Future Perspective for Developing EFL Teachers in Egypt

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Abstract

The article focuses on contemporary perspectives in psycholinguistics that EFL teachers need to develop in order to teach effectively. A perspective explains much on how EFL teachers implement their teaching. These perspectives include: (1) Knowing how language is acquired to teach the language effectively; (2) being aware that what is known about learning in general may be different for learning EFL; (3) holding specific beliefs about learning EFL influence the teaching of EFL; and (4) teaching is assessed by EFL by looking at teachers attitudes about teaching and learning. Given the perspectives, recommendations are provided for EFL teachers. Moreover, showing the most common strategies of professional development for EFL and technology teachers and revealing if the specialty, gender and academic levels affect adaptation of these strategies.

Key words: *TEFF, professional Development, attitude, teaching Approaches*

- **Introduction**

Much research has been developed in line with what is effective in teaching in general. There is also a growing body of literature suggesting a variety of classroom strategies, techniques, and methods that promote better learning for students specifically in learning English as a Foreign Language. An important area in identifying what will and will not work in teaching EFL is how the teacher implements these methodologies. The available techniques, strategies, and methods in teaching would much depend on the teacher's dispositions, beliefs, and ability to execute tasks related to teaching. This article provides contemporary perspectives in education, psychology, and psycholinguistics that teachers need to develop in order to make teaching EFL effective.

Even though most Arab nations are seeing an increase in interest in their educational systems, research on some of the unique issues and difficulties that instructors face during extensive educational reforms and adjustments is still lacking. According to Akkary (2014), one of the primary drawbacks of these extensive educational reforms in the Arab world is that new educational services are unable to significantly improve classroom activities and outcomes, which leads to their incapacity to adequately prepare students for "the demands of a postmodern technological world."

Egypt has lately implemented a number of educational reforms, the most significant of which may have been with regard to curricula, specifically ELT courses. In actuality, new English syllabi have been introduced along with significant modifications. As a result, starting in the first grade of elementary school, English instruction was made mandatory as early as 2010. The disparity between the English taught during the pre-university years and the English taught during the university years has expanded during this transition, though, and it continues to be a significant obstacle. To this end, it is necessary to address issues related firstly to the influence these changes have had on English language teaching at university level, and secondly to investigate the possibility of other ELT curricula reforms.

The majority of stakeholders and policy makers, both inside and outside academic institutions, seem to feel that the traditional curriculum is no longer relevant academically or economically and that a drastic overhaul is required as soon as feasible, which is why the university level ELT curricula have recently undergone revisions (Abdul Wahed, 2013). In order to do this, additional work has gone into creating a new curriculum that is grounded in sound research about the goals and requirements of individuals. At the same time, significant revisions have been made to the teaching materials. Stated differently, decision-makers now recognize the primary obstacles that the Egyptian higher education system faces and the necessity of addressing a number of its challenging issues.

As a result, instructors' knowledge, perspectives, and experience with implementing and using the instructional resources at their disposal must be included into the teaching processes, which call for more careful thought and reflection. A deeper understanding of the impact of connecting classroom practices' micro-relationships to society's macro-relationships and the direction of ELT education must also be developed. Aspects of curriculum change should also be explored in relation to larger social, political, and cultural domains in our society. Three key components underpin my future vision for this development: the use of different intelligences in EFL classrooms, e-learning applications, and EFL professional development.

- **Methodology**

- **EFL Professional Development**

The performance of EFL teachers has been found to be the most important element among school-related factors, with a variety of factors contributing to the attainment and performance of EFL students (Asa'di& Motallebzadeh, 2013). A teacher of English as a foreign language (EFL) must give pupils the chance to acquire the language and assign tasks that will help them do so. Thus, raising the efficacy of EFL teachers and raising the performance and accomplishments of students are mutually exclusive. Investigating the causes of low performance levels among EFL students and ineffective EFL teachers will become urgently necessary.

Concern over the professional performance of EFL teachers has grown. All parties involved are concerned about the subpar professional performance of EFL teachers. Because there aren't enough influencing elements, many EFL teachers perform poorly professionally. This subpar professional performance of EFL teachers causes a number of issues for both the schools and the students they teach, including low student achievement in the English language curriculum and a damaged school reputation. Numerous researches conducted in a range of EFL scenarios have proven the issue. Therefore, they assured the weaknesses of EFL teachers' performance in their contexts and recommended the necessity of searching for the reasons behind these weaknesses in order to improve EFL teachers' performance. Finally, through the overview of prior research, it is revealed that there is a lack of studies which measure the major factors affecting EFL teachers' professional performance.

The purpose of the professional performance evaluation process for EFL teachers is to support them in honing their diverse teaching techniques and exploring the prospect of ongoing self-improvement, which is necessary in order to stay up to date with emerging trends. The professional performance evaluation of EFL teachers benefits a wide range of people, including stakeholders, policymakers in the ministry of education, administrators, and supervisors. They can assess the performance of EFL teachers, improve the caliber of teachers, and monitor the degree of improvement in that performance with the use of this procedure. It enables them to identify the EFL teachers' strong points so they may build on and take advantage of them (Delvaux et al., 2013).On the other hand, it helps them to identify the weaknesses in the performance of EFL teachers to avoid these weaknesses and develop solutions for them.

- **Computer Assisted Language Learning in Teaching English**

Many different reactions arise when one considers the employment of computers in the classroom for subjects like modern languages. One gets the impression that computers are useful in many areas of society and that they are even utilized in the teaching of other courses, leading one to believe that there isn't a single discipline that they can't be applied in. Many find the idea of using computers appealing; it's the kind of task that makes you want to take on the challenge. In addition, we are fearful of technology taking over our lives; we worry that it will dehumanize a field that primarily deals with human contact, and we can even be afraid of losing our jobs. It is also well known that language instruction is not immune to societal trends; we are reminded of historical mistakes, as well as theories and innovations that fell short of expectations. Do some critics claim that using computers in language instruction is just "the language laboratory all over again"? Only a proper familiarity with the facts may allay such fears. First, a computer is just a tool, a tool to be used or not, as the teacher thinks fit. The computer, like any other electrical or mechanical gadget, provides a means of amplifying, or extending the effectiveness of, our natural talents and capabilities. And like other such machines, without the human input and control they are useless. Used properly, however, they can be very effective indeed, enabling the individual to carry out tasks inconceivable by other means. Finally, computers are technologically different from language laboratories. Not only do they involve primarily the written language, but they are also much more versatile; their impact on language teaching and language learning is therefore likely to be very different. There is no reason to believe that history will necessarily repeat itself; everyone is aware of the mistakes which were made, and those engaged in computer assisted language teaching are the first to stress that computers are not a universal panacea.

Few teachers nowadays rely solely on chalk and blackboard. Over the years, more and more technical inventions have taken their place among the educational aids withwhich teachers surrounds themselves, so as to make their teaching more effective. What distinguishes the computers from other pieces of equipment, such as tape recorders and film projectors, and what forms in fact the basis of its being an educational aid is its interactive capability: "The unique property of the computer as a medium for education is its ability to interact with the student.

Books and tape recordings can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistake the student has made and react in a manner which leads him not only to correct his mistake, but also to understand the principles behind the correct solution".

The computer gives individual attention to the learner at the console and replies to him. Traditionally, it acts as a tutor assessing the learner's reply, recording it, pointing out mistakes and giving explanations. It guides

the learner towards the correct answer, and generally adapts the material to his or her performance. This flexibility, which can include allowing the learner to choose between several modes of presentation, is something impossible to achieve with written handouts and worksheets; it would require huge "scrambled books" with pages and pages of mostly unnecessary explanations, together with an extremely complicated system of cross-references. Nor would the learner get the instant feedback so beneficial to the learning process which the computer provides.

The computer thus promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation and encourages vigilance.

Computer Assisted Language Learning (CALL) is the acronym for computer assisted language learning and it is related to the use of computers for language teaching and learning. Significant use of CALL began in the 1960s. Since then, the development of CALL software has followed the changes in teaching methodologies. As teaching methods changed to audio - lingual and communicative approaches, CALL software included simulations and more interactive programs. Research has shown that learning strategies employed in CALL can affect the quality of learning the light of the information revolution and the scientific challenges of the 21st century, there is as weeping trend to use computers in all aspects of life and education is no exception.

- **Applying Multiple Intelligence Theory in EFL Classroom**

The Multiple Intelligence (MI) Theory is highly applicable and appreciated in modern education due to its main claim that every individual has eight intelligences, and they all work together in a unique way. It was proposed by Howard Gardner in his book "Frames of Mind"

According to Gardner, students can better understand their individual weaknesses and strengths when they identify their multiple intelligences (MI). Therefore, supporting students to develop their own MI profiles can facilitate them become more willing to purchase required skills for learning foreign language. Students' MI profiles can be used to prepare customized activities due to increase the learning process on the whole. Prior researches reported that MI theory had important implications for teaching language skills because it facilitated the use of metacognitive and cognitive strategies to encourage students to improve their attitude, comprehension, motivation, and language proficiency

The MI Theory is a useful tool for EFL teachers to further enhance the effectiveness of their input materials and thus, promote students success, since learners who are taught in a way they prefer, are more successful.

Therefore, it was decided to examine the impact of teaching activities that cater for spatial-visual intelligence on students´ learning achievements.

Teachers can take advantage of exercises, activities, techniques and materials that help trigger their students' intelligences and thus, encourage them to make use of different intelligences in the process of learning. Students may practice spatial/visual intelligence by providing many opportunities for visual mapping activities which encourage them to vary the arrangements of materials in space, such as by creating charts and bulletin boards. In addition, visual perception of the environment and ability to create and manipulate mental images can be incorporated into teaching procedure through drawing, painting, sculpting, sharpening observation skills, solving mazes and other spatial tasks, and exercises in imagery and active imagination.

Another implication of MI theory for teachers is that by paying attention to all kinds of intelligences teachers design a syllabus taking advantage of a variety of teaching activities as well as different tools and materials intended to mix all intelligences, or in certain cases to foster the development of one target intelligence. Therefore, with regard to classroom instruction, teachers should provide conditions that encourage students to use all kinds of intelligence. Although some students might prefer to use just certain types, teachers should recognize and teach to a broader range of talents and skills that depend on a variety of intelligences. In addition, it helps strengthen the creativity in teaching activity, foster interaction with their students and encourages teachers to use teaching materials besides course books.

- **Result and Discussion**

- **Teachers hold specific beliefs about learning EFL that influence their teaching of EFL.**

Most of a teacher's attitude and behavior when teaching EFL can be explained by their views about the nature of language learning. The collective name for teachers' views about the nature of knowledge and learning is "epistemological beliefs" (Schommer, 1993). EFL teachers' learning outcomes are significantly impacted by their epistemological views, which also play a significant part in their process of learning. It has been demonstrated to have an impact on people's ability to learn new problem-solving techniques and their perseverance when faced with challenging assignments (Schommer, 1993). Researchers have studied the relationship between people's ideas about knowledge and their learning and performance in recent decades due to growing evidence that these beliefs are crucial to learning (Hofer & Pintrich, 1997). According to Qian and Alvermann (1995), there may be a relationship between teachers' employment of strategies, conceptual shifts, and academic achievement and their

epistemological beliefs. The five dimensions of beliefs (Schommer, 1990) are as follows: (1) ability to learn, which relates to whether a person believes that the control over acquiring knowledge is fixed at birth or malleable; (2) structure of knowledge, which relates to whether a person believes that knowledge is made up of disconnected ideas or isolated bits and pieces; (3) speed of learning, which relates to whether a person believes that knowledge is acquired quickly or not at all; (4) stability of knowledge, which relates to whether a person believes that knowledge is absolute or tentative; (4) stability of knowledge which refers to whether an individual believes that knowledge is absolute or tentative; and (5) source of knowledge which refers to whether an individual believes that knowledge is handed down by authority or derived from reason.

More specifically, research findings showed that teachers who view that knowledge is actively constructed and constantly evolving value education more, and are more self-determined (Magno 2007) than those who see knowledge as fixed and coming from an omniscient authority.

- **EFL students' assessment of the teacher's performance is largely influenced by the teachers' attitudes about teaching and learning.**

The opinions of the students themselves play a significant role in influencing the way teachers approach teaching EFL. For EFL teachers, evaluating their own performance is a crucial component of the teaching and learning process. The evaluations and comments received from the students serve as the foundation for the EFL teacher's ongoing quest for improved methods of EFL instruction. There are numerous ways to evaluate a teacher's effectiveness, but research revealed that Egyptian students also consider the teacher's desirable traits, such as personality and efficacy beliefs, in addition to their overall performance. According to Magno and Sembrano (2007), teachers who possess traits like boldness, aggression, extrovertism, energy, strength, activity, open-mindedness, tolerance, reasonableness, graciousness, expertness, wisdom, decisiveness, stability, rationality, and sensible behaviors are more likely to be effective teachers.

- **Conclusion**

The current course of action for EFL teachers is to develop beliefs like the ones mentioned above that will enable them to become more productive. It was underlined that the first step toward bettering EFL teaching methods is shifting one's mindset. After acquiring the viewpoints, we learn to react to circumstances by observing events that may be explained, investigated, and addressed through the application of educational and psychological concepts, theories, and principles, as stated by Anderson et al. (1992). It's advised that EFL teachers: (1) adopt

modern viewpoints on teaching and learning EFL; (2) take into account how learners' motivation, knowledge, and development influence the meanings they make, the actions they take, and what and how they learn in the classroom; (3) Emphasize analysis of and action in teaching situations by selecting the best principles to guide practice and applying them carefully; and, (4) Gather information as EFL teachers teach about how students are responding.

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