



البحث السابع

Evaluating Secondary School English Language Teachers' Performance In the light of TESOL Technology Standards

A Research

By

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An English Language Teacher

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Abstract:

The present study sought to achieve three aims: First, evaluating Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards. Second, identifying the obstacles hindering Matrouh secondary school English language teachers from implementing TESOL Technology Standards in their teaching. Third, introducing a proposed approach to address these obstacles. To achieve these aims, the researcher followed the descriptive approach. Two instruments were prepared and used: (1) a checklist and (2) a questionnaire. The study was applied to (39) secondary school English language teachers representing the sample of the study. Results revealed that Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards was intermediate. The researcher developed a proposed vision based on the recommendations to improve Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards.

Keywords: Evaluation, Teachers' Performance, TESOL Technology Standards.

Introduction:

Technology has recently produced significant advances in communication for the benefit of people. Helping teachers and students in the teaching and learning process is one of these advantages. Numerous technological solutions are available to assist teachers in delivering instructions, facilitating their teaching activities, enhancing students' learning, and motivating them. Technology is also responding to the increasing demand for the learner-centered education. It has become a major contributor to education. Therefore, "traditional school education can no longer equip one with the knowledge and skills required for the continued progress of the globe" (Lu, 2010, p.343).

Technology applications have completely altered the way teachers teach and how students learn. Using technology in the classroom has recently been a hot topic in the educational world. Sviridon (2008) anticipated that there is an increasing demand for students, teachers, and trainers to be technologically competent.

The role of technology is now recognized in many global and national documents concerning the criteria for the preparation of English teachers, for example, The European Profile for Language Teacher Education (EPLTE), The American Council on the Teaching of Foreign Languages (ACTFL), as well as the standards that focus on technology in English language education specifically the Technology Standards for Teachers of English to Speakers of Other Languages (TESOL). It is a new addition to language education (Hubbard, 2008). They take the form of goals and standards and define the educational potential of computer use in language teaching and the required technical skills (Lord, & Lomicka, 2011).

Many international organizations which are interested in the teacher, such as The National Council for Accreditation of Teacher Education (NCATE) and The International Society for Technology in Education (ISTE) have identified several criteria related to the educational technology

of teachers and their performance indicators, which should be implemented in the educational process (TESOL, 2011).

Teachers of English To Speakers Of Other Languages (TESOL) Technology Standards are these specifications prepared by the International Association for Teaching English to non-native Speakers of Language learners and Teachers in the field of employing technology in learning and teaching English to achieve the highest levels of effective learning in the digital age and to improve the quality of technical educational experiences at the international level in different countries of the world (TESOL, 2011).

These Technology Standards focus on how English language teachers can integrate technology into their teaching. These standards are based on the National Educational Technology Standards (NETS) developed by ISTE with a focus on English language teaching. They are designed to be easily applied by teachers and students at a range of English proficiency levels in many English language teaching and learning settings around the world (TESOL, 2011).

Yeh (2018) assumed that The TESOL document consisted of two complementary sets of technical standards, the first of which focused on the standards of language learners, while the other focused on the standards of language teachers, which were the criteria for this study. It included four goals, with fourteen major criteria. The four overarching goals of the TESOL Technology Standard for teachers suggest that they should

- 1- Acquire and maintain foundational knowledge and skills in technology for professional uses.
- 2- Integrate pedagogical knowledge and skills with technology.
- 3- Apply technology in assessment and feedback.
- 4- Improve communication collaboratively and efficiently using technology.

Each goal contains several performance indicators identifying fundamental points for language teachers, such as the need to have fundamental knowledge and skills to use technology in both preparing teaching resources and distributing assignments through the internet. The

TESOL Technology Standards also suggest that language teachers should adapt the digital teaching resources and prepare various activities using technology tools. English Language teachers act as role models to their students in incorporating technology in their teaching to achieve the best educational results (**Yeh, C.-Y, 2018**).

Evaluating teachers is a significant process to maintain education at a good level. According to **Eid (2005)**, evaluation is an important part of any new approach that focuses on improving education. Thus, the Egyptian Ministry of Education pays great attention to the process of teacher evaluation to achieve its goals in the education process. **Al-Hamly, M., Davidson, P., & Troudi, S. (2007)** assume that formative evaluation provides teachers with information about their performance, so they can establish and develop their practice, whereas summative evaluation provides decision-makers with information about teachers' performance consequently.

Although it is significant to develop English language teachers' technical skills, several studies have shown that the skills and technical competencies of language teachers are weak like the study of (**Kessler, 2006**) and **Ekrem, & Recep (2014)**. (**Cheng, & Zhan**) 2012 showed that many teachers have a problem with the employment of technology which leads to the weakness of their teaching capacity in the future. Basal (2015) showed that many university students are graduated without acquiring the necessary competencies needed to employ technology effectively.

The present study aims to design comprehensive and objective evaluation tools to assess the performance of Matrouh secondary school English language teachers in the light of TESOL Technology standards. As a result, the researcher devised a checklist to evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards. In addition, the researcher created a questionnaire to

determine the obstacles hindering Matrouh secondary school English language teachers from implementing TESOL Technology Standards in their teaching.

Background of the problem

Based on the fact that the researcher is a secondary school English language teacher and a certified trainer in Matrouh, Egypt, the present study was conducted for the following reasons:

Firstly, being a teacher of English in a secondary school in Matrouh, Egypt, the Egyptian Ministry of Education has no stated TESOL Technology standards especially for secondary school English language teachers. The researcher found only general written quality standards for all teachers (**Ministry of Education, 2003**).

Secondly, the absence of a comprehensive and objective tool to evaluate English language teachers' performance in secondary schools.

Thirdly, the researcher visited the Alexandria Teachers Training Center to explore the situation in Egypt and discovered that there are no workshops or training sessions for TESOL Technology standards at any level of education.

Consequently, there was an urgent need to evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards and to design a checklist to evaluate them.

Statement of the problem

The researcher observed that many English language teachers in secondary schools feel not sufficiently prepared and often struggle with implementing TESOL Technology Standards in their classrooms. They have a low level of technological knowledge. This may affect the learning process. Matrouh secondary school English language teachers have not been assessed according to an inclusive evaluation system based on valid standards.

Hence, it was significant to provide a comprehensive and objective evaluation tool to assess the performance of Matrouh English language teachers in secondary schools in the light of TESOL Technology Standards.

Questions of the study

This study attempted to answer the following questions:

- 1– What is the level of performance of Matrouh secondary school English language teachers in the light of TESOL Technology Standards?
- 2– What are the obstacles hindering Matrouh secondary school English language teachers from implementing of TESOL Technology Standards in their teaching?
- 3– What is the proposed approach to address these obstacles?

Hypotheses of the study

- 1 - There is a statistically significant difference between the average level of performance of Matrouh secondary school English language teachers and TESOL Technology Standards due to educational levels.
- 2 - There is a statistically significant difference between the average level of performance of Matrouh secondary school English language teachers and TESOL Technology Standards due to training programs.

Purpose of the study

This study attempted to

- 1 – Evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards.
- 2 – Identify the obstacles hindering Matrouh secondary school English language teachers from implementing of TESOL Technology Standards in their teaching.
- 3 – Introduce suggestions that enable Matrouh secondary school English language teachers to overcome these obstacles and implement TESOL Technology standards in their teaching?

Importance of the study

The significance of this study appeared in its attempt to

- 1 – Provide an evaluation method of Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards, and thus encourage the decision-makers to implement these standards in the Egyptian schools.
- 2 – Direct researchers and curriculum planners towards designing and preparing educational and training programs based on TESOL Technology Standards.
- 3 – Provide a checklist to evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards, which can be helpful to researchers and teachers in the field of curriculum and methodology.
- 4 - Provide a questionnaire to identify the obstacles to implementing Matrouh secondary school English language teachers to TESOL Technology Standards in their teaching, which can be used as a guide to Matrouh Educational Directorate.
- 5 – This study may be of great benefit to the government of Egypt, school boards, and other institutions. Since the study is based on evaluating Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards, trainees, readers, authorities, and teachers could all profit from the results because there is a big need to implement the standards in our country.

Tools of the study

The researcher designed and used the following tools to achieve the objectives of the study:

- 1-A checklist to determine the level of Matrouh English language teachers' performance in secondary schools in the light of TESOL Technology Standards.
- 2-A questionnaire to determine the obstacles hindering Matrouh secondary school English language teachers from implementing of TESOL Technology Standards in their teaching.

Methodology of the study

The researcher adopted the descriptive approach as a result of the nature of the questions to evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards.

Delimitations of the study

This study is delimited to:

- 1 – A sample of secondary school English language teachers in Matrouh Governate.
- 2 – The first semester of the academic year 2020/ 2021.
- 3 – Evaluating Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards.

Definition of terms

Evaluation

Ali (2000, p. 236) defines evaluation as "a process of collecting, classifying, analyzing and interpreting data or information (quantitative and qualitative) about a behavior or a subject to take a decision."

Gentile and Lally (2003, p.171) define evaluation as "in Bloom's taxonomy, the ability to make judgments about the relative quality or usefulness of products or ideas with distinct criteria consciously in mind."

Miller, Linn, and Gronlund (2009, p.527) assume that "evaluation is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria."

Evaluation in the present study means: determining the points of strengths and weaknesses of Matrouh secondary school English language teachers' performance through collecting and interpreting data and comparing it with TESOL Technology Standards identified in the checklist.

Teachers' Performance

Airasian (2000, P.295) "Observing and judging a teacher's skills in actually carrying out an activity or producing a product inside the classrooms."

According to **Eid (2005)** evaluating teachers, performance means "making a decision on what the teacher does inside the class containing the use of evaluation techniques, teaching strategies, the ability to ask questions and make decisions."

From the above definitions, the present study defines it as observing and evaluating Matrouh secondary school English language teachers' skills inside the English language classes in the light of TESOL technology standards.

TESOL

Teaching English to Speakers of Other Languages (also Teachers of English to Speakers of Other Languages).

TESOL Technology Standards

It is an acronym for Technology Standards for Teaching English to non-native speakers and can be defined as these specifications prepared by the International Association for Teaching English to non-native Speakers of Language learners and Teachers in the field of employing technology in learning and teaching English to achieve the highest levels of effective learning and to improve the quality of technical educational experiences in different countries of the world (TESOL, 2011).

Procedures of the study

The following procedures were followed to conduct the current study:

- 1– Reviewing literature and previous studies related to teacher evaluation and TESOL Technology standards to form a theoretical framework of the research.

- 2- Evaluating Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards using the Checklist.
- 3- Pinpointing the obstacles hindering Matrouh secondary school English language teachers from implementing TESOL Technology Standards in their teaching.
- 4- Selecting the research sample.
- 5- Applying the research tools on a sample of some secondary school English language teachers in Matrouh.
- 6- Collecting and analyzing data using the appropriate statistical techniques.
- 7- Interpreting results and making conclusions and recommendations.

Review of Literature and Related Studies

Definition of technology in TESOL technology standards document

The TESOL Technology Standards Project Team defined technology in this document as the use of techniques that depend on computer chips, digital applications, and various kinds of internet systems. These techniques are not restricted to the normally recognized computers: Approximately all electronic devices include a computer chip of some sort (data projectors, DVD players, interactive whiteboards, etc.). Mobile devices like (cell phones, MP3 players, personal digital assistants [PDAs], etc. (TESOL, 2011).

TESOL Technology Standards for language teachers

The TESOL document consisted of two complementary sets of technical standards, the first of which focused on the standards of language learners, while the other focused on the standards of language teachers, which were the criteria for this study. It included four goals, with fourteen major criteria. Each criterion contains a set of performance indicators, totaling 65 indicators,

Studies related to TESOL Technology Standards

Arnold (2013) presented a study that looked at regularly used textbooks in L2 courses and examined computer-assisted language learning (CALL) in the context of the TESOL Technology Standards. The study analyzed eleven textbooks using qualitative content analysis. It answered these questions. How the discussion of CALL is organized the role of

technology in learning, the discussion of advantages and disadvantages of CALL, what kind of CALL pedagogy the textbooks advocate and tasks included. The analysis results have shown that most of the textbooks which were reviewed can help as valuable foundations for early CALL training.

Another study conducted by **(Prichard, 2013)**, Training L2 Learners to Use Facebook Appropriately and Effectively, this study aimed to examine the efficacy of training the English language learners to use the Facebook platform to achieve the three goals stated by the TESOL Technology Standards. It followed an exploratory action research study. The study was applied to 41 male and female students who registered in an optional English language course at a Japanese university. Data were collected by analyzing students' responses to the post-survey. The results indicated that training students to use the Facebook platform helped achieve the targeted TESOL technology standards.

Anjos Santos, et al (2016) conducted a study that has several goals like implementing formative workshops based on digital literacy to support English language teachers' professional development. Thus, by analyzing the extent to which these workshops integrated 21st-century skills and TESOL technology standards. To achieve this goal, the study relied on the qualitative content analysis method. The results showed the adequacy of the workshops with the twenty-first-century skills and TESOL technology standards.

The study of **(Tschichold, 2016)** aimed to explore how far a Computer Assisted Language Learning (CALL) module in a Teaching of English to Speakers of Other Languages (TESOL) course can help the students to reach the required level of being confident Call users. Each standard was coordinated against the components of a present CALL module Standards that were not achieved were then categorized for achievability in a pre-service teacher training situation. The study concluded that no course elements were found that would assist students in achieving TESOL technology standards.

Al-Harthy (2018) conducted a study aimed to identify the degree of awareness of the English language teachers for the elementary school in Riyadh with technical proficiency to teach the English language for non-

English speakers in accordance with (TESOL) standards. The results showed a discrepancy between English language teachers in the degree of awareness of technical competencies in light of TESOL technical standards. While it showed that the level of their ability to use technical competencies to teach English according to TESOL standards was high.

Alkahtany (2019) conducted a study, Developing the "Computer Assisted Language Learning" curriculum in the light of TESOL technology standards, and its effectiveness in providing students at the Faculty of Languages and Translation at Al-Imam Mohammad Bin Saud University the necessary technical competencies, the study aimed at Defining the Teachers of English to speakers of other languages "TESOL" Technology Standards and the technical competencies patterns based on them. The researcher developed the following instruments: an analytical scoring rubric and the technical competencies test. This study concluded that the implementation of the TESOL technology standards in the "CALL " curriculum was weak.

The study of (**Al-Zuhair, 2019**) aimed to identify the degree of availability of TESOL Technological Standards for English language teachers in the Intermediate Schools in Riyadh. To achieve the objectives of the study, the researcher used the descriptive approach. It was applied to (228) teachers representing the sample of the study. The researcher concluded that the degree of availability of TESOL Technological Standards for English language teachers in the Intermediate stage in Riyadh was high.

The objectives of these studies varied as **Al-Harthy (2018)** tried to explore the degree of awareness of the English language teachers in the elementary school in Riyadh with technical proficiency to teach the English language for non- English speakers in accordance with (TESOL) standards. Also, (**Al-Zuhair, 2019**) investigated the degree of availability of TESOL Technological Standards for English language teachers in the Intermediate Schools in Riyadh. **Alkahtany (2019)** identified the importance of Developing the "Computer Assisted Language Learning" curriculum in the light of TESOL technology standards, and its effectiveness in providing students at the Faculty of Languages and Translation at Al-Imam Mohammad Bin Saud University the necessary technical competencies. **Arnold (2013)** and (**Anjos Santos, et al, 2016**) studies aimed to analyze

textbooks, courses, and workshops. (Prichard, 2013) aimed to examine the efficacy of training the English language learners to use the Facebook platform to achieve the three goals stated by the TESOL Technology Standards, and the study of (Tschichold, 2016) aimed to measure the effectiveness of an updated unit of (CALL) in the light of TESOL Technology standards.

Prichard (2013) and Anjos Santos, et al (2016) are consistent with the present study in that they emphasize the importance of providing training programs to update the teachers' experience and knowledge and to support them with the modern teaching techniques that will empower them to be efficient in accomplishing their tasks.

According to these criteria, this study is consistent with (Al-Harthy, 2018), and (Al-Zuhair, 2019) studies in following the evaluation methodology and by adopting the descriptive method. However, it contradicts (Arnold, 2013), (Prichard, 2013), (Anjos Santos, et al, 2016), (Tschichold, 2016) and (Alkahtany, 2019) in this area.

The current study is consistent with (Anjos Santos, et al, 2016), (Al-Harthy, 2018) and (Al-Zuhair, 2019) as the English language teachers are the sample of their studies. However, (Al-Harthy, 2018) was conducted on elementary school teachers, and (Al-Zuhair, 2019) was applied to English language teachers in the intermediate schools. On the other hand, this study contradicts (Arnold, 2013) as the sample of the study was textbooks. Whereas (Prichard, 2013), (Tschichold, 2016) and (Alkahtany, 2019) applied their studies to university students. This study contradicts (Prichard, 2013) as it used only three goals stated by the TESOL Technology Standards for language learners which contradict the current study and all the other studies.

This study is consistent with (Al-Harthy, 2018), and (Al-Zuhair, 2019) by using a questionnaire as a tool of their studies. However, (Arnold, 2013), (Anjos Santos, et al, 2016), (Tschichold, 2016), and (Alkahtany, 2019) contradict the current study in this area.

Evaluating teachers' performance

Teacher evaluation

There are many definitions for teacher evaluation for instance (Al-Hamly et al, 2007) considered evaluation as a process of acquiring, considering, and judging information related to teaching and learning.

Evaluation is also defined as "the process by which teachers are assessed professionally. Usually conducted by principals or school administrators, it may include classroom observation as well as verification of continuing education and professional development activities" (Goldrick, 2002). He assumed that through evaluation works as a mechanism for judging job performance it is often subjective, cursory, and based on insufficient observation.

Teacher's Performance

Badawi (2009) proposed two aspects of teacher's performance: specialty and professional. These two aspects are critical for any teacher to succeed in his or her profession. The first is pedagogical or professional performance, which refers to a teacher's ability to employ appropriate teaching approaches.

Halim (2008) states that teaching performance is what teachers do to set up the appropriate conditions for language teaching and learning inside the classroom via their ability to take and implement a group of theoretical and practical motivating teaching decisions concerning professionalism, classroom management, and assessment. He added that teaching performance is performing a lesson whereas the teacher links the lesson to students' real life, through using several teaching methods and appropriate teaching aids, associating the lesson to students' everyday problems, and extending the teacher's knowledge of the lesson topic beyond what is already mentioned in pupils' book. Zhao (2009) describes a teacher's performance as a teacher's presentation of competency or skills in the classroom with a stress on his/her ability to do instructional tasks.

Studies Related to evaluating Teachers' performance

Al-Thumali (2011) a study to evaluate EFL Intermediate Teachers' performance in the light of quality standards in Saudi Arabia. In addition, it aimed to spot the most appropriate standards of EFL Saudi teachers' performance in the light of quality standards. The researcher developed the following instruments: a questionnaire and an analytical scoring rubric. The

sample of the study included (25) EFL teachers. Results showed that Saudi EFL intermediate teachers' performance was good. The less experienced group of EFL teachers were better than the more experienced group in planning and management of the learning domain.

Zainab (2012) another related study aiming at evaluating Female EFL Teachers' Performance at the Secondary Stage in Al-Madinah Al-Munawarah in Light of Quality Standards. The sample of the study included 50 female EFL teachers. Data was collected via an observation sheet designed by the researcher. Results of the study showed that the overall EFL teachers' performance needed to be improved in all main domains selected to evaluate EFL teachers' performance.

Salimi and Farsi (2015) investigated the effect of the English Language Proficiency Program for Foreign graduate students (ELPPS) on foreign students' academic performance in Philippine. Several features of the program were evaluated including goals and objectives, course syllabi, strategies and methodology of instruction, program content, program duration, and faculty profile. The findings indicated that graduate students revealed a major positive change in their academic performance as a result of their enrollment in the program (**Salimi & Farsi, 2012**).

Alfahadi, Qradi, and Asiri (2016) examined the significance of a suggested number of quality standard domains, and explore the range of implementing these domains among EFL teachers in intermediate schools. The population of the study contains 24 intermediate school teachers working in the city of Tabuk. Researchers designed a questionnaire to identify the common domains of teachers' implementation of these domains, quality standards, years of experience, as well as, the effect of education on teachers' performance. Analyzing the collected data reveals that teachers implement the domains of quality standards, however, some of them are weak to some extent. Eventually, the results of this study ask for the instant need for permanent professional development for EFL teachers and systematic quality standards.

Ragawanti (2016) evaluated the competency of EFL student teachers in the light of the Indonesian EFL teacher qualification standard. The study included 26 mentor-teachers from 10 local schools in which the student-

teachers were carrying out teaching practicum. The results showed that the student teachers are regarded to be good in performing pedagogical knowledge, personality, pedagogical skills, social and professional competence.

Comment

Most of the studies approved that evaluation is a fundamental process of EFL teachers (Mohasseb & Al – Hakami, 2008; Adams, 2009; El-Said Ali, 2009; Dupree, 2009; Bitterman, 2010; Hashem, 2010; Al-Thumali 2011; Zainab, 2012; Ragawanti, 2016). For example, the study of (Mohasseb & Al – Hakami, 2008) evaluated Saudi Prospective English Language Teachers' performance in the light of the established standards. Bitterman, (2010) revealed the need for credible and valid evaluation for teacher professional development through carrying out a thorough program evaluation. Al-Thumali, (2011) concluded that Saudi EFL intermediate teachers' performance was good. On the other hand, Zainab, (2012) showed that the overall EFL teachers' performance needed to be improved in all main domains selected to evaluate EFL teachers' performance. Adams, (2009) asserted that the evaluation process makes qualified teachers match the needs of the students. Quality teaching, highly qualified teachers, teacher evaluation, and instructional leadership were explored. Patterns were found concerning highly qualified teacher qualities (NCLB), and concerning criteria for teacher quality. Assessed student achievement was not regarded as a criterion of teacher efficiency (Dupree, 2009). However, El-Said Ali, 2009 study found that various teacher characteristics do appear to make a great difference in student performance. Ragawanti, 2016 evaluated the competency of EFL student teachers in the light of the Indonesian EFL teacher qualification standards. (1) Improving instruction for in-service or pre-service teachers, (2) boosting student learning, (3) focusing on professional development, (4) building a mentoring program, and (5) encouraging collegiality were the goals for implementing the standards-based teacher assessment system. (Hashem, 2010; Batchelor, 2008; Mohasseb & Al– Hakami, 2008; El-Said Ali, 2009). Although Alfahadi, Qradi, and Asiri (2016) concluded that teachers implement the domains of quality standards, they found that some of them were weak to some extent.

Salimi and Farsi (2015) conducted a study on graduate students with aim of examining the effect of the English Language Proficiency Program on their academic performance. Consequently, all the above-mentioned studies agree with the current study that teachers' evaluation plays a critical role in improving their teaching performance.

Methodology of the Study

Population and sample of the study

The population of the study involved all the secondary school English language teachers in Matrouh. The sample of the study contained thirty-nine Matrouh secondary school English language teachers working in Matrouh Governate.

Design of the study

The study followed the descriptive approach to identify to what extent Matrouh secondary school English language teacher's performance matches the TESOL Technology Standards.

Settings of the study

The study was conducted on Matrouh secondary school English language teachers who have seven to thirty-five years' experience of teaching in their regular classes. Each teacher was observed for three diverse teaching periods using the checklist with an English language supervisor (as another rater). The entire classes were 75 classes, and each class has taken 45 minutes. The application was carried out in fourteen secondary schools which were chosen by the researcher according to supervisors' visits of the schools in the east and west educational directorate in Matrouh, during the first term of the academic year (2020-2021).

Instruments of the study

First: Performance checklist

The checklist aims to objectively evaluate Matrouh secondary school English language teachers' performance in the light of TESOL Technology Standards inside the classroom.

Second: The obstacles questionnaire

Validity of the questionnaire

The validity of the questionnaire was confirmed by calculating the alpha-Cronbach coefficient for the degrees of the domain's validity by calculating the alpha-Cronbach coefficients for the scale as a whole and each domain of the questionnaire separately. The alpha-Cronbach coefficient relates the validity of the questionnaire to the variance of its items. An increase in the ratio of the item variance relative to the total variance leads to a decrease in the validity coefficient.

Reliability of the questionnaire

Internal consistency was used to determine the questionnaire's reliability. The reliability of the internal consistency was verified by finding the linear correlation coefficient of Pearson between each phrase of the questionnaire and the total degree of the domain to which this statement belongs, the results were generally positive, the different correlation coefficients indicated that there is an internal consistency of the phrases with the domains to which they belong. Here are the different correlation parameters for each of the first domain clauses related to administrative obstacles with the domain it belongs to.

Results and discussions

Results related to the first question

Regarding the first domain: **Foundational knowledge and skills in technology.**

The average grades were (68.77) out of (105) a rate of (65.5%). This indicates an intermediate level of their performance. Their teaching practices differed, as seven practices were of high performance as follows:

- 1-The teacher uses available digital devices to achieve educational goals.
- 2- The teacher shares available information about technology with colleagues.
- 3-The teacher participates in relevant professional practice communities.
- 4-The teacher helps students direct them to suitable sites for their ages.
- 5-The teacher applies new techniques to help students pay attention to him.

6-The teacher knows that electronic communication is an unsafe or private process.

7-The teacher cares about the student's privacy.

Fourteen practices came with an intermediate level of performance as follows:

1- The teacher prepares educational materials using appropriate technology tools.

2- The teacher should pay due attention when using digital resources.

3- The teacher determines appropriate techniques to achieve a set of educational objectives.

4- The teacher uses assessment tools to evaluate the suitability of specific technical options.

5- The teacher identifies and adapts a set of diverse digital resources.

6- The teacher uses technical tools to increase the effectiveness of activities.

7- The teacher keeps pace with technological development through various resources.

8- The teacher knows and evaluates the potentials of technological tools.

9- The teacher specifically recognizes the similarities and differences among technological tools.

10- The teacher acknowledges his position as a role model to others.

11- The teacher enforces local laws regarding fair use and copyright.

12- The teacher follows local guidelines regarding human experimentation.

13- The teacher respects the students' ownership of his/her work.

14- The teacher knows the temporary nature of research results related to the use of technology.

Regarding the second domain: **Integrating pedagogical knowledge and skills with technology**. The average grades were (71.24) out of (105) a rate of (67.85%). This indicates an intermediate level of their performance. their teaching practices differed, as eight practices were of high performance, as follows:

1- The teacher identifies the available technical resources.

2- The teacher assesses technical environments to achieve lesson objectives.

3- The teacher selects technical resources that meet the students' needs and skills.

- 4- The teacher uses technology to achieve learning objectives.
- 5- The teacher is aware of a variety of technical options.
- 6- The teacher chooses a technology that is compatible with the needs and abilities of students.
- 7- The teacher makes sure that students know how to use technology to achieve educational goals.
- 8- The teacher determines the suitable technological research results for teaching situations.

Also, there were thirteen intermediate degree practices available, as follows:

- 1- The teacher demonstrates an understanding of his/her teaching style.
- 2- The teacher knows the technological opportunities and limitations.
- 3- The teacher integrates technology in teaching rather than making it an add-on.
- 4- The teacher is regularly involved in professional development associated with technology use.
- 5- The teacher evaluates his/her use of technology in teaching.
- 6- The teacher chooses a technical environment that suits the class goals.
- 7- The teacher knows the level of students and their technical capabilities.
- 8- The teacher allows students to give feedback concerning their use of technology.
- 9- The teacher knows about research proposals regarding using technology in the classroom.
- 10- The teacher uses various methods related to the use of technology.
- 11- The teacher knows various research sources that benefit the use of technology.
- 12- The teacher shares research results related to the use of technology with others.
- 13- The teacher knows the context of research related to technology.

Regarding the third domain: **Applying technology in record-keeping, feedback, and assessment**. The average grades were (52.45) out of (80) a rate of (65.56%). This indicates an intermediate level of their performance. their teaching practices differed, as six practices were of high performance, as follows:

- 1- The teacher is aware of a variety of forms of technology assessment.

- 2- The teacher uses appropriate record-keeping tools.
- 3- The teacher can interpret computer-based test results to stakeholders.
- 4- The teacher uses technology to assess learner progress.
- 5- The teacher gives feedback through digital file exchange.
- 6- The teacher shares the results of evaluating students' use of technology.

Ten intermediate performance level orthodontic practices are as follows:

- 1-The teacher defines research based on technology principles.
- 2- The teacher uses the results of the technical assessment to plan the learning process.
- 3- The teacher extrapolates the students' feedback to develop the technology used.
- 4- The teacher uses appropriate procedures to assess the students' use of technology.
- 5- The teacher elicits student feedback to improve their use of technology.
- 6- The teacher applies research results related to technology-enhanced assessment.
- 7- The teacher uses digital resources to analyze the students' work.
- 8- The teacher uses digital resources to document teaching for further analysis.
- 9- The teacher assesses student outcomes that result from the use of technology.
- 10- The teacher uses computer-based diagnostic, formative, and summative assessments.

Regarding the fourth domain: **Using technology to improve communication, collaboration, and efficiency**. The average grades were (64.43) out of (105) a rate of (61.36%). This indicates an intermediate level of their performance. Their teaching practices differed, as five practices were of high performance, as follows:

- 1- The teacher engages in professional communities of practice for online language teachers.
- 2- The teacher shares online communication tools with students and colleagues.
- 3- The teacher uses online resources to identify additional materials for lesson planning.

4- The teacher determines which technology is most suitable for his/her situation.

5- The teacher encourages students to use electronic methods to authenticate their progress.

Also, there were sixteen intermediate degree practices available, as follows:

1-The teacher makes use of online resources for language teachers.

2- The teacher implements lesson plans obtained from teachers online.

3- The teacher knows different methods that support electronic feedback of the students' work.

4- The teacher establishes a system for collecting, arranging, and retrieving materials.

5- The teacher has an online platform.

6- The teacher comments on students' electronic work.

7- The teacher advises the school principal to use technology to enhance communication.

8- The teacher shares instructional material digitally.

9- The teacher selects technology resources that foster appropriate language use.

10- The teacher demonstrates knowledge of several sources that inform technology use.

11- The teacher stays informed about how to use recent technologies for professional purposes.

12- The teacher innovatively integrates technology into teaching.

13- The teacher engages in research and shares the Results.

14- The teacher advises decision-makers about appropriate technology resources.

15- The teacher maintains resources that allows students to retrieve the material needed.

16- The teacher uses electronic methods, as appropriate, for formative and summative assessment.

Results related to the second question

Regarding the first domain: **Administrative obstacles**

The results of the current study indicate that the opinions average of the study sample on the obstacles to implementing TESOL technology standards in their teaching was (2.06) percentage (68.67%) and a standard deviation (0.92). Also, the results indicated that the opinions that were higher in average concerning this domain were ordered as follows:

9-There is no internet access at my school.

10-There are internet connectivity problems.

Additionally, the lowest opinions related to this domain are, in order:

1-The school provides all the devices to use technology in teaching.

2-I use technological tools in teaching because all the digital tools are available in the classroom.

While thirteen statements got an average rating as follows:

1-The school Provides help in supervising students while using technology.

2-Using technology in teaching increases my students' attendance at school.

3-I rarely use technology in teaching because I depend on textbooks.

4-Time is appropriate for using digital tools in the classroom.

5-I use digital tools in teaching because there is peer support for using technology in teaching.

6-I use digital tools because there is technical support for using technology in teaching.

7-I use various digital tools due to the flexibility of the curriculum.

8-There is a slow internet speed at my school.

9-There is financial support for teachers who use various technological tools in teaching.

10-There are sufficient teaching materials to integrate technology into teaching.

11-Students at my school are qualified to use various digital tools.

12-Teachers who use technology are awarded.

13-Providing training on technological tools and software is important for the teaching process.

Regarding the second domain: **Professional obstacles**

According to the findings of the current study, the opinions average of the study sample was (2.14) percentage (71.33%) and a standard deviation (0.83) as follows:

1-Students' English learning can be increased through the integration of technology in teaching.

2-Using various technological tools increase my teaching workload.

3-I use various technological tools because my students can use technology.

4-I have the experience to integrate technology into teaching.

Fifteen of the opinions were intermediate as follows:

1-The purpose of integrating various technological tools into my teaching is clear.

2-I can prepare my students to use various technological tools in my teaching.

3-I encourage my students to use various technological tools.

4-I encounter technical problems when I use technological tools in teaching.

5-Using various technological tools enhance my English teaching effectiveness.

6-Using various technological tools waste my time in the classroom.

7-I use various technological tools because I know how to incorporate technology in teaching.

8-I am trained to integrate technology into teaching.

9-It is hard to use technological tools to prepare teaching activities and materials.

10-I have the knowledge and the skills to incorporate technology into teaching.

11-I am updated to the most recent technological tools.

12-I can adapt the teaching materials to be technologically used.

13-I am aware of how to integrate technology into teaching.

14-I feel a lack of digital literacy.

15-I think that there are standards for integrating technology into teaching.

Regarding the third domain: **Personal obstacles**

This study's findings revealed that the average opinions were (2.08) percentage (69.33%) and a standard deviation (0.85). The top three opinions are:

1-I feel comfortable when using various technological tools in teaching.

2-Using various technological tools in teaching help me teach more efficiently.

3-I feel confident when using technology in teaching.

Additionally, the results show that the lowest opinions are, in order:

1-I think that the integration of technology into teaching is time-consuming.

2-I feel that I am supported by stakeholders to integrate technology into teaching.

Eleven of the opinions were intermediate as follows:

1- I feel ready to use various technological tools in teaching.

2- I think that the integration of technology into teaching is challenging.

3- I am a technophobe.

4- I use technology in teaching because I know more than my students.

5- I am resistant to digital change imposed from outside.

6- I am anxious about working with various technological tools.

7- I am resistant to an increased digital workload.

8- I feel that I am supported by supervisors to integrate technology into teaching.

9- I feel worried when using technological tools.

10- I feel confused when using technological tools in teaching.

11- I like to teach in the same manner I was taught in the past.

Results related to the third question

Proposed suggestions to improve Matrouh Secondary school English language teachers' performance in the light of TESOL Technology standards.

The role of MOE:

The following are the aims of this phase:

1. Providing funding and guidance for formal technology support personnel and infrastructure
2. Providing methods for identifying how TESOL Technology standards can be applied in local contexts
3. Providing strategies for certifying compliance with TESOL Technology requirements.
4. Providing support and funding for ongoing teacher education.
5. Establishing TESOL Technology standards for teachers according to the major or subject.

The role of the Educational Directorate:

Aims of this phase are as follows:

1. Recognizing the significance of integrating technology in teaching.
2. Developing and monitoring the appropriate implementation of technology in their language programs.
3. Setting qualifications when employing new staff.
4. Setting reasonable goals when training present staff.
5. Following up the degree to which English language supervisors are aware of TESOL Technology standards, their implementation in teaching, and the use of suitable tools for evaluating them.

The role of English language supervisors:

The following are the aims of this phase:

1. Incorporating TESOL Technology standards into the curriculum.
2. Ensuring that technology infrastructure is in position so that teachers may have hands-on experiences with technology.
3. Ensuring that the existing curriculum is being provided with support toward meeting, TESOL Technology standards.
4. Helping teachers to apply TESOL Technology standards in their teaching.

Recommendations:

In the light of the results and conclusion of the present study, the following recommendations are offered:

1. Applying a comprehensive evaluation system for teachers' performance according to TESOL Technology standards to achieve objectivity.
2. Establishing well-designed programs to be used as in-service training for the English language teachers at all the Egyptian secondary schools.
3. Organizing microteaching sessions and workshops for English language teachers to help them understand the importance of standards culture in education with its possible advantages and strength.
4. Encouraging English language teachers to attend courses or training sessions in designing and management of learning to cope with TESOL Technology standards.

• Suggestions for further researches

The following topics are recommended to be considered for further researches:

- Designing other checklists for evaluating teachers as well as students in various subjects and sciences.
- Evaluating English language teacher's performance in the light of TESOL Technology standards in the primary stage.
- Evaluating English language teacher's performance in the light of TESOL Technology standards in the preparatory stage.
- Evaluating English language teachers' performance in other governorates.
- Evaluating teacher's performance in the light of TESOL Technology standards in various subjects.
- Developing EFL Courses in the light of TESOL Technology standards

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تقويم أداء معلمي اللغة الانجليزية بالمرحلة الثانوية في ضوء

معايير تيسول التقنية

اعداد

محمد سعد أحمد عبدالرحيم

ملخص الدراسة:

هدفت الدراسة إلى تحقيق ثلاثة أهداف: أولاً تقويم أداء معلمي اللغة الإنجليزية بالمرحلة الثانوية بمطروح في ضوء معايير تيسول TESOL التقنية. ثانياً ، تحديد المعوقات التي تحول بين معلمي اللغة الإنجليزية بالمرحلة الثانوية بمطروح و تطبيق معايير تيسول TESOL التقنية في تدريسهم. ثالثاً ، تقديم بعض المقترحات لمساعدة المعلمين على التغلب على تلك المعوقات. ولتحقيق هذه الأهداف استخدم الباحث المنهج الوصفي. استخدم أداتين: (١) قائمة ملاحظة و (٢) استبيان. وطبقت الدراسة على (٣٩) معلم لغة انجليزية بالمرحلة الثانوية يمثلون عينة الدراسة. خلصت الدراسة الحالية إلى أن أداء معلمي اللغة الإنجليزية بالمرحلة الثانوية بمطروح في ضوء معايير تيسول TESOL التقنية كان متوسطاً. من ثم قدم الباحث تصور مقترح مبني على توصيات البحث لتحسين أداء معلمي اللغة الإنجليزية بالمرحلة الثانوية بمطروح في ضوء معايير تيسول TESOL التقنية.

الكلمات المفتاحية: التقييم ، أداء المعلمين ، معايير تيسول TESOL التقنية.