

## تقييم أداء مدرّسي اللغة الإنجليزية وفقاً لمعايير الجودة الشاملة في العراق نور إسماعيل خليل

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### المستخلص:

مدرسة اللغة الإنجليزية الدولية – بغداد (EISB) هي مدرسة تعتمد المنهاج البريطاني، وتقع في منطقة السيدة في بغداد، العراق. تأسست المدرسة عام 2018، وقد تطورت من بداية صغيرة لتصبح مجتمعاً تعليمياً متكاملًا يضم طلبة من مرحلة ما قبل الروضة (Pre-K) حتى الصف الثاني عشر. تشير هذه العبارة إلى أن المعلمين يمثلون العنصر المحوري في العملية التعليمية، وأنه بدونهم لا يمكن تحقيق إنجاز الطلبة ولا ضمان جودة التعليم. وبالمقابل، أولى النظام التعليمي في العراق اهتمامًا متزايدًا بتطوير تدريب المعلمين وتمييزهم المهنية، مع تركيز خاص على تدريس اللغة الإنجليزية. وقد أظهر تحليل البيانات أنه على الرغم من التزام المعلمين عمومًا بالمعايير المقترحة، إلا أن هناك تباينات ملحوظة في مستوى التطبيق عبر مجالات مختلفة. كما تبين أن سنوات الخبرة لها تأثير في المعيار الرابع من معايير الجودة، وهو استخدام التقويم والتقييم في دروس اللغة الإنجليزية كلغة أجنبية (EFL) وتشير هذه النتائج إلى الحاجة إلى وضع معايير جودة واضحة ومنهجية، إلى جانب توفير برامج تنمية مهنية مستمرة. ويُعد تعزيز هذه الجوانب أمرًا أساسيًا لتحسين فاعلية تدريس اللغة الإنجليزية كلغة أجنبية، والارتقاء بجودة التعليم في السياق العراقي.

**الكلمات المفتاحية:** مدارس المرحلة الابتدائية، تنمية مهارات اللغة الإنجليزية، التدريس الصريح المعتمد على الاستراتيجيات (BSELI)، الطلبة الموهوبون

## Evaluating the performance of English language teachers according to comprehensive quality standards in Iraq

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### Abstract

The English International School - Baghdad (EISB) is a well-established British-curriculum school located in the Sadiya district in Baghdad, Iraq. EISB was established in 2018 and has moved from a small start to a full educational community educating students from Pre-K to Grade 12. This quote suggests that teachers are the central feature in the process of education, and without them, neither student achievement nor instructional quality is possible. In a parallel, the education system in Iraq has put an increasing emphasis on improvement teacher training and professional development with a particular focus on English language instruction. The analysis of the data revealed that while the teachers generally adhered to the proposed standards, there were notable variations in the level of application across different domains, the years' experience is impact in fourth quality standards which is use of assessment and evaluation in EFL lessons. These findings indicate the need for the establishment of clear and systematic quality standards, along with sustained professional development programs. Strengthening these areas is essential for

improving the overall effectiveness of EFL instruction and enhancing the quality of education within the Iraqi context.

**Keywords:** Primary Level Schools, Develop English Language Skills, Strategy-Based Explicit Language Instruction (BSELI), Gifted Students

## Introduction

In the last couple of decades, the quality of English language instruction is a key component of Iraq's expanding educational reform agenda. As English continues to maintain its status as a global lingua franca, teaching quality is critical especially in post-conflict societies and context that are striving to renew and rejuvenate educational and economic pursuits. Evaluating the English language education of teachers based on a set of quality standards is critical not only to refining and improving the practice of pedagogy, but also to support and enhance student learning outcomes as well as national competitiveness. Teacher evaluation is an essential mechanism to maintain educational standards. "Evaluation is an important component within any deliberate or novel approach aimed at the improvement of education" (Eid, 2005). Therefore, the Saudi Ministry of Education takes the teacher evaluation process seriously in order to meet its objectives in the educational process. "Formative evaluation provides teachers with information regarding their performance so they can plan and develop their practice, while summative evaluation provides information regarding teachers' practice for decision-makers so that supervisors can." (Coombe et al., 2010). The purpose of this study is to evaluate the effectiveness of the evaluation of English language teachers in English International School - Baghdad Iraq using comprehensive quality standards to determine the effectiveness of their practice in this area and identify current practices and gaps in the educational system as it relates to sustainability of educational development.

## Statement of the problem

Being an intermediate school English teacher in English International School - Baghdad, Iraq, researchers can observe with much greater exposure the performance of teachers. Hence, researchers could identify the absence of systematic teacher's evaluations and assessment. The Ministry of Education does not operate quality standards for EFL teachers since the researchers only found general quality standards that are used for all teachers.

## Questions of The Study

1. What are the most common quality-standard domains for EFL-teacher evaluation in light of quality standards?

2. To what extent are these quality standards reflected in the performance of EFL Iraqi teachers in English International School - Baghdad?
3. To what extent are these quality standards reflected in the performance of EFL Iraqi teachers in English International School - Baghdad according to their years of experience?
4. To what extent are these quality standards reflected in the performance of EFL Iraqi teachers in English International School - Baghdad according to their qualifications?

### **Aims of the study**

1. Identifying the most important areas for assessing EFL Iraqi teachers' performance based on quality criteria.
2. Determining how far the performance of EFL Iraqi teachers at the intermediate school level represents quality criteria to their years of experience.
3. Determine if there are any statistically significant differences between EFL Iraqi teacher's performance based on experience variable.

### **Conceptual Framework**

#### **Teacher Evaluation**

The teacher evaluation process is a valuable tool for identifying the strengths of the teacher, to build on, and weaknesses, to address, for the teacher. Therefore, this should be a process that is ongoing throughout the semester (Zohairy, 2012). This coincides with (Danielson, 2001), who states that, "Evaluation processes must allow for reasonable judgments about the quality of the teaching, and there must be procedures to provide intensive assistance, if necessary, to teachers who struggle to perform adequately." Therefore, these findings will determine how teacher-

#### **Relevant Studies**

Alfahadi et al., (2016) conducted a study investigating the application of quality standards by EFL teachers in Tabuk intermediate schools, using a comprehensive set of quality standards. The study was prompted by the continuing efforts by the Saudi government to improve the quality of teachers' training and professional development. The researchers were interested in the scope to which EFL teachers apply the quality standard domains in their teaching. The study sample consisted of 24 EFL teachers from intermediate schools in Tabuk during the 2014/2015 academic year. These teachers were surveyed using a questionnaire that allowed the researchers to identify the quality domains in common and test their implementation

in terms of teachers' qualifications and year of experience. The results indicated that while most of the teachers were capable of applying most of the proposed quality domains, elements of quality remain underdeveloped. The authors of the study suggested that there is a need to develop systematic quality standards, and provide ongoing professional development programmes, to assist EFL teachers achieve educational goals more effectively.

Kareem and Mubarak (2024) examined the value of the British Council Standards for the assessment of EFL teachers in Iraq. Their study looked at the three domains of teacher performance defined in the Standards, knowledge, skills, and values/attitudes. The authors surveyed 2,014 male and female students at preparatory colleges of education in nine general directorates in a total of six Iraqi governorates, including Baghdad, Wasit, Dhi Qar, Misan, Nineveh, and Kirkuk. It found that while many EFL preparatory school teachers in Iraq complied with most items of the British Council standards, the actual levels of implementation varied. The analysis demonstrated the importance of evaluating EFL teacher effectiveness with internationally recognized standards, in this instance the British Council Standards framework, within different educational contexts.

## **Method**

In this study, the researchers collected quantitative data in order to inform the results. Therefore, the researchers designed a questionnaire to evaluate the performance of EFL teacher's in English International School – Baghdad in the light of the Iraqi comprehensive quality

## **Sample of study**

The sample of study consist 30 teachers who teach in English International School – Baghdad

## **Data Collection Tool**

A teacher questionnaire is divided into two sections: the first section has two questions regarding the teacher's data (e.g., education, years' of experience); and, the second section of the questionnaire has 20 items: one item addressing each of the suggested quality standards domains of language proficiency, planning and management of learning, professionalism, and assessment. Each domain included a few items that examined teacher's ability to demonstrate the suggested quality standards practices.

## **Questionnaire Validity**

To ensure the validity, the researcher give in to the final version of the questionnaire to a five-experienced EFL researchers jury. The five experienced researchers examined the validity of the questionnaire and determined that its content was appropriate for the purpose of the study. In addition, the data collected from the questionnaire, and analysed using SPSS, showed that none of the items on the questionnaire was deleted or excluded (see Table1).

**Table 1. Validity of Study Tool**

Variable	Number of Item	Validity Coefficient
Domain of language proficiency	3	0.89
Domain of planning and management of learning	6	0.879
Teachers' ability to deal with the learning community and environment	2	0.851
The level of professionalism in teachers' performance	4	0.917
The use of assessment and evaluation in EFL Lessons	5	0.877
<b>Total</b>	<b>20</b>	<b>0.878</b>

### Questionnaire Reliability

To conduct reliability analysis by Alpha Cronbach's, the results indicate that the Alpha coefficients scores are accepted ranging between. Scores was lower than 0.70 are not acceptable (Ramayah, 2010). The reliability analysis results demonstrated high reliability for the questionnaire. The questionnaire used scored on Cronbach's Alpha scale which is considered an excellent score (see Table 2).

**Table 2. Reliability Analysis**

Variable	Number of Item	Alpha Cronbach's
Domain of language proficiency	3	0.792

Domain of planning and management of learning	6	0.772
Teachers' ability to deal with the learning community and environment	2	0.724
The level of professionalism in teachers' performance	4	0.841
The use of assessment and evaluation in EFL Lessons	5	0.77
<b>Total</b>	<b>20</b>	<b>0.771</b>

## Procedures and Data Analysis

### Procedures

The researchers' questionnaire assesses teachers' performance. This questionnaire presents a set of possible items that the researchers expect will provide data to respond to their research questions. Lead teachers and school supervisors observe 30 teachers in a number of designated English International School – Baghdad and complete the questionnaire. For each statement, participants select one substitute response Strongly Agree (SA), Agree (A), Moderate (M), Disagree (D), and Strongly Disagree (SD). The researchers analyzed scores and responses in terms of means and frequency by (SPSS) is utilized to conduct the analysis to give accurate scores and also enables the researchers to reach reliable research conclusions.

### Data Analysis

Table (3) illustrate sample demographics in the study, for gender, the majority of participants were male (63.3%), while 36.7% were female. In addition, when considering age, 36.7% of individuals were under 30 years, next were individuals aged between 30 to 40 years (33.3%). 41 to 50 years old made up 16.7%, and 51+ made up 13.3%. On educational qualification, approximately half of the participant(s) (46.7%) had a Bachelor's Degree, while one-third (33.3%) reported a Higher Diploma, and 20% reported a Master's Degree. Regarding professional experience, the largest professional experience group (46.7%) was in the range of 5

to 10 years' experience. Participants with under 5 years made up 30% and those with over 10 years were 23.3%.

**Table 3. Frequency of Demographic of Study Sample (n=30)**

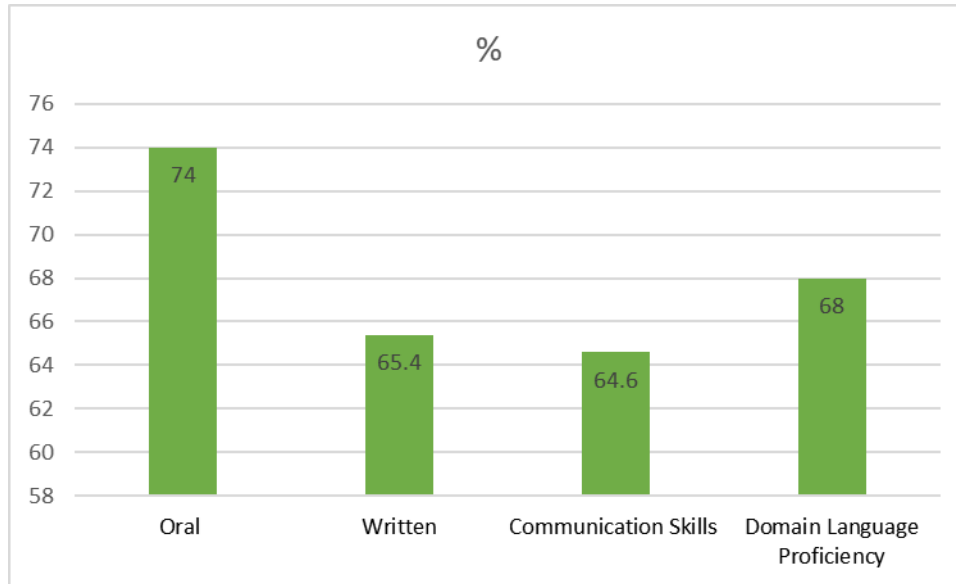
Variable	Frequency	%
<b>Gender</b>		
Male	19	63.3
Female	11	36.7
<b>Age</b>		
Less than 30 years	11	36.7
From 30 to 40 years	10	33.3
From 41 to 50 years	5	16.7
51 years and above	4	13.3
<b>Qualification</b>		
Bachelor's Degree	14	46.7
Higher Diploma	10	33.3
Master's Degree	6	20
<b>Years of Experience</b>		
Less than 5 years	9	30
From 5 to 10 years	14	46.7
More than 10 years	7	23.3

The Language Proficiency domain scored a mean of 3.4 (SD = 0.9), it was equivalent to 68%, indicating moderate agreement among participants about the level of proficiency teachers displayed in this domain. The highest-rated statement, "The Teacher establishes the significant knowledge and skills about oral language in appropriate and effective ways that support educational intent," received a mean of 3.7 (SD = 1.02) indicating 74%. This infers that participants felt the teachers were particularly effective at delivering oral language. The second-ranked statement, "The Teacher establishes the significant knowledge and skills about written language in appropriate and effective ways that support educational intent," received a mean of 3.27 (SD = 1.17), indicating 65.4%. This indicates a slightly lower but still moderate level of agreement. The lowest ranking statement, "The Teacher establishes verbal and nonverbal communications that legitimate a learning practice," received a mean of 3.23 (SD = 1.01), indicating 64.6%. Despite the third ranking, a moderate level of how effective was still implied (see Table 4). The diagram (1) summarizes the percent of this domain with its components.

**Table 4. Participants' Responses of Domain Language Proficiency**

No.	Statement	Mean	SD	%	Rank
1	The Teacher establishes the critical knowledge and skills regarding oral language suitably and efficiently to achieve educational aims.	3.7	1.02	74	1
2	The Teacher reveals the important knowledge and skills regarding written language suitably and effectively to achieve educational aims.	3.27	1.17	65.4	2
3	The Teacher establishes verbal and nonverbal communications that comfort the learning practice.	3.23	1.01	64.6	3
<b>Domain Language Proficiency</b>		3.4	0.9	68	4

**Diagram1:** Participants Percentage Domain of Proficiency Elements



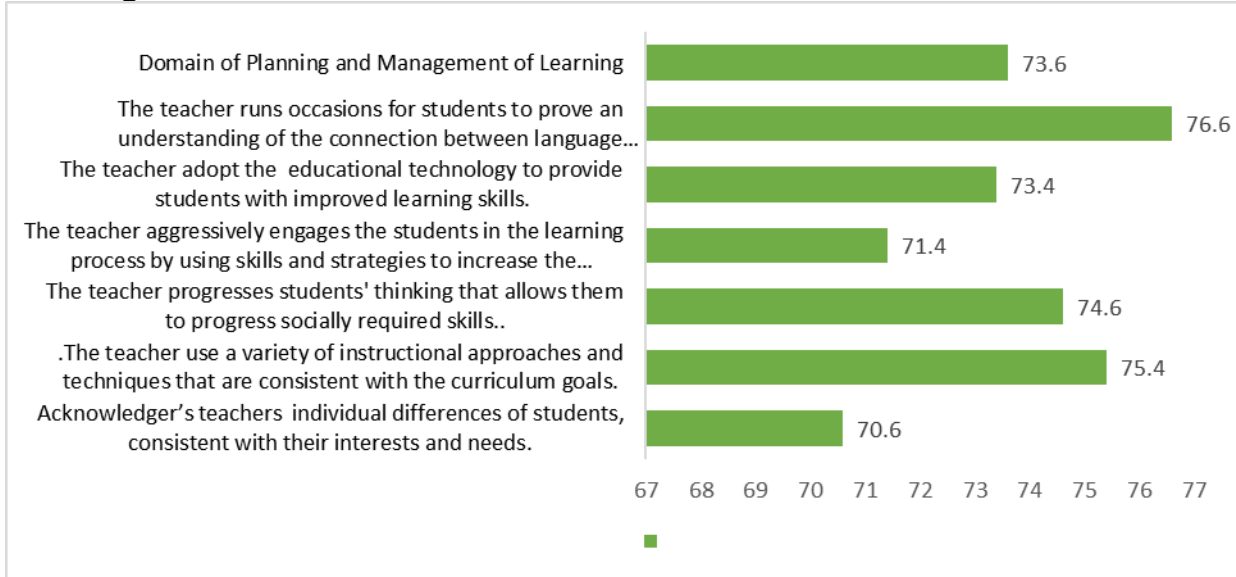
The findings presented in Table 5 show how participants responded to the Domain of Planning and Management of Learning. The mean for this domain was 3.68 (SD = 0.66), representing a percentage score of 73.6%, revealing an overall slightly positive response from participants. Across the 6 individual statements, the most favorably rated statement was Statement 6, which referred to how the teacher allows students to make connections between language learning and cultural components. This statement was rated the highest, with a mean of 3.83 (SD = 0.91), with 76.6% of responses agreeing and it was ranked in first place. Statement 2 followed closely behind, rated with a mean score of 3.77 (SD = 0.82) and 75.4% of responses agreeing, when agreeing responses were in reference to the effective use of diverse instructional strategies that are aligned with the curriculum outcomes. Statement 3, focusing on the teachers' capabilities to develop students' thinking and social skills, was the third highest rated statement, with a mean of 3.73 (SD = 0.74), or 74.6% of responses agreeing. Statement 5 was about the teacher's use of technologies in education that enhances students' learning action was ranked next with a mean of 3.67 (SD = 1.03), or 73.4% agreeing and it was placed fourth. Statement 4 addressed how teachers engage students using a variety of motivational strategies obtained a mean score of 3.57 (SD = 1.10) or 71.4% responses agreeing, meaning this statement was ranked fifth. Finally, Statement 1, where responses centered around how teachers recognize individual differences with their students, received the lowest mean score at 3.53 (SD = 1.14), with 70.6%, and it was rated in sixth place. The diagram summarizes the percent of this domain with its components as Diagram (2).

**Table 5. Participants' Responses of Domain of Planning and Management of Learning**

No.	Statement	Mean	SD	%	Rank
1	Acknowledger's teachers individual differences of students, consistent with their interests and needs.	3.53	1.14	70.6	6
2	.The teacher use a variety of instructional approaches and techniques that are consistent with the curriculum goals.	3.77	0.82	75.4	2
3	The teacher progresses students' thinking that allows them to progress socially required skills..	3.73	0.74	74.6	3
4	The teacher aggressively engages the students in the learning process by using skills and strategies to increase the promotion and motivation, and focus.	3.57	1.1	71.4	5
5	The teacher adopt the educational technology to provide students with improved learning skills.	3.67	1.03	73.4	4
6	The teacher runs occasions for students to prove an understanding of the connection between	3.83	0.91	76.6	1

	language learning and sides on culture.				
<b>Domain of Planning and Management of Learning</b>		3.68	0.66	73.6	1

**Diagram2:** Participants Percentage of Domain of Planning and Management of Learning

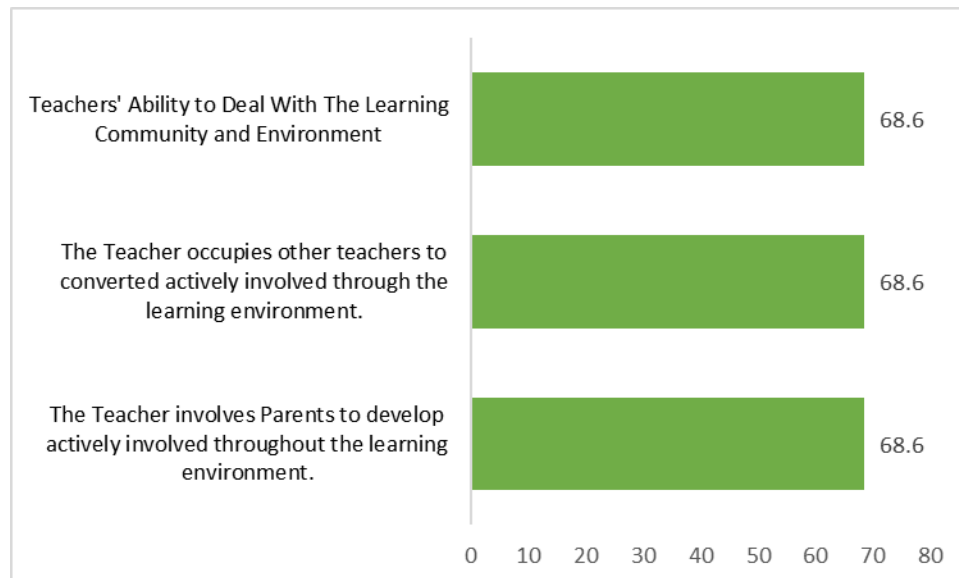


Participants' responses regarding the domain of teacher's ability to engage with the learning community and environment is shown in Table 6. The total mean score for this domain was 3.43 (SD = 0.94), or this suggests an overall percentage of 68.6% overall agreement from participants, which indicates moderate agreement among participants. Both statements in this domain received the same total mean score, as the teacher's role in Statement 1 to engage parents in an active learning environment was 3.43 (SD = 0.94) and a percentage of 68.6%. Similarly, Statement 2 which relates to how the teacher collaborates with other teachers to establish an element of active learning had a mean of 3.43 (SD = 1.17) and a percentage of 68.6%. The identical total ratings suggest that participants perceived the teacher's engagement with parents and other educators to be consistent and moderately effective. The diagram (3) summarized the percent of this domain with its components.

**Table 6. Participants' Responses of Domain of Teachers' Ability to Deal with The Learning Community and Environment**

No.	Statement	Mean	SD	%	Rank
1	The Teacher involves Parents to develop actively involved throughout the learning environment.	3.43	0.94	68.6	3.43
2	The Teacher occupies other teachers to converted actively involved through the learning environment.	3.43	1.17	68.6	3.43
<b>Teachers' Ability to Deal With The Learning Community and Environment</b>		3.43	0.94	68.6	3

**Diagram3:** Participants Percentage of Domain of Teachers' Ability to Deal With The Learning Community and Environment



The Table 7 show participant's responses to the Assessment and Evaluation domain in EFL (English as a Foreign Language) lessons. The mean score was 3.25 (SD = 0.96) with a level of agreement at 65%, showing participants had a moderate perception to teachers' practices in Assessment and Evaluation. There were four assessed statements. The best item was Statement 2, which relates to teacher cooperation with their managerial colleagues, as part of collaboration of a team. This item had a mean of 3.33 (SD = 1.18) and an agreement of 66.6% of participants. This evinces that participants perceived teachers cooperated strongly with their managerial staff. The second best rated item was Statement 4, teachers' endeavors towards professional development, which had a mean score of 3.27 (SD = 1.08) and a level of agreement of 65.4% of participants. Item 3, cooperation with the director/supervisor, was next with a mean of 3.23 (SD = 1.17) and a level of agreement of 64.6% of participants. Finally, Statement 1, teachers' contribution to a variety of school activities, received the worst evaluation with a mean of 3.17 (SD = 1.23) and 63.4% agreement from participants. The diagram (4) summarized the percent of this domain with its components. The below diagram noticeably show the level of percent for statements within this domain and overall domain.

**Table 7. Participants' Responses of Domain of the Use of Assessment and Evaluation in EFL Lessons**

No.	Statement	Mean	SD	%	Rank
1	The Teacher contributes in the various activities conceded out by school effectively.	3.17	1.23	63.4	4
2	he Teacher cooperates with the manager colleagues to be a team.	3.33	1.18	66.6	1
3	The Teacher cooperates with the director supervisor to be a team.	3.23	1.17	64.6	3
4	The Teacher progress himself professionally.	3.27	1.08	65.4	2
<b>The Use of Assessment and Evaluation in EFL Lessons</b>		3.25	0.96	65	5

**Diagram4:** Participants Percentage of Domain of The Use of Assessment and Evaluation in EFL Lessons



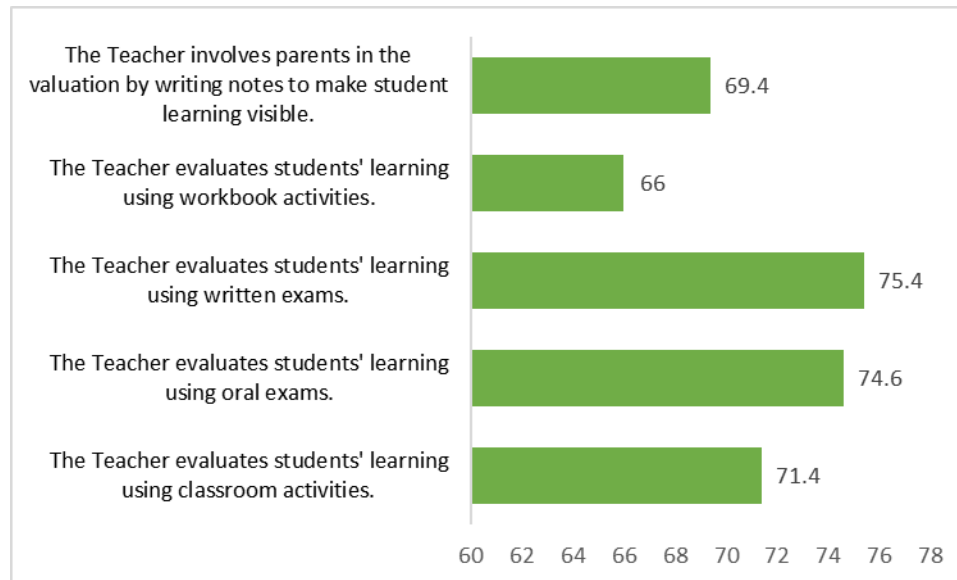
Table 8 displays the students’ responses on the area of the use of assessment and evaluation in EFL (English as a Foreign Language) lessons. The total mean score for the area is 3.57 (SD = 0.70), with a percentage of 71.4%, which indicates that students generally perceived the teachers’ assessment practices positively in the EFL classroom. In terms of the particular statements, the highest rated statement for use of assessment was Statement 3, which indicated the teacher evaluated students learning using written exams (mean of 3.77, SD = .90; 75.4%). This was followed by Statement 2 on oral exams (mean of 3.73, SD = .87; 74.6%). Both written and oral exams are generally agreed upon and valued as assessment practices by students with the authors concluding they are generally positive practices. Statement 1, indicated the teacher evaluated students using classroom activities (mean of 3.57, SD = .74; 71.4%), which still indicated a good level of engagement because daily methods are used in the class. Statement 5, was an item on evaluation using parents in the process using written notes (mean of 3.47, SD = 1.11; 69.4), which is slightly less positive usage of parental involvement in the evaluation process. The lowest item was Statement 4, which suggested the teacher evaluated students using workbook activities (mean of 3.30, SD = 1.02; 66%). This could indicate.

**Table 8. Participants' Responses of Domain of the Use of Assessment and Evaluation in EFL Lessons**

No.	Statement	Mean	SD	%	Rank
1	The Teacher evaluates students' learning using classroom activities.	3.57	0.97	71.4	3

2	The Teacher evaluates students' learning using oral exams.	3.73	0.87	74.6	2
3	The Teacher evaluates students' learning using written exams.	3.77	0.9	75.4	1
4	The Teacher evaluates students' learning using workbook activities.	3.3	1.02	66	5
5	The Teacher involves parents in the valuation by writing notes to make student learning visible.	3.47	1.11	69.4	4
<b>The Use of Assessment and Evaluation in EFL Lessons</b>		3.57	0.7	71.4	2

**Diagram5:** Participants Percentage of Domain of The Use of Assessment and Evaluation in EFL Lessons



The results in Table (9) show the teachers' performance across five domains based on their years of experience (less than 5 years, 5 to 10 years, and more than 10 years), analyzed using one-way ANOVA. In the domain of language proficiency, mean scores ranged from 3.22 to 3.48 among the groups. The differences were not

statistically significant ( $F = 0.238, p = 0.790$ ), indicating similar perceptions of proficiency regardless of experience. In the planning and management of learning domain, teachers with 5 to 10 years of experience had the highest mean score (3.87), compared to those with less than 5 years (3.57) and more than 10 years (3.45). However, the difference was not statistically significant ( $F = 1.110, p = 0.344$ ). For the domain of teachers' ability to deal with the learning community and environment, scores varied, with the highest mean observed in teachers with more than 10 years of experience (3.64). While, there was no significant difference ( $F = 1.067, p = 0.358$ ) and a significant difference was indicated in the professionalism domain of teacher performance ( $F = 5.784, p = 0.008$ ). Teachers with more than ten years of experience had the highest mean of ( $M = 3.96$ ), the next was ( $M = 3.34$ ) with the group (5-10 years) and the last group ( $M = 2.56$ ) was considered less than (5 years). This indicates that teachers with more experience acted more professionally in their roles. Regarding their implementation of assessment and evaluation, and their performance behaviors in EFL lessons, the mean scores ranged from ( $M = 3.31 - 3.76$ ). The group with 5 - 10 years of experience had the highest score, but the differences were not statistically significant ( $F = 1.132, p = 0.337$ ).

**Table 9. Results of differences between means of Performance of English Language Teachers According to Comprehensive Quality Standards Regards Years' experience)**

Domain	Category	Category Size	Mean	SD	Statistics F	P.value
Language proficiency	Less than 5 years	9	3.22	0.9	<b>0.238</b>	<b>0.790</b>
	From 5 to 10 years	14	3.48	1.01		
	More than 10 years	7	3.48	0.74		
planning and management of learning	Less than 5 years	9	3.57	0.72	1.110	0.344
	From 5 to 10 years	14	3.87	0.67		
	More than 10 years	7	3.45	0.53		
Teachers' ability to deal with	Less than 5 years	9	3.06	1.21	1.067	0.358
	From 5 to 10 years	14	3.57	0.9		

the learning community and environment	More than 10 years	7	3.64	0.48		
The level of professionalism in teachers' performance	Less than 5 years	9	2.56	0.85	<b>5.784</b>	<b>0.008</b>
	From 5 to 10 years	14	3.34	0.91		
	More than 10 years	7	3.96	0.59		
The use of assessment and evaluation in EFL Lessons	Less than 5 years	9	3.31	0.97	1.132	0.337
	From 5 to 10 years	14	3.76	0.4		
	More than 10 years	7	3.51	0.78		

### Discussion and Interpretation of Results

The results of the study show that Iraqi EFL teachers are perceived as effective, with moderate levels of effectiveness in the main areas of teaching. Strengths include planning, implementing, and using structured assessment practices, while challenges remain in the areas of non-verbal communication, differentiating instruction, and school involvement. In addition, teaching experience appears to be a strong indicator of professional behaviour, suggesting that practice over time and continued learning in the profession would be beneficial. This study suggests that while prevailing practice is good, more professional development aimed specifically at performance improvement for early-career teacher could meaningfully improve practice across all such domains. Improving communication strategies, including teaching for all, and community involvement would definitely enhance the effectiveness of EFL instruction. Furthermore, bolstering alternative and formative assessment methods would be a promising avenue towards improved assessment practices that would serve students and teachers alike.

### Limitations of The Study

This research targets a population. However, the population of this English International School – Baghdad, is limited to the male and female English International School – Baghdad. Therefore, the results of the study are not generalizable for all Iraqi teachers or schools. Furthermore, another limitation, which is a unique cultural dynamic that is Iraqi teachers in English International School – Baghdad in the academic year 2025-2026.

## Conclusion

The succinct summary of EFL teachers' performance in key areas which are "efficacy", teachers generally rated their EFL teachers, in a big way, their own, as moderate to moderately high agreement level. Teachers emerged more favorably in the area of Planning and Management of Learning (mean = 3.68, 73.6%) and were particularly positively rated for the area of 'instructional strategies' or the ability to blend language and culture. Teachers received a moderately positive assessment in Language Proficiency (mean = 3.4, 68%), with higher ratings for oral language and lower for non-verbal communication. Engagement with the Learning Community received an overall mean rating of 3.43 (68.6%), in which parents and the whole school community appeared to be gaps. The students rated assessment most positively (mean = 3.57, 71.4%; or the lowest rating was formality in formal exam methods). The analysis of teaching experience, indicated that teachers who had been in the classroom longer, especially those who had spent greater than 10 years in schools, had higher EFL scores in a more substantial number of areas and the scores were statistically significant for professionalism.

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