



Training Courses Evaluation for English Curriculum

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ABSTRACT

Training courses are one of the most important ways for the improvement of teaching criteria and continuing professional development especially for the new and less experienced teachers in English language teaching. This requires many studies for continuing professional development, skills development and teaching methods through training courses to get reliable information about the current levels and educational proficiency for teachers. All this calls for checking the influence of training programmes and evaluating them to elevate progress levels and its tangible impact on learning and teaching.

Keywords: *Training Courses, English For Iraq, Communicative Approach.*

The logo for the International Journal of Research in Social Sciences and Humanities (IJRSSH) is a large, stylized graphic. It features a central figure that resembles a person or a flame, composed of several overlapping, curved shapes in shades of blue, green, yellow, and orange. This central figure is set against a background of a large, light-colored circle. Below the graphic, the acronym 'IJRSSH' is written in a bold, orange, sans-serif font.

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INTRODUCTION

It is highly essential and important to state that setting up an exercise by an instructor before giving a talk is a viable and significant technique to accomplish a fruitful scholastic or logical worth. Concerning English language educating, instructors are relied upon to recognize the holes or the spaces of shortcoming among the students so they can beat these holes by planning adaptable materials (exercises) that could accommodate their skill when giving the talk. These holes may stamp the understudies' capacity of perusing, composing, talking, and additionally tuning in. Consequently, the current paper comes as an endeavor to reveal insight into the most widely recognized troubles, which may experience the Iraqi intermediate and preliminary understudies in learning English language as far as language abilities, and to propose a bunch of proposals to instructors of English language when giving talks for a superior scholarly exhibition.

TRAINING COURSES WITHIN EDUCATION

Tom-Lawyer (2014) points out that a training course is a series of lectures or teaching the skills that you target for a trainee's job or activity. If we want to shed light on the term training courses, we are

in the process of one of the most important procedures for education, on which many groups currently depend, not only university students or recent graduates, with the multiplicity of specializations, and the expansion of the labor market, business requirements are constantly increasing. And this is what eventually led to the emergence of many important training courses, which may be considered an important part of some disciplines, or considered the basis for some self-contained disciplines.

Training Courses Notion

Training courses are one of the most important ways of free learning, which ordinary individual, student, professor, or whatever group the person belongs to seek, in order to receive knowledge in a specific thing, and knowledge of everything related to this thing, and getting to know it closely and knowing its details, and trying to master his work or knowledge, and often in order to obtain an important certificate, so that the individual can practice work in the subject of the training courses (McNulty 2013). Training courses have become a necessity for many teachers, or students and those who aspire to further progress and prosperity in their field of specialization. So, we find many training

courses that teachers or students can receive every year while studying, on vacations, or even after graduation, as well as while working.

Training Courses Significance

Erozan et al. (2006) point out that the training courses have many significances, some of which are:

1. The training courses fasten the code of the conduct of various educational materials that university students receive in the specializations of study by providing the trainees with more skills and comprehensive knowledge in different disciplines.
2. Training courses open many new areas of work, and generate different opportunities, in front of students, teachers, and all segments of society, which makes society in continuous productivity, progress prosperity.
3. Training courses play an important role in improving the level of individuals later on, financially, academically, culturally, and practically, especially when they can work according to that knowledge, they received during the various training courses.
4. The training courses play an indirect effective role in improving the and elevating the academic and professional levels of the trainees.

5. Training courses provide complementary knowledge, or specializations that are not primarily present in universities, and which may be difficult to learn except through an intensive training course, as it is one of the wonderful and available free learning methods, and with the progress of modern science, it has many options that can be obtained through it.

Training Courses Types

There are many different types of training courses, the most common of which are (General Training Courses, Special Training Courses, and Rehabilitation Training Courses) (Hass, 1987).

1. General Training Courses

This sort of training courses is imposed in general, by the government or public authorities, and are directed to government workers in different agencies, in order to raise the level of workers scientifically, professionally and culturally, and catch them up with development in their fields of work, and give them opportunities to move up their career ladder, as well as give them more tasks related to job development. The general training courses would also open the door to exchanging experiences between workers in the different

government sectors, exchanging ideas and information, and cooperating between different bodies (Imani (2013).

2. *Special Training Courses*

Some bodies or places designated to give training courses, investigate the different needs of the labor market, and know what skills many people need to learn, so they design some courses specifically for these people, collect a number of them, and provide a comprehensive scientific material .It is considered one of the most popular types of training courses that many seek to enroll in, and its purpose is often to learn and receive different skills, more than to obtain approved certificates, and many types of skills and sciences, manual, technical, languages or even technical fall under it (Nazeer, Shad and Sarwat, 2015).

3. *Rehabilitation Training Courses*

These are the training courses required by the private sector, in order to develop the skills of its workers, and to obtain the skills and certificates that qualify them to work in it, and they are a prerequisite for working in many private sector companies, whose specializations have varied greatly, more than significantly, the public sector, as it requires high-level skills, and many closely branched disciplines, and often not all of its work requirements are studied at the university. Therefore, qualifying

training courses have become a necessity for work in the private sector (Richards: 2011).

RESEARCH METHODOLOGY

Problem of the Study

Most of Iraqi teachers of English languages and their students suffer a great deal from using (teaching and learning) *English For Iraq* curriculum alike in sense that most of the students were found unable to attain high success marks due to their lack of understanding the curriculum taught correctly and accurately. For the teacher, this problem is due to the fact that the curriculum is based on the Communicative Approach that requires understanding the context to deliver the intended communicative value whether teaching grammar, vocabularies, and even text passages for the students. Based on what has been just mentioned, the problem of the study is based on finding the answer to the following question:

- How far do the teachers benefit from the training courses in teaching the English Curriculum '*English For Iraq*' for the intermediate and preparatory stages?

Research Hypotheses

The present study is based on the following hypotheses:

- The trained Iraqi teachers of English are more competent than those who were not enrolled in the training course.
- Training Courses Evaluations for English Curriculum have positive impacts and feedbacks on the educational process.

Research Objectives

The present study is hoped to be of a significant importance to the Iraqi English teachers and Iraqi EFL learners as well in term it aims to highlight the difficulties which may face the Iraqi teachers in challenging the English curriculum by crystalizing their mind frames in teaching the various English items employed in the book of *English For Iraq* for the intermediate and preparatory stages. Consequently, it helps the students to understand the subjects in a proper way and respond correctly to the final ministerial examinations at the end of the year. Additionally, the present study may help the textbook designers to employ various English subjects that are marked with easiness in learning English.

Research Problem

The current research comes as a justifying solution to the challenges that may face Iraqi EFL teachers and students in using the English Curriculum '*English For Iraq*' by conducting educational and academic training courses evaluating them to diagnose the positive merits of these courses in teaching English curriculum of English For Iraq for the intermediate and preparatory stages. It was noticed that most of Iraqi EFL intermediate and preparatory students face difficulties in understanding and dealing with materials of their curriculum while learning English language. This mainly could be related to the fact that the methods used by the teachers were not effective since most of them were not participated in most of the training courses held by the supervision departments in their educational directorates.

Research Aims

The present research aims at:

1. Evaluating the positiveness and the significance of enrolling the Iraqi English teachers in training courses for the purpose of making the teaching process go correct and smooth.
2. Eliminating the difficulties faced by Iraqi EFL teachers in teaching

the English curriculum for the intermediate and preparatory stages 'English For Iraq'.

3. Testing the research hypotheses which could be either verified or refuted.

Research Limits

The present study is limited to:

1. Iraqi EFL teachers affiliated to the General Directorate of Education in Diyala province.
2. Intermediate and Preparatory stages English curricula 'English For Iraq' books.
3. The training courses implemented by specialized Iraqi EFL trainers in the Diyala General Directorate of Education.
4. The study is also limited to the training courses held in the academic years of 2014-2019.

CURRICULUM AND ITS COMPONENTS

Many various scientists and educational program experts have given a wide range of definitions about "educational plan", from the field of applied language specialist spasms, "educational program" has been proposed in a comparable definition; that is, an instructive program incorporates the instructive motivations behind the

program, the substance, showing methods, and learning encounters which will be important to accomplish this reason, and a few methods for surveying whether the instructive closures have been accomplished (Richards, Platt and Platt, 2010). While an assortment of meanings of the expression "educational program" have been recommended and this examination doesn't contain the entirety of the meanings of "educational plan", the definition proposed here is reliable with the practice that sees the educational program as a deliberate arrangement for learning, an all-inclusive strategy for choosing content and sorting out learning encounters to change and fostering students' practices and experiences.

As to the educational program, as referred to in the English Language Curriculum and Assessment Guide distributed in 2014, the general points of the English Language educational program are to furnish each student of English with additional chances for broadening their insight and experience of the way of life of others just as promising circumstances for individual and scholarly turn of events, further examinations, delight and work in the English medium and to empower each student to plan for the evolving financial requests coming about because of advances in data innovation—requests which incorporate the understanding, use

and creation of writings for joy, study and work in the English medium. The manner in which a language educational program is planned has changed as the years progressed. As indicated by Nation and Macalister (2010), a language course must be planned so that it covers language things, abilities and techniques. In one investigation, Richards (2015) shows that various parts of a program can be the focal point of consideration in program assessment. They may incorporate educational plan, prospectuses and program content, homeroom measures, materials, educators, instructor training, understudies, organization, staff improvement or dynamic. In a show at the Missouri Department of Elementary and Secondary Education's Powerful Learning Conference, McNulty (2013) called attention to that an educational program needed to incorporate five fundamental

parts. They are targets; appraisal; fundamental abilities, information, and mentalities; educational devices and approaches for study hall use. The educational plan by and large incorporates five fundamental parts: instructive destinations, content, materials, showing strategies, and evaluation, however there might be an assortment of ideas for the expression "educational plan" up until now.

Eisner (2013) points out that educational objectives concepts hold the central position in the literature of curriculum. "Educational objectives" can be classified into two categories: instructional objectives and expressive objectives. Figure No.1 below best illustrates this concept.



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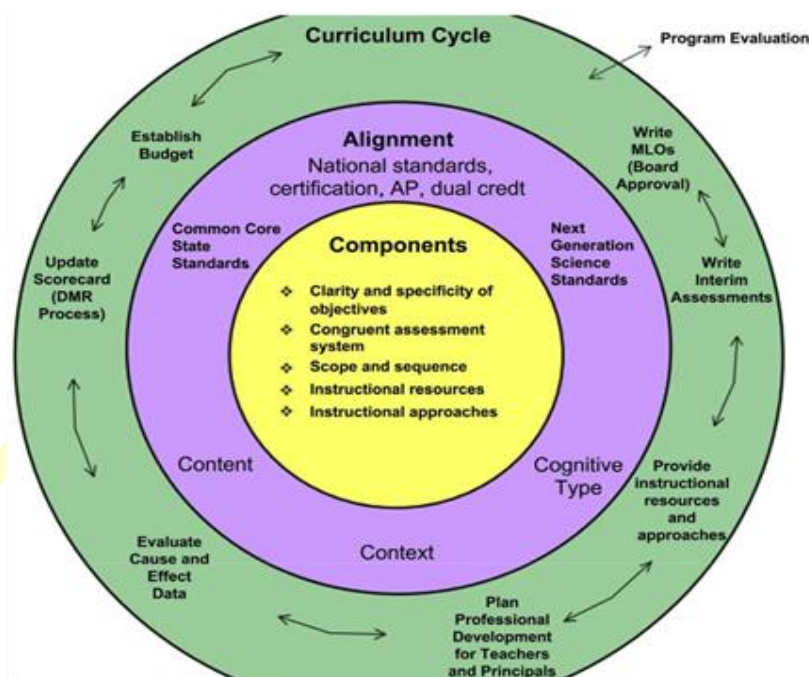


Figure 1. Curriculum design according to (McNulty, 2013).

COMMUNICATIVE APPROACH

The Communicative Approach – or Communicative Language Teaching (CLT) – is an instructing approach that features the significance of genuine correspondence for figuring out how to happen. In this post, you will discover definitions, models and thoughts for study hall exercises. Communicative language teaching utilizes genuine situations that prioritize and achieve a successful communication. The coach or the mentor sets up a circumstance that understudies are probably going to experience, all things considered (Ornstein and Hunkins, 2004). Not at all like the audiolingual strategy for language instructing, which depends on reiteration and drills, the open

methodology can leave understudies in tension with respect to the result of a class work out, which will change as indicated by their responses and reactions (Alvior, 2014). Genuine reproductions change from one day to another. Understudies' inspiration to take in comes from their craving to convey in significant manners about significant themes. As indicated by Al-Khanaif sawy (2014;2016), a specialist in the field of open language instructing, sends in clarifying Firth's view that "language is communication; it is relational movement and has a reasonable relationship with society. In this light, language study needs to take a gander at the utilization (work) of language in setting, the two its phonetic setting (what is expressed when a given piece of talk)

and its social, or situational, setting (who is talking, what their social jobs are, the reason they have met up to talk)” (Nichols et al. ,2006).

As far as teaching the English Curriculum ‘*English For Iraq*’, the teachers should take the utilization and the consideration of the context into the consideration. This is related to the fact that this English curriculum is mainly based on the context to deliver the intended communicative value. Moreover, the rules of grammar are supposed to be taught inductively in term the context is what determines the user’s intention. This requires competent teachers who were enrolled in various training courses in this respect, and thus, this study comes to highlight how far did the trainees make use of training courses to reflect them into their classes.

METHODOLOGY

The Sample of the Study

It is worth mentioning that the sample of study were randomly selected from various intermediate and preparatory schools affiliated to the General Direction of Education at Diyala province. These schools’ students’ scores were registered as being poor in the final ministerial examination and, thus, the necessity of the training courses was initiated to see how

influentially trainings would be to improve the intermediate and preparatory students’ poor levels. The study sample was *100 Iraqi teachers* of English language. Among the total number of the trainees were 50 teachers of English language affiliated to intermediate schools (25 males and 25 females). The other 50 teachers were affiliated to preparatory stages (25 male and 25 female teachers). This gender variation was intended to test the range of the teacher’s perception in the training courses held by the experts. Some of the teachers work in preparatory and intermediate schools for girls and some others for boys. Moreover, the trainers were also experts in teaching the English language and held the same academic degrees as the trainees.

Test Design and Scoring Scheme

The researcher utilized questionnaire to identify the weaknesses and the strengths resulted from the training courses conducted on the sample of the study. The type of the test used is a survey which basically includes 10 questions that the trainees need to tick with (√) for the items they participated in and (x) for the items they did not participate in. Each item will be given a mark of (10) to see the range of their benefit to the training course. The success mark will be above 50 otherwise, the trainee will not be

succeeded (not benefited from the training courses conducted. Regarding the items utilized in the training courses were mainly about subjects of grammar, vocabulary section, writing compositions, and the literature focus.

The Administration of the Training Courses

The training courses were held in the academic years 2014-2019. The place was in Diyala province training centers. Each training course took about 3 hours which incorporated breaks. The training courses targeted the intermediate and the preparatory stages teachers of the English language. The experts explained the purpose of the training courses that to elevate the level of the teaching process by shedding the lights on the most difficulties faced by Iraqi English language teachers

while teaching the curriculum '*English For Iraq*' for the intermediate and preparatory students in Diyala province. Additionally, the teachers were encouraged to raise questions or involve in sharing some worthy information that might elevate the significant of the training courses. In the questionnaire part, the study sample was requested to respond to the items without writing their names in order to avoid any possible embarrassment.

Results Analysis

Before analyzing the results of the questionnaire conducted, it is important to sort out the trainees' category by the academic degree, gender variation, and the school stages handled. Table No. (1) best illustrates that.

Table No. (1): Study Sample Distribution Details

Trainees Details	No.	Males	Females
English Teachers for the preparatory stage	50	25	25
English Teachers for the Intermediate stage	50	25	25
Trainees' Academic Degree	Bachelors		
Trainees Total Number	100		

Clearly, Table No. (1) above shows that the total number of trainees participated in the training courses are (100). Among them, there are (50) female teachers and (50) male teachers distributed between intermediate and preparatory stages. All the trainees hold the same academic degree of Bachelors.

After analyzing the trainees' responses to the questionnaire items mentioned below, it was found that there is an intrinsic and essential effect on the teachers' competence and performance regarding teaching the English curricula for the intermediate and the preparatory stages. This was mainly reflected on the trainees' intermediate and preparatory stages students' marks in the final ministerial examinations. The researcher basically compared the schools final ministerial scores of the students before and after conducting the training courses. It has been noticed that the students' levels were highly changed positively and their scores in the final examinations were higher than the scores before conducting the training courses. This leads to the validation of the research main hypothesis which reads '*The trained Iraqi teachers of English are more competent than those who were not enrolled in the training course.*'

In order to test the second hypothesis of the study, it is important to examine the study sample's responses to the questionnaire items. Consider Table No. (2) below:

Table No. (2): Study Questionnaire and The Trainees' Responses

Kindly, respond with (√) or (X) to the items applicable to you.		
No.	The Questionnaire items	Participants Responses
1.	The training courses have improved my pronunciation.	√
2.	The training makes me more self-confident while teaching.	√
3.	The training courses have raised my students' rates of success.	√
4.	After participating in the training courses, I have a better evaluation from my supervisors.	√
5.	I can challenge and manage the possible difficulties in teaching English.	√
6.	I am more familiar now modern techniques and facilities.	
7.	Training courses make me like my job a lot.	√
8.	Training courses make me focus on the four essential English language skills.	√
9.	The questions in my test paper become various inclusive and objective.	√
10.	My experience in teaching English has improved radically.	√

Apparently, all the trainees ticked the questionnaire items with (√), the training courses are definitely influentially important and have the positive impact on the teachers and their students alike.

Since the trainees are from intermediate and preparatory schools, the researcher finds it important to categorize their responses by the stage and the trainees' gender. Table No. (3) best illustrates that.

Table No. (3) : Trainees Agreement to the Questionnaires Items by School Stages and Gender Factor.

<i>School Stage</i>	<i>Total Number</i>	<i>Response Status to Questionnaire items</i>	<i>Course Evaluation Feedback</i>
Intermediate	50		Positive
Male	25	√	
Female	25	√	
Preparatory	50		Positive
Male	25	√	
Female	25	√	
Trainees' Overall Number	100		

In order to analyze the trainees' responses and test the second hypothesis of the present study, scoring scheme is important to mention. Consider the table below for better scoring clarification.

Table No. (3): Trainees' Responses and Scores.

<i>No.</i>	<i>Questionnaire items</i>	<i>Participants Responses</i>	<i>Scores</i>
1.	The training courses have improved my pronunciation.	√	10
2.	The training makes me more self-confident while teaching.	√	10

3.	The training courses have raised my students' rates of success.	√	10
4.	After participating in the training courses, I have a better evaluation from my supervisors.	√	10
5.	I can challenge and manage the possible difficulties in teaching English.	√	10
6.	I am more familiar now modern techniques and facilities.	√	10
7.	Training courses make me like my job a lot.	√	10
8.	Training courses make me focus on the four essential English language skills.	√	10
9.	The questions in my test paper become various inclusive and objective.	√	10
10.	My experience in teaching English has improved radically.	√	10
Final Overall Score			100

According to the results of table No. (3) above, all the respondents agreed to the items of the questionnaire submitted by ticking (√) what is applicable to them, the training courses have very effect impact on the trainees. One can simply noticed that the scores are fully obtained since the success score was supposed to be 50 or above. Now, the trainees reached the score success of **100**. This means that the training courses have fully improved the trainees' competence and performance regarding teaching the curricula of English language for the intermediate and preparatory stages. Moreover, after

checking the final ministerial scores of the students online, whose teachers were participated in the training courses researched, it was found that approximately 80% of the students obtained 89 marks and above in English language examination for the intermediate and preparatory stages. This approves how influential the training courses were. Moreover, the results analysis validates the second study hypothesis which states that *Training Courses Evaluations for English Curriculum have positive impacts and feedbacks on the educational process.*

CONCLUSIONS

Based on the validation of the research hypotheses and the results of the practical part analysis, the research has reached to the following conclusions:

1. The training courses have a very strong impact and direct reverse on the teachers' performance and competence as well as the students'.
2. The training courses familiarize the teachers with the modern methods of teaching the English curriculum in their schools and also facilitate the process of delivering the information to their students.
3. The training courses are the key for solving the challenges which may face the teachers while teaching their various subject matters and the students as they learn what the teachers propose.
4. The training courses have a direct positive impact on succeeding the educational process at the school and

the directorate of education levels alike.

RECOMMENDATIONS

After the results showed the positive effects of the training courses, we demand the improvement and development of these educational courses by focusing on having a long time and during the summer vacation days. Also, the researcher demands that these courses be based on experts, specialists, and highly qualified people, as well as equipped with the latest educational means in order to reach the best results. Likewise, the researcher demands that an evaluation exam be conducted for the trainees before and after the end of the training course to see the impact of these courses on the trainees.

The researcher suggests conducting a study aimed at measuring the impact of educational courses for the English language syllabus for the intermediate and preparatory stages from the point of view of the specialized supervisors

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