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مجلة الفارابي للعلوم الإنسانية تصدرها جامعة الفارابي



Evaluation of the English Teacher Preparation Program in College of Education in Misan University from the Perspectives of instructors and Students

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تقييم برامج إعداد مدرسي اللغة الإنجليزية في كلية التربية بجامعة ميسان من وجهة نظر الأساتذة والطلاب

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مديرية التربية في ميسان

Abstract

This study is an attempt to evaluate the English language teacher preparation program (ELTP) in the College of Education, Misan University from the perspectives of instructors and students. To achieve the aims of the study, the researcher uses the descriptive approach, and a number of procedures that include determining the study sample, which is limited to 24 instructors and 50 students of the fourth grade in the English department in the College of Education, Misan University, for the morning study for the academic year 2022-2023. For data collection, the researcher designs two forms of questionnaires, one for instructors and the other for students for evaluating the program. The reliability and validity of the study tool has been tested, and the tool is found valid for the study. Weighted means and percentage weight for each item, Pearson's correlation coefficient as statistical means are used to reach the research results. The research paper shows that the program has more strengths than the weaknesses it does. In light of the results of the research, useful suggestions and recommendations are added by the researcher at the end which pave the way for future studies.

Key words : evaluation, English language teacher preparation program, perspective

ملخص البحث

تهدف هذه الدراسة إلى تقييم برامج إعداد مدرسي اللغة الإنجليزية في كلية التربية بجامعة ميسان من وجهة نظر الأساتذة والطلاب. ولتحقيق أهداف الدراسة، استخدم الباحث المنهج الوصفي، واتبع عدة إجراءات، منها تحديد عينة الدراسة، والتي اقتصر على 24 أستاذًا و 50 طالبًا من المرحلة الرابعة في قسم اللغة الإنجليزية بكلية التربية في جامعة ميسان للدراسة الصباحية للعام الدراسي 2022-2023. لجمع البيانات، صمم الباحث استبانتين، واحدة للمدرسين وأخرى للطلاب لتقييم البرنامج. وقد تم اختبار ثبات وصدق أداة الدراسة، وتبين أنها صالحة للدراسة. واستخدمت المتوسطات المرجحة والنسب المئوية لكل فقرة، ومعامل ارتباط بيرسون كوسائل إحصائية للوصول إلى نتائج البحث. وأظهرت الدراسة أن البرنامج يتمتع بنقاط قوة أكثر من نقاط الضعف. وفي ضوء نتائج الدراسة، أضاف الباحث جملة من المقترحات والتوصيات المفيدة وتمهد الطريق لدراسات مستقبلية. الكلمات الرئيسية : التقييم، برامج إعداد مدرسي اللغة الإنجليزية،

1.Introduction and BackgroundThe role of the English language in today's globalized world has doubled due to its being a universal language and being recognized all over the world. That is being the case the teaching of English, as a rising field, has been called into question recently. There is a lot of focus at this juncture on the need to train highly qualified language teachers, with a direct link to evaluation of English language teacher programs (ELTPs) Although foreign language teacher education was a new area of research in the 1990s in contrast to other areas in teacher training (Day, 1991) and despite the paucity of research on the evaluation of these teacher training programs (Weir & Roberts, 1994), evaluation of programs since then, enthusiasm has been

generated in the researcher to conduct such a study . The study is performed on instructors and fourth grade students in college of education in Misan university .The obligatory course taught used in the Bachelor program in colleges education include Morphology and Syntax , English Phonology ,Advanced Reading , An Introduction to Academic Writing , Drama , ,Short Story , 16th to 18th Victorian Novel 1830-1900 Century , Poetry , Listening and Speaking , An Introduction to ELT , Adults Education Contemporary Grammar of English ,Introduction to Linguistics , Writing Academic English , Pedagogy and Curriculum Innovation , Guidance and Psychological Health , Contemporary Grammar of English , Linguistics II , Modern Novel , Modern Drama , Modern Poetry ,Translation ,Test Design and Assessment ,Practicum and EFL Classroom Practices and Graduation ResearchA two month practicum in intermediate and high schools is compulsory for the students in their final year of the program. Since practice teachers are in constant need to develop their teaching skills and classroom performance , it is crucial to pay special attention to their English language teaching programs and to evaluate the effect of the English language preparation programs in order that possible recommendations can be suggested to develop and improve pre-service teacher training. In Iraq , final written exams and research papers are used to measure the program and gauge students progress in those majoring in English.

1.2. The Problem

Most educational institutions in Iraq, especially the educational institution which are responsible for preparing secondary teachers schools suffer from frustrating decrease in skills and information of their graduates in the late of 20th century and the beginning of the 21th century .The reason for the decrease falls not only on graduates but also on universities, colleges and departments from which they graduated as a result of focusing on the cognitive side and neglecting other aspects such as affective and psychomotor ones . Even the cognitive aspect, the content of the material is presented in an incoherent way. The teacher possesses information, but it is not functional, and thus it helps to transfer what they have learned to their students. And the reason for this decline as indicated by a study (Al-Taie and Al-Obeidi, 2000) is due to the accredited programs in the colleges of education which are responsible for the preparation of male and female teachers in Iraq .These programs have been demonstrated to be insufficient to provide teachers with required teaching skills and experience that help them in their by their profession (Al-Ta'i, Al-Obaidi, 2000: 43) . Rada and Al-Obaidi (2003:3) also denote that the teacher preparation programs in the Colleges of Education lack reflection and interdependence between educational disciplines and professionalism, which caused a gap between theoretical and scientific subjects .In addition , in his study , Jerry, (2004:109) adds that the programs followed do not provide teachers with modern and varied teaching methods that make learners keep pace with the civilizational development and the knowledge explosion . What the organizers of the programs have done in recent years makes radical changes in teacher preparation programs in colleges of education including various specializations to deal with the challenges that occurred in previous experiences and keeping up with developments that taken place in Iraq and the developed world .As the English department is one of these departments, which performs a number of functions for graduates of this department , it has been preparing practice teachers that are compatible with the scientific requirements of the age and variables in the English teaching fields in its various disciplines, in a way that enhances the their teaching skills , and it also contains outstanding teaching staff and thus it is required to accept students in accordance with development standards and the needs of society, taking into account the goals which are sought to achieve through choosing the scientific curricula, educational technology , appropriate teaching methods and techniques, guidelines , practicum , summer training, and evaluation and exams, and this what the researcher found throughout his experience with EFL graduate teachers. The researcher conducted an exploratory study on instructors and students before starting the research .

A large percentage of them supported conducting an evaluation study of the program, noting that an evaluation is needed, and from this the problem of the study emerges which can be posed in the following main question

1.What is the level of the EFL teacher preparation program in the College of Education, Misan University, from perspectives of instructors and students?

Three other sub-questions emerged :

1.What is the level of the English teacher preparation program (ELTP) in the College of Education, Misan University, from the perspectives of instructors ?

2.What is the level of the English teacher preparation program (ELTP) in the College of Education, Misan University, from the perspectives of students ?

3. What is the relationship between the perspectives of both instructors and students in program of English teacher preparation program (ELTP)in college of Education in Misan University

1.3. Significance of the study :

The significance of the study stems from the following :

- 1 -Emphasizing the importance of evaluation in the educational process, knowing its strengths and weaknesses, and finding the appropriate solution for it. As well as improving performance and making it inclined to development . It is also a diagnostic process that shows aspects of sufficiency and shortcomings, and it can correct the path to quality teaching in higher education
2. Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies, etc.
3. The importance of teacher preparation in general, and the English language teacher in particular, represents one of the important inputs in teaching and learning processes because it has a major and effective role in society for it supplies the labor market with skilled teachers.
4. Lack of studies and research dealing with the evaluation of the EL Teachers Preparation Program in College of Education from the point of view of instructors and students, as they are fundamental pillars in the development of the educational process.
5. Opening new horizons for other researchers to address the issues that have not been addressed before .

1.4. Aims :

The study aims to

1. evaluate English teacher preparation program in the College of Education, Missan University, from the perspectives of instructors .
٢. evaluate English teacher preparation program in the College of Education, Missan University, from the perspectives of students .
3. know relationship between the instructors and students' perspectives of English teacher preparation program in the College of Education, Misan University

To achieve the third aim , the researcher puts the following zero hypothesis:

There is no statistically difference in the mean scores at 0.05 level of the instructors and students' points of view in the College of Education, Misan University in EL teacher preparation program

1.5. Limits of the Study:

The current study is limited to :

1. All Instructors of the English Department , College of Education, Misan University.
- ٢..Fourth-grade students of the English Department, College of Education, Misan University for the academic year 2022-2023.

1.6. Procedures:

The researcher follows the following procedures :

1. A suitable sample of College EFL instructors from the College of Education in Misan (Iraq)) is used;
2. A suitable sample of College EFL students from the Colleges of Education in Misan is used;
3. Two forms questionnaires are the instruments of the present study;
4. appropriate statistical methods are used to analyze data and achieve results
5. Conclusions, recommendations and suggestions for further studies are put forward.

2. Theoretical Background

Evaluation is an inclusive term that includes everything that affects the learning process, such as the objectives of the syllabus, the design of the course and educational materials, and it includes student achievement and language assessment and looks at how to benefit from educational discussions through the results of other forms of assessment . Evaluation is very necessary because it shows the goals of the evaluation process from the very beginning of project construction and practice planning where the necessary procedures are incorporated into the project delivery process

2.2. Evaluation in Education

In education, the main purpose of evaluation is to obtain information about student and teacher performance along with classroom interactions. In the same way, the goals might also include to identify strengths and weaknesses of particular activities in a program . Cronbach (1991 – cited in Tunc, 2010: 33) makes a distinction among three types of decisions that require evaluation: In education, the primary goal of evaluation is to obtain

information about student and teacher performance along with the learners classroom interaction. In a similar way, aims may also include identifying the weak and strong aspects of certain activities in a program. . Cronbach (1991 – cited in Tunc, 2010: 33) distinguishes between three types of decisions that require evaluation "course improvement , decisions about individuals and administrative regulation". Evaluation is a fundamental element of the educational process. Thus, it is certainly a serious and challenging mission.

2.3. Program Evaluation A program evaluation refers to a description of what is going on in a classroom context .It can examine how are the processes of learning and teaching are happening and study their advantages and disadvantages "A program evaluation is an assessment of a program's procedures and outcomes, carried out to improve the effectiveness and/or efficiency of a program"(online,2023) .Program evaluation is "a form of enquiry which describes the achievement in which further development might be realized" (Kiely, 2009 :99). Program evaluation generally involves assessment of one or more of five program domains":1. the need for the program; 2. the design of the program; 3. the program implementation and service delivery; 4. the program impact or outcomes; 5. the program efficiency (cost effectiveness).

A process of on-going evaluation of results should be designed and implemented by all projects and programs.

2.4. Teacher Education Program It is argued by Branford (2005:359) that "teacher education program must lay the foundation for lifelong learning, with the ultimate goal of "helping teacher become professionals who are adaptive experts" . Freeman and Johnson (1998)stress" the importance of prior knowledge in teacher education". TEPs assume that "teachers firstly need the knowledge of theories and methods to apply any context, secondly, observing practicing teaching, and lastly developing teaching behaviors". Roasen (2003: 67) states that "teacher education is not only about assisting students in developing good and effective teaching competencies, but also educating novice teachers in professional communities and contributing to a career-long professional development"

2.5. Pre-Service Training The training novel teachers receive before they start their jobs as teachers in the academic schools is of great vital . This preparation training aims at giving guidance to potential teaching choices, teaching strategies, foreign or second language teaching methods, and course design and course book materials. Clark(1982,:447) defined it as the intended process that prepares the means of education and the cooperation of workers to gain effectiveness in their present and future work .It is the continuous activity to provide the individual with experiences, skills and attitudes which makes him fit to practice a certain work. This can provide constancy and safety for new teachers and is "a necessary stage of development for professionals.Hamblin (1974:3) also assures teacher training as " a deliberate activity that aims to develop a new teacher's skill in his job and provide any sort of experience gained to foster learning which will aid performance in a present or future". Dean (1991)says that pre-service training is a planned and organized activity that enables teachers to grow in the profession by obtaining more cultural experiences conduct and everything that would raise the level of the teaching and learning process increasing teachers' productivity. Teachers training during the service is one of the pillars of education (formation) of the teacher because teacher education is a two-faced process, the first: preparation before service, and the second: training during the service, that is, the two aspects are complementary, and the preparation process before the service is a beginning and in-service training as a continuation of the sustainable vocational education process for teachers in order to develop the teacher as a professional and to increase the efficiency of the educational institution and its outputs. And if we make good use of the teacher training process, we can achieve optimal efficiency of the educational system and putting its theories into practice to achieve best performance. leading to the growth and prosperity of the society. Abdul Hakim Musa believes that in-service training provides the opportunity to acquire new knowledge in the field his field of work , helps to acquire new skills required by the profession of the apprentice. It helps to change attitudes and gain empirical attitudes towards the profession practiced by the trainee and it raises morale and increases productivity at work .In-service training gives the trainee new horizons in the field by practicing his profession through insight into the problems and challenges of his profession. Teachers should obtain the theoretical knowledge which should support their teaching Training specialized courses for teachers were presented in 1999 and are directed towards novel alumni who are still seeking employment related to their specific primary qualificationUndeniably, FL learners have frequently been prone to receive education that lacks formal education and training . Iraq is one of the countries working hard to improve the educational sector and qualify it to contribute actively in the general development of the country. "Teachers in Iraq are seen as one of the most important groups in the society, and the potential to play a significant role in enriching the life of the country and its human resources. In Iraq teachers' education and development are under the

supervision of two major institutions which are the " Ministry of High Education and Scientific Research " of the Universities serving for initial teachers before graduation and the "Ministry of Education" serving in-service teachers after graduation .

The aims of English department in Colleges of Education in Iraq are the following:

١. Preparing a generation of teachers for intermediate and preparatory education who have the ability to teach English vocabulary in these educational circles.

2 -Preparing a graduate who uses the English language and is proficient in the four skills : a Comprehension . b- speaking. C- reading. d- writing.

3 - Enabling students to rely on themselves in what they read and what they hear in the English language outside the limits of the previous study.

٤. Creating a balanced student personality behaviorally and emotionally.

5 -Developing the literary taste and aesthetic sense of students through teaching English vocabulary.

6- Using technologies to achieve integration between other curricular aspects and introducing them as an essential part of the education programs in the department.

7.enabling students to be self-dependent in what they comprehend and speak in the English Language outside the school context

2.6. English Language Education Program

The aim of English language teachers program is to prepare well trained pre-service EL teachers for private and public schools. In the first and second year students are learnt how English works from different perspectives and they are provided with more teaching skills and strategies in the third and fourth years. "The program also comprises practicum courses which give student-teachers opportunities to observe classes in primary or secondary schools and to practice teaching under the supervision specialized instructors. Lectures and discussions are the basic methods used in teacher-training program in the classrooms. The English language program , according to the Ministry of Higher Education and Scientific Research in Iraq comprises four major components ; namely , linguistics , grammar , phonetics and methodology . In the Department of English, the specialization subjects form the main components of the course of study which is 74,50%. They include: Literature , English grammar, comprehension introduction to literature, phonetics, conversation, , poetry, novel, drama, essay writing, text analysis, and graduation research. The most significant part of the program is the practicum which is considered as ongoing element in the development of teaching skills and acquiring pedagogical knowledge (Howitt, 2007). "It helps pre-service teachers to master the theories learned in the courses into own knowledge by practicing the theories in classroom teaching under the supervision and support of their school mentors" (ibidem).

3. Methodological Procedures

The researcher adopted some procedures to achieve the aims of this study to evaluate English teacher preparation program in the College of Education , Misan university .

3.1 . Sample The study sample consists of the following groups: All EFL instructors in college of Education , Misan university which include 23 instructors and a sample of 40 fourth EFL grade students of College of Education for the academic year 2022-2023.

3.2 .Data collection Two stages are involved in the evaluation design. Firstly , the data were collected, and secondly , the results were examined and analyzed . In the view of Peacock's fifteen questions and the ideas of Chong , Cheah and Han and Zou, Jerry & Mansoor , the researcher assembled a questionnaire of 40 questions so as he could examine the program using quantitative data from study samples in the program .

3.3.Questionnaire survey The study tool the researcher used is two questionnaires which enable him to collect data from the study sample . EFL students are able to report about their motivations and beliefs and about the learning and their feedbacks to learning (Mackey, & Gass, 2005). The researcher adopts a questionnaire survey because it is appropriate to gather , to code , to investigate and analyze data on a certain scale. The survey would be involved for providing a brief description of the efficiency of the course in preparing students. The two forms of questionnaires were designed in English. The process of drafting the questionnaires was long and performed carefully. The researcher referred to some foreign and Iraqi scholars (Han's, 2010; Wei, & Pecheone, 2010; Zhou's, 2012 , Jerry & Mansoor ,2019) questionnaires and then designed it. To ensure the reliability and validity of two forms of questionnaires , they were sent to jury members who presented appreciated suggestions for upgrading the tool (e.g. the questionnaire length , completion time , the words used in each question, etc.). In this research , the data were gathered through the survey of 23 instructors and 40 pre-

service TEFL students".Forty students were randomly selected from the 100 students .Of the 40 student teachers, 15 of them were male and the rest were female. The data were gathered through qualitative data collection instruments. Questionnaires and SPSS were used in order to triangulate the data. The investigation research was conducted in college of education , Misan university in Iraq.

.Results ؤ

The results reached by the researcher will be presented according to the aims of his study , hypothesis, and interpretation , conclusions, recommendations, and suggestions are presented in the light of the results:

The First Aim : to evaluate of the EFL teacher preparation program in the College of Education, Missan University, from the points of view of instructors. The researcher used the questionnaire on the research sample which consists of ٢٣ teachers, where the frequencies for each paragraph were collected in its field, and according to its levels, then the researchers found the value of the weighted means, and the percentage weight for each item as shown table (1) ,Table (1) The domains of the instructors' questionnaire are arranged in descending order according to the weighted means and percent weight

No	Domain	Weighted means	Percentage weight
1	Syllabus	3.19	63.70
2	Instructors and Teaching Methods	3.12	62.33
3	Program: Aims	3.05	60.96
4	College admission plan	3.03	60.07
5	Observation, and Practicum	2.93	58.63
6	Teaching aids and Educational Technologies	2.81	56.27
7	Assessment and Examinations	2.81	56.20

It is noted from Table (1) , the domains of the instructors' questionnaires are arranged in descending order according to the weighted means and percentage weight , which are the result of the percentage weights and the weighted means of the items for each domain.

The Syllabus domain ranges between percentage weight and weighted means (70.63) and (19.3) respectively, as being a maximum and the researcher believes that the syllabus domain and its items are sufficient and meet the requirements of preparing EL teachers. As for the domain (Assessment and examination) obtains weighted means and percentage weight (81.2) and (20.56) , respectively as a minimum and the researcher believes that some individuals of the research sample do not understand the importance of assessment in the educational process, and they also lack scientific experience with their attempt to choose appropriate evaluation methods for the educational objectives **Second aim :** to evaluate of the EL teacher preparation program in the College of Education, Missan University, from the points of view of studentsThe researcher used the questionnaire on the research sample which consists of ٤٠ students where the frequencies for each paragraph were collected in its field, and according to its levels, then the researchers found the value of the weighted means, and the percentage weight for each item as shown in table (2)Table (2)The domains of the Students' questionnaire are arranged in descending order according to the weighted means and percent weight

No	Domain	Weighted means	Percentage weight
1	College admission plan	3.86	77.20
2	Instructors and Teaching Methods	3.85	77.00
3	Program: Aims	3.33	66.60
4	Syllabus	3.33	66.60
5	Assessment and Examinations	3.13	62.60
6	Observation, Practicum	2.90	58.00
7	Teaching aids and Educational Technologies	2.90	58.00

It is noted from Table (2) , the domains of the students' questionnaires are arranged in descending order according to the weighted means and percentage weight , which are the result of the percentage weights and the weighted means of the items for each domain. College admission plan domain ranges between percentage weight and weighted means (3.86) and (77.20) respectively as being a maximum and this result shows the students' satisfaction with the plans of students' admission for the EF department in Misan college of

Education , whereas the domain teaching aids and educational Technologies occupies the lowest level among other domains , where it only achieves (2.90) weighted means and (58.00) percentage weight . This result shows the dissatisfaction of the fourth grade students in the EL department in teaching aids and educational techniques used in teaching them. **Third aim** : . to know relationship between the instructors and students' points of view in the College of Education, Misan University in EL teacher preparation program To achieve the third goal, the researchers set the following null hypothesis: **There is no statistically difference in the mean scores at 0.05 level of the instructors and students' points of view in the College of Education, Misan University in EL teacher preparation program.** The scores are analyzed using the independent samples t-test. The mean scores, , and t-values for the both instructors and students at 0.05 significance level and degree of freedom 62 as being shown in Table (3) **Table (3) The relationship of the perspectives of instructors and students in the College of Education, Misan University in ELTP**

N	Mean	Df	t-Value		Significance level
			calculated	table	
63	84,67	62	6,19	2,011	statistically significant difference

Table 3 shows that the results of the t-test reveal that there are statistically significant differences between the mean scores of perspectives of students and instructors in English T department in college of education / Misan university at $p < 0.05$ since the calculated t- value (6,19) is larger than the table one (2,011). This means that the first null hypothesis is rejected

5. Conclusions, recommendations, and suggestions

First : Conclusions:

Through the results of the research, the researcher reached the following conclusions, according to their fields:

Domain 1 (College admission plan)

1. The items in this domain are positive, and this is considered a strength of the program
2. The admission plan used in the Department of English at the College of Education, University of Maysan is appropriate and provide students with good level opportunities to be admitted .

Domain 2 (Program: Aims)

1. The aims of the EL teacher preparation program in the College Education, Misan University are consistent with the level and growth of students, as well as its clarity and comprehensive
2. The program pays more attention to the theoretical aspects than to the practical and applied aspects.
- 3- Shortcomings in the general scientific and cultural materials provided by the program

Domain 3 : Syllabus

- 1- The specialized subjects do not meet what the students need in their field of specialization, and the lack of time allotted for learning teaching and supporting study materials
- 2- The syllabus content lacks practical materials and sufficient activities , and does not meet the students' professional needs
- 3- The program does not contribute to enhance the communicative competence of the students

Domain 4: Instructors and Teaching Methods:

- 1- The teaching methods used do not take into account the individual differences among the students.
- 2- The teaching methods used in the English language department in the College of Education are traditional and are not in line with the technological developments in education.
- 3- Instructors' lack of interest in research and reports, and most of the researches the students do are mostly plagiarized from other research papers
- 4- . The instructors in English department lack of interest in the discussion between the student and the teacher, and among the students themselves, as some students consider this a waste of time

Domain 5 : Teaching aids and Educational Technologies:

1. The lack of availability of books and modern magazines in the college library, in addition to the lack of specific places for the students, and the instructors to read .
2. Most teaching aids are old and do not meet with development of modern methods of teaching

3. This domain is ranked low in the program because most instructors do not pay attention to the use of educational and technological resources

Domain 6 : Observation, Practicum:

- 1- The lack of hours allocated for observation does not allow the student to practice teaching all the activities
- 2- **Practicum** time is not sufficient, and it does not allow the student to follow up the results of his teaching, as well as the lack of teaching aids that guarantee the success of his task in the practicum
- 3- Lack of visits by supervisors to the students during practicum in different schools.

Domain 7 : Assessment and Examinations

- 1- Examination questions measure only cognitive levels of students and neglect psychomotor and affective levels
- 2- .The lack of diversity in evaluation methods to include reports activities , and daily participations .
- 3- Exam questions measure the student's linguistic skills and neglect communicative abilities

Second: Recommendations:

In light of study findings the researcher recommend the following:

Domain 1 (College admission plan)

١. Enhancing the present admission plan by conducting objective, standardized tests, including accurate scientific criteria, to select the most suitable applicants for the English Language Department.
- 2- It is preferable to cancel the direct admission experiment.

Domain 2 (Program: Aims)

1. The necessity of declaring program aims , goals and objectives for students, and teachers for each subject.
٢. Reconsidering the educational goals in line with the nature of the current stage.
- 3- Paying attention to educational meetings and conferences, and allocating periods for them in the program.

Domain 3 : Syllabus :

1. Increasing the number of hours devoted to materials that enhance communication competence .
- ٢ . Including some supporting study materials that are necessary in preparing EL teachers for the specialization, such as: educational technology and professional ethics.
3. Paying attention to the practical activities , which enhances students' ability to practice effective teaching of English in schools
٤. Reconsider the contents of the study materials for the third and fourth grades and make them complementary to each other and suit the students' needs in their major.

Domain 4: Instructors and Teaching Methods:

1. Enriching the college library with books and modern magazines , in addition to allocate specific places for the students, and the instructors to read .
2. EL instructors should not rely on one teaching method; instead, they should update and train themselves to be flexible in adopting a blend of suitable teaching pedagogies that suits their learners' needs
3. Instructors can apply modern techniques to make their classrooms more innovative, such as, using e-learning, and modern literary theories rather than focusing on traditional teaching methods.
4. Instructors can incorporate new pedagogical methods into teaching literature.
5. There is a dare need for instructors ' training courses
6. Introducing micro-education to train students in the EL department on teaching skills in their classrooms
7. The need to pay more attention to the subject of teaching methods for the English language in the third and fourth grades.

Domain 5 : Teaching aids and Educational Technologies:

1. Equipping the EL department with modern technologies such as: computers and the Internet so that both students to instructors can keep up to date with what is new.
2. The need to appoint experts and technicians who are familiar with the use and maintenance of modern technologies.
3. Preparing a suitable place for the library and laboratories to save the various educational aids.
4. It is preferable to hold training courses for EL instructors related to the use of computers and the internet.
5. Encouraging and providing the opportunity for EL instructors to participate in seminars and conferences held in the Ministry education, or universities

Domain 6 : Observation, Practicum:

1. Increasing the number of hours allocated to observation , and allocating a specific time for them in the program every week
٢. Increasing the number of visits to students during their practicum in schools, by the scientific supervisor, the educational supervisor, and the department management.
- 3- Educational authorities should pay attention to observation , practicum and have students aware about its importance, and asking them to write reports on how long they have been in school.

Domain 7 : Assessment and Examinations

1. The need to diversify evaluation methods to include objective, essay , oral, daily preparation tests , and discuss reports.
2. Paying attention to studying the subject of test questions in terms of their types, formulation, and practicing practical applications on how to set exam questions for the intermediate and preparatory stage and the method of marks distribution in them
3. It is preferable that there be a comprehensive exam for students of the EL department in the final year, which measures the extent of the students' benefit of their specialization .
4. Paying attention to exams and making them a catalyst for the teaching and learning process for students and an effective means of planning for learning and develop it.

Third: Suggestions :

In order to open new horizons in the research, the researcher suggests conducting future studies :

1. A tracer study that includes the same sample of students who received the preparation program in the current study to find out its results in the coming years.
2. Conducting a study similar to the current study according to quality standards, and comparing it with the current study
3. Conducting a similar study in the English Department, College of Basic Education

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