

An Investigation on the Pedagogical Challenges that English Teachers Face in Jordan

Alaa` M. Saleh

MA student

Ministry of Education, Amman, Jordan

Ahmad H. Al-khawaldeh

Prof. of Teaching English

School of Educational Sciences, The University of Jordan, Amman, Jordan

ABSTRACT

A combination of qualitative and quantitative approaches was used to conduct this study which aims at investigating the pedagogical challenges that English language teachers face in Jordan. Questionnaire and interview were used to collect the required data for achieving the purpose of this study. The sample of the present study consists of (185) male/female English language teachers for the questionnaire, (20) male/female English language teachers and (6) English language supervisors for the interview.

The study revealed that there were pedagogical challenges that English language teachers face related to the preparation of English language teachers and their professional development, which ranged within the moderate level. Furthermore, there were no statistically significant differences of the pedagogical challenges at ($\alpha=0.05$) attributed to school type, university type and specialization. On the other hand, there were statistically significant differences of the pedagogical challenges at ($\alpha=0.05$) attributed to experience related to the dimension preparation of English language teachers which was in favor of teachers of 1-5 experience. The researchers recommend reconsidering the educational programs of universities which enable English language teachers to overcome the pedagogical challenges that they face in the field. In addition, they recommend conducting training programs which are required to their professional development.

Key words: Pedagogical Challenges, English Language Teachers

Introduction

Nowadays, the world imposes rapid changes in all domains and at all levels which created the urgent need to respond to these changes immediately. The education sector, like other sectors, has been affected by these growing changes. Many challenges have been imposed on all elements of the educational system, especially on teachers. Teachers face several challenges, which resulted from the weakness of their preparation to teach the second language as a foreign language. The weakness in the pedagogical content knowledge may cause many challenges as claimed by many scholars such as (Shulman 1987). The Pedagogical Content Knowledge framework was originally suggested by Shulman (1986 & 1987) and his colleagues and students (e.g. Grossman, Wilson & Shulman, 1989, Gudmundsdottir, 1987a, 1987b; Gudmundsdottir & Shulman, 1987; Marks, 1990). This framework

represented new views in our understanding of teaching and learning. Zouaoui (2013) stated some problems encountered by English language teachers in Algeria. Teachers didn't receive any preparation for their roles as methodologists. They didn't know adequate approaches, techniques, language skills, materials, and strategies which are necessary for teaching. Another difficulty is that new teachers didn't master English language. In addition, the graduates didn't have psychological and pedagogical preparation. He recommended that trainee-teachers should have the opportunity to observe model lessons of experienced teachers and peers to improve their classroom instructional skills.

Nerstheimer (2017) highlighted some challenges that teachers face. Teachers face problems, which resulted from parents, students and administrators. They don't get what they need from each group. Teachers often feel underappreciated. They also face problems such as the lack of enough resources for the classroom, the size of classes and problems resulted from students. Students' needs are different. Some students are high-achievers, while other students are low-achievers. Teachers have to accommodate those needs every single day. Teachers often feel unhappy because of feeling overworked, underpaid and unsupported.

Statement of the Problem

Teaching is demanding and complex in nature. It requires well-prepared English language teachers who can overcome the challenges that they may face in the teaching field. The researchers noticed that English language teachers are struggling in teaching English language. If a person wants to practice teaching English, he/ she enrolls in one of the university programs such as English Language and Literature, Applied English, English Language Field Teacher and Translation. This diversity of disciplines may lead to a variety of pedagogical challenges and needs as demonstrated by teachers who graduated from these departments. Al-Nezami (2003) stated in her study that individuals, who want to practice teaching, should enroll in a BA program, with a focus on English as a second language in the Faculty of Education, or enroll in a BA program, where they take courses mainly about English literature and linguistics in the Faculty of Arts. This diversity of programs may be too general or academic. It may not support English graduates with the essential pedagogy knowledge. Alkhaldeh (2001) asserted that teachers should be equipped with essential competencies and skills to practice teaching profession. Teachers in the field have some irregularities in their teaching practices that were noticed by Al Shara'h (2007). Safari & Shiraz (2015) claimed that education field has recently undergone dramatic changes which caused a shift of focus from transmission models towards alternative approaches and theories that emerged in the post-transmission era addressing sociocultural, political, ideological and critical issues. School principals and supervisors expressed that teachers from different English language departments and TEFL face professional challenges. The present study attempts to investigate the pedagogical challenges that English language teachers face. Moreover, it was noticed that students themselves are affected by teachers' competence. As a result, these issues might be a good material for investigating different variables such as school type, specialization, university type, and experience.

Purpose and Questions of the Study

This study aimed at investigating the pedagogical challenges that English language teachers face in Jordan.

The researchers conducted a descriptive analytical investigation to answer the following questions:

1. What are the pedagogical challenges that English language teachers face from their own perspectives and from their supervisors' perspectives in Jordan?
2. Are there any statistically significant differences at ($\alpha=0.05$) between the pedagogical challenges mean scores that English language teachers face that can be attributed to experience, school type, university type or specialization?

Significance of the Study

This study investigates the pedagogical challenges in light of the requirements of the present age. In addition, it focuses on the pedagogical challenge that teachers face that attributed to the department from which the teacher graduated. This study may be important for the teachers themselves. Since all teachers need to develop new skills in response to the dynamic nature of pedagogy such as the extension of inclusive education, new ICT technologies and national strategies. Kyriacou (2007) claimed that the necessity to change highlighted the importance of teachers' abilities to reflect upon their professional development needs and to take the action needed to develop new teaching skills in response to the new pedagogies. Furthermore, Costello (2003) and Koshy (2005) spotted the importance of gathering data to give rise to some concerns, identify the precise nature of the problem and evaluate an effective solution. This study is one of the few studies which attempted to investigate pedagogical challenges attributed to their experience, specialization at university, school type and university type. The study might be able to give a clear vision in order to help teachers to achieve good mastering of teaching skills. Moreover, this study might help the experts to modify university programs to prepare their graduates from different faculties perfectly. In addition, this study may help students face learning difficulties. They can master English language better, if our EFL teachers reach them successfully.

Limitations of the Study

The present study was limited to two research tools which are questionnaire and interview. This study investigated the pedagogical needs and the challenges that English language teachers face for three English language specializations which are English Language and Literature, English field teacher and Translation. The sample of the study included English language teachers in Jordan. The present study was implemented during the first and second semester (2017-2018).

Literature Review

Rahimi (2017) aimed at examining Iranian EFL teachers' perceptions of the professional development obstacles that they face in the teaching field. The sample was (50) Iranian English language teachers at different language academy within a small city of Kangan. The study revealed that there are many obstacles that Iranian English language teachers face. There were many obstacles such as observers visits are rare, some teachers cannot afford pursuing postgraduate studies and English language conferences in Iran are rare. The study revealed that there was no significant difference between teachers' perceptions of professional development obstacles attributed to their academic qualification, experience, gender and age.

Songbatumis (2017) conducted a study to investigate English teaching challenges and the solutions which were suggested by the English language teachers at MTSN Taliwang in Indonesia. Songbatumis used interviews to capture the English teachers' perspectives in facing English teaching challenges in the classroom and the solutions. The study highlighted a number of challenges which attributed to students, teachers and the schools' facility. Students were challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom and speaking problem. Teachers' challenges were shortage of teachers' training, language proficiency issue, limited mastery of teaching methods and the lack of professional development. In addition, school's facility, which was challenged by inadequate resources and facilities and time constraint.

Lee (2017) conducted a study to identify the challenges which were experienced by English language teachers in a Korean independent school. Observation, interview, questionnaire and cultural probes were used as instruments. This study examined how English language teachers faced challenges in an independent school context. The findings revealed that these participants had difficulties in terms of personal factors (e.g., unrealistic expectations as a result of preconceived notions about students, the previous working experience, and unexpected influence of national university entrance examination) and sociocultural factors (e.g., school policy and structure). Lee recommended that novice English language teachers should obtain accurate information in advance without any preconceived notion about their new school.

Saeed & Jafar (2016) aimed at investigating the challenges of teaching English in Iraqi public schools in Mosul for the intermediate stage from the teachers' point of view. The sample consisted of 50 teachers who were chosen to fill out the questionnaire and an open-ended interview. The study revealed that there were many problems in teaching English in the intermediate public schools in Mosul-Iraq. First, there were problems related to teachers themselves in terms of experience, the overuse of the native language Arabic in classrooms and the concentration on teaching grammar skills. Second, there were problems related to teaching-learning environment and the availability of resources in public schools, the insecure situation in Iraq as a whole, large number of pupils in the classrooms, sound pollution, lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities. Some additional problems emerged are related to the students' themselves such as their educational background in the primary level which didn't enable them to continue to the intermediate level.

Methodology

Study design

The researchers conducted an analytical descriptive investigation of the pedagogical challenges and needs for the graduates from English language departments and TEFL by adopting a combination of qualitative and quantitative approaches. They collected data by using questionnaire, interview, and classroom observation. The collected data were statistically analyzed using SPSS. They described the data which were collected by the designed instruments.

Sample of the study

The study was conducted on 215 English language teachers distributed to (34) public and private schools in Jordan and on six supervisors. The sample was chosen randomly from public and private schools. Twenty teachers were interviewed and (185) were given the questionnaire.

Variables

The researchers analyzed data to find if there were any statistically significant differences of the pedagogical challenges that the graduates from different departments face and their pedagogical needs attributed to some variables. The variables of this study were university type (Public, Private), school type (Public, Private), specialization (English Language and literature, English Language Field Teacher and Translation) and experience (Less than 1, 1-5, 5-10, and More than ten).

Instruments of the study

Two instruments were used for the investigation of the pedagogical challenges that English language teachers face. These instruments were questionnaire and semi-structured interview.

Description of the Questionnaire and its Implementation

The researchers used three primary sources to collect the data. They used questionnaire which is derived mainly from the pedagogical domains of Shulman (1986, 1987), Kyriacou (2007) and by reviewing related to literature which matches the same purpose of the present study such as Al- Khawaldeh (2001), Abo Hamed (2003), AL-Farah, (2008), Al-Nezami, and (2003), Elayan. (2007), Hussien, (2008). At the same time, she added and developed some items depending upon her own experience in the field. The questionnaire contained (59) items to ensure the covering of most of the pedagogical challenges which distributed into two dimensions related to the domain pedagogical challenges such as challenges related to preparation of English language teachers and challenges related to professional development. The part of the pedagogical challenges was divided into five categories (Highly Agree, Agree, Undecided, Disagree and Highly Disagree).

Description of the Interview Instrument and its Implementation

The questionnaire can't provide us with enough insights into the actual data of the pedagogical challenges that English language teachers face. This type of information may be obtained by asking people directly or indirectly, so semi-structured interview was conducted. There were four main functions of the semi-structured interviews such as asking the participants about the challenges that face them, so they can explain and comment on them. The researchers conducted semi-structured recorded interviews with (20) English language teachers and (6) English language supervisors in Jordan. The researchers took the permission from teachers to record the interviews to ensure the validity and to analyze the pedagogical challenges and needs accurately by listening to them several times and by showing them to some educational experts. The researchers formulated the questions of the interview as a supporting tool to the questionnaire. They raised some issues depending upon what occurred in the context of the study. The researchers conducted in-depth interviews to create corresponding understanding between the teachers and them.

Validity

The researchers submitted the instruments to a jury of experts to judge the accuracy, appropriateness, and clarity of the content. The jury consisted of three professors of (TEFL), two Associate professors of (TEFL), a doctor of (TEFL), a doctor from translation department, four English language and literature doctors, two statistics Associate professors, an English language supervisor and an expert English language teacher. The jury suggested some modifications such as: the items should be reduced, some items should be more specific, some items shouldn't measure more than one thing, some items should be clearer and the interview questions should support the questionnaire items. All the recommendations of the jury were taken into consideration. The questionnaire was distributed by the researchers to ensure the accuracy of the responses and to give any clarification to the respondents. All the interviews were recorded after taking teachers' permission. The classes were observed by two English language experts.

Reliability

The reliability of the findings was tested by using Cronbach Alpha test. The reliability coefficient (Cronbach alpha) for the items was related to the dimension pedagogical challenges was (.86). This means that the internal consistency of the (59) items in the questionnaire was reliable. The reliability of interview was established by using intra-rater reliability was (90.5%), after listening to the recorded interviews twice to find out the means of frequencies and percentages.

Statistical Analysis

Due to the usage of a qualitative research design, SPSS (Statistical Package for Social Studies) was applied. The results were calculated by using mean scores, standard deviations, frequencies and percentages. The collected data was statistically analyzed by using Analysis of variance (Four-way ANOVA), Multivariate Analysis of variance (Four-way MANOVA, Scheffe Multiple Comparisons Test, means and standards deviations.

Results Related to the First Question

What are the pedagogical challenges that the graduates from English language departments and TTEFL face from their own perspective and from their supervisors` perspective in Jordan?

Table (1)
Means and Standard Deviations of Teachers` Responses Related to their Pedagogical Challenges

Rank	No.	Dimensions	Means	Std. deviations	Levels
2	2	Challenges related to Professional Development	3.37	.645	Moderate
1	1	Challenges related to preparation of English language teachers	3.50	.565	Moderate
		Total	3.45	.517	Moderate

Table (1) shows that the mean scores of the pedagogical challenges range between (3.37-3.50) which are considered within the moderate level. The total score is (3.45). The dimension (Challenges related to preparation of English language teachers) is ranked first, (3.50). The dimension (Challenges related to Professional Development) is ranked next (3.37).

Discussion Related to the First Question

The results of this study reveal that there are pedagogical challenges that the graduates of English language departments face in both dimensions. This is indicated in Table (1). The dimension challenges related to preparation of English language teachers is ranked first, while the dimension professional development is ranked next. This indicates that some challenges result from the insufficient preparation of English language teachers at university. This is probably because the challenges of graduates differ according to English language departments from which they graduated. There are specializations that focus on the linguistic side rather than the pedagogical one, whereas other specializations focus on the pedagogical side rather than the linguistic one. As a result, when graduates go to the field, they face a clear challenge on the side that is not emphasized during their study at university. In fact, teaching English requires sufficient knowledge in all fields. This is consistent with the study of Youcef & Taoufik (2015) who revealed that the preparation of English language teachers wasn't adequate enough in English language itself, first and second language acquisition processes, assessment procedures, educational psychology and teaching methods.

As for the challenges related to professional development, teachers may face such challenges because of the changing nature of teaching field itself, which resulted from different scientific, social and economic factors. As a result, teachers should pay attention to their professional development. The challenges related to professional development are considered within the moderate level. This may be because the challenges of public-school teachers differ slightly from those of private school teachers. For example, the facilities, which are available in private schools, aren't available in public schools. The curriculum, which is given in private schools, isn't the national curriculum. This matches the results of Abo Hamed (2003) who claimed that English language teachers face educational obstacles such as the implementation of English language methods, professional development and working conditions. Furthermore, the results of the in-depth interviews which were conducted with English language supervisors revealed that English language teachers face many pedagogical challenges such as poor English language skills and poor teaching skills.

Results Related to the Second Question

Are there any statistically significant differences at ($\alpha=0.05$) between the pedagogical challenges mean scores that English language teachers face that can be attributed to experience, type of school, type of university or specialization?

Table (2)
Four -Way ANOVA for Mean Scores of the Pedagogical Challenges Attributed to Experience, School Type, University Type, and Specialization

Source	Type III Sum of Squares	DF	Means Squares	F	Sig.
School Type	.059	1	.059	.227	.634
University type	.089	1	.089	.342	.559
Specialization	.277	2	.138	.530	.590
Experience	2.381	3	.794	3.039	.030*
Error	46.227	177	.261		
Corrected Total	49.146	184			

* Statistically significance at significance level ($\alpha = 0.05$).

Table (2) shows that F value, attributed to school type, is (0.227). F value, attributed to university type, is (.342). F value attributed to specialization is (0.530). These values aren't statistically significant difference at ($\alpha=0.05$). On the other hand, F value attributed to experience is (3.039). This value is statistically significant at ($\alpha=0.05$). To find out the difference of the variable experience Scheffe Multiple Comparisons test is used.

Table (3)
Scheffe Multiple Comparisons Test for the Difference of Experience

(I) experience	(J) experience	Means Differences (I-J)	Std. Error	Sig.
less than 1	1-5	-.3441*	.12064	.047
	5-10	-.1995-	.11508	.393
	more than 10	-.2595-	.10247	.097
1-5	less than 1	.3441*	.12064	.047
	5-10	.1445	.11854	.686
	more than 10	.0846	.10634	.889
5-10	less than 1	.1995	.11508	.393
	1-5	-.1445-	.11854	.686
	more than 10	-.0600-	.09999	.948
more than 10	less than 1	.2595	.10247	.097
	1-5	-.0846-	.10634	.889
	5-10	.0600	.09999	.948

Table (3) shows that there are statistically significant differences at ($\alpha=0.05$) attributed to the variable experience between the experience (less than 1) and (1-5). The difference is in favor

of (1-5) experience. There is no statistically significant differences at ($\alpha=0.05$) attributed to other levels of experience.

Discussion Related to The Second Question

The results show that pedagogical the challenges attributed to experience variable for the dimension (Preparation of English language teachers) is statistically significant differences at ($\alpha=0.05$). This is between teachers of experience (less than 1) and (1-5). The difference is in favor (1-5) experience. This indicates that the English language competence in teaching English as a foreign language is not enough. On the other hand, the new graduates seem to face fewer challenges than others do. This probably indicates that the universities outcomes were a little bit better. Teachers asserted, during interviews, that the Queen Rania Academy contributed largely to support the university outcomes in the applied side. This emphasizes the need for training programs for teachers to provide them with essential pedagogical content knowledge. In addition, the new graduates may retain a great deal of knowledge in their memory than teachers who had graduated since a long time. During the interviews, teachers said that "in the past, we were better than now because we have forgotten a lot of knowledge."

In addition, a study conducted by Al-Nezami (2003) to search out the English language proficiency level of ESL teachers in Amman, revealed that teachers with long experience are less competent than those of short experience. Al-amarat (2011) conducted a study, which aimed to identify the classroom challenges that faced teachers in public schools in Tafilat. The study revealed that there are statistically significant differences attributed to teaching experience for teachers with work experience 1-5 years.

Conclusion

After analyzing the data by using ANOVA, MANOVA, means, standard deviations, frequencies and percentages the study reveals that there are pedagogical challenges that English language teachers face related to both dimensions preparation of English language teachers and professional development which range within the moderate level. There are no statistically significant differences at ($\alpha=0.05$) attributed to school type, university type and qualification. On the other hand, there are statistically significant differences at ($\alpha=0.05$) attributed to experience related to the dimension preparation of English language teachers which is among the group (less than 1) and the group (1-5). The group (1-5) had more challenges than others did.

Recommendations

Based on the results of the present study, it is recommended:

1. Reconsidering the Educational programs of universities; to help teachers overcome the pedagogical challenges of teaching profession.
2. Conducting training courses, which emphasize quality rather than quantity; to provide teachers with the pedagogical skills such as integrating technology in teaching English language, increasing English language competence, providing English language teachers of the essential teaching skills which match students` learning styles, establishing a good framework of theoretical principles of learning English language and increasing teachers` awareness of research methodologies.

References

- Abo Hamed, M. (2003). **Professional Difficulties Facing Secondary School English Language Teachers and It's Effects in Classroom Performance in Northern Governorate of Palestine**. Unpublid Master thesis. Al- Najah National University, Nablus, Palestine.
- Al-amarat, M. (2011). The Classroom Problems Faced Teachers at the Public Schools in Tafila Province, and Proposed Solutions. **Educational Science**, 3(1), 37-48.
- AL-Farah, R. (2008). **An Investigation of the Pedagogical Competencies of EFL in the Secondary Stage Education in the City of Madaba**. Unpublid Master thesis. The University of Jordan, Amman, Jordan.
- Alkhalwaldeh, A. (2001). **The Tension between Theory and Practice in the preparation of the Foreign Language Student Teacher of English in Jordan**. Unpublid PhD dissertation, Liverpool University, Liverpool, England.
- Al-Nezami, Z. (2003). **An investigation of the English Language Proficiency Level of ESL Teachers of the Second Directorate of Educational of Amman**. Unpublid Master thesis. The University of Jordan Amman, Jordan.
- Al-Shara'h, N. (2007). Jordanian English Language Teachers' Awareness and Performance of Essential Teaching Skills. **Dirassat: Educational Sciences**, 34(1) 203-212.
- Less than 1, P. (2003). **Action Research**. London: Continuum.
- Elayan, A. (2007). **An Investigation of Jordanian Upper Basic EFL Teachers` Pedagogical Content Knowledge**. Unpublid Doctoral Dissertation. The University of Jordan, Amman, Jordan.
- Grossman, P., Wilson, S., & Shulman, L. (1989). **Teachers of Substance: Subject Matter Knowledge for Teaching**. Oxford: Pergamon Press.
- Gudmundsdottir, S. (1987a). **Learning to Teach Social Studies: Case Studies of Chris and Cathy**. Washington: D.C. (ERIC Document Reproduction Service).
- Gudmundsdottir, S. (1987b). **Pedagogical Content Knowledge: Teachers' Ways of Knowing**. Washington: D.C. (ERIC Document Reproduction Service).
- Gudmundsdottir, S., & Shulman, L. (1987). Pedagogical Content Knowledge in Social Studies. **Scandinavian Journal of Educational Research**, 31(1), 59-70.
- Hussien, H. (2008). **An Evaluation Study of the EFL Classroom Teacher Education Program at Al- Balqa Applied University**. Unpublid Master thesis. The University of Jordan, Amman, Jordan.
- Jones J., Jenkin, M., & Lord, S. (2006). **Developing Effective Teacher Performance**. London: Paul Chapman.
- Kyriacou, C. (2007). **Essential Teaching Skills**. London: Nelson Edition.
- Lee, J. (2017). **Hidden Challenges of Novice English Language Teachers in a Korean Independent School: Through an Ethnographic Lens**. USA: University of Illinois at Urbana-Champaign, Illinois.
- Marks, R. (1990). Pedagogical Content Knowledge. **Journal of Teacher Education**, 41, 3-11.
- Nerstheimer, K. (2017). Top 5 Challenges Teachers Face in the Classroom. "Article from Internet". Retrieved on 2, may from: <http://blog.mimio.com>.
- Rahimi, S. (2017). An Investigation into the Effect of Individual Differences on Iranian EFL Teachers' Perceptions Concerning Professional Development Obstacles. **Theory and Practice in Language Studies**. 7 (7), 570, 9.

- Saeed N., & Jafar, F. (2016). Problems of Teaching English in Iraqi Public Schools in Mosul for the Intermediate Stage from the Teachers' Point of View. **International Journal of Humanities and Social Science**. Iraq, 6 (1). 53-60.
- Safari, P. & Shiraz, N., 2015. Teacher Education beyond Transmission: Challenges and Opportunities for Iranian teachers of English. **Issues in Educational Research, Iran**, 25 (2),1-20.
- Shulman, L. (1987). **Paradigms and Research Program in the Study of Teaching**. New York: Macmillan.
- Songbatumis, A. (2017). Challenges in Teaching English Faced by English language teachers at MTSN Taliwang, Indonesia. **Journal of Foreign Language Teaching & learning, Indonesia**, 2, 54-76.
- Youcef, M., & Taoufik, D. (2015). Assessing Professional Quality in EFL Pre-service Training Program at the Department of English at Tlemcen University. *Arab World English Journal, Algeria*.retrived from **www.awej.or**.
- Zouaoui, M. (2013). **Teacher Training Teaching Problems Encountered by Novice Teachers**. Algeria: Djillali Liabès Sidi-Bel-Abbès University.

Appendix

Questionnaire of the Pedagogical Challenges

No.	Items	Highly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Highly Disagree (1)
A						
First domain: Challenges related to the Preparation of English language teacher						
1	There is more emphasis on the theoretical side than on the practical side in most courses.					
2	There is a gap between what teachers face in schools and what they are taught at university.					
3	There is a lack of effective tests for assessing English language proficiency.					
4	The content of English department syllabus provided me with inadequate knowledge about morphology.					
5	The content of English department syllabus insufficiently focused on phonology.					
6	The content of English department syllabus provided me with little knowledge about syntax.					
7	The content of English department syllabus focused slightly on semantics.					
8	The content of English department syllabus insufficiently emphasized English literature.					
9	The content of English department syllabus inadequately stressed teaching methods and strategies.					
10	The content of English department syllabus included few theoretical principles of English language learning.					
11	The content of English department syllabus insufficiently focused on knowledge about students.					
12	The content of English department syllabus inadequately focused on pedagogical techniques such as: lesson planning, class management and evaluation.					
13	The content of English department syllabus focused slightly on developing the four English language skills.					
B						
Second domain: Challenges related to Professional Development						
14	Unqualified coaches conduct in-service training courses.					
15	Peer coaching isn't activated in Professional Development.					

16	Supervisors' visits don't enrich my teaching experiences.					
17	English teaching conferences and workshops are few.					
18	The two-shift school timing stands as an obstacle towards completing postgraduate studies.					
19	English language teacher load is too heavy to conduct Professional Development activities.					
20	English teaching journals are difficult to access.					
21	Computer skills training courses in developing teaching English language are too limited.					
22	Professional cooperation between English language teachers is limited.					

Please, write any additional pedagogical Challenges that face English Language teachers:

.....

Thank you for your Cooperation