

Evaluating the college of Education Program in Iraq-Baghdad and Italy-Florence in terms of ESL and TESOL Standards

La valutazione dei percorsi di formazione in Iraq (Bagdad) e Italia (Firenze) in riferimento ai programmi ESL e TESOL

Bushra Sadoon Mohammed Alnoori^a

^a *College of Education Ibn Rushd for Human Sciences, University of Bagdad, Iraq*
alnooribushra@yahoo.com

Abstract

This study is an attempt to evaluate the College of Education Programs in Baghdad (Iraq) and the Department of Sciences of Education and Psychology in Florence (Italy) in terms of ESL (English as a Second Language) and TESOL (Teaching English to Speakers of Other Languages) standards. The program emphasizes the need for improvement in TEPs (Teacher Education Programs), which are generally not given due attention. Teacher education programs need to cover a wide range of related aspects and prepare future teachers to handle the challenges in teaching in the 21st century. The issues related to TEPs are studied by the researcher from various perspectives and the performance in both the countries namely Italy and Baghdad seem to be satisfactory on the whole. The results are better than one or the other in the different domains. Useful suggestions and recommendations are added by the researcher at the end which pave the way for future studies.

Keywords: teacher education; evaluation; practicum.

Abstract

Il presente articolo si propone di fornire elementi di valutazione dei programmi del Dipartimento di Scienze dell'Educazione a Bagdad (Iraq) e del Dipartimento di Scienze della Formazione e Psicologia a Firenze (Italia) in termini di standard ESL (Inglese come seconda lingua) e TESOL (programmi di insegnamento della lingua inglese ad adulti di lingua diversa dall'inglese). Tali programmi sottolineano la necessità di migliorare i percorsi di Educazione degli Insegnanti (TEP), che in genere non ricevono la attenzione necessaria. I programmi di formazione degli insegnanti è utile che ricoprano una ampia varietà di aspetti e tematiche e che li preparino ad affrontare le sfide dell'insegnamento del ventunesimo secolo. Le questioni relative ai TEP sono studiate dalla ricercatrice da diverse prospettive. Le performance al riguardo sembrano, nel complesso, essere di qualità soddisfacente in entrambi i contesti (Firenze-Italia e Baghdad-Iraq). I risultati sono migliori nell'uno o nell'altro Paese, a seconda degli ambiti in esame. Il contributo si conclude offrendo suggerimenti e raccomandazioni utili per nuove piste di ricerca.

Parole chiave: formazione degli insegnanti; valutazione; tirocinio.

1. The Baghdad-Florence Baseline Study

1.1. An introductory note

As far back as the 1990s, the literature on Teacher Education Programs (TEPs) shows concerns. Almost a decade ago, Allen and Peach (2007) stated that a widely-held concern is that: “One of the biggest dangers one faces is preparing teachers who know theory and know nothing about practice” (p. 23).

The problem is not isolated and found in just one place but it is almost universal. In addition, courses need to properly integrate teaching practice in schools, under controlled conditions, mentoring and supervision. Also, as society changes public authorities regularly add new requirements to teachers’ workloads, like multicultural education, or information technology applications in the classroom; and these need to be addressed in teacher education. Teacher education students need to be able to absorb and reflect this broad range of knowledge and competences, and they need to be supported in this process.

The Common European Framework of Reference for Languages (CoE, 2001), states that learning programs and certification can be:

- global, bringing a learner forward in all dimensions of language proficiency and communicative competence;
- modular, improving the learner’s proficiency in a restricted area for a particular purpose;
- weighted, emphasizing learning in certain directions and producing a “profile” in which a higher level is attained in some areas of knowledge and skill than others.
- partial, taking responsibility only for certain activities and skills (e.g., reception) and leaving others aside;
- the Common European Framework is constructed so as to accommodate these various forms.

In Iraq, according to a research report by the Ministry of Higher Education and Scientific Research, “The professional performance of EFL teachers is unsatisfactory in general, and substantial numbers of EFL teachers graduating from the Colleges of Education, are rather incompetent in their language and teaching skills” (2002, p. 16).

At the college level, there is a need to explore and develop more effective ways of preparing educational faculty to meet the challenges of changing society. In this ongoing debate, Alwan (2004) maintains that: “The success of Iraqi educational system is fully reliant on the presence in Schools/Colleges of high-quality teachers for all students and establishing better quality and higher educational standards as well as accountability measures. Also, improving the basic preparation and training of teachers and upgrading their skills” (pp. 40-24).

Thus, this study is an attempt to evaluate the education program in Iraqi and Italian contexts to figure out the problems and difficulties faced by students and graduates.

1.2. Aims

The present study aims at:

- evaluating the Iraqi EFL (English as a Foreign Language) University Program at the College of Education from the students’ points of view in terms of the ELT

(English Language Teaching), TESOL (Teaching English to Speakers of Other Languages), and CEFR standards;

- evaluating the University Program at the colleges of Education in Italy from the teachers' point of view in terms of the ELT, TESOL and CEFR standards.

Finding out whether there are differences and similarities between the two education programs in terms of the ELT, TESOL and CEFR standards.

1.3. Limits

The study is limited to Iraqi student-teachers at the College of Education, English Department, at Baghdad University, and Italian student-teachers at the Teacher Education Department at Florence University for the academic year 2015-2016.

1.4. Values

During my Research period at the Teacher Education Department at Florence University, I had the opportunity to learn from my colleague Dr. Guerin about the Common European Framework of Reference for Languages: Learning, teaching, assessment (CoE, 2001) together with other European documents relevant to language policy. The CEFR is a very important document from the Council of Europe (CoE) published with the purpose of improving the learning, teaching, and assessment of Modern Foreign Languages throughout Europe and achieving more intelligibility among language professionals in Europe. It is important to state that since its publication in 2001, the CEFR has had a very strong impact on language learning, teaching, and assessment worldwide.

The pre-service teacher education program is weak and unsatisfactory. The present study is hoped to be of value in Baghdad and Florence to University or College administration level, College teachers, and curriculum designers in order to reform and develop the education programs and overcome any demerits and disadvantages in either, or both systems. The researcher selected Baghdad because of the opportunity she got to conduct a research program in Italy. The researcher herself is a lecturer in a college of education in Baghdad. Her observations during her association with Dr. Guerin in Italy urged her to select the programs of teacher education in Italy and Baghdad with an assumption that a comparative study might prove to be beneficial to both countries.

1.5. Procedures: Baghdad-Florence Baseline Study

1. A convenience sample of College teachers from the Colleges of Education in Baghdad (Iraq) and Florence (Italy) is used;
2. a convenience sample of College trainee-teachers from the Colleges of Education in Baghdad (Iraq) and Florence (Italy) is used;
3. an ELT TESOL evaluation instrument is the tool used for the present study;
4. suitable statistical methods are employed to analyze data and achieve results;
5. conclusions, recommendations and suggestions for further studies are put forward.

2. Theoretical Background

2.1. Introductory note

The term evaluation is all-inclusive. It involves looking at all factors that influence the learning process, i.e., syllabus objectives, course design, and materials. It goes beyond student achievement and language assessment to consider all aspects of teaching and learning and look at how educational decisions can be informed by the results of alternative forms of assessment.

It is essential, that the objectives of evaluation are clarified at the very beginning of project and practice planning, so that the necessary procedures are integrated into the process of programing delivery.

2.2. Evaluation in Education

In terms of education, it can be stated that the main purpose of evaluation is to obtain information about student and teacher performance along with classroom interactions. In the same way, the aims might also include to identify strengths and weaknesses of particular activities in a program. Cronbach (1991 – cited in Tunc, 2010, p. 33) makes a distinction among three types of decisions that require evaluation:

1. course improvement: deciding what instructional materials and methods are and where change is needed;
2. decisions about individuals: identifying the needs of the pupil;
3. administrative regulation: judging how good the school system is and how good individual teachers are, etc.

Evaluation is a central component of the educational process. Thus, it is certainly a critical and challenging mission.

2.3. Program Evaluation

A description of what is actually happening inside a classroom can assist and investigate how learning and teaching processes are taking place and study their strengths and weaknesses. Program evaluation is “a form of enquiry which describes the achievement in which further development might be realized” (Kiely, 2009, p. 99). Program evaluation generally involves assessment of one or more of five program domains:

1. the need for the program;
2. the design of the program;
3. the program implementation and service delivery;
4. the program impact or outcomes;
5. the program efficiency (cost effectiveness).

All programs and projects should design and implement a process of constant evaluation of results. Therefore such a process should be supported and promoted.

2.4. Standards Based Evaluation

What teachers know, do, and value has a significant influence on the nature, extent, and rate of student learning. Professional teaching standards provide powerful mechanism for establishing effective teaching (Moore, 2007) Richards and Schmidt (2010) define standards-based evaluation as a movement which seeks to ensure educational accountability by developing national standards for achievement in the different areas of the curriculum.

2.5. Teacher Education Program

Branford (2005) argues that teacher education program must lay the foundation for life-long learning, with the ultimate goal of “helping teacher become professionals who are adaptive experts” (p. 359).

Freeman and Johnson (1998) stress the importance of prior knowledge in teacher education. TEPs assume that teachers firstly need the knowledge of theories and methods to apply any context, secondly, observing practicing teaching, and lastly developing teaching behaviors. Roasen (2003, p 67) states that “teacher education is not only about assisting students in developing good and effective teaching competencies, but also educating novice teachers in professional communities and contributing to a career-long professional development”

2.6. Pre-Service Training

Pre-Service training or initial teacher education has the function of giving guidance to possible pedagogic choices, teaching strategies, L2/FL methods, and course design and course book materials. This can provide stability and security for new teachers and is “a necessary stage of development for professionals” (Clarke, 1982, p. 447).

Hamblin (1974) defines teacher training as “any activity which deliberately attempts to improve a person’s skill in a job and includes any type of experience assigned to facilitate learning which will aid performance in a present or future” (p. 3).

Dean (1991) says that pre-service training is the beginning of learning to be a teacher. Teachers should acquire the theoretical knowledge which should back their teaching during their initial training and should have the ability to relate theory and practice needs to be part of the initial training process. Teachers in initial training need to know about child development, the ways pupil learn and group management techniques. They also need to acquire problem-solving attitudes to teaching.

Research undertaken in the field of language teacher education by Guerin (2005) describes the then state-of-the-art as follows: Teacher training, perceived of as an integral part of the education which teachers-to-be receive, as such, is an innovative idea within the Italian Educational system. Specialized Teacher-Training courses for secondary school teachers were introduced in 1999 and are geared towards new graduates who are still seeking employment related to their specific primary qualification.

In a sense, one can go on to say that the “training” that the majority of older generation have received has been “on-the-spot” or, for those more fortunate who teach languages, the initiatives undertaken by different teacher associations, international cultural institutions and organizations (e.g. in the case of English in Tuscany, The British Council and the British Institute (Florence) and FL-Textbook Publishers have been instrumental in developing an awareness of Language Teaching Methodology.

Indeed, it is true to say that foreign language learners have frequently been the unwonted victims of circumstances in so far as those structured within the Educational system throughout its different levels and entrusted with the task of foreign language education have, for the most part, never received formal education and training in either teacher-training or language teaching methodology.

Iraq is one of the countries working hard to develop the educational sector and enable it to participate actively in the general progress of the country. Teachers in Iraq are seen as one

of the most important groups in the society, and the potential to play a significant role in enriching the life of the country and its human resources.

In Iraq, the two principal institutions that are responsible for teachers' education and development are the "Education Faculties" of the Universities serving for pre-service teachers before graduation and the "Ministry of Education" serving in-service teachers after graduation.

Universities in Iraq are under the supervision of the Ministry of Higher Education and Scientific Research, Colleges of Education are institutions which prepare secondary school teachers:

The goals of Colleges of Education in Iraq are the following:

- provide students with the advanced academic knowledge and the skills required to build their personalities;
- cope with the developed study plans to ensure coping with changes in all fields;
- participate in the service of the community via strengthening partnership between the College of Education and the Social Institutes;
- set up a distinguished educational and research product to partake in the accumulation of knowledge and to develop the professional practices to meet the community requirements.

The general objectives of the English Departments are the following:

- to prepare qualified teachers for normal schools, guidance, cycle teacher training centers, and teacher colleges;
- to prepare graduates to be able to master the four skills: listening, speaking, reading and writing;
- to enable students to be self-dependent in what they comprehend and speak in the English Language outside the school context;
- to highly rehabilitate students to keep going in higher study programs;
- to furnish educational materials and advisory services for the students;
- to enable students to gain a precise specialization as well as the knowledge of cultural and educational fields;
- to create emotionally balanced personality.

2.7. English Language Education Program

The four year program aims to educate pre-service English language teachers for public and private secondary schools. Students are provided with knowledge about how English works from different perspectives in the first and second years. In the third and fourth years they are equipped with more professional expertise. The program also includes compulsory practice-based courses which enable student-teachers to observe classes in primary or secondary schools and to practice teaching under the guidance of the course instructor. Methods used in teacher-training program are basically lectures and discussions in the classrooms.

According to the Ministry of Higher Education and Scientific Research, Curricula studies for the College of Education (2002) the program of study for the College of Education in Iraq consists of four major components.

In the Department of English, the specialization subjects form the main components of the course of study which is 74,50%. They include: English grammar, phonetics,

comprehension, conversation, introduction to literature, poetry, drama, novel, essay writing, text analysis, and graduation research.

The practicum is the most important part of teacher education programs in terms of pre-service teachers' ongoing factor in the development of teaching skills and acquiring pedagogical knowledge (Howitt, 2007). It provides opportunities for pre-service teachers to internalize the theories learned in the courses into own knowledge by practicing the theories in classroom teaching under the guidance and support of their school mentors (ibidem).

2.8. ELT and TESOL

English Language teaching is seen as career in a field of educational specialization. It requires specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards. TESOL is a blanket term covering situations in which English is taught as in L2 as well as in which it is taught as a foreign Language (Carter & Nunan, 2001, p. 1). TESOL is used internationally to refer to the discipline of teaching English to non-native English Speakers, including English as a Foreign Language or EFL.

The TESOL/NCATE program standards divide EFL instruction into Five domains:

1. language;
2. culture;
3. planning, implementing and managing instruction;
4. assessment;
5. professionalism.

2.9. The University of Florence: some facts

The following description of Florence University appears on the University website:

- founded in 1321 as the Stadium Generale, the University of Florence is one of the biggest universities in Italy;
- it offers 126 degree courses (lower and upper levels) in ten schools, with a total population of around 51.000 students;
- the University produces over 9.000 graduates each year;
- each academic year over 1.000 students come to study at the University under the Erasmus Scheme;
- the University has five libraries with over 3.541.000 documents as well as digital media.

The above description helps us to understand the cultural context when studying at this university. This is an important introduction to the next point in our discussion, which looks at how Teacher Training is organized.

In order to support didactics and integrate theory and practice the Degree Course in Primary School Education foresees Teacher Training Placements during the 2nd, 3rd, 4th, and 5th years. There is alternation between School and Work and University. The goals of traineeship are as follows:

1. to facilitate professional choices through direct knowledge of the world of work;
2. to add to the knowledge acquired in the University Courses through work experience.

2.10. Goals of Teacher Training

- To find out the fundamental aspects of school and teaching organization and management;
- to observe class management methods;
- to analyze teaching planning methods;
- to find out strategies and resources used in teaching activities;
- to develop communication and relational skills;
- to find out and use planning and teaching methods;
- to plan and implement teaching courses alongside teachers.

Student-teachers are required to spend a large amount of time in the classroom during the different stages of their Teacher Training professional development.

3. Methodological Procedures

3.1. Introductory Note

This chapter describes the procedures adopted by the researcher to achieve the aims of this study to evaluate the College of Education English Language program in Iraq and Italy in terms of ELT and TESOL Standards.

3.2. Sample

The sample of this study consists of the following groups: EFL Baghdad-Iraqi and Florence-Italian Faculty members, and 4th EFL Baghdad-Iraqi and TESOL Florence-Italian students at the Baghdad-Iraqi and Florence-Italian Colleges of Education for the academic year 2015-2016. The Iraqi sample of the teachers includes all teachers at the above-mentioned Departments which represent specialization fields, for the academic year 2015-2016.

The sample of the teachers in Florence includes teachers who teach English Language Learning-Teaching Methodology Workshops at the Department of Educational Sciences during the academic year 2015-2016. The sample of the 4th year college students at the six Colleges consists of 300 for both genders. The total number of students of the College of Education Ibn Rushd for Human Sciences is 50, the number of males is 20 and 30 females. The sample of the 4th year college students in Florence consists of 300 for both genders. The total number is 50.

3.3. Data Collection Tools

Data collection is done through constructing an Observation Checklist for teachers and students at the 4th stage at the relevant departments in the EFL Baghdad-Iraqi and TESOL Florence-Italian contexts.

The Observation Checklist used is adapted from Richards (2001) based on the ELT and TESOL Standards for evaluating students teaching performance. It has been modified for the purposes of this research.

The current Observation Checklist contains a total of forty-one items and consists of five major categories:

1. preparation;
2. presentation;
3. execution/methods;
4. personal characteristics
5. teacher/student interaction.

Preparation, the first category, includes three items (1-3). Presentation, the second category includes ten items (4-13). Execution/Methods, the third category, include thirteen items (14-26). Personal Characteristics, the fourth category, includes five items (27-31). Teacher/Student Interaction, the fifth category, includes ten items (32-41). The scaled responses to the Observation Checklist are as follows: 5 = Excellent; 4 = Above Average; 3 = Average; 2 = Unsatisfactory; 1 = Not Applicable.

3.4. Pilot study

A pilot study was conducted with the following aims:

- student-teachers evaluate Baghdad-Iraq and Florence-Italy programs using the Observation Checklist;
- teachers evaluate Baghdad-Iraq and Florence-Italy programs using the Observation Checklist;
- identify similarities and/or differences in Baghdad-Iraq and Florence-Italy programs;

3.5. Statistical Methods

The following statistical methods are used in the study:

- percentage is calculated to find the agreement between jury members with regard to the face validity of the Observation Checklist instrument, and to calculate the final results;
- weighted Mean is used to find the weighted mean of items on the Observation Checklist to calculate the highest or lowest weight for each item (Madansky, 2003);
- weighted Percentile is used to find the weighted percentile of items on the Observation Checklist to calculate the weighted percentile for each item of the checklist (ibidem);
- chi-Square is used to find the Chi-Square of items on the Observation Checklist to calculate whether the differences in teachers' application of hidden curriculum in terms of the colleges, fields of specialization, gender, years of experience, and to see whether student-teachers performance is statistically significant or not;
- alpha-Cronbach Formula is used to calculate the reliability coefficient of the Observation Checklist instrument.

4. Results

4.1. Introductory note

In accordance with the aims of the present study (See Section 3.6), data collection procedures and discussion of the results are explained in this chapter to find out whether or not the education programs in Iraq and Italy are effective for successful teaching and in the

preparation of qualified primary and secondary school teachers.

4.2. Results in Iraq

- T-test value for theoretical mean is higher, indicating that student-teacher performance in the Preparation Domain is significant;
- in the Presentation domain also, there are significant differences between the mean of the population. It indicates that student-teacher performance in the presentation is significant;
- in the Methods/Execution domain there are no significant differences between the mean scores of the sample and the theoretical mean of population. It indicates that student-teacher performance in the Methods/Execution domain is less than the acceptable level of the theoretical mean;
- in the Personal characteristics domain there are significant differences between the mean scores of the sample and the theoretical mean of the population. It indicates that student-teacher performance in the personal characteristics domain is average; interaction domain is significant;
- in teacher student interaction domain here are significant differences between the mean scores of the sample and the theoretical mean of population. It indicates that student-teacher performance in Teacher-Student Interaction Domain is significant;
- with regard to the Total Domains of Observation Checklist there are significant differences between the mean scores of the sample and the theoretical mean of the population which reveals that student-teacher are of an acceptable level in their teaching practice, but still it is in its minimum level.

4.3. Results in Florence

- In the preparation domain there are significances between the mean scores of sample and the theoretical mean of population. It indicates that student-teacher performance in the Preparation Domain is significant;
- there are significant differences between the mean scores of the sample and the theoretical mean of population. It indicates that student-teacher performance in the Presentation Domain is significant;
- there are significant differences between the mean scores of the sample and the theoretical mean of the population. It indicates that student-teacher performance in the Methods/Execution Domain is average;
- there are no significant differences between the mean scores of the sample and the theoretical mean of the population. It indicates that student-teacher performance in the Personal Characteristics Domain is less than the acceptable level of the theoretical mean;
- there are significant differences between the mean scores of the sample and the theoretical mean of the population. It indicates that student-teacher performance in Teacher-Student Interaction Domain is significant;
- there are significant differences between the mean scores of the sample and the theoretical mean of population reveals that student-teacher performances are of acceptable level in their teaching practice.

4.4. Observation checklist

- Iraq

For the total domain of the Observation Checklist, the mean score is 125.093 which is higher than the theoretical mean score which is 123. The computed T-Test value is 1.433 which is higher than the tabulated T-Test which is 1.196, when the level of significance is 0,05 and the degree of freedom is 299. This means that there are significant differences between the mean scores of the sample and the theoretical mean of the population. It reveals that teacher performance is of an acceptable level in their teaching.

- Florence

For the Total Domains of the Observation Checklist, the mean score is 125.093 which is higher than the theoretical mean score which is 123. The computed T-Test value is 1.433 which is higher than the tabulated T-Test value which is 1.1960, when the level of significance is 0,05 and the degree of freedom is 299. This means that there are significant differences between the mean scores of the sample and the theoretical mean of the population which reveals that teachers performance are of an acceptable level in their teaching practice.

4.5. Discussion

The statistical analysis of the results indicate that the College of Education Program provides an average level of preparation for future English language Teachers attending Baghdad University and Florence University.

The researcher, as one of the staff members, still believes that the Baghdad College of Education Program needs to emphasize the Methods of Teaching and Preparation Domain. Iraqi and Italian EFL trainee-teachers who will become future teachers need to practice recent and effective methods, techniques, and strategies of TEFL. They also need to improve their English language and to continue to do so after graduation.

5. Conclusion

5.1. Introductory Note

In the present chapter, aware of the limitations of this research, in the following Section 5.2, we present the conclusions reached in the study undertaken. In Section 5.3, we introduce the recommendations on the basis of the results and conclusions of the Bagdad-Florence Baseline Study, while in Section 5.4, we make some suggestions.

5.2. Conclusion

The results of the present study indicate that:

- based on the evaluation of the College of Education program from the staff members' points of view, the results show the suitability and practicality of the program at the College of Education in Baghdad University;
- in Florence University, in terms of the evaluation of the College of Education Program from the staff members' points of view, results show the suitability and practicality of the program for student-teachers;

- in relation to the Preparation and Presentation Domains from the Iraqi Student-Teachers' points of view, results indicate that the College of Education Program provides an acceptable pre-service practice for student-teachers in terms of preparation and presentation domains, whereas, from the teachers' point of view the performance is higher than the acceptable level of the theoretical mean;
- in Florence, in relation to the Preparation and Presentation Domains, results indicate that the College of Education Program provides a more than acceptable pre-service practice for student-teachers in terms of preparation and presentation domains, whereas, from the teachers' point of view, performance is higher than the acceptable level of the theoretical mean;
- for the Methods/Execution Domain, from the student-teacher point of view, the results show that the performance of student-teacher is less than the acceptable level of the theoretical mean, while from the teachers' point of view the performance is higher than the acceptable level of the theoretical mean;
- in Florence, for the Methods/Execution Domain, from the student-teacher point of view, the results show that the performance of student-teachers is less than the acceptable level of the theoretical mean, while from the teachers' point of view the performance is higher than the acceptable level of the theoretical mean;
- for the Personal Characteristics Domain, the Iraqi student-teachers performance is average while from the teachers' point of view it is significant and acceptable;
- in Florence, with regard to the Personal Characteristics Domain, the performance of the trainee-teacher is at a more than acceptable level, while from the teachers' points of view it is acceptable;
- for the Teacher-Student Interaction Domain in Baghdad, the results show that the performance of student-teachers and teachers is acceptable and significant;
- in Florence, with regard to the Teacher-Student Interaction Domain the performance of trainee-teachers and teachers is higher than the acceptable level of the theoretical mean.

In conclusion, the College of Education Program in Baghdad University and Florence University provides an acceptable level of Preparation, and Presentation domains.

5.3. Recommendations

Here follows a list of Recommendations based on the research undertaken:

- it is highly recommended that student-teachers teaching skills must be developed in training courses in methods of teaching and related strategies both before and after graduation, especially through training-placements in Foreign Countries;
- it is very important to develop students' knowledge and skills in terms of evaluation and assessment techniques by providing them with training courses that improve their skills in preparing, designing, and administering tests;
- the College of Education Program should emphasize the importance of pre-service training courses and the good preparing of student-teachers to be highly qualified English language teachers in the future;
- the practicum period of time in Baghdad should be increased on a line with that in Florence to allow student-teachers to get more knowledge, training and practice in the classroom;
- it is very important to involve the students with the foreign broadcasting programs and spend more time developing listening skills in addition to the other skills of

speaking, interaction, reading, and writing, in line with the current practice in the Florence program;

- the Checklist results show that the level of the student-teachers in both programs, and the teaching-staff members is acceptable and professional.

In conclusion, the College of Education Programs provides, at a minimum, an average level of Methods and Execution, and a significant level of professional development as regards preparation, presentation, personal characteristics and student-teacher Interaction.

5.4. Suggestions

In relation to the conclusions and findings of the present study, the following suggestions can be presented for further investigation:

- evaluation of TEPs in both Public and Private Universities using ELT and TESOL Standards;
- undertake Comparative studies in the evaluation of College of Education programs in Public and Private Universities;
- develop exchange student-teacher training placement schemes;
- investigate the effects of prolonged student-teacher training placements on the efficacy of teaching in the classroom;
- carry out further comparative baseline studies to inform research.

In the final analysis, it can be concluded that the research undertaken has noticeably impacted the researcher's understanding of both research practice and the contexts studied. It is hoped that the present research can contribute positively to our understanding of the complexity involved in the teacher education process. This complexity is further complicated by the cultural contexts in which this education takes place.

Bibliography

- Allen, J.M., & Peach, D. (2007). Exploring pre-service teachers' training program. *Asia-Pacific Journal of Co-operative Education*, 8(1), 23–36.
- Alwan, A.S. (2004). *Education In Iraq: Current Situation And New Perspectives*. Baghdad, IRQ: Ministry Of Education.
- Branford, C. (2005). *Educational Evaluation*. Cambridge, UK: Cambridge University Press.
- Carter, R., & Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of others languages*. Cambridge, UK: Cambridge University Press.
- Clarke, A. (1982). *Observing Teachers*. London, UK: Pearson Education Ltd.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Council of Europe. Cambridge, UK: Cambridge University Press.
- Dean, J. (1991). *Professional development in school*. Philadelphia, PA: Open University Press.
- Freeman, D., & Johnson, K.E. (1998). Reconceptualizing the knowledge- base of language teacher education. *TESOL quarterly*, 32(3), 397–417.

- Guerin, E. (2005). Language teacher education and training: Italy and Europe educazione formazione dei docenti L2: Italia e Europa. *Giornata CEFTrain: Trans-European Contributions-Contributi trasnazionali*, Firenze, Italy.
- Hamblin, A. (1974). *Evaluation and Control of Training*. New York, NY: McGraw Hill Book Company Ltd.
- Howitt, C. (2007). Pre-service elementary teachers' perceptions of factors in an holistic methods course influencing their confidence in teaching science. *Research In Science Education*, 37(1), 41–58.
- Kiely, R. (2009). *Small answers to the big question: Learning from language program evaluation*. London, UK: Longman.
- Madansky, A. (2003). *Weighted standard error and its impact on significance testing*. Chicago, IL: Chicago University Press.
- Ministry of Education of Iraq (2004). *Education in Iraq: Current situation and new perspectives*.
- Ministry of Higher Education and Scientific Research of Iraq (2002). *Curricula Studies for The Colleges of Education*. http://en.uobaghdad.edu.iq/?page_id=15457 (ver. 15.12.2018).
- Moore, K. (2007). *Classroom Teaching Skills*. New York, NY: McGraw-Hill Companies.
- Richards, J. (2001). *Curriculum development in Language Teaching*. Cambridge, UK: Cambridge University Press.
- Richards, J., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Harlow: Longman.
- Roasen, H. (2003). An Assessment System For Teacher Education Program Quality Improvement. *The International Journal of Educational Management*, 21(2), p. 67.
- Tunç, F. (2010). *Evaluation of an ELT program at a public university using CIPP model*. Lambert Academic Publishing.