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ENGLISH TEACHERS' PERCEPTION OF THE IMPLEMENTATION OF THE EFFECTIVE INSTRUCTION PRINCIPLES AND ITS RELATION TO SOME VARIABLES IN PRIVATE AND PUBLIC SCHOOLS IN AMMAN

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Abstract: *This study aims to investigate English teachers' implementation of the effective instruction principles. It also attempts to find out whether these differ according to the gender, educational qualification, and the teachers' experience. The study sample consisted of (123) teachers of English. A scale consists of (57) items were constructed on the type of Likert scale of three stages, after that the validity and reliability of the scale are conducted and it was distributed to a sample of the English teachers in private and public schools in Amman. The results indicated that the English teachers' implementation of the effective instruction principles were very near to the middle average. The study also indicated that there are significant statistically differences of English teachers' implementation of the effective instruction principles due to the variable of gender and in favor of female teachers. The results indicated that there were no statistically differences due to the difference of the independent study variables (education qualifications, and teaching experience).*

Keywords: *Effective instruction, English Language teachers the principles of effective teaching.*

1. The Introduction

Teachers are considered the effective element to limit the type of society in the educational system and also to limit the society's development. The teacher occupies a very important role in every society. Teaching and education can't be separated. As lifelong processes which are continuous processes of development from 'womb to tomb' Teachers play an important role in molding and shaping the attitudes, habits, manners and above all, the character and personality of the students.

"A teacher affects eternity; he can never tell where his influence stops" Adams (1735-1826). Second US president, also Idealism considers the teacher a friend, philosopher and guide to pupils. It accepts the teacher as an ideal person. All educationalists assure that the educational operation need to happen, there must be direct interaction between the different components of education, aims, goals, objective, methods of instruction, activities teaching aids, learner and teacher. (Aggarwal 1997).

The success of the instructional process depends of a well-trained teacher, and capable, educated one who guides and leads the instructional process. (Aggarwal 1997).

The importance of the English teacher has been increased in this age according to the scientific and the technological knowledge, and the complex, economical, social and cultural aspects which make the cooperation between the teacher and parents extremely difficult, so universities must evaluate their policy to prepare good teachers and to evaluate their programs according to development and sudden changes which is suitable to this century. (Fullan 1991).

Ross describes the role of a teacher in naturalism as, 'the teacher is only a setter of the stage, a supplier of materials and opportunities, a provider of an ideal environment, a creator of conditions under which the natural development of the child takes place'. It is assured that the teacher is one of the most factors that affects the learners' achievement, so teachers must be effective in teaching until learners achieve the best level of achievement, so that the teacher can save the educational skills and to do his different roles effectively in the classroom, Therefore, it is important to show a clear concept of the

effective of instruction which helps to improve the instructional process. (Prophy 1982: 527-530).

No doubt, that the teacher, in all stages of education forms the essence of the instructional process. Who is capable to clear the learner's talents and translating the instructional goals form theorizing to practical situation and the social interaction, and building positive relations between students in the classroom is the effective key for effective instruction. (Stronge 2007).

At the age of information, the teacher's role is to move the learners to the time they live in, and the issue of forming the effective teacher is a very important issue to achieve effective instruction.

The teacher needs to increase his competency to do his role in the society as to be trained and prepared before service. (Cooper 1999). There are new and modern roles of the teacher such as, motivating his students of English and learning, and to vary the methods of instruction to realise the importance of subjects they learn. Also, the effective teacher shows strong enthusiasm for students to increase their desire to study. IBO (2009), Quek (2005), Worley (2006). Because of being a very important, effective element, so it is important to prepare the effective teacher in order to reach a type of accuracy and competency. Taylor (2009).

As the importance of the English teacher is increasing, it is important to find methods, and suitable strategies to teach students attract the interest of researchers. (Bursal 2007, Tosun 2000). Many studies and researches focused on the role of the efficient English teacher in the instructional process. Although the English teacher is one of the most important elements in instruction, the meaning of effective instruction isn't limited. As literature doesn't limit effective instructional pattern to be used by all teachers. The instructional process requires that the teacher must do several educational actions and procedures in a limited time and suitable environment full of patterns, and different behavioral aspects. (Harris 1998: 169-183). Several researches pointed that the importance of the effective teaching as the society members don't consist the effective activities to manage their personal life. Dunne & Wragg (1994), as they can't conclude the principles of effective teaching. (Blumberg & Greenfeild 1980).

Defining the effective instruction:

So there are different points of views of defining of the effective instructions:

- It is the education which makes the learners capable of acquiring certain skills, information and knowledge and attitudes easily.
- It is the teachers' ability to perform the tasks of instructional situations.
- V. Alan McClellan, (1989) defined the effective instruction, it is the process of arranging situations which learners learn through instruction that makes them able to a quire knowledge, making attitudes, developing skills and to evaluate instruction to be comprehensive, variable, and continuous to become situational classroom.
- Michael G. Fullan (1991), defined it, as a social process where there is interaction between teacher and learner to achieve limited goals.

The teacher can apply a group of skills and different social roles effectively while practicing the profession of instruction to clear limit of effective instruction. Saphier & Gower, (1987), show three levels of effective instruction. The first one related to the class administration, to show teachers which include skills to attract the teachers' attention, and to keep class actions, showing teachers' goals in advance, building friendly relation with learners according to the principles of instruction, clarity, discipline and the ability to administer the classroom action. Whereas the second level related to carry out a certain method of instructional procedures that teacher follows certain series of drawn steps accurately to achieve the required goal.

The third level related to the syllabus which instruction follows. So the skills of this level is within choosing the objectives, arranging the content, and evaluating the teacher. (Speicher & Schurter, 1981).

Finding that the most important scale of effective instructions are good planning, the classroom environment, arousing motivation, varying methods of the instruction and the suitable patters of the classroom administration.

According to the opinion poll of the school headmasters Hudgins & Cone, (1992), show that the most important principles of effective instructions which are practiced in the classroom: classroom environment, asking questions, preparing the classroom, reinforcement, stimulating students and ending the lesson.

Various studies show the importance of the effective instruction and those studies supposed that the members of the societies don't have effective activities to manage their personal life and their complex vocational life where their instruction is not good. (Atkinson, Derry, Renkl & Wortham, 2000).

Astleitner (2007) has put a group of principles for effective instruction to reflect planning, good evaluation, instructional activities, it is designing the flipped education that consists knowledge qualities, psychological and to take care of different abilities of learners, focusing on acquiring knowledge applying it in various context, guiding self-learning, increasing the learner competency, motivating positive feeling, decreasing the negative feelings, strengthen respect principles responsibility and supporting basic knowledge and hit skills.

2. Previous Studies:

According to the literature review, which relates to the effective instruction.

2-1: It is clear that there are many studies:

Gregory (2010) conducted a study aimed at comparing the practice of the traditional middle school teachers of the effective instructional principles, and the Baccalaureate program teachers' practice these principles. The study sample was (40) male and females teachers of different schools of the European areas. The researcher used a questionnaire to gather data. The results of the study showed that, there was the presence of statistically significant differences in favor of the Baccalaureate teachers' instruction, evaluation and the class administration.

Roehrig, Turner, Grove & Liu (2009) conducted a study aimed to discover the extent of the agreement between the teachers' effective instructional practice compared with the model expert teacher. The sample was (6) teachers of the primary school teachers for beginners and expert teacher (30 years experience teacher). To gather data, in interview and observations were used. The study showed that some teachers have high effective instruction practice but others have low level of practice.

Sisk (2007) conducted a study, aiming to discover that the English teachers' practice of the effective instruction in instructional program depends on the investigative method in the schools of the United States of America. The sample of the study was (90) female and male teachers. The researcher used the observation tools and questionnaire to collect data. The results of the study pointed that to a high degree of the practice of the English teachers. This leads to a high level of the students and enlarging the knowledge content of the teachers compared with the traditional methods of teaching.

Kuyini & Desai (2007) conducted a study aimed to discover the effective educational practices of the headmasters' and teachers' perception in Ghana. The sample was (128) members (20 headmasters and 108 teachers) from different urban areas and rural areas in Ghana. The researcher used a scale formed of (16) items and a card of the observations to gather data. The results of the study show the decreasing level of the effective instructional practices of teachers through the responses of teacher themselves and the schoolmasters. The study recommended that it is necessary to develop teachers to guarantee the success of the effective instructional practices.

Turner (2005) conducted a study aiming to recognize the practice of a group of the high and elementary teachers, and to find effective instructional environment. The sample was of the high and elementary teachers of English who have ten years experience and data was conducted through interviews

notes and the instructional plans that teachers use. The results of the study pointed that, the participants save effective instructional environments through the instruction process, but the results show that the participants have weak ability of the evaluation skill.

Butler (2001) study which aimed to know the relation between the educated teachers' understanding in America and their practice which represents the effective instruction, using the questionnaire, personal interviews and the reports of the educated teachers. The study's results revealed that the effective teacher is the teacher who owns information and personal qualities; and the results pointed that the level of teachers' practice and their understanding of the effective instruction which is still in the formation phase.

Ocepeck (1994) Conducted a study, aimed to check the expectations and the opinions of school teachers in Eleenoy, Andyana, Ohau, to the degree of practicing six chosen elements of effective instruction, that can be used to improve the efficiency of instruction: classroom environment, asking questions, preparing the classroom hall, varying the stimuli, enforcement, and ending the lesson. He distributed (42) principles mentioned in the scale on the previous six domains, and the random sample was (384) male and female teachers in secondary schools. The results of the study showed that the teachers arranged the six domains according to their practice of the domains as follows: classroom environment, enforcement, preparing class hall, asking questions ending the lesson and varying the stimuli, and the results also showed that there are differences between the member of the sample of the principles of effective instruction ascribed to the sex in favor of female teachers, and results also pointed that there were no differences between that members of the sample who practice the principles ascribed to the instructional experience, or the scientific qualifications.

Wayne & Miskel (1991) conducted a study aimed at limiting the distinctive qualities of the effective English teacher, through the teachers' perception themselves. The sample was (311) teachers were randomly chosen of the schools, the researcher employed a questionnaire which contains (54) items distributed on eight fields. The results of the study showed rapprochement in the values of the results, the researcher attributed that to interdependence and overlapping of all intellectual elements of the instructional process and through this, the qualities of the effective teacher of English appear. The results assured that there are no differences ascribed to the scientific qualification or sex, while there are differences ascribed to the instruction experience in favor of those who have six year experience and above.

Searles & Kudeki, (1987) aimed at limiting to what the extent of the agreement about the characteristics of the effective English teacher. The sample was (28) school masters and (81) teacher were randomly chosen from kupik district, Canada. The researcher used clear pattern contains the distinctive characteristics of the effect English teachers, the results of the study showed that the most important field, which the teacher can be effective, and he can guide teaching English lesson.

2-2: Comment on previous studies:

Studies that were about effective instruction and the effective instruction of the teachers, those studies were interested in limiting the qualities of the effective learning and the qualities of the effective learning and the qualities of the effective teacher.

Despite the importance of English in the different fields of life, the phenomenon of practicing the effective instruction of English doesn't care of the researchers in Jordan, and on the Arab level, it was limited on discovering to what extent, that teachers practice the principles, so the researcher has an idea of looking towards the topic and the launch towards this topic to shed light on practicing the principles of the effective instruction by the English teachers, considering that English subject is an important subject in life.

Within the limits of the researcher's knowledge-

This study is the first one, which tries to exercise survey of the English effective teachers instruction of their perception themselves and to what extent this affects the instructional process in light of modern developments of the educational curricula especially in light of the recent knowledge economy movement. I investigated the practices of teachers of the principles of the effective instruction through their perceptions, and that is assuming the validity of the responses of the study sample and it is clear that they are capable to give the correct picture of these practices.

3. Study's Problem and Questions:

This study is interested in investigating the practices of the English teachers' instructions, and since the teacher is considered one of the pillars of the educational process and creates the climate that will develop the educational process so the knowledge of the practice of the teachers' of English language to the principles of the effective instruction.

It's one of the most important things to help the success educational process and the effectiveness of teachers in the main key of the development and to develop the educational outcomes. For all this, this study is conducted to know the extent of the English language teachers' practicing the principles of the effective instructional of their own perception, and to reveal whether this study is different according to the gender variables, the scientific qualification and the teaching experience.

Specifically, the study problem is summarized in answering the following questions:

- To what extent, do the English language teachers practice effective teaching principles of their point of view?
- Are there statistically significant ($\alpha=0.05$) differences between the estimates of English language teachers for the duration of their practice of the effective teaching principles due to the variable of the gender, academic qualification or teaching experience?

4. Purpose of the study and its importance:

The aim of this study is to finding out the extent to which English language teachers practice the principles of the effective teaching during their teaching of English language courses by surveying the opinions of male and female teachers themselves during the school year (2018-2019).

The importance of this study lies in the nature of the topic it is researching, as it examines the extent to which English language teachers practice the principles of the effective teaching, and this is extremely considered important to limit, the experiences, knowledge, skills and attitudes. Which ensures the teachers; interest of this and to deepen it also, this is considered main step of an attempt to know of what is wrong, and the attempt to help them, and try to help them deal with it and amend it in the light of what is expected. Those concerned with the educational process can also benefit from the results of this study and the educational supervisors through their vision of the principles of the effective teaching which is necessary for the teacher's success, and focusing it through supervising operations, also it helps teachers themselves to know the extent of the realization, what is expected of them during the educational learning process.

5. Terminology of the Study:

- **English language teachers:** Persons (male or female teachers) who teach the English language in public and private schools in Jordan affiliated to the Ministry of Educations.
- **Effective Teaching:** It's the process of facilitating teaching and learning English language through organizing classroom situations using suitable methods, approaches and techniques that enable students to aquire the knowledge, forming attitudes and developing skills.
- **The Principles of Effective Teaching:** it's the intellectual frame that guides and limit the teacher's behavior and controlling it to organize teaching to become teaching of classroom situation through certain dimensions: clearing aims, teaching aids activities, to teach the material, using the sources of

learning, stirring motivation, enforcement, encouraging individual differences, managing the classroom, classroom interaction, developing skills, values, attitudes and evaluation. These principles were represented in the current study by the paragraphs contained in the tool.

6. Limitation of the Study:

6-1: Place limitations: The study was restricted to a sample of English language teachers affiliated to the public and private Directorate of Education in Amman.

6-2: Time limitations: The study was restricted to a sample of English teachers through first semester 2018-2019.

6-3: The human limitation: The study was restricted to a sample of the English teachers in the school sample.

7. Method and Procedures:

7-1: The study approach: To achieve the objectives of the study, the researcher used the descriptive approach. The study included the following variables. To answer the second question. The researcher dealt with the sex variable (males, females), the instructional experience (1-5 years, 6-10 years, more than 10 years) and the scientific qualification (below B.A) and (postgraduate), and to know the impact of these variables on the extent to which teachers practice the principle of the effective teaching.

7-2: Statistical Treatment: To answer the first question, I calculated the arithmetic means and the standard deviations of the English language teachers' practice scores for the principles of each of the nine domains, and to answer the second question, I calculated the arithmetic means and the standard deviation and I use the non-reactive multiple triple analysis of variance to detect differences.

7-3: The population of the study and the study sample: The population of the English teachers of some private and public schools in Amman are male and female teachers with the number of (200) through the first semester 2018-2019. The study sample was (123) male and female teachers were randomly chosen, as the scale was distributed by the researcher supervisors headmasters and teachers who have relation with the researcher.

Table (1): Shows the distribution of the study sample according to the variable of the study (Sex, scientific qualification, and experience)

Dependant variable	Levels	Reduncy		Percentage	
		Sub	Total	Sub	All
Sex	Male	46	123	37.4	100.0
	Female	77		62.6	
Instructional experience	Less 6 years	32	123	26.0	100.0
	From 6 to 10 year	46		37.4	
	more 10 years	45		36.6	
Scientific qualification	Over B.A	96	123	78.0	100.0
	Postgraduate	27		22.0	

7-4: Study Tool: It's two parts:

Part One: personal information about the respondent: sex of two categories (male and female), scientific qualification of two levels (below B.A, postgraduate), and the instructional experience of three levels (1-5 years, 6-10 years, more than 10 years).

Part Two: A measure to limit of how well English language teachers practice the principles of the effective teaching, it contains of 57 items distributed on nine dimensions: mentioning aims, teaching aids and activities, showing the teaching material, using the learning resources, the stirring of the motivation,

reinforcement, individual differences, classroom management, class interaction, skills development values, attitudes and evaluation. To build the scale, the researcher lists of various previous studies and depends on his experience. There are studies and English which are related. Astleitner (2007). The items were arranged and distributed on the dimensions of the study which suits the English material.

7-4-1: Validity of the Scale: To ensure of the validity of the scale, the researcher presented it to a committee made up of specialized university professors in English syllabuses, supervisor, and English teachers; that the researcher asked them to give their opinions of the clarity of the items and their relation to the English material and to the level that it can measure them. The researcher tools the amendments and observations agreed upon by 50% or more of the arbitrators on each item. Their observation on the tool focused on modifying the linguistic wording of some of the items that were taken by all of them.

7-4-2: Stability of the Scale: To ensure the stability of the scale the researcher used the stability, method by test and re-test, by distributing the scale on a sample outside the sample of the study consists (40) teachers of both sexes. With a time difference of (14) days between the first and second applications, the value of the stability coefficient was (0.84) and the stability coefficient was calculated using the internal consistency method using the Krumbach alpha equation on the total scale, and it reached (0.93) and on sub-domains, it ranged between (0.57) to (0.78) which are acceptable reliability coefficient for the purposes of the present study, and these values are shown in Table (2).

Table (2): Repetition stability coefficients and internal consistency on the macro scale and sub domains

Effective teaching scale	Stability of reply	The stability of internal consistency	Number of items
Clarifying goals	0.88	57.0	4
Activities and teaching aids	0.82	0.70	6
Presenting the teaching material	0.83	0.67	10
Using teaching resources	0.88	0.61	4
Stir motivation	87.0	68.0	5
Reinforcement and individual differences	86.0	62.0	5
Managing classroom and interaction	82.0	0.78	11
Developing skills, values and attitudes	0.89	0.58	4
Evaluation	0.856	0.77	8
Total of measurement	0.84	0.93	57

7-4-3: Scale correction:

The response pattern on the instrument is graded according to a triple Likert hierarchy. (weak, average, high). The items were given scores of (1, 2, 3) respectively to grade the answer, and accordingly, the highest score that the subject can obtain on the tool is (171) and the lowest score is (57).

The researcher adopted the absolute gradient for the purpose of classifying the arithmetic means within the aforementioned gradations as follows:

- **High practice** from (3 2050) which is the top third of the samples' responses.
- **Medium practice** for (2049- 1050) it is the middle third of the answers of the responses of the sample.

- **A weak practice** (1 1049) which is the lower third of the answers of the sample responses.

8. Study Procedures:

The study was carried out according to the following steps:

8-1: The researcher obtained official permission from the Directorate of Public and Private Education and the relevant public and private schools in Amman.

8-2: The scale was distributed to the sample members in the first semester of the academic year (2018-2019) in cooperation with a group of supervisors and some teachers, and the distribution period ranged from 25-30 days, after which the scale was retrieved.

8-3: I entered the data into the computer's memory and used the SPSS statistical program to analyze the data.

9. Study Variables:

The study consists of three variables:

9-1: Sex (males and females).

9-2: Instructional experience: It has three levels (1-5 years), (6-10 years), (more than 10 years).

9-3: Scientific qualifications: It has two levels (below B.A, postgraduate).

10. Results of the study and discussion:

The study has these results:

10-1: Results related to the first question: *To what extent, do the English language teachers practice effective teaching principles of their point of view?*

To answer the question: The percentages of the responding teachers were calculated within each of the categories that include the scale in addition to calculating the arithmetic means and standard deviations of the scale and its fields.

Table (3): Percentages, arithmetic means, and standard deviations are arranged in descending order according to the arithmetic means.

Number of the scale	Rank	The measure of the effective teaching and its fields	The percentage of respondents within each category			Arithmetic means	Standard deviation
			Weak	Medium	High		
3	1	Presenting the teaching material	2.6	27.2	70.2	2.676	0.25
7	2	Class management and interaction	2.4	28.5	69.0	2.666	0.28
2	3	Activities and teaching aids	4.3	29.9	65.7	2.614	0.34
5	4	Stir motivation	2.1	37.4	60.5	2.584	0.35
9	5	Evaluation	6.4	30.6	63.0	2.566	0.36
6	6	Reinforcement and individual differences	3.9	37.6	58.5	2.546	0.34
8	7	Developing skills values and attitudes	4.1	37.8	58.1	2.541	0.37
1	8	Clarifying goals	8.9	36.0	55.1	2.461	0.40
4	9	Using teaching resources	11.4	35.4	53.3	2.419	0.46
		The total score	4.5	31.9	63.0	2.510	2.24

It is noticed that in table (3): The results of the fields of the scale are of the following order, presenting the teaching material is at first rank, class management and interaction is at the second rank, activities and teaching aids are at the third rank, stir motivation is at the fourth rank, evaluation is at the fifth rank, reinforcement and individual differences are at the sixth rank, developing skills, values and attitudes are at the seventh rank, clarifying goals is at the eighth rank, and using teaching resources is at the ninth rank.

The results in table (3) point that the arithmetic means of the degrees of the English teachers' practice of the principles of nine scales as they valued themselves which is between the arithmetic means (2.676) and the standard deviation of the value (0.25) and the arithmetic mean (2.419) of the standard deviation (0.46) and the arithmetic mean of all scales (2.590) with a standard deviation (0.24) as it is practice in a high degree which is very near of the mean. Presenting the educational material comes the first rank, we notice that it is different from other scales, so this result is ascribed to that most teachers realize the importance of content of the material of English and the importance of focusing on this scale in English. Scale (7) which is class management and interaction, are in the second rank and it is different, as most teachers realise the strong relation which connects class management with academic achievement.

The results in table (3) points that the scale of practice is the first and the fourth therefore, the first scale (clarifying goals) is the less practicing principle of scales before the final rank and the fourth rank (using teaching resources) in the last rank. This result can be explained by the lack of awareness of those in charge of the training courses in Jordan for the importance of clarifying goals to teach the learner and the difficulty of the English teacher to use teaching resources such as drawings pictures, shapes, using internet or there are not enough teaching resources in some schools.

Results show in some table that the degree of the effective teaching has a high degree and this result agrees with Sisk (2007), which their results point that teachers practice the principles of the effective teaching are high with their ability of asking questions. On the other hand, it is different of the studies of Turner (2005), Kuyini & Desai (2007), their results pointed that the teachers' practice to the principles of the effective teaching were of medium degree. These results are inconsistent with Butler (2001) which points to the level of the teachers' practice of effective teaching is still under formulation.

10-2: Results that are related to question two:

Are there statistically significant ($\alpha=0.05$) differences between the estimates of the English language teachers for the duration of their practice of the effective teaching principles due to the variable of the gender, academic qualification or teaching experience?

To answer this question according to the arithmetic means and standard deviation to the degree of the all scale of the effective teaching, according to the difference levels of the independent studying variables.

Table (4): The arithmetic means and standard deviation of the total score of the study scale according to the stud variable

Independent variable	Levels	Arithmetic mean	Standard deviation
Gender	Male	2.530	0.25
	Female	2.626	0.23
Experience	Less than six years	2.546	0.20
	From 6-10 years	2.617	0.26
	more than 10 years	2.594	0.25
Academic qualification	Above B.A	2.594	0.25
	Postgraduate	2.574	0.24

It is noticed that in this table (4) are existence apparent differences between the arithmetic means of

the total degree of the study scale resulting from the difference of the independent study variables. In order to discover the significance of the apparent differences, non-reactive variance analysis was conducted on the total score of the study scale according to the variable of the independent study.

Table (5): The results of the variance analysis on the total score of the study scale according to the variables of the independent study

The source of contrast	Sum of squares	Degree of freedom	Mean of squares	P. calculated	Statistical significance
Gender	0.289	1	0.289	4.972	0.028
Experience	0.118	2	0.059	1.012	0.367
Scientific qualification	0.002	1	0.002	0.032	0.845
Error	6.863	118	0.058		
Total	7.253	122			

It is clear that in table (5) there are statistically significant differences at the level of significance ($\alpha=0.05$) between the two arithmetic means of the total score of the study scale due to the difference of the two categories of the sex variable in favor of the female teachers compared to the male teachers.

This may be attributed to the fact that female teachers are more committed to applying teaching principles than male teachers, as all of them have the same training, and this result agreed with Ocepeck (1994) study, its results pointed that there are statistically significant differences between female and male teachers who are practicing the principles of the effective teaching.

No differences were found at the level of significance, in the arithmetic means of the total score for the research scale, they are attributed to the scientific qualification variable, and this attributed that all levels are cooperating in the educational knowledge and academic as result of all courses are similar which they study in different universities and all levels have the same training programs during their service, so the study agrees with the results' of Ocepeck (1994) which found that there are no statistically significant differences attributed to academic qualification. No differences were found at the level of significance in the arithmetic means of the total score of the research scale due to the variable of teaching experience also, this is attributed that all male and female teachers used to practice the same methods of teaching, and repeating this during their teaching experience which lead to lose the motivation towards development, not following up, professional growth, and they are busy in private and personal affairs, it is necessary to review the teacher education program in Jordan. This result agrees with Ocepeck (1994) study which points there are differences attributed to the experience variable.

Table (6): The arithmetic means and the standard deviations of the sub-scores of the study scales were calculated according to the variables of the independent study

The scales of the effective teaching	Independent variable	Levels	Arithmetic mean	Standard deviation		
Clarifying goals	Gender	Male	2.332	0.41		
		Female	2.539	0.37		
	Experience	Less than six years	2.430	0.40		
		6-10 years	2.554	.37		
		More than 10 years	2.389	0.41		
		Scientific qualification	below B.A	2.464	0.40	
Teaching aids and Activities	Gender	Postgraduate	2.454	0.38		
		Male	2.500	0.38		
	Experience	Female	2.682	0.30		
		Less than six years	2.625	0.30		
		6-10 years	2.627	0.31		
		More than 10 years	2.593	0.40		
	Scientific qualification	below B.A	2.642	0.28		
		Postgraduate	2.512	0.49		
		Presenting the teaching Material	Gender	Male	2.641	0.28
				Female	2.697	0.24
	Experience		Less than six years	2.641	0.25	
			6-10 years	2.689	0.25	
More than 10 years			2.689	0.26		
Scientific qualification			below B.A	2.678	0.25	
Using teaching resources	Gender	Postgraduate	2.670	0.26		
		Male	2.370	0.46		
	Experience	Female	2.448	0.40		
		Less than six years	2.273	0.37		
		6-10 years	2.500	0.40		
		More than 10 years	2.439	0.40		
Stir motivation	Scientific qualification	below B.A	2.438	0.40		
		Postgraduate	2.352	0.40		
	Gender	Male	2.561	0.34		
		Female	2.597	0.36		
	Experience	Less than six years	2.519	0.30		
		6-10 years	2.574	0.37		
More than 10 years		2.640	0.34			
Scientific qualification	below B.A	2.563	0.34			
	Postgraduate	2.659	0.38			

Table (6)

The scales of the effective teaching	Independent variable	Levels	Arithmetic mean	Standard deviation
Reinforcement and individual differences	Gender	Male	2.513	0.34
		Female	2.566	0.35
	Experience	Less than six years	2.566	0.31
		6-10 years	2.600	0.34
		More than 10 years	2.520	0.37
	Scientific qualification	below B.A	2.552	0.35
Postgraduate		2.526	0.31	
Class management and Interaction	Gender	Male	2.634	0.32
		Female	2.685	0.26
	Experience	Less than six years	2.616	0.26
		6-10 years	2.672	0.30
		More than 10 years	2.695	0.28
	Scientific qualification	below B.A	2.67	0.30
Postgraduate		2.697	0.23	
Developing skills values and attitudes	Gender	Male	2.543	0.37
		Female	2.539	0.38
	Experience	Less than six years	2.539	0.36
		6-10 years	2.560	0.35
		More than 10 years	2.522	0.41
	Scientific qualification	below B.A	2.539	0.37
Postgraduate		2.546	0.37	
Evaluation	Gender	Male	2.432	0.40
		Female	2.646	0.30
	Experience	Less than six years	2.512	0.27
		6-10 years	2.601	0.41
		More than 10 years	2.569	0.36
	Scientific qualification	below B.A	2.586	0.36
Postgraduate		2.495	0.35	

It is noticed that in table (6), there are existence of apparent differences between the arithmetic averages of the sub. Scores of the study measures domains resulting from the different levels of the independent study. The results points that the arithmetic means of the English teachers' practice every scale of the nine scales according to sex variable as it is done by themselves and it was between the arithmetic mean (2.539) and the standard deviation of (0.37) and the arithmetic mean (2.697) and with the standard

deviation (0.24), as it is practiced highly. Presenting the educational material is the first in favor of female teachers, this result is attributed that female teachers are careful of practicing the methods of presenting the educational material accurately more than male teachers. According to experience, the means between the arithmetic mean (2.389) with standard deviation (0.41) and the arithmetic mean (2.695) with the standard deviation (0.28), as it is practiced in a high degree very near to the mean. Scale (3), which is class management, and class interaction comes first in favor of these who have (10 years experience or more). This result is attributed to that teachers of this level had acquired enough experience to deal with students, and the ability to interact widely.

According to the scientific qualifications, the means were between the arithmetic mean (2.352) of standard deviation (0.40) and the arithmetic mean (2.697) of standard deviation (0.23), as it is practiced highly which is very near to the mean. The scale (3) which is class management and class interaction is the first in favor of postgraduates.

This result is attributed that the postgraduates have the best modern methods of how to deal with students and managing the class and to determine any type of analysis of variance, analysis of variance, multiple triple variance or analysis of variance, triple which is used by the research in order to reveal the statistical significance of the aforementioned apparent differences.

Table (7): Correlation coefficient between the sub-scores of the domains of the study measures and the results of Bartlett's test according to the variables of the independence study

Co relational relationship	Clearing goals	Teaching aids and activities	Presenting the educational material	Using teaching resources	Stir motivation	Reinforcement and individual differences	Class management and class interaction	Developing skill values and attitudes	Evaluation
Clearing goals	1								
Teaching aids and activities	0.32	1							
Presenting the educational material	0.45	0.40	1						
Using teaching resource	0.33	0.47	0.51	1					
Stir motivation	0.29	0.29	0.58	0.33	1				
Reinforcement and individual differences	0.37	0.33	0.61	0.57	1	0.49	1		
Class management and class interaction	0.43	0.36	0.69	0.56	0.53	0.65	1		
Developing skill values and attitudes	0.36	0.30	0.49	0.49	0.45	0.53	0.48	1	
Evaluation	0.47	0.38	0.59	0.55	0.38	0.63	0.69	0.51	1
Bartlett's test of sphericity	Odds ratio	The approximate ratio	Degree of freedom	Statistical significance					
	0.000	520.709	44	0.000					

It is clear that in table (7), There is lack of statistically significant proportionality at the significant level ($\alpha=0.05$) between the element of the unit matrix according to the variables of the study, which means the existence of matrix relationships with the associated discrepancies. It is noticed that the values of the correlation coefficients ranged between (0.29 - 0.69) between every field and other domains and these values of the correlation, sub-scores overlap for fields of study and those fields are used during educational

situation all times.

Therefore, the work required the use of non-reactive multiple triple covariance analysis on the sub-scores of the study measures domains according to the independent study variables.

Table (8): Results of multi-dimensional 3D analysis of variance on the sub-scores of the study scale domains according to the independent study variables

Impact trace	Multi test	The value of multi-test	F calculated	The degree of freedom of hypothesis	The degree of freedom of error	Statistical significance
Sex	Hotelling's trace	0.279	3.412	9	110	0.001
Experience	Wilks' lambda	0.820	1.276	18	220	0.205
Scientific qualification	Hotelling's trace	0.097	1.191	9	110	0.308

It can be seen in table (8), the presence of a statistically significant effect at the level of significant effect at the level of significance ($\alpha=0.05$).

The gender variable on the sub-grades of the study scale domains combined may be due, as mentioned previously, to the fact that female teachers are more committed to applying effective teaching principles than teachers.

Table (8) points that there is no statistical significance effect at the level ($\alpha=0.05$) for the two study variables (experience and the scientific qualifications) on sub-scores for the fields of research study scale and this was attributed to all male teachers and female teachers with different experiences and scientific qualifications, they were subjected to training courses, who got enough teaching skills to apply the principle of the effective teaching even though they have less experience; to limit on what of sub-scores of the fields of the research study.

It was the sex variable so a non-reactive triple covariance analysis was performed on the sub-scores of the research scale domains according to the variables of the independent study.

Table (9): The results of the analysis of triple variance on the sub-scores of the study scale domains according to the variables of the independent study

The source variance	The independent variable	Sum of squares	The freedom degree	Means of squares	F calculated	Statistical significance
Sex	- Clearing goals	1.440	1	1.440	9.982	0.002
	- Activities and teaching aids	0.934	1	0.934	8.532	0.004
	- Presenting the teaching material	0.096	1	0.096	1.472	0.227
	- Using teaching sources	0.222	1	0.222	1.434	0.234
	- Stir motivation	0.042	1	0.042	0.339	0.562
	- Reinforcement and individual differences	0.107	1	0.107	0.911	0.342
	- Class management and interaction	0.080	1	0.080	0.985	0.323

	- Developing skills, values and attitudes	0.000	1	0.000	0.000	0.988
	- Evaluation	1.356	1	1.356	11.369	0.001
Experience	- clearing goals	0.807	2	0.434	3.007	0.053
	- Activities and teaching aids	0.48	2	0.024	0.218	0.805
	- Presenting the teaching material	0.061	2	0.031	0.468	0.628
	- Using the teaching resources	1.009	2	0.504	3.264	0.042
	- Stir motivation	0.276	2	0.138	1.119	0.330
	- Reinforcement and individual difference	0.236	2	0.188	0.999	0.371
	- Class management and interaction	0.123	2	0.062	0.760	0.470
	- Developing skills, values and attitudes	0.033	2	0.016	0.115	0.892
	- Evaluation	0.199	2	0.099	0.832	0.437

Table (9):

The source variance	The independent variable	Sum of squares	The freedom degree	Means of squares	F calculated	Statistical significance
Scientific Qualification	- Clearing goals	0.006	1	0.006	0.040	0.842
	- Teaching aids and activities	0.298	1	2.298	2.721	0.102
	- Presenting teaching material	0.000	1	0.000	0.002	0.965
	- Using teaching resources	0.096	1	0.096	0.621	0.432
	- Stir motivation	0.203	1	0.203	1.641	0.203
	- Reinforcement and individual differences	0.004	1	0.004	0.037	0.848
	- Class management and interaction	0.041	1	0.041	0.503	0.480
	- Developing skills, values and attitudes	0.002	1	0.002	0.015	0.902
	- Evaluation	0.114	1	0.114	0.956	0.330

Error	- Clearing goals	17.022	118	0.114		
	- Teaching aids and activities	12.925	118	0.110		
	- Presenting teaching material	72.007	118	0.066		
	- Using teaching resources	18.232	118	0.155		
	- Stir motivation	14.569	118	0.123		
	- Reinforcement and individual differences	13.917	118	0.118		
	- Class management and interaction	9.576	118	0.081		
	- Developing skills, values and attitudes	16.887	118	0.143		
	- Evaluation	14.071	118	0.119		
Total	- Clearing goals	19.129	122			
	- Teaching aids and activities	14.240	122			
	- Presenting teaching material	7.882	122			
	- Using teaching material	19.562	122			
	- Stir motivation	15.087	122			
	- Reinforcement and individual differences	14.246	122			
	- Class management and interaction	9.810	22			
	- Developing skill, values and attitudes	16.922	122			
	- Evaluation	15.729	122			

Table (9) points that there is statistical difference at the level ($\alpha=0.05$) between the two arithmetic means of the two sub-scores for the fields of (clearing goals, teaching aids, activities and evaluation). Which is attributed to the difference between the two levels of the sex variable in favor of female teachers compared with the male teachers while there are no differences of the statistical difference at the level of ($\alpha=0.05$) between the two arithmetic means of the two sub-scores to the other study fields, attributed to the difference of the two levels of sex.

Perhaps, this result refers to that female teachers are more careful to apply the principles of the effective teaching as mentioned before or they are more active and they have more skills to apply the activities, they use teaching aids and they use the skills of different evaluation skills.

This study contradicts with Turner (2005) study which its results show that the participants have weak ability in the evaluation skill in table (9) results point that there are no differences attributed to the experience variable and the scientific qualification on all fields of study.

11. Study Recommendations:

In the light of the findings the study, the following can be recommended:

11-1: Giving the topic of the effective teaching a greater importance in the Arab environment due to its relevance to the achievement of learners, which contributes to determining the academic and professional future of learners?

11-2: The application of the study to a larger sample and at the level of education directorates in the Hashemite Kingdom of Jordan.

11-3: Holding specialized training courses on how to practice effective teaching principles to prepare and develop English language teachers.

11-4: Conducting studies in which the opinions of English language supervisor to reveal the practice of the English teachers of the principles of effective teaching.

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