

A PROPOSED FLIPPED LEARNING APPROACH-BASED TRAINING PROGRAM TO DEVELOP THE IN-SERVICE TEACHERS' EFL TEACHING SKILLS

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Introduction:

Being an effective teacher is not an easy task. Effective teachers need to have good professional teaching skills. Content knowledge, good planning, good classroom management, organization and awareness of assessment and evaluation of the learning process are essential variables to be effective teachers. Besides, they need to feel responsible for the students' learning process, regardless their aptitude to learn. Teachers, as well as having effective professional skills, serve as examples of lifelong learners and are responsible for their own education. They need to be able to survive the demands and challenges within the diverse circumstances of teaching. They need to be persistent, flexible and innovative on new teaching approaches and be prepared in case of any challenges.

Killen (2006) stated that effective teachers have clear objectives and own goals of teaching. They manage and organize the classroom according to the students' needs and preferences to enhance the learning process and create an attractive and warm learning environment for their students. In addition, they also master lesson planning skills, lesson presentation skills and assessment and evaluation skills. Moreover, many teachers, college and university professors desire to change their instructional style from traditional lecture to a more active student-centered style through group work, discovery activities, experiments, and class presentations (Baker, 2000). Thus, they should highlight classroom activities on helping students transfer their learning to new situations, offer something in the classroom that

students cannot get elsewhere in addition to creating a dynamic learning environment.

EFL Teaching skills:

Teaching skills are coherent activities by teachers which foster the learners' learning. Cooper (2013) classified the EFL teaching skills into three basic types: the first type is planning which includes instructional objectives and planning. The second type is implementation which includes involving students in learning, questioning, differentiated instruction, cultural responsive teaching, classroom management, and cooperative learning. The third type is evaluation and assessment.

Flipped Learning Approach:

Flipped learning is defined as "a pedagogical approach in which students gain first-exposure learning prior to class and focus on the processing part of learning (synthesizing, analyzing, problem-solving, etc.) in class (Brame, 2013). In this approach, teaching in-class time is re-purposed for inquiry, application and assessment in order to meet the needs of the individual learners (Sams, 2014).

Related Studies

This part surveys two main sections of related studies. The first section is concerned with the EFL teaching skills and the second section is about flipped learning.

A. Studies related to the EFL teaching skill:

This section explores the studies that dealt with the EFL teaching skill in relation to the factors affecting it.

Abdallah (2001) designed an in-service teacher-training program to develop two major teaching skills of primary school

EFL (non-specialist) teachers of English; namely, maintaining effective classroom management and using different techniques to teach vocabulary. They were assigned to a one- treatment group. The study made use of three tools. Two observation sheets and achievement test. Results concluded that the proposed training program was effective in terms of developing the achievement aspects of the primary school teachers of English teaching skills. He recommended implementing different in-service teacher training program and making use of technology to improve the teaching skills.

Abd-Ela'al (2011) investigated the effectiveness of using learning circles on developing the prep stage English teachers' teaching skills and focused on their performance skills at 3 schools in Dar Alsalam and Basateen Idaraa, Cairo governorate. Results showed that using learning circles based program is very effective on developing the experimental group performance skills. The experimental group teachers performed much better based on post classroom observation card application in the overall performance skills as well as in classroom management skills, using various teaching strategies skills, promoting students' higher order of thinking skills, evaluation and giving feedback skills than the control group teachers.

El-Siedy (2011) evaluated primary stage English language teachers' performance in the light of quality standards. The main instrument was quality standards checklist of primary stage English language teachers' performance consisted of three main stages planning stage, instruction stage and evaluation stage. The results revealed the weakness of primary stage English language teachers' performance and suggested a framework for developing their performance in the light of quality standards.

Hassan (2013) conducted a proposed blended learning program for developing

reflective teaching skills of EFL prospective teachers. The instruments of the study included a Knowledge of EFL Teaching Skills Test (KEFLTST), a Reflective Teaching Assessment Observation Checklist, a Self-assessment Reflective Teaching Inventory, and a Reflection Journal. The study adopted the quasi-experimental design utilizing two groups; one was experimental and the other control comprising the sample of the study (n=67). These results means that the proposed program was effective in developing EFL prospective teachers' reflective teaching and that improvement was gradual as a result of the training.

Gohar (2014) examined the effectiveness of a proposed electronic assessment-driven instruction (E-ADI) program on developing EFL teaching skills for student teachers. The study used a standards basis for designing the proposed program. The E-ADI program was presented in a website including a login system, standards and indicators, instructions, modules, teacher resources, e-portfolio, wiki, blogs, my grades, message board, mailing list, visitor counter, social network links, calendar, and learning objects. The study adopted the experimental design using 60 4th year English major student teachers to be the study participants who were divided into two groups: an experimental and a control group. Results of the study showed that the proposed E-ADI program was effective on developing student teachers' EFL teaching knowledge and performance.

Commentary:

The previously explored studies reviewed the EFL teaching skills in its relation to various factors that can affect its development. It can be seen that researchers proved that EFL teaching skills can be developed by implementing proposed programs. In addition, they suggested using

programs that can integrate technology in developing EFL teaching skills.

B. Studies related to communicative activities:

This section explores the studies that conducted the effectiveness of some proposed programs based on the flipped learning approach.

Sakr (2016) investigated improving EFL preparatory stage students' listening skills through using the flipped classroom approach. The study adopted the quasi-experimental design using two groups : an experimental and a control group. The flipped classroom approach was administered to the experimental group. The results indicated that the experimental group students performed better than the control group. Thus, the proposed flipped classroom approach proved to be effective in improving EFL preparatory stage students' listening skills. The researcher suggested implementing flipped learning is recommended in enhancing the language skills and the EFL teaching skills as well.

In her study, Alzain (2015) investigated the effect of using an instructional design model based on flipped learning approach on the academic achievement of the students in the Education Department in Princess Nourah bint Abdulrahman University. The researcher designed a test about most of the unit concepts aimed to determine the level of the experimental group before and after applying the flipped learning approach and to determine the control group before and after teaching with the traditional learning strategy. The results showed the effectiveness of the flipped learning approach on the academic achievement of the Students in The Education Department in Princess Nourah bint Abdulrahman University. The researcher recommended using similar studies based on flipped learning approach to be implemented in the Arab world.

In her study, Ahmed (2015) investigated the effect of a flipped classroom on writing skill in English as a foreign language and students' attitude towards flipped classroom. The study sample consisted of 60 students at Qassim University and was divided into two groups: 30 students for the experimental group and 30 students for the control group. The instruments of the study were an EFL writing test and a questionnaire to measure students' attitude towards flipping. Results of the study showed that the experimental group outperformed the control group in the post-test of EFL writing. Second, there was statistically significant difference between the mean scores of the pre and post application of the questionnaire of the experimental group in favor of the post application. These differences can be attributed to using flipped learning approach.

Mehring (2015) examined the lived experiences of Japanese university English as a foreign language (EFL) students who took part in a course taught using the flipped classroom technique helped in determining possible benefits of the flipped classroom in EFL higher education in Japan. This study used a qualitative approach with a case study design to focus on the lived experiences of Japanese EFL university students at Iwate University enrolled in a course taught using the flipped classroom model. The study proved the effectiveness of implementing flipped learning in enhancing student-centered learning environment in the undergraduate EFL classroom.

Chen and et al (2014) concluded that the flipped learning approach, which "flips" traditional in-class lectures with collaborative activities, has gained many followers and converts in K-12 education. Findings demonstrated that the proposed model was effective; students reported that they were satisfied with the course, their

attendance improved, and their study efforts increased. Results also suggested that the transactional distance changed during the learning process: highly motivated students performed much better than less motivated students. However, some students retained their former passive learning habits, and this resulted in an obstruction to full adoption.

David et al (2016) evaluated the effects of the flipped classroom on the students' performance and perception of this new methodology. This study was conducted in a general science course, sophomore of the Primary Education bachelor degree in the Training Teaching School of the University of Extremadura (Spain) during the course 2014/2015. Results were compared in terms of students' achievements and a post-task survey was also conducted to know the students' perceptions. A statistically significant difference was found on all assessments with the flipped class students performing higher on average. In addition, most students had a favorable perception about the flipped classroom noting the ability to pause, rewind and review lectures, as well as increased individualized learning and increased teacher availability.

Tsai et al (2015) investigated, via quasi-experiments, the effects of problem-based learning with flipped classroom (FPBL) on the development of students' learning performance. In this study, 144 elementary school students were selected from six grade sections taking a course titled 'Production of Ebook', and were assigned into the following three groups: FPBL group (n = 50), PBL group (n = 48), Control group (n = 46). The authors collected both quantitative and qualitative data, including interviews with students and teacher's journal. Based on the analysis in this study, it is found that the effect of FPBL on improving students' learning performance was significantly higher than other teaching methods investigated.

In his study, Al-Zahrani (2015) investigated the impact of the flipped classroom on the promotion of students' creative thinking. Students were recruited from the Faculty of Education at King Abdulaziz University in Saudi Arabia during the first semester of 2014. The findings suggested that the flipped classroom may promote students' creativity, especially with regard to fluency, flexibility and novelty. Furthermore, the students viewed the flipped classroom as an approach that may significantly facilitate their creativity.

Huang and Hong (2015) explored the effects of a flipped English classroom intervention on high school students' information and communication technology (ICT) and English reading comprehension in Taiwan. The findings showed that the experimental group students' ICT, and English reading comprehension improved significantly during the intervention. The interview and observation results were consistent with the quantitative findings.

Grimsley (2015) investigated how 19 students enrolled in an entry-level college writing course responded to the use of video technology to supplement and flip class curriculum. Students were provided 10 video podcasts to augment course content and flip four class lessons. The results suggest that the incorporation of video technology brings writing teachers opportunities to optimize class time by delving deeper into course content and by expanding the number of course assignments.

Commentary:

This section provided a balanced picture of current research investigating some recent studies concerning flipped learning approach to develop different aspects of the language and others concerned the EFL teaching skills. While active learning and professional development environments have been heavily researched, little

empirical research has been conducted on how flipped learning alters the learning environment to promote active learning in the EFL classrooms. Moreover, most of the current information about flipped learning can be found in studies in the fields of mathematics and science. However, there are little empirical research investigating the flipped learning approach in terms of academic achievement, student self-efficacy, the EFL language skills.

Need for the study:

EFL in-service teachers do not have effective teacher training programs. In addition, EFL teachers in contracts haven't received any types of professional development to perform their required tasks well. They have not been professionally trained to be able to perform and teach effectively in the Egyptian schools. Thus, there is a need for implementing professional development programs based on effective techniques in training and technology.

Statement of the Problem:

Based on the annual reports of the EFL instructional supervisors, the literature and the results of the pilot study, the problem of the study was stated as follows:

In-service teachers in the preparatory stage need to develop both of their EFL teaching skills and performance in addition to receiving professional development programs that encourage them to be active participants in training programs.

Questions of the Study:

The problem of the study answered the following questions:

1. What is the current level of the in-service teachers' EFL teaching skills?
2. What are the main features of a proposed training program based on flipped learning approach for developing the in-service teachers' EFL teaching skills?
3. To what extent is the proposed training program based on flipped

learning approach effective in developing the in-service teachers' EFL teaching skills?

Hypotheses of the Study:

The present study tested the following hypotheses:

1. There is a statistically significant difference between the mean scores of the experimental group and control group in the teaching skills on the post-test in favor of the experimental group.
2. There is a statistically significant difference between the mean scores of the experimental group in the teaching skills on the pre and the posttest in favor of the post test.

Delimitations of the Study:

The present study proceeded within the following delimitations:

1. Some teaching skills necessary for EFL in-service teachers in the preparatory stage.
2. A sample of EFL in-service teachers in Temai Al-Amdeed Educational Zone, Dakahlia Governorate

Methodology:

Participants:

The participants of the present study were 48 EFL in-service teachers. They were divided into two groups; the first group (the control group) was trained via the traditional training and the second group (the experimental group) was trained via the proposed training program based on the flipped learning approach.

Setting of the study:

The study was carried out in Temai Al-Amdeed Governmental Distinguished Language School multi purposes hall, Dakahlia.

Instruments of the study:

The following instruments was designed by the researcher to be used in the study:

1. An achievement test: to measure the in-service teachers' EFL teaching skills knowledge before and after the experiment.

2. Observation checklist: to measure EFL in-service teachers' teaching performance.

Design:

The study adopted the quasi-experimental design in terms of dividing

the sample of the study into two groups: an experimental and a control group. The experimental group was trained using the proposed training program while the other group was trained by the regular method.

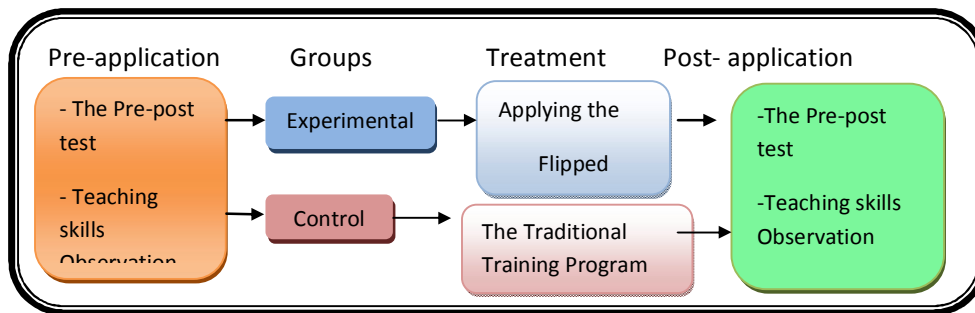


Figure (1): Quasi- Experimental Design.

The procedures:

In order to answer the questions of the study, the study proceeded according to the following steps:

1. Reviewing the literature and related studies to specify the theoretical background and the basic criteria of the flipped learning approach.
2. Identifying the required EFL teaching skills.
3. Designing the proposed training program based on flipped learning approach in the light of the review of literature.
4. Preparing the tools of the study (pre-posttest and observation checklist).
5. Presenting the test and the observation checklist to a group of jurors for validation and modifying them on the basis of the jurors' point of view.
6. Piloting the pre-post test of the study to calculate its reliability and determine the appropriate timing for it.
7. Selecting the participants of the study; the experimental group to be trained via the proposed training program based on the flipped learning approach and the control group to be trained via the usual training program.
8. Administering the pre- test to the experimental group and the control group.
9. Training the experimental group via the proposed training program based on the flipped learning approach and the control group via the usual training program.
10. Administering the post-test and the observation checklist to the experimental group and the control group.
11. Analyzing the data statistically.
12. Providing results and discussing them.
13. Presenting conclusions and recommendations.

Results and discussions

For answering the first question “What is the current level of the in-service

teachers' EFL teaching skills?", the researcher conducted a pilot study to identify the current level of the in-service teachers' EFL teaching skills.

Concerning the second question "What are the main features of a proposed training program based on flipped learning approach for developing the in-service teachers' EFL teaching skills?", the proposed Flipped Teacher Training" program was designed according to ADDIE and its five phases: analysis, design, development, implementation and evaluation. The third question was " To what extent is a proposed

training program based on flipped learning approach effective in developing the in-service teachers' EFL teaching skills?" It was answered through the hypotheses of the study as illustrated in the following results.

Testing the first hypothesis

The following table shows results concerning the first hypothesis which dealt with the differences between the mean score of the control group and the experimental group on the post administration of the achievement test.

Table (1) A comparison between the mean score of the control and experimental groups on the post administration of the achievement test

Dimensions	Groups	N	Mean	SD	T	Df (n1+n2-2)	Level of significant	Significance			
Lesson planning	Control	24	19.83	6.71	2.518	46	0.017	Sig.			
	Exp.	24	23.54	2.65							
Lesson presentation	Control	24	16.48	4.95	3.142		46	0.003	Sig.		
	Exp.	24	20.02	2.45							
Classroom management	Control	24	16.83	6.46	2.929			46	0.005	Sig.	
	Exp.	24	21.90	5.47							
Assessment & Evaluation	Control	24	14.85	6.48	2.267				46	0.030	Sig.
	Exp.	24	18.15	2.92							
Total	Control	24	68.00	21.53	3.369	46				0.002	Sig.
	Exp.	24	83.60	7.16							

The "T" test was used to compare the mean score of the control and experimental groups. Table (1) shows that the mean score of the experimental group trainees in the four variables "lesson planning, lesson presentation, classroom management and assessment and evaluation" and in the total score of the test are higher than those of the control group. The table illustrates also that the estimated t-value is highly significant. This indicates that there are statistically

significant differences between the experimental and control groups concerning the four variables and the total score in the post-administration of the achievement test.

Testing the second hypothesis

T- test was used to test the second hypothesis which handled the differences between the experimental group pre- and post-administration of the achievement test. Table (2) shows the results.

Table (2)
A comparison between the experimental group pre/post administration of the achievement test

Dimensions	Groups	N	Mean	SD	T	Df (n1+n2-2)	Level of significant	Sig
Lesson preparation	Pre	24	21.04	4.03	3.46	46	0.002	Sig.
	Post	24	23.54	2.65				
Lesson presentation	Pre	24	11.63	4.38	8.88		<0.001	High Sig.
	Post	24	20.02	2.45				
Classroom management	Pre	24	8.17	9.06	7.66		<0.001	High Sig.
	Post	24	21.90	5.47				
Assessment & Evaluation	Pre	24	5.56	4.10	13.00		<0.001	High Sig.
	Post	24	18.15	2.92				
Total	Pre	24	46.40	13.50	14.70	<0.001	High Sig.	
	Post	24	83.60	7.16				

Results in the above table shows that t-value is highly significant at 0.01 level. This reflects the statistically significant differences between the mean score of the pre and post administration of the achievement test. These significant differences are in favor of the post administration of the achievement test in the experimental group. Moreover, the above table shows clearly that participants' scores in the post administration of the achievement test were much better than their scores in the pre administration concerning the four variables (lesson preparation, lesson presentation, classroom management and assessment and evaluation skills) and in the total score of the test.

These differences indicate the effectiveness of the proposed Flipped Teacher Training program in developing the in-service teachers' EFL teaching skills.

The administration of the observation checklist.

The administration of the observation checklist aimed at measuring the development of the EFL in-service teachers' performance. It was conducted after the experimental treatment to determine the changes in the EFL in-service teachers' teaching skills in the control group and the experimental group. The following tables summarizes the comparison between the mean score of the control and experimental groups on the administration of the observation checklist.

Table (3)
A comparison between the mean score of the control and experimental groups on the administration of the observation checklist

Dimensions	Groups	N	Mean	SD	T	Df (n1+n2-2)	Level of significant	Sig.(2-tailed)
Lesson planning	Exp.	24	15.25	0.99	7.9	46	<0.001	High Sig.
	Control	24	10.79	2.57	3			
Lesson presentation	Exp.	24	22.33	1.61	7.7		<0.001	High Sig.
	Control	24	15.92	3.72	6			
Classroom management	Exp.	24	29.21	2.72	8.2		<0.001	High Sig.
	Control	24	19.67	4.96	7			
Assessment & Evaluation	Exp.	24	18.75	1.54	9.0		<0.001	High Sig.
	Control	24	12.13	3.26	5			
Total	Exp.	24	85.54	6.09	9.4	<0.001	High Sig.	
	Control	24	58.54	12.61	5			

The above table indicates that t -value is significant in all variables of the study and in the total scores of the observation checklist. This proves that there are significant differences between the control and experimental groups on the post-administration of the treatment.

As indicated in the following table, 'T' value is (7.93) and it is significant at 0.001 level for the experimental group. The mean of the experimental group and the control one respectively is (15.25- 10.79).

Table (4): The t-test value for the experimental and control groups on lesson planning skills

Skill	Study Groups	N	Means	SD	T-value
Lesson Planning Skills	Experimental	24	15.25	0.99	7.93
	Control	24	10.79	2.57	

The t-test shows that there is a significant difference between the experimental and control groups in favor of the experimental group. This means that the experimental group has significantly achieved higher on lesson planning skills.

Table (5): The t-test value for the experimental and control groups on lesson presentation skills

Skill	Study Groups	N	Means	SD	T-value
Lesson Presentation Skills	Experimental	24	22.33	1.61	7.76
	Control	24	15.92	3.72	

From table (5), there is a statistically significant difference between the experimental and control group at the 0.001 level or higher on lesson presentation skills

in favor of the experimental group. 'T' value is (7.76) and it is significant at 0.001 level for the experimental group. The mean of the experimental group and the control one respectively is (22.33- 15.92).

Table (6): The t-test value for the experimental and control groups on classroom management skills

Skill	Study Groups	N	Means	SD	T-value
Classroom management Skills	Experimental	24	29.21	2.72	8.27
	Control	24	19.67	4.96	

As shown in the table above, the mean of the experimental group and the control one respectively is (29.21- 19.67). 'T' value is (8.27) and it is significant at 0.001 level for the experimental group. The t-test

reveals that there is statistically significant difference between the experimental and control group at the 0.001 level or higher on classroom management skills in favor of the experimental group

Table (7): The t-test value for the experimental and control groups on assessment and evaluation skills

Skill	Study Groups	N	Means	SD	T-value
Assessment and Evaluation Skills	Experimental	24	18.75	1.54	9.0
	Control	24	12.13	3.26	

From the table above, 'T' value is (9.0) and it is significant at 0.001 level for the experimental group. The mean of the experimental group and the control one respectively is (18.75 - 12.13). The t-test

shows that there is a statistically significant difference between the experimental and control group at the 0.001 level or higher on assessment and evaluation skills in favor of the experimental group.

Table (8): The t-test value for the experimental and control groups on total score

Skill	Study Groups	N	Means	SD	T-value
Total	Experimental	24	85.54	6.09	9.45
	Control	24	58.54	12.61	

As indicated in table (8), 'T' value is (9.45) and it is significant at 0.001 level for the experimental group. The mean of the total of the experimental group and the control one respectively is (85.54 - 58.54). Thus, there is a statistically significant difference between the experimental and control group at the 0.001 level or higher on all the teaching skills in favor of the experimental group. Statistics in the above tables show that the mean scores on the teaching skills of the post-test are higher than the mean scores of the pre-test. This result indicates that there is an improvement in the teachers' performance as a whole and in each sub-skill in particular.

Results indicate that the differences in the mean scores of EFL in-service teachers in each skill of the teaching skills are significant at 0.001 level. By investigating the above tables, it is obvious that the third skill of the observation checklist; i.e. classroom management was the greatest in improvement among the other skills. This may be attributed to the in-service teachers' interest in the proposed training program and activities and techniques that dealt with the process of managing classrooms. Moreover, they felt the importance of this skill for them in order to be effective teachers.

Concerning the other skills, they also significantly improved. Yet, the first skill improved the least. This can be attributed to the regular training held by the supervisors

who usually focus on the process of planning and the organizing the lesson notes. Furthermore, the second skill; lesson presentation was highly improved due to the teachers' interest in implementing active learning strategies and various techniques. They were greatly interested in them and actively involved in performing these activities. To verify the significance of the differences between the pre- and post-test scores, the effect size of the treatment (the flipped teacher training) was estimated. These results can also be attributed to the following factors:

- It was the novelty of the action of implementing something new, namely, the flipped teacher training that attracted in-service teachers' attention and helped them develop their performance.
- Using the internet which is adored by most teachers to find information
- The sense of independence or autonomy they have while searching for additional information.

Estimating the effect size (η^2):

The square of eta (η^2) * was estimated after estimating the t-value to get the effect size of the proposed program. Table (17) indicates the effect size of the proposed program concerning the differences between the pre-and post-administration of the achievement test on the experimental group.

Table (9)
The Level of Effect size of Flipped Teacher Training Program on the in-service teachers' EFL teaching skills

Independent variable	Dimensions of the dependent variable	T	D.f (n1-1)	Value of Eta square (η^2)	Level of effect size
The proposed program	Lesson planning	3.46	23	0.34	High
	Lesson presentation	7.66		0.72	High
	Classroom management	8.88		0.77	High
	Assessment & Evaluation	13.00		0.88	High
	Total	14.70		0.90	High

Table (9) illustrates the effect size of the proposed program on mastering the four variables under investigation (lesson planning, lesson presentation, classroom management and assessment and evaluation skills) in the achievement test and in its total scores. The differences between the pre- and post-administration can be clarified as follows:

1. 34% of the total variance of the experimental group trainees' post achievement in the first variable (lesson planning) can be attributed to the proposed program.
2. 72% of the total variance of the experimental group trainees' post achievement in the second variable (lesson presentation skills) can be attributed to the proposed program.
3. 77% of the total variance of the experimental group trainees' post achievement in the in the third variable (classroom management skills) can be attributed to the proposed program.
4. 88% of the total variance of the experimental group trainees' post achievement in the in the fourth variable (assessment and evaluation skills) can be attributed to the proposed program.

5. 90% of the total variance of the experimental group trainees' post achievement in the in the total score can be attributed to the proposed program.

Results in table (8) & (9) prove that the statistical differences between the pre-and post-administration of the achievement test are in favor of the post administration. In addition, the size effect of these differences assured the positive effect of the program in developing the in-service teachers' EFL teaching skills. Therefore, the second hypothesis of the study is proved.

Recommendations:

Based on the results of the current study and the conclusions drawn from these results, the following recommendations are for EFL educational program designers, supervisors and in-service teachers.

Recommendations for EFL educational programs designers:

1. Focusing on trainees' needs.
2. Creating a non-threatening environment in during professional development programs.
3. Designing programs in the light of the principles of the flipped leaning approach.
4. Using various techniques and strategies.

5. Encouraging trainees' attempts to be autonomous presenters.

Recommended Issues for supervisors:

1. Training and qualifying EFL in-service teachers in the preparatory stage on using flipped leaning approach to foster teaching.
2. Paying attention to the integration of the language skills.
3. Focusing on trainees' learning styles.
4. Providing trainees' with different types of rewards such as certificates.

Recommendations for the in-service teachers:

1. Joining language courses in approved organizations and institutes
2. Surfing websites concerning current trends in teaching English.
3. Making use of researches and studies done by EFL researchers in the library of faculties of education.

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