EFL teachers' perceptions of the Reality of Teaching Skills Practices in the Schools of Aldowadmi District.

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واقع ممارسة مهارات التدريس في مدارس محافظة الدوادمي من وجهة نظر معلمي اللغة الإنجليزية.

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الملخص

هدفت هذه الدراسة الوصفية لاكتشاف واقع تطبيق بعض مهارات التدريس من قبل معلمي اللغة الانجليزية في مدارس محافظة الدوادمي. واشتملت الدراسة على أربعة مجالات هي: ضبط وتعزيز الطلاب، وتنظيم الفصول الدراسية، والتقويم، والحاجة إلى التدريب. وقد اجاب على أداة الدراسة 416 معلم ومعلمه من معلمي اللغة الإنجليزية. واظهرت نتائج الدراسة قصور واضح لدى المعلمين والمعلمات في مجال ضبط وتعزيز الطلاب، ومستوى في مجمله متوسط في بقية مجالات الدراسة. وأوصت الدراسة وزارة التعليم بتوفير جميع التجهيزات والتقنيات التي تحتاجها الفصول الدراسية لمساعدة معلمي اللغة الإنجليزية لتعليم الطلاب على نحو فعال. بالإضافة إلى ذلك، أوصت الدراسة كليات التربية والمعلمين ومراكز تدريب المعلمين لبذل المزيد من الاهتمام بمهارات التدريس وطرق تدريس اللغة الانجليزية عبر تطبيقات عملية من خلال الورش والبرامج التدريبية التي تغطي الاحتياج وتسهم في تطوير عملية تدريس اللغة الانجليزية كلغة اجنبية بالمملكة العربية السعودية.

الكلمات المفتاحية: محافظة الدوادمي، مهارات التدريس، واقع ممارسة، اللغة الإنجليزية كلغة اجنبية، المعلمين.

Abstract

This descriptive study aimed to discover the reality of the application of some teaching skills by EFL teachers in the schools of AlDowadmi District. The study included four domain: controlling and enhancing students, organizing classroom, evaluating, and the need for training. The tool of the study was answered by 416 EFL teachers. The study results showed a clear lack of the teachers in the domain of controlling and enhancing students, and in the whole medium level in the rest of the domains of study. The study recommended the Ministry of Education to provide all the equipment and techniques that may needed to help classroom EFL teachers to teach students effectively. In addition, the study recommended the colleges of education, teachers and centers of training teachers to pay more attention to the skills of teaching and methods of teaching English language by presenting practical teaching models through workshops and training programs that cover the needs and contribute to the development of teaching EFL in Saudi Arabia.

Keywords: Aldowadmi District, |EFL, reality, practices, teaching Skills, Teachers.

INTRODUCTION:

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with the challenges in their daily professional life. They shape the students' learning environment and influence student motivation and achievement. Furthermore, they can mediate the effects of job-related policies – such as changes in curricula for teachers' initial education or professional development – on student learning.

Almalki(2014) mentioned that "the role of teacher's perceptions is known as an important factor that affects classroom practices. A number of studies identify a mismatch between teachers' beliefs and their actual practices in the classroom."(p14)

Scheerens and Bosker (1997) concluded that characteristics of instruction have a greater effect on student achievement than those of the school environment. However, researchers agree that there is no single, well-defined best way of teaching. The effectiveness of classroom practice is domain-specific as well as goal-specific; it depends on the cultural context and professional traditions.

A study conducted by (Larenas, Hernandez, and Navarrete, 2015:172) confirmed that beliefs depend on teachers' experience, and are true for the person who holds them. They are a frame of reference around which many classroom decisions are made and pedagogical practices are decided. Beliefs affect practices and some practices affect beliefs causing re-orientation.

Some researchers (Suleiman, 2012) ensured that practicing teaching skills, in the schools, is not employed to achieve the wanted goals from those responsible of educational institutes. It is still lower than what planned to be.

Alsebeae (2010) found that the practices of female faculty members teaching skills did not reach an acceptable level set by a researcher (87.50%), which indicates that the performance of faculty members in the teaching skill level dropped under the level of comprehensive quality.

Burrill& Stanulis (2004) ensured that the development of teaching practices should emphasize on the following domains:

- Deepening subject matter knowledge for teaching.
- Understanding curriculum development and curriculum trajectory across grade levels.
- Understanding a range of culturally responsive practices that link families, schools, communities.
- Develop professional judgment about teaching.
- Fostering communities of teachers as leaders.

Dewey (1938) warned that "preparation" is a "treacherous" idea when applied to education. He believed that every experience should prepare a person for later experiences, deeper and of more quality that is expanding. He argued that educators should not use present simply to get ready for the future. Nevertheless "only extracting the full meaning of each present experience we prepared for doing the same thing in the future." (p. 49)

Lauer, Dean, and Nelson (2005) indicated that teacher preparation programs should take into account the following:

- The focus is on student performance and progress is monitored.
- Professional development is varied, embedded, and ongoing.
- Collaboration becomes a regular facet of teacher development.
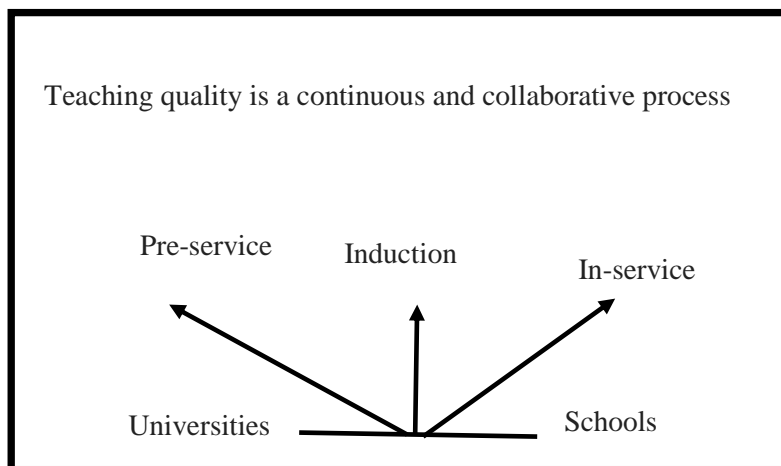
Yook(2010) surveyed 158 EFL teachers in South Korea about the reforms in English language education, and the degree of implementation of the reforms in their classroom teaching practices. The findings reveal gaps and mismatches among the participants' beliefs, perceptions, and practices. The

study interprets such gaps and mismatches not as inconsistencies but as symptoms of a transitional stage through which English language education in Korea has been going. The study discusses the implications of the findings for Korean EFL teachers, EFL/ESL teacher education programs, and reform agents. The study ends with suggestions for future research about EFL practices.

In the study of (Emery, 2012:2) Data were collected via the use of an electronic survey, which gathered almost 2,500 responses and in-depth face-to-face interviews with classroom teachers and head teachers in nine countries around the world. Subjects represented rural and urban teachers who worked in state and private institutions. The findings indicate some global trends in areas such as the widespread nature of English Language Teaching (ELT) and the drive to introduce English to every younger learners.

AlSohbani(2012) explored prospective EFL teachers' perception toward the Teaching Practice (TP) they have experienced during their study in the TEFL program (Teaching English as a Foreign Language) at Ajman University of Science and Technology (AUST) in the UAE. The findings of the study showed that the participants' perceptions regarding the TP were generally positive. The participants expressed their appreciation of the cooperating teachers, the academic supervisors, and the host schools.

In Bangladesh, EIA reported (2011) that most teachers (96% Primary; 86% Secondary) are confident in their competence to model English in the classroom. Most teachers (83% Primary; 80% Secondary) reported mostly using English in the classroom. All Secondary teachers and 93% of Primary teachers reported improved student motivation as a result in changes to classroom practice. Most teachers (Primary 91%; Secondary 84%) still commonly practice traditional techniques, such as drilling and repetition.

In addition, in Belarus, Blackman study (2014) concluded that a range of endogenous and exogenous factors influence teachers' use of and attitudes towards the native language. Teachers find the mother tongue language has a role in the classroom, especially in helping deliver effective language learning.

Finally, (Alqarhi, 2011) conducted a study that aimed at exploring the status of applying teaching strategies from the perspectives of English language teachers and educational supervisors. The study results revealed that: the status of teachers' understanding of the aims of applying teaching strategies got a (high) degree of approval, with a general arithmetic mean of (3.63). The status of teachers' benefitting from the content of training packages as a scientific and practical reference when applying teaching strategies got a (high) degree of approval, with a general arithmetic mean of (3.43). The status of teachers' training for applying teaching strategies got a (moderate) degree of approval, with a general arithmetic mean of (3.18).The status of teachers' implementing the procedures of applying teaching strategies in the classroom got a (high) degree of approval, with a general arithmetic mean of (3.40). The status of teachers' evaluating when applying teaching strategies got a (moderate) degree of approval, with a general arithmetic mean of (3.20).

In Saudi Arabia, there are many colleges of education, in public universities, prepare EFL teachers for teaching profession. There is also many educational training centers under the authority of the ministry of education spread in all parts of KSA to present in-service training programs for EFL teachers in K-12 schools. From my own experience, I think that these pr-eservice and in-service programs need further study for its current status in order to guide them toward the wanted educational effectiveness that contribute in developing EFL education outcomes.

Statement of study problem**:**

Some studies (Alqahtani, 2007) ensured that current EFL teachers' practices neglect many teaching skills on the levels of planning, execution, and evaluation. It also indicated that the presence of a performance deficiency in practical teaching skills ensured training programs' failure to achieve many of its goals. The problem of this study can be determined through the following main question:

What are the EFL teachers' perceptions about the reality of teaching practices in the schools of Al-Aldowadmi District?

Under the previous question fall the following sub-questions:

_ What are the methods of controlling and enhancing students' behavior used by English language teachers?

_ What are the Methods used by English language teachers in the process of evaluating the students?

_ What is the current capacity of the existing regulations in the classroom to help English language teachers to do the tasks of teaching processes?

_What are the resources that English Language teachers acquired from concepts and functions of teaching skills.

_ What is the extent of English language teachers' needs for training in teaching practices?

The importance of the study:

As experienced educators, we are convinced that effective teaching requires preparation for an increasingly complex profession. Currently, our public education system have more than 5 million elementary, intermediate and secondary school Saudi students unprepared for civic engagement, higher education, careers, and family life.(cett, 2012).the importance of this study can be determined in the following:

1. The need to find ways and means to increase the effectiveness of EFL teaching practices in the schools.
2. The need to find ways and means to be able to get the maximum participation of students in EFL educational process in the classroom.
3. The need to find ways and means to increase achievement, abilities and skills of the students in EFL.
4. The need to find ways and means to increase the student desired behavior in the classroom in order to increase the quality of his achievement in EFL.
5. The need to keep up EFL with the local social and cultural development, which is part of the regional and global development.

Objectives of the study:

This research aims to:

1. Recognize the reality of the EFL teachers' practices in the schools of the city of Aldowadmi, which is part of the Kingdom of Saudi Arabia schools.
2. Recognize the equipment needed to carry out the functions of the class to enhance teaching EFL.
3. Recognize the needs of EFL teachers for training in teaching methods.

Study limitations:

Time limits:

- Study questionnaire applied to teachers in the first semester of the academic year 1435/1436 AH (2013/2014).

Place limits:

-Study tool distributed to male and female EFL teachers of public schools in Aldowadmi. This city was chosen for this study only because it is the researcher current residence. So it was easy to distribute the study tool to the targets. There is no difference between Aldowadmi city and other Saudi cities because the EFL Curriculum is the same for all Saudi cities.

Subjective limits:

- The study applied to teachers in the three stages (primary, intermediate and secondary).
- The study focused on four areas in teaching methods:
• Skills of controlling and enhancing the students in the classroom.
• Students evaluation skill.
• The skill to organize the classroom.
• Teachers' need to train in the field of teaching methods.

Definition of terms:

Teaching skills:

In the current study, "teaching skills" means the dimensions included in the tool and questions of the study. They are: controlling and enhancing students, evaluating Students, organizing classroom skill, and need to training on teaching skills.

***Practices*:**

This term means according to the current study what really applied by EFL teachers from defined teaching skills inside Saudi Schools.

Aldowadmi district:

is a place in Riyadh region of Saudi Arabia consisted of Aldowadmi city and many centers and villages. This district has 250 public schools.

Methodology of the study**:**

The study method is descriptive method. Descriptive research as Gall, Gall, and Borg (2007)mentioned, "is a research in its basic form involves the description of natural or man-made phenomena-their form, actions, changes over time,and similarities with other phenomena." P 300.

Study population:

The study population is all public school EFL teachers in the Aldowadmi at all stages of public education (elementary, intermediate, and secondary). They are 528 teachers, according to the latest statistics obtained from the teachers Affairs administration in the Directorate of Education in Aldowadmi district in 1435/1436 AH (2013/2014).

Study sample

The study questionnaire was distributed to all EFL teachers in Aldowadmi District 416 male and female teachers responded to its items.

Tool of the study:

The tool of the study was closed questionnaire includes five options (Likert scale) and thirty items divided as follows:

Table 1: Domains of the questionnaire

The domain	Number of items
Skill of controlling and enforcing student	12
Skill of evaluating student	6
Skill of organizing the classroom	7
Need to train on teaching skills	7
Total	32

Reliability of study tool:

The reliability of the tool was measured through the exploratory analysis of the responses from a sample of 37 teachers. "SPSS" Program was used to calculate Alpha coefficient. Reliability ratio was 79.97%, which was a reasonable to allow application of the tool on the targets.

Statistical treatment of study data:

The "SPSS" program was employed to analyze the data of the study, and statistical treatments were limited to the following:

• Frequencies.

• Percentages.

• Shapes and diagrams.

The procedures of the study:

The procedures of the study can be summarized as the following:

1. The researcher prepared the questionnaire of the study.

2. Some specialists refereed the tool of the study.

3. The tool was distributed to a pilot sample to verify its reliability.

4. Final version of the tool was distributed to the targets through two ways:
   a. Submitting written copy of the tool directly to the teachers.
   b. Sending an electronic copy to the targets through internet.
5. collected data was inserted into (SPSS) program in order to analyze results of the study.

Discussion of results:

After collecting the responses of the targets, at all academic levels, they were written in the following tables.

1. Number of completed **responses:**

The number of 416 completed responses from teachers, this number is indicated in the table (2) below:

Table 2: the completed responses

Stage	Number of teachers
Primary	249
Intermediate	93
Secondary	74
Total	416

2. Responses of teachers from all stages:

A. *The first domain in the questionnaire (is controlling and enhancing students):*

Table 3: Controlling and enhancing students

No.	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Controlling and enhancing students	No	%	No	%	No	%	No	%	No	%
1	I use marks and points to enhance positive responses of students	20	4.8	55	13.2	18	4.3	185	44.5	138	33.2
2	I use symbols to enhance positive responses of students	31	7.5	80	19.2	85	20.4	177	42.5	43	10.3
3	I use rewards and gifts to enhance positive responses of students	21	5	29	7	41	9.9	144	34.6	181	43.5
4	I use styles of reinforcement for all students at the same time	26	6.3	100	24	62	14.9	156	37.5	72	17.3
5	I use styles of reinforcement at different times for different students according to their progressive work	7	1.7	26	6.3	55	13.2	201	48.3	127	30.5
6	I continue in reinforcing students' positive conduct even I reinforced them before	8	1.9	33	7.9	45	10.8	190	45.7	140	33.7
7	To prevent boredom, I select time to discuss or do something chosen by students.	24	5.8	46	11.1	52	12.5	166	39.9	128	30,8
8	I use the intensity in controlling student unwanted behavior	56	13.5	97	23.3	51	12.3	127	30.5	85	20.4
9	I squint student who released negative behavior to the student advisor	19	4.6	90	21.6	26	6.3	193	46.4	88	21.2
10	I squint student who released negative behavior to the school principal.	50	12	154	37	59	14.2	113	27.2	40	9.6
11	I continued to monitor the unwanted behavior of students throughout the whole school year.	15	3.6	28	6.7	41	9.9	213	51.2	119	28.6
12	The large number of students in the classroom does not help me to constantly monitor their behavior	21	5	36	8.7	30	7.2	115	27.6	214	51.4

It is seen in Table (3) that contains the items for the domain of "controlling and enhancing students", the percentage for the item (1): Agree = 45.4%, Strongly agree = 33.2%. This means that the total percentage of the agreement = 78.6%, the responses percentage for the item (2): Agree = 42.5%, Strongly agree = 10.3%. This indicated that the total percentage of the agreement = 61.7%. Item (3):

Agree = 34.6%, Strongly Agree =43.5, total = 78.1%. Item (4): Agree=37.5%, Strongly Agree = 17.3, total = 54.8%. Item (5): Agree = 48.3%, Strongly agree = 30.5%, total = 78.8%. Item (6): Agree = 45.7%, Strongly agree = 33.7%, total = 79.4. Item (7): Agree =39.9%, Strongly agree = 30.8%, total = 70.7%. Item (8): Agree = 30.5%, Strongly agree = 20.4%, total = 50.9%. Item (9): Agree = 46.4%, Strongly agree = 21.2, total = 67.6%. Item (10): Agree = 27.2%, Strongly agree = 9.6 %, total = 36.8 %. Item (11): Agree = 51.2%, Strongly agree = 28.6%, total = 79.8%.

Item(12): Agree = 27.6%, Strongly agree = 51.4%, total = 79% These percentages illustrate that the level of EFL teachers in this dimension is very good. It is also observed that the most percentage of teachers appeared in the complaint about the (item 12) of the large number of students.

b. Second domain in the questionnaire (evaluating students):

Table 4: evaluation domain

No.	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Evaluating Students	No	%	No	%	No	%	No	%	No	%
13	I do a student assessment based mainly on behavioral performance only.	120	28,8	200	48.1	46	11.1	40	9.6	10	2.4
14	I evaluate students based on scientific performance only	69	16.6	202	48.6	47	11.3	78	18,8	20	4.8
15	I evaluate students based mainly on their behavioral and scientific performance at the same time.	15	3.6	34	8.2	24	5.8	143	34,4	200	48.1
16	I choose additional duties required for students to work according to the individual scientific needs.	21	5	82	19.7	96	23.1	174	41.8	43	10.3
17	I choose additional duties required for students to do according to the conduct controlling needs.	38	9.1	122	29.3	98	23.6	131	31.5	27	6.5
18	I choose additional duties required for students to do according to the lack noted in the subject of the lesson during class.	29	7	70	16.8	55	13.2	196	47.1	66	15.9

For second domain of the study, a review of Table (4) described the percentages and numbers of teachers respondents for the items in the domain of evaluating students. The answers to the choice "Agree" and "Strongly agree" indicated that: Item (13): Agree = 9.6 %, Strongly agree = 2.4%, total = 12%. Item (14): Agree = 18.8%, Strongly agree = 4.8%, total = 23.6%. Item (15): Agree = 34.4%, Strongly agree = 48.1%, total = 82.5%. Item (16): Agree = 41.8%, Strongly agree = 10.3%, total = 52.1%. Item (17): Agree = 31.5%, Strongly agree = 6.5%, total = 38%. Item (18): Agree = 47.1%, Strongly agree = 15.9%, total = 63%. According to the above results, it is found that they were not convinced in choosing assignments based on individual needs of students as clarified in the responses to the items (13) and (14). In addition, the confidence in the additional class works as helper for controlling students behaviorally did not exceed the percentage (38%) as indicated in the responses to item 17.

c. *Third domain in the questionnaire (Organizing classroom skill):*

Table 5: Organizing classroom skill

No.	Items	Strongly disagree		disagree		undecided		agree		Strongly agree	
	Organizing classroom skill	**no**	**%**	**no**	**%**	**no**	**%**	**no**	**%**	**no**	**%**
19	**There is, in the classroom, a place dedicated to the independent individual work.**	74	17,8	112	26.9	66	15.9	108	26	55	13.2
20	**There is ,in the classroom, a place dedicated to work in large groups**	67	16.1	39	22.4	66	15.9	144	33,7	50	12
21	**There is ,in the classroom, a place dedicated to work in small groups**	44	10.6	80	19.2	63	15.1	169	40,6	60	14.4
22	**I easily walk between students Tables During my follow up to their work in the classroom.**	49	11.8	58	13.9	39	9.4	161	38.7	109	26.2
23	**Chairs and tables in the classroom are appropriate to the size of the bodies of this stage student**.	42	10.1	61	14.7	42	10.1	188	45.2	83	20
24	**Chairs and tables in the classroom are smaller than the size of the bodies of this stage student**.	96	23.1	164	39.4	71	17.1	64	15.4	21	5
25	**Chairs and tables in the classroom are bigger than the size of the bodies of this stage student**.	104	25	164	39.4	71	17.1	52	12.5	25	6

Table (5), containing the results of the teachers' responses to the items of the organization of classroom. We observed that the proportion of "Agree and "strongly agree" options as the following: Item (19): Agree = 26%, strongly agree = 13.2%, total = 39.2%. Item (20): Agree = 33.7%, strongly agree = 12%, total = 45.7%. Item (21): Agree = 40.6%, strongly agree = 14.4%, total = 55%. Item (22): Agree = 38.7%, strongly agree =26.2%, total = 64.9%. Item (23): Agree = 45.2%, strongly agree = 20 %, Total = 65.2%. Item (24): Agree = 15.4%, strongly agree = 5%, total = 20.5%. Item (25): Agree = 12.6%, strongly agree = 6%, total = 18.6%. These results indicated that there is a lack of the skill of organizing group work (small and big), and individual work inside the classroom as in the responses to the items: 19, 20 and 21. There is appropriate space between students' tables inside the classroom as indicated in the responses to the item 22. In addition, the tables and chairs, inside the classroom, are suitable for the body size of the students as clarified by the responses to the items 23, 24 and 25.

d. *Fourth domain in the questionnaire (Need to training):*

Table 6: Need to training on teaching skills

No.	Items	Strongly disagree		disagree		undecided		agree		Strongly agree	
	Need to training on teaching skills	**no**	**%**	**no**	**%**	**no**	**%**	**no**	**%**	**no**	**%**
26	**Teaching method I used gained from the college or institute, which I graduated from it**	80	19.2	112	26.9	46	11.1	44	10.6	148	35.6
27	**Teaching method I used gained from my colleagues' proposals at the school I work.**	34	8.2	107	25.7	56	13.5	186	44.6	33	7.9
28	**Teaching method, I used, was acquired from a private workshop organized by Supervision Division.**	76	18.3	137	32.9	51	13.2	116	27,9	36	8.7
29	**Teaching method, I used, was acquired from special ministerial and administrative circulars.**	74	17.8	136	32.7	61	14.7	118	28.4	27	6.5
30	**Teaching method, I used, was gained from my**	7	1.7	26	6.3	24	5.8	175	42.1	184	44.2

	experience in dealing with students.								
31	Teaching method, I used, was acquired from courses of the Ministry of Education and its Training Centers.	75	18	115	27.6	54	13	138	33.2	34	8.2
32	Teaching method, I used, was acquired from sites and educational forums on the Internet.	86	20.7	149	35.8	63	15.1	83	20	35	8.4

As seen in Table No. (6), the responses of teachers on the domain of the need for training. Results indicated the proportion of responders on the options "Agree" and "Strongly agree" as the following: Item (26): Agree = 10.6%, Strongly agree = 35.6%, total = 46.2%. Item (27): Agree = 44.6%, Strongly agree = 7.9%, total = 52.5%. Item (28): Agree = 27.9%, Strongly agree = 8.7%, total = 36.6%. Item (29): Agree = 28.4%, Strongly agree =6.5%, total = 34.9%. Item (30): Agree = 42.1%, Strongly agree = 44.2%, total = 86.3%. Item (31): Agree = 33.2%, Strongly agree = 8.2%, total = 41.4%. Item (32): Agree = 20%, Strongly Agree = 8.4%, total = 28.4%. According these results, EFL teachers did not gain enough teaching methods from the colleges that they graduated from (item 26). Term No. (27) indicated the benefit of colleagues in the area of teaching methods experience. We observed low proportion of respondents for the item number (26) of the benefit of educational rehabilitation program at the University or Colleges of Teachers in the area of teaching skills (46.2%). We also noted that the proportion of responders to the item number (31) for measuring the extent of benefit from training courses offered by centers of the Educational training (41.4%.), the low ratios suggest an urgent need to develop programs to provide teachers needed to carry out a complete teaching competencies.

Table 7: responses mean according to study domains

Domain	N	Mean	Std. Deviation
Controlling and enhancing students	416	1.5793	.77519
Evaluating Students	416	3.1002	.67464
Organizing classroom skill	416	3.0151	.73144
Need to training	416	3.0374	.71695

According table (7), the total mean of responses for study domains can be interpreted as the following: 1 to 1.80 = Strongly disagree, 1.81 to 2.60 = Disagree, 2.61 to 3.40 = Undecided, 3.41 to 4.20 = Agree, and 4.21 to 5 = Strongly agree. This means that: Controlling and enhancing students = Strongly disagree, evaluating students = undecided, organizing classroom skill = undecided, and need to training = undecided.

Summary **of the** results of the study**:**

In the light of the results of the study, it was concluded the following results:

1. There is statistically significant lack of controlling and enhancing students skills in terms of EFL teachers, m= 1.5793.
2. There are significant numbers (79 %) of teachers ensured that, the large numbers of students in the classroom is one of the biggest barriers to teachers in the application of controlling and enhancing methods.
3. There is no statistically significant show a decrease in the ability of teachers to evaluate students.
4. There are statistically significant indications shows that the chairs and tables in Saudi schools classrooms at the time of the study application is suitable to sit on and to help the student discipline and behavioral benefit scientifically.
6. There is a statistically significant importance shows that there is a deficit in the current teacher preparation programs for providing teachers with teaching skills. Only (46.2%) of teachers ensured that they got benefits in their teaching methods from preparation program.

7. There is no statistical significance shows that educational sites on the Internet have a significant role in raising the adequacy of the teacher in teaching skills. Only (28.4%) of teachers ensured that the internet may help them in developing their teaching skills.

Recommendations of the study:

In the light of the findings of this study, it recommended the following:

1. Ministry of Education and all relevant authorities have to prepare teachers training programs and workshops focusing on in-service teachers in teaching skills, and in particular in the subjects:

• Skills of controlling and enhancing students.

2. The Ministry of Education should equip classrooms with all modern facilities and replacing all traditional tables and chairs with the new ones that are less expensive and more convenient for students and motivate them to more demand for school and educational programs.

3. Education colleges and colleges of teachers should build courses cover all teaching skills. they should be included in the basic courses in the educational preparation programs of teachers especially EFL teachers and make them independent courses instead of what is actually now happening where teaching skills included among other educational courses.

4. Researchers should do further research on the reality of teaching skills practices in other schools in other regions and district of Saudi Arabia to determine the need for the Kingdom in general to raise the quality of teachers' performance and thus improving the educational outputs from the students.

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