

Exploring English as A Foreign Language (EFL) Female Teachers' knowledge of Marzano's Research-Based Instructional Strategies and its Relationship with their Level of Performance in Teaching Reading Comprehension at the Educational Directorate of Zarqa

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ABSTRACT

The current study aimed to explore EFL female teachers' knowledge of Marzano's instructional strategies, their level of performance in teaching reading comprehension, and the relationship between these two variables. The sample of the study consisted of 90 EFL female teachers in the educational directorate of Zarqa1. Two research instruments were used to collect data: a questionnaire used to identify EFL teachers' knowledge of Marzano's instructional strategies and a scale used to measure teachers' levels of performance in teaching reading comprehension. Research findings revealed that EFL teachers' knowledge of the instructional strategies was middle, the performance level of EFL teachers was slightly developing, and there was no relationship between EFL teachers' knowledge of Marzano's strategies and their performance level in teaching reading comprehension. Based on the findings, it is recommended that in-service training programs focusing on how and when to use Marzano's strategies should be provided. Further studies that consider other variables such as experience and teachers' pedagogy are also recommended.

Keywords: Marzano's research-based instructional strategies , teachers' performance level, reading comprehension.

1. Introduction

Improving teachers' quality is an essential concern of decision makers in educational institutions all over the world. To achieve this goal, educators emphasize the significance of instructional strategies that help teachers demonstrate the subject matter effectively. A considerable amount of research has been conducted to highlight the importance of instructional strategies (Park and Oliver, 2008 and Wu Peng, 2013). Research has emphasized improving teacher quality by focusing on what teachers know or need to know. This raises several questions, such as how instructional strategies become part of the teachers' repertoires and how new knowledge can be transformed into practice. In other words, the question is how to bridge the gap between theory and practice.

EFL teachers of the 21st century have been deemed the most critical factor in determining students' success (Marzano, 2001; Mcleod et al.,2003 and Wong, 2001). Therefore, one of the prominent trends in teacher education recommends helping teachers, especially EFL teachers to optimize their performance level by adopting the research-based teaching strategies proposed by Marzano et al. (2001) . Research findings have proven the effectiveness of these strategies in teaching reading comprehension (Marzano,2005 and Miller, 2014). These research –based strategies play a vital role in deepening EFL teachers' knowledge and developing their teaching performance; they ensure that EFL teachers do not depend on one teaching strategy and that teachers have a repertoire of strategies to use according to the instructional situations and the needs of students (Marzano et al., 2001).

In most countries, teachers are evaluated generally without considering if his/her level of teaching performance is basic, intermediate, or advanced. For

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example, Wei Wei (2014) stated that evaluating EFL teachers' performance traditionally focuses on the results of students' achievement or observing EFL teachers' classrooms while teaching English. Researchers no longer focus on identifying teachers' performance levels, though it helps in diagnosing teachers' current knowledge and practices, especially in teaching reading comprehension.

Research has highlighted the common weaknesses in teaching reading comprehension. For example, the findings of Dole (2002), Goodwin and Webb (2014) and Manoli and Papadopoulou (2014) stated that EFL teachers are unfamiliar with research-based instructional strategies for teaching reading comprehension. Teachers do not teach reading comprehension or monitor students' understanding, but instead assess students by asking them literal questions. The situation in Jordan is not different, as many studies have revealed that EFL teachers need help and training in how to teach reading comprehension. Their performance is somewhat dissatisfactory as found by Alkhaldeh (2011,) and Jamal et al. (2013). Additionally, there is a consensus in Jordan that EFL students have difficulty in comprehending reading texts (Alkhaldeh, 2012). This means there is an observable weakness on the part of students in reading comprehension skills. In this vein, Alkhaldeh (2012) illustrated the challenges EFL students faced in their reading comprehension, including students depending on memorizing reading passages and questions for exams and the ineffectiveness of some teachers' methods of teaching. Like Alkhaldeh, Al-Jamal et al. (2013) conducted a study to assess the reading comprehension practices of teachers and it revealed ineffective instruction of comprehension skills by EFL teachers. The researchers recommended that EFL teachers be provided with appropriate training programs that present the most effective strategies. It is obvious that EFL teachers' performance in teaching reading is not up to the mark and EFL teachers do not reflect their knowledge of instructional strategies while teaching.

In the same vein, it is striking to highlight the findings of the Phenix Center for Economics and Informatics study(2014), which found that Jordanian students in basic grades suffer from some educational problems. That is, more than 22% of the students in the first three grades lack the ability to read Arabic or English letters and have

automatically been transferred to the next class without having basic reading skills. Furthermore, international examination results like PISA revealed that Jordan ranked 61st of 65 participating countries, scoring 399 points in reading. This is below the overall anticipated rate of 496 in 2012.

This brings to light the decline in the quality of primary education, especially in teaching reading skills because teaching in Jordan still follows traditional methods based on recalling without focusing on cognitive skills (Phenix Center for Economics and Informatics studies, 2014). There is also the lack of a systematic policy in training EFL teachers according to their current needs.

Theoretical Background of the Study

EFL teachers play a pivotal role in the education system in any society. This is what Barber and Mourshed (2007:13) stated that "the quality of an education system cannot exceed the quality of its teachers." While the quality of education is related to some other factors, like educational programs, policies, and curricula, only the teacher can shape the minds of students. Therefore, it is necessary to improve the performance of EFL teachers in teaching the four language skills.

Nigal (2003) clarified that the performance of teachers is highly related to their competencies and their knowledge of effective teaching strategies. Like Nigal, Lin et al. (2010) stated that the performance of the teacher refers to his/her ability to convey learning smoothly and their cognizance of suitable teaching strategies.

Smadi and Al-Ghazo (2013) conducted a study to explore Jordanian teachers' proficiency in teaching, their knowledge, and the relationship between these two variables. It showed that the majority of the teachers do not transfer their received knowledge into their classrooms and teachers' actual instructional strategies are not adequate.

Similarly, Al-Shara'h (2007) investigated whether EFL teachers know and perform essential teaching skills. The results revealed that the participants have an idea about the teaching skills necessary for every teacher, for example, planning, presenting lessons, and assessment. However, participants' performance is only somewhat

satisfactory and it is still not up to the mark.

The findings of previous studies, like Dole (2002) and Goodwin and Webb (2014) agreed that EFL teachers have superficial knowledge, which leads to ineffective teaching performance in the classroom and dependence on the traditional grammar translation approach in teaching. In these studies, EFL teachers did not know what research-based reading instructional strategies were, so that EFL teachers tended to assess students rather than teach them reading comprehension.

It is worth noting that evaluating teachers' performance in general is traditional and provides an overall opinion about teachers' performance (Wei Wei, 2014). However, it is better to identify their performance level, as Marzano clarified in his teacher evaluation model (2013). He has divided teachers' performance into several levels; the most prominent ones are the following:

- Beginning level: The teacher has little proficiency in the strategy, he/she commits errors while using it, and it has little effect on student's learning, so a teacher finds it easier to use traditional strategies.
- Developing level: The teacher uses a strategy with relative ease and without significant errors, but needs monitoring in how and when to use the strategy.
- Innovating level: The teacher is so familiar with the strategy that he/she has adapted it to meet specific students' needs.

Classifying teachers' performance into levels tells them which level they are and how they can improve their performance.

Marzano's Research-based Instructional Strategies

Shulman (1987) raised an essential question about the relationship between knowledge and teaching: "what are the sources of knowledge base for teaching?" Shulman (1987) answered this question by identifying the qualities, skills, and abilities that qualify a person for teaching. Moreover, Shulman (1987) sought to define the term "research-based pedagogical content knowledge" and its relationship with good teaching. He also tried to identify teachers' practical practices that empirical research has been proven to be effective. Like Shulman (1987), Marzano et al. (2001) investigated the body of research to list instructional strategies that equip teachers

with a variety of effective teaching practices and techniques to be employed according to the context and the instructional situations. Research has proven their positive effect on student achievement, because these strategies are rooted in the cognitive learning theories of Dewey, 1916 and Piaget, 1970. Thereby, EFL teachers help students connect their prior and current knowledge and process the new knowledge in new situations (Appalachia Educational Laboratory, 2005). According to Hill and Miller (2013) Marzano's strategies help students foster higher-order thinking and learning in away attuned to how their brains work. They presented Marzano's strategies for EFL teachers in their book according to Marzano's instructional planning framework as follows:

i. Strategies that create the environment for learning:

1. Setting objectives: this strategy consists of providing a purpose for what students do and providing feedback. That is, it provides corrective information to students about how they did in the light of some learning goals. It tells students what was learnt and what was not.
2. Reinforcing effort and providing recognition: a motivating strategy requires teachers to be aware of how to convince students with the positive relationship between effort and achievement.
3. Cooperative learning: cooperative learning activities foster social interaction and develop students' team skills. They include activities like jigsaw and think-pair-share.

ii. Strategies that help students develop understanding:

1. Cues, questions, and advance organizers: these are tools used to activate the prior knowledge of the students.
2. Nonlinguistic presentation: this is important because not all students are strong in the verbal intelligences. Therefore, teachers should present models of how to use advance organizers, pictures, drawings and physical models.
3. Summarizing: this consists of modeling the rule-based summarizing, practicing reciprocal teaching, and identifying the structure of the reading text.
4. Homework and practice: mastering any skill requires a fair amount of practice that aligns with the educational goals; homework can provide this practice for skills already learnt in the classroom. It teaches children

how to take responsibility for tasks and how to work independently.

iii. Strategies that help students extend and apply knowledge:

1. Identifying similarities and differences: this strategy consists of having students process and understand reading comprehension by comparing, classifying, and creating metaphors and analogies.

2. Generating and testing hypotheses: This strategy refers to using higher-order thinking skills, applying knowledge in novel situations and solving problems. This includes system analysis and problem solving.

It is clear that Marzano et al. (2001) presented this framework to draw teachers' attention to the key aspects of teaching and learning. It also helps teachers to identify which strategy they can employ through the whole lesson from the beginning to the end.

There have been several studies conducted to examine Marzano's strategies and their effectiveness on teachers' performance levels in teaching.

Green and Thomas (2015) studied how teachers used Marzano's research-based instructional strategies. The findings of the study revealed that teachers use Marzano's research-based instructional strategies to different degrees. The majority of strategies they used were strategies that create an environment for learning, like setting objectives, and strategies that develop understanding, like summarizing. Teachers rarely used the strategies that helped students extend and apply knowledge, like generating and testing hypotheses.

Likewise, Miller (2014) examined the effect of a training program on Marzano's research-based instructional strategies in solving the problem of sparse professional development programs. The study revealed that the majority of teachers implemented the strategies and felt that their teaching performance had improved.

In the same vein, Owings et al (2005) conducted a study to identify the effectiveness of a training program about Marzano's strategies from the view point of the teachers and their school administrators. The findings of the study revealed that 90% of school administrators reported that the Marzano's strategies were more effective in classroom instruction, and teachers strongly agreed that the training program prepared them to use the strategies to increase students' achievement .

It is clear that all the studies demonstrated the effectiveness of these strategies, but the status quo shows that EFL teachers' knowledge of the strategies is not sufficient. It is mostly limited to strategies that create an environment for learning rather than the cognitive strategies, such as how to activate prior knowledge, summarizing, and presenting ideas and the meaning of new words visually. They may mention some of them and know that they have to activate prior knowledge or ask students to summarize, but they do not know the techniques they should employ or when and how to use them. In this regard, Martinez(2007) investigated the reading methods New Mexican teachers considered important to use in their classrooms. He found that teachers emphasized the conventional framework for teaching reading rather than research-based strategies. Manoli and Papadopoulou (2013) also investigated Greek EFL teachers' familiarity with reading strategies, the results of the study indicated that most of the teachers are not familiar with effective reading instructional strategies and they do not use the strategies.

The situation in Jordan is similar, according to Al-Shara'h (2007) and Smadi and Al-Ghazo (2013) who revealed that Jordanian EFL teachers need to reinforce their knowledge of the proven instructional strategies that help students interact with the learning material. The researchers also recommended that more studies should be undertaken to investigate EFL teachers' current practices and to train them.

Teaching Reading Comprehension

Reading comprehension instruction is considered a critical, complex and cognitive process (National Council of Teachers of English, 2004). That is, reading requires developing students' critical skills, which prompts students to improve not only how they understand the text but also how they process it in novel situations. Thereby, it could not take place in the current state of teaching reading. EFL teachers totally depend on asking students to read the text silently and answer literal questions to demonstrate their understanding of the text (Dole,2002) . They do not show students how to comprehend the text by activating their prior knowledge, using advance organizers, using jigsaw, creating metaphors and analogies, or providing timely feedback.

In the Jordanian context, many national studies stated that neither teachers nor students are familiar with these research-based techniques like summarizing, and creating metaphors. Students mostly answer questions and memorize their answers to get high marks at the exams (Aljamal et al., 2012 and AlDebes, 2005). Similarly , Mourtaga (2006) stated that one of the causes of the weakness of the Arab students is that teachers stick to the textbook dictated by the Ministry of Education (MoE), so that they cannot predict, generate, or test hypotheses. These teachers follow a traditional bottom- up approach when teaching reading. In other words, they view reading as a one - way process, that is, they focus on word identification and occasionally correct students or ask about the meaning of new words. Thereby, reading efficiently depends on how EFL teachers demonstrate reading comprehension skills and teaching practices to help students become strategic readers.

Generally speaking , all studies found that EFL teachers need to be equipped with practical knowledge of research-proven teaching strategies as they are currently not at the acceptable level according to Al-Shara'h study (2007). It was concluded that teaching performance equals teacher effectiveness; less than effective teachers should not be accepted.

Significance of the Study:

In the area of research- based instructional strategies , many researchers (Marzano et al., 2001; Miller & Hill,2013and Black, 2014) emphasized the importance of the proven strategies in creating EFL teachers with a repertoire of teaching techniques and practices to help students interact with texts. Accordingly, the significance of the current study is to shed light on the essential role of these strategies in improving the performance level of EFL teachers in teaching reading comprehension. It is worth to mention that these strategies are derived from the constructivist theories and help teachers engage students in the learning process.

Moreover, the findings of the study are important for decision makers and the MoE to have a comprehensive idea about which research-based instructional strategies Jordanian EFL teachers know how they are reflected in teachers ' performance levels, and if their knowledge of the strategies related to their performance level. The results of this study may also have practical implications

for improving teacher professional development programs, hopefully for the better.

Statement of the Problem

In Jordan, research found that EFL students cannot read and interact with texts appropriately because EFL teachers only teach reading comprehension in one way. This method consists of reading the text silently, answering questions and explaining the meanings of new words by stating the dictionary meaning with no effort to clarify or consolidate meaning verbally and visually. This study attempts to bridge the gap between theory and practice by identifying the instructional strategies that EFL teachers know, diagnosing their performance level in teaching reading comprehension and identifying the relationship between their knowledge of strategies and their performance level.

Purpose of the Study

The purpose of the study is to explore EFL female teachers' knowledge of instructional strategies, their performance level in teaching reading comprehension, and the relationship between the two variables.

Questions of the Study

- 1) To what degree do EFL teachers in the educational directorate of Zarqa1 know Marzano's research-based reading instructional strategies?
- 2)What is the level of EFL teachers' performance in teaching reading comprehension ?
- 3) Is there a significant statistical correlation at the level of ($\alpha = 0.05$) between EFL teachers' knowledge of instructional strategies and their level of performance in teaching reading comprehension?

Operational Definitions of the Terms

The terms below, wherever seen in this study , have the following definitions:

- Marzano's research- based instructional strategies: the strategies that Marzano and his colleagues (2001) identified to be effective in improving student achievement and teacher performance according to the analysis of the findings of the body of research. They are mentioned in the literature review in detail.
- Teachers' performance level: knowledge, skills, and

strategies EFL female teachers employ while teaching reading. Adapted from Marzano's Teacher Evaluation Model(2013), the levels are classified into beginning, developing or innovating.

Limitations of the study:

- 1- This study was limited to EFL female teachers who teach the upper basic stage in the educational directorate of Zarqa1.
- 2- The instruments employed in the study which are the following:
 - The knowledge of instructional strategies questionnaire
 - The teachers' performance level scale.

Design and Methodology

Population of the Study

The population of the study included all EFL female teachers who teach the upper basic stage (7th, 8th, 9th and 10th grades) in the 1st educational directorate in Zarqa, they are 200 EFL female teachers. Bear in mind that they also teach other grades.

Sample of the study

The sample of the study was chosen randomly: it was 90 EFL female teachers who agreed to participate in the current study.

Instruments of the Study

The researchers used a quantitative method of data collection. Two instruments were employed to collect the data in the present study:

- In order to answer the first research question, a questionnaire was designed by the researchers in the light of Marzano's instructional strategies. It was used to identify which Marzano's instructional strategies are known by EFL teachers. This questionnaire is answered in a 5-point Likert scale that shows which instructional strategies are best known by EFL female teachers (e.g., always (5), usually (4), sometimes (3), rarely (2), never (1).

- A multiple choice scale was adapted from Marzano's Teacher Evaluation model (2013) to identify the level of EFL teacher performance in teaching reading comprehension. Each item presents a reading instruction situation either in the pre- reading , during reading or post reading stages. Each item has three choices reflecting

different levels of EFL teachers' performance in teaching reading comprehension. The beginning level means that the teacher seems to be typical in his/her performance by using traditional strategies or teacher-centered techniques , and he/she is unfamiliar with Marzano's strategies. The developing level means that the teacher is somewhat competent in research-based strategies and tries to use them, but they need monitoring and directions on when and how to use them. The innovating level means that the teacher is familiar with research-based strategies and knows when and how to use them.

Validity of the Instruments

- The questionnaire for identifying EFL teachers' knowledge of Marzano's strategies: it was given to a jury of six specialists, one of them specializing in English Language, three of them specializing in Curriculum and Instruction, and two of them specializing in measurement and assessment. Most of their comments recommended rewording some items. All of their comments were taken into consideration in the final version of the instrument.

- The scale of EFL teachers' performance level in teaching reading comprehension: it was given to a jury of six specialists, one of them specializing in English Language, three of them specializing in Curriculum and Instruction, and two of them specializing in Measurement and Assessment. Most of their comments recommended rewording some items and specifying the reading stage in each item in the scale of the teachers' performance level . All of their comments were taken into consideration in the final version of the instrument .

Reliability of the Instruments

To measure the reliability of the performance level scale in teaching reading, the researchers conducted a pilot study that used the Cronbach alpha coefficient.

Table (1)
Reliability of the teacher performance level scale using the Cronbach Alpha coefficient

No	Tool	No. of items	Cronbach Alpha
1.	Performance level scale in teaching reading	20 items	0.877

As shown in table (1), the internal consistency of the performance level scale in teaching reading was deemed

appropriate for the purposes of this study.

The questionnaire reliability was also verified through the test – retest method on a group out of the sample of the study that consisted of (15) EFL teachers. The period between the two tests was two weeks. The results were calculated by using Pearson's correlation coefficient between the two tests for the whole questionnaire, as presented in table (2).

Table (2)

Reliability of EFL teachers' knowledge questionnaire using Pearsons' correlation coefficient

No	Tool	No. of items	Test- retest reliability
1.	The questionnaire on EFL teachers' knowledge of research – based instructional strategies	19 item	0.807

As shown in table (2), the Pearson correlation was

Table (3)

Means and standard deviations of the teachers' responses to the degree of knowing Marzano's strategies that create an environment for learning

No	Item	Mean	Standard Deviation	The degree knowing of the strategies
1	I know the strategy of setting objectives.	3.81	.987	High
2	I know the techniques of cooperative learning strategy like jigsaw.	3.52	.974	Middle
3	I know students need timely feedback.	4.19	.278	High
4	I have an idea about praising students and recognizing efforts strategy.	3.81	.987	High
5	I know the importance of practice and homework in consolidating understanding	3.7	.977	High

As shown in table (3), the means of teachers' responses to questions on their knowledge of Marzano's strategies that create an environment for learning ranged from (4.19 to 3.52). Providing timely feedback came in the first rank with the highest mean (4.19) and knowing the cooperative learning had the lowest mean. This reveals the fact that teachers know, to a high degree, the strategies of creating an environment for learning such as

deemed appropriate for the purposes of this study

Statistical Analysis

To answer questions one and two of the study, means and standard deviations were computed . The Pearson correlation coefficient was used to answer question three.

Data Analysis and Discussion

All statistical tests were implemented using the Statistical Package for Social Science (SPSS 19)

The First Question: To what degree do EFL female teachers in Zarqal know research- based reading instructional strategies?

Means and standard deviations were computed for each item in the questionnaire. In order to make it easier to interpret the findings of the study, the following criteria (out of 5) were adopted to identify if teachers knew Marzano's strategies: 5- 3.69 : high, 3.68-2.60 : middle, 2.58-1: low. The results are reported in tables (3- 4- 5).

setting objectives and praising students. However, teachers only have a middle degree of knowledge for cooperative learning strategy. This suggests that the training programs teachers have participated in focus on raising teachers' awareness of how to attract students' attention and make the environment suitable for learning, but do not highlight the practical knowledge of cooperative learning, like jigsaw.

Table (4)

Means and standard deviations of the teachers' responses to the degree of knowing Marzano's strategies that help students develop understanding

No	Item	Mean	Standard Deviation	The degree of knowing of the strategies
1	I know the strategies that help students present their leaning linguistically and non- linguistically	3.41	.987	Middle
2	I realize ways of activating students' prior knowledge about the topic of reading using analytic questions, cues and advance organizers.	3.63	.641	Middle
3	I realize the importance of breaking the reading text into small parts to help students process them.	3.2	.235	Middle
4	I have an idea about the necessity of engaging students in summarizing and questioning to process the reading text.	3.61	.878	Middle
5	I know the importance of focusing on the text structure to support overall understanding of the reading text.	3.64	.974	Middle
6	I know the technique of reciprocal teaching which engages students in reading text.	2.00	.912	Low

Table (5)

Means and standard deviations of the teachers' responses to the degree of knowing Marzano's strategies that help students extend and apply knowledge.

No	Item	Mean	Standard Deviation	The degree of knowing of the strategies
1	I know the strategy of generating and testing hypotheses which helps students practice inductive and deductive thinking skills.	3.08	.951	Middle
2	I realize the technique that helps students process reading passages like comparing and classifying.	2.46	.641	Low
3	I know the strategy of creating metaphors and analogies used after teaching reading.	2.14	.721	Low
4	I have an idea about the technique of analyzing systems and solving problem	2.87	.878	Low

Table (4) shows that the means range from (3.64 to 2.00). This indicates that EFL teachers' knowledge of strategies that help students develop understanding varied from being middle to low. This reveals that teachers lack deep knowledge supporting their teaching of reading comprehension and their knowledge is not derived from professional training in using research - based strategies. In other words, EFL teachers are not familiar with Marzanos' strategies like reciprocal teaching or using advance organizers while teaching reading.

This tables shows that the means of EFL teachers' knowledge of strategies that help students extend and apply knowledge ranged from (3.08 to 2.14). This reinforces the results in table (4) that indicate that EFL teachers are not

familiar with Marzano's strategies that help students apply knowledge. These strategies require high levels of cognitive effort such as generating analytical questions, creating metaphors and analogies, and generating and testing hypotheses. All of these strategies need deep knowledge , training, and practice.

EFL teachers' responses in tables (4 and 5) show they lack this knowledge. Therefore, the question is how EFL teachers deal with reading texts. To answer this question, the researchers provided teachers with four items in the questionnaire reflecting some traditional practices that research has proven to be ineffective and that do not motivate students to learn actively. They are presented in the following table.

Table (6)

Means and standard deviations of the teachers' responses to the degree of knowing traditional practices used while teaching reading comprehension.

No	Item	Mean	Standard Deviation	The degree of knowing of the strategies
1	I depend on translating the reading text into Arabic.	3.97	.988	High
2	I encourage students to read the text aloud.	4.38	.586	High
3	I realize that copying and memorizing the reading text is effective in understanding the text.	4.5	.623	High
4	I check understanding of the text using literal questions.	4.48	.691	High

As shown in table (6), EFL teachers know traditional or teacher- centered strategies to a high degree, as the means of the items ranged from (4.5 to 3.97). It is likely that teachers depend on traditional knowledge that they learned from observing other teachers. Additionally, their supervisors did not train them using research –based strategies and teachers were not exposed to training programs dealing with how and when to use these strategies. Thus, EFL teachers are forced to use these traditional practices while teaching reading comprehension.

Generally speaking, the average mean of the 19 items is (3.49). This means the degree of knowledge of EFL teachers is middle, bearing in mind that 21% of this knowledge is traditional. Results also reveal that teachers' knowledge in creating an environment for learning is very good and they are familiar with it, but their familiarity with how to understand and apply knowledge is somewhat inadequate. EFL teachers have not used those strategies previously, especially those that need cognitive demands, even though these strategies are critical in helping students comprehend the reading texts.

These findings are consistent with results reported in previous studies like Martinez(2007); Diego (2012); Manoli and Papadopoulou (2013) and Green and Thomas (2015). All of their findings agree with the result of this question, that is, teachers in Jordan or other countries lack knowledge of research – based instructional strategies that help students understand and apply knowledge, so they tend to depend on teacher- centered strategies Dole (2002).

The Second Question: What is the level of EFL teachers' performance in teaching reading ?

To answer this question, the level of the teachers' performance in teaching reading comprehension was measured by computing the means and the standard deviations of the responses to 20 reading comprehension situations whose three options reflected three different levels. The levels were adapted from Marzano teacher evaluation model: beginning, developing, and innovating. Results are reported in table(7).

Table (7)

Means and standard deviations of the participants teachers' responses to the teaching level of performance

No	Reading comprehension situations	Means	Standard deviation	The level of teaching performance
1.	Before teaching a reading text, what is the first procedure you always do?	1.93	.469	Developing
2.	How do you start teaching the reading text?	1.86	.815	Developing
3.	What do you do to help students comprehend the reading text effectively?	1.71	.64	Basic
4.	What do you do to help students process the reading text?	1.69	.681	Basic
5.	What do you do when students correctly identify the main ideas or the gist of the text?	1.88	.633	Developing
6.	What do you do to help students interact with new knowledge effectively?	1.93	.614	Developing

No	Reading comprehension situations	Means	Standard deviation	The level of teaching performance
7.	Before teaching a reading text, how do you get students ready to read the text?	1.92	.455	Developing
8.	What do you do to activate the prior knowledge of students?	1.76	.641	Basic
9.	While reading the text and processing it, what do you do to engage students in processing new information?	1.98	.618	Developing
10.	What do you do when engaging students in activities requiring elaborative inferences that go beyond the reading text?	1.81	.64	Developing
11.	How do you help students show their understanding of the new content linguistically and visually?	1.69	.681	Basic
12.	What do you do to practice and deepen students' knowledge?	1.64	.605	Basic
13.	How do you assign homework to deepen students' knowledge and understanding the reading text?	1.92	.707	Developing
14.	While teaching reading comprehension skills, questioning is a very important strategy to implement. How do you employ it?	1.91	.554	Developing
15.	While presenting new vocabulary items, what do you do?	1.99	.627	Developing
16.	How do you make sure students understand the meaning of new words?	1.83	.723	Developing
17.	While revising new words presented in the unit, what do you do?	1.51	.64	Basic
18.	Teaching vocabulary items needs to let students discuss meaning of new words with one another, how do you employ it?	1.76	.708	Basic
19.	How do you help students summarize the reading text?	1.62	.696	Basic
20.	What do you do to increase students' use of new acquired words?	1.79	.53	Basic
The total average		1.81		

To answer this question, the researchers adopted the following criteria to identify the level of teachers' performance in teaching reading comprehension: 1- 1.80 (basic), 1.81 – 2.20 (developing), and 2.21-3 (advanced). Accordingly, results show that the total average of the participant teachers' responses was (1.81). This indicates that the level of the teachers in teaching reading comprehension is slightly developing. The researchers defined the developing level of teaching reading as the EFL teacher having a little knowledge about research-based strategies and trying to use them, but they need monitoring and directions about when and how to employ them. The means of all items were between (1.99 -1.51), which indicates that EFL female teachers hardly jumped to a developing the performance level from a basic one. The results also show that 32.6% of the participant teachers are at the basic level. It is apparent that EFL teachers focus on reading aloud or silently, answering questions, copying or translating the reading texts and focusing on grammar and structure. Thus, EFL teachers

assess reading rather than trying to help students comprehend the reading texts. The results also show that 54% of the EFL teachers are in the developing level and only 13.2% are in the innovating level. Generally speaking, the majority of EFL teachers barely achieve the developing level in teaching reading comprehension. The results of this question are consistent with results reported in previous studies like Al-Shara'h (2007) and Aljamal et al. (2012); AlDebes (2005) they show that teacher performance is not up to the mark. They also demonstrate that the current knowledge EFL teachers have, does not play a role in improving their performance level, so that they cannot teach effectively. The results further exemplify that teachers lack the cognitive instructional strategies like generating and testing hypotheses. However, results reveal positive expectations in the future for EFL teachers, that is, their teaching performance level in teaching reading comprehension can be improved if they receive high-quality training in how to employ effective research-proven cognitive strategies

like Marzano's .

The Third Question: What is the relationship between EFL teachers' knowledge of research-based instructional strategies and their level of performance in teaching reading comprehension?

To answer this question, the researchers computed the Pearson correlation to identify whether there is a relationship between female EFL teachers' knowledge of research-based instructional strategies and their level of performance in teaching reading comprehension.

Table (8)

Results of correlation analysis between EFL teachers' degree of knowledge of Marzano's strategies and their performance level in teaching reading comprehension

Correlation			Degree of research-based strategies	Level of performance
Pearsons' rho	Degree of knowledge of strategies	Correlation coefficient Sig. (2-tailed) N	1.000	.114 .275 90
	Performance level in teaching reading	Correlation coefficient Sig. (2-tailed) N	.144 .284 90	1.000 90

The results of correlation analysis in table (8) demonstrate that there is not a significant relationship between the respondent's total score on the EFL female teachers' knowledge of Marzano's instructional strategies and their total scores on the performance level in teaching reading ($p_s = .114, p = .284 > .05$). This result clarifies the findings of the previous two questions that EFL teachers' knowledge of strategies is in the middle degree and, at the same time, their level of performance in teaching reading comprehension is slightly developing. This means that their knowledge does not play a prominent role in leveraging their teaching performance and their greatest knowledge of the strategies related to how to create an environment for learning. On the other hand, they lack the necessary knowledge to help students actively comprehend and process the texts, like jigsaw, reciprocal teaching, and creating metaphors and analogies. In conclusion, the quality of EFL teachers' preparation is dissatisfactory, and EFL teachers' knowledge is not related to how to help students comprehend and interact with the reading texts.

Conclusion and Recommendation

Enhancing students' ability to comprehend reading texts is considered one of the priorities of the MoE and is essential for success through life. Thus, the knowledge

and the performance of EFL teachers should be developed. As Shulman (1986) stated it is necessary for teachers to be equipped with practical knowledge that has an impact on their performance level. Results of the current study revealed that EFL teachers' knowledge has not played a pivotal role in improving their teaching performance. Based on these results, it is concluded that Marzano's research - based instructional strategies are important in developing teachers' performance level. The awareness of EFL supervisors of the importance of these strategies should be raised and EFL teacher should be provided with practical and ongoing training courses related to how and when they can use these strategies. Finally, it is also recommended that further studies should be conducted in this field to investigate the effects of other variables like experience and qualifications, on the performance level of EFL teachers.

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اكتشاف معرفة معلمات اللغة الإنجليزية باستراتيجيات مارزانو المستندة على نتائج الأبحاث وعلاقتها بمستوى أدائهن في تدريس القراءة الإستيعابية في مديرية التربية والتعليم لمنطقة الزرقاء الأولى

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ملخص

هدفت الدراسة اكتشاف معرفة معلمات اللغة الانجليزية في مديرية تربية وتعليم الزرقاء الأولى لاستراتيجيات مارزانو المستندة إلى نتائج الأبحاث ومستوى أداء المعلمات في تدريس القراءة والعلاقة ما بين المتغيرين. ولتحقيق أهداف هذه الدراسة تم استخدام استبانة لتحديد درجة معرفة المعلمات باستراتيجيات مارزانو ومقياس لتحديد مستوى أداء المعلمات في تدريس مهارة القراءة في ما إذا كان مبتدئاً أو متطوراً أو مبتكراً. وتم تطبيقها على عينة قوامها (90) معلمة لغة إنجليزية تدرس المرحلة الأساسية العليا. ودلت النتائج على أن معرفة المعلمات باستراتيجيات مارزانو متوسطة ومستوى أداء المعلمين متطور وعدم وجود علاقة بين المتغيرين. وقد أوصت الدراسة بزيادة التنمية المهنية للمعلمات وإجراء المزيد من الدراسات التي تأخذ بالحسبان متغيرات أخرى مثل الخبرة والمؤهل العلمي.

الكلمات الدالة: استراتيجيات مارزانو المستندة على نتائج الأبحاث، مستوى أداء المعلمات، القراءة الإستيعابية.

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