

Developing an Educational Technology-Based Training Program to Improve Performance Teaching Skills for English Language (EL) Teachers

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Abstract

This study aims to design a proposed training program to develop the basic teaching skills of EL teachers in the effective use of technology in teaching . Numerous global and regional seminars, conferences, and research studies have emphasized the significance of providing in-service training that equips educators with contemporary teaching methodologies tailored to their future responsibilities. This study concentrates on developing a proposed training program grounded in the identified training needs and fundamental requirements of English Language (EL) instructors. An observation form is used to identify basic training needs for the effective use of technology in teaching . Validity and reliability of the research tool is verified by conducting an electronic survey observation form on a random sample of EL teachers. The sample size of the study is 200 EL teachers . The results show that EL teachers in all schools in Maysan Governorate need training programs on the use of educational technology tools in the educational process. Based on the identified needs of EL teachers , training program is proposed .Several recommendations and proposals are also included in the study.

Keywords: Training Program, Educational Technology, , EL Teaching Performance Skills

تطوير برنامج تدريبي قائم على تكنولوجيا التعليم لتطوير مهارات التدريس الأدائية
لمدرسي اللغة الإنجليزية
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الملخص

تهدف هذه الدراسة إلى تصميم برنامج تدريبي مقترح لتطوير مهارات التدريس الأدائية لمدرسي اللغة الإنجليزية قائم على استخدام تكنولوجيا التعليم في التدريس. وقد أكدت العديد من الندوات والمؤتمرات والدراسات البحثية العالمية والإقليمية على أهمية توفير التدريب أثناء الخدمة الذي يُزود المعلمين بمنهجيات تدريس عصرية تتناسب مع مسؤولياتهم المستقبلية. تركز هذه الدراسة على تطوير برنامج تدريبي مقترح يستند إلى الاحتياجات التدريبية المحددة والمتطلبات الأساسية لمعلمي اللغة الإنجليزية. وقد استُخدمت استمارة ملاحظة لتحديد الاحتياجات التدريبية الأساسية للاستخدام الفعال للتكنولوجيا في التدريس. وقد تم التحقق من صدق وثبات أداة البحث من خلال إجراء استمارة ملاحظة استبانة إلكترونية على عينة عشوائية من مدرسي اللغة الإنجليزية. وبلغ حجم عينة الدراسة ٢٠٠ مدرس ومدرسة. وظهر النتائج أن مدرسي اللغة الإنجليزية في جميع مدارس محافظة ميسان بحاجة إلى برامج تدريبية حول استخدام أدوات تكنولوجيا التعليم في العملية التعليمية. وبناءً على هذه النتائج تم اقتراح برنامج تدريب مدرسي اللغة الانكليزية كما خلصت الدراسة إلى العديد من التوصيات والمقترحات .

الكلمات المفتاحية: برنامج تدريبي، تكنولوجيا التعليم، مهارات تدريس اللغة الإنجليزية.

1. Introduction

The Problem of the Study and its Significance

The twenty-first century has seen a surge in educational technology, which has transformed the learning landscape in schools. This rapidly evolving field is revolutionizing the educational process, enabling teachers to enhance their instructional methods and ultimately improve student outcomes. By streamlining tasks and reducing workload, educational technology also boosts teacher efficiency and productivity. . Therefore, the use of educational technology and its application in teaching has a positive impact on solving problems facing the educational process. Consequently, educational technology has become a basic and urgent necessity, as it is an important requirement

for the success of the educational process. Foreign and Arab universities are not devoid of technology, whether in terms of equipment, courses, or tools. All of this has a primary goal: improving the quality of education or developing teaching skills (Molenda J, 2013:76).

Despite the role of technology in the educational process, teachers' use of technology remains minimal, as confirmed by numerous studies. Furthermore, teachers feel they are not trained to use it in the educational process, despite the availability of Internet services, software and devices, and the fact that some teachers own them (Cuban, 2001:89).

Although technology has been introduced into the world of education and upbringing in universities and schools for several years, studies on the extent to which educational technology contributes to developing basic skills in education are very few. Most previous studies have focused on the extent to which educational technology is used in the educational process. or the impact of educational technology on achievement. Many previous educational research and studies have emphasized the necessity of investigating the most important training needs of teachers in light of developments in educational technology. This is not simply a matter of teachers undergoing training courses that qualify them to use technology in education. Rather, the content of courses, programs, and training must be formulated in the context of their actual needs, because the major weakness in training programs is due to the failure to correctly identify needs, which hinders achievement the specific objectives of these programs, such as the study (Sarhan, 2017), the study (Al-Shaibi, 2019), and the study (Yasser, 2020).

As a supervisor of English Language (EL) teachers, the researcher has noted that numerous in-service teachers in middle and secondary schools struggle with instructional delivery and classroom management.

Existing training programs are often limited, theoretical, and fail to provide comprehensive support. These programs frequently neglect the needs and aspirations of teacher–trainees. A significant challenge is the underutilization of educational technology to enhance teaching skills, as many educators rely on outdated, lecture–based approaches that can disengage students. To address this, teaching methodologies must be modernized to align with cutting–edge technologies, cognitive development, and innovative instructional strategies

Based on these premises, the researcher concludes that EL teachers, both male and female, need to be prepared and trained on educational technology tools, develop an appropriate mechanism for the process of transforming curricula, and utilize electronic educational technologies and virtual classrooms. In light of the scarcity of studies linking educational technology to the development of training programs in basic teaching skills for male and female EL teachers, this study aims to explore to design of a proposed training program based on educational technology in basic teaching skills for male and female EL teachers. Identifying training needs is the key indicator that guides training in the right direction. The current study answers the following question:

- What is the proposed training program based on educational technology for performance teaching skills for EL teachers?

Educational technology is one of the fastest–growing and most widely used tools in the field of education worldwide. Therefore, it is necessary to focus on modern technological developments, provide a clear vision for the use of educational technology in the teaching process, and provide a training program that can be used to develop basic teaching skills. Al–Sudairy et al. (2013: 44) confirm that " the teacher, the primary element in the learning and teaching process, has not received the attention he deserves, despite the growing interest in

developing the educational process locally and globally. They must be trained in-service in order to enhance and develop their cognitive skills in line with contemporary changes". Training helps keep pace with rapid developments in technology. Technological progress and the use of modern and complex devices require educational and teaching institutions to train their staff on how to use technology in the field of teaching. Without training, the educational institution faces problems in the process of learning and teaching. (Wakil Karzan, et.al 2017:67). Moreover, the issue of teacher training and preparation is one of the most important issues that has preoccupied those interested in the past, present, and future. It requires coordination and integration between the leading educational, economic, and political thought in society and those responsible for the educational process (Flanagan, Jennifer Lyn, (2008) : 6). The researcher concludes that the current research could contribute to the following:

1. Improving teacher training methods by developing training activities based on educational technology for teachers specializing in the ELT.
2. Developing the basic capabilities and skills of EL teachers by training them to employ technological innovations that contribute to the development of their teaching skills. This also provides EL teachers and the those who are responsible for teaching with a form of feedback.

Aims of the Study

The current study aims to:

1. Identify the training needs of EL teachers in secondary and middle schools in the field of educational technology.
2. Identify the degree of application of educational technology innovations among EL teachers in middle and secondary schools according to variables such as gender, experience, certification, and previous training courses.
3. Identify the extent of use of basic teaching skills among EL teachers.

4. Design a proposed training program that includes all the skill and knowledge requirements related to modern technology.

Research Limits

The current research is defined as follows:

A– Temporal Limits: It is based on the (2024–2025) academic semester.

B– Spatial Limits: Secondary and preparatory schools (morning classes) in Iraq (Maysan Governorate).

2.Theoretical Framework and Previous Studies

The theoretical framework focuses on the main topics: the training program, the concept of educational technology and previous studies.

2.1.The Training Program

Different peoples of the world have adopted training during their developmental stages as a tool for education. Training plays a role in developing and enriching staff with various practical methods and styles, as well as in developing diverse skills, which the training program seeks to achieve. In ancient times, training was considered one of the pioneering methods for education in general, and for raising children with appropriate behaviors and habits in particular (Dange, Jagannath & Siddaraju, Jagannath. ,2020:56)

A program is defined as a general plan consisting of several successive sub-processes that are interdependent and are carried out regularly in order to achieve a specific goal or set of goals. (Saeed, Azra & Aneesa,. (2023:56). . Training is defined as any teaching process that provides the trainee with the useful practical and theoretical information they need, and aims to improve their skills. The precise goal of training is to focus on information and skills, especially in the workplace where the trainee works. (Ayvaz–Tuncel *et al.*(2018:66)

A training program is defined as a purposeful, organized process that seeks to impart specialized knowledge and information related to

performance methods, modify employee behavior, improve their performance in relation to the trainees' work, and solve problems facing organizations. This enables trainees to deal with these problems using advanced scientific methods to mitigate problems and achieve a higher level of performance. (Moeini, H. (2008 :67)

2.1.1. The Importance of Training

The importance of training lies in its ability to improve, develop, and change performance, and prepare employees at various levels to assume significant responsibilities in the future. The benefits of training can be summarized as follows: increasing productivity , cost-effectiveness , enhancing spirit of cooperation, providing data and information related to the work, enhancing the effectiveness and efficiency of teachers , coordinating and unifying teachers' orientations to achieve organizational goals , providing opportunities to gain experience and hone skills , limiting the number of supervisors to monitor the educational process and use of technological innovations. (Aliwa, 2001:12).

The researcher agrees on the importance of training, as it is a primary source for preparing and qualifying human resources, increasing productivity, and developing their competencies. Therefore, training is an important means of keeping pace with technological progress.

2.1.2. Training Objectives

Training in educational fields seeks to achieve the following objectives:

1. Training teachers on how to employ technology in education, with the goal of developing their basic teaching skills.
2. Addressing shortcomings and deficiencies in in-service teacher preparation programs, leading to an improvement in teacher performance in both subject matter and method.
3. Enhancing teachers' experience and insight into emerging technological methods in their profession.

2.1.3.Training Programs and the Educational Technology System

The human element plays a pivotal role in employing educational tools, despite the importance of technical and material elements in any institution. The human element can utilize all elements to achieve the greatest degree of effectiveness and productivity. Therefore, the relationship between teachers' training needs and the degree of development and success of the educational process is a direct relationship. In light of technological information developments ,and with the emergence of technological innovations in all fields, it has become necessary to reconsider educational approaches and, in particular, the components of systems. This requires teachers to be well-versed in their subject matter and equipped with teaching methods related to educational technology and its applications (Duyhai, Tuong et.al .2023:87).

2.1.4.Training Program Elements

Training programs consist of the following basic elements: a. Objectives b. Content, which includes attitudes, information, and skills , c. Training and educational experiences and d. Evaluation, to measure the outcomes (outputs) actually achieved, and feedback, which includes tools and methods.(Al-Saadi, 2004) .

2.1.5. Stages of Developing Training Programs

First: The Planning Stage

This stage includes determining training needs , converting training needs into objectives and determining priorities and priorities for goals

Second: The Implementation Phase: This phase includes two aspects:

1. **Designing the Training Program:** This includes sub-aspects: Program Title, Formulating Objectives , Defining the Program, Content Selection of training methods and technology ,Choosing training

methods, Determine the duration and timing of the program Selection of trainers and Selection of trainees(Al-Hamdan and Al-Hajri, 2006:9)

2.Implementing the Training Program

In this phase, the trainer interacts with the training program on the one hand, and with the trainees on the other. Various training and evaluation methods are applied. These activities are classified into three groups:

Before implementation: Determining the implementation location, selecting lecturers and trainers, reserving the training hall, preparing the program manual and preparing the training materials(Al-Ta'ani, 2002:60)

During training :

- Welcoming the trainers and participants.
- Opening the training program and presenting its topics to the participants.
- Introducing the participants to the trainers and developing social relationships among them.
- Preparing the test questions.
- Distributing and collecting the evaluation and final forms.
- Preparing certificates with the names of the participants and distributing them after the completion of the training program.
- Preparing the enrollment and withdrawal letters from the training program. (Hattab, 1992:23)

Post-Implementation

At this stage, the final report on the training program is written, and records and files related to the program are maintained (Al-Sharifi, 2003: 79).

Activities or the Evaluation Stage

Training evaluation is conducted in four stages:

1. The pre-implementation stage

This includes all the procedures undertaken by the institution to determine the need for the training program and determine its priorities. The goal is to ensure the accuracy and integrity of the program plan and its ability to deliver training. (Al-Sharif, 2004) T. (Al-Ta'ani, 2002)

2. The stage during program implementation

These procedures include the following:

- Ensuring trainees' participation in activities and regular attendance at the program.
- Ensuring that all training sessions are adequate and geared toward achieving the desired objectives.
- Ensuring that educational training materials are available.
 - Ensuring that trainers use modern methods and approaches. (Al-Sharif, 2004)

3. The post-implementation stage

This type of evaluation aims to determine the program's ability to provide trainees with the skills and information it intended to provide them with.

2.2.The Concept of Educational Technology

2.2.1. Technology

Educational technology is the organization of technical skills related to educational practices, research, and learning resources. It utilizes human and non-human elements, applies them to the field of human learning, studies problems in the educational process, and finds appropriate solutions to these problems and evaluates them to improve educational efficiency. By non-human elements, we mean physical components, devices, and software.(Starkey, L. (2012:56)

Some foreign and Arab references indicate that educational technology encompasses two areas: The first area: teaching aids, which originate from the application of physical science in educational institutions. The second area is represented by programs that have been converted into

software and the preparation of educational materials (Al-Furaijat, 22:2014). Two other areas were added by (Ishtiwa and Al-Alyan, 2010:18) . The third area: linking educational technology with the systems approach. And the fourth area: linking educational technology with information technology with the aim of taking advantage of the enormous potential of modern technology and employing it in the educational process, individual and group learning

2.2.2. Foundations and Pillars of Educational Technology

Educational technology has emerged prominently on the educational scene, offering solutions to numerous educational problems through its diverse and varied sources. These include those related to incorrect teaching methods that do not serve the educational process, and those related to teachers' efforts and performance. Technology has played a fundamental role in developing education and eliminating From this perspective, the most important pillars and foundations of educational technology can be summarized as follows:

1. Educational technology works to find diverse and innovative solutions to educational problems. It is directly linked to the development of the learning and teaching processes.
2. Educational technology is based on interpretation, analysis, and research into the causes that lead to educational problems, and the search for appropriate solutions.
3. Educational technology is a science that combines theory and practice. It is based on combining traditional teaching methods with modern technological means, with the aim of improving the educational problems, as it is an important component of providing solutions.
4. Educational technology goes beyond producing educational tools and resources to monitoring and achieving the planned objectives of the educational process. (Öztürk, İbrahim. (2022:43).

2.2.3.The Importance of Educational Technology in Educational Teaching

Educational tools contribute to achieving educational goals, attracting students' attention, bringing the subject matter closer to their minds, and improving the educational process. Many professionals in the field of educational technology have placed great hopes on educational technology due to its role in the educational process. Its importance is highlighted below:.

- 1.It helps faculty members present the educational material clearly, saving them the effort and time needed to prepare and implement the lesson.
2. It develops students' ability to think and reflect to reach solutions to problems.
3. It takes into account individual differences among students.
4. It facilitates self-directed or individual learning for students and increases their motivation.
5. It increases the productivity of the educational institution, both qualitatively and quantitatively.

Stošić, Lazar. (2015:77).

2.2.4.Educational Technology Tools

Educational technology is characterized by numerous innovations, all of which cannot be listed. However, it is possible to provide examples of these technological tools that have developed significantly in recent years, including (Tshering & Tamang, Ran & Rinchen, Sonam. (2021:123) Microsoft Word , Excel , Projector, PowerPoint Presentations , Interactive Whiteboard also known as smart board, digital whiteboard, electronic whiteboard, and interactive touch screen and Electronic Multimedia

Educational media play a prominent role in improving the educational process. This can be summarized as follows: it enriches education ,

achieves economical education , helps satisfy students' need for learning and arouses their interest, contributes to enhancing students' experience, making them more prepared for learning , helps students engage all their senses in the educational process , helps increase students' positive participation and experience and helps in understanding, developing skills, the ability to appreciate and increasing linguistic wealth. Al-Fawzan, (2022:122)

2.3 . Previous Studies

In this section, the researcher presents some studies related to the topic of the current study in order to identify the objectives of the studies and the most prominent findings.

A– Arabic Studies

1. Sarhan's study (2017): "Identifying the training needs of faculty members at Al-Balqa' Applied University in the field of educational technology." This study was conducted in the Hashemite Kingdom of Jordan and aimed to identify and determine the training needs of faculty members at Al-Balqa' Applied University. The study sample consisted of 93 members from the study population, which numbered 1,300 faculty members at Al-Balqa' Applied University. The study tool was a questionnaire, which included 7 main areas and 38 paragraphs. The results showed that all training needs are important for faculty members, as stated in the questionnaire. (Sarhan, 2017: 538–578).

Al-Shaibi's study (2019): "Training Needs of Umm Al-Qura University Faculty Members in the Field of Educational Technology Innovations from Their Perspectives" This study was conducted in the Kingdom of Saudi Arabia and aimed to identify the level of training needs of faculty members in the field of educational technology at Umm Al-Qura University according to the variables of (gender, specialization, and academic experience). The study sample consisted of 350 faculty members. The researcher used suitable statistical methods. The results

indicated that faculty members need training on most of the items of the five domains in the field of educational technology (training needs related to network applications and data communication, training needs related to computer skills, training needs related to educational devices necessary for educational technology innovations, training needs related to e-learning content management, and training needs related to preparing e-learning courses). There are statistically significant differences attributed to the study variables gender and academic experience (Al-Shaibi, 2019: 65–85).

3.Yasir Bin Juma's study (2020): "Designing an e-training program for professional development for teachers in the field of modern technologies in basic education schools in the Sultanate of Oman." This study was conducted in the Sultanate of Oman and aimed to determine the design of an e-training program for professional development for teachers in the field of modern technologies, based on their training needs in basic education schools. This study adopted the descriptive approach, and the study sample consisted of 140 male and female teachers from three governorates. Two tools were used: the first was a questionnaire to determine the training needs of male and female teachers, while the second tool was an electronic training program evaluation form. The results showed that the need for training on modern technologies was positive and to a large extent, with an arithmetic mean of (2.33), and that the areas of training needs were high in (6) areas with arithmetic means ranging between (2.64–2.20) and The degree of the field of interactive technologies in education was estimated at medium (Yasser Al-Shahoumi, 2020: 522).

B– Foreign Studies

1.Modeblu et al 2013 :Identifying the Importance of Faculty Training Academic Staff on the Use of Information Technology in Teaching in Six Federal Universities Located in the Southeast of Nigeria. This study was

conducted in the southeast of Nigeria and aimed to identify the importance of training faculty on the use of information technology in teaching in six federal universities. The study sample consisted of 300 faculty members, distributed using a stratified sample method using a questionnaire. The results revealed a lack of competencies in 10 areas of the questionnaire, including the use of the Internet in teaching and the use of e-learning. Five factors were identified that hinder the effective use of online training methodologies, including the lack of knowledge and learning in technological fields, Internet tools, and administrative factors related to knowledge and learning. This knowledge is insufficient for faculty members, and the lack of the ability to Access to online training methodologies(Modiblu et al., 2013)

2.Marta Gómez Domingo and Anthony Badia Gargante (2016): Exploring the Use of Educational Technology in Primary Schools: Teachers' Awareness of How to Use Mobile Technology and Its Applications in the Classroom. This study was conducted in Spain and aimed to explore the use of educational technology in primary school: Teachers' awareness of how to use mobile technology and its applications in the classroom. The descriptive approach was used. The study sample consisted of 102 teachers in 12 elementary schools. The questionnaire was the tool used to collect data from teachers. The results showed that educational technology facilitates access to academic information and increases students' motivation to learn. The results also showed that teachers' use of mobile phones (Martha and Anthony, 2011: 21–28) significantly improved the educational process.

Benefiting from Previous Studies

The current study is a related, yet small, part of the scientific research movement in the field of using educational technology in education and basic teaching skills. This study complements previous studies, and the

researcher has benefited from many things, the most notable of which are:

1. Strengthening the current study through theoretical background.
2. Providing the current study with the necessary information by drawing on previous studies.
3. Studies that used educational technology to achieve their objectives provided a clear vision of the importance of using technology in teaching and recommended the necessity of relying on and utilizing it when conducting studies.
4. Providing a clear understanding of the methodology of the current study by drawing on the methodology of previous studies, in a manner consistent with achieving the objectives.
- 5- How to interpret the results, present proposals, and recommendations.

3. Methodology and Procedures:

Study Methodology

This research uses the descriptive approach to identify the challenges facing EL teachers of using educational technology in teaching English in middle and secondary schools in Maysan Governorate.

Procedures

Study procedures begin by defining the study population and its characteristics. This is followed by developing the research tool by developing a questionnaire aimed at identifying the training needs of EL teachers at the preparatory levels necessary for the use of educational technology tools in classrooms. This is followed by the use of statistical methods to summarize the results of the questionnaire and determine the basic characteristics of the research sample. Based on these training needs, a proposed training program will be developed to develop the basic teaching skills of EL teachers.

Study Population

The number of male and female EL teachers in preparatory schools is 151 and 161 respectively, with a total of 312 male and female teachers, while the number of male and female teachers in secondary schools is 142 and 222 respectively, with a total of 364 male and female teachers. According to these numbers, the total population size is 676 male and female teachers.

Study Sample

The study sample size consists of (200) male and female teachers, who were randomly selected from different strata of all middle and secondary schools in Maysan Governorate and from different geographical locations within the governorate's borders. The primary sample constituted 29% of the total research population . By strata, we mean that the sample members were heterogeneous in the following aspects: gender, degree (bachelor's, master's, doctorate), number of years of service, and training courses in modern educational techniques in the field of teaching methods. Figure (1) shows the distribution of the primary sample according to degree, number of years of service, gender, and duration of the training course.

Study Tool

To construct the study tool, the methods adopted in previous studies are followed to formulate a measurement tool capable of studying the behavior of a sample from the study population . The following steps were followed:

1.Previous Studies: To determine the basic items of the questionnaire, previous studies related to the field of research variables were reviewed. These studies identify the basic items comprising the questionnaire.

2.Open Survey Questionnaire: To identify the challenges facing EL teachers in using learning technologies in the educational process, an open survey questionnaire is developed and directed to a random

sample of 30 male and female teachers, based on the basic items of the questionnaire.

3. Instrument Validity: To ensure the validity of the instrument, the questionnaire is presented to a group of experts from various specializations, such as the English language and its teaching methods, educational and psychological sciences. Their number reaches 18 judges. Any paragraph of the questionnaire is approved if it receives an approval rate equal to or greater than the percentage of 80 % of the jury members' opinions, some questionnaire items are modified and reformulated, and some duplicate items are deleted, with the approval rate for the items reaching 90%. The graded responses for each item are also modified to four: strongly agree, moderately agree, weakly agree, and disagree. After modification, the total number of items reaches (40).

The researchers verified the reliability indicators using the test–retest method. The researcher administered the training needs scale to a sample of 40 faculty members from the same sample. After correcting the questionnaires and obtaining the scores, he calculated the relationship between the first and second applications for each questionnaire question using Pearson's correlation coefficient. The results of the correlation coefficients for each type of questionnaire item indicate that the reliability coefficients ranged between 0.82 and 0.

Tool Application:

The questionnaire is administered in its final form for the period from January 17, 2025 to February 20, 2025, to a random sample of 200 male and female teachers. An electronic version of the questionnaire is prepared using the Google Forms application.

4. Discussion of the Results

To evaluate the questionnaire results, this section uses statistical tools such as relative weight to calculate the intensity and impact of the

items, facilitating the evaluation and comparison of the intensity of the items with each other. Questionnaire results, divided into three domains (planning, implementation, and evaluation) will be discussed :

A. Lesson Planning Skills – This domain consists of (12) items , and measures the lesson planning skills practiced by the teaching staff in using educational technology in teaching in middle and secondary schools, as shown in Table (1) . The items of this domain received a relative weight between (6.58 – 9.04). The items that fall within the upper third (33%) of the training program structure, which number (4), will be discussed and approved as follows:

1.The teacher uses the technological teaching aids he determines in teaching students, such as: (data show, smart board) .This item ranks first, with a relative weight of (6.58), and includes the smart board or data show connected to the computer. The weakness of the teaching staff in using smart boards for lesson planning skills is due to their limited availability in schools and the lack of training courses dedicated to this field.

2. The teacher chooses educational technologies and modern teaching aids appropriate for the lesson objectives (iPads, computers). This item ranks second, with a relative weight of 7.14. This item emphasizes the faculty's weakness in using modern educational technologies to enhance lesson planning skills. Despite the availability of many free educational applications, they are not used effectively, due to the lack of training courses dedicated to the faculty.

3. The teacher sets comprehensive (cognitive, skill-based, and affective) objectives for all aspects of learning. This item ranks third, with a relative weight of 8.33. Learners vary in their cognitive, skill-based, and affective abilities. Some have cognitive abilities that enable them to understand lessons easily, while others have skill-based abilities. Others have affective abilities that foster good relationships in

the classroom and foster a spirit of helpfulness and cooperation among students. Therefore, the lesson should include achieving the cognitive, skill-based, and affective objectives of the lesson to overcome individual differences among students.

4. The teacher employs educational media and activities to stimulate learners' motivation and thinking. This item ranks fourth, with a relative weight of 8.35. Motivation means creating a state of internal excitement among learners to motivate them to maximize their internal energy to achieve the objectives of the educational situation. Therefore, faculty members must utilize various modern educational technology tools and integrate them with classroom content.

Table 1

Arrangement of questionnaire items for the first axis (lesson planning skills) in ascending order according to their intensity based on relative weight

Rank	Order	Item	Mean	SD	Relative Weight
1	10	Uses the technological teaching aids he determines in teaching students, such as: (data show, smart board)	2.590	١.١٩١	6.580
2	5	Selects educational technologies and modern teaching aids appropriate to the lesson objectives (iPads, computers).	2.810	1.047	7.140
3	2	Sets comprehensive goals (cognitive, skill-based, and affective) for all aspects of .learning	٣.٢٨٠	٠.٦٩٦	8.330
4	8	Employs educational media and activities to stimulate students' motivation and thinking.	٣.٢٩٠	٠.٨١٢	8.350

5	9	Designs engaging activities that contribute to developing students' abilities to understand the educational material and supporting their strengths.	٣.٣١٠	٠.٨٠٣	8.410
6	12	Provides students with the opportunity to carry out educational activities (in-class and extracurricular)	٣.٣٢٠	٠.٧٩٩	8.430
7	1	Formulates lesson objectives in a measurable behavioral manner.	٣.٣٦٠	٠.٧١٦	8.530
8	3	Diversify goals to include mental levels, including .higher levels	٣.٣٩٠	٠.٧٢١	8.610
9	7	He diversifies teaching methods and approaches according to the individual needs and developmental characteristics of his students.	٣.٤٥٠	٠.٧٦٩	8.760
10	4	Extracts linguistic concepts from the lesson.	٣.٤٩٠	٠.٧٢٣	8.860
11	6	Commitment to good performance and accuracy when reading aloud.	٣.٥٣٠	٠.٧٤٣	8.960
12	11	Observe learning principles in planning, such as moving from easy to difficult and from general to specific.	٣.٥٦٠	٠.٦٤٠	9.040

B. Lesson Implementation Skills

This domain consists of (15) items, measuring the lesson implementation skills practiced by the teaching staff in using educational

technology in teaching in middle and secondary schools, as shown in Table (2) and Figure (3). The items in this domain received a relative weight between (5.65 – 7.23). The items were arranged according to their severity in ascending order based on their relative weight. The ascending order was adopted in the data to indicate which paragraphs need evaluation in the training program. The items that fall within the upper third (33%) will be discussed and approved within the structure of the training program, which number (5), as follows:

1.The teacher is proficient in using technical tools and methods such as (PowerPoint design, smart board, etc. This item ranked fourth with a relative weight of (5.65). Modern educational methods such as: PowerPoint and other presentation methods play a major role in clarifying the classroom material to learners because it contains various tools that help deliver classroom content in the simplest possible way to the learner.

2. Educational platforms are used in teaching the English . This item ranked second, with a relative weight of 5.73. This point indicates a clear weakness among the teaching staff in using educational platforms in the educational process. The reason is that most teaching staff use social media such as WhatsApp, Telegram, and others, instead of other educational platforms, due to their ease of use.

3.The Teacher uses appropriate technological teaching aids to teach reading and writing. This item ranked third with a relative weight of 6.34. There are many educational technology applications that can be used to develop reading and writing skills.

4. The teacher takes into account the developmental problems that students suffer from, such as (removing auditory and visual distractions, etc.). This item ranked fourth, with a relative weight of (6.34). Students who suffer from developmental problems do not suffer from visual, auditory, or motor disabilities. Rather, they are normal people with

normal mental abilities, but they suffer from clear difficulties in acquiring various skills, such as: listening, writing, or reading.

5.The teacher diversifies the use of reinforcement to maintain student motivation. This item ranked fifth, with a relative weight of 6.56. There is no doubt that the teaching staff plays a pivotal role in enhancing the educational process and stimulating students' motivation to learn. Therefore, motivation is one of the learning strategies, and it is the most difficult in terms of practical application. The weak relative weight of this item indicates the need for the teaching staff to adopt modern teaching methods to help teachers, both male and female, use these skills through training programs.

Table 2 Arrangement of questionnaire items for the second axis (lesson implementation skills) in ascending order according to their intensity, based on the relative weight.

Rank	Order	Item	Mean	SD	Relative Weight
1	23	Proficient in using technical tools and methods, such as PowerPoint design, smart boards, etc.	٢.٧٨٠	١.١٠٥	5.650
2	18	Uses educational platforms to teach English	٢.٨٢٠	١.٠١٠	5.730
3	21	Uses appropriate technological means to teach reading and writing.	٣.١٢٠	٠.٨٩٨	6.340
4	24	I care for the developmental problems that students	٣.١٢٠	٠.٨٨٩	6.340

		suffer from, such as removing auditory and visual distractions, etc.			
5	19	Diversify the use of reinforcement to maintain students' motivation.	٣.٢٣٠	٠.٧٩٤	6.560
6	15	Uses social media to teach Arabic, such as Whats App, Telegram, Face book, and Viper.	٣.٢٩٠	٠.٧٦٧	6.680
7	17	Provides opportunities for individual and group learning on a continuous and ongoing basis.	٣.٣١٠	٠.٧٢٦	6.720
8	27	Uses Modern Standard English in discussions, explanations, and writing.	3.370	0.660	6.850
9	16	Uses appropriate and diverse learning methods that are compatible with the needs of students and their individual differences.	3.390	0.648	6.890
10	25	Uses educational methods to evaluate students' behavior.	3.390	0.788	6.890
11	20	Students are encouraged to use modern technology, such as computers	3.420	0.704	6.950

		and the Internet, to search for learning resources that develop their expertise in discovery and research.			
12	13	Provides stimulating preparation that aligns with students' experiences, such as thought-provoking questions and practical exercises. It stimulates students' interest in the new lesson.	3.460	0.679	7.030
13	14	Poses a variety of questions that contribute to developing thinking skills (analysis, interpretation, classification, evaluation, problem-solving).	3.480	0.626	7.070
14	22	Helps students develop positive attitudes toward the English language.	3.490	0.702	7.090
15	26	The lesson ends with a summary (schematic, verbal) that explains its main elements and components and the relationship between them.	3.560	0.647	7.23

C. Lesson Evaluation Skills

This domain comprises 13 items, assessing the teaching staff's skills in evaluating lessons that incorporate educational technology in middle and secondary schools (Table 3). The items received relative weights ranging from 6.59 to 8.6, with the items arranged in ascending order based on their intensity. This ordering helps identify areas requiring evaluation in the training program. Specifically, the top 33% of items (4 items) will be prioritized for discussion and integration into the training program's framework as follows:

1. The teacher uses modern technology to measure the extent to which objectives are achieved.

Ranking first with a relative weight of 6.59, this item stresses that teachers should utilize modern technology to evaluate progress toward educational goals. It underscores the importance of providing teachers with training on digital tools to efficiently measure student achievement, ultimately saving time and effort.

2.The teacher uses educational technology to evaluate students' learning of English

With a relative weight of 7.16, this paragraph secured the second rank. Notably, a substantial number of educators have yet to adopt electronic assessment techniques, largely due to their lack of familiarity with advancements in educational technology and the valuable resources it offers.

3.The teacher designs innovative and diverse tools to evaluate his students' performance.

Ranking third with a relative weight of 7.37, this item highlights the value of educational platforms, which provide faculty with a range of assessment tools to pinpoint areas where learners struggle. These platforms also offer innovative and varied testing methods, enhancing the evaluation process.

4.The teacher evaluates the students' progress in English language subjects (pre–assessment, formative assessment, summative assessment) during the lesson.

With a relative weight of 7.58, this item secured the fourth rank. It stresses the importance of teaching staff being well–versed in the various assessment stages, including pre–assessment, formative assessment, and summative assessment, which are crucial to the educational process's success. These interconnected assessment stages provide teachers with a comprehensive understanding of their students' progress and development.

Table 3Arrangement of questionnaire items for the third domain (lesson evaluation skills) in ascending order according to their intensity, based on the relative weight.

Rank	Order	Item	Mean	SD	Relative weight
1	34	The teacher uses modern technology to measure the extent to which objectives are achieved.	2.790	0.990	6.590
2	37	The teacher employs educational technology to evaluate students' English learning	3.030	0.921	7.160
3	30	Designs innovative and diverse tools to evaluate students' performance.	3.120	0.828	7.370
4	29	The teacher teaches students English language subjects (pre–assessment, formative assessment, summative assessment) during the lesson.	3.210	0.835	7.580
5	32	The assessment measures	3.230	0.721	7.630

		higher levels (analysis, interpretation, classification, evaluation, problem solving).			
6	33	Prepares effective treatment plans based on results analysis to evaluate students.	3.250	0.757	7.680
7	31	Consistently uses reliable and valid measurement tools, such as performance tests and achievement portfolios, to assess students' performance.	3.280	0.792	7.750
8	35	Uses assessment results to improve teaching performance by discussing errors and presenting exemplary models.	3.280	0.758	7.750
9	28	Uses appropriate tools and methods to collect data on students' performance in English language skills.	3.300	0.763	7.800
10	38	The teacher uses feedback to improve students' learning of Arabic language subjects.	3.300	0.775	7.800
11	36	The teacher takes into account individual differences when conducting assessment.	3.430	0.824	8.100
12	39	The teacher uses assessment results to address problems students' mistakes in learning English language	3.480	0.701	8.220
12	40	Evaluation results help teachers improve their performance.	3.640	0.642	8.600

5.The Proposed Training Program:

This section includes a description of the steps and procedures followed by the researcher to achieve the main objective, which is to

develop a training program for EL teachers at the secondary and preparatory levels. It also includes the content of the proposed training program and the procedures for its implementation, as follows:

1.The stages and steps for developing the proposed training program

The researcher identified proposed training needs after conducting a field study on a sample of EL teachers, both male and female, in secondary and preparatory levels, totaling 200 male and female teachers. The results showed 13 training needs distributed across three domains as follows:

Domain One: Lesson Planning Skills

- 1- The teacher uses the technological means they select to teach students, such as: (data show, smart board).
- 2- The teacher selects educational technologies and modern tools appropriate to the lesson objectives (iPads, computers).
- 3-The teacher sets objectives (cognitive, skill-based, and affective) that encompass all aspects of learning.
- 4- The teacher employs educational media and activities to stimulate students' motivation and thinking.

Domain Two: Lesson Implementation Skills

- 1- The teacher is proficient in using technical tools and methods, such as PowerPoint presentations, smart boards, etc.
- 2- The teacher uses educational platforms to teach English .
- 3- The teacher uses appropriate technological tools to teach the four skills speaking , listening reading and writing.
- 4- The teacher addresses students' developmental concerns, such as eliminating auditory and visual distractions, etc.
- 5- The teacher diversifies the use of reinforcement to maintain learners' motivation.

Domain Three: Lesson Evaluation Skills

- 1– The teacher uses modern technology to measure the extent to which objectives are achieved.
- 2– The teacher employs educational technology to evaluate students' English learning.
- 3– The teacher designs innovative and diverse tools to evaluate students' performance.
- 4– The teacher teaches students English language subjects (pre-assessment, formative assessment, summative assessment) during the lesson.

2. Organizing the Training Program Content

In structuring the content, the researcher adhered to the principles of continuity and integration. This ensured that each topic built upon previous ones and contributed to a cohesive body of knowledge. To validate the topics, the researcher solicited feedback from a panel of experts, who deemed all topics suitable for implementation and suggested additional items. Following this review, the researcher finalized the curriculum, comprising three main topics with 18 sub-topics. Tables 5 and 6 outline the topics, items, and allocated hours. The training program's curriculum was derived from the top-ranked items within each domain, falling within the upper third.

Table 5: Training Program Content

No .	Topics	Domains from which the training program was derived	Number of items	Number of hours			
				practi	Theor	etical	Total
1	Lesson Planning Skills Using Educational Technology	Domain One (Planning) items 1–4	5	4	2		6
2	Lesson Implementation Skills Using Educational Technology	Domain Four (Implementation) items 1–5	7	4	2		6
3	Lesson Evaluation Skills Using Educational Technology	Domain Four (Evaluation) – items 1–4	6	4	2		6
total			18	12	6		18

Table 6 Summary of the Proposed Training Program

Objectives	Topics	Items
<p>First: Lesson Planning Skills</p> <p>Goals : To recognize the concept, importance, and levels of lesson planning and scheduling using the Google Calendar application.</p> <p>Behavioral Objectives:</p> <p>To enable the trainee to:</p> <ul style="list-style-type: none"> • Explain the concept of lesson planning. • Recognize the importance of lesson planning. • Master the levels of lesson planning. • Familiarize themselves with the Google Calendar application. 	<p>Lesson planning skills using educational technology</p>	<ol style="list-style-type: none"> 1.The Concept of Lesson Planning 2.The Importance of Lesson Planning 3.Lesson Planning Levels <ul style="list-style-type: none"> • Annual Planning • Semester Planning • Unit Planning • Weekly Planning • Daily Planning or Lesson Plan 4..Introduction to Google Calendar 5.Using Google Calendar to Scheduling and Managing Planning Levels
<p>Second: Lesson Implementation Skills</p> <p>Goals : This course aims to introduce trainees to how to integrate educational technology with lesson implementation skills.</p> <p>Behavioral Objectives</p> <p>To enable the trainee to:</p> <ul style="list-style-type: none"> • Master the skill of mental preparation. • Master the skill of diversifying stimuli using audio and visual presentations. • Be able to arouse motivation 	<p>Competencies for Integrating Educational Technology into Instructional Design</p>	<ol style="list-style-type: none"> 1.Mental preparation skills. 2. Diversifying stimuli using audio and visual presentations. 3. Stimulating learning motivation using educational technology. 4. Clarity of explanation and interpretation using presentations 5.Reinforcement skills using electronic assessment via educational platforms.

	<p>for learning using educational technology.</p> <ul style="list-style-type: none"> • Master the skill of clear explanation and interpretation using presentations. • Master the skills of reinforcement using electronic assessment across educational platforms. • Use the skills of questioning and teacher reception of student questions in the classroom and across educational platforms. • Identify the skills of wrapping up a lesson. 		<p>6. Questioning skills and the teacher's response to students' questions in the classroom and via educational platforms.</p> <p>7. Wrapping-up the Lesson skills</p>
	<p>Third: Lesson Evaluation Skills</p> <p>Goals : This course aims to introduce trainees to the concept of electronic assessment and its effective use in the educational process.</p> <p>Behavioral Objectives:</p> <p>To enable the trainee to:</p> <ul style="list-style-type: none"> • Distinguish between the concepts of assessment and measurement. • Understand the relationship between assessment and measurement. • Master electronic assessment and measurement. • Identify the types of electronic 	<p>Lesson Evaluation Skills Using Educational Technology</p>	<p>1. The concept of assessment and measurement.</p> <p>2. The relationship between assessment and measurement.</p> <p>3. Electronic assessment and measurement.</p> <p>4. Types of electronic assessment and measurement..</p> <p>5. Technological tools for electronic assessment.</p> <p>6. Challenges of electronic assessment.</p>

	assessment and measurement. <ul style="list-style-type: none"> • Use technological tools for electronic assessment. • Overcome the challenges of electronic assessment. 		
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6: Conclusions and Recommendations:

First: Conclusions:

After completing the study and interpreting the results, the researcher reached the following conclusions:

1. EL teachers in Maysan Governorate face a substantial shortage of essential skills required to effectively integrate educational technology with traditional teaching methods.
2. The training program for developing basic teaching skills for EL teachers was developed based on the questionnaire's components and their training needs.
3. According to the questionnaire results, 14% of EL teachers in Maysan attended long training courses (i.e., more than two weeks). This means that 86% lack sufficient knowledge of modern educational technologies.
4. EL teachers in Maysan face a significant obstacle due to the drastic scarcity of essential educational technology resources, including computers and data centers.

Second: Recommendations:

Based on the study results, the researcher proposes a set of solutions that enable the use of modern educational technology skills in the educational process.

1. Incentivizing and motivating EL teachers to participate in professional training programs focused on integrating educational technology into their teaching practices.
2. Providing regular, ongoing updated training sessions to keep EL teachers abreast of advancements in modern

educational technologies, empowering them to effectively leverage these tools in their instructional practices.

3. Leveraging educational platforms' resources to enrich instruction, optimize classroom management, and effectively address overcrowding, all while aligning with curriculum requirements.

4. The researcher suggests providing EL teachers with training on harnessing the benefits of educational platforms to enhance their instructional practices.

5. Assigning a dedicated budget to schools for the procurement of modern educational technology tools, including data projectors and computers, essential for effective English language instruction.

7. Proposals

The following proposals suggest potential areas for future studies to enhance the integration of educational technologies in ELT :

1– Investigating the challenges EL teachers face when using educational technologies in primary education.

2– Evaluating the effectiveness of a proposed training program in developing EL teachers' skills in utilizing educational technology.

3– Assessing the impact of modern educational technologies on EL instruction at the university level.

4– Examining the effectiveness of educational technology in addressing overcrowding issues in classrooms.

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