.72$ ,  $SD = 23.01$ ) is considerably higher than the mean score of the control group.

**Table 4.3.**

Descriptive Statistics on the Participants' Posttest Scores

| group        | N   | Mean    | Std. Deviation |
|--------------|-----|---------|----------------|
| experimental | 150 | 115.72  | 23.01          |
| control      | 150 | 93.16   | 19.08          |
| total        | 300 | 104.443 | 23.94350       |

Table 4.4 provides us with the results of tests of between-subjects effects that were used to test the null hypothesis investigating the effect of the evaluation of teachers' competence in EFL classrooms (as the between-subjects factor) on Iranian intermediate learners' motivation in learning language.

**Table 4.4.**

Tests of Between-Subjects Effects on participants' posttest scores

| Source          | Type III Sum          |     |             | Sig.   | Partial Eta Squared |
|-----------------|-----------------------|-----|-------------|--------|---------------------|
|                 | of Squares            | df  | Mean Square |        |                     |
| Corrected Model | 38200.69 <sup>a</sup> | 2   | 19100.34    | 42.58  | .000                |
| Intercept       | 177670.01             | 1   | 177670.01   | 396.11 | .000                |
| pretest         | 6.60                  | 1   | 6.60        | .015   | .903                |
| group           | 38141.54              | 1   | 38141.54    | 85.03  | .000                |
| Error           | 133213.34             | 297 | 448.53      |        |                     |
| Total           | 3443937.00            | 300 |             |        |                     |
| Corrected Total | 171414.03             | 299 |             |        |                     |

a. R Squared = .223 (Adjusted R Squared = .218)

The tests of between-subjects effects (Table 4.4 above) showed a statistically significant effect of the evaluation of teachers' competence in EFL classrooms ( $F_{(1, 297)} = 85, p < .05, \text{Eta square} = .22$ ) on Iranian intermediate learners' motivation in learning. As a result, the null hypothesis was rejected. Therefore, it can be claimed that the evaluation of teachers' competence in EFL classrooms have a statistically significant effect on Iranian intermediate learners' motivation.

#### **4.5 Discussion**

The present study was designed to investigate the effect of evaluation of teachers' competence on Iranian intermediate learners' motivation in learning. The research question in the present study focused on the importance of evaluating teachers' competence in enhancing Iranian intermediate learners' motivation. The results provide fairly strong support for the effect of evaluation. Many studies have been conducted on learners' motivation, but there are few studies on using evaluation in facilitating this process.

Concerning the motivation in second language learning, Gardner (1985) believed that motivation is a mixture of effort and desire to attain the goal of language learning and also positive attitudes toward language learning. Further, the findings of the present study are compatible with the notion that motivation is one of the factors influencing the choice of language learning strategies (Dornyei, 2001; McGroarty, 2002).

In accordance with the result of the present study, Moivaziri (2008) claimed that Iranian students were both instrumentally and integratively motivated to learn English. Therefore, the role of motivation in learning language is significant.

The result of the present study is consistent with previous studies (Falout et al, 2009; Sakai & Kikuchi, 2009) which have shown that evaluating teachers' competencies enhances, encourages, promotes and facilitates EFL learners' motivation in learning. In addition, the findings of the present study corroborate those of Piggot (2008), who reported how evaluation assists learners' motivation in learning a new language.

The findings of the present study extend those of previous studies in that they support evaluation that could be utilized to assist learning motivation. Furthermore, numerous studies have shown that evaluation bears positive impact on motivation (Evertson, Hawley, & Zlotnik, 1985; Maini, 2011; Rahimi & Sadighpour, 2011).

At the same time, Darling-Hammond (1999) found similar result in enhancing reading and mathematics through motivation. Evertson, Hawley, and Zlotnik (1985) found that a useful way for promoting motivation is evaluating teachers' competency. This is supported by the findings of the present study.

Regarding the advantages of evaluation, Douglas, Harris, and Sass (2007) state that classroom evaluation is beneficial, resulting in higher motivation. Further support the finding of this study come from Ashton and Webb (1986), who explained that teachers' evaluation has the greatest impact on student motivation in achievement.

According to Darling-Hammond (2000), teachers with more preparation for teaching are more confident and successful with students than teachers who have little preparation or none (As cited in Garcia, 2011) which is supported by the findings of the present study. Moreover, it can be concluded that the proposed technique, i.e. evaluation teachers' competence, can be used to enhance EFL learners' motivation, as an effective way in language classrooms.

The finding of this study is in contrast with Jacob and Lefgren (2004)' study that found no relationship between teachers' participation in professional development activity and student achievement while other studies have found higher levels of students' motivation U H O D W H G W R W H D E K l o p t i e t d i e t i j l e r h a t v o l l e R Q area in which they are teaching (Brown, Smith, & Stein, 1995; Cohen & Hill, 1977; Wiley & Yoon, 1995).

Most of the studies consider some form of impact of professional development R Q W H D F K H U V N Q R Z O H G i n H u d s Q K e s t u d e n s L o f P r o g r a m s on personal changes of teachers' cognitions, beliefs, practice and teachers' satisfaction as well as pupil change (Avolas, 2011). There are different results on the relationship E H W Z H H Q W H D F K H i n P r o f e s s i o n a l D e v e l o p m e n t a c t i v i t e s L a n d student outcomes.

The significantly higher motivation on the posttest for the students in the teacher-evaluation group over those in the no-evaluation group may have been due, at least in part, to information provided in the teacher evaluation/feedback that was directly relevant to the program con content assessed on the posttest.

This study revealed that providing students with teacher evaluation and feedback in the formative stages of student work and having students incorporate the feedback into their final products improves student performance and motivation. Yet the teachers considered these strategies to be too time-consuming. Development of formative evaluation strategies that are less time-consuming may be necessary to ensure their use by teachers. One option may be to explore further the effects of self-evaluation on student performance in order to provide students with timely formative feedback

without overburdening the teacher. Another option may be to have teachers provide group feedback to the students regarding the common strengths and weaknesses of their projects during the formative stages of their work.

Classroom observations revealed that, teachers were provided with detailed instructional procedures in the teacher guide, they did a particularly good job of teaching the instructional content that, in general, was relatively unfamiliar to them. The difficulties that the teachers had delivering the instructional program could be attributed to the fact that instructional methods and assessment strategies included in the program were relatively new to the teachers.

Of a practical importance is the fact that teachers whose classrooms were visited by their principals tended to value specific effective teaching practices more than did those teachers whose classrooms were either visited infrequently or not at all.

Further analyses suggest that this may not be true for all teachers, however. For example, teachers who were rated in the top third of their faculties by their principals characterized the conference climate which existed between them and their principal as being more agreeable, nurturant, affiliative, and less mistrusting when they were not observed. On the other hand, female teachers developed a greater appreciation for the desired effective teaching behaviors when observed by their principals than did their counterparts in the other group. These findings suggest that a differentiated approach to teacher supervision may be most effective. Perhaps classroom visitations are not an effective use of principals' time for top-notch teachers with relatively high self-concepts.

Other data indicated that, when teachers were observed, a more agreeable supervisory style on the part of the principal resulted in lower and perhaps more realistic perceptions of present teaching performances. This, once again, supports the viewpoint that teachers are less defensive and gain more from the supervisory process when a collegial relationship exists between the supervisor and teacher.

The findings in this study do clearly establish the superiority of one supervisory method over the others, or define the role classroom visitations play in motivating teachers toward change, they do show that, by working with teachers in some capacity, supervisors can change the way teachers feel about the teaching techniques which ought to be employed in their classrooms and, consequently, their motivation.

This conclusion, together with the implications for a differentiated approach to teacher supervision, formed the most significant findings of this study.

In sum, the fact of observing teachers in many different settings will likely suggest variations they can try to improve their strategy. In other words, as they evaluate teachers implementing a strategy in different ways, they, too, can gain the ability to see and act more flexibly in their own teaching.

## **Chapter five: Conclusion and implications**

### **5.1 Introduction**

In this chapter, the findings of the study are summarized. After a brief summary, some pedagogical implications and suggestions for further studies are offered.

### **5.2 Summary of the findings**

The main purpose of this study was to investigate the effect of evaluation of teachers' competence in EFL classrooms on Iranian intermediate learners' motivation and their students' outcomes and to explore if it is feasible to apply it in the educational setting of Iran. Two groups of teachers and students (intermediate) were selected. Only teachers' competence in the experimental group was evaluated by the principal.

The results of students' scores in the experimental group was compared to the scores of the students in the control group in order to investigate, if, class observation had any significant effect on students' motivation. A significant increase in the use of direct evaluation was noted with regard to the experimental group. The findings of this study showed that teachers' evaluation had a significant effect on EFL learners' motivation.

Although learning motivation is influenced by a complex interplay of factors particular to an institution, teaching context, and student disposition, when employed carefully and thoughtfully, student outcomes may contribute to judgments of teaching.

Following the study, the teachers were interviewed to check their ideas regarding the effect of teachers' class observation on their professional development and competence. Almost all teachers reported high satisfaction with the evaluation by principal in classes and the processes in which they were involved. They had become more creative in diversifying their teaching in order to make their lessons more interesting. The participants said that they have become more motivated in teaching as a result of observation.

### **5.3 Conclusion**

Based on the findings of the present study, we can conclude teachers' class evaluation is acceptable for EFL teachers, and its introduction is beneficial and effective for both teachers and students.

Promoting teacher evaluation is clearly in the national interest as well as serving students and their families and communities. Teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. At the same time, teachers should be accountable for their performance and progress in their careers on the basis of demonstrated effective teaching practice.

Developing a comprehensive approach may be costly but is critical to conciliate the demands for educational quality, the enhancement of teaching practices through

professional development, and the recognition of teacher knowledge, skills, and competencies. The result of this study has shown that evaluation of teachers' competence in EFL classrooms significantly affects teachers' development and their students' motivation in learning.

#### **5.4 Pedagogical implications of the study**

This study, like other studies, has some implications for different individuals including EFL teachers, researchers, and curriculum designers. The results of the study are intended to provide beneficial information for teachers, educational designers, and observers by encouraging them to pay more attention to observation of teachers and also to raise their awareness of the importance of being more thoughtful and more careful in this regard. It suggests that teachers can trust their evaluation; that teachers should consider the experienced teachers' views about teaching and their anticipations regarding instruction so that they can make well-informed decisions about curriculum and teaching; and teach in a way that is encouraging. In spite of abundant research on the effectiveness of evaluation, the research question in this paper has not yet been fully answered. There are, for example, still indecisions concerning the best methods of dealing with the influence of context, individual differences and social factors in dealing with direct observation.

#### **5.5 Limitations of the study**

One limitation of this research was finding 300 participants with suitable characteristics for this study. So the results may not be generalizable to all the Iranian EFL students. Since this study is not possible. This research did not take age and gender into account; therefore,

we cannot generalize the findings of this study across different ages and genders. The instruments in this study are questionnaires with limited number of items which make limitation to this research. The level of proficiency of the participants was limited to intermediate level. And all the participants in this study were selected from Qazvin province, Iran.

### **5.6 Suggestions for further research**

The following are some suggestions and insights regarding teachers' competence for future studies. Future studies can seek to answer several issues that have not been investigated in this study as follows:

First, as the focus of this study was only on direct evaluation, other studies can be conducted on other variables like participants' major, motivation, psychological characteristics, and attitude.

Second, as the number of participants was limited to 150 EFL students, other studies can be done with more participants.

Third, as all the participants of this study studied English language in schools, future studies can be done with higher level participants of universities to see whether the results are different or not.

Last but not the least, as gender was considered not as a variable in this study, future studies can be done just by male participants or female participants simultaneously in order to understand whether there are any differences between the results of male and female participants.

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## Appendices

### Appendix A

In the name of God

This research is designed for evaluating your beliefs as Iranian EFL learners on English language learning and for describing your motivational performance sheet. Note that this test is not an exam, and none of answers are true or false. Your answers are describers of your viewpoint. The results of this research will only be used for research implications and there is no need to write your name and personal information. So answer all questions carefully and honestly. Thank you in advance.

#### Part 1

In this section with drawing a circle at the numbers 1 to 6 specify the degree of your agreement or disagreement with following phrases. Answer all the questions.

|                          |                            |               |            |                         |                       |
|--------------------------|----------------------------|---------------|------------|-------------------------|-----------------------|
| 1<br>Totally<br>disagree | 2<br>Partially<br>disagree | 3<br>disagree | 4<br>agree | 5<br>Partially<br>agree | 6<br>Totally<br>agree |
|--------------------------|----------------------------|---------------|------------|-------------------------|-----------------------|

e.g., if you are agree with the mentioned sentence, circle the number 6.

|                             |   |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|---|
| I love watching television. | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------------|---|---|---|---|---|---|

Answer the questions below.

|     |                                                                                         |            |                |                  |   |   |         |
|-----|-----------------------------------------------------------------------------------------|------------|----------------|------------------|---|---|---------|
| 1   | English language is a difficult course.                                                 | 1          | 2              | 3                | 4 | 5 | 6       |
| 2   | Learning a language in school enhances my English language proficiency.                 | 1          | 2              | 3                | 4 | 5 | 6       |
| 3   | My teacher motivates me to enhance my language skills.                                  | 1          | 2              | 3                | 4 | 5 | 6       |
| 4   | I have sufficient motivation for improving my English language skills.                  | 1          | 2              | 3                | 4 | 5 | 6       |
| 5   | I am interested in improving my English language skills.                                | 1          | 2              | 3                | 4 | 5 | 6       |
| 6   | Learning English language is easy.                                                      | 1          | 2              | 3                | 4 | 5 | 6       |
| 7   | English language will be useful for me in future.                                       | 1          | 2              | 3                | 4 | 5 | 6       |
| 8   | If you think English language will be useful for you in future, then specify the field. |            |                |                  |   |   |         |
| Job | Travelling                                                                              | Daily life | Computer games | 2 W K H U<br>it) | V | S | H F L I |
| 9   | The solved exercises in classroom will enhance language level.                          | 1          | 2              | 3                | 4 | 5 | 6       |
| 10  | The solved exercises in classroom are simple and easy.                                  | 1          | 2              | 3                | 4 | 5 | 6       |
| 11  | I use English language a lot in my free time.                                           | 1          | 2              | 3                | 4 | 5 | 6       |
| 12  | Specify that in which field you use English language in your free-time.                 |            |                |                  |   |   |         |

|                        |                                                                                                                   |                         |   |               |   |   |   |
|------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------|---|---------------|---|---|---|
| Watching English films |                                                                                                                   | Listening English songs |   | Net searching |   |   |   |
| Reading a book         |                                                                                                                   | Online games            |   | Other:        |   |   |   |
| 13                     | Learning English language is important for me because I need it for continuing my education.                      | 1                       | 2 | 3             | 4 | 5 | 6 |
| 14                     | Learning a language is important for me because of a particular purpose.                                          | 1                       | 2 | 3             | 4 | 5 | 6 |
| 15                     | I imagine the day that I study at foreign university in which all courses are taught in English language.         | 1                       | 2 | 3             | 4 | 5 | 6 |
| 16                     | My family always encourages me to learn English language.                                                         | 1                       | 2 | 3             | 4 | 5 | 6 |
| 17                     | If my English language teacher wants to teach in excess of the specified program, I definitely will be volunteer. | 1                       | 2 | 3             | 4 | 5 | 6 |

### Part 2

Please answer all the following questions.

|                 |               |                        |                    |               |                   |
|-----------------|---------------|------------------------|--------------------|---------------|-------------------|
| 1<br>Not at all | 2<br>Not many | 3<br>I have no feeling | 4<br>Partially yes | 5<br>Yes many | 6<br>Yes too much |
|-----------------|---------------|------------------------|--------------------|---------------|-------------------|

|    |                                                                                            |   |   |   |   |   |   |
|----|--------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1  | Our teacher puts forward funny topics in class.                                            | 1 | 2 | 3 | 4 | 5 | 6 |
| 2  | Our teachers' behavior is reverent and reveres all of us.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3  | Teacher explains classroom's rules and asks our opinion to classroom's rules.              | 1 | 2 | 3 | 4 | 5 | 6 |
| 4  | Teacher has a good relation with most of the students.                                     | 1 | 2 | 3 | 4 | 5 | 6 |
| 5  | Our teacher uses educational assistance means such as educational assistance films.        | 1 | 2 | 3 | 4 | 5 | 6 |
| 6  | Our teacher does constant inquiry and monthly exams.                                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 7  | Our teacher is well-dressed.                                                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 8  | Our classroom's atmosphere is friendly.                                                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 9  | Our teacher teaches self-motivational strategies in order to promote students' motivation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | My teacher teaches concentration enhancement and coping with inattentiveness strategies.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | Our scores are indicators of our learning and our effort in doing our duty.                | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | My teacher observes my progress, and prepares us with positive feedback.                   | 1 | 2 | 3 | 4 | 5 | 6 |

### Part 3

Answer the following questions completely and draw a circle at the true answer.

- 1- : KHQ HUH R ERUQ
- 2- What is your gender? Male      Female

3- What is your educational grade now?

First year   second year   third year   pre-university

4- What score do you like to achieve for English language course?

5- What was your score for English language course last year?

6- What is your favored exercise in English language course? (You can choose more than one option.)

Reading,   Writing,   Speaking,   Listening,   Grammar

7- Write your favored activities in English language class and mention the reason?

Thank you for participation.

Good Luck.



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**Appendix B**

**Table 1. Teachers' professional competences**

| First name:                                              |                                                                                                      | Last name:              |   | Employment code: |   |  |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------|---|------------------|---|--|
| axis                                                     | index                                                                                                | Score range             |   |                  |   |  |
|                                                          |                                                                                                      | Knowledge and skill     | 1 | 2                | 3 |  |
| Designing and planning                                   | Familiarity with pedagogical purposes and strategies (main educational principals)                   | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Familiarity with pedagogical planning and syllabus designing                                         | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
| Teaching - learning process and supplementary activities | Ability to raise motivation in class (starting skills)                                               | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Considering                                                                                          | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Students' individual differences                                                                     | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Using active techniques in education                                                                 | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Designing and performing educational strategies                                                      | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | On time and effective use of pedagogical means and media and new technologies                        | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Creating various learning opportunities in doing activities                                          | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Using new strategies and means for evaluating educational development                                | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Ability to documenting successful experiencing ad transferring them to colleagues and students       | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Performance of students' knowledge and learning                                                      | Theoretical knowledge   |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Participating students in teaching process ( presenting instructional homework based on life skills) | x Theoretical knowledge |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
|                                                          | Creating skill learning opportunity for students in order to achieving life skills                   | x Theoretical knowledge |   |                  |   |  |
|                                                          |                                                                                                      | Practical skill         |   |                  |   |  |
| Ability to manage                                        | x Theoretical knowledge                                                                              |                         |   |                  |   |  |
|                                                          | Practical skill                                                                                      |                         |   |                  |   |  |



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### Appendix C

#### Top teacher form

#### Checking teacher's performance model (educational year 1394-1395)

|    | Main stages               | criteria                                                                   | Excellent<br>5 | Very good<br>4 | Good<br>3 | Medium<br>2 | Weak<br>1 |
|----|---------------------------|----------------------------------------------------------------------------|----------------|----------------|-----------|-------------|-----------|
| 1  | Preliminary activities    | Having suitable syllabus design                                            |                |                |           |             |           |
| 2  |                           | Selecting suitable teaching strategies                                     |                |                |           |             |           |
| 3  |                           | Classroom atmosphere (laboratorial, librarial, traditional, small J U R S  |                |                |           |             |           |
| 4  | Teaching-learning process | Raising motivation for students (using suitable strategies)                |                |                |           |             |           |
| 5  |                           | The way of detection evaluation                                            |                |                |           |             |           |
| 6  |                           | Preparing good condition for students' thinking                            |                |                |           |             |           |
| 7  |                           | Timely and logical use of pedagogical means                                |                |                |           |             |           |
| 8  |                           | Considering individual differences in teaching affair                      |                |                |           |             |           |
| 9  |                           | The degree of collaboration with the manager of an educational institution |                |                |           |             |           |
| 10 |                           | Recording students' presence or absence                                    |                |                |           |             |           |
| 11 |                           | Innovation in                                                              |                |                |           |             |           |

|               |            |                                                                        |  |  |  |  |  |
|---------------|------------|------------------------------------------------------------------------|--|--|--|--|--|
|               |            | teaching process                                                       |  |  |  |  |  |
| 12            |            | Budgeting                                                              |  |  |  |  |  |
| 13            |            | Participating in all sessions, workshops                               |  |  |  |  |  |
| 15            | Assessment | Selecting an appropriate technique for evaluating                      |  |  |  |  |  |
| 16            |            | The way of recording students' scores                                  |  |  |  |  |  |
| 17            |            | Considering the principles of designing questions (technical criteria) |  |  |  |  |  |
| 19            | Tasks      | Original and inventional tasks                                         |  |  |  |  |  |
| 20            |            | Research based tasks (group or individual)                             |  |  |  |  |  |
| Sum of scores |            |                                                                        |  |  |  |  |  |

|                                              |                               |
|----------------------------------------------|-------------------------------|
| Teacher's information:                       |                               |
| Name:                                        | Employment code:              |
| Teaching record:                             | Educational degree and major: |
| The day and hour of presence in institution: |                               |
| Institution's information:                   |                               |
| Institution's name:                          | Type of institution:          |
| The manager's name:                          | management record:            |
| Observer's information                       |                               |
| Name :                                       | Course group:                 |
| The date of observation and signature:       |                               |





### Appendix D

| Indices             |                                                                                               |                     |          |          |               |                  |                                            |  |  |  |
|---------------------|-----------------------------------------------------------------------------------------------|---------------------|----------|----------|---------------|------------------|--------------------------------------------|--|--|--|
| Name:               |                                                                                               | Employment code:    |          |          |               | National code:   |                                            |  |  |  |
| Educational period: |                                                                                               | Institution's name: |          |          |               |                  |                                            |  |  |  |
|                     |                                                                                               | Scores              |          |          |               | Maximum of score | The real score<br>School, region, province |  |  |  |
| 1                   | Teaching record (per year one score)                                                          | Year:<br>Month:     |          |          |               | 20               |                                            |  |  |  |
| 2                   | Educational degree lower than diploma 5, B. A. 11, M. A. 13, Ph. D. 15                        | Educational degree: |          |          |               | 15               |                                            |  |  |  |
| 3                   | Art, cultural festival. Region 1, province 4, country 7 (only in three recent years)          |                     | Region   | Province | Country       | 10               |                                            |  |  |  |
|                     |                                                                                               | No.                 |          |          |               |                  |                                            |  |  |  |
| 4                   | Research performance Region 1, province 2, country 4 (only in three recent years)             |                     | Region   | Province | Country       | 10               |                                            |  |  |  |
|                     |                                                                                               | No.                 |          |          |               |                  |                                            |  |  |  |
| 5                   | Membership in educational groups Region 1, province 2, country 4 (only in three recent years) |                     | Region   | Province | Country       | 6                |                                            |  |  |  |
|                     |                                                                                               | No.                 |          |          |               |                  |                                            |  |  |  |
| 6                   | Self-denial 1, 0.5                                                                            |                     | Region   | Province | Country       | 5                |                                            |  |  |  |
|                     |                                                                                               | No.                 |          |          |               |                  |                                            |  |  |  |
| 7                   | Published articles Province 2, country 4, and international 6                                 |                     | Province | Country  | International | 12               |                                            |  |  |  |
|                     |                                                                                               | No.                 |          |          |               |                  |                                            |  |  |  |

|    |                                                                                                                    |                                         |                |            |         |    |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------|------------|---------|----|--|--|--|
|    | (only in three recent years)                                                                                       |                                         |                |            |         |    |  |  |  |
| 8  | Translated books. 3 scores per book. (only in three recent years)                                                  | No.                                     |                |            |         | 5  |  |  |  |
| 9  | Letter of commendation( only in three recent years)                                                                | Region                                  |                | Province   |         | 12 |  |  |  |
|    |                                                                                                                    | No.                                     |                |            |         |    |  |  |  |
| 10 | Expertize periods. Per 15 hours one score                                                                          | Hour:                                   |                |            |         | 10 |  |  |  |
| 11 | Management and membership per each one 1 score                                                                     | No.                                     |                |            |         | 10 |  |  |  |
| 12 | Teaching in universities. 1.5 per semester teaching in-service and workshops 1 score per ten hours                 |                                         | In-service     | University | 6       |    |  |  |  |
|    |                                                                                                                    |                                         | Semester/ hour |            |         |    |  |  |  |
| 13 | Average of yearly assessment in three recent years. Per score higher than 95 one score                             | Average of score in three recent years: |                |            |         | 10 |  |  |  |
| 14 | Recorded pedagogical productions, innovation, and creativity each one in region 2, province 4, and country 6 sores |                                         | Region         | Province   | Country | 5  |  |  |  |
|    |                                                                                                                    | No.                                     |                |            |         |    |  |  |  |
| 15 | Using pedagogical means and technologies. Each one 2                                                               | Mention it:                             |                |            |         | 12 |  |  |  |

|                                                      |                                                                                      |                               |     |  |  |
|------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------|-----|--|--|
|                                                      | scores                                                                               |                               |     |  |  |
| 1<br>6                                               | Using daily syllabus design or plan up to 15 scores                                  | Mention it:                   | 15  |  |  |
| 1<br>7                                               | Collaboration in performing different types of final assessment up to 15 scores      | Mention it:                   | 15  |  |  |
| 1<br>8                                               | Considering discipline in work place. up to 12 scores                                | Mention it:                   | 12  |  |  |
| 1<br>9                                               | Results of student's consent form. Up to 12 scores                                   | Mention it:                   | 12  |  |  |
| 2<br>0                                               | Activity in six fold hours. 2.5 score per hour                                       | Mention it:                   | 15  |  |  |
| 2<br>1                                               | Active participation in workshops and groups in three recent years. Each one 1 score | Mention it:                   | 6   |  |  |
| 2<br>2                                               | Performing creative activities on management and teaching. Maximum of 15 scores      | Describe the type of activity | 15  |  |  |
| Applicant's name:<br>Principal's name and signature: |                                                                                      | Sum of scores:                | 250 |  |  |







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## Appendix E

### Description of organizational post's duties

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |      |      |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------|------|-----------|
| 1- Institution's ministry:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2- Organizational unit:   |      |      |           |
| 3- Geographical place:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4- Job:                   |      |      |           |
| 5- Type of job:<br>fixed          temporary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |      |      |           |
| All these rules should be considered.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |      |      |           |
| <ul style="list-style-type: none"> <li>Planning and performing to cultural development</li> <li>x Planning and performing to strengthen moral virtue</li> <li>x Planning and performing to promote motivation, collaboration in students</li> <li>x Planning and performing to develop scientific competences</li> <li>x Planning and performing to identify behavioral irregularities and family problems</li> <li>x Planning and performing to teach courses with religious approach</li> <li>x Preparing pedagogical means required for teaching and doing experiments</li> <li>x Collaboration with the manager and school's teachers in performing all rules</li> <li>x Self-teaching, studying, research and an attempt for permanent reading on teaching methodologies</li> <li>x Considering punctuality in classrooms</li> <li>x Planning and attempting for improving teaching quality</li> <li>x Planning, performing, and using different types of assessment strategies for educational development</li> <li>x Careful checking of all exam sheets</li> <li>x Collaboration and participation in planning and holding festivals</li> <li>x Checking students' roll call</li> <li>x Designing and typing exam questions</li> <li>x Motivating students to form educational groups and benefitting group activities</li> <li>x Active and effective participation in in-service educational periods</li> </ul> |                           |      |      |           |
| Relevant attendant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Organizational post title | Name | Date | Signature |
| Determiner:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |      |      |           |
| Confirmer:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |      |      |           |
| Attendant:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |      |      |           |

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## Appendix F

### Evaluation form of educational personnel's performance

|                                                                                                                           |                                                                                                                                                              |                                        |    |               |                        |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----|---------------|------------------------|
| 1- Name :                                                                                                                 | 2- National code:                                                                                                                                            | 3- Personnel no.:                      |    |               |                        |
| 4- Organization name :<br>education ministry                                                                              | 5- Geographical place:                                                                                                                                       | 6- Organizational unit:                |    |               |                        |
| 7- Job:                                                                                                                   | 8- Educational grade:                                                                                                                                        | 9- Educational field:                  |    |               |                        |
| 10- Acceptable teaching record:                                                                                           |                                                                                                                                                              |                                        |    |               |                        |
| 11- Assessment indices                                                                                                    |                                                                                                                                                              |                                        |    | Maximum score | Achieved minimum score |
| A- Observing organizational and moral values<br>Excellent (12-15)                      very good (8-11)<br>good (up to 7) |                                                                                                                                                              |                                        |    | 15            |                        |
| B- Client's consent                                                                                                       | Higher than 90% (7- 10)                      higher than 70%(3-6)                      lower than 70%(0-2)                                                   |                                        | 10 |               |                        |
| C- Individual's behavior                                                                                                  | Excellent (4-5)                      very good (2-3)                      good (up to 1)                                                                     |                                        | 5  |               |                        |
| D. Observing regularity                                                                                                   | D-1. regular presence in service place:<br>Excellent (8-10)                      very good (5-7)<br>good (up to 4)                                           |                                        | 10 |               |                        |
|                                                                                                                           | D-2. effective timing in doing task in addition to the planned hour<br>Excellent (7-10)                      very good (3-6)                      good (0-2) |                                        | 10 |               |                        |
| E. Encouragement in evaluation assessment                                                                                 | from                                                                                                                                                         | No. and date of letter of commendation | 10 |               |                        |
|                                                                                                                           | The head of school (2 scores)                                                                                                                                |                                        |    |               |                        |
|                                                                                                                           | The head of region/ city (3                                                                                                                                  |                                        |    |               |                        |



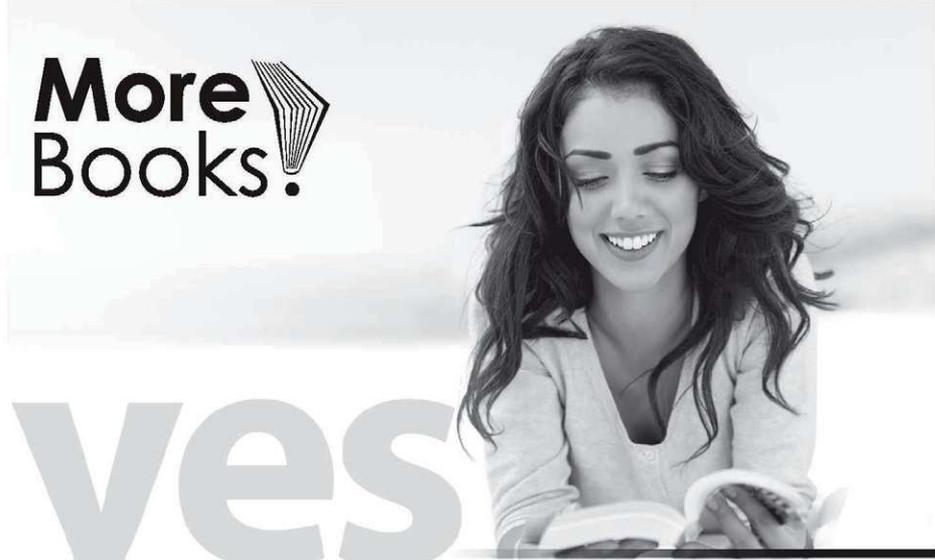








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