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# The Effectiveness of Devising an ICT Program in Developing Efficiency Classroom Management of EFL Teachers' in Rural Basic Schools at Al-Karak Directorate-Jordan

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**Abstract**
The present study aims at determining the effectiveness of English language teachers in Rural Basic Schools at Al-Karak Directorate-Jordan, and suggesting a proposed program to develop the competence classroom management of teachers through a program of information and communication technology (ICT). The researcher used the analytical method for literature and previous studies related to the study and quasi-experimental method to measure the effectiveness of the proposed program in developing EFL Teachers' competence classroom management in Rural Basic Schools. The current study relied on the research tools: note card to measure the performance skills of English teachers pre and post measured, and communications technology. The results of the study demonstrate that there is a significant difference between the main scores of class management skill in the pre and post administrations of the treatment group favoring the post administrations, that there are significant differences between the mean scores of Checklist in the pre and post administrations of the treatment group on the Checklist favoring the post administrations. This led to the assertion that the program proposed by the researcher has a significant impact on the development of competence classroom management of the study group.
**Keywords:** ICT(Information and Communication Technology), MOD (Ministry of education, EFL( English as a Foreign Language), RBS (Rural Basic Schools)

## 1. Introduction

Education has vastly contributed to a rise in developing information, providing a sanctioning atmosphere for innovation and in building human capital needed for a possible information economy. World developments in education and difficult ICT demands have created a motivating shift within the structure of the sanctioning ICT atmosphere and also the utilization of ICT technologies in education. Such technologies became the key force of the digital network in an era of technology-driven education. Additional faculties and communities currently have access to ICT resources to affix the world economy with information staff that has twenty first century skills and area unit impressed by life-long learning, ICTs have nice potential for data dissemination, effective learning, and therefore the development of additional economical instructional services. Moreover, the adoption of ICT by education to contribute to instructional modification, higher prepare students for the knowledge age, improve learning outcomes and competencies of learners, and equip students with survival skills for the knowledge society. Therefore, academics area unit expected to integrate ICT into their teaching and learning processes.

It's believed that if academics perceived technology programs as neither fulfilling their own desires nor their students' desires, it's possible that they're going to integrate the technology into teaching and learning. Proof suggests that teachers' attitudes and beliefs influence triple-crown integration of ICT into teaching (Hew & Brush, 2007; Keengwe & Onchwari, 2008). If teachers' attitudes area unit positive toward the employment of academic technology, then they will simply offer helpful insight concerning the adoption and integration of ICT into teaching and learning processes.

English is an important language; the language of communication across world of trade, computing, business, politics, communication, and technology. In the age of ICT people live in a small village in which they have no choices but dealing with English Language as the main means of communication knowledge. English is considered to be as one of the major subjects in the Arab world in general and in Jordan in particular. In Jordan, English is used as a foreign Language next to Arabic, and therefore, it has become one of the compulsory subjects in Jordan school's curriculum and universities.

Teaching English language is considered the main components of the Jordanian education curriculum. It is the only foreign language that is being taught to all students in the governmental and private schools. It is taught from elementary schools, starting from grade one and continues until grade twelve. In spite of the great attention to teaching English language, there are difficulties and gaps facing the students of English, simply because it is not their native language and they are in need to use ICT to provide them with skills of better understanding.

Teachers' expertise relates completely to their pc attitudes. The lots of expertise lecturers have with computers, they're going to show positive attitudes towards computers (Rozell & Gardner, 1999). Positive pc attitudes square measure expected to foster pc integration within the room (Braak, Tondeur, & Valcke, 2004).

 

Consistent with Woodrow (1992) for winning transformation in instructional follow, the user has to develop positive attitudes toward the innovation.

The utilization of ICT for academic functions yield positive outcomes on the a part of the scholars like enlarged motivation, active learning, providing economical resources and higher access to info (Young, 2003 Webb, 2005; Look, 2005; Lau & Sim, 2008). These advantages have generated some tries leading program developers to bring on academic reforms and initiate national programs to introduce ICT into education in countries worldwide, particularly in developing countries. For this purpose, massive amounts of cash are endowed to the technical and infrastructure-related conditions necessary for ICT integration. However, in most cases, the expected advantages have not been earned (Albirini, 2006; Barton & Haydn, 2006; Ertmer, 2005). Over the past decade, access to and use of computers at homes and schools have increased sharply. Both in and out of the classroom, students' educational use of computers have also increased, particularly for writing and research (Russell, O'Brien, Bebell, & O'Dwyer, 2003).

In Jordan and in rural schools in particular, the recent years witnessed great supplementations of hardware in line with integrating ICT with the educational process. As a response to the widespread interest in integrating ICT to improve the curriculum, pedagogy, assessment, teacher development and other aspects of the schools'culture (Roshelle, Pea, Hoadley, Gordin, & Means, 2000), Jordan has been implementing a major effort to substantially enhance the quality of school learning contexts, as well as to improve the equity of its results (Qablan, Abuloum, & Abu Al-Ruz, 2009).

Teaching competence is an important component which has significant implications in teaching English. It has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skill. The teacher would require these entire dimensions to a reasonable extent in an integrated manner in the classroom context.

### 1.1. Teaching Competencies

The following teaching competencies for English language teachers can be developed:

1. **Planning**
   a. The teacher creates effective lesson plans based upon knowledge of subject matter, students, and the community and curriculum goals.
   b. The teacher creates daily written lesson plans which include objectives, content analysis, activities, and assessment.
   c. The teacher is able to develop an effective unit plan.
2. **Classroom Management**
   a. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
   b. The teacher creates a positive classroom climate that promotes learning and fairness.
   c. The teacher establishes and maintains consistent standards of classroom behavior.
   d. The teacher creates a safe physical environment conducive to learning.
   e. The teacher establishes and maintains an environment of mutual respect and rapport.
3. **Organization**
   a. The teacher responds to student work in a timely fashion.
   b. The teacher establishes effective classroom routines.
   c. The teacher uses instruction time effectively.
   d. The teacher accurately maintains student records.
4. **Monitoring Student Progress**
   a. The teacher uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
5. **Leadership**
   a. The teacher shows initiative in sharing ideas with colleagues and supervisors.
   b. The teacher communicates with students, teachers, and parents with regard to student performance.
   c. The teacher acts as a role model for students.
6. **Sensitivity to Student's Needs**
   a. The teacher creates opportunities that foster achievement of diverse learners in the inclusive classroom.
7. **Problem Analysis**
   a. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to improve student performance.
8. **Strategic and Tactical Decision Making**
   a. The teacher is able to match instructional strategies to student needs and curricular goals.

 

9. **Professional Standards and Practice**
   a. The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.
   b. The teacher adheres to school and classroom policies (dress, school hours. language, procedures).
   c. The teacher accepts constructive criticism and acts upon it.
   d. The teacher is knowledgeable with regard to the professional organizations and literature in his/her field.
   e. The teacher knows local, state and federal laws and regulations pertaining to education.
10. **Mastery of Instructional Technology**
   a. The teacher uses appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.
11. **Instruction**
   a. The teacher understands and uses a variety of instructional strategies, encourages students' development of critical thinking, problem solving and performance skills.
   b. The teacher is able to organize and integrate disciplinary knowledge in ways that promote students' ability to analyze and approach problems of the discipline in a critical manner.

### 1.2. The Reasons for Using ICT by Teachers

A range of studies have looked at why teachers choose to use ICT. These typically involve conducting case studies of classroom use in a particular setting or from a longitudinal perspective. They portray the use of ICT in teaching as being inherently advantageous. Only a few reports exploring access and the reasons why teachers in schools choose to use ICT in their classrooms. Tella, Tella, Toyobo, Adika & Adeyinka (2007) examined Nigerian secondary school teachers" uses of ICTs and implications for further development of ICT use in schools using a census of 700 teachers. The findings showed that most teachers perceived ICT as very useful and as making teaching and learning easier. It was recommended that professional development policies should support ICT-related teaching models, in particular those that encourage both students and teachers to play an active role in teaching activities. Additionally, emphasis should be placed on the pedagogy underlying the use of ICTs for teaching and learning.

For example, Tella et al. (2007) found that computer use by teachers was driven by intentions to use it, and that perceived usefulness was also strongly linked to those intentions. The implication is that teachers will be useful. Furthermore, ICT needs to be linked to specific needs of learners, desisting from the one size fits all approach (Leach, 2005, p. 112). It is most effectively used as a learner-centered tool, instead of within a more traditional pedagogy. The real challenge for educationists is, therefore, how to harness the potential of ICT to complement the role of a teacher in the teaching and learning process. There is an understandable apprehension, even fear, as to the role of a teacher in an ICT-equipped classroom (Futurelab, 2003). Teachers who lack the chance to develop professionally in the use of modern ICT feel under threat.

### 1.3. Teachers and ICT

Information and communication technologies (ICT) are increasingly widespread, influencing many aspects of our social and work lives, as well as many of our leisure activities. As more tasks involve human computer interaction, computer skills and knowledge have become more positively correlated with both occupational and personal success. Therefore, as we move into a technology based society, it is important that classroom experiences with technology be equitable and unbiased for males and females.

In most cases, the teacher is key to effective implementation of the use of ICT in the educational system and given that teachers have tremendous potential to transmit perceptions and values to students, it is important to understand the biases and stereotypes that teachers may hold about the use of ICT and the factors that act as facilitators to teachers' positive computer usage (Askar & Umay, 2001).

### 1.4. Participation of ICT in Education

ICT can promote international collaboration and networking in education and professional development. There is a range of ICT options from video conferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today's teachers.

Because of rapid development in ICT, especially the Internet, traditional initial teacher training as well as in service continued training institutions worldwide are undergoing a rapid change in the structure and content of their training and delivery methods of their courses. However, combining new technologies with effective Pedagogy has become a daunting task for both initial teacher training and in-service training institutions while teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly

 

and modern technologies are demanding teachers to learn how to use these technologies in their teaching.

While new technologies increase teachers training needs, they also offer part of the solution. Information and communication technology (ICT) can provide more flexible and effective ways for professional development for teachers, improve pre- and in-service teacher training, and connect teachers to the global teacher community. While information and communication technology (ICT) is not a panacea for all educational problems, today's Technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies' potential, opportunities to apply them, training and just-in-time support, and time to experiment. Only then can teachers be informed and confident in their use of new technologies (Bowes, 2003).

Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time (Perraton, Robinson, & Creed, 2001). As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills.

Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching (Robinson & Latchem, 2003). These challenges ask teachers to continuously retrain themselves and acquire new knowledge and skills while maintaining their jobs (Carlson & Gadio, 2002).

Pelgrum (2001) has noted that ICT is "not only the backbone of the Information Age, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers" (p. 2). He sought to conduct a comparative international educational assessment of ICT integration that would include contextual factors that might explain the variations among the countries. His worldwide survey of 26 countries examined the application of ICT in elementary and secondary schools, specifically the main obstacles associated with the use of ICT in classrooms. The countries represented in the study included Belgium, Bulgaria, Canada, Cyprus, Czech Republic, Denmark, Finland, France, Hong Kong, Hungary, Iceland, Israel, Italy, Japan, Latvia, Lithuania, Luxembourg, New Zealand, Norway, Russian Federation, Singapore, Slovenia, Slovak Republic, South Africa, Taiwan and Thailand. According to Pelgrum, the results of this wide-ranging study indicated that the top three obstacles related to the integration of ICT were insufficient number of computers, teachers' lack of knowledge/skills, and difficulty in integrating ICT in instruction.

Many governments and organizations have taken up the effort to increase the technological expertise of teachers for instructional purposes.

In the United States, an initiative to help meet the need for computer-literate teachers nationwide was introduced by President Bill Clinton in 1997 (Panel on Educational Technology).

In 2000, the International Society for Technology in Education (ISTE) introduced the National Educational Technology Standards (NETS) for technology in education (ISTENETS, 2005). The purpose of the project was to allow "stakeholders in pre-K-12 education to develop national standards of educational technology that facilitate school improvement in the United States" (p. 1). Pelgrum (2001) has observed that a shift has occurred in the roles of school, teacher, student, and parent due to the introduction of ICT in society.

In Jordan, the Ministry of Education endorses the ICDL as the optimal computer certification program for all teachers, in both public and private schools. The program is based on seven modules, and tests the following topics:

1. Basic concepts of IT;
2. Using the computer and managing files;
3. Word processing;
4. Spreadsheets;
5. Databases;
6. Presentations, and;
7. Internet and E-mail (Caspo, 2002, p. 2).

### 1.5. ICT Skills Needed by Teachers Today

Many school leaders still perceive the lack of ICT-related knowledge of teachers as a major obstacle to the realization of their ICT-related goals (Pelgrum, 2002). The literature describes the kind of skills teachers may need when integrating ICT in new student-centered learning approaches. However, identifying which competencies each teacher needs to acquire is far from simple, as this depends very much on the circumstances of their particular school.

Personal teaching styles also play a major role. Again, one size fits all does not usually work (Davis, Preston, & Sahin, 2009). We also need to recognize that substantial learning can take place while teaching, and even learning, from students. The UNESCO (2008) ICT competency standards for teachers go further, describing three approaches: technological literacy, knowledge deepening, and knowledge creation. These approaches are seen as part of a development continuum, and each approach has different implications for education reform and improvement, plus different implications for changes in the components of the education system: Pedagogy, teacher

 

practice and professional development, curriculum and assessment, and school organization and administration. ICT plays a unique, but complementary role in each of these approaches, with new technologies requiring new teacher roles, new pedagogies, and new strands to teacher education.

The successful integration of ICT into the classroom depends on the ability of teachers to structure their learning environments in non-traditional ways, merging technology with new pedagogies. This requires a very different set of classroom management skills to be developed, together with innovative ways of using technology to enhance learning and encourage technology literacy, knowledge deepening and knowledge creation. At the knowledge creation end of the continuum, the curriculum goes beyond a focus on subject knowledge to explicitly include 21st century skills that are needed to construct new knowledge and engage in lifelong learning the ability to collaborate, communicate, create, innovate and think critically. Teacher development is seen as a crucial component here.

### 1.6. ICT Use in Education in the Arab World

Promoting ICT in Education in the Arab World Access to information and technology is seen as so crucial to the progress of developing countries that the United Nations placed it third on the list of the most important global issues after poverty and domestic violence (Hafkin & Taggart, 2001). In 2003, the United Nations Development Program (UNDP) created a program called Information Communication Technologies in the Arab Region (ICTDAR) to help Arab countries in "harnessing ICT to reduce poverty and improve both public administration performance and private sector hold and expansion"(ICTDAR, 2003, para. 1). ICTDAR has been described as "'human development' driven by the active use of ICT to build, develop, and sustain knowledge acquisition and utilization" (ICTDAR, 2003, para.1). In a 2004 report by the Regional Program for Arab States of the UNDP, the Arab region was described as having the lowest levels of ICT usage relative to other world regions.

The United Nations Development Program sees ICT as a means to help the Arab region to embrace modernization at every level, by moving from rigid, central structures to flexible decentralized ones. The United Nations Conference on Trade and Development (UNCTAD) compiled a 2004 report detailing ICT indices in the Middle East and Asia and comparing them with those in Europe and the U.S.

The ICT Use in Education in the Arab World is related to users' attitude. An individual's level of knowledge affects his attitude, and these two stages together lead the individual to adopt or reject the target technology. Stages four and five occur in the case of adoption. This innovation decision process is mainly based on the widely accepted idea that attitude affects the behavior directly or indirectly. Teachers' knowledge and attitudes functions as a major predictor of the use of ICT in educational context (Pelgrum, 2001; Garland &Nayes, 2004; Zhang, 2007; Tezci, 2009).

In the context of ICT integration, however, understanding teachers' attitudes has not always been an easy task depending on the fact that various factors may be at work to affect one's attitude. With regard to ICT integration, one of the major factors shaping people's attitude is the attributes of the technology itself.

Rogers (2003) has identified five main attributes of technology that contributes to its acceptance in the context of ICT integration, however, understanding teachers' attitudes has not always been an easy task depending on the fact that various factors may be at work to affect one's attitude. With regard to ICT integration, there are five main attributes identified by Rogers (2003) are as followed:

a. Relative advantage (e.g. the target technology should have an advantage over previous innovations);
b. Compatibility (e.g. it should be compatible with existing teaching practices);
c. Observability (e.g. it should produce observable results);
d. Complexity (e.g. it should be easy to understand and use), and;
e. Trial ability (e.g. it should be tried out before adoption).

**The Jordanian Context for ICT in Education**

Jordan joined the World Trade organization in 2000, signed a Free Trade Agreement with U.S. in 2000 and joined the European Free Trade Association in 2001 (CIA, para. 1).

In addition, King Abdullah II took major steps towards creating a dynamic and practical approach to entering the international ICT sector by mandating the teaching of English language from first grade and the implementation of ICT in every sector of the government.

**Public Education in Jordan**

The Jordanian education system is divided into the following three stages:

a. Pre-school Stage: a non-compulsory stage.
b. Children from the age of 3 and up can be admitted to kindergartens: it is not a mandatory stage in the Jordanian education system.
c. Basic Education Stage: a compulsory stage of ten years ranging from the first grade to the tenth grade. The subject matter taught is unified across the Kingdom and students are evaluated annually. Based on the academic achievements of the students in the 8th, 9th, and 10th grades,

 

they are assigned to one of the various Streams in the next stage. Who then move on to one of three main streams, a scientific, literary or vocational specialization the scientific stream includes such subjects as math, biology, chemistry, and physics, in addition to religion and language. The literary stream, on the other hand, includes language grammar, literature, literary criticism, religion, and a choice of one science class (JMOE, 1996).

d. Secondary Education Stage: a two-year stage that ends with sitting for the general certificate examination, or the Tawjihi. According to the grade the student achieves on the Tawjihi, he or she may qualify for different colleges and universities. The MOE issues transcripts and certificates to the students who pass the Tawjihi, JMOE is responsible for planning, implementing, upgrading, and evaluating all the educational components of public education for students (e.g., young, adult special education), teachers, and staff, including curricula, facilities, literacy centers, special education standards, and so on. Jordan is divided into twelfth general directorates: AL- Kerak is one of them situated in the south. These directorates are divided into smaller districts. The Jordanian capital is Amman.

The Jordanian MOE considers teachers the "most important" element in the educational process (JMOE, 1996, p. 20). Jordanian universities are in charge of planning and implementing pre-service training programs for teachers in three categories: class teachers (elementary education teachers from 1st grade through 4th grade), field teachers (subject matter teachers in the Basic Education Stage), and subject teachers (subject matter teachers in the Secondary Education Stage). In-service training programs for teachers are the sole responsibility of the JMOE. In a 1996 national report by the MOE the goals of such programs were outlined.

a. Qualifying basic education teachers by upgrading their level of education from a two-year community college diploma to a B.A or B.Sc., the first university Degree.
b. Qualifying secondary education teachers by upgrading their level of education from a first university degree to a Diploma of Education (one year after B.A/B.Sc.).
c. Qualifying educational leaders such as supervisors and school principals through M.A. degrees. (p. 22). While research mainly focuses on the effectiveness of computer use and its contribution to the teaching of English as a foreign language (EFL), EFL teachers have received scant attention. Only a limited number of studies have been conducted regarding JORDAN EFL teachers'.

### 1.7. ICT and Educational Reform in Jordan

As early as 1989, a national plan for educational reform in Jordan was created, in part involving the introduction of ICT in Jordanian schools. The plan was launched in two phases, the first of which was (1989-1995) during the rule of King Hussein, as a means to develop “teacher training, general examinations, new curricula, educational technology, school buildings, restructuring the educational system, and vocational education and training” (JMOE, 1996, p. 6). The second phase of the plan (1996-2000), implemented after King Abdullah II succeeded his father, was designed to accomplish educational reform in the areas of staff development, assessment, school-based innovations, technical and vocational training, pre-school education, and non-formal education (JMOE, 1996). Thus, the use of ICT in classrooms was one of many important goals set for Jordanian educational reform.

With the encouragement of King Abdullah II, private organizations took some initiative in developing an ICT sector in Jordan. The vision of King Abdullah II that “Jordan will become the IT hub for the region” (JMOE, 2003, p. 1), announced during the First National Economic Forum in November 1999, has become accepted as the best solution for the long-term success of the country’s economy and the prosperity of its citizens. In 1999, a proposal to develop and strengthen the Information Technology (IT) sector in Jordan was established by a core group of members of the Jordan Computer Society (int@j). The resulting REACH Initiative was a comprehensive framework for widespread IT development in Jordan in general. REACH is an acronym that stands for

- Regulatory Framework
- Enabling Environment
- Advanced Programs
- Capital & Finance
- Human Resources Development Put website addresses (www.reach.jo).

The REACH action plan and strategy was developed through consultation with and technical support from the Access to Microfinance and Improved Implementation. Policy Reform (AMIR) project of the United States Agency for International Development (USAID). The Jordanian Ministry of Education was given oversight responsibility for the project due to its responsibility for the education of more than 1.5 million students—over one-third of the population—in addition to its indirect involvement with higher education institutions such as universities, community colleges, and human resources training centers (JMOE, 2003). The MOE is considered to be the largest user of IT in Jordan.

In 2001, the Jordanian MOE declared three initiatives to be implemented in cooperation with the World

 

Bank, international organizations, and the international and national private sectors by 2005. These initiatives involved school connectivity, basic teacher training, and teacher professional development training (World Economic Forum, 2001, para. 3). More specifically, the goals of the initiatives were to:

a. Provide computers to 500 schools not funded under World Bank and Spanish and Canadian governments' loans.
b. Provide basic computer literacy training to 25,000 public school teachers via the Intel Teach to the Future Program, wherein all teachers were to receive 102 hours of computer training over a period of four years in order to complete the International Computing Drivers License.
c. Provide advanced teacher professional development in the integration of technology in the classroom, including the use of tele-collaborative projects and curriculum development to teachers in Jordan's 807 public secondary schools via the World Links program. The World Links program uses four 40-hour modules to train teachers in the integration of technology in the classroom. These teachers were to represent a core of "Master trainers" who, in turn, would train additional teachers nationwide to build a native skill base in technology (World Links, 2005, para. 1). Launched in Jordan in June 2003, the World Links program was designed to prepare students, teachers, and educational organizations to enter the information age by providing schools with substantial solutions for mobilizing and harnessing the necessary technologies, skills, and educational resources to improve learning and prepare youth to compete successfully in the knowledge based economy. (World Links, 2005, para. 1)

By 2001, the Jordanian Ministry of Education had launched an ambitious set of projects to finance the introduction of technology into Jordan's 3,183 public schools, with the eventual goal of having one computer for every ten Jordanian students (World Economic Forum, 2001). In February 2001, King Abdullah II proclaimed, "The 'remodeling' of education remains a top priority" (JMOE, 2002, p. 1). By this time, the Jordanian Ministry of Education had become acutely aware of the importance of focusing on factors associated with human capital development as a means of preparing Jordan to take part in future knowledge-based world economies. The government of Jordan placed this notion of enhanced human resources as the highest priority for the country, as evidenced by His Majesty's presence and active participation in many high-profile education and ICT forums. In 2003, the JMOE reported that more than 1,650 schools were equipped with PCs, networking, and basic peripherals in more than 1,724 school based computer labs. About 1,100 secondary schools, selected from different directorates, were to be connected to the Internet by the end of 2003 as well, as part of an agreement between JMOE and the Jordanian Telecommunication Company (JTC). Other public schools were to be connected thereafter at the rate of about 200 schools per month in an effort to achieve full connectivity of all public schools by December 2003. In addition, four schools were to have video conferencing facilities (JMOE, 2003). The extent of progress made towards the achievements of these goals is not clear, however, since no government reports on the movement towards these objectives have been published to date.

### 1.8. Teacher Attitudes and ICT

During the early 1970s the Theory of Reasoned Action was developed and expanded upon by Ajzen and Fishbein. By 1980 the theory was used to study human behavior and develop appropriate interventions. This theory provides a framework to study the link between attitudes and behavior. According to the theory, the most important determinant of a person's behavior is behavioral intent. The individual's intention to perform a behavior is a combination of his or her attitude toward performing the behavior and subjective norms. Ajzen and Fishbein (1980) assumed that individuals are usually quite rational and make systematic use of information available to them. Accordingly, people "consider the implications of their actions before they decide to engage or not engage in a given behavior" (p. 5).

Ajzen and Fishbein (1980) indicated that attitudes consist of three elements: affect, cognition, and behavior. The affective element refers to the individual's emotional feelings or liking of a person or an object. The cognitive element refers to the person's knowledge about a person or an object. The behavioral element refers to the person's overt behavior towards a person or an object.

Similarly, Rogers (1995) asserted that attitudes determine whether a person is willing to try a new innovation or not. Woodrow (1992) has asserted that a teacher's positive attitude toward technology is a "necessary condition for the effective use of computers in the classroom" (p. 200). According to Chin and Hortin (1994), the teacher clearly must act as the "change agent" (p. 83) in the relationship between instructional technology and the learner.

Ames (1992) analyzed the work of many researchers into motivation thus developing a framework for motivation relating to students' belief in themselves and their ability to do better through long term goals. She considered two types of motivation goals, performance goals and mastery goals, which involve different ways of thinking about one. Performance goals focus on one's ability and sense of self worth. "Especially important to a

 

performance orientation is public recognition that one has done better than others or performed in a superior manner" in achieving specific goals. (Ames, 1992) These goals are directed towards achieving success in relation to the achievements of one's colleagues.

In his theory of planned behavior, based on his earlier theory of reasoned action, Ajzen (1988) identifies many of the motivating factors which lead to or prevent people carrying out certain actions, According to this theory, shown in Figure 1, "although volitional control is more likely to present a problem for some behaviors than for others, personal deficiencies and external obstacles can interfere with the performance of any behavior." (Ajzen, 1988, p 132).

In many previous studies, in other domains, attitudes have proved to be more influential than subjective norms but in the case of using ICT in one are teaching, because of the immense and growing pressures from educational reforms, parents, pupils and the media, it is likely that subjective norm will have a greater impact on teachers' use of ICT.

The 'perceived behavioral control' component refers to the extent to which teachers believe themselves to be capable of using ICT in their teaching which "is assumed to reflect past experience as well as anticipated impediments and obstacles" (Ajzen, 1988, p132). This factor may be influenced by locus of control, which was discussed earlier (Blumenfeld, 1992). The inclusion of this component in Ajzen's theory means that if teachers are not confident about their own IT skills then they may feel unable to use ICT in their lessons.

## 2. Class Management

Classroom management is a term utilized by teachers to explain the method of making certain that schoolroom lessons run smoothly despite unquiet behavior by students.

Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task. There are strategies for Classroom Management and the right strategies will make the difference between a learner-friendly classroom and a disorganized classroom.

### 2.1. Elements of effective classroom management

a. Good preparation for the positions of educational classroom: good preparation gives the teacher confidence, and setting impressive is that includes educational activities successful and will be taking into account the individual differences among students and staff for learning strategies and education different active, so that teacher can be a handsome high level of learning requested, and gain self-confidence is assisted by requested guidance and caught and increase the chances of success in the classroom.

b. Classroom management (students and learning tools and sources): The more successful teacher in organizing the students in a way to facilitate and make it easier for students to behave and act on its own, and whenever he was able to reach and employ learning tools and methods easily and conveniently, and through the construction of learning in the classroom, and whenever he feels students their role in the organization of the learning environment the learning became better and facilitates communication between the teacher and students and collective communication between the students themselves.

c. The show: Where the teacher is able to explain the reasoning, and by asking questions addressed and helps students to solve problems, and whenever the teacher was able to clarify the topic well whenever the teacher was able to manage students and direct them towards the desired learning.

d. The organizing of classroom: exercise regime and control in the classroom requires the employment of sound and tone quiet words and movements and well-respected students, and without this respect, the control can be difficult, and organizing of classroom helps the teacher to succeed in classroom management and control over the employment of teaching techniques and methods.

e. Timing: Timing is important in the management of the educational situation and adjusts the students and the teacher must realize the importance of time and managed so that it knows when the shows, and when students are allowed to discovery, and when to stand aside and in each case what is the right time to do so.

### 2.2. Using an ICT in the Classroom Domain:

Using of information and communication technology (ICT) in the teaching field causes many changes in education. Teachers can employ technology in education through using websites, internet, word processor, PowerPoint, video and audio.

The management of the teacher and the employment of technology and proficiency to deal with, will play a major role in giving a clear picture of the use of technology in education, and we need qualified teachers in the skills of information and communication technology, to be used in the teaching and learning process effective, it also plays a merger and the link between educational content and technology a role in that in addition to the

 

teaching strategies used in it increases the yield educational technology, and the keenness of the teacher on collaborative learning and apply it effectively increases the collected students' learning, and focus on learning by doing and on the development of research and investigation of the student are important in improving student learning.

The educational process shifted from reliance on traditional teacher lectures to focus on the student, and the use of technology and employ them. The teacher in the new educational system, which relies on the use of methods and tools of information technology and communications is a facilitator as needed to knowledge, brainstorming depends for his students and the development of the spirit of research and inquiry and collaborative work they have. A person is able to give the learner thinking skills through proficiency is the same for those skills, he is encouraging the growth and learning, and is based on helping students to follow the ways of thinking developed.

The use of tools and means of information and communication technology and multimedia in the classroom will provide a suitable environment for the educational process is easy for students to interact with the course of the lesson, as it allows the teacher follow-up to the student and find out how to take advantage, and will change also the way in which it influences the technology in the students either on their own lives or in the workplace so that it will help them to communicate and support for each other, and respect for the role of others and their opinions and do not underestimate the work of others during class, they also contribute to the interest in education individual and self-Cooperative, the benefits that could accrue to the student through the use of those tools and methods include the positions of the new educational activities include the provision of assistive devices and diverse educational methods with multiple patterns in the educational process, which leads to distinct educational outcomes.

### 2.3. Teaching English

Teaching English as a foreign language (TEFL) refers to teaching English to students whose main and first language is not English. Teachers of English as a foreign language use a variety of books and materials and conjointly a range of audiovisual aids. There's a focus on dialogue and role-playing, however a lot of formal exercises and literature are also used. And the aim of learning English language is to encourage the students to communicate with each other using the structures and vocabulary they have learnt, and to improve the four basic language skills: listening; speaking; reading; and writing.

Language learning strategies are techniques that students use to improve their progress in the developing foreign language skills. The following are strategies that EFL teachers can use to effective communicative practices among the students (action pack7 Teacher's book):

- Project-based learning
- Cooperative learning
- Prediction
- Questionnaire
- Problem solving
- Jigsaw

### 2.4. Teaching English and ICT

Teaching with technology is totally different than teaching within a typical classroom. Teachers should be trained in the way to plan, create, and deliver instruction within a technological setting. It needs a different pedagogical approach. So as to use technology effectively, EFL Teachers ought to be trained in exploiting technology and they need to develop a good understanding of it. And technology will not be used unless Teachers have the talents, skills, attitudes and knowledge necessary to transmit it into the school curricula.

Technology is used to enhance learning; therefore it is important for EFL Teachers to be comfortable using it to ensure that students get the full advantages of educational technology. ICT into education has been premised on the potential of the new technological tools to revolutionize an outmoded educational system, better prepare students for the information age, and/or accelerate national development efforts. In developing countries, in particular, the above promises have generated a whole set of wild speculations about the necessity of educational reforms that will accommodate the new tools (Pelgrum, 2001).

English language material is interested in four major skills: reading, writing, speaking, and listening. We will review a set of practical ideas that can be taken into account when using ICT tools:

- Writing Skill
- Reading Skills
- Speaking, and Listening Skills

Features and different uses of technology in the classroom:

- A word processor
- Presentation programs (PowerPoint).
- Spreadsheets and databases.

 

- World Wide Web (Internet)
- Web pages.
- E-mail.
- Digital video.

**Professional Development Program:**

Professional Development programs should include all 'staff' that is to contribute to the implementation of the intended changes –teachers, and technical and administrative support personnel. In this section the focus will be on– basic school EFL teachers. Apart from the students themselves, teachers and school leadership are the main agents of change at the school level.

Information and communication technologies (ICTs) have brought new possibilities to the education sector, but at the same time, they have placed more demands on teachers. They now have to learn how to cope with ICT in their classrooms, how to compete with students in accessing the enormous body of information particularly via the ICT and how to use the hardware and software to enhance the teaching/learning Process.

Swarts (2008) notes the need for teachers "to be adequately and appropriately trained through pre-service and in-service teacher education programs to teach ICT Literacy".

Bhatta (2008) considers that effective teacher preparation in ICT-based education requires adequate training in three areas:

a. Information technology literacy
b. Child-centric interactive teaching
c. Integration of ICT-based instruction in child-centric interactive teaching.

Educational departments must held training with lifelong professional Preparedness and development of teachers along a continuum of

a) Initial preparation.

### 2.5. Teacher Training Approaches

ICT can change the way teachers teach and that it is especially useful in supporting more student-centered approaches to instruction and in developing the higher order skills and promoting collaborative activities (Haddad, 2003). Recognizing the importance of ICT in teaching and learning, a majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees. Even though many teachers report that they have not had adequate training to prepare themselves to use technology effectively in teaching and learning, there seem to be several efforts around the world in which countries are effectively using technology to train teachers, and/or are training teachers to use technology as tools for enhancing teaching and learning. ICT teacher training can take many forms. Teachers can be trained to learn HOW to use ICT or teachers can be trained via ICT.

A 30-hour ICT foundation course is entitled "Instructional Technology" and covers: "learning, thinking and the effective use of instructional technologies in the classroom; instructional planning models; selecting, creating, evaluating, and integrating instructional technologies and resource materials; promoting creativity and complex thinking through ICT project work activities; and organizing and managing instructional activities with appropriate ICT resources in the classroom." Besides taking these courses, NIE students pursuing a Diploma in Education must have five weeks of practicum during the first year of their pre-service training and ten weeks during the second year. The trainee is expected to use ICT while teaching, depending on the school's ICT infrastructure.

### 2.6. ICT as Core Technology for Delivering Teacher Training

In this approach, ICT is used as the major way of providing the learning experience of teacher training. The content of this approach does not necessarily focus on ICT skill itself but rather covers a variety of ICT applications. As you will see in the two examples below, the digital technology is frequently becoming the core technology of ICT teacher training.

At present, in most Arab countries, all students who finish the secondary school education must have had at least eight years of instruction in English as a school subject. It is also worth noting that formal training was and is still compulsory in most elementary, preparatory, and secondary Arab EFL teachers. So, because the widespread use of English as a second language, the subject of language teaching in general, and teaching of English as a foreign or second language in particular, has become the focus of attention of most Arab researchers. (p. 122) Zughoul (2003) described English as the "language of globalization," particularly in the Arab world (p. 10).

The cultural environment of Jordan is distinguished by its widespread use of English as a foreign/second language in addition to the use of Arabic, the native language, in formal and informal settings. According to Crystal (2001), English is now spoken by more people (as a first, second, or foreign language) than any other language in the world, and is recognized by many countries as a more desirable "lingua franca than any other language" (p. 54). In addition, English functions as a gatekeeper to positions of prestige in society (Crosby, 2004). Being fluent in English seems to be significantly connected with higher social positions as well as higher paying jobs. In the Arab

 

world, individuals who would like to secure better living conditions in the society need to be fluent in English. Many students who pursue higher education are required to pass the TOEFL and GRE with increasingly higher scores.

## 3. Previous Studies

A large number of recent studies mostly conducted in controlled settings have revealed that the use of ICT for educational purposes yield positive outcomes on the part of the students such as increased motivation, active learning, providing efficient resources and better access to information (Young, 2003 Webb, 2005; Look, 2005; Lau & Sim, 2008).

Khalil (2009) explored an open distance learning program offered by the Information Technology and Computing (ITC) department at AOUJ, a major university in Jordan. It provides an overview of e-learning in the Arab region and explores factors that affect ODL quality in the Arab Open University in Jordan (AOUJ). The research utilized a qualitative approach, which included five lengthy semi-structured interviews with the program director, two instructors, and three students. Three important conclusions can be drawn from the study about e-learning in the Arab region: (1) the existence of adverse conditions, (2) the presence of strong instructional practices, and (3) the need to improve administrative support.

Shang (2007) examined the overall effect of using e-mails on the writing performance of Taiwanese students in English. The major findings demonstrated that students made improvements on syntactic complexity and grammatical accuracy. The results also revealed that the e-mail writing was a positive strategy that helped improve their foreign language learning and attitudes towards English.

Li-Ling (2006) examined whether the CAI (computer assisted instruction) tutorial program had an impact on the EFL (English as a Foreign Language) grammar skills of the beginning EFL language learners. A quasi-experimental research design was conducted at a private college located in southern Taiwan. A post-writing assessment was administered for both the control group and the experimental group after the treatment. One hundred written essays were analyzed through error analysis and data were computed through a one-way ANOVA on overall error rates.

ALhayek (2004) conducted a study to examine the effects of using Computer-Assisted Instruction on physical education students' attitudes toward computer. The sample consisted of 56 students who enrolled in the course of methods of teaching physical education at the University of Jordan. The results indicated that there were significant differences between students' attitudes before and after teaching via computer on all dimensions of the scale. However, no significant differences were indicated between the female group and the male group.

Al-Qumoul (2005) conducted a study to investigate the effect of an instructional software program of English language functions on tenth graders' achievement, The results reveal that the students who studied the English language functions through CAI lessons performed better than those who learnt by the traditional method.

Jordanian studies on the effect of e-l;earning method on Jordanian public schools are rare and only one study included the 10th grade students ( Al-Qumol 2005 ), in this study, Al-Qumol investigated the effect of an instructional software program of English language functions on tenth graders' achievement and not on grammar in particular .

For the other two Jordanian studies, the study of Abdullah et.al (2009) investigated the grammar achievement of secondary students using e-learning strategy, and Khalil`s study (2009) investigated the high education students.

Al-Zaidiyeen et al. (2010) investigated the level of ICT use for educational purposes by teachers in Jordanian rural secondary schools; the study demonstrated the importance of teachers' attitude towards the use of ICT for educational purposes. A questionnaire was used for data collection and it was distributed among 650 teachers in Jordan. The survey included questions concerning the level of ICT use as well as questions related to the attitude of teachers towards the use of ICT. The findings revealed that teachers' level of ICT use for educational purpose was low although their attitude towards the ICT use was positive.

Sadik (2005) found that teachers again scored high on positive attitudes and confidence in using and learning to use computers. Compared with other instructional approaches, however, the teachers surveyed saw the computer as a less useful teaching tool. On the other hand, the variables of frequency of computer use, computer training, years of teaching, and attitudes towards the personal use of computers correlated positively with teacher attitudes towards the use of computers in schooling. Clearly, the findings of the study indicate that teachers who have positive attitudes towards their personal use of computers also have positive attitudes towards the use of computers in schooling.

This study agrees with the previous studies first direction in terms of using the experimental method and the preparation of the developed training program applied to the teachers for the development of their attitudes towards the use of technology in teaching and measuring its impact So, this study will be one of the few studies concentrating on the effectiveness of designing an ICT program in developing some of the EFL teachers' competencies in Rural basic schools. So, this significance may provide English language teachers in Jordan with the

 

current methods used for developing the teaching competences of EFL teachers in Jordan and providing a program for EFL teachers for developing their teaching competencies .This study is similar to the study of Al Zaidiyeen (2010) in Jordanian secondary rural area schools in the governorate of Al KaraK.

### 3.1. Context of the problem

Classroom management and management of student conduct are skills that teachers acquire and hone over time. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. the researcher observed some Jordanian EFL teachers in some rural schools in Al-Karak Directorate south of Jordan and noticed that the competencies and interaction of those teachers with ICT is low and that some of them have little information and education about utilizing hardware necessary for implementing ICT in the educational process.

This study investigates how teachers of Basic Schools at Al-Karak would establish an effective classroom management for EFL Teachers' through engaging students in the whole process of classroom management-organizing a positive educational environment, selecting appropriate instructional and assessment techniques, as well reducing students‘ disruptive behaviors.

#### 3.1.1. Research Questions

1. What is the effectiveness of devising an ICT program in developing of the EFL teachers' competence of Class Management in rural basic schools at Al-Karak directorate-Jordan?
2. What perspectives and perceptions do teachers have toward ICT in the educational process in general?
3. How far implementing the ICT program is helpful in developing of the teaching competence of Class Management?

#### 3.1.2. Hypotheses of the Study

1. There are statistically significant to the effectiveness of devising an ICT program in developing of the EFL teachers' competence of Class Management in rural basic schools at Al-Karak directorate-Jordan in the pre and post administrations.
2. There would be a statistically significant difference in the mean scores of the experiment group in the pre and post administrations of the observation checklist for class management favoring the post one.

#### 3.1.3 Purpose of the Study

1. The purpose of the present study was to:
2. Identify competence of Class Management needed for EFL teachers at Al-Karak Directorate-Jordan.
3. Prepare an ICT program to develop EFL Teachers' competence Class Management in Rural Basic Schools at Al-Karak Directorate-Jordan.
4. Determine the effectiveness of using the program in developing EFL teachers' competence of Class Management in Rural Basic Schools at Al-Karak Directorate-Jordan.

#### 3.1.4 Significance of the Study

Classroom management is a teacher’s ability to organize and control a classroom. It is important to establish rapport in the classroom, by establishing this relationship students are more apt to feel like they can trust the teacher. This trust will create a sense of respect in the classroom. Respect between the students and the teacher is a necessary element in the classroom so that students obey rules and regulations of the teacher.

The significance of this study is to develop of the EFL teachers' competence of Class Management in rural basic schools and attitudes toward the use of information and communication technology (ICT) after applying the program and its relation to the teacher knowledge in hardware used in the learning teaching process. Also it may help supervisors to choose new methods and strategies to be used in teachers' training courses.

#### 3.1.5 Delimitations of the Study

This study was delimited to the male and female EFL teachers in rural basic schools in AL-Karak directorate of education south of Jordan. The participants of the study were male and female EFL teachers in rural basic schools in Al-Karak directorate of education.

### 3.2 Study Procedures

To fulfill the objectives of the study, the following procedures were followed:

1. A review of literature related to ICT in general and EFL in particular.
2. A review of literature related and related studies to EFL teaching competence of Class Management.
3. A questionnaire for the participants to identify their attitudes toward the EFL teaching in competence of Class Management.
4. An ICT program will be designed to develop of the teaching competence of Class Management of EFL teachers.
5. The program will include objectives to develop of the teaching competence of Class Management of

 

EFL teachers.

6. Implementing the program to a sample of EFL Teachers in Rural Basic Schools at Al- Karak Directorate–Jordan.
7. Results and discussion.

### 3.3 Definition of Terms

1- **ICT Program**: is a learning unit designed in a connecting way including a set of experiences, activities, teaching aids, techniques and different kinds of evaluation (Afana, 2000).

2- **ICT** (Information and Communications Technology or Technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries (Afana, 2000).

3- **Teaching Competencies:** Competency is a term used extensively by different people in different contexts. So it is defined in different ways. Teacher education and job performance of a teacher are the contexts in which this term is used. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher must demonstrate for successful completion of the teacher education programme (Houstan, 1987).

## 4. Methodology

The present study is a descriptive research study which describing the patterns based on variables. In this study, a questionnaire and pre-post achievement test have been used as a main for data collection.

### 4.1 Design of the study

The present study is a descriptive study which followed the analytical, descriptive method for reviewing related literature and studies and the quasi-experimental method for examining the effectiveness of the proposed program on developing some EFL teachers' competencies in Rural Basic Schools at Al-Karak Directorate-Jordan.

### 4.2 Variables of the Study

Drawing on the main aim of the present study, the experiment was designed and conducted targeting one independent variable and one dependent variable. The suggested program based on the professional and needs was the independent variable, whereas developing the teaching competencies, Class Management, was the dependent variable. Figure (2) shows a diagrammatic illustration of the research variables.

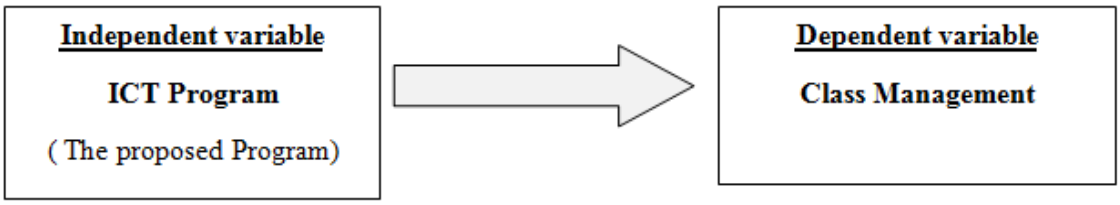


Figure (2): Research Variables.

**The Population and Sample of the Study**

The population of the study consisted of the whole male and female English teachers amounting to (290 teachers) distributed in the rural schools in Al-Karak Directorate of Education in Al-Karak Directorate south Jordan in the academic year 2013/2014.

The sample of the study consisted (290 teachers) distributed on the whole basic rural schools in Al-Karak Directorate of Education in Al-Karak province south Jordan for the academic year 2013/2014.

### 4.3 Participants of the Study

The main aim of this study was to find the effectiveness of Devising an ICT Program in developing EFL teachers' competence of Class Management in Rural Basic Schools at Al-Karak Directorate-Jordan. The tool was distributed to the subjects of the study by the researcher in their schools with providing them with the instructions regarding filling it. The whole 290 questionnaires were returned with full information and valid for analysis. Then 30 teachers were selected whom least scores on skills needs to be as an experimental group. The ICT program and the pre- post achievement test were applied.

 

### 4.4 Teaching competence of Class Management Checklist

In order to answer the questions of the present study: The researcher designed a checklist of teaching competence of Class Management needed for EFL teachers in the rural basic schools. The final version of the checklist was distributed to a group of EFL teachers at Al-Karak Directorate-Jordan in order to choose the most necessary competencies. The competence of Class Management need was the ones with the highest obtained frequency.

### 4.5 Study Tools

For the purposes of the current study, the researcher developed questionnaire including these items: 15-items to need skills and 15-items checklist as follows:

a. The first section of the questionnaire included the items 1-15 asked the subjects to describe class management on teachers' skills and abilities in using ICT.
b. The second section of the questionnaire included the items 1-15 asked the subjects to describe class management on checklist in using ICT.

The subjects specified their levels of agreement and disagreement using five-points Likert scale ( strongly agree , agree , undecided , disagree , strongly disagree ).

### 4.6 Validity and Reliability of the competence of Class Management Validity

To ensure the validity of the tool of the study, it was submitted to a jury of TEFL professors teaching English as a foreign language in Jordan Universities and supervisors of English language in Al-Karak Directorate of Education. The jury was asked to review and validate the items of the tools to check for their appropriateness and relevance for the purposes of this study. In addition, the tools were submitted to three specialists in assessment and evaluation in Mu'tah university to ensure that the items are valid to measure what they were developed to measure.

To establish the reliability of the tools, it was administered to 40 male and female teachers who have ICDL certificates, to check the suitability of the items. This sample was selected from Al-Qasr directorate of education and was excluded from the original sample of the study.

Reliability coefficient of the scores of the pilot sample were computed and then calculated using Pearson correlation coefficient which was obtained as (0.75), and cronpach' alpha. These values were appropriate for the purpose of conducting this research study.

### 4.7 The Pre and Post Test Sessions

The pre-post test was designed by the researcher. The pre administration of the test aimed to measure trainees' actual level before receiving any training. The post administration of the same test aims at establishing how successful trainees are in achieving the objectives of the treatment as well as measuring the progress they made due to the received training program.

**Scoring the Test**

The test items were scored as follows:

a. The correct answer of each item was given one score.
b. The wrong answer was given zero.
c. The full mark of the test was 30 scores.

**ICT Program**

An ICT program was devised to develop of teaching competence of Class Management of EFL teachers. The program can embody objectives to develop of the teaching competence of Class Management of EFL teachers. The teaching competences of Class Management for English language teachers that the program attempts to develop are as follows:

1. EFL teachers belief that the use of ICT and if it causes any trouble or help to manage the class effectively domain.
2. Giving EFL teachers encouragement to use ICT in the classroom domain.

The program consists of a set of interlinked web pages containing text and video tutorial. These pages contain information to developing teaching competence of Class Management for English language teachers. The program consists of seven sessions, and there were objectives for each session. The following are the general objectives of the twelve sessions in the program:

**Session one**

By the end of this session, participants should be able to:

a. Aim of the program.
b. Application steps of the program.
c. The time of application of the program.
d. The beginning and the end of the program.

 

e. Advantages of attending the training program.
f. Procedures, strategies, tasks and techniques of this program.

**Session two**: entitled "Classroom Management"
By the end of this session, participants were expected to:
a. Determine effective class management
b. Determine classroom management skills.

**Session three**: entitled "Strategies for classroom management"
By the end of this session, participants were expected to:
a. Determine Strategies for classroom management.

**Session five**: entitled "Establish Classroom Rules"
By the end of this session, participants were expected to:
a. Establish effective classroom rules.

**Session six**
By the end of this session, participants were expected to:
a. Disadvantages of the program

**Final session**
In this final session, you should give:
a. Advantages of the program.
b. Suggestions.

### 4.8 The Program Strategies

Literature and former studies that treated EFL teachers' teaching competence of Class Management and their skilled development were reviewed to work out the ways that have to be utilized in the current study.

There are also some techniques that were used throughout the ICT program like, worksheet: during every session. Writing learning diaries is helpful in many ways. The trainee writes down what has been learned, reactions to info given on a course, insights, tough problems, and queries. Learning diaries facilitate the trainee to create mentally his/her thoughts and to relate them to every alternative.

The other technique was demos, which are a presentation of training information for English teachers to develop their teaching competence of Class Management.

### 4.9 Evaluation

The evaluation techniques that are used through the program are as follows:

- The researcher prepared some suitable questions to be asked after each session.
- After each session, participants are required to fill in a learning diary sheet. It is a sheet that they will fill at home which includes (main activities – how he performed – what difficulties he faced – what difficulties he still has – what he prefers to do next).
- The researcher used a rating Scale of group performance to evaluate the group's performance in each session.

### 4.10 The Instructional Materials:

The material adopted in this study was the software program that was developed by the researcher for the purposes of this study on which the sample of study were trained.

The researcher followed the following steps in carrying out his study:

1. Having the approval of the Ministry of Education to conduct the study.
2. The researcher obtained the approval of Al-karak Educational Directorate which provided him with the names of EFL male and female teachers in the rural schools in this directorate, the names of the school they teach in, and the total number of male and female teachers in the directorate as a whole.
3. The researcher defined the sample of the study from EFL teachers were intentionally selected from the rural schools in Al-Karak Directorate of Education.
4. The researcher reviewed the early and current literature on applying the ICT by EFL teachers in schools in general and in rural schools in particular.
5. A software training program to train EFL teachers on a range of competence of Class Management, and submitting it to a group of jury members taking their suggestions and the researcher will be applied the program to the original sample.
6. A pilot study was conducted on 30 EFL teachers from other directorate (Al-Qasr Directorate of Education).
7. After the consent of the principals of the subjected rural schools, the researcher administered the software program to the sample of study during the first semester of the academic year 2014/2015.
8. The researcher personally distributed the questionnaires to the subjects of the study and explained the purposes of the study and gave them the instructions regarding filling the tool.
9. After applying the tool of the study, collecting data, and analyzing these data, the researcher inferred the

 

answer to the questions of the study. After obtaining the results the researcher discussed them concluding with the implications of the study and recommendations for the directions of the future research.

## 5. Statistical Analyses

In order to answer the questions of the study, the researcher used SPSS software (version 11.5) to analyze the scores on paired sample t-test, pre- post test were applied to explore the effectiveness of the ICT program.
Results of the study are presented in terms of the study hypotheses.

**The First Hypothesis:** "There are statistically significant to the effectiveness of devising an ICT program in developing of the EFL teachers' competence of Class Management in rural basic schools at Al-Karak directorate-Jordan in the pre and post administrations".

In order to verify this hypothesis, to test the validity of this hypothesis, a paired t-test (SPSS program) was used to compare the participants' total mean scores for class management skill on the pre-post test.

**Table (4) t-test results of the classroom management skill pre-post test comparison of the participants**

| | No of Ts | Test | Mean | Std. Error Mean | SD | T-Value | DF | Sig. |
|---|---|---|---|---|---|---|---|---|
| classroom management | 30 | Pre. | 2.26 | 0.18 | 1.00 | 6.495 | 29 | 0.00 |
| | | Post. | 3.95 | 0.14 | 0.76 | | | |

Tables (4) shows that there is a significant difference between the mean scores of class management skill in the pre and post administrations of the treatment group favoring the post administrations as the t-value (6.495) was significant at the (0, 00) level, reaching the arithmetic mean (3.95) in the post measurement, and stood at (2.26) in the pre measurement.

The results showed that there is a significant difference between the mean scores of classroom management skill in the pre and post administrations of the treatment group favoring the post administrations. This shows that the proposed program was effective in developing some EFL teachers' competencies in rural basic schools at Al-Karak directorate-Jordan. This indicates that the gain in their teaching performance was in favor of the post administration on tools.

This is due to the impact of the training program for teachers, and the researcher, that the program offered sessions more fun for teachers, and the development of competencies of teachers through, the use of certain software information and communication technology. This has increased the interaction of teachers, and so we see the impact of the program on the development of competence of Class Management of teachers, the hearing talk using audio programs and communication programs in computer and video where the debate was about the problems faced by the students in the subject of English.

These results agreed with the results of a study by Shang (2007) who examined the overall effect of using e-mails on the writing performance of Taiwanese students in English. The major findings demonstrated that students made improvements on syntactic complexity and grammatical accuracy. The results also revealed that the e-mail writing was a positive strategy that helped improve their foreign language learning and attitudes towards English.

**The Second Hypothesis**: "There would be a statistically significant difference in the mean scores of the experiment group in the pre and post administrations of the checklist for classroom management favoring the post one ".

In order to verify this hypothesis, the observation checklist was pre administered to all the participants before training and after applying the program; the same observation checklist was post administered to all the participants.

To test the validity of this hypothesis, a paired t-test (SPSS program) was used to compare the trainees' total mean scores on the pre-post administrations of the observation checklist.

**Table (5) t-test results of the classroom management pre-post test comparison of the Checklist**

| Checklist | No of Ts | Test | Mean | Std. Error Mean | SD | T-Value | DF | Sig. |
|---|---|---|---|---|---|---|---|---|
| classroom management | 30 | Pre. | 2.62 | 0.099 | 0.54 | 12.875 | 29 | 0.00 |
| | | Post. | 4.03 | 0.078 | 0.43 | | | |

Tables (5) shows that there is a significant differences between the mean scores of Checklist in the pre and post administrations of the treatment group on the Checklist favoring the post administrations as the t-value (12.875) was significant at the (0,00) level, reaching the arithmetic mean (4.03) in the post measurement, and stood at (2.62) in the pre measurement.

The results showed that there is a significant difference between the mean scores of Observation Checklist in the pre and post administrations of the treatment group on the Checklist favoring the post administrations. This shows that the proposed program was effective in developing some EFL teachers' competencies.

They put everything new for education on this site, and the work of a training program for students to learn to write correctly. Readers have developed these programs on the same site. In some ways teachers receiving duties send an e-mail instead of handwriting on paper.

 

## 6. Findings and Recommendations

The results proved that participants seem to have opportunities to improve their teaching performance when:

1. Technology contributes to solve many of the problems faced by teachers.
2. Interaction is arranged so that they can process aspects of their teaching through multiple activities.
3. Interaction and communication afford them chances to talk about their teaching and to exchange experiences with each other and with their trainers.
4. Communicating, observing and working with colleagues should be recommended in in-service teacher training programs as these techniques are intellectually stimulating and promote professional growth.
5. Designing flexible schedules to allow time to all trainees involved in development activities.
6. Making the internet available for teachers to benefit from the vast databases and teaching resources that it encompasses.
7. It is important for designers of in-service teacher training programs to offer teachers opportunities to observe, experience, and participate in activities that emphasize teacher-centered and hands-on learning.
8. Offering certified or official training courses would lead to improvement of the rate of attendance and participation.

Finally, the researcher hopes the present research may stimulate other researchers to start from where this paper ends and do extensive academic research work in the area of foreign language teaching.

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