



An Evaluation of In-Service Training Courses for the Seventh Grade English Package for Iranian Schools (Prospect I)

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Abstract

The present study evaluates the preparatory in-service training courses held to prepare teachers for teaching the English textbook developed by the Ministry of Education for seventh grade, Prospect I. To achieve this goal, an in-service training questionnaire developed based on interviews with 10 teachers was distributed among 230 teachers in Khorasan Razavi selected based on convenience sampling. The data were analyzed using the Statistical Package for the Social Sciences (SPSS 20) through descriptive and inferential statistics. In general, the results of the study showed the relatively high level of satisfaction with the courses among teachers. However, the findings indicated that the program was inefficient in addressing weak students. Another problem was the inefficiency in presenting the methodologies for teaching writing and reading skills. Therefore, the future programs should be concerned more with these two skills. Besides, the results revealed the need to pay more attention to evaluation and measurement matters. Moreover, it was found that the only effective factor in the teachers' views toward courses was the instructor. Therefore, it is crucial to choose competent and skilled instructors for these courses. The findings also suggested the need to offer general English training courses to improve teachers' language proficiency.

Keywords: evaluation, seventh grade English textbook, in-service training courses, teachers' views

INTRODUCTION

In response to the criticisms against and dissatisfaction with previous school textbooks (Farhady, 2000; Rahimi, 1996; Rashidi, 1995; Razmjoo & Riazi, 2006a & 2006b; Yarmohammadi, 2000), and based on the principles of Communicative Language Teaching (CLT), Prospect 1, which is the first part of the six-volume series of English for Schools, has been developed by the Ministry of Education (Alavi-Moghaddam et al., 2013). The package was introduced for the first time in the seventh grade of junior high

schools of Iran in the academic year of 2013-14. Inability of the students to learn English and lack of their motivation, and requiring teacher-fronted and teacher-centered methods such as Grammar Translation Method were among the major complaints of language teachers against the previous textbooks (Farhady, Sajadi Hezaveh, & Hedayati, 2010; Namaghi, 2010). Razmjoo (2007) in a comparison between textbooks taught in schools and those in private institutes concluded that school textbooks did not reflect the CLT principles. Safarnavadeh, Asgari, Moosapour & Anani Sarab (2009) reviewed the textbooks and concluded they were reflecting principles of structure-based views and methods of language and language teaching such as audiolingualism. However, in line with the declaration of the Iranian National Curriculum, the approach in developing the new textbooks including Prospect 1 is communicative language teaching which stipulates new roles and responsibilities for both teachers and learners (Alavi-Moghaddam et al., 2013). Among other roles such as needs analyst, counselor and group process manager, a CLT teacher should assume "the role of facilitator and monitor" and rather than being one with "the primary responsibility of making sure students produced plenty of error-free sentences", which is what is expected of an audiolingual teacher, a CLT teacher is required "to develop a different view of learners' errors and his or her own role in facilitating language learning" (Richards & Rodgers, 2014, p. 98).

The role of teachers and their training has received especially higher importance in the 21st century because as Schultz (2000) in a review of the history of foreign language teacher education maintains, early in the 20th century it was believed that "teaching was an art and that teachers were born rather than made" (p.495) and "little if any formal teacher training was required, and foreign language teachers were basically self-made" (p.496). Today, however, "teaching is no longer seen exclusively as an art" and "there are principles, processes, skills, behaviors, techniques, strategies, beliefs, and attitudes that impact on teaching and learning and that can be empirically studied and taught" (p. 516), though this does not mean the denial of the importance of a "creative element" in good teaching.

Given this and knowing that "course books are tools which only have life and meaning when there is a teacher present" (Bell & Gower, 2011, p. 138), there was an urgent need to hold some courses for teachers in order to familiarize them with the aims, objectives and teaching methodology of the recently developed package. Therefore, an in-service program with the title of "Reviewing, analysis and teaching methodology of the first grade junior high school English and reviewing its scientific principles" with the code of "91003004" was designed and held by offices of education in different parts of the country to prepare teachers for teaching the newly developed book.

Although several studies have evaluated the in-service training courses held by the Ministry of Education (e.g., Atai & Khaki, 2006; Birjandi & Derakhshan, 2010; Hashemian & Azadi, 2012; Kazemi & Ashrafi, 2014; Mirhassani & Behafarin, 2004; Razi & Kargar, 2014), to the best knowledge of the authors, none of these studies, even the most recent ones, deals with the preparatory in-service courses for the new English for

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Schools series. This is while, this series, which starts with Prospect 1, is fundamentally different from previous textbooks in that it has been developed based on CLT principles and teaching the new book requires certain skills and capabilities on the part of the teachers which need to be enriched and developed in the in-service training courses. The essential role of these preparatory in-service training courses in familiarity of the teachers with the textbook and the principles based on which it has been developed, and consequently the role of these courses in teachers' success necessitated this study which aimed to evaluate the effectiveness of these in-service training courses.

REVIEW OF LITERATURE

One of the turning points in the history of foreign language teaching in Iran is the development of the National Curriculum (2012), based on the Fundamental Reform Document in Education, in which foreign language teaching has found a position. It is a turning point because while previously the goals and objectives of foreign language teaching have never been stated in any formal document (Safarnavadeh et al., 2009), in the National Curriculum, two pages (pages 37 and 38) have been devoted to the domain of foreign language teaching and learning. There, it is clearly stated "Language teaching lays emphasis on communicative ability and problem solving so that after instruction, the individual is capable of conveying and interpreting meaning using all language skills, including listening, speaking, reading and writing" (The National Curriculum, p. 37), or on page 38 it is stated "The approach of foreign language teaching is an active and self-relying communicative approach". And based on these guidelines of the National Curriculum, the Bureau of Textbook Compilation has developed an 88 page Guideline for Foreign Language Teaching Program at High school which is yet to be formally approved.

Although the aim of previous language teaching program was not stated clearly in formal documents, content analysis of the textbooks could imply that the aim was to teach language components or structures (Safarnavadeh et al. 2009) or reading comprehension approach (Vosoughi, 1992). In a recent interview, Birjandi, who was the main author of the Iranian school textbooks maintained that he and his colleagues aimed to develop books based on audiolingualism for junior high schools and books based on reading comprehension approach for senior high schools (Anani Sarab, 2012). Therefore, it can be claimed that the change toward a Communicative Approach program or Communicative Language Teaching (CLT), which "marks the beginning of a major paradigm shift within language teaching in the twentieth century" (Richards & Rodgers, 2014, p. 81), is a dramatic change, which requires different responsibilities from the teachers and students. Communicative Approach or Communicative Language Teaching seeks to help learners develop and operationalize the notion of communicative competence in the foreign or second language (Brown, 2014; Kumaravadivelu, 2006; Richards & Rodgers, 2014) and to accomplish this aim, teachers are first and foremost required to be familiar with the core concept of communicative competence, something which needs to be done or refreshed in in-service training programs.

Forouzande and Forouzani (2015) reporting on the development of the new English for School series, divide the history of English textbook development in Iran into two main parts of pre-revolution series (1939-79) and post-revolution series (1982-2010). As they maintain, before the revolution, the first English textbooks for the Iranian schools, which followed the Direct Method (DM) and Reading Method, were designed and developed by a team of Iranian and English-speaking language teaching specialists and linguists in 1938. These textbooks were replaced by the six-volume Graded English Series in 1964. After the revolution, the first English textbooks were written in 1982 and remained effective until 1990. Forouzande and Forouzani (2015) believe in this period, textbooks were revised based on RM principles, and conversational skills received little emphasis.

However, Birjandi, who was one of the authors of these books, in an interview with Anani Sarab (2012) says the aim of the textbooks for junior high schools were teaching simple structures and essential vocabulary based on an audiolingual model and for senior high schools the aim was a mastery over the reading skill in a form of reading comprehension approach. Birjandi refers to teachers' low proficiency levels and limited teaching skills and lack of resources and facilities as major problems he and his colleagues faced in developing the textbooks and believes that inefficient in-service training courses failed to prepare language teachers for appropriate teaching of the books. In 1991, Grade 4 was removed from the high school program and was replaced by a new level called Pre-University. The English course book for the pre-university level was developed based on Reading Method and Situational Language Teaching principles. The pre-university course book underwent fundamental changes in 2003, but other high school course books in Grades 1, 2 and 3 remained the same. The most recent textbook development in Iran also started in 2011 with the introduction of 6-3-3 system of education, which is 6 years of elementary schools, 3 years of lower secondary school and 3 years of upper secondary schools. Prospect 1 is the first textbook of the new English for School series which is aimed at first grade students of the lower secondary schools. Prior to the implementation of Prospect 1 in schools, an in-service training course was held for two hundred senior teachers in Tehran. Development and implementation of Prospect 1 faced a lot of challenges, many of which were hoped to be solved through communication with teachers in workshops and training courses.

As Forouzande and Forouzani (2015) put it, "Much time and effort was put into the planning and implementation of the training programme, but the CDC's main concern was the cascading effect". That is, the 200 trained senior teachers were expected to cascade the information to teachers in later workshops and in-service courses to be held in their provinces. Therefore, the in-service courses were assumed a key role in informing the teachers of the concepts and principles of CLT and in creating positive attitudes in the teachers towards the book and the appropriate methodology to teach it.

Despite the importance and the role of in-service training courses in the preparation of teachers for teaching the new English for School series and Prospect 1, which is totally different from previous textbooks, to the best knowledge of the authors, no study has

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been carried out on the qualities of the in-service courses and teachers' views toward these courses. The literature on English in-service training courses, even the most recent publication, is on previous textbooks which are still in use in senior high schools. What follows is a brief review of these publications.

In a comprehensive study of foreign language teacher education programs in Iran, Mirhassani and Behafarin (2004) interviewed 69 English teachers and student teachers and distributed a questionnaire among 520 teachers and student teachers. Having analyzed their data through different statistical procedures, they concluded that participants were dissatisfied with in-service training courses and "claimed that the in-service courses lack any corrective impact on them" (p. 47). They further found that participants' knowledge of CLT was "very low and was therefore not satisfactory" (p.49). This latter finding is noteworthy in that it implies the crucial role of in-service training programs for the new English for School series which is CLT-based to enrich teachers' knowledge of CLT principles and techniques.

In another study, Atai and Khaki (2006), using a detailed questionnaire and structured interviewing, studied the perception of 285 high school EFL teachers in Mazandaran of the efficiency of the in-service training programs. They found 86.7 % of the participants believed in-service courses help them to reflect on their teaching practices and 52.3% of the teachers believed in-service training provides them with practical ideas and techniques. Analyzing teachers' answers to open-ended items they found teachers believed in-service courses were mainly theory-based and very few courses were devoted to practice. Further, they found while gender was a significant factor in teachers' perception, teachers' major did not play a significant role in their perception.

Birjandi and Derakhshan (2010) also used a 26 item questionnaire to investigate the perception of 30 EFL trainers and 60 teachers of the optimum status of in-service EFL programs. Their findings indicated although most teachers were satisfied with these programs, they were not adequately motivated to participate in these program because the courses were mainly theoretical not practical. Moreover, most instructors were not satisfied with the then current in-service programs either. They also reported a significant difference between the present status of in-service training programs and the optimum status.

Hashemian and Azadi (2012) also used a questionnaire to elicit the perception and satisfaction of 94 senior high school English teachers in Isfahan. The findings of this study showed that speaking and listening received scant attention in in-service training programs and majority of the teachers believed while the programs increased their professional theoretical knowledge, their professional practical skills needed to receive more attention.

In a qualitative study, Kazemi and Ashrafi (2014) interviewed seven high school teachers in Yasuj and Shiraz and came to the conclusion that the in-service training programs for EFL teachers fall short of accomplishing the objectives intended for them. The participants believed that teachers' needs were not taken into account in in-service

training programs, neither the selection of teacher trainers was based on any reasonable criteria. The participants also said they were not given the opportunity to share their ideas and experiences with their colleagues and in-service programs did not improve their teaching skills. Finally, although most participants expected the programs to improve their general proficiency, the programs failed to meet this expectation.

Razi and Kargar (2014) also studied the in-service training programs in Isfahan. They distributed a 40-item questionnaire which was the modified form of an instrument originally developed by Peacock (2009) among 56 junior and senior high school EFL teachers. The items evaluated teachers' views on four aspects of linguistic competence, teaching (pedagogic) skills, testing skills, and classroom management skills. The results of this study showed that 98.2% of teachers believed in-service programs should improve teachers' linguistic competence and general language proficiency. Among the participants, 96.4% also believed that the program should improve their speaking skill, 87.5% wanted the program to improve their reading skill, and 73.2% believed writing skill needed to be improved by the program. 78.6% of the teachers also believed that in-service courses should help them to be reflective teachers. 87.5% of the participants also believed in-service programs should improve their testing skills, and 73.2% went for a focus on management skills in training programs.

RESEARCH QUESTIONS

The study aimed to determine the extent to which the preparatory in-service training courses managed to prepare the teachers for their roles in order to teach the seventh grade English textbook and it attempted to answer the following research questions:

1. To what extend do in-service training courses prepare the teachers for teaching the seventh grade English textbook (Prospect 1)?
2. Is there any significant difference between male and female teachers in their satisfaction with the in-service teacher training courses?
3. Is there any significant difference among teachers with different records of service in their satisfaction with the seventh grade English in-service teacher training courses?
4. Is there any significant difference among English teachers who took classes in different cities and regions in terms of their satisfaction with the seventh grade English in-service teacher training courses?
5. Does teachers' field of study influence their satisfaction with the seventh grade English in-service teacher training courses?
6. Is there any significant difference among English teachers with different levels of education in terms of their satisfaction with the seventh grade English in-service teacher training courses?

METHOD

Participants

The participants in the study were 230 English teachers in the Khorasan Razavi province. The participants were selected through a convenience sampling procedure. The sample size was reached based on Morgan's Table and the total number of seventh grade English teachers in Khorasan Razavi. Out of these, 32% (N= 74) were males and 55% (N= 127) were females, and 13% (N=29) did not specify their gender. In terms of level of education, 5% of the participants had associate degrees (N=11), 70% had BA degrees (N=161), 8% (N=19) had MA degrees and 17% (N= 39) did not specify their level of education. In terms of field of study, 64% (N=148) were ELT graduates, 10% (N=25) were Translation graduates, and 5% (N=12) were English Literature graduates; 20% (N=45) did not specify their major. The mean year of experience of the participants was 16.9 years.

Instruments

Cunningsworth (1995) and McGrath (2002) believe that using checklist is an extremely efficient and systematic way to be sure that all relevant items were considered for evaluation; however, there was no established evaluation checklist for in-service courses of the new books, hence a checklist was prepared by the researchers based on interviews with ten teachers who had taken part in these courses. To this aim, 10 teachers (3 Males and 7 females) who had taken part in the courses were interviewed based on an interview guide which included seven items on their expectations of an in-service training course for Prospect 1, the weaknesses and strengths of the course they had taken, and their suggestions for future courses. Following Berg's (2001), Cohen, Manion and Morrison's (2000) and Seidman's (2006) guidelines, the data were transcribed and content analyzed and the themes were extracted.

Using the themes, a pool of 30 items was formed with a five-point Likert type scale ranging from 1 (strongly disagree to 5 strongly agree). To ensure the full understanding of the items by the participants, they were written in Persian. Three professors in the field of English language teaching reviewed the items, then. The items were revised based on the professors' comments and the final version of the questionnaire was prepared. Then the questionnaire was administered to the sample and the Chronbach's alpha reliability was 0.93 and there was high item-total correlation for all items.

FINDINGS

In order to discover the extent of EFL teachers' satisfaction with the seventh grade in-service training courses, and to answer the first research question which asks the extent to which in-service training courses prepare EFL teachers for teaching the seventh grade English textbook, a series of descriptive analyses was performed. According to the results, the minimum amount of satisfaction with the program among EFL teachers equals 1.66 and the maximum of the satisfaction index is 5. So, the average satisfaction with the program amounts to 3.92 which is indicative of the relatively high level of

satisfaction with the program among EFL teachers. Moreover, the value of standard deviation (0.62) in the examined sample is relatively small (Table 1).

Table 1. Descriptive statistics of teachers' responses

N	Mean	SD	S	K	Max	Min
237	3.92	.62	-.56	.71	5	1.6

Note. S: Skewness, K: Kurtosis

Regarding the distribution of the data, the value of skewness is strongly negative (-.56) which indicates that the majority of teachers were satisfied with program beyond the mean value of the sample. In addition, the value of Kurtosis is strongly positive which suggests that the sample were homogeneous in terms of the satisfaction with the in-service program. Finally, there were only 10% of EFL teachers with satisfaction values of 3.1 or smaller, and the rest 90% were satisfied more than that. Therefore, it can be concluded that the program has enjoyed a high level of training quality in the view of participating teachers. The following graph depicts the statistical findings (Figure 1).

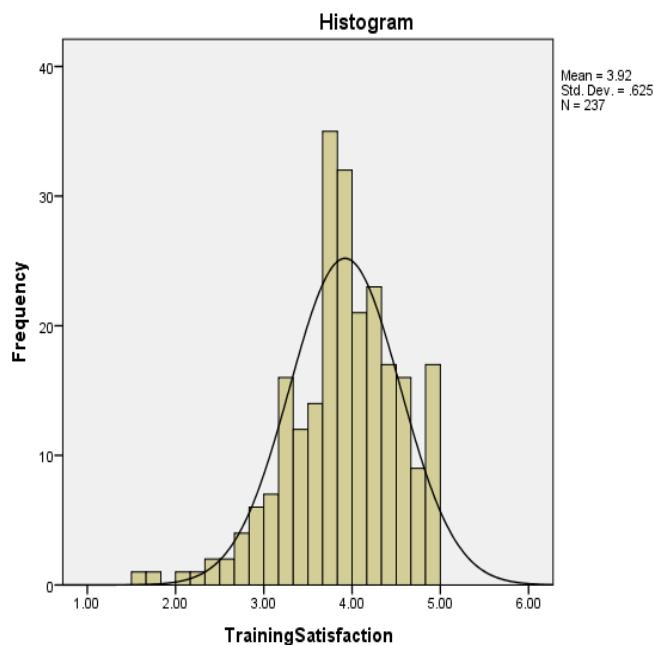


Figure 1. The histogram of satisfaction with in-service training courses among 7th grade EFL teachers

To inspect teachers' opinions about the quality of the program from different perspectives, mean statistics of single items were investigated. It revealed that the item related to presenting appropriate methodologies for students in deprived areas had attained the least mean value compared to other items. The value of 3.23 indicates that teachers perceived the program as being inefficient in addressing deprived students who lack the required English background. Moreover, the mean values of items relating to program time, program arrangements and evaluation needs have been below 4 which suggest that future programs should be concerned more with these matters. The mean value for the item concerned with general English proficiency equals four which

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emphasizes that teachers feel the need to improve their English ability. On the subject of skills, items dealing with teaching how to write and read have achieved lesser mean values than parallel items of teaching how to speak and listen. It should be mentioned that items relating to the teacher trainers have enjoyed high values, which shows that teachers have had high levels of satisfaction with the trainers.

Table 2. The mean of responses to the in-service questionnaire items

Evaluation of the in-service program for the 7th grade English package		Mean
1	Teachers were provided with appropriate CLT sources in the training program.	3.92
2	Innovative and new teaching methods were introduced in the training program.	3.99
3	A variety of teaching methods were offered in the training program.	3.83
4	The teacher trainer had sufficient knowledge and ability about CLT.	4.27
5	The teacher trainer was capable of answering different questions.	4.26
6	The teacher trainer was familiar with different parts of the book.	4.34
7	Effective relations were established between the teacher trainer and teacher trainees.	4.39
8	It was possible for trainees to develop friendly relations with each other and share their teaching experiences with each other.	4.23
9	In addition to theoretical issues, practical demonstrations of the subject matters were also offered in the course.	4
10	Lessons were reviewed accurately and analytically appropriately and instructively.	4.04
11	A sample teaching offered by the colleagues was examined in the course.	3.89
12	Different parts of the book were reviewed precisely and thoroughly.	4.06
13	Formative assessment techniques were introduced during the training program.	3.89
14	Test development and scoring procedures for the 7 th grade English book were introduced in the training program.	4.06
15	The required background information (proper names of people and places) were provided for the trainees.	3.90
16	I need extra training programs to improve my general English proficiency.	4
17	Time schedule for holding classes (before the beginning of the schools, and at the end of Mehr and Aban) were convenient.	3.78
18	Different parts of the training programs were offered regularly and cohesively.	3.75
19	Physical conditions of the classes were satisfactory.	4.01
20	The length of the training program (30 hours) was adequate.	3.60
21	The teacher trainer was receptive to trainees' views and experiences.	4.45
22	The offered teaching methodologies were considerate of students living in the deprived areas.	3.23
23	Techniques for teaching speaking were offered in the training program.	3.88
24	Techniques for teaching listening were offered in the training program.	3.91
25	Techniques for teaching writing were offered in the training program.	3.48
26	Techniques for teaching reading were offered in the training program.	3.66
27	Overall, I am satisfied with the in-service training program.	4.13
28	The educational materials and points which were introduced in the program were useful and applicable in real classes.	4.17
29	Collaborative activities were employed to involve teacher trainees in the training program.	4.03
30	Audio and video farcicalities and multimedia were used during the in-service training program.	4.32

To find the answer to the questions on the influencing factors on teacher's views, the assumptions of parametric tests were first checked. Ensuring the normality of the

distributions and homogeneity of the variances, the appropriate statistical tests i.e., t-test and one-way ANOVA were used to find the answers.

The result of t-test (Table 3) on the role of gender in satisfaction of the teachers with the in-service course indicated that there was no significant difference between men and women teachers in their satisfaction with the course ($P > 0.05$).

Table 3. Independent Samples T-Test for the role of gender

t-test for Equality of Means				
	T	df	Sig. (2-tailed)	
Training Satisfaction	1.85	201	.06	

To test the effect of experience on the satisfaction of teachers with the in-service course, after ensuring the assumptions of ANOVA were met, a one-way ANOVA was run and the results displayed in Table 4 indicated that the effect of experience was not statistically significant on teacher's satisfaction ($P > 0.05$)

Table 4. ANOVA for the role of experience in satisfaction with training

	Sum of Squares	df	Mean Square	F	Sig.
BG	.49	3	.16	.53	.65
WG	55.64	181	.30		
Total	56.13	184			

Another one-way ANOVA was also run to test the effect of teachers' field of study on their satisfaction with the course. The results in Table 4 show that teachers' field of study did not have a significant effect on their satisfaction either ($P > 0.05$).

Table 5. ANOVA for the role of field of study in satisfaction with training

	Sum of Squares	df	Mean Square	F	Sig.
BG	.11	2	.05	.19	.82
WG	55.09	182	.30		
Total	55.20	184			

A further ANOVA was run to test the effect of teachers' level of education on teachers' satisfaction. The results in Table 6 indicate that level of education was not a significant factor either ($P > 0.05$).

Table 6. ANOVA for the role of level of education in satisfaction with satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
BG	.49	3	.16	.55	.64
WG	55.55	188	.29		
Total	56.04	191			

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The final factor, which was studied was the city or region where the courses had been offered. The courses had been offered in 14 cities and districts across the province. The results of ANOVA for the effect of location on the satisfaction of teachers in Table 7 show that location is a statistically significant factor ($P < .05$). The effect size or strength of association for the ANOVA equals 0.19, which is a large effect size (Dornyei, 2007). Strength of association is the variance in the dependent variable which is accounted for by the independent variable (Dornyei, 2007; Hatch & Lazaarat, 1990).

Table 7. ANOVA for the role of context in satisfaction with training

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	ES
District	13.36	13	1.02	3.90	.00*	.19

Note. ES: Effect size

* <0.05

Inspecting the post hoc tests, it appeared that two districts were significantly different from other cities and districts. For confidentiality reasons, the post hoc test results are not presented. Since equipment and facilities of all the centers were the same, the only difference could be the trainer. To test this, the mean response of teachers to five items (3, 4, 5, 6 and 7) which directly asked about the trainers were compared and those districts had the lowest means. Moreover, some teachers from those districts were followed up and were asked about the program. They also emphasized their dissatisfaction with the trainers. In other words, trainer and his or her qualities have a significant high effect on teachers' satisfaction with the in-service training courses.

DISCUSSION AND CONCLUSION

In general, the results of the study show the relatively high level of satisfaction with the courses among teachers, which is consistent with the finding of Birjandi and Derakhshan (2010), who studied EFL in-service training courses in Mashahd and Torbat Heydarieh and reported that "most teachers were satisfied with these programs" (p. 47). Their study was not focused on Prospect 1 in-service classes, however. This is while, Hashemian and Azadi (2014) report that only 55% of the participant teachers believed EFL in-service training courses – which were not focused on Prospect 1 either-helped them improve their professional development.

The findings of the present study, however, indicate that the program was inefficient in addressing weak students. Many teachers believed that the teaching methodologies offered in the courses were not appropriate for weak students with no English learning backgrounds. Ignorance of this will lead teachers to adopt traditional methodologies which suit low level students more and this is the same danger that Birjandi in the interview with Anani Sarab (2012) believed prevented the books he authored from achieving their aims. Another problem was with inefficiency in presenting the methodologies for teaching writing and reading skills. While the less attention to these skills may be justified in that Prospect 1 focuses on oral skills, future programs should be concerned more with these and if the amount of attention paid to different language skills is planned, teachers had better be aware of this.

The results also reveal the need to pay more attention to evaluation and measurement matters and to increase the program time. Many teachers in this study (76%) also believed that they needed general English training courses so that they could improve their language proficiency. This finding is in line with Razi and Kargar (2014), who also studied in-service training courses for English teachers in Isfahan and reported that 98.2% of teachers believed that in-service program should improve their language proficiency. Kazemi and Ashrafi (2014) also reported that teachers asked for in-service training courses which would improve their language proficiency. The study by Birjandi and Derakhshan (2010) also showed that one reason for the dissatisfaction of teachers with their in-service training courses was that they did not help teachers to improve their language proficiency. Improving teachers' language proficiency is even much more important in the in-service training programs for the new English for Schools series because an important component of communicative competence is linguistic competence (Bachman, 1990; Canale & Swain, 1982; Hymes, 1972; Littlewood, 2011) and a CLT teacher needs to have a fully developed linguistic competence in addition to other components of communicative competence. Therefore, the planners of the training courses should pay attention to this teachers' need and devise such courses in future.

The necessity of choosing competent and skilled trainers is another conclusion that was drawn from the in-service training findings because the place of the courses which actually means the trainer of the course was the only factor which significantly influenced teachers' satisfaction with the training courses. This is consistent with Kazemi and Ashrafi (2014) who, in a qualitative study of English teachers' views to in-service training courses in Yasoujn and Shiraz, found that unqualified teacher trainers were one of the problems of these courses. Their study was not focused on Prospect 1 either.

The finding of the study that experience and field of study did not have significant effects on their satisfaction with and views towards the in-service training courses is consistent with the findings of Atai and Khaki (2006). The English textbooks for other grades of junior and senior high schools are changing and in-service training courses will be held for those books, too. The findings of this study shed light on the qualities of satisfactory in-service training courses from teachers' point of views and help planners of the in-service training courses to improve the quality of future courses.

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