# IDENTIFICATION OF TRAINING NEEDS AMONG SECONDARY SCHOOL ESL TEACHERS IN PERAK TENGAH

by

Baharudin bin Mat Isa

A thesis submitted in partial fulfilment of the requirements for the degree of Master of Science

UNIVERSITI MALAYSIA SARAWAK
1997

# DECLARATION

No portion of the work referred to in this thesis has been submitted in support of an application for another degree of qualification of this or any other university or institution of higher learning

# ACKNOWLEDGEMENTS

First and foremost, I would like to extend my utmost gratitude to Allah The Most Passionate and Merciful for giving me good health and peace of mind to complete this thesis. My sincere thanks to Dr. Farid Meziane for his kind guidance, to Dr Abang Ahmad Ridzuan, the course co-ordinator for his advice and also to Prof. Razali Arof, the Dean of the Faculty of Cognitive Science and Human Resource for his inspirations.

I would like to take this opportunity to say a big thank you to Dr. Ibrahim Ahmad Bajunid and his most helpful colleagues in IAB Genting Highlands for giving me the opportunity to seek knowledge and wisdom.

To my Cohort 1 compatriots, especially Mohd Lot and Mohd Yusof Mohd, with whom I have spent one wonderful year, I have this to say. We have gone through much trials and tribulations together. I would cherish those moments forever.

Finally, I would not have been able to finish this dissertation if not for the support, patience and perseverance of my wife Khairiah and three lovely children: Muhammad Hakimi, Adilah Huda and Muhammad Hafizi. This is for you.

Thank you all.

# TABLE OF CONTENTS


**Declaration** ii

**Acknowledgements** iii

**Table of Contents** iv

**List of Tables** viii

**List of Figures** xii

**Abstract** xiii

**1 Introduction** 1

1.1 Statement of the problem 2

1.2 Purpose of the study 3

1.2.1 General objective 3

1.2.2 Specific objectives 4

1.3 Research questions 5

1.4 Significance of the study 6

1.5 Limitations of the study 6

1.6 Definition of terms 7

1.7 Background of the study 9

**2 Literature Review** 11

2.1 Perception 12

2.1.1 Selectivity 14

2.1.2 Closure 16

2.1.3 Context 17

2.1.4 Summary of perception 17

2.2 Needs 18

2.2.1 Summary of needs 19

2.3 Teacher education 19

2.3.1 Summary on teacher education 20

2.4 The practice of the ESL teacher 21

2.4.1 Knowledge 21

2.4.2 Competence 24

2.4.3 Summary on the practice of the ESL teacher 25

2.5 Training of ESL Teachers 26

2.6 Aspects of ESL teaching 26

2.7 Modes of cognitive inputs 27

2.8 Staff development 27

2.8.1 In-service education or training for staff development 27

2.9 Conclusion 29

**3 Methodology** 31

3.1 Research questions 31

3.2 Conceptual framework of the study 32

3.3 Subjects of the study 34

3.4 Instrumentation 34

3.4.1 Rationale for using questionnaire 34

3.4.2 The questionnaire 35

3.4.3 Reliability and validity 35

3.4.4 Independent and dependent variables 36

3.4.5 Data collection 36

3.4.6 Data analysis 37

3.4.6.1 Means 37

3.4.6.2 T-test and Cross-Tabulation 37

3.4.6.3 ANOVA and Scheffe tests 37

4 **Analysis and Discussion of the Findings** 38

4.1 Descriptive data 39

4.1.1 Personal and professional characteristics of respondents 39

4.1.1.1 Sex 39

4.1.1.2 Marital status 40

4.1.1.3 Age 40

4.1.1.4 Experience 41

4.1.1.5 Qualification in TESL 42

4.2 Perceived training needs of ESL teachers by categories 42

4.3 Overall perceived training needs of ESL teachers 44

4.4 Differences in perceived training needs according to personal and professional characteristics and professional characteristics 47

4.4.1 Training needs between male and female teachers 47

4.4.2 Differences in perceived training needs according to marital status 48

4.4.3 Analysis by age 49

4.4.4 Analysis by experience 51

4.4.5 Analysis by qualifications 59

4.4.6 Summary of chi-square analysis and characteristics against which stem responses were tested for independence 60

4.5 Perceived training needs of ESL teachers teaching different classes 64

4.5.1 Results of Scheffe test comparing means of perceived training needs of Lower Secondary, Upper Secondary and both Upper and Lower Secondary teachers 65

4.6 The five most important perceived training needs of ESL teachers in Perak Tengah 68

**5 Summary and Recommendations** 72

5.1 Statement of the problem 72

5.2 The objectives of the study 73

5.3 The findings 73

5.4 Theoretical implications 75

5.5 Implications for future research 76

5.6 Recommendations 76

5.7 Conclusion 77

Bibliography

Appendices

# LIST OF TABLES


| | | Page |
|---|---|---|
| Table 1 | Frequency of Teachers by Sex | 40 |
| Table 2 | Marital Status of Teachers | 40 |
| Table 3 | Frequency of Teachers According to Age Group | 41 |
| Table 4 | Frequency of Teachers' Experience | 41 |
| Table 5 | Frequency of Teachers' Qualifications | 42 |
| Table 6 | Means for Perceived Needs of ESL Teachers by Categories of Needs | 43 |
| Table 7 | Rank Order of Means for Category C. Classroom-based Skills Perceived by ESL Teachers | 44 |
| Table 8 | Rank Order of Means for Items of All Categories | 45 |
| Table 9 | T-test for Differences in Perceived Training Needs According to Sex | 48 |
| Table 10 | T-test for Differences in Perceived Training Needs According to Marital Status | 49 |
| Table 11 | Cross-tabulation Analysis for Item C6 by Age (Helping Students Develop Speaking Skills) | 50 |
| Table 12 | Cross-tabulation Analysis for Item C7 by Age (Helping Students Develop Writing Skills) | 51 |

# LIST OF TABLES (continued)


| | | Page |
|---|---|---|
| Table 13 | Cross-tabulation Analysis for Item A1 by Experience (Knowledge of the English Language) | 52 |
| Table 14 | Cross-tabulation Analysis for Item A3 by Experience (Information on TESL Syllabus Use at School) | 52 |
| Table 15 | Cross-tabulation Analysis for Item A4 by Experience (Information on Language Proficiency) | 53 |
| Table 16 | Cross-tabulation Analysis for Item A5 by Experience (Information on Basic Linguistics) | 53 |
| Table 17 | Cross-tabulation Analysis for Item A9 by Experience (Information on the Four Language Skills) | 54 |
| Table 18 | Cross-tabulation Analysis for Item B4 by Experience (Information on Simulation, Games) | 55 |
| Table 19 | Cross-tabulation Analysis for Item C3 by Experience (Helping Students to Generate Practice) | 55 |
| Table 20 | Cross-tabulation Analysis for Item C5 by Experience (Helping Students Develop Listening Skills) | 56 |
| Table 21 | Cross-tabulation Analysis for Item C9 by Experience (Helping to Motivate Students' Interest) | 56 |
| Table 22 | Cross-tabulation Analysis for Item C10 by Experience (Helping Students to deal with Errors) | 57 |

# LIST OF TABLES (continued)


| | | Page |
|---|---|---|
| Table 23 | Cross-tabulation Analysis for Item C11 by Experience (Assess Students in Examinations) | 57 |
| Table 24 | Cross-tabulation Analysis for Item D4 by Experience (How to Evaluate Course-Work) | 58 |
| Table 25 | Cross-tabulation Analysis for Item D5 by Experience (How to Set Questions for Examinations) | 58 |
| Table 26 | Cross-tabulation Analysis for Item A7 by Qualifications (Information on Sociolinguistcs) | 59 |
| Table 27 | Cross-tabulation Analysis for Item A8 by Qualifications (Information on Psycholinguistics) | 60 |
| Table 28 | Summary of Cross-tabulation Analysis and Characteristics Against which Stem Responses Were Tested for Independence | 60 |
| Table 29 | Frequency of Teachers Teaching Different Classes | 64 |
| Table 30 | Analysis of Variance Between Teachers Teaching Different Classes and A2 (Knowledge of Learning Theory) | 65 |
| Table 31 | Multiple Range Test: Scheffe test with significant level .05 for Range 3.57 | 66 |

# LIST OF TABLES (continued)


| | | Page |
|---|---|---|
| Table 32 | Analysis of Variance Between Teachers Teaching Different Classes and C1 (Helping Students to Upgrade Their Studies) | 67 |
| Table 33 | Multiple Range Test: Scheffe test with significant level .05 for Range 3.57 | 67 |
| Table 34 | The Five Most Important Perceived Training Needs of ESL Teachers in Perak Tengah | 68 |

# LIST OF FIGURES


| | | Page |
|---|---|---|
| Figure 1 | The Behavioural Process | 13 |
| Figure 2 | In-service Education as part of Staff Development | 28 |
| Figure 3 | Conceptual Framework of the Study | 33 |

# ABSTRACT

Currently there is no written policy for the training of English as a Second Language (ESL) secondary school teachers in Perak Tengah. Training was traditionally done on an *ad hoc* basis and was practically based on the perception of the trainers. This study was undertaken to identify the perceived training needs of 52 practising ESL teachers, as perceived by themselves, in the following categories: knowledge, teaching methods and strategies, classroom-based skills and organisational and management skills. The findings of the study revealed the following: Firstly, most teachers preferred training on classroom-based skills more than the other categories. Secondly, younger, less experienced teachers needed more assistance in most of the training categories than did their older, more experienced counterparts. Thirdly, lower secondary teachers with minimum qualifications perceived more training needs on knowledge of learning theories and the more advanced field of Sociolinguistcs and Psycholinguistics, perhaps to enable them to understand their students better. Finally, upper secondary teachers perceived more training need on how to help their students to upgrade their studies. The identification of these training needs will form the basis of work for trainers to plan an efficient and effective ESL training program in the district.

# CHAPTER 1

# INTRODUCTION

The roles and responsibilities of the ESL (English as a Second Language) teachers in schools are increasingly becoming important, especially for a developing country like Malaysia which needs a dynamic workforce to keep in pace with its fast rate of national development. Thus, teaching the subject is essential for two major reasons, both of which are explicitly stated in the *Cabinet Committee Report on the Implementation of the National Education Policy* (1979). The report requires English to be taught as a Second Language to enable learners to use the English Language in the jobs they pursue as well as in situations which call for proficiency in the language. Secondly, to have a grasp of English as a Second Language so that they are better prepared for tertiary education where almost all the reference books are in English.

Teachers teaching English need training to teach students to realise the aspirations of the government as mentioned in the Cabinet Committee Report. However, teaching English in rural areas, such as Perak Tengah, is easier said than done because of several constraints. Ghani (1991) points out that one of the constraints is that students may tend to view the language as unimportant, partly because a pass in the English Language is not compulsory at any of the national examinations. In addition, students may also tend to ignore the subject because Bahasa Melayu is the medium of instruction from primary school to

the university level. Thus, they feel that there is really no great need to study it, let alone use it in everyday communication in their homes.

## 1.1 Statement of the problem

The secondary school ESL teachers in Perak Tengah are diverse in nature. Some of these graduate teachers are TESL-trained, either locally or abroad. Yet others are not TESL- trained but are teaching the subject. They are either interested to teach the subject or being asked to teach the subject by their principals because of the lack of teachers. There are also graduate teachers who are TESL-trained at the teachers' training colleges teaching English. Non-graduate teachers who are also not trained in TESL are found to teach English due to their interest to teach the subject or are being forced to teach the subject. The rest are temporary teachers, both graduates and non-graduates, normally employed on a contractual basis.

The ESL teachers' teaching experiences varied from one teacher to the other in terms of duration of service, number and types of classes taught, teaching areas and syllabus components. Training these teachers would be difficult because they would perceive different training needs. Both the TESL-trained and non-TESL-trained Perak Tengah ESL teachers may need up-to-date knowledge of the English Language, latest teaching methods and strategies, classroom -based skills, organisational and management skills to cope with

their students whose mother-tongue are alien to the use of English Language. This study is concerned with identifying the ESL teachers' perceived training needs. It was undertaken to facilitate professional upgrading of ESL teachers in the district of Perak Tengah, which has a predominantly rural Malay student population.

Currently, there is no attempt to identify training needs of ESL teachers in the district. This study will help the TESL trainers in the district prepare an effective and efficient training program for the ESL teachers based on the identified training needs.

## 1.2 Purpose of the study

In order to attend to the constraints stated earlier, this study has the following objectives:

### 1.2.1 General objective

The main purpose of this study is to identify the perceived training needs of the ESL teachers in Perak Tengah, as perceived by the teachers themselves.

### 1.2.2 Specific objectives

Specifically, the study seeks:

1. to identify perceived training needs of ESL teachers in Perak Tengah in the following categories:
   (a) knowledge,
   (b) teaching methods and strategies,
   (c) classroom-based skills,
   (d) organisational and management skills

2. to identify the relationship between background variables (sex, marital status, age, experience and qualifications) and perceived training needs of ESL teachers in terms of the four categories of needs;

3. to find out if there are significant differences among ESL teachers teaching different classes in terms of their perceived training needs; and

4. to identify the five most important perceived training needs of ESL teachers in Perak Tengah.

## 1.3 Research questions

The study attempts to answer the following questions:

1. What are the perceived training needs of the ESL teachers in Perak Tengah as a whole?

2. What professional and personal characteristics are associated with the various configurations of training needs perceived by the ESL teachers?

3. What are the different perceived training needs of ESL teachers who teach:
   (i) Lower Secondary?
   (ii) Upper Secondary?
   (iii) both Lower and Upper Secondary?

4. What are the five most important perceived training needs of ESL teachers in Perak Tengah?

## 1.4 Significance of the study

1.4.1 Identification and prioritisation of needs of the Perak Tengah ESL teachers will serve as new knowledge that could contribute to the re-thinking of certain aspects of ESL in-service training in the district.

1.4.2 The findings of the study will determine the contents and topics for ESL in-service training in the district.

## 1.5 Limitations of the study

1.5.1 The researcher was not able to cover training needs of the whole ESL teacher population in the state of Perak because he was given about three months to complete the research. The researcher instead studied the perceived training needs of secondary school ESL teachers in Perak Tengah which consisted of a total population of 53 teachers.

1.5.2 The study focused on perceived training needs of all 53 secondary school ESL teachers based on these four categories:

(i) knowledge;

(ii) teaching methods and strategies;

(iii) classroom-based skills; and

(iv) organisational/ management skills

1.5.3 This study measured the perception of teachers' training needs. Since perception is a very subjective and relative human behaviour, it is quite difficult to measure. It is measured on a scale of 1 to 4, where

**1** which means ***No Need***

**2** which means ***Little Need***

**3** which means ***Moderate Need***

**4** which means ***Great Need***

## 1.6 Definition of terms

Perceived needs - the perceived discrepancy between what a person wants and what he has in terms of academic knowledge, professional knowledge, practical experiences and different teaching skills.

Perception - a teacher's impressions, views and insights in relation to professional needs based on his experience.

Secondary school - a school catering for students from the age of thirteen to eighteen (Forms 1, 2 and 3 are categorised as Lower Secondary; Forms 4, 5 and 6 are categorised as Upper Secondary).

ESL teachers - English as a Second Language teachers, that is, teachers who teach English Language; may be graduates or non-graduates and are either trained to teach the subject or otherwise.

T.E.S.L - Teaching of English as a Second Language.

Skills - ability to teach, knowledgeable on organisational or managerial know-how.

Staff development - a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering job satisfaction and career prospects and the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction for those needs (Billing, 1982).

Teaching - a deliberate set of actions and activities by a person for the purpose of inducing learning in terms of cognition, affect (attitudes, values, beliefs, etc.) and skills (intellectual or conceptual skills, technical and human relations).

Teaching-learning situation - the place, physical arrangement, climate, facilities, interaction, communication. In short, the conditions surrounding the teaching and learning experience.

In-service training (INSET) - a training program to equip the serving teacher to do the same job better.

## 1.7 Background of the study

To date there is no fixed statement or policy for professional training of ESL teachers in the district of Perak Tengah and for Malaysia in general. Teachers who are interested may apply individually for professional training through the Ministry of Education Staff Development Program. However, the awards are limited because of unavailability of fund. Successful teachers will be given a half-pay leave to pursue their first degrees. Those who are doing their second degree will be given a scholarship and a full pay leave. The Public Service Department and the National Institute of Public Administration give scholarships to deserving government public servants.

Prior to 1993, in-service training in the Perak Tengah district was provided by the state education departments on an *ad hoc* basis. Training was highly dependent on financial support from the federal government under the in-service training fund. The education department officers normally never took into consideration the ESL teachers' training needs in particular but perceived a general need for teachers based on the overall results of the students in the district two public secondary school examinations.

However, since 1993, the Schools Division of the Ministry of Education has embarked on an ambitious in-service training programme called the *Teacher Support Team (TST)* especially tailored to the training needs for the ESL teachers. To date there are nearly 1000 TST- trained secondary and primary school ESL teachers in every district of the country. Teachers are enthusiastic about the programme because they could see that it works. It helps tremendously in teachers' own professional development, a responsibility shared and shouldered by many in the profession. It helps to boost the morale of ESL teachers who were normally disappointed with the English Language results of their students in the two public examinations (the *Penilaian Menengah Rendah* and the *Sijil Pelajaran Malaysia*).

The TST programme proved to be a successful venture in the district as the 1996 English Language results showed that the students performed very well.

However, this programme is voluntary in nature and much depend on the leadership of the ESL Resource Personnel, who is also a practising teacher often bogged down with paperwork and never has the time to do research on the actual teachers' training needs.

## CHAPTER 2

# LITERATURE REVIEW

Successful language teaching is dependent upon many factors. These relate to such elements as the teacher's sound knowledge of the language, teaching methods and strategies, classroom-based skills and good organisational or management skills. The teacher should be able to incorporate these elements while teaching. At the same time, he must also be aware of any change occurring in the classroom. Training is necessary when there is something new or the teacher is unable to keep up with changes in his classroom (Wallace, 1991; 1994).

In-service training might be conducted by ESL Resource Personnel using modules about new methods, new materials and new findings in research. However, training via such transmission does not seem to be enough. Teachers often complain about the gap between theory and practice. What they learn at such training session may not be applicable to their classes. The perceptions of both Resource Personnel and teachers are not the same. Why does this phenomenon occur?

It is appropriate to examine and thus understand the nature of perception in greater detail in the first part of the chapter. This will be followed by needs

assessment, the practice of ESL teachers, training, teacher professional development, aspects of ESL teaching, modes of cognitive input and in-service training as part of staff development.

## 2.1 Perception

According to Duncan (1978), perception can be defined in a variety of ways. In the behavioural sciences, particularly psychology, the term is used to mean more than simply object awareness. Perception is considered to be a collection of activities and role playing for the development of one's concepts of self and society that result in alignments and conflicts in human interaction. In this manner, the significance of perception is expanded beyond the five senses and becomes an important element in the behavioural process of human beings.

In the following diagram from Duncan (1978), the behavioural process becomes operative with the perception or reception of stimuli from the environmental matrix. The perceived stimuli are then assigned meaning through the learning process, at which point the individual's experience is combined with the present circumstance, and a series of possible responses are generated. One or more possible alternative actions are then selected, and behaviour results. This behaviour may be an overt observable action or something less observable, such as the formation of an attitude. The consequences of the actions are then stored, influencing future perception and

learning. Perception, learning and problem solving are all core determinants and facilitators of behaviour. Perception provides the link between the individual and the environment.

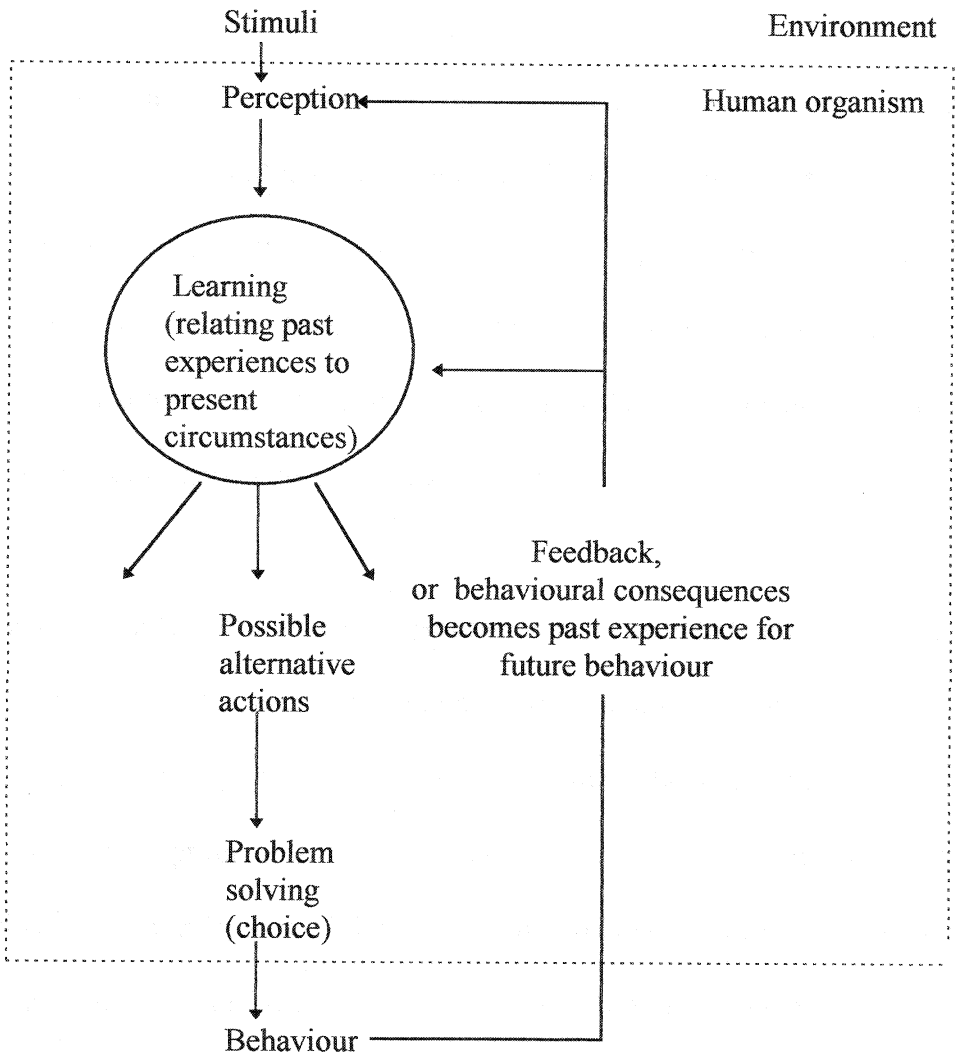



**Figure 1: The Behavioural Process (Source: Duncan, 1978: 110)**

Duncan (1978) elaborates that each time a person comes across a recognisable stimulus, the information is assembled and compared to existing data. Interpretation of stimulus depends on his or her personality and aspirations. For example, a psychologically insecure ESL teacher may perceive a department

head's advice as criticism. The mature and psychologically secure teacher may perceive the advice as an opportunity to learn another teacher's experience.

It becomes apparent from this, that one's experiences with factors in the environmental matrix influence the nature of the perceptual process. Duncan (1978) observes that with regards to job factors, a person from a deprived environment may have difficulty adjusting to a clearly structured time schedule, because he or she has been exposed to the requirements of rigidly structured tasks. Another person may adjust quite easily to regimentation.

Duncan (1978) adds, for this reason, perception is an extremely personal thing. He also points out that there are certain characteristics that are found in all perceptual processes apart from interests, values and beliefs. He notes that an individual's perception of his or her capabilities may result in an overly ambitious goals and frequent failure or underattainment. Duncan (1978) lists three characteristics of perception which may result in extreme perceptual variations:

### 2.1.1 Selectivity

Because of biological and psychological reasons, human beings are not capable of sensing all the stimuli surrounding and confronting them. Even though the individual is exposed to a variety of perceptual stimuli originating from the

environment, he receives only a relatively small portion of all the possible stimuli.

Kelly (1980) points out that since a person is constantly bombarded by sensory stimulation, there must be processes of selection.

According to Duncan (1978), we usually select or perceive those things that reinforce our own value system. For example, low output in the form of poor students' performance in public examinations may be viewed in a variety of ways, depending on one's training. An ESL department head may be concerned with teaching strategy. The school head teacher may assume that the problem can be corrected through training and motivational programmes. The ordinary teacher may perceive that no problem exists; after all, he or she works as hard as anyone else. This phenomenon of selectivity, is what Kelly (1980) called organisation to make the "glut of data" coming in meaningful. This is where a person "sees" his environment in such a way that has personal meaning for him. The sensory data that is processed must be ordered or classified in some way that allows him to ascribe to meaning to the stimulus data. An individual may not be content with a mass of unorganised data but devises or perceives a good gestalt, or meaningful and satisfying shape or highly abstracted form or structure. Thus the perceptual world is organised in ways that are mandated not only by the construction of the central nervous system but also in accordance with the values, attitudes, needs, expectations, and self-concept which each person brings to his perception of "reality".

### 2.1.2 Closure

The second characteristic of perception described by Duncan (1978) is closure. Me observes that although people perceive objects and situations selectively, they have a tendency to fill in the gaps and act as if the entire situation is perceived. Duncan (1978) elaborates that closure is such an integral part of the perceptual process that its existence leads to some rather well-defined and predictable perceptual phenomena. One such phenomenon is called stereotyping. Kelly (1980) states that stereotyping is widely used to describe bias in perceiving others, particularly people of other ethnic groups. An ESL teacher may be considered to be **like** all other ESL teachers, or stereotyped, because he or she employs the same strategy of teaching grammar. In all other ways, the individual may be clearly different from other ESL teachers.

Another pattern stated by Duncan (1978) is the halo effect. A person may be evaluated on the basis of a single trait. For example, a badminton champion ESL teacher may be given higher performance evaluations on the job than are justified by actual **work** behaviour. Kelly (1980) adds that in judging other people, we commonly use ourselves as the norm, and the better we know and accept ourselves, the more accurate will be our perceptions of the other.

### 2.1.3 Context

Duncan (1978) states that perception may occur within a setting or an environment known as a context. This context is made up of physical factors, such as the amount of lighting, noise and so on. It may also relates to emotional or social environments.

### 2.1.4 Summary of perception

Firstly, perception is selective. No one is capable of receiving all the stimuli with regard to a particular circumstance. As a result, people tend to select those things that are most interesting and relevant to them personally. They tend to perceive familiar stimuli more readily than unfamiliar ones. They will also have the tendency to select those things that are most consistent with their experience.

Secondly, although perception is selective, human beings fill in gaps and behave as if they have complete knowledge of a situation, person or event. The result is often a failure to recognise the complexity of the entire situation. Closure usually leads to behavioural and perceptual phenomena such as stereotyping and halo effects.

Finally, perceptual context is important because, through past experience, we have a point of reference for future undertakings. This context includes

elements such as attitudes, emotions, and physical properties. People will perceive things which they have strong rather than neutral feelings. However, when distortions occur, perceptual accuracy is reduced.

## 2.2 Needs

Ghani (1991) views needs as the needs of all ESL teachers, regardless of whether they are TESL-trained or untrained, in order to be fully competent and responsive in their area of specialisation so that they can do their jobs effectively. These needs are normally tied in with the locality and level of language mastery of their students. Teachers in the rural areas may need extra knowledge of teaching methods and strategies, classroom-based skills and organisational/ management skills. Most ESL teachers in rural areas may take on the responsibility of being an 'initiator', 'facilitator', 'mediator', 'jazz chanter' and many other roles to sustain the interest of their students. Thus they may want knowledge of certain aspects of teaching more than their counterparts in urban areas.

Ryan (1988) points out that people involved in a needs assessment process should know something about the institution being studied. Exposure that these people have through interactions with the staff would at least furnish them with some intuitive notions of where to begin the needs assessment.

Orlich (1989) reiterates that needs assessment of professional development should rely heavily, although not exclusively, on the perceptions of ESL teachers.

### 2.2.1 Summary of needs

Professional needs are necessary for ESL teachers in order to function and do their jobs effectively. These needs are usually positive, initiating and sustaining forces of behaviour which impel a person towards the achievement of a goal.

People involved in the needs assessment process should know something about the institution being studied.

Offering training that is easily accessible and positive to the needs of ESL teachers is essential. Perceptions of teachers' needs will be the basis for ESL training.

## 2.3 Teacher education

De Landsheere (1987) lists down three phases of teacher development: firstly, the pre-service phase; secondly, the induction phase and lastly, the in-service phase. The in-service phase is continuous in nature.

The relevant authority must ensure that effective and efficient in-service training, teaching education and teacher development programmes are carried out. These programmes will facilitate the many functions and roles of the ESL teacher: as a teacher, informant, advisor, disseminator, assessor, organiser, counsellor, negotiator and innovator.

### 2.3.1 Summary on teacher education

Firstly, teacher education encompasses teacher training and teacher development which implies a full-time commitment. It consists of events and activities which are deliberately planned to help teachers to acquire the skills, dispositions, habits, attitudes, values, norms, etc. which enable them to enter the teaching profession.

Next to be mentioned is teacher training. These are aspects of teacher education that are primarily concerned with the teachers' preparation of teaching. It includes acquisition of teaching skills to be used in the classroom.

Thirdly, this section looks at the three phases of continuous teacher development. The teacher must be well equipped to handle the different roles and functions of a teacher. In addition, he has to be trained to keep them in line with curricular changes.

Finally, there is a need for a thinking teacher. This is a teacher who continually reflects on what he does. A thinking teacher is willing to evaluate his own performance. He must be able to use his knowledge and skills to teach his students.

## 2.4 The practice of the ESL teacher

This section deals with knowledge and competence of the ESL teacher. These are essential components to enable the teacher to perform in the classroom.

### 2.4.1 Knowledge

To some extent, the social respect which professions have depends on the fact that they lay claim to a kind of knowledge that others, who are not members of the profession, are lacking in. There are two types of knowledge that a professional teacher possesses: received knowledge and experiential knowledge.

Schön in Wallace (1991) points out that "professional knowledge" is actually facts, data and theories which are often related to some kind of research. It includes the science of linguistics, such as intonation patterns and a grammatical hierarchy from the morpheme to the sentence; the science of assessment, such as validity, reliability and so on.

The first kind of knowledge is common in programmes of ESL teacher education. Wallace (1991) called this kind of knowledge "received knowledge", on the grounds that, (a) the 'trainee' has 'received' it rather than 'experienced' it in professional action, and (b) it is a deliberate echo of the phrase 'received wisdom' (meaning what is commonly accepted without proof or question).

The second kind of knowledge is "experiential knowledge" defined by Wallace (1991) deriving from two phenomena described by Schön (1983): 'knowing-in-action' and 'reflection'. Schön describes 'knowing-in-action' this way:

> '... the workday life of the professional depends upon tacit knowing-in-action. Every competent practitioner can recognise phenomena - families of symptoms associated with a particular disease, peculiarities of a certain building site, irregularities of materials or structures - for which he cannot give a reasonably accurate or complete description. In his day-to-day practice he makes innumerable judgements of quality for which he cannot state adequate criteria, and he displays skills for which he cannot state the rules and procedures. Even when he makes conscious use of research-based theories and techniques, he is dependent on tacit recognition. Judgements are skilful performances.'

These observations clearly apply to practitioner teachers.

MacLeod and McIntyre (1977) in Wallace (1991) comment as follows:

> 'One striking feature of classrooms is the sheer complexity, quantity and rapidity of classroom interaction. As many as 1,000 interpersonal exchanges each day have been observed, and the multiplicity of decisions which have to be made, and the volume of information relevant to each decision are such that for the teacher logical consideration and decision making would seem to be impossible...'

Wallace (1991) points out that most of these interactions and decisions are immediate and complex. It is clearly not the case that they are based on a direct application of 'received knowledge'. Some of the issues will not have all

been covered by even the most comprehensive training in 'language teaching skills.'

Often satisfaction or unease is expressed in terms of feelings, rather than a conscious application of principles.

Wallace (1991) states that it is possible to leave these feelings or intentions either unexplored or unconsciously stored. It is also possible to reflect on them, leading to the conscious development of insights into knowing-in-action. It is normal for professionals to reflect on their performance, particularly when things go especially well or especially bad. They will probably ask themselves what went wrong or why it went so well. They will probably want to think about what to avoid in the future, what to repeat and so on. It is also possible for this to happen while the process of professional action is actually proceeding. When surprised by some unexpected development, many professionals and laymen will 'turn back thought on action'. They may ask themselves such questions as "What features do I notice when I recognise this thing? What are the criteria by which I make this judgement? What procedures am I enacting when I perform this skill? How am I framing the problem that I am trying to solve?" In the answers to these questions lies the path to possible self improvement.

### 2.4.2 Competence

The ESL teacher must be competent in teaching methodology, pedagogy and language in order to be able to perform in the classroom.

Richards (1991) defines methodology in language teaching as the procedures and activities that will be used to teach the content of the syllabus. These include teaching techniques, classroom activities and tasks.

The teacher must also have pedagogic-linguistic competence (Strevens, 1980), which is the theory of learning English through the mediation of a teacher in contrast to acquisition of a second language by other non-directed processes.

The teacher must also possess pedagogical competence which consists of four components (Thomas, 1987): (i) management - which is concerned with the skills of classroom management. These include establishing rapport with students and managing teaching equipment and audio-visual materials; (ii) teaching component - which relates more directly to the substance of the pedagogic process. For example, the teacher must possess the ability to handle the substance of the communicative activities rather than being able to manage them; (iii) teacher preparation - which includes preparatory programmes to equip the teacher to face changes in syllabus and curriculum.; and (iv) assessment - which relates to the diagnosis of learning problems and the remedy for the problems.

### 2.4.3 Summary on the practice of the ESL teacher

The teacher needs to have knowledge and competence to teach in the classroom. Knowledge is divided into two: first, received knowledge which includes the ability to speak the language of a reasonable degree of fluency, to organise pair and group work, to read a simple phonetic transcription, to be familiar with certain grammatical terms and so on. Second, experiential knowledge which is knowledge-in-action by practice of the profession and observation of practice. The teacher will also have the opportunity to reflect on that knowledge-in-action.

The teacher must also have four types of Competence to perform well in the classroom. Firstly, methodological competence which encompasses teaching techniques, activities and tasks. Secondly, pedagogic-linguistic competence which includes language learning theories. Thirdly, language competence which means being able to produce grammatically correct language which is appropriate and acceptable in terms of situational factors. Listening, speaking, reading and writing components in the secondary school syllabus take care of the development of language competence. Finally, pedagogical competence which incorporates four components: management, teaching, preparation and assessment.

## 2.5 Training of ESL Teachers

The Malaysian teachers are in general, divided into two major groups. First, the graduate teachers and second, the non-graduates. Training of these two groups of teachers are carried out in two different institutions.

The T.E.S.L. graduates are normally trained at university level, either locally or overseas. The non-graduates are trained in teacher training colleges locally. Beginning 1995, these teacher training colleges offer diploma in T.E.S.L. Before that, teachers were awarded T.E.S.L certificates.

## 2.6 Aspects of ESL teaching

Trained teachers with knowledge, skills and competence normally integrate theory with practice. The integration of these three components will bring about the mastery of English Language skills. Before teaching, teachers normally spend a considerable portion of their time preparing their lesson plans. While the lessons are going on, teachers will do formative evaluation and correction which use their cognitive skills. Pre-active and re-active skills are employed to carry out the activities.

## 2.7 Modes of cognitive inputs

According to Davis (1978), knowledge elements of methodology can be conveyed through reading, film or video shows, lectures, Socratic lectures, workshops and seminars. Teachers have to keep up with latest development of ELS teaching by joining the Malaysian English Language Teachers' Association (MELTA) which conduct regular workshops and seminars at local and international levels.

## 2.8 Staff development

ESL teachers are part of the staff of the school. As such they must be involved in staff development programme. The most common mode of staff development is the in-service training or INSET.

### 2.8.1 In-service education or training for staff development

Harris (1989) defines INSET as any planned programme of learning opportunities afforded staff members of schools, colleges, or other educational agencies for the purpose of improving performance of the individual in already assigned positions. He proposes two aspects of staff development. First, staffing which means having the best person in appropriate assignment at the right time. Second, in-service education and advanced preparation. The main objectives of an INSET programme are (i) to cope with new courses,

approaches, new theories and practices and (ii) to update knowledge and skills of teachers. The ultimate aim is to improve education. Harris (1989) describes INSET as a part of staff development, as shown in Figure 2 below:

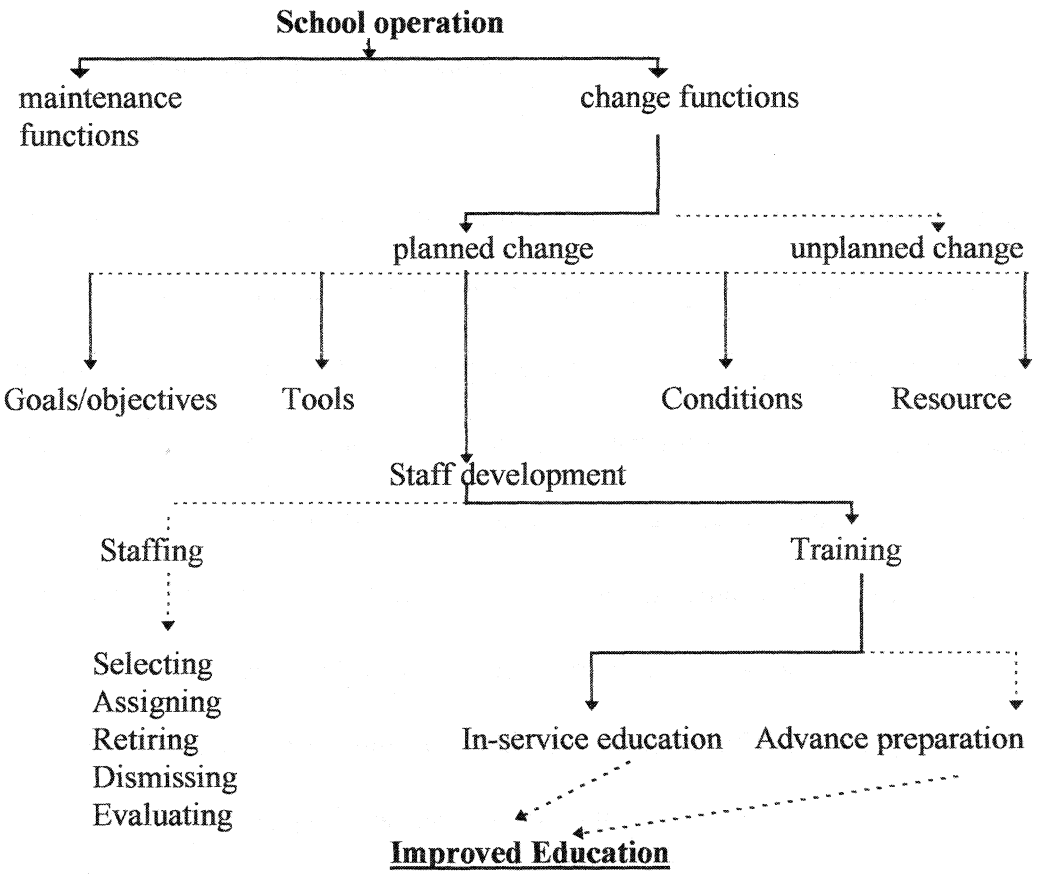



**Figure 2: In-service education as part of staff development (Source: Harris, 1989)**

## 2.9 Conclusion

The chapter reviews related literature on perception, concept of needs, training of ESL teachers, aspects of ESL teacher education, modes of teachers' cognitive inputs and staff development.

Perception is not only dependent on the stimulus attributes of what is being perceived, but is also determined by the perceiving individual's experience, intention and social needs. The perceiver is not a passive and indifferent organism, but one who actively selects information and forms perceptual hypotheses in order to reduce uncertainty and decide what precisely is happening. Perception is an activity that is fundamentally of the same nature as concept attainment and the other higher mental processes. Thus a person's perceptual processes help him to build up his model of the world so that he anticipates further happenings and deals with them appropriately.

What people perceive in any given situation may vary according to their previous experiences. When they wish to perceive something clearly and correctly, they will concentrate their attention upon it. On the other hand, if they have no great desire to perceive anything in particular, they may notice very little and overlook many things.

Related literature review contributes to the design of the questionnaire. It

is based on Thomas's (1987) model of ESL teacher education and Wallace's (1994) concept of incorporating theory and practice (received and experiential knowledge).

Vernon (1971) observes that no two subjects may perceive a given situation in exactly the same manner because no two persons have the same desire and emotion. Thus the use of the coded responses 1, 2, 3 and 4, where 1 means No Need, 2 means Little Need, 3 means Moderate Need and 4 means Great Need may be perceived differently by each subject. Study has shown that personality, desire and emotion appear to modify perception.

The use of the word 'perceived' indicates and includes the involvement of mental processes of the subjects of this study. It is not just a mere feeling but more profound reflection of past experiences (successes or failures) when performing his professional duties as an ESL teacher.

Finally, literature review on staff development raises the awareness of the ESL teacher not only as a good classroom practitioner, but as an active participant involved in the interests and administration of the institution he belongs to.

CHAPTER 3

# METHODOLOGY

The purpose of the study is to identify perceived training needs of the secondary school ELS teachers in Perak Tengah. The study attempts to answer the following research questions:

## 3.1 Research questions

1. What are the perceived training needs of ESL teachers in Perak Tengah as a whole?

2. What personal and professional characteristics are associated with the various configurations of training needs perceived by the teachers?

3. What are the different perceived training needs of ESL teachers who teach:
   (i) Lower Secondary?
   (ii) Upper Secondary?
   (iii) both Lower and Upper Secondary?

4. What are the five most important perceived training needs of ESL teachers in Perak Tengah?

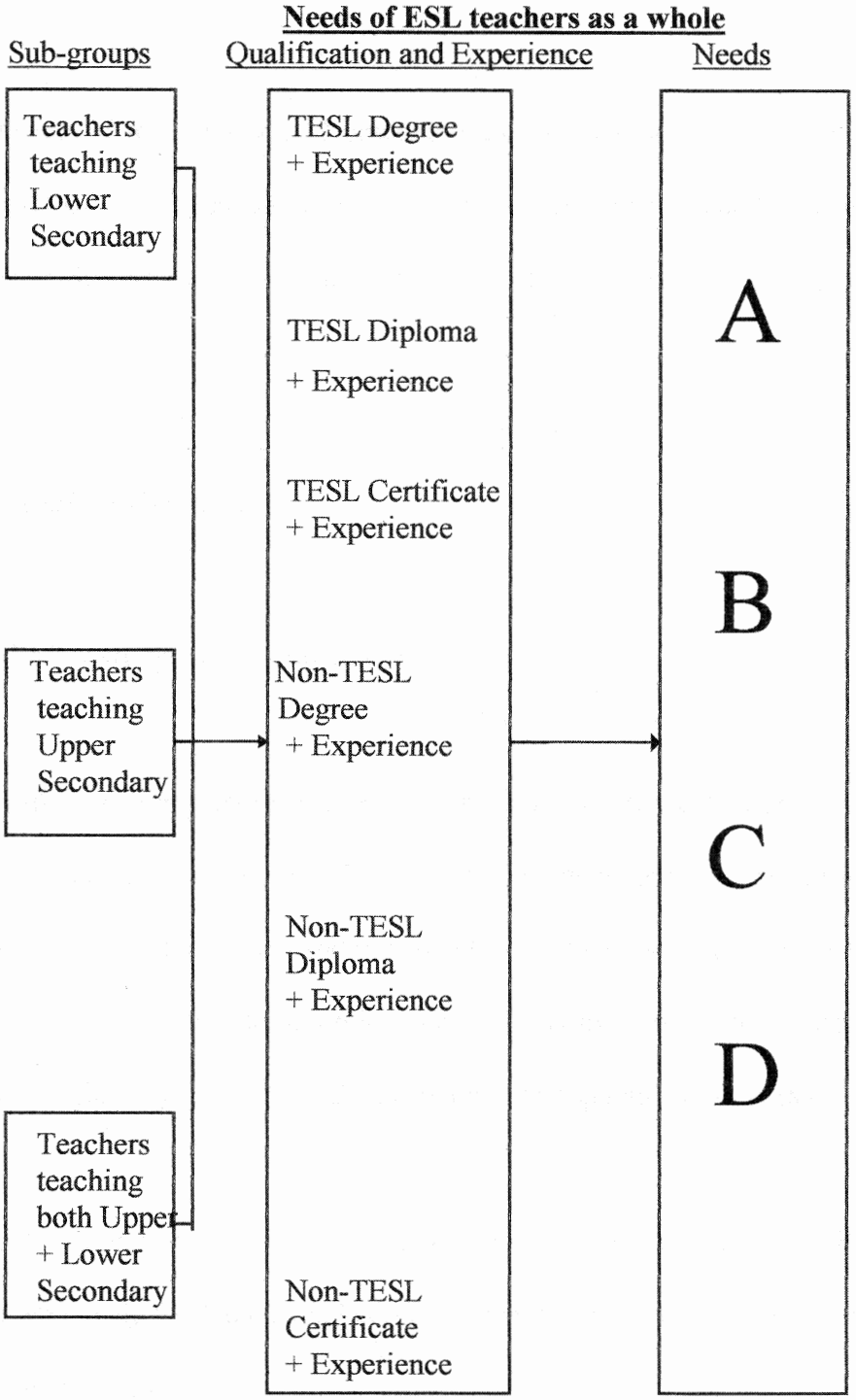
## 3.2 Conceptual framework of the study

The main respondents of the study are practising secondary school ESL teachers in Perak Tengah district, where they were surveyed on their perceived training needs.

As ESL teachers, they have their own needs to be efficient and effective teachers, a satisfied employee, with total commitment and well-informed. This study will focus only on perceived training needs.

Inventory of training needs for ESL teachers was derived from Vernon's (1971) study on the training needs of teachers, which form part of the research questionnaire. Some parts of the questionnaire were derived from the researcher's own theoretical exposition in related literature, findings of contemporary researches, suggestions and deliberations, recommendations made at teachers' workshops and seminars.

Figure 3 shows the conceptual framework used in this study:




Legend: A - Knowledge
B - Teaching Methods and Strategies
C - Classroom-based Skills
D - Organisation and Management Skills

**Figure 3 - Conceptual framework of the study**

## 3.3 Subjects of the study

The subjects of the study are 52 practising secondary school ESL teachers in the district of Perak Tengah who are teaching: (i) Upper Secondary classes; (ii) Lower Secondary classes and (iii) both Lower and Upper Secondary classes.

## 3.4 Instrumentation

### 3.4.1 Rationale for using questionnaire

The questionnaire is a more efficient and practical instrument to be used for gathering data on the needs of ESL teachers. The questionnaire was designed in such a way to address every individual subject. It can be employed within a short frame of time. If the interview technique is to be used, the researcher will not be able to cover all the subjects within the stipulated two weeks.

The questionnaire was posted to the District Education Officer in Perak Tengah who made 53 Photostatted copies. Then they were distributed to all 12 schools in the district.

### 3.4.2 The questionnaire

**Part I - Personal and professional characteristics** which include sex, marital status, age, experience, qualification and level of classes taught.

**Part II - Perceived Training Needs** which include teacher's knowledge, teaching methods and strategies, classroom-based skills and organisation/ management skills. This part consisted of 45 items.

### 3.4.3 Reliability and validity

The instrument was checked for its reliability and validity by experts in the field of T.E.S.L from the Ministry of Education and Perak State Education Department. The first expert was En Ali Abdul Ghani from the English Language Unit, Schools' Division, Ministry of Education. The second expert to verify the questionnaire was En Mohd Yassin b Mohd, the English Language Officer, Perak State Education Department. Some of the questions were found to be inappropriate and were either discarded or modified.

The research instrument was then pre-tested on ten ESL teachers from a school in the Manjung district of Perak. The teachers' responses were tested for reliability and found to have an Alpha Cronbach value of 0.965.

### 3.4.4 Independent and dependent variables

**Independent variables** - demographic data of ESL teachers for example: age, sex, academic qualification, professional qualifications and number of years of experience of teaching ESL classes.

**Dependent variables**

Degree of perceived professional needs of ESL teachers, i.e. the four categories of needs.

### 3.4.5 Data collection

First, the Evaluation, Planning and Research Division, Ministry of Education provided a letter of approval for data collection in schools. Then the researcher applied for permission to carry out research from the Perak State Education Department Director and the Perak Tengah District Education Officer. Finally, data collection was carried out for two weeks with the help of the Principals of the schools as well as the Head of English Language Panel. All ESL teachers were asked to fill in the questionnaire in a special meeting called by the Principals.

### 3.4.6 Data analysis

#### 3.4.6.1 Means

Statistical means were used to describe personal and professional characteristics of respondents. They were also used to answer research question 1: to list overall perceived training needs as well as rank order of needs for all four categories.

#### 3.4.6.2 T-test and cross-tabulation analysis

T-test was employed to differentiate the different perceived training needs of teachers according to sex and marital status. Cross-tabulation analysis was carried out to determine for each item, the association of ESL teachers responses on age, experience and qualifications (Ary, 1979). The .05 level of confidence was used to determine significance.

#### 3.4.6.3 ANOVA and Scheffe tests

These were used to determine the differences in perceived training needs of teachers teaching different classes, i.e. the Lower Secondary, Upper Secondary and both Lower and Upper Secondary classes (Research question 3).

# CHAPTER 4

# ANALYSIS AND DISCUSSION OF THE FINDINGS

This chapter presents the analysis and discussion of the findings of the study. It will answer the following research questions:

1. What are the perceived training needs of the ESL teachers in Perak Tengah as whole?

2. What personal and professional characteristics are associated with the various configurations of training needs perceived by the ESL teachers?

3. What are the different perceived training needs of ESL teachers who teach:
   (i) Lower Secondary?
   (ii) Upper Secondary?
   (iii) both Lower and Upper Secondary?

4. What are the five most important perceived training needs of ESL teachers in Perak Tengah?

## 4.1 Descriptive data

Fifty-three questionnaires were sent to the ESL teachers of twelve secondary schools in the district of Perak Tengah. Within two weeks, fifty-two questionnaires were returned. One teacher was on medical leave. This represented 98.1 percent of the population.

The data was then analysed using the SPSS For Windows Version 6.0. Personal and professional characteristics will be reported first, followed by perceived training needs of ESL teachers as a whole; those teaching three different classes and finally the five most important perceived training needs.

### 4.1.1 Personal and professional characteristics of respondents

#### 4.1.1.1 Sex

Female teachers outnumbered the male by 36.2%. This phenomenon is quite common in Malaysian schools. Table 1 shows the distribution of teachers according to sex.

**Table 1**

**Frequency of Teachers by Sex**

| Sex | Frequency | Percent |
|---|---|---|
| Male | 14 | 26.9 |
| Female | 38 | 73.1 |
| Total | 52 | 100.0 |

### 4.1.1.2 Marital status

Majority of the teachers were married while the rest were single. Table 2 indicates the marital status of the teachers.

**Table 2**

**Marital Status of Teachers**

| Marital status | Frequency | Percent |
|---|---|---|
| Single | 16 | 30.8 |
| Married | 35 | 67.3 |
| Divorced | 1 | 1.9 |
| Total | 52 | 100.0 |

### 4.1.1.3 Age

The mean age of the teachers was 32.55 years. The 26 to 30 years age group made up 39.3 % of the teachers. This was followed by the 31 to 35 years age group (19.6%). There were only 7 teachers above 41 years old, representing 13.9% of the total population. One case was missing. Table 3 shows the distribution of the ESL teachers' age.

**Table 3**

**Frequency of Teachers According to Age Group (n = 51)**

| Age Group | Frequency | Percent | Valid Percent |
|---|---|---|---|
| 20-25 | 6 | 11.5 | 11.7 |
| 26-30 | 20 | 38.4 | 39.3 |
| 31-35 | 10 | 19.1 | 19.6 |
| 36-40 | 8 | 15.4 | 15.8 |
| 41-45 | 4 | 7.6 | 7.9 |
| 46-50 | 1 | 1.9 | 2.0 |
| Above 51 | 2 | 3.8 | 4.0 |

#### 4.1.1.4 Experience

There were 28 teachers who have had less than 5 years teaching experience. This constituted 59.6 % of the total population of 47 teachers. There were 5 missing cases. Table 4 represents the experience of the teachers.

**Table 4**

**Frequency of Teachers' Experience (n = 47)**

| Experience | Frequency | Percent | Valid Percent |
|---|---|---|---|
| 0 - 5 years | 28 | 53.9 | 59.5 |
| 6 - 10 years | 9 | 17.2 | 19.2 |
| 11 - 15 years | 4 | 7.6 | 8.5 |
| 16 - 20 years | 5 | 9.5 | 10.9 |
| Over 20 years | 1 | 1.9 | 2.1 |

#### 4.1.1.5 Qualification in T.E.S.L

It was noted that 14 (26.9 %) of the teachers have TESL degrees, 5 teachers (9.6%) have diploma in TESL while 9 teachers (17.3%) have teaching certificates. The other 24 teachers (46.2%) do not have any TESL qualification. The frequency of teachers' qualification is shown in Table 5.

**Table 5**

**Frequency of Teachers' Qualification**

| Qualification | Frequency | Percent |
|---|---|---|
| Teaching Certificate in TESL | 9 | 17.3 |
| Diploma in TESL | 5 | 9.6 |
| Degree in TESL | 14 | 26.9 |
| No TESL Qualification | 24 | 46.2 |
| Total | 52 | 100.0 |

## 4.2 Perceived training needs of ESL teachers by categories

There were four categories of needs to which the respondents responded. These were: A. **Knowledge**, B. **Teaching Methods and Strategies**, C. **Classroom-based skills** and D. **Organisation and Management Skills**. The frequency of ESL teachers' responses to each item is presented in **Appendix D**. The means for ESL teachers' needs by categories were computed using the Statistical Package for the Social Sciences (SPSS) for Windows Version 6.0 and the results are shown in Table 6.

**Table 6**

**Means for Perceived Needs of ESL Teachers by Categories of Needs**

| Categories of Needs | Means | Ranking |
|---|---|---|
| A Knowledge | 3.22 | 2 |
| B Teaching Methods and Strategies | 3.14 | 3 |
| C Classroom-based Skills | 3.39 | 1 |
| D Organisation and Management Skills | 3.04 | 4 |
| All Needs | 3.22 | |

The category C **Classroom-based Skills** with a mean score of 3.39 was the highest need category identified by the ESL teachers. The lowest mean of 3.04 was for D **Organisation and Management Skills**. The mean for all categories of needs was 3.22. Rank order of four categories as determined by the ESL teachers, ranked from number 1 highest and number 4 lowest, are shown in Table 6 above.

The highest category of needs perceived by ESL teachers was **Classroom-based Skills.** This showed that the teachers perceived as necessary to have training in classroom-based skills. Detailed analysis of classroom-based skills were carried out. Table 7 shows rank order of means of 12 classroom-based skills perceived by the ESL teachers.

**Table 7**

**Rank Order of Means for Category C. Classroom-based Skills Perceived by ESL Teachers**

| Rank | Classroom-based Skills | Means |
|---|---|---|
| 1 | C6. Helping students develop speaking skills | 3.67 |
| 2 | C7. Helping students develop writing skills | 3.65 |
| 3 | C9. Helping to motivate students' interest | 3.50 |
| | C1. Helping students to upgrade their studies | 3.50 |
| 4 | C4. Helping students to develop reading skills | 3.46 |
| 5 | C3. Helping students to generate practice | 3.44 |
| 6 | C5. Helping students to develop reading skills | 3.40 |
| 7 | C10. Helping students to deal with errors | 3.35 |
| 8 | C2. Helping students to present new language | 3.29 |
| 9 | C11. Assess students' progress in examinations | 3.25 |
| | C8. Helping students to deal with class reader program | 3.25 |
| 10 | C12. Dealing with classroom management and organisation | 2.92 |

## 4.3 Overall perceived training needs of ESL teachers

Research question one explores the overall perceived training needs of ESL teachers. Overall analysis of the score of all 45 items in all categories revealed item **C6 Helping students develop speaking skills** has the highest mean of 3.67. This was followed by item **C7 Helping students develop writing skills** with a mean of 3.65. The third highest was **A10 Information on approaches, methods and strategies**, which was the highest mean of all items for the Knowledge category. The fourth and fifth highest means were C9 **Helping to motivate students' interest** and C1 **Helping students to upgrade their study skills** respectively. Next on the list was item A11 **Information on materials development**, followed closely by items C4 **Helping students to**

**develop reading skills**, C3 **Helping students to generate practice**, C5 **Helping students to develop reading skills**, A12 **Information on ESL testing and evaluation** and B4 **Simulation and games**. Item **B4 Simulation and games** was the highest mean for category B **Teaching Methods and Strategies**. Item D8 **How to plan and manage English Language Society** was the highest mean for the D category **Organisation and Management Skills**, ranked 12th on the list. Table 8 lists the ranks of items of all categories, 1 being the highest and 30 the lowest.

**Table 8**

**Rank Order of Means For Items of All Categories**

| Rank | Items | Means |
|---|---|---|
| 1 | C6. Helping students develop speaking skills | 3.67 |
| 2 | C7. Helping students develop writing skills | 3.65 |
| 3 | A10.Information on approaches, methods and strategies | 3.56 |
| 4 | C9. Helping to motivate students' interest | 3.50 |
| | C1. Helping students to upgrade their studies | 3.50 |
| 5 | A11.Information on materials development | 3.48 |
| 6 | C4. Helping students to develop reading skills | 3.46 |
| 7 | C3. Helping students to generate practice | 3.44 |
| 8 | C5. Helping students to develop reading skills | 3.40 |
| 9 | A12.Information on ESL testing and evaluation | 3.38 |
| | B4. Simulation, games | 3.38 |
| 10 | C10.Helping students to deal with errors | 3.35 |
| 11 | A1. Knowledge of the English Language | 3.31 |
| 12 | D8. How to plan and manage English Language Society | 3.29 |
| | C2. Helping students to present new language | 3.29 |
| | A14.Information on how to handle feedback | 3.29 |
| 13 | C11.Assess students' progress in examinations | 3.25 |
| | C8. Helping students to deal with class reader program | 3.25 |
| 14 | A9. Information on the four language skills | 3.23 |
| | A13.Information on literature in the ESL | 3.23 |
| | D6. How to prepare marking scheme | 3.23 |

**Table 8 (continued)**

| | | |
|---|---|---|
| 15 | A5. Information on basic Linguistics | 3.22 |
| 16 | B5. Group work, group discussion | 3.21 |
| | B10.Workshop | 3.21 |
| 17 | A2. Knowledge of learning theory | 3.19 |
| 17 | D7. How to conduct English Language Panel | 3.19 |
| | A15.Information on organisation and management | 3.19 |
| 18 | B5. Brainstorming | 3.17 |
| | A3. Information on TESL syllabus use at school | 3.17 |
| | A4. Information on language proficiency | 3.17 |
| 19 | B9. Activity mode/ project method | 3.15 |
| | B3. Role playing, dramatising, modelling | 3.15 |
| 20 | B2. Reporting | 3.12 |
| 21 | B7. Inquiry mode/ problem solving | 3.08 |
| 22 | A6. Information on Applied Linguistics | 3.06 |
| 23 | D5. How to set questions for examinations | 3.04 |
| 24 | B1. Expository method | 3.00 |
| 25 | D4. How to evaluate course work | 2.96 |
| | A8. Information on Psycholinguistics | 2.96 |
| 26 | D3. How to set classroom course-work | 2.94 |
| 27 | C12.Dealing with classroom management and organisation | 2.92 |
| | B8. Directed study | 2.92 |
| 28. | D1. How to set homework for students | 2.87 |
| 29 | A7. Information on Sociolinguistics | 2.86 |
| 30 | D2. How to evaluate homework | 2.83 |

The lowest mean of all was **D2 How to evaluate homework** which incidentally belonged to the D category - **Organisation and Management Skills**.

## 4.4 Differences in perceived training needs according to personal and professional characteristics

This section will address to research question 2 of the study. Two types of statistical analyses were needed to differentiate various perceived training needs of teachers. First, t-test was employed to differentiate perceived training needs of teachers according to sex and marital status. Next, cross-tabulation analysis was used to find dependency of all training needs on the respondents' age, experience, and qualification. The findings of analyses which were significant are reported in the following sections, with tables drawn for ease of reference and discussion.

### 4.4.1 Training needs between male and female teachers

As reported in Table 1, the number of male teachers was 14 (26.9%) while the female teachers was 38 (73.1%). T-test for equality of means for all the teachers' perceived training needs was carried out. The results of the t-test showed that there was no significant difference between male and female teachers' perceived training needs. The p values for all categories of perceived training needs were greater than .05. Table 9 shows the results of the test.

**Table 9**

**T-test for Differences in Perceived Training Needs According to Sex**

| Categories | Sex | n | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| A Knowledge | Male | 14 | 47.8571 | 8.493 | -.24 | .811 |
| | Female | 38 | 48.4865 | 7.788 | | |
| B Teaching Methods and Strategies | Male | 14 | 32.071 | 5.704 | .51 | .613 |
| | Female | 38 | 31.157 | 5.704 | | |
| C Classroom-based Skills | Male | 14 | 38.928 | 6.070 | -1.28 | .214 |
| | Female | 38 | 41.342 | 5.965 | | |
| D Organisation and Management Skills | Male | 14 | 23.285 | 4.250 | -.102 | .318 |
| | Female | 38 | 24.736 | 5.341 | | |

### 4.4.2 Differences in perceived training needs according to marital status

The number of single teachers was 16 (30.8%) as opposed to 35 (67.3%) married teachers. The only divorced teacher would not be accounted for. All the p values were found to be greater than the level of significance .05. This showed that there was no significant difference in perceived training needs between single and married teachers for all categories of needs. Table 10 shows the results of the test.

**Table 10**

**T-test For Differences in Perceived Training Needs According to Marital Status**

| Categories | Status | n | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| A Knowledge | Single | 16 | 47.687 | 6.760 | -.36 | .719 |
| | Married | 35 | 48.500 | 8.561 | | |
| B Teaching Methods and Strategies | Single | 16 | 30.812 | 4.778 | -.63 | .535 |
| | Married | 35 | 31.800 | 6.096 | | |
| C Classroom-based Strategies | Single | 16 | 41.062 | 5.285 | .17 | .865 |
| | Married | 35 | 40.771 | 6.320 | | |
| D Organisation and Managemen t Skills | Single | 16 | 24.687 | 5.147 | .20 | .839 |
| | Married | 35 | 24.371 | 5.065 | | |

Cross-tabulation analysis would be employed in the next section to see whether perceived training needs and teachers' age, experience and qualifications were dependent on each other or otherwise. Only those results that were significant will be discussed in this report.

### 4.4.3 Analysis by age

The responses on items C6 **Helping students to develop speaking skills** and C7 **Helping students to develop writing skills** showed dependencies on age. For item C6 **Helping students to develop speaking skills**, it was noted that

teachers in the 26 to 30 years age group perceived the greatest need for helping students develop speaking skills. This is shown in Table 11.

**Table 11**

**Cross-Tabulation Analysis For Item C6 by Age (Helping Students Develop Speaking Skills)**

| Age Group | Ratings | | |
|---|---|---|---|
| | Little Need | Moderate Need | Great Need |
| 20 - 25 | | | 6 |
| 26 - 30 | 1 | 5 | 14 |
| 31 - 35 | | 3 | 7 |
| 36 - 40 | 1 | 1 | 6 |
| 41 - 45 | | 1 | 3 |
| 46 - 50 | 1 | | |
| 51 > | | 1 | 1 |
| Total | 3 | 11 | 37 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 59.52924 | 42 | .03857 |

For item C7 **Helping students to develop writing skills**, it was found that the same group of teachers perceived greater need for helping students to develop writing skills. This is indicated in Table 12.

**Table 12**

**Cross-Tabulation Analysis For Item C7 by Age**
**(Helping Students Develop Writing Skills)**

| Age Group | Ratings | | |
|---|---|---|---|
| | Little Need | Moderate Need | Great Need |
| 20 - 25 | | 1 | 5 |
| 26 - 30 | 2 | 2 | 16 |
| 31 - 35 | | 5 | 5 |
| 36 - 40 | 1 | | 7 |
| 41 - 45 | | 1 | 3 |
| 46 - 50 | | 1 | |
| 51 > | | 2 | |
| Total | 3 | 12 | 36 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 62.9000 | 42 | .01997 |

### 4.4.4 Analysis by experience

Items A1 **Knowledge of the English Language**, A3 **Information on TESL syllabus use at school**, A4 **Information on language proficiency**, A5 **Information on basic Linguistics**, A9 **Information on the four language skills**, B4 **Simulation and games**, C3 **Helping students to generate practice in language skills**, C5 **Helping students develop listening skills**, C9 **Helping to motivate students' interest/ responses**, C10 **Helping students to deal with errors**, C11 **Assess students' progress in examinations**, D4 **How to evaluate course-work** and D5 **How to set questions for examinations** indicated dependencies on experience of the ESL teachers. For item A1 **Knowledge of the English Language**, it was shown that 9 teachers with an experience of less than 5 years perceived a great need for training in knowledge of the English language. The analysis is shown in Table 13.

**Table 13**

**Cross-Tabulation Analysis For Item A1 by Experience (Knowledge of the English Language)**

| Experience in Years | Ratings | | |
|---|---|---|---|
| | Low Need | Moderate Need | Great Need |
| 0 - 5 | 5 | 11 | 9 |
| 6 - 10 | 1 | 4 | 4 |
| 11 - 15 | | | 3 |
| 16 - 20 | 1 | 2 | 2 |
| 20 > | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 79.13612 | 48 | .00310 |

For item A3 **Information on TESL syllabus use at school**, it was noted that the teachers with 0 to 5 years of experience perceived great need for training on information of TESL Syllabus use at school. Table 14 shows the analysis.

**Table 14**

**Cross-Tabulation Analysis For Item A3 by Experience (Information on TESL Syllabus Use at School)**

| Experience in Years | Ratings | | |
|---|---|---|---|
| | Low Need | Moderate Need | Great Need |
| 0 - 5 | 4 | 13 | 11 |
| 6 - 10 | 3 | 5 | 1 |
| 11 - 15 | | 1 | 2 |
| 16 - 20 | 1 | 1 | 3 |
| 20 > | 1 | | |

| Chi-Square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 87.52188 | 48 | .00043 |

For item A4 **Information on language proficiency**, it was found that the teachers with experience of less than 5 years have a great need for information on language proficiency. The analysis is indicated in Table 15.

**Table 15**

**Cross-Tabulation Analysis For Item A4 by Experience (Information on Language Proficiency)**

| Experience in Years | Ratings | | |
|---|---|---|---|
| | Low Need | Moderate Need | Great Need |
| 0 - 5 | 3 | 16 | 9 |
| 6 - 10 | 1 | 6 | 2 |
| 11 - 15 | 1 | 2 | 1 |
| 16 - 20 | 1 | 3 | 1 |
| 20 > | | | 1 |

| Chi-Square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 80.10350 | 48 | .00250 |

Cross-tabulation analysis of item A5 **Information on basic linguistics** indicated a greater need for information on basic Linguistics by teachers with less than 5 years teaching experience in ESL. The analysis is shown in Table 16.

**Table 16**

**Cross-Tabulation Analysis For Item A5 by Experience (Information on Basic Linguistics)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 3 | 16 | 9 |
| **6 - 10** | 1 | 6 | 2 |
| **11 - 15** | 1 | 2 | 1 |
| **16 - 20** | 1 | 3 | 1 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 66.76970 | 48 | .03778 |

For item A9 **Information on the four language skills**, it was shown that teachers who have between 0 to 5 years of experience have great need for information on the four language skills. The analysis is presented in Table 17.

**Table 17**

**Cross-Tabulation Analysis For Item A9 by Experience (Information on the Four Language Skills)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 4 | 11 | 13 |
| **6 - 10** | 2 | 4 | 3 |
| **11 - 15** | 1 | 1 | 2 |
| **16 - 20** | 1 | 1 | 3 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 75.45273 | 48 | .00692 |

Item B4 **Simulation and games** also showed dependence on experience. It was found that teachers with less than 5 years of teaching experience perceived

great need for information on simulation and games. This is indicated in Table 18.

**Table 18**

**Cross-Tabulation Analysis For Item B4 by Experience (Information on Simulation, Games)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 5 | 10 | 13 |
| **6 - 10** | 1 | 4 | 4 |
| **11 - 15** | 1 | | 3 |
| **16 - 20** | | 1 | 4 |
| **20 >** | | 1 | |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 73.92708 | 48 | .00951 |

For item C3 **Helping students to generate practice in language use**, it was indicated by cross-tabulation analysis that teachers with less than five years of experience expressed a greater need for helping students to generate practice. This is shown in Table 19.

**Table 19**

**Cross-Tabulation Analysis For Item C3 by Experience (Helping Students to Generate Practice)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 2 | 9 | 17 |
| **6 - 10** | 1 | 3 | 5 |
| **11 - 15** | 1 | 1 | 2 |
| **16 - 20** | | 4 | 1 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 73.514 | 48 | .01035 |

Cross-tabulation analysis on item C5 **Helping students to develop reading skills** showed that teachers with less than 5 years of experience have a great need for helping students develop listening skills. This is presented in Table 20.

**Table 20**

**Cross-Tabulation Analysis For Item C5 by Experience (Helping Students Develop Listening Skills)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 4 | 7 | 17 |
| **6 - 10** | 1 | 5 | 3 |
| **11 - 15** | 2 | | 2 |
| **16 - 20** | 1 | 1 | 3 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 73.28901 | 48 | .01084 |

Item C9 **Helping to motivate students' interest** indicated that teachers with 0 to 5 years experience perceived a greater need for helping to motivate students' interest. The analysis is shown in Table 21.

**Table 21**

**Cross-Tabulation Analysis For Item C9 by Experience (Helping To Motivate Students' Interest)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 1 | 7 | 20 |
| **6 - 10** | 1 | 5 | 3 |
| **11 - 15** | 2 | | 2 |
| **16 - 20** | | 3 | 2 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 83.12659 | 48 | .00124 |

Analysis on item C10 **Helping students to deal with errors** showed that teachers with 0 to 5 years experience expressed greater need for helping students to deal with errors. The results of the analysis is presented in Table 22.

**Table 22**

**Cross-Tabulation Analysis For Item C10 by Experience (Helping Students To Deal With Errors)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 2 | 10 | 16 |
| **6 - 10** | 3 | 3 | 3 |
| **11 - 15** | | 2 | 2 |
| **16 - 20** | 2 | 2 | 2 |
| **20 >** | | 1 | |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 46.29918 | 32 | .04895 |

For item C11 **Assess students' progress in examinations**, it was found that the same group of teachers (0 to 5 years) perceived greater need for training on how to assess students in examinations. The analysis is presented in Table 23.

**Table 23**

**Cross-Tabulation Analysis For Item C11 by Experience (Assess Students in Examinations)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 2 | 14 | 12 |
| **5 - 10** | 4 | 1 | 4 |
| **11 - 15** | 1 | 1 | 2 |
| **16 - 20** | | 4 | 1 |
| **20 >** | 1 | | |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 94.50828 | 48 | .00007 |

Item D4 **How to evaluate course-work** also indicated a dependency on experience. Teachers with less than 5 years experience perceived a great need for training on how to evaluate course-work. This is shown in Table 24.

**Table 24**

**Cross-Tabulation Analysis For Item D4 by Experience (How To Evaluate Course-Work)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 7 | 10 | 10 |
| **6 - 10** | 4 | 2 | 3 |
| **11 - 15** | 1 | 3 | |
| **16 - 20** | 2 | 2 | 1 |
| **20 >** | 1 | | |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 83.62665 | 48 | .00110 |

Finally, cross-tabulation analysis on item D5 **How to set questions for examinations** showed that teachers who have less than 5 years in experience perceived a greater need on how to set questions for examinations. This is indicated in Table 25.

**Table 25**

**Cross-Tabulation Analysis For Item D5 by Experience (How To Set Questions For Examinations)**

| Experience in Years | Low Need | Moderate Need | Great Need |
|---|---|---|---|
| **0 - 5** | 8 | 8 | 11 |
| **6 - 10** | 3 | 5 | 1 |
| **11 - 15** | 2 | 1 | 1 |
| **16 - 20** | 1 | 2 | 2 |
| **20 >** | | | 1 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 66.21261 | 48 | .04170 |

### 4.4.5 Analysis by qualifications

Table 26 shows the dependency of item A7 **Information on Sociolinguistics** on teachers' qualifications. Cross-tabulation analysis revealed that teachers with teaching certificates perceived greater need for information on Sociolinguistcs.

**Table 26**

**Cross-Tabulation Analysis For Item A7 by Qualifications (Information on Sociolinguistics)**

| Qualification in TESL | Ratings | | |
|---|---|---|---|
| | Low Need | Moderate Need | Great Need |
| Teaching Certificate | 4 | 1 | 4 |
| Diploma in TESL | 0 | 4 | 1 |
| Degree in TESL | 9 | 3 | 2 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 16.931 | 9 | .0498 |

Item A8 **Information on Psycholinguistics** was also statistically proven to have a dependency on qualification. Teachers with a teaching certificate perceived a greater need for information on Psycholinguistics. The analysis is reported in Table 27.

**Table 27**

**Cross-Tabulation Analysis For Item A8 by Qualifications (Information on Psycholinguistics)**

| Qualification in TESL | Ratings | | |
|---|---|---|---|
| | Low Need | Moderate Need | Great Need |
| Teaching Certificate | 3 | 1 | 5 |
| Diploma in TESL | 0 | 5 | 0 |
| Degree in TESL | 8 | 4 | 2 |

| Chi-square | Value | DF | Significance |
|---|---|---|---|
| Pearson | 20.17917 | 9 | .01684 |

### 4.4.6 Summary of cross-tabulation analysis and characteristics against which stem responses were tested for independence

Table 28 summarises the cross-tabulation analysis of 16 items that were dependent on the personal and professional characteristics of the respondents.

**Table 28**

**Summary of Cross-Tabulation Analysis and Characteristics Against Which Stem Responses Were Tested For Independence**

| Item No. | Age | Experience | Qualification | No Dependencies Indicated |
|---|---|---|---|---|
| A1 | | x | | |
| A2 | | | | x |
| A3 | | x | | |
| A4 | | x | | |
| A5 | | x | | |
| A6 | | | | x |
| A7 | | | x | |
| A8 | | | x | |
| A9 | | x | | |
| A10 | | | | x |
| A11 | | | | x |
| A12 | | | | x |

**Table 28 (continued)**

| Item No. | Age | Experience | Qualification | No Dependencies Indicated |
|---|---|---|---|---|
| A13 | | | | x |
| A14 | | | | x |
| A15 | | | | x |
| B1 | | | | x |
| B2 | | | | x |
| B3 | | | | x |
| B4 | | x | | |
| B5 | | | | x |
| B6 | | | | x |
| B7 | | | | x |
| B8 | | | | x |
| B9 | | | | x |
| B10 | | | | x |
| C1 | | | | x |
| C2 | | | | x |
| C3 | | x | | |
| C4 | | | | x |
| C5 | | x | | |
| C6 | x | | | |
| C7 | x | | | |
| C8 | | | | x |
| C9 | | x | | |
| C10 | | x | | |
| C11 | | x | | |
| C12 | | | | x |
| D1 | | | | x |
| D2 | | | | x |
| D3 | | | | x |
| D4 | | x | | |
| D5 | | x | | |
| D6 | | | | x |
| D7 | | | | x |
| D8 | | | | x |

**Note: Please refer to Appendix A (pp. 84-87) for full detailes of items**

It can be deduced from the analysis that perception of the ESL teachers towards training were dependent on their age, experience and qualification.

Younger and less experienced teachers have greater needs for knowledge (items A1 **Knowledge of the English Language**, A3 **Information on TESL syllabus use at school**, A4 **Information on language proficiency,** A5 **Information on basic Linguistics** and A9 **Information on the four language skills**), teaching methods and strategies (B4 **Simulation and games**), classroom-based skills (C3 **Helping students to generate practice in language use**, C5 **Helping students develop listening skills**, C9 **Helping to motivate students' interest/responses**, C10 **Helping students to deal with errors** and C11 **Assess students' progress in examinations**) and organisational, management skills (D4 **How to evaluate course-work** and D5 **How to set questions for examinations**). This study shows that younger and less experienced teachers do not have ample 'experiential knowledge' as compared to older and more experienced teachers. Hence, the young teachers perceived the need for knowledge as they are now aware that they have to improve and keep abreast with advancement in the field of ESL in terms of theory and practice. They need more classroom-based skills as teaching is their core business in the classroom. Without those skills teachers could not perform well in their teaching profession.

Teachers with teaching certificates perceived greater need for knowledge on Sociolinguistcs and Psycholinguistics than did diploma and degree in TESL graduates. This observation was expected because they were not taught to those two subjects during their training. On the other hand, teachers with a diploma or a degree in TESL were familiar with these two subjects as they

were pre-requisite courses in their academic program. This may explain why they have not perceived the items greatly.

It was also evident from the analysis that items A2 **Knowledge of learning theory**, A6 **Information on basic Linguistics**, A10 **Information on ESL approaches, methods and strategies**, A11 **Information on materials development**, A12 **Information on ESL testing and evaluation**, A13 **Information on literature in the ESL program**, A14 **Information on how to handle feedback during teaching**, A15 **Information on organisational/ management skills**, B1 **Expository method**, B2 **Reporting**, B3 **Role playing**, B5 **Group work and group discussion**, B6 **Brainstorming**, B7 **Inquiry mode/ problem solving**, B8 **Directed study**, B9 **Activity mode/ project method**, B10 **Workshop**, C1 **Helping students to upgrade their studies**, C2 **Helping students to present new language**, C4 **Helping students to develop reading skills**, C8 **Helping students to deal with and exploit literature during Class Reader Programme**, C12 **Dealing with classroom management and class control**, D1 **How to set homework** , D2 **How to evaluate homework**, D3 **How to set classroom course-work**, D7 **How to conduct English Language Panel meeting** and D8 **How to plan and manage English Language Society activities** did not indicate dependencies on any of the personal and professional characteristics of the respondents.

Cross-tabulation analysis could not identify any linear relationship between personal and professional characteristics of respondents with perceived

training needs of teachers teaching different classes. ANOVA (Analysis of Variance) was instead employed to indicate linear relationship between the dependent variables and the independent variables. Only those results which were found to have significant differences will be presented for discussion. Then a Scheffe test was run as a post-hoc test to determine where the mean of the ESL teachers teaching different classes differed. These will be discussed in the subsequent sections.

## 4.5 Perceived training needs of ESL teachers teaching different classes

Based on the data collected, it was found that 26 (50 %) ESL teachers teach Lower Secondary, 11 (21.2 %) teach Upper Secondary and 15 (28.8 %) teach both lower and Upper Secondary classes. The data is presented in Table 29.

**Table 29**

**Frequency of Teachers Teaching Different Classes**

| Type of Classes Taught | Frequency | Percent |
|---|---|---|
| Lower Secondary | 26 | 50.0 |
| Upper Secondary | 11 | 21.2 |
| Both Upper and Lower | 15 | 28.8 |
| Total | 52 | 100.0 |

### 4.5.1 Results of ANOVA and Scheffe tests comparing means of perceived training needs of Lower Secondary, Upper Secondary and both Upper and Lower Secondary teachers

This answers research question 3. Only two item means were found to have indications of significant differences at the .05 level. These were items A2 **Knowledge of learning theory** and C1 **Helping students to upgrade their studies**.

For item A2 **Knowledge of learning theory**, it was indicated that Lower Secondary teachers have a greater need for knowledge of learning theory than did Upper Secondary and Both Upper and Lower Secondary teachers. This may be due to the fact that the Lower Secondary teachers have teaching certificates only as opposed to 13 teachers (45 %) who are degree holders for both Upper and Lower Secondary classes. Their 'received knowledge' may not be adequate enough to help them carry out their duties (Wallace, 1991). Thus they perceived the needs for more of such knowledge. The results of ANOVA for item A2 **Knowledge of learning theory** are shown in Tables 30.

**Table 30**

**Analysis of Variance Between Teachers Teaching Different Classes and A2 Knowledge of Learning Theory**

| Source | D.F | Sum of Squares | Mean Square | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 3.3413 | 1.6706 | 3.3094 | .0449 |
| Within Groups | 49 | 24.7357 | .5048 | | |
| Total | 51 | 28.0769 | | | |

Table 31 shows the results of the Scheffe test which was run as a post-hoc test for range 3.57.

Table 31

**Multiple Range Tests: Scheffe test with significant level .05 for Range 3.57**
(*) Indicates significant differences which are shown in the lower triangle

| Type of Classes Taught | Mean |
|---|---|
| Upper Secondary | 2.7273 |
| Both Upper and Lower | 3.2000 |
| Lower Secondary | 3.3846* |

For item C1 **Helping students to upgrade their study skills,** it was indicated through ANOVA and Scheffe test that the Upper Secondary teachers perceived a greater need for assistance in helping students to upgrade their studies than did Lower Secondary and both Upper and Lower Secondary teachers. The nature of English Language studies in the Upper Secondary level may explain this perception. The Curriculum Development Centre (CDC), Ministry of Education (1989) specified the focus of setting for language learning at all school levels. For Upper Secondary level (Forms 4 and 5), the focus is broader: they have to study the ASEAN region and the world respectively. For Form 3 students, the focus is only on the state and country; the community, town and village in Form 2, and finally the home and school in Form 1.

Upper Secondary students are also given the opportunity for self-expression and creativity as well for the development of the aesthetics through the

infusion of literary elements in the English Language programme. They have to be analytical and critical in their thinking in order to be able to answer the newly introduced 1997 SPM English Language Examination questions. This examination is based on the tough 1119 GCE O Level English Language paper. ESL teachers are expected, among other things, to help students upgrade their studies, in terms of knowledge and language skills.

The results of ANOVA are presented in Table 32..

**Table 32**

**Analysis of Variance Between Teachers Teaching Different Classes and C1 Helping Students To Upgrade Their Studies**

| Source | D.F | Sum of Squares | Mean Square | F Ratio | F Prob. |
|---|---|---|---|---|---|
| Between Groups | 2 | 2.5021 | 1.2510 | 3.3140 | .0447 |
| Within Groups | 49 | 18.4979 | .3775 | | |
| Total | 52 | 21.0000 | | | |

The results of the post hoc Scheffe test done after ANOVA are shown in Table 33.

**Table 33**

**Multiple Range Tests: Scheffe test with significant level .05 for Range 3.57**
(*) Indicates significant differences which are shown in the lower triangle

| Type of Classes Taught | Mean |
|---|---|
| Both Upper and Lower | 3.2000 |
| Lower Secondary | 3.5385 |
| Upper Secondary | 3.8182* |

## 4.6 The five most important perceived training needs of ESL teachers in Perak Tengah

This section attempts to answer the final research question of the study. Respondents were asked to list down what they perceived to be the five most important training needs. They were not required to list them down according to the item categories (from A to D) but to list them down in the last part of the questionnaire (see Appendix A) based on their five greatest needs which they have identified earlier in the questionnaire.

The list of five most important perceived training needs were then entered into the SPSS and then computed. The frequency and percentage of the teachers' preferences were reported (see Appendix E). Table 34 shows the preferences of the respondents.

**Table 34**

**The Five Most Important Perceived Training Needs of ESL Teachers in Perak Tengah (n = 45)**

| Rank Order | Item Number | Description of Training Needs | Frequency | Percent |
|---|---|---|---|---|
| 1 | C9 | Helping to motivate students' interest | 13 | 28.9 |
| 2 | B3 | Role playing, dramatising and modelling | 16 | 35.5 |
| 3 | C3 | Helping students to generate practice | 12 | 26.7 |
| 4 | C7 | Helping students to develop writing skills | 14 | 31.1 |
| 5 | C4 | Helping students to develop reading skills | 14 | 31.1 |

Four of the five most important training needs perceived by the teachers were from the more practical classroom-based skills category. The overall results of this list of preference tallied with the overall results of the teachers' responses in the questionnaire (see Table 5).

Item C9 **Helping to motivate students' interest** was perceived by teachers as the most important training need of all. This may be due to the fact that the teachers were aware that motivation plays an important role in creating and sustaining interest of students learning any particular second language especially English.

Next on the list is B3 **Role playing, dramatising and modelling** which are part of important components of ESL teaching and learning. Not many teachers are skilled in these three teaching methods. They may need to go for special training to gain knowledge. If these methods are properly employed in the classroom, they may be very useful and important tools for language learning, especially in communication.

The third most preferred training need, C3 **Helping students to generate practice** is yet another classroom-based practical skill which the teachers need assistance. For example, it is not an easy task for any ESL teacher to ask students to practice public speaking. They have to be coerced and sometimes forced to speak English in the classroom. The only time that students seemed eager to speak is during the SPM English Language Oral Examination because

if they do not want to answer the three questions, they may fail the examination.

The fourth most important perceived training need, C7 **Helping students develop writing skills** is perhaps the most difficult to impart to students. This is because writing is actually putting thoughts into print. The CDC (1989) states that the component on writing requires students to write clearly and relevantly, and to organise materials logically. Students will be introduced to the techniques of writing, so that they are able to write in a coherent and cohesive manner suitable to the audience and the purpose. The skills in the writing component will enable students to use spelling, punctuation and grammar correctly. Students will be taught the writing processes involved in writing which include the skills of planning, drafting, revising and editing. Teachers themselves need to master all of the intricacies of writing skills before they can help develop the writing skills of their students. Thus the ESL teachers perceived it important to have training in writing.

The final most important perceived training need deals with reading skills. The CDC (1989) points out that the component on reading outlines the skills required to develop comprehension and study skills, and to help students build up their vocabulary. These skills include those of skimming, scanning, summarising, inferencing and interpreting that will enable students to read and understand material both for information and for enjoyment. Apart from the five skills mentioned above, there are also 14 other subskills to be learned so as

students will be skilful readers as specified by the CDC. These subskills are: comparing, classifying, predicting, determining relevance, using contextual clues, inferring, differentiating fact and opinion, generalising, summarising, distinguishing fact and opinion, relating content to own experiences, understanding different language registers, interpreting tables, charts, and graphs and understanding and using study skills. With all the skills and subskills that have to be taught, it was small wonder that teachers chose this item. It may also be deduced that they believed reading is important for their students, not just to be able to answer examination questions but to be able to enjoy the sheer pleasure of reading.

CHAPTER 5

# SUMMARY AND RECOMMENDATIONS

This chapter will present a summary of the statement of the problem, objectives, discussion of the findings, theoretical implications, future research, recommendations and conclusion of the study.

## 5.1 Statement of the problem

The teaching experiences of ESL teachers in Perak Tengah were found to be varied from one teacher to the other in terms of duration of service, the number and types of classes taught, differing teaching areas and syllabus components.

Training these teachers will be difficult because most probably they will perceive different training needs. A study of the teachers' own perceived training needs would be appropriate because both TESL-trained and non-TESL-trained teachers are aware of the fact that they must have up-to-date knowledge of the English Language, latest teaching methods and strategies, classroom-based skills, organisational and management skills to cope with students who may have varying interest of the subject.

## 5.2 The objectives of the study

This study was primarily concerned with identifying the ESL teachers' perceived training needs. It was undertaken to facilitate professional upgrading of ESL teachers in the district of Perak Tengah, which has a predominantly rural Malay student population with varying interest.

In order to attend to the problem stated above, this study has specified the following objectives: Firstly, to identify perceived training needs of ESL teachers in Perak Tengah in the following categories: (a) knowledge; (b) teaching methods and strategies; (c) classroom-based skills; and (d) organisational and management skills. Secondly, to find out if there are significant differences between ESL teachers teaching different classes in terms of their perceived training needs. Thirdly, to identify any relationship between background variables and perceived training needs of ESL teachers in terms of the four categories of needs. Finally, to identify the five most important perceived training needs of ESL teachers in Perak Tengah.

## 5.3 The findings

Analysis of the responses of the respondents from the second part of the questionnaire revealed that most ESL teachers perceived the need for training in classroom-based skills as the most important. The results were hardly surprising because the majority of these teachers were young (26 - 30 years

category) and without much experience (0 - 5 years). Hence, they need such practical skills to teach in their classrooms. This finding tallied with the list of preference submitted by teachers in the last part of the questionnaire. Four out of five of the most preferred items on the list were classroom-based skills. This proved beyond doubt that teachers need more practical training rather than mere theoretical knowledge.

The least preferred category was for training in organisational and management skills. It may be possible that teachers did not perceive this category as highly important because they can learn such skills through 'experiential knowledge' rather than 'received knowledge'. Another possible reason is the fact that they knew the Ministry of Education would not hold such courses for ESL teachers but for school administrators (such as the principal and senior assistant).

The study also showed that there was no statistical significant difference in the perceived training needs between male and female as well as single and married teachers.

The most significant finding of the study is the identification of training needs by a selected segments of teachers. Thirteen items, 5 from Knowledge (A1 **Knowledge of the English Language**, A3 **Information on TESL syllabus use at school**, A4 **Information on language proficiency**, A5 **Information on basic Linguistics**, A9 **Information on the four language skills)**, 5 from Classroom-based skills (C3 **Helping students to generate practice in**

**language skills**, C5 **Helping students develop listening skills**, C9 **Helping to motivate students' interest/ responses**, C10 **Helping students to deal with errors**, C11 **Assess students' progress in examinations)**, 2 from Organisation / Management Skills, (D4 **How to evaluate course-work** and D5 **How to set questions for examinations)** and 1 from Teaching Methods and Strategies category (B4 **Simulation and games)** were found to be needed most by teachers who have had less than 5 years of ESL experience. These teachers happened to be in the younger age group.

This study further shows that Lower Secondary teachers who have been trained at ESL teaching certificates level, perceived the greater needs for training in technical subjects particularly in Sociolinguistics and Psycholinguistics than those teachers with a diploma or a degree qualifications.

## 5.4 Theoretical implications

The findings of the study had also proven that ESL teachers in Perak Tengah need more practical, hands on information rather than mere theories. This implied that the focus of training programmes must be on developing practical and classroom-based skills rather than discussing on theories.

## 5.5 Implications for future research

Firstly, studies on those who have gone for ESL training can be conducted to identify whether their training was sufficient or otherwise. Secondly, measurement of ESL performance among students can be utilised to evaluate the ESL teacher delivery system. Thirdly, evaluation of ESL training program can also be carried out. Finally, analysis of ESL curriculum.

## 5.6 Recommendations

5.6.1 Younger, less experienced teachers could work in collaboration with their older, more experienced colleagues in their own schools through English Language Panel activities. They can have after school hours in-service training (INSET) sessions for self improvement and development.

5.6.2 Teachers can also participate voluntarily in the district level ESL *Teacher Support Team* programme initiated by the District of Perak Tengah English Language Council. There are currently four *Teacher Support Teams* based in four Teacher Activity Centres throughout the district. Each *Team* caters for four schools. Members include teachers in the primary schools. Hence, teachers can share ideas and give support to other teachers who have problems in teaching any topic of the syllabus.

5.6.3 Training needs analysis must be done before training sessions are held. Trainers must take into account these training needs.

5.6.4 Trainers in the district can begin planning training courses using the overall training needs list of preference.

5.6.5 The Ministry of Education should give more opportunities to ESL teachers in the district to go for further TESL studies either in local or foreign universities in order to improve their skills and knowledge of the language. Once they are trained, they can always come back to the district to render their services.

## 5.7 Conclusion

The results of the study clearly showed that perception of educational training needs was not only dependent on personal attributes but was also determined by individual's professional needs. The results justified Duncan's (1978) view that the perceiver is not a passive and indifferent organism, but one who actively selects information and forms perceptual hypotheses in order to reduce uncertainty and to control one's own destiny. A person's perceptual processes help him to build up his model of the world so that he can anticipate further happenings, thus enabling him to deal with them appropriately.

**Bibliography**

Ary, D. (1979). *Introduction to research in education.* New York: Holt, Rinehart and Winston.

Billing, D. (1982). *The role of staff development.* Birmingham: SCEDSIP Occasional Paper 6.

Curriculum Development Centre. (1989). *English Language: Curriculum specification for the integrated secondary school curriculum.* Kuala Lumpur: Dewan Bahasa dan Pustaka.

Davis, K. (1978). *Elements of methodology.* Boston: Houghton Mifflin Company.

De Landsheere, G. (1987). *Concepts of teacher education: International Encyclopedia of Teaching and Teacher Education.* Oxford: Pergamon Press, pp. 77-85.

Duncan, W.J. (1978). *Organizational behavior.* Boston: Houghton Mifflin Company.

Ghani, A. (1991). *The perceived training needs of rural primary school ESL teachers in the district of Hulu Perak.* M. Sc. Dissertation, Universiti Kebangsaan Malaysia.

Harris, B.M. (1989). *In-service education for staff development.* Massachusetts: Allyn and Bacon, Inc.

Katz, L. (1980). *A matrix for research on teacher education.* In Hoyle, E. And Megany, J. (eds.). Professional Development of Teachers. New York: Nicols Publishing Company.

Kelly, Joe. (1980). *Organizational Behavior. Its data, first principles and applications.* Illinois: Richard D. Irwin, Inc.

MacLeod, G. & McIntyre, D. (1977). *Towards a model for micro- teaching. In Wallace, M.J. (1994). Training second language teachers - a reflective approach.* Cambridge: Cambridge University Press.

Malaysia. (1979). The Cabinet Committee Report on the Implementation of the National Education Policy.

Orlich, D.C. (1989). *Staff development: Enhancing human potential.* Boston: Allyn and Bacon.

Richards, J.C. (1991). *The context of language teaching.* Cambridge: Cambridge University Press.

Rossner, R. (1988). *Selecting teacher educators - establishing criteria.* In Duff, T. (ed.). *Explorations in teacher training: Problems and issues.* United Kingdom: Longman.

Ryan, R.L. (1988) *The complete in-service staff development program: A step-by-step manual for school administrators* (unpublished).

Schon, D.A. (1983). *The reflective practitioner: How professionals think in action.* In Wallace, M.J. (1991, 1994). *Training second language teachers - a reflective approach.* Cambridge: Cambridge University Press.

Stones, E. (1984). *Supervision in teacher education - A counseling and pedagogical approach.* London: Methuen and Co. Ltd.

Strevens, P. (1980). *New orientation in the teaching of English.* Oxford: Oxford University Press.

Thomas, A.L. (1987). *Language teacher competence and language teacher education.* ELT Document, Vol. 25. Modern English Publication in association with British Council.

Vernon, M.D. (1971). *The psychology of perception.* England: Penguin.

Wallace, M.J. (1991, 1994). *Training second language teachers - a reflective approach.* Cambridge: Cambridge University Press.

# Appendix A

# The Questionnaire

# QUESTIONAIRE ON PERCEIVED TRAINING NEEDS OF SECONDARY SCHOOL ESL TEACHERS IN PERAK TENGAH

**Researcher: Baharudin bin Mat Isa M.Sc Programme IAB-UNIMAS**

## INSTRUCTIONS

**Part ONE is on your BIODATA**

**Part TWO is to solicit your perception of your training needs as a practising ESL teacher. It contains 37 items grouped under the following headings:**

**A. Knowledge**
**B. Teaching methods and strategies**
**C. Classroom-based skills**
**D. Organisational/ management skills**

**Each item comprises a statement and a coded scale of 1, 2, 3, and 4.**

**1 means No Need**
**2 means Little Need**
**3 means Moderate Need**
**4 means Great Need**

**Let's consider an example.**

**0.0 Helping students to write a sentence** 1 2 (3) 4 [3]

**The ESL teacher who responded to the above item felt she had a Moderate Need for knowledge and know-how "in helping students to write a sentence". She has filled the box next to the item with "3" which is her answer.**

**N.B When responding to the items in PART TWO, please circle the coded scale for every item to indicate the degree of need you have for it.**

## PART ONE: BIODATA

Directions: Please respond to all items.
For nos. 1 - 8, circle the appropriate numbers; write for nos. 9-11.

1. Sample (Please leave blank) 1 ☐☐☐

2. Sex : Male (1)
Female (2) ☐ 2

3. Race: Malay (1)
Chinese (2)
Indian (3)
Others (4) ☐ 3

4. Religion: Islam (1)
Christianity (2)
Hinduism (3)
Buddhism (4)
Taoism (5)
Confucianism (6)
Sikhism (7)
Others (8) ☐ 4

5. Marital status:

Single (1)
Married (2)
Divorced (3)
Widowed (4) ☐ 5

6. Age:

_____ years ☐ 6

7. Currently, teaching:

Lower Secondary classes (Forms 1 - 3) (1)
Upper Secondary classes (Forms 4 - 5) (2)
Both lower and Upper Secondary classes (3) ☐ 7

8. Institution where teacher obtained Teaching Certificate/ Diploma/ Degree:

| | | |
|---|---|---|
| A teachers' training college in Peninsular Malaysia | (1) | |
| A teachers' training college in Sabah | (2) | |
| A teachers' training college in Sarawak | (3) | |
| Universiti Kebangsaan Malaysia | (4) | |
| Universiti Malaya | (5) | |
| Universiti Pertanian Malaysia | (6) | |
| Universiti Teknologi Malaysia | (7) | |
| Universiti Sains Malaysia | (8) | |
| An institution in England | (9) | |
| An institution in America | (10) | |
| Any other overseas institution | (11) | ☐ 8 |

(state the place)_____

**For number 9 - 11, fill in the relevant information.**

9. ESL teaching experience:

_____ years ☐ 9

10. Highest academic qualification:

_____ ☐ 10

11. Highest qualification for teaching English as a Second Language

_____ ☐ 11

## PART TWO

## PERCEIVED TRAINING NEEDS

**Please indicate by circling the relevant number of your needs for the following items and then write the numbers that you have chosen in the boxes on the right:**

| | Category of Needs | | | | |
|---|---|---|---|---|---|
| | No Need | Little Need | Moderate Need | Great Need | |
| **KNOWLEDGE:** | | | | | |
| A1. Knowledge of the English Language | 1 | 2 | 3 | 4 | |
| A2. Knowledge of learning theory | 1 | 2 | 3 | 4 | |
| A3. Information on TESL syllabus use at school | 1 | 2 | 3 | 4 | |
| A4. Information on language proficiency | 1 | 2 | 3 | 4 | |
| A5. Information on basic Linguistics | 1 | 2 | 3 | 4 | |
| A6. Information on Applied Linguistics | 1 | 2 | 3 | 4 | |
| A7. Information on Sociolinguistics | 1 | 2 | 3 | 4 | |
| A8. Information on Psycholinguistics | 1 | 2 | 3 | 4 | |
| A9. Information on the four language skills | 1 | 2 | 3 | 4 | |
| A10. Information on ESL approaches, methods and strategies | 1 | 2 | 3 | 4 | |
| A11. Information on materials development | 1 | 2 | 3 | 4 | |
| A12. Information on ESL testing and evaluation | 1 | 2 | 3 | 4 | |
| A13. Information on literature in the ESL program | 1 | 2 | 3 | 4 | |
| A14. Information on how to handle feedback during teaching | 1 | 2 | 3 | 4 | |
| A15. Information on organisational/ management skills | 1 | 2 | 3 | 4 | |

| TEACHING METHODS AND STRATEGIES | No Need | Little Need | Moderate Need | Great Need | |
|---|---|---|---|---|---|
| Your need for know-how to impart the following: | | | | | |
| B1. Expository method | | | | | |
| Giving lectures, explanations, providing facts, ideas and other essential information to learning. | 1 | 2 | 3 | 4 | |
| B2. Reporting | | | | | |
| As an individual or in groups rendering a report on a completed task, or on a topic previously assigned. | 1 | 2 | 3 | 4 | |
| B3. Role playing, dramatising, modelling | | | | | |
| Enacting different roles in a teaching-learning situation so as to derive principles, conclusion, generalisations, etc. | 1 | 2 | 3 | 4 | |
| B4. Simulation, games | | | | | |
| Creating lifelike situations, often involving dialogue, for teaching-learning purposes. | 1 | 2 | 3 | 4 | |
| B5. Group work, group discussion | | | | | |
| Students break up into smaller groups to discuss a topic or problem, or to do a task. Interaction skills are then learnt. | 1 | 2 | 3 | 4 | |
| B6. Brainstorming | | | | | |
| Getting together in groups to exchange ideas for a particular purpose. Each contribution elicits other contribution and the result is a pool of ideas, suggestions, etc. | 1 | 2 | 3 | 4 | |
| B7. Inquiry mode/ problem solving | | | | | |
| Learners are involved in asking questions, seeking information and carrying on an investigation. | 1 | 2 | 3 | 4 | |

| | No Need | Little Need | Moderate Need | Great Need | |
|---|---|---|---|---|---|
| B8. Directed study | | | | | |
| Learners read prescribed articles, books, etc. on specified topics, or attempt to work under the direction or supervision of teacher. | 1 | 2 | 3 | 4 | |
| B9. Activity mode/ project method | | | | | |
| Involving students in learning by getting them to do meaningful activities related to topic/ area under study. | 1 | 2 | 3 | 4 | |
| B10. Workshop | | | | | |
| A group of students work together to share and develop ideas about a particular topic/ area, e.g. material product. | 1 | 2 | 3 | 4 | |

| | No Need | Little Need | Moderate Need | Great Need | |
|---|---|---|---|---|---|
| **CLASSROOM-BASED SKILLS** | | | | | |
| Your need for knowledge and know-how for doing the following: | | | | | |
| C1. Helping students to upgrade their study skills. | 1 | 2 | 3 | 4 | |
| C2. Helping students to present new language. | 1 | 2 | 3 | 4 | |
| C3. Helping students to generate practice in language use. | 1 | 2 | 3 | 4 | |
| C4. Helping students develop reading skills. | 1 | 2 | 3 | 4 | |
| C5. Helping students develop listening skills. | 1 | 2 | 3 | 4 | |
| C6. Helping students develop speaking skills. | 1 | 2 | 3 | 4 | |
| C7. Helping students develop writing skills. | 1 | 2 | 3 | 4 | |
| C8. Helping students to deal with and exploit literature during Class Reader Programme | 1 | 2 | 3 | 4 | |

| | | | | | |
|---|---|---|---|---|---|
| C9. | Helping to motivate students' interest/ responses. | 1 | 2 | 3 | 4 |
| C10. | Helping students to deal with errors. | 1 | 2 | 3 | 4 |
| C11. | Assess students' progress in examinations. | 1 | 2 | 3 | 4 |
| C12. | Dealing with classroom management and class control. | 1 | 2 | 3 | 4 |

| **ORGANISATION / MANAGEMENT SKILLS** | | **No Need** | **Little Need** | **Moderate Need** | **Great Need** |
|---|---|---|---|---|---|
| Your need for know-how on: | | | | | |
| D1. | how to set homework for students | 1 | 2 | 3 | 4 |
| D2. | how to evaluate homework | 1 | 2 | 3 | 4 |
| D3. | how to set classroom course-work | 1 | 2 | 3 | 4 |
| D4. | how to evaluate course-work. | 1 | 2 | 3 | 4 |
| D5. | how to set questions for examinations | 1 | 2 | 3 | 4 |
| D6. | how to prepare marking schemes | 1 | 2 | 3 | 4 |
| D7. | how to conduct English Language Panel | 1 | 2 | 3 | 4 |
| D8. | how to plan and manage English Language Society activities. | 1 | 2 | 3 | 4 |

**Now that you have identified your perceived needs, from the items that you have circled "4", select FIVE that you perceive as being your most important needs. Then list the numbers of those needs in their order of importance as shown below:**

Among the items that I have "**Great Need**" for, I perceive the following as being those that I need most help with:

| | | |
|---|---|---|
| e.g. | 1st most important need | B3 |
| | 2nd most important need | A7 |
| | 3rd most important need | E4 |
| | 4th most important need | D1 |
| | 5th most important need | C10 |

Please complete the following:

Among the items that I have "Great Need" for, I perceive the following as being those that I need most help with:

| | |
|---|---|
| 1st most important need | _____ |
| 2nd most important need | _____ |
| 3rd most important need | _____ |
| 4th most important need | _____ |
| 5th most important need | _____ |

Please return the completed questionnaire to your Head of English Language Panel or representative of your school.

Thank you very much for your co-operation.

# Appendix B

## The 2 Experts Whose Opinion Pertaining To the Questionnaire Were Sought

**Name of English Language Experts Who Verified The Questionnaire**

| | | |
|---|---|---|
| 1. | En Ali bin Ghani | English Language Unit,<br>Schools Division,<br>Ministry of Education,<br>Kuala Lumpur. |
| 2. | En Mohd Yassin bin Mohd | English Language Unit,<br>Perak Education Department,<br>Ipoh,<br>Perak Darul Ridzuan. |

# Appendix C

## List of Schools Involved In The Study

**List of Schools Involved In The Study**

1. Sekolah Menengah Iskandar Shah, Parit.
2. Sekolah Menengah Sultan Muhammad Shah, Parit.
3. Sekolah Menengah Layang-Layang Kiri, Parit.
4. Sekolah Menengah Dato' Abdul Rahman Yaakub, Bota Kanan, Bota.
5. Sekolah Menengah Kebangsaan Agama Sultan Azlan Shah, Seri Iskandar, Bota.
6. Sekolah Menengah Teknik, Seri Iskandar, Bota.
7. Sekolah Menengah Lambor Kiri.
8. Sekolah Menengah Sultan Muzafar Shah I, Lambor Kanan.
9. Sekolah Menengah Changkat Lada, Bandar Baru Seberang Perak, Kg Gajah.
10. Sekolah Menengah Dato' Seri Maharaja Lela, Kg Gajah.
11. Sekolah Menengah Sultan Abdul Jalil Shah, Seberang Perak, Kg Gajah.
12. Sekolah Menengah Sg Ranggam.

# Appendix D

## Frequency of ESL Teachers' Responses To Each Item of The Questionnaire

**Frequency of ESL Teachers' Responses to Each Item Of The Questionnaire (Percentage in Parentheses)**

| Items | 1 No Need | 2 Little Need | 3 Moderate Need | 4 Great Need |
|---|---|---|---|---|
| **CATEGORY A: KNOWLEDGE** | | | | |
| A1.Knowledge of the English Language | 1 (1.9) | 7 (15.4) | 19 (36.5) | 25 (48.1) |
| A2. Knowledge of learning theory | 1 (1.9) | 7 (15.4) | 25 (48.1) | 19 (36.5) |
| A3. Information on TESL syllabus use at school | 1 (1.9) | 10 (19.2) | 20 (38.5) | 21 (40.4) |
| A4. Information on language proficiency | 1 (1.9) | 6 (11.5) | 28 (53.8) | 17 (32.7) |
| A5. Information on basic Linguistics | 4 (7.8) | 8 (15.7) | 12 (23.5) | 27 (52.9) |
| A6. Information on Applied Linguistics | 4 (7.8) | 11 (21.6) | 14 (27.5) | 22 (43.1) |
| A7. Information on Sociolinguistics | 5 (9.8) | 13 (25.5) | 17 (33.3) | 16 (31.4) |
| A8. Information on Psycholinguistics | 4 (7.8) | 13 (25.5) | 15 (29.4) | 16 (37.3) |
| A9. Information on the four language skills | 2 (3.8) | 6 (11.5) | 22 (42.3) | 22 (42.3) |
| A10.Information on approaches, methods and strategies | 1 (1.9) | 2 (3.8) | 16 (30.8) | 33 (63.5) |
| A11.Information on materials development | 0 (0.0) | 1 (1.9) | 25 (48.1) | 26 (50.0) |
| A12.Information on ESL testing and evaluation | 0 (0.0) | 4 (7.7) | 24 (46.2) | 24 (46.2) |
| A13.Information on literature in the ESL | 0 (0.0) | 5 (9.6) | 30 (57.7) | 17 (32.7) |
| | | | | |

| | | | | |
|---|---|---|---|---|
| A14.Information on how to handle feedback | 1 (1.9) | 6 (11.5) | 22 (42.3) | 23 (44.2) |
| A15.Information on organisation and management | 0 (0.0) | 7 (13.5) | 28 (53.8) | 17 (32.7) |

| Items | 1 No Need | 2 Little Need | 3 Moderate Need | 4 Great Need |
|---|---|---|---|---|
| **CATEGORY B: TEACHING METHODS AND STRATEGIES** | | | | |
| B1. Expository method | 4 (7.7) | 10 (19.2) | 20 (38.5) | 18 (34.6) |
| B2. Reporting | 0 (0.0) | 10 (19.2) | 26 (50.0) | 16 (30.8) |
| B3. Role playing, dramatising, modelling | 2 (3.8) | 9 (17.3) | 20 (38.5) | 21 (40.4) |
| B4. Simulation, games | 1 (1.9) | 6 (11.5) | 17 (32.7) | 28 (53.8) |
| B5. Group work, group discussion | 1 (1.9) | 10 (19.2) | 18 (34.6) | 23 (44.2) |
| B6. Brainstorming | 3 (5.8) | 9 (17.3) | 16 (30.8) | 24 (46.2) |
| B7. Inquiry mode/ problem solving | 2 (3.8) | 10 (19.2) | 22 (42.3) | 18 (34.6) |
| B8. Directed study | 3 (5.8) | 14 (26.9) | 19 (36.5) | 16 (30.8) |
| B9. Activity mode/ project method | 0 (0.0) | 11 (21.2) | 22 (42.3) | 19 (36.5) |
| B10.Workshop | 0 (0.0) | 10 (19.2) | 21 (40.4) | 21 (40.4) |

| Items | 1 No Need | 2 Little Need | 3 Moderate Need | 4 Great Need |
|---|---|---|---|---|
| **CATEGORY C: CLASSROOM-BASED SKILLS** | | | | |
| C1. Helping students to upgrade their studies | 0 (0.0) | 4 (7.7) | 18 (34.6) | 30 (57.7) |
| C2. Helping students to present new language | 0 (0.0) | 7 (13.5) | 23 (44.2) | 22 (42.3) |
| C3. Helping students to generate practice | 1 (1.90 | 4 (7.7) | 18 (34.6) | 29 (55.8) |
| C4. Helping students to develop reading skills | 1 (1.9) | 7 (13.5) | 11 (21.2) | 33 (63.5) |
| C5. Helping students to develop listening skills | 1 (1.9) | 7 (13.5) | 14 (26.9) | 30 (57.7) |
| C6. Helping students develop speaking skills | 0 (0.0) | 3 (5.8) | 11 (21.2) | 38 (73.1) |
| C7. Helping students develop writing skills | 0 (0.0) | 3 (5.8) | 12 (23.1) | 37 (71.2) |
| C8. Helping students to deal with class reader programme | 0 (0.0) | 8 (15.4) | 23 (44.2) | 21 (40.4) |
| C9. Helping to motivate students' interest | 1 (1.9) | 4 (7.7) | 15 (28.8) | 32 (61.5) |
| C10.Helping students to deal with errors | 0 (0.0) | 8 (15.4) | 18 (34.6) | 26 (50.0) |
| C11.Assess students' progress in examinations | 1 (1.9) | 8 (15.4) | 20 (38.5) | 23 (44.2) |
| C12.Dealing with classroom management and organisation | 3 (5.8) | 14 (26.9) | 19 (36.5) | 16 (30.8) |

| Items | 1 No Need | 2 Little Need | 3 Moderate Need | 4 Great Need |
|---|---|---|---|---|
| **CATEGORY D: ORGANISATION AND MANAGEMENT SKILLS** | | | | |
| D1. How to set homework for students | 4 (7.7) | 14 (26.9) | 19 (36.5) | 15 (28.8) |
| D2. How to evaluate homework | 3 (5.8) | 14 (26.9) | 24 (46.2) | 11 (21.2) |
| D3. How to set classroom course-work | 0 (0.0) | 16 (30.8) | 23 (44.2) | 13 (25.0) |
| D4. How to evaluate course-work | 1 (1.9) | 16 (30.8) | 19 (36.5) | 16 (30.8) |
| D5. How to set questions for examinations | 3 (5.8) | 11 (21.2) | 19 (36.5) | 19 (36.5) |
| D6. How to prepare marking scheme | 0 (0.0) | 12 (23.1) | 16 (30.8) | 24 (46.2) |
| D7. How to conduct English Language Panel | 3 (5.8) | 5 (9.6) | 23 (44.2) | 21 (40.4) |
| D8. How to plan and manage English language society meetings | 1 (1.9) | 5 (9.6) | 24 (46.2) | 22 (42.3) |

# Appendix E

## The Five Most Important Perceived Training Needs

List of Preference (n = 45)

| Respondent Number | Ist | 2nd | 3rd | 4th | 5th |
|---|---|---|---|---|---|
| 1 | C9 | C9 | D1 | D8 | D8 |
| 2 | C9 | C9 | D | D8 | D8 |
| 3 | C9 | C8 | C9 | D8 | D8 |
| 4 | C9 | C7 | C9 | D5 | D8 |
| 5 | C9 | C7 | C8 | D5 | D8 |
| 6 | C9 | C7 | C7 | D3 | D3 |
| 7 | C9 | C7 | C6 | D3 | D8 |
| 8 | C9 | C7 | C4 | C9 | D7 |
| 9 | C9 | C7 | C3 | C7 | D7 |
| 10 | C9 | C7 | C3 | C7 | D7 |
| 11 | C9 | C4 | C3 | C7 | D7 |
| 12 | C9 | C3 | C3 | C7 | D5 |
| 13 | C9 | C3 | C3 | C7 | D6 |
| 14 | C1 | C2 | C3 | C7 | D3 |
| 15 | C1 | B3 | C3 | C7 | C9 |
| 16 | C1 | B3 | C3 | C7 | D1 |
| 17 | C1 | B3 | C3 | C7 | D1 |
| 18 | B8 | B3 | C3 | C7 | C4 |
| 19 | B3 | B3 | C3 | C7 | C4 |
| 20 | B3 | B3 | C3 | C7 | C4 |
| 21 | A9 | B3 | B9 | C7 | C4 |
| 22 | A8 | B3 | B9 | C7 | C4 |
| 23 | A8 | B3 | B7 | C4 | C4 |
| 24 | A8 | B3 | B6 | B9 | C4 |
| 25 | A5 | B3 | B6 | B9 | C4 |
| 26 | A4 | B3 | B4 | B8 | C4 |
| 27 | A4 | B3 | B4 | B6 | C4 |
| 28 | A4 | B3 | B4 | B6 | C4 |
| 29 | A4 | B3 | B4 | B5 | C4 |
| 30 | A2 | B3 | B3 | B4 | C4 |
| 31 | A13 | B2 | B10 | B4 | C4 |
| 32 | A11 | B2 | B1 | B2 | C1 |
| 33 | A11 | B1 | B1 | B10 | C1 |
| 34 | A11 | B1 | B1 | A9 | B9 |
| 35 | A11 | B1 | A6 | A9 | B6 |
| 36 | A10 | A7 | A10 | A2 | B6 |
| 37 | A10 | A6 | A10 | A2 | B5 |
| 38 | A10 | A5 | A10 | A2 | B3 |
| 39 | A1 | A4 | A10 | A13 | B3 |
| 40 | A1 | A2 | A10 | A13 | B3 |
| 41 | A1 | A12 | A10 | A13 | B1 |
| 42 | A1 | A11 | A10 | A12 | B1 |
| 43 | A1 | A10 | A10 | A11 | A3 |
| 44 | A1 | A1 | A10 | A1 | A3 |
| 45 | A1 | A1 | A10 | A | A12 |

# Appendix F

## Letter of Approval for Carrying Out Research from The Evaluation, Planning and Research Division, Ministry of Education, Malaysia

BAHAGIAN PERANCANGAN DAN
PENYELIDIKAN PENDIDIKAN,
KEMENTERIAN PENDIDIKAN,
PARAS 2, 3 DAN 5, BLOK J,
PUSAT BANDAR DAMANSARA,
50604 KUALA LUMPUR

*Telefon:* 2556900
*Kawat:* "PENDIDIKAN"
*Faks:* 03-2554960

*Ruj. Tuan:*

*Ruj. Kami:* KP(BPPP)13/15 Jld.48( 6 )

*Tarikh:* 18 Feb 1997

En. Baharudin Bin Mat Isa,
24, Desa Makmur,
36800 Kg. Gajah,
Perak.

Tuan,

Kebenaran Bagi Menjalankan Kajian Ke Sekolah-Sekolah, Jabatan-Jabatan Dan Institusi-Institusi Di Bawah Kementerian Pendidikan Malaysia

Adalah saya diarah untuk memaklumkan bahawa permohonan tuan untuk menjalankan kajian mengenai

"A Study Of Perceived Training Needs Of Secandary School ESL Teachers In Perak Tengah".

diluluskan.

2. Kelulusan ini adalah berdasarkan kepada hanya apa yang terkandung di dalam cadangan penyelidikan yang tuan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperolehi daripada Ketua Bahagian/Pengarah Pendidikan Negeri yang berkenaan.

3. Tuan juga dikehendaki menghantar senaskhah hasil kajian tuan ke Bahagian ini sebaik sahaja selesai kelak.

Sekian.

"BERKHIDMAT UNTUK NEGARA"

"CINTAILAH BAHASA KITA"

Saya yang menurut perintah,

(DR. ABD. KARIM B. MD. NOR)
b.p. Pengarah Perancangan dan Penyelidikan Pendidikan,
b.p. Pendaftar Besar Sekolah-Sekolah dan Guru-Guru,
Kementerian Pendidikan.

# Appendix G

# Curriculum Vitae

Baharudin Mat Isa received his early education at the National Type Primary School in Telok Bakong in the district of Perak Tengah from 1965 to 1970. He then went on to the Anglo Chinese School in Ipoh under a Perak State Special Scholarship Programme from 1971 to 1977.

In 1978, he entered the Kinta Teacher Training College as a TESL trainee teacher. Upon graduation he was posted to a school in the district of Perak Tengah. He taught English Language for four and a half year before enrolling for the Bachelor of Education (TESL) Programme at the Universiti Pertanian Malaysia (now Universiti Putra Malaysia). He spent a fruitful three and a half year specialising in TESL. He was then re-posted to the district.

Baharudin Mat Isa was highly interested and active in the *Teacher Support Team,* a Schools' Division, Ministry of Education Project, involving in-service training for ESL secondary school teachers in the district and the state of Perak. He has attended many in-service courses in and outside the country. Prior to attending this twinning programme, Baharudin was the English Language Head of Department of his school and the English Language Key Personnel for the district of Perak Tengah as well as for the state of Perak Darul Ridzuan.