

An Online Teacher Training Program for Developing in-service EFL Preparatory School Teachers' Language Skills

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ملخص الدراسة

هدفت الدراسة الي تنمية بعض المهارات اللغوية (المستندة الي الاحتياجات التدريبية) لمعلمي اللغة الإنجليزية بالمرحلة الإعدادية اثناء الخدمة باستخدام برنامج تدريبي اونلاين. اشتملت عينة الدراسة على ٥٠ معلم لغة انجليزية بالمرحلة الإعدادية من ١٤ محافظه على مستوي جمهورية مصر العربية. وقد تم تحديد احتياجاتهم اللغوية للتدريب والتي تمثلت في مهارات الكتابة البحثية ومهارات الاستماع. وتم التوصل الي هذه الاحتياجات من خلال تحليل احتياجات المعلمين. قام الباحث بإعداد أدوات الدراسة وهي اختبارين أحدهما قبلي والآخر بعدي وقد تم تحكيم الأدوات من ٨ محكمين. كما قام الباحث بإعداد برنامج تدريبي اونلاين يتم من خلاله تنمية هذه المهارات. وقد تكون البرنامج التدريبي من وحدتين تدريبيتين وكل منهما يتكون من ٦ دروس. احتوي البرنامج على ٢٠ ساعة تدريبيه على مدي شهرين. وقد تم تطبيق أدوات الدراسة قبلها ثم أعقب ذلك البرنامج التدريبي لمدة شهرين وبنهاية التدريب تم تطبيق أدوات الدراسة بعديا على المعلمين المتدربين. كشفت نتائج الدراسة عن تقدم ملحوظ في أداء المعلمين في الاختبارات البعدية مقارنة بنتائجهم في الاختبارات القبليه.

الكلمات الأساسية: تدريب المعلمين عبر الإنترنت، الكتابة لأغراض بحثية، استراتيجيات الاستماع النشط، معلمي اللغة الإنجليزية بالمرحلة الاعدادية.

ABSTRACT

The study aims at developing in-service EFL preparatory schoolteachers' language skills through an online teacher training program. The study participants, included 50 teachers from 14 governorates around Egypt, were selected to be the audience as they needed the targeted language skills based on the needs analysis questionnaire. The researcher proposed the pre-posttests to be administered before and after the treatment. Having established and validated the reliability of the instruments, the participants were pre-tested and received an online teacher training program (OTTP) consisting of 2 modules and 20 training hours over 2 months. Each training module contained 6 lessons and ended with an assignment and a reflection. By the end of the program, the participants were post-tested. The findings of the study revealed that the OTTP proved to be effective in developing in-service EFL Preparatory school teachers' language skills based on their needs.

Key words: Online Teacher Training, academic writing for research purposes, Active Listening Strategies, Preparatory School EFL Teachers.

Introduction

Given the recent situation which started in 2019 with the spread of the Covid-19 pandemic and the need to a quick shift to online teaching, teachers, learners, parents and even teacher training bodies were not ready to the quick and the sudden shift to online learning. This study aims at investigating the effectiveness of online teacher training programs on teacher's linguistics skills.

Teacher training in Egypt is following the conventional method of face-to face training regardless of the actual teacher's needs. Teachers who often come to this kind of training feel content as they have to travel for long distances to attend a training that they do not value its importance and they know that it is not very much related to their context and may not solve their actual teaching problems. To have an effective training, teachers need to be part of the training they attend. Their participation in the topic and the content will add much to the value of their training (Darling, Andree, Richardson, & Orphanos, 2009).

It was also noticed that the problem is, in most cases, language related. Abdel-Galil (2014) concluded that the training programs provided by the ministry are low as they do not meet the needs of teachers, do not provide a suitable training environment with very limited time available for training, and the nature of the training content is mainly theoretical. The study also explained that the conventional form prevailing in the training programs do not add much or upgrade their professional levels. He recommended that there is a need to devise training programs based on the use of technology in each of its training content as well as the method of presentation.

It was clear to the researcher that online teacher training could

be the right mode for training as a good solution in critical times as-well-as the Pandemic times. For such a reason, the researcher believed that online training could be used to enhance preparatory schoolteachers develop their academic writing for research and active listening skills.

In a study conducted by the National Planning Institute in Egypt (Hassan, 2017), the study concluded that the training programs offered by the ministry are low so as not to meet the needs of teachers, not to provide a suitable training environment with very limited time available for training, and the nature of the training content is mainly theoretical. Another study by Snook (2007) explained that the linguistic element in teacher training is totally neglected ministries of education and private training bodies and that teachers tend to lose their linguistic skills because of their isolation from their colleges right after graduation. In addition, Abdel-Galil (2014) recommends that there is a need to devise training programs based on the use of technology in each of its training content as well as the method of presentation.

Context of the Problem

It was observed that the conventional training programs did not meet the needs of the preparatory schoolteachers and as supported by Alshuaifan (2009) that the recent training methodology need to be updated and keep track of the digital learning world. In addition, it was evident that most teacher training programs are face-to-face. With the spread of covid-19 and the subsequent lock down, the rate of online training programs increased. The researcher as a previous trainer at the Teachers Academy in Egypt found that teachers did not see the value of the training as there was no link between the challenges they face in their daily work and the training they attend. Nijakowska, et al. (2018) suggested that any training pro-

gram should be mainly based on the trainees needs and directly linked to the challenges they face in their daily teaching. Hence, the researcher aimed to develop preparatory school in-service EFL teachers' language skills. Based on the needs analysis, 2 skills were selected namely active listening and academic writing for research purposes as they got the highest percentage in the needs analysis questionnaire.

Statement of the Problem

The present study problem stems from the preparatory school in-service EFL teachers lack of some language skills including active listening and academic writing for research purposes based on their needs. That's why an online training program was designed to help them develop such skills.

Questions of the Study

Main question:

- 1- What is the effectiveness of the online training program in developing in-service preparatory school EFL teachers listening and academic writing for research purposes?

Under this main question 2 sub question emerged

- a) What is the effectiveness of the online training program in developing in-service preparatory school EFL teachers academic writing skills?
- b) What is the effectiveness of the online training program in developing in-service preparatory school EFL teachers active listening skills?

Hypotheses of the Study

The study hypotheses were formulated as follows:

- 1- The proposed online training program will have a positive effect on developing teachers' language skills based on the needs analysis.

- 2- There is a statistically significant difference at ($\alpha \leq 0.01$) level between the study group's main scores of academic writing skills pre-posttests in favor of the post testing.
- 3- There is a statistically significant difference at ($\alpha \leq 0.01$) level between the study group's main scores of active listening pre-posttests in favor of post testing.

Variables of the Study

- 1- The independent variable: An online teacher training program.
- 2 . The first dependent variables:
 - a. In-service preparatory school EFL teachers' academic writing skills.
 - b. In-service preparatory school EFL teachers' active listening skills.

Aim of the Study

This study aims at:

- 1- Identifying a list of language skills that English language teachers in the preparatory stage need to develop.
- 2- Design the proposed program based on an online learning portal.
- 3- Prepare appropriate training content to improve teachers' active listening and academic writing for research purposes skills.
- 4- Verify the effectiveness of the proposed teacher training program based on the online learning approach to develop active listening and academic writing for research purposes skills of in-service preparatory EFL teachers.

Significance of the Study

Significance of the present study lies in the fact that there is a lack in the online teacher training programs provided by the Ministry of

Education in Egypt and other training bodies which is necessary at critical times such as the recent Covid-19 Pandemic. In addition, its findings are expected to contribute to the following:

- 1- Exploring EFL teachers' training needs.
- 2- Drawing attention to the importance of online teacher training programs in providing flexible training programs that meet teachers' needs.
- 3- Validating the significance of online teacher training programs.

Delimitations of the Study

The present study was delimited to:

1. A group of in-service EFL preparatory schoolteachers (N=50) in Egypt from various governorates.
2. Some listening skills including active listening strategies, top-down and bottom-up listening skills, how to test listening skills, and listening for gist and for details.
3. Some academic writing for research purposes skills including writing thesis statement, organizing ideas, drafting, and APA style referencing,
4. The summer program (July and September) of the academic year 2020-2021.

Needs analysis

Needs analysis is a “systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next” (Rossett, 1999). Needs analysis aims at identifying the gaps in the teaching performance of the study participants. It extensively gathers data related to the specific teaching needs from the program participants. This data is lies the basics of the training

program that could help the participants fill in the gaps to achieve better teaching outcomes.

Most teacher training programs pay too much attention to the teaching methodology, training content and program assessment, while needs analysis is often neglected (Flagg, 1990). In fact, needs analysis is the most important part in the development of any educational program (Kojuri, 2015). Sava (2012) argues that program planning and needs analysis are inseparable elements to develop teacher training programs. Trainers and training centers first need to think of how to make the program successful when developing a teacher training program. To achieve this aim, aims and objectives are set and defined based on the needs of the target audience to attend the course.

Needs analysis is often conducted when educational institutions are planning to improve or change the quality of teaching performance. Flagg (1990) considers needs analysis as the equivalent assessment stage to the planning of any program aiming at staff development. Training programmes need to be planned and continuously revised based on the needs of the teaching staff.

Needs Analysis Questionnaire

In an online questionnaire 60 in-service preparatory school EFL teachers were given ten topics to select two to attend training on. The results (as shown in figure 1) clearly indicated that teachers needed training in Academic Writing and Active Listening Strategies as the most frequently selected topics by the teachers. Thirty-one teachers (51.6%) selected the topic of Academic Writing as the most requested area for training. Twenty-six teachers (43.3%) selected Active Listening Strategies as the second area that requires training.

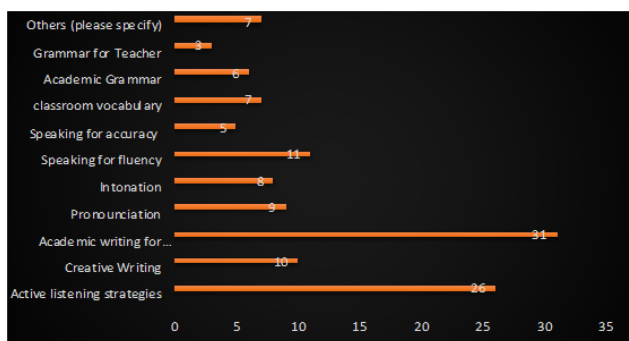


Figure 1: Training Topics Selection

Based on the pre-test, the following subskills were decided to form the listening skills training module.

Academic Writing

What is academic writing?

Academic writing is clear, concise, focussed, structured and backed up by evidence (Green, 2020). It aims to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. It has 4 main characteristics as follows:

- Planned and focused: answers the question and demonstrates an understanding of the subject.**
- Structured: is coherent, written in a logical order, and brings together related points and material.**
- Evidenced: demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.**
- Formal in tone and style: uses appropriate language and tenses, and is clear, concise and balanced.**

The Academic writing included the following academic writing topics:

1. Writing thesis statement: just like writing a paragraph that includes a main idea, a thesis statement summarizes an academic essay. A thesis statement must be specific focusing on one idea of the general topic. It must present both sides of the argument and be precise enough to allow for the development of the argument. It must provide reasons and examples to support the writer's opinion.
2. Types of sentences based on the structure (simple, complex, compound, and compound-complex). Knowledge of these five different types of sentences is essential for academic writing.
3. The difference between academic and nonacademic writing: Academic writing is research based and often written for academic readers in mind. All findings must be proved in a scientific method with solid evidence. It is always formal, structured, well-planned and all facts are referenced.
4. Organizing ideas: the order of ideas in academic writing must reflect how analytical and critical the writer is. The choice of sentence order reflects the purpose of writing. There are three methods of organizing academic writing (chronological order, spatial order, and order of importance).
5. APA style referencing: referencing is a set of rules used in formal academic writing. APA style referencing is the most common style that's why is selected in this research.

Active Listening skills

Bourdeaud'hui (2018) explains that, the one skill out of the four foundational language skills (listening, speaking, reading and writing) that is the least understood and the hardest to study is listening. This is also confirmed by Shrivastava (2014) who illustrated that listening is most often used but least measured skill. Listening is

an essential skill in EFL learning and communication. It is the most frequently used skills and teachers need not only to master all its subskills but be able to know how to test it. The following are the subskills that composed the listening training module based on the results of the pre-test.

1. Top-down listening strategies: in top-down listening approach, listeners use their existing prior knowledge to understand the new language presented in a listening text. it refers to decoding which means as meant through the audio system by way of schemata or shape of expertise withinside the mind (Richard, 2008). Top-down techniques are listener mainly grounded on skills of cultural understanding of the topic, the scenario or context, the form of text, and the language. These previous experiences turn on a fixed expectations that help the listener to idecode and understand what's heard and expect what's going to come next. Top-down techniques include listening for the main ideas, predicting, drawing inferences, and summarizing.
2. Bottom-up listening strategies: bottom-up skills are the skills that language learners need to use to decode the listening input at the smallest units, such as detecting, identifying, and distinguishing the sound, syllable, word, chunk, syntax, and intonation levels from which the meaning of the listening input is understood (Field, 2012).
3. Cognitive and metacognitive listening strategies: Ahmadi (2021) explained that cognitive and metacognitive strategies for EFL learners' listening comprehension development and progress received scant attention. Cognition is described as all mental processes and abilities in which people constantly participate such as memory, learning, problem-solving, evaluation, reason-

ing and decision making. Cognition helps to create new knowledge through mental operations and helps use the knowledge that people routinely take part in. Ratnaningsih, D. (2015). Metacognition, on the other side, refers to thinking about thinking. It allows second language learners to complete a given task well through planning, monitoring, evaluating and understanding. This means while cognitive processes grant normal functioning of a person, metacognition takes it a level higher making a person aware of the cognitive processes.

4. Listening for gist and listening for details: Listening for gist refers to general thematic understanding of an oral text, without any focus on specific details or discrete information. It is one among many types of listening and aims to answer main questions related to an aural text's central theme, topic, and purpose (Siegel, 2018). While listening for details entails deep understanding of specific items in the aural text including vocabulary, ideas, or utterances.
5. Inferencing: Inferencing is a technique to find answers from clues and from previous knowledge rather than directly. It refers to the use of information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in missing information (Geva, 2017).
6. Evaluation of listening skills: to evaluate listening skills, Jose (2019) suggested some techniques; imitative Speaking in which teachers give a list of vocabulary and phrases which the student needs to repeat after listening to the teacher, it is kind of repeat after me activities b) oral interviews: gives the students the opportunity to organize their ideas and communicate the messages they learned from the audio text, questionnaires to get learners

to mark what they have learned, listen and draw to encourage students to visualize the text they listened to, focus group discussions to help them discuss the messages in the text, and oral presentation which give students an ample opportunity to rephrase and present the information using their own knowledge and vocabulary.

Online Teacher Training Program (OTTP) Development

Based on the pre-test results, the OTTP was developed and can be seen in this link <https://teachertrainingweb.com>. The training program focused on the areas where teachers got the lowest marks based on the pilot test. In each of the four training areas selected earlier by the teachers and added in the test, four training modules were developed in the same sequence as they appear in the test starting with the two pedagogical training sections (critical thinking and task-based language teaching) followed by the two linguistic training sections (academic writing and active listening strategies).

The OTTP was a self-study course that gives teachers the flexibility to study whenever they have the time within the allotted two months given for the program to finish. There was a mix of resources available for teachers to view during the training program including videos, PDF research papers, selected illustrations and charts with explanation taken from recent research studies and an opportunity to practice and reflect on the use of each of the four training modules.

During the registration process, teachers were asked to add their phone numbers to join a WhatsApp group. The group aimed at giving teachers an opportunity to asynchronously learn and exchange experience. At the end of each module, teachers were asked to reflect on their practice and what they have learned from

each module in the end-of-module task.

OTTP Design Model

The model adapted in designing this online training program was originally suggested by Vaile (1999) known as one of the most acceptable considerations in online course design. He explains that there are 6 categories that need to form the basis of an evaluation of the effectiveness of online learning settings (see figure 3.2). The following points explain these considerations and how they were considered in the design of this program.

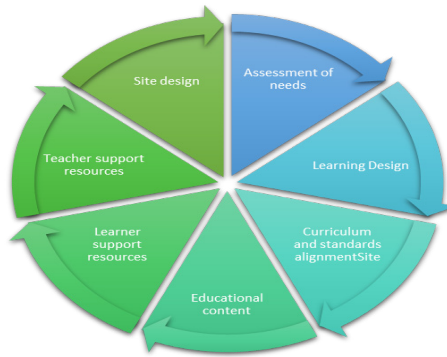


Figure 2: Considerations in online learning design adapted from Vaile (1999)

1. Assessment of needs: this stage although not part of Vaile's six considerations (which are now seven after I added this one), means investigating the learners' needs to design an online course. This was done at the early stage of this research through a questionnaire. Feeling the importance of this stage, I added it at the start of the planning process as it lays the foundation for any training program (Yström, 2010).
2. Learning design: the pedagogy (including creative thinking, learning modalities and styles, and the learning approaches). A mix of teaching resources were added to teachers to fit their different learning styles. An ample opportunity to think, communi-

cate and reflect on the learning content was provided at the end of each lesson and module to reflect on what they have learned and how it affected their teaching.

3. Curriculum and standards alignment: this refers to the extent to which curriculum and standards match learning objectives. Learning aims were set the beginning of the program and they centered around teachers' needs in the pre-test results. Aims of each module and lesson were directly informed by the results of the test and the questionnaires.
4. Educational content: this means the quality of the content or subject matter, organization of content, bias, sensitive content, and scope. The training knowledge content selection was made based on teachers' performance in the pre-test. The content was organized in four training modules (two pedagogical and two linguistic). The lessons in each module were organized from introduction and theoretical knowledge leading to practice. While selecting the content, culturally inappropriate and sensitive videos were avoided.
5. Learner support resources: Vaile (1999) explains here that the prevalence of acceptable use policies, documentation of procedures and other support for learners are vital in the design of an online training program. To apply this in the design, the use terms were explained to teachers in the ethics section on the home page of the website.
6. Teacher support resources: this means the extent of the instructional and support materials for teacher use. In the design of this website, various resources were selected and a WhatsApp group was created to help teachers communicate and solve any problem they may encounter during the training program. Emails

were also exchanged to answer questions and provide extra information whenever needed.

Site design: this refers to the quality of the interface, graphics, and multimedia design. An expert in the field of web design was given this responsibility to create an appealing and user-friendly website. Feedback from teachers and educational experts helped in selecting the logo and in making the website appropriate to the targeted audience.

Method of the Study

Design of the study

This study adopted the quasi-experimental study design. One group design was used where the participants (N=50) in-service prep school teachers were pre-tested and attended online training program based on their needs and at last post-tested using the linguistic test in the two training topics (Academic Writing and Active Listening) selected by the participants.

Participants of the Study

The number of teachers participated in this study was 50 teachers from 14 different governorates around Egypt. They were all preparatory English language teachers with varied teaching experiences. The majority of the participants were female teachers with a percentage of 56% (28 female teachers) and 22 male teachers (44%). Most of the participants have more than 10 years of teaching experience. Teachers were pretested, trained and then post tested.

Instruments of the Study

Two instruments were prepared by the researcher. These included a listening skill pre-post-test and academic writing for research skills pre posttest.

1. Pre-Post Academic Writing Test

A pre-post academic writing test was created to measure the participants' knowledge in academic writing skills.

Aim of the Test

The pre-post academic writing test aimed at measuring the participant's basic academic writing for research purposes skills including writing thesis statement, types of sentences based on the structure, the difference between academic and nonacademic writing, organizing ideas, and APA style referencing.

Test Description

The test included 10 questions. The types of questions selected were mostly multiple-choice questions (80%) with four distractors. Little, J (2012) explains that MCQs are the most effective when testing basic knowledge of something. They help test-takers to retain the knowledge and the test items. They also serve as time-savers and provide objective results. One question (10%) was matching a topic sentence with a thesis statement including 5 items. One questions (10%) including 5 items was asking participants to organize ideas in an academic writing.

Test Validity

To validate the test, it was sent to eight jury members who are all experts in the field of education. A certificate of validation was awarded. The jury checked, (1) the types of questions used in the test; (2) the length and the wording of the heading; (3) the wording of the questions; (4) the accuracy of the answers to the questions; (5) the order of the questions in the test. The jury members recommended some changes and based on this feedback; the researcher made the requested changes.

Test Reliability

To guarantee the test reliability, the test was conducted twice before and after the intervention of the independent variable which is the online training program. The test was used with the same sample of teachers who attended the training program. The test was administered online, and teachers were informed of their scores if requested.

Test Piloting

To ensure the test reliability, a group of ten teachers piloted the test. They all worked at the same school (Naguib Mahfouz Experimental School, Qalioubia). The scores they received in the test were not high although they all have more than 7 years of teaching experience, but their scores were very close. It served as a good indicator that the teachers lacked the tested knowledge and were in need for the planned online teacher training program. Teachers spent an average of 15 minutes to do the test. The total time they spent in the test was divided by their number and the result helped set the test time. The pilot group's data is included in the following table.

Table 1: Participants in the Pilot Test

No. of teachers participated	Gender		Average years of experience	Average score
	Male	Female		
10	4	6	+7	(out of 50) 16.3

To measure the internal consistency, Cronbach's alpha tool was used to estimate the internal consistency of responses of the teachers who did the pilot test. The result was 0.834 which is seen as a good indicator of the test consistency (Amirrudin, 2021).

2. Pre-Post Active Listening Test

A pre-post active listening test was created to measure the

participants' knowledge in active listening skills.

Aim of the Test

The pre-post active listening test aimed at measuring the participant's basic active listening knowledge including top-down listening strategies, bottom-up listening strategies, listening for gist and listening for details, cognitive and metacognitive listening strategies, inferencing and evaluating listening skills.

Test Description

The test included 10 questions. The types of questions selected were multiple-choice questions with four distractors. Each questions covered one of the tested skills and encompasses a number of up to 10 items in the question.

Test Validity

To validate the test, it was sent to eight jury members who are all experts in the field of education. A certificate of validation was awarded. The jury checked, the types of questions used in the test, the length and the wording of the heading, the wording of the questions, the accuracy of the answers to the questions, and the order of the questions in the test. The jury members recommended some changes. Based on this feedback, the researcher made the requested changes.

Test Reliability

To guarantee the test reliability, the test was conducted twice before and after the intervention of the independent variable which is the online training program. The test was used with the same sample of teachers who attended the training program. The test was administered online, and teachers were informed of their scores if requested.

Test Piloting

To ensure the test reliability, a group of ten teachers piloted the test. They all worked at the same school. The scores they received in the test were below 30% of the total score although they all have more than 7 years of teaching experience, but their scores were very close. It served as a good indicator that the teachers lacked the tested knowledge and were in need for the planned online teacher training program. Teachers spent an average of 20 minutes to do the test. The total time they spent in the test was divided by their number and the result helped set the test time. The pilot group's data is included in the following table.

To measure the internal consistency, Cronbach's alpha tool was used to estimate the internal consistency of responses of the teachers who did the pilot test. The result was 0.552 which is seen as a good indicator of the test consistency.

OTTP Aims and Objectives

In this training program, there were general training aims and module-specific objectives. The general aims of the program were sent to the teachers in the invitation letter to join the program. In addition, the aims were presented and explained in the first online session.

These general aims helped frame the objectives of each module. objectives of each module were presented at the start of the module. Participants were not allowed to start a training module without reading and confirming that they had read the module aims. The modular objectives were framed to focus on providing teachers with the essential knowledge and practice ideas related to the module topic. Most of the aims were generated from the pilot test results. The general aims of the program were as follows:

1. Providing teachers with the basic knowledge in the two training areas (academic writing, and active listening strategies).
2. Stressing the value of online learning opportunities through an example.
3. Saving teachers' time and money spent in commuting to training centers.
4. Providing an extra support channel through WhatsApp groups.
5. Increasing teachers' interaction with the content.
6. Increasing teachers' participation and responsibility in their own learning process.
7. Providing teachers with tools to interact and consult each other.

By the end of the module one (academic writing) teachers were expected

- a) To learn how to write thesis statement.
- b) To differentiate between the different types of sentences based on the structure.
- c) To understand the difference between academic and nonacademic writing.
- d) To learn how to organize ideas in academic writing.
- e) To learn how to reference resources using APA style referencing.

By the end of module two (active listening strategies) teachers were expected

- a) To understand and use top-down listening strategies
- b) To understand and use bottom-up listening strategies

- c) To understand and learn how to teach listening for gist and listening for details skills.
- d) To identify the difference between cognitive and meta-cognitive listening strategies.
- e) To learn how to use inferencing.
- f) To learn how to test listening skills

OTTP Duration

The program was designed to take 20 hours in total with 5 hours per module. Lessons in each module would vary in the time teachers spend in each lesson based on the teachers' knowledge, experience, and skills in using technology. The program was made available for teacher for two months from July 15th, 2021 to September 15th, 2021.

OTTP Learning Tools

Four learning tools were adopted in this training program. It started with training webinars (one session for every module). The sessions were recorded and sent to the teachers to view in their free time if not able to synchronously attend. During the sessions, a detailed explanation of each training module was given, and questions were answered. After the session, teachers were asked to do the online training module.

To create more engagement, teachers were optionally asked to provide their mobile phone to join the training course WhatsApp group. The group aimed at giving teachers the opportunity to interact synchronously and asynchronously to solve teaching issues, share ideas and exchange experience.

Email was the last and the least used teaching tool. Teachers were encouraged to email the trainer in case they have any questions or doubts.

OTTP Content

The OTTP was divided into two training modules. Each module covers one of the training areas and was explained through lessons. The number of lessons in each module are 5 lessons. At the end of each lesson, a task was given to teachers to reflect on their understanding of the lesson content. At the end of each module, a module assignment to help teachers practice what they have learned in the lesson in their actual classes, and an end-of-module reflection to encourage teachers to see how they are planning to take the knowledge they gained further. The following table shows the content of the program and the evaluation tool used.

Table 2: OTTP Content

Module	Number of Lessons	Lesson Title	Lesson Evaluation
:Module 1 Academic Writing	Lesson 1	What is Academic writing?	How often do you use academic writing and for what purpose
	Lesson 2	Characteristics of academic writing	Which of the lesson characteristics you donot usually focus on when writing
	Lesson 3	Academic VS. Non-academic Writing	Why is not grammar a difference between academic and non-academic writing
	Lesson 4	Structure of an Academic Essay	?What is the structure of an academic essay
	Lesson 5	Types of Sentences Based on the Structure	Which type of sentences is more common when writing academically
	Module three assignment	Select a topic/s of your interest to write an academic article for a research .magazine and write the topics here	
	Module three reflection	Select a topic from the previous question, write a topic sentence and a .concluding sentence	

:Module 2 Active Lis- tening Strat- egies	Lesson 1	The Listening Process	How do you usually prepare your students to ?listen to a text
	Lesson 2	Listening Strategies	In your class, how do you identify learners ?needs
	Lesson 3	Active Listening Strate- gies	Which of these strategies you often use in ?your class and why
	Lesson 4	Bottom-up and top- down processes	Watch the video and write the difference be- tween bottom-up and top-down processes
	Lesson 5	Strategies, definitions, and examples for teachers	Select one of the strategies and use it with your students in class. Write your feedback on .your student's performance
	Module four assignment	Based on your students' language proficiency level and needs, Select the most effective strategies that you believe will benefit your specific group .of learners and mention the reason for your selection	
	Module four reflection	As a second language learner, which of these strategies your teachers ?used in class. How do you think they were helpful to you	

OTTP Evaluation

Course participants did a course evaluation questionnaire at the end of the course to evaluate the program. The questionnaire included 20 questions. The questions aimed at evaluating the achievement of the program aims, platform easiness of use, communication between the trainer and the participants and the participants with each other, the content of the course, the assessment tools used at the end of each lesson and the end-of-module reflection, the usefulness of the course, time and money saving compared to face-to-face training, and asking participants to give suggestions to improve the training program.

To measure the internal consistency, Cronbach's alpha tool was used to estimate the internal consistency of responses of the teach-

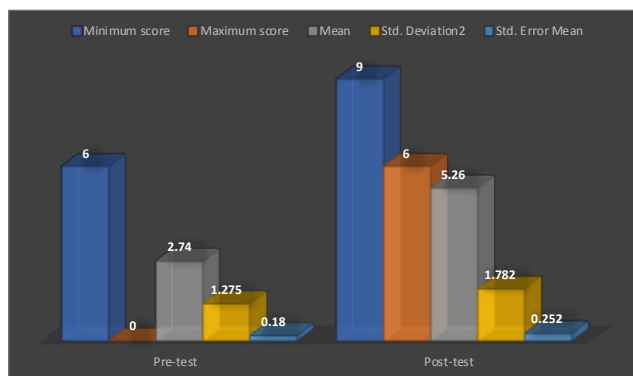
ers who did the post-course evaluation questionnaire. The result was 0.821 which is seen as a good indicator of the test consistency and the trainees satisfaction of the program (Amirrudin, 2021).

Discussion of Results

The first hypothesis of the research stated that there was a statistically significant difference at ($\alpha \leq 0.01$) level between the study group's main scores of academic writing pre-posttests in favor of the post testing.

To measure this hypothesis, SPSS analysis was carried out measuring the mean of the teachers' scores in the pre- and post-tests (see figure 3). The figure presents the mean score of the pre-post-test administration. The minimum score of the teachers was improved from 0 in the pre-test to 6 in the post-test results and the maximum score from 1 to 9 which indicated that the program participants grew better understanding of the Academic Writing module and their skills were improved based on the test results. The mean score of the pre-test was 2.74 and was improved to 5.26 in the post-test.

Figure 3 Descriptive Statistics of the Pre-post- Academic Writing Test.



The t-test result, as illustrated in table 3, was 12.088 which indicates that there is a large difference between the pre-test and the post-test results with a significance at 0.100.

Table 3 Paired Samples of the Pre-post- Academic Writing Test

Mean		Paired Differences					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	PREAVE - POSTAVE	2.520	1.474	.208	2.939	2.101	12.088	49	.000

In order to measure the effect size of the training program on the post-test results, the eta squared (η^2) equation was calculated as in the following formula. The results showed that the eta squared statistic was 0.330 which proves a large size effect.

The second hypothesis of the research stated that there is a statistically significant difference at ($\alpha \leq 0.01$) level between the study group's main scores of active listening pre-posttests in favor of the post testing.

To measure the effectiveness of this training module, t-test was used to compare the participants' mean scores in the pre-post-tests. The mean of the pre-test administration (see figure 4) was 2.80 and the post-test administration was 5 which indicated a big difference between teachers' performance in the pre-post-tests in favor of the post-test administration. This supports the hypothesis that the online teacher training program, represented by the Active Listening Strategies module, had a positive impact on improving participants' knowledge and understanding of active listening strategies.

The following figure (4) illustrates the teacher's scores in the pre-active listening strategies test administration which ranged from 0 to 6 while in the post-test administration, it ranged from 1 to 8. This result confirms the effectiveness of the suggested online training program and how the information provided online helped upskill

teachers in this training area. The standard deviation moved from 1.539 in the pre-test results to 1.796 in the post-test results. The t-test result is 10.782 with a significance at 0.25 which indicates a large difference between the two tests.

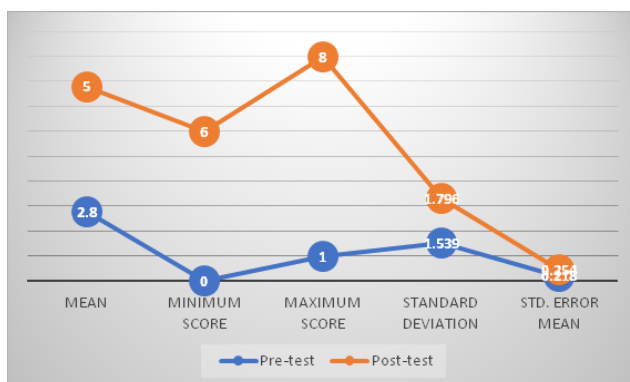


Figure 4 Paired Sample Statistics of the Pre-post-Active Listening Strategies Test

In addition to the paired sample statistics of the mean scores in the pre-post-test administration, the effect size of the increase in the pre-post-tests was measured using the eta squared (η^2) statistics analysis and the result was 0.305. Eta Squared (η^2) = 0.305 states a large effect size of the online Active Listening Strategies training module on developing teacher's knowledge of the topic.

Discussion of Results

The statistical analysis showed that there was a large effect size of the online overall language development teacher training program (0.51) on developing teacher's knowledge in the two training areas (Academic Writing and Active Listening). Given the results of the mean in the pre-and post-test administrations, t-test results and the eta squared effect size result, we get a clear evidence that there was a significant difference between teachers' results in the pre- and post-tests in favor of the post-test. This indicated that the online training program positively affected teachers' performance in the test.

The behavioral aims of the OTTP contributed to the positive effectiveness of the program as teachers could easily link the training content with their needs that they stated earlier in the needs analysis survey. In addition, the program content was also appealing to the teacher. Changes in the program design was continuously changing based on the teacher's feedback. The formative and summative assessment tools included in the program helped teachers reflect on and review what they have learned in every lesson.

The results of this study are consistent with the findings of another study (Abdelrahman, & Irby, 2016.) which indicated that there are thousands of teachers working in public schools in Egypt , but not few of those teachers are well prepared for their profession (Galal, 2002) and they are in urgent need for a transformation in teacher training programs to be digitized. Marey et al (2020) supported the rights of Egyptian educators for opportunities to integrate computer-mediated professional development opportunities that would provide teachers with the skills to use to teach online. Lackey (2011) conducted a similar study at the University of Northwestern Ohio, US which reported that teachers found collaborating with colleagues and online courses and resources provide both technical and pedagogical instruction, making them the best candidates for teaching online. Similarly, the findings of another study (Quintana, 2014) demonstrated the importance of considering online training that can be influenced by the availability of technological resources to influence teacher performance, such as communicative style, linguistic, pedagogical, and cognitive skills.

Conclusions

Based on the above research findings, the following list can be concluded:

- 1- Teachers need language skills online training.

- 2- The suggested OTTP positively affected teachers' performance in the two linguistic selected areas based on the test results.
- 3- OTTPs could serve as a good training solution in times of emergency and movement restrictions as happened during the Covid-19 pandemic worldwide.
- 4- OTTPs could provide a good example of teachers' interaction during training using WhatsApp or other social media apps.
- 5- OTTPs could save a considerable amount of time and money spent in face-to-face training programs.

Recommendations

Based on the results of the current study, the following recommendations are suggested:

- 1- The Ministry of Education in Egypt represented by the Teachers' Academy should provide more online teacher training programs.
- 2- Online teacher training should be an essential part of teacher education at all Egyptian universities as part of the teacher education.
- 3- Teachers should have the upper hand in their online training program selection. They should choose the topics they would like to attend to develop their teaching skills.
- 4- Practical classroom activities should be an essential part of any online training program.
- 5- Online training programs should provide an opportunity for experience exchange through connecting teachers in groups and helping them solve their daily class teaching problems.

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