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# **"A Program Based on Task Analysis Approach for Developing Linguistic Performance of EFL In-Service Teachers of the Primary Stage"**

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**"Medical Students' Perspectives on the Effectiveness of an ESP Program Based on the Calgary-Cambridge Guide for Improving Communication Skills in Medical Interviews"**

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**Abstract:**

This research investigates the impact of a program based on the task analysis approach in developing the linguistic performance of in-service EFL teachers of the primary stage. The study focuses on 30 teachers who were randomly selected from Ashmoun Edara, Al-menoufya governorate. The study employed the quasi-experimental design in which one group (n=30). Instruments of the study were comprised of needs analysis, checklist, a pre-posttest, and a scoring rubric. The findings of the study revealed that the posttest and the post observation checklist scored significantly higher than those in the pretest and observation of the EFL in-service teachers of the primary stage. The results indicated a significant improvement in the teachers' linguistic performance, with notable advancements in their language proficiency and teaching efficacy. Consequently, This research contributes valuable insights for enhancing teacher performance and improving educational outcomes in primary stage EFL contexts.

**Keywords:**(Task Analysis\_Linguistic Performance\_ Micro-teaching, EFL in-service teachers\_ professional development, primary education.

## " وجهات نظر طلاب كلية الطب حول فعالية برنامج ESP استنادًا إلى دليل كالجاري-كامبريدج لتحسين مهارات الاتصال في المقابلات الطبية"

### مستخلص:

يتناول هذا البحث دراسة تأثير برنامج قائم على منهج تحليل المهام في تنمية الأداء اللغوي لمعلمي اللغة الإنجليزية أثناء الخدمة في المرحلة الابتدائية. وتركز الدراسة على 30 معلمًا تم اختيارهم عشوائيًا من أشمون إدارة بمحافظة المنوفية. واستخدمت الدراسة التصميم شبه التجريبي حيث تم تقسيمهم إلى مجموعة واحدة (ن = 30). وتألّفت أدوات الدراسة من تحليل الاحتياجات وقائمة المراجعة واختبار ما قبل وبعد ومقياس التقييم. وكشفت نتائج الدراسة أن الاختبار البعدي وقائمة المراجعة بعد الملاحظة سجلتا درجات أعلى بكثير من تلك الموجودة في الاختبار القبلي والملاحظة لمعلمي اللغة الإنجليزية أثناء الخدمة في المرحلة الابتدائية. وأشارت النتائج إلى تحسن كبير في الأداء اللغوي للمعلمين، مع تقدم ملحوظ في كفاءتهم اللغوية وفعاليتهم التدريسية. وبالتالي، يساهم هذا البحث في تقديم رؤية قيمة لتعزيز أداء المعلمين وتحسين النتائج التعليمية في سياقات اللغة الإنجليزية في المرحلة الابتدائية.

الكلمات الدالة: (برنامج ESP - دليل كالجاري كامبريدج -مهارات الاتصال ).

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## **1. Introduction**

The linguistic proficiency of English as a Foreign Language (EFL) teachers plays a crucial role in the quality of education provided to students. In-service EFL teachers of the primary stage often face challenges in maintaining their linguistic performance, which can negatively impact their teaching efficacy and student outcomes. This study aims to investigate the effectiveness of a task analysis approach based program in enhancing the linguistic performance of in-service EFL teachers at the primary stage.

Research has consistently highlighted the importance of teacher linguistic proficiency in EFL education. Teachers with higher linguistic proficiency are more effective in creating a supportive learning environment and promoting student engagement (Butler, 2011). Moreover, teacher linguistic proficiency has been linked to improved student outcomes, including better language acquisition and academic achievement (Graham, 2018).

Task-analysis based learning has been identified as an effective approach in enhancing teacher linguistic performance. This approach focuses on the development of specific language skills through the analysis of real-life tasks and the creation of targeted interventions (Ellis, 2003). Task analysis learning has emerged as a promising approach in the field of English as a Foreign Language (EFL) education. This learner-centered methodology focuses on engaging EFL in-service teachers in meaningful, real-world tasks that promote authentic language use and foster holistic language development. The benefits of task analysis in EFL classrooms are numerous and well-documented in the literature. This part will explore the key advantages of implementing task analysis in EFL contexts, including improved EFL in-service teacher engagement, enhanced fluency and confidence, and better language acquisition.

Studies have shown that task analysis learning can lead to significant improvements in EFL in-service teacher language proficiency and teaching efficacy (Nunan, 2004). One of the primary benefits of Task analysis is its ability to drive skill-based teaching and learning, engaging EFL in-service teacher in the learning process and motivating them to use the target language authentically (Ellis, 2003; Nunan, 2004). By providing EFL in-service teachers with tasks that are relevant to their needs and interests, task analysis creates a sense of purpose and investment in the learning experience. This increased engagement leads to higher levels of

participation and a more enjoyable learning environment for both students and teachers.

Task analysis also plays a crucial role in developing EFL in-service teachers' fluency and confidence by providing opportunities for natural and meaningful interaction (Ellis, 2003). Through the completion of tasks that simulate real-life situations, teachers gain experience using the language in authentic contexts. This exposure helps to reduce anxiety and build confidence, as learners become more comfortable expressing themselves in the target language. As a result, EFL in-service teachers are more likely to take risks and engage in spontaneous communication, further enhancing their fluency and proficiency.

Microteaching is a teacher training technique that involves delivering short, focused teaching sessions to peers or a small group of students, followed by feedback and reflection. Developed by Allen and Ryan in 1969, microteaching allows teachers to practice and refine specific teaching skills in a low-stress environment. The benefits of microteaching are well-documented, including focused skill development, reflective practice, peer feedback, and confidence building (Allen & Ryan, 1969).

One of the key aspects of microteaching is its integration with task analysis. Task analysis involves breaking down complex tasks into smaller, manageable components, allowing for targeted skill development. By combining microteaching with task analysis, professional development programs for EFL teachers can be enhanced. This integration can be achieved through several techniques.

Firstly, task analysis can help identify specific language skills that EFL teachers need to improve. Microteaching sessions can then be designed to focus on these skills. For example, if pronunciation is identified as a key area, microteaching sessions can involve activities that specifically address pronunciation challenges, with peers providing feedback on clarity and accuracy (Ellis, 2003).

Secondly, microteaching sessions can incorporate tasks that mirror real-life classroom situations. Task analysis can guide the selection of these tasks to ensure they are relevant and meaningful. By practicing these tasks, teachers can develop practical language skills that are directly applicable to their teaching contexts, enhancing both linguistic performance and teaching effectiveness (Ellis, 2003). Thirdly, feedback and reflection are integral components of both microteaching and task analysis. After each microteaching session, teachers can reflect on their performance, using insights from task analysis to identify strengths and areas for improvement. Peer feedback can further enrich this reflective process, providing multiple perspectives on the teacher's linguistic and pedagogical skills (Ellis, 2003).

Finally, the iterative nature of microteaching aligns well with task analysis. Teachers can repeatedly practice specific tasks, incorporating feedback and

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reflection into each iteration. This continuous cycle of practice and improvement helps solidify linguistic skills and enhance teaching efficacy over time (Ellis, 2003).

In the Egyptian context, EFL in-service teachers face unique challenges, including a lack of continuous professional development opportunities and the pressure of teaching English in a predominantly Arabic-speaking environment. Implementing microteaching techniques, combined with task analysis, can effectively address these challenges. Microteaching can be integrated into regular professional development programs, providing ongoing opportunities for teachers to refine their skills. This approach aligns with the goals of Egypt Vision 2030, which emphasizes the importance of continuous professional development for teachers (Egyptian Presidency, 2021).

Creating supportive learning environments is essential for effective professional development. Schools and educational institutions should encourage collaborative learning and peer support through structured microteaching sessions, fostering a culture of continuous improvement and mutual support. Technology integration can also enhance the effectiveness of microteaching and task analysis. Online platforms can facilitate remote microteaching sessions, provide access to a wide range of resources, and enable digital feedback and reflection. This is particularly useful in contexts where in-person professional development may be challenging (IH Cairo, 2024).

EFL in-service teachers in Egypt face significant challenges in maintaining their linguistic proficiency and adapting to the changing language system in the country. The Egyptian government has recognized the importance of enhancing the language skills of its teachers through the Egypt Vision 2030, which aims to support higher education through both training and development (Egyptian Presidency, 2021; Hoffman, 2021).

EFL in-service teachers in Egypt often struggle to maintain their linguistic proficiency due to various factors. One major challenge is the lack of continuous professional development opportunities, which hinders their ability to stay updated with the latest language teaching methods and technologies<sup>1</sup>. Additionally, the high demand for English language instruction in Egypt, particularly in the private sector, can lead to burnout and decreased motivation among teachers (Egyptian Presidency, 2021). The language system in Egypt is characterized by a complex interplay between Arabic and English. While Arabic is the official language, English is widely used in education, business, and tourism. This has led to a growing need for EFL instruction in Egypt, particularly among in-service teachers who need to enhance their language skills to better serve their students.

Egypt Vision 2030 aims to support higher education through both training and development. This vision has significant implications for EFL in-service teachers in Egypt, as it emphasizes the importance of continuous professional development and the need for teachers to stay updated with the latest language teaching methods and technologies (Egyptian Presidency, 2021; Hoffman, 2021). Enhance the language skills of EFL in-service teachers in Egypt is a major responsibility, through providing regular training opportunities for EFL in-service teachers to stay updated with the latest language teaching methods and technologies (Butler, 2011). Implementing task analysis approaches that focus on authentic language use and foster learner autonomy and creativity (Ellis, 2003).

Hence, based on what is previously discussed, integrating microteaching with task analysis provides an effective framework for enhancing the linguistic performance of in-service EFL teachers in Egypt. This approach supports continuous professional development, aligning with Egypt Vision 2030's goals, and helps teachers improve their language skills through innovative teaching methods and technologies, ultimately contributing to the development of a competitive and innovative workforce.

### **Context of the problem:**

#### **The problem is derived from the following resources:**

The problem addressed in this study is grounded in the researcher's extensive experience as an EFL teacher and trainer. The researcher has been involved in four national training programs for English teachers, initiated through collaborations between the Ministry of Education and the British Council, as well as the Ministry of Education and Microsoft. Additionally, the researcher serves as a RELO mentor trainer for EFL teachers in Al-Menoufiya governorate, Ashmoun Edara. This professional background has illuminated a pervasive issue; the weakness in linguistic performance skills among some EFL in-service teachers. This deficiency is not only a recurrent challenge in the researcher's direct observations and training sessions but is also widely recognized in the field of EFL education. Addressing this gap is critical for enhancing the quality of English language instruction at the primary stage.

Various studies have underscored the significant challenges faced by EFL in-service teachers in Egypt, particularly concerning their professional development and linguistic performance skills. Rezk (2016) identified substantial obstacles in professional development programs that impede teaching practices. Methias (2024) highlighted broader issues in classroom research, including linguistic difficulties, language attitudes, code-switching, English language skills, teacher training, and language ideologies. Salem (2019) pinpointed specific linguistic challenges for Egyptian researchers writing English research articles, particularly in grammar,

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vocabulary, and sentence structure. Similarly, Ali (2018) focused on the training needs of EFL teachers in inclusive schools, emphasizing barriers to inclusion and preferred training methods. Additionally, Salem (2020) assessed the textbook series, noting the challenges teachers and students face in its use. Collectively, these studies reveal the critical need for comprehensive training programs to enhance the linguistic competence of EFL in-service teachers in Egypt, essential for improving teaching effectiveness and student outcomes.

The pilot study conducted among 30 EFL in-service teachers in Al-menoufiya governorate, Ashmoun Edara. further reinforced these findings. The study revealed that the teachers lacked confidence in their linguistic performance skills, particularly in areas such as grammar, vocabulary, and pronunciation. This lack of confidence was reflected in their teaching practices, as they often relied on simplified language and avoided complex linguistic structures in their lessons.

### **Statement of the problem:**

The problem of this study can be identified in the weakness of linguistic performance skills among some of the EFL in-service teachers in Al-menoufiya governorate , Ashmoun Edara. Thus, the present study aims at investigating the effectiveness of using a program based on task analysis approach to develop linguistic performance skills among EFL in-service teachers of the primary stage.

### **Questions of the study**

This study attempted to answer the following questions:

- 1- What are the linguistic performance skills needed for the EFL in-service teachers of the primary stage?
- 2- What are the characteristics of the proposed program based on task analysis approach to develop linguistic performance skills for the EFL in-service teachers of the primary stage?
- 3- What is the effect of the proposed program based on task analysis approach in developing the linguistic performance for EFL in-service teachers of the primary stage?

### **Hypotheses of the study**

#### **Findings of hypothesis one:**

This hypothesis states that “there is no statistically significant between the mean scores of the group the linguistic performance skills before treatment”.

#### **Findings of hypothesis two:**

This hypothesis states that "there is a statistically significant difference between the mean scores of the group in the linguistic performance skills in the observation

checklist in favor of the post-observation for the linguistic performance skills of EFL in-service teachers of the primary stage."

### **Findings of hypothesis three:**

This hypothesis states that "there is a statistically significant difference between the mean scores of the linguistic performance skills group between the pre-test and the post-test in favor of the post-test for the linguistic performance skills of EFL in-service primary stage teachers."

### **Significance of the study:**

The current study is beneficial for:

#### **1- EFL Teachers**

- The study will contribute to the appropriate professional development of EFL teachers using microteaching and task analysis in the possible ways it presents.
- Consequent to the specific focus on the improvement of teaching performance and continuous improvement, the study helps teachers improve their teaching effectiveness and classroom control skills.

#### **2- Curriculum Designers**

- In the light of this evidence, schools and educational institutes will be able to design and prepare better teacher training programs.
- The suggestion of microteaching and task analysis can be considered for a part of ongoing professional development in the institutions for the improvement of teachers' quality teaching.
- Supportive and cooperative environment involving peers can be created within the educational institutions. This can be extended for continuous improvement among the teachers.

#### **3- Students**

- Since the linguistic performance and teaching effectiveness of the EFL teachers will be improved, the students, on their part, would be expected to benefit from receiving a better quality of education.
- A well-trained teacher is in a position to create more engaging and effective learning environments that are considered a path to effective student outcomes.
- The students will also have considerable improved chances of interacting with teachers who probably have high proficiency in English, and this rises from an average to good level of command over a language.

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## **Delimitations of the study**

This research is delimited to the following:

- A sample of 30 EFL in-service teachers ( males and females) work in public schools.
- The field of the study was conducted on the second term of the academic year 2023/2024.
- The required linguistic performance skills for the EFL in-service teachers of the primary stage in public schools.

## **Definition of Terms:**

### **Task analysis Approach**

Cooper, Heron, & Heward, (2020, p. 19) defined Task analysis “as a method of understanding and representing a task in terms of goals and subgoals. It involves breaking down a complex task into smaller, more manageable parts, and analyzing the tasks and subtasks to identify the skills and knowledge required to perform them”.

Diaper (2004, p. 67) defined Task analysis “as a method of observing participants in action performing their tasks. It helps figure out how users perform tasks and how a system can be designed to support those tasks”.

Operationally, Task analysis approach defines in the current study as“ a method used to break down intricate tasks into more manageable steps, facilitating easier teaching and learning. This process entails observing EFL in-service teachers to understand how they execute linguistic performance skills and how systems can be tailored to effectively support these tasks”.

### **Linguistic Performance Skills**

Hoffman & Militello (2009, p. 245) defined Linguistic performance skills “as the skills used to communicate effectively in different situations. This includes the ability to use language to convey information, express emotions, and build relationships”.

Cooper, Heron, & Heward (2020, p. 123) defined Linguistic performance skills “as skills involve the ability to use language to convey meaning, express oneself, and interact with others. This includes the ability to use language to build relationships, negotiate, and resolve conflicts”.

In the current study, linguistic performance skills among EFL in-service teachers can be defined as “ the ability to use language effectively in various contexts. This includes the ability to communicate clearly, accurately, and persuasively through verbal and nonverbal means”.

### **Micro-teaching techniques**

Kumaravadivelu (2006, p. 183) defined micro-teaching “as a teacher training technique that reduces the complexities of classroom teaching by breaking down the teaching act into its component parts. It aims to help prospective teachers develop their teaching skills in a controlled environment through short, focused teaching sessions”.

Richards( 2005, p. 74) Micro-teaching involves short, focused teaching episodes where teachers practice specific teaching skills in a supportive and controlled environment. It allows teachers to receive feedback from peers and instructors, facilitating their professional growth and development.

Operationally, Micro Teaching is a concept in which the teacher is placed in a real-life situation where there is a smaller classroom of about 4-5 students is taken into account, the subject matter is delivered and the session is recorded which is later referred to as effective feedback and this feedback is taken from the students and other teachers as well

### **Research design**

The study used a pre-posttest quasi experimental design. One group was randomly chosen,. The group received instruction through the suggested program based on task analysis approach for developing EFL in-service teachers of the primary stage .

### **Participants**

The participants of the present study were (=30) EFL in-service teachers selected randomly as the study sample from Al-monofeya governorate, Ashmoun Edara public schools in the second semester of the academic year 2023/2024.

### **Results of the study:**

#### **- Findings of the Hypothesis One**

Verifying the first hypothesis of the study

The first hypothesis is stated that" There is a statistically significant difference at (0.05) level between the mean scores of the study group (EFL in-service teachers) on Linguistics Performance pre- posttest in favor of the posttest.

To test this hypothesis, the data obtained from the pre posttest of the Linguistics Performance skills were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test : t-test) statistics. table ( 1 ) shows this

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**Table (1)** Results of Pre-test and Post-test in Linguistics Performance skills of the Experimental Group (n = 30)

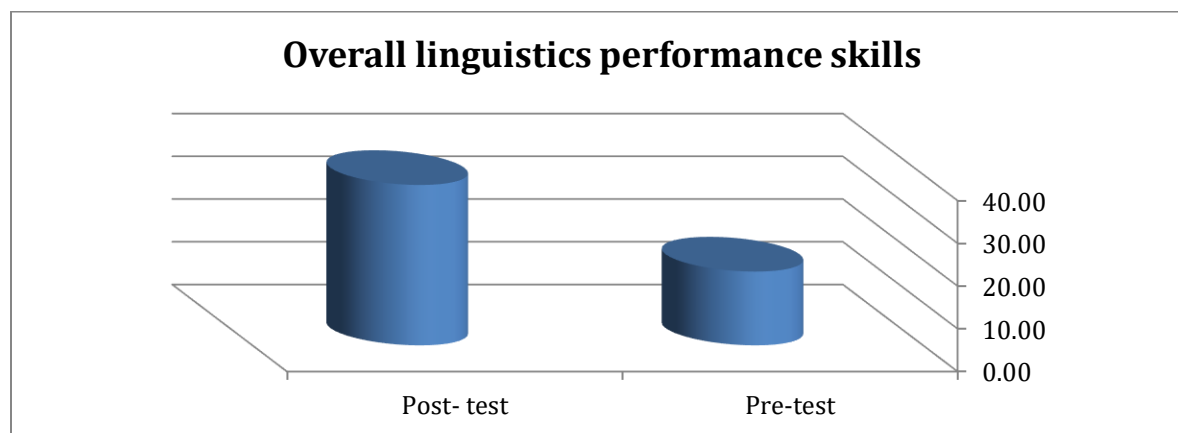
| Paired Differences     |             |    |       |                |       |                |         |           |
|------------------------|-------------|----|-------|----------------|-------|----------------|---------|-----------|
| Skills                 | Application | N  | Mean  | Std. Deviation | Mean  | Std. Deviation | t.value | Sig.Value |
| Linguistic performance | Pre-test    | 30 | 17.27 | 2.18           | 20.27 | 5.03           | 22.07   | 0.00      |
|                        | Post-test   | 30 | 37.53 | 3.74           |       |                |         |           |

Table (1) shows that the value of Linguistics Performance skills mean score of the post test was (37.53) which is higher than that of the pretest which was (17.27). As table ( 1 ) shows the posttest's scores were higher than those of the pretest in Linguistics Performance test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the posttest's grades than the grades of the pretest due to the application of A Professional Development Program Based on Task Analysis Approach.

Table (1) reveals that there is a significant difference between the overall mean scores of the pre- posttest administrations of linguistics performance test in favor of the post test. t- value was (22.07) which is significant at the (0.01) level in favor of the posttest

This is represented graphically in figure ( 1 )

**Figure ( 1 ) Bar Chart of the Mean Scores of the pre- posttest**



To investigate the effect and educational importance of the results, the value of ETA squared ( $\eta^2$ ) and the effect size (d) were calculated, using the following equations

$$\eta^2 = \frac{t^2}{T^2 + d.f}$$

$$\text{Cohen's } d = \frac{t}{\sqrt{n}}$$

**Table ( 2 ) Reference standers of ( $\eta^2$ ) and (D) values.**

| Test     | Effect volume |        |       |
|----------|---------------|--------|-------|
|          | Small         | Medium | Large |
| $\eta^2$ | 0.01          | 0.06   | 0.14  |
| D        | 0.2           | 0.5    | 0.8   |

**Table ( 3 ) t- test results ,  $\eta^2$  and Cohen's d**

| Skill                         | t.value | d.f       | Sig       | $\eta^2$ | d    | Effect size |
|-------------------------------|---------|-----------|-----------|----------|------|-------------|
| Linguistic performance skills | 22.07   | at (0.01) | at (0.01) | 0.94     | 4.03 | Large       |

ETA squared was 0.94 reflecting its practical significance. And in the light of this, It can be said that 94% of the variations between the scores of Teachers could be due to A Professional Development Program Based on Task Analysis Approach, and the effect size (d) = 4.03 and that there was height effect and educational importance for improving and developing linguistics classroom Performance.

## 2- Verifying the second hypothesis of the study

The second hypothesis is stated that" There is a statistically significant difference at (0.05) level between the mean scores of the study group (EFL teachers) on overall Linguistic Performance in the observation checklist pre-posttest in favor of the posttest"

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To test this hypothesis, the data obtained from the pre posttest of the Linguistic Performance in the observation checklist were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test : t-test) statistics. table ( 4 ) shows this

Table (4) Results of the observation checklist Pre-test and Post-test in Linguistic Performance skills Group(n = 30)

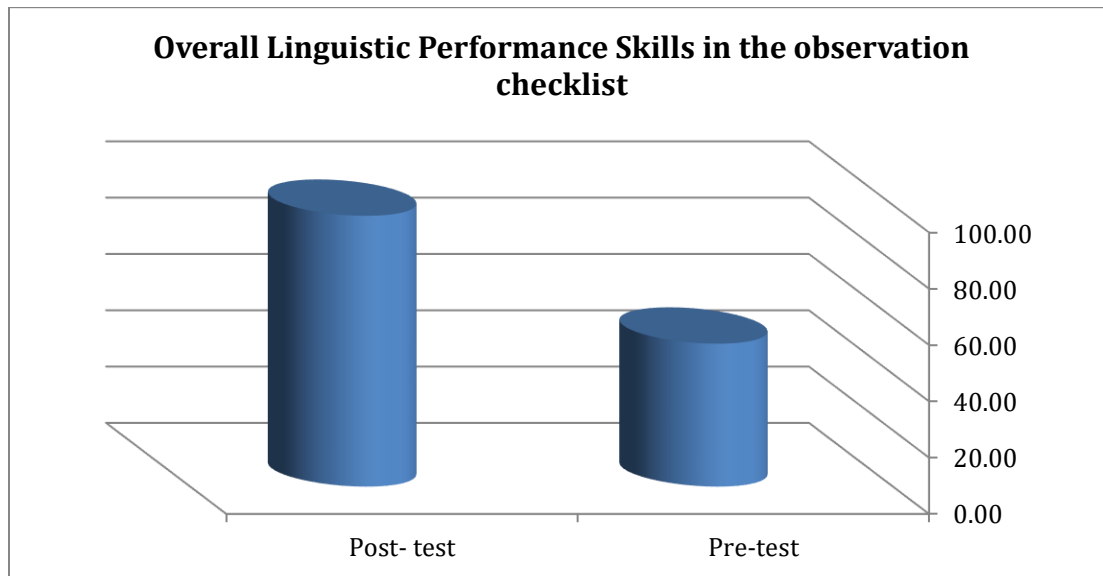
| <b>Paired Differences</b>                                |                         |           |                  |                                |                  |                           |                          |                       |
|----------------------------------------------------------|-------------------------|-----------|------------------|--------------------------------|------------------|---------------------------|--------------------------|-----------------------|
| <b>Skills</b>                                            | <b>Applicati<br/>on</b> | <b>N</b>  | <b>Mea<br/>n</b> | <b>Std.<br/>Deviat<br/>ion</b> | <b>Mea<br/>n</b> | <b>Std.<br/>Deviation</b> | <b>t.<br/>valu<br/>e</b> | <b>Sig.<br/>Value</b> |
| <b>Overall<br/>Linguistic<br/>Performance<br/>Skills</b> | <b>Pre test</b>         | <b>30</b> | <b>50.77</b>     | <b>4.14</b>                    | <b>45.43</b>     | <b>8.15</b>               | <b>30.5<br/>4</b>        | <b>0.00</b>           |
|                                                          | <b>Posttest</b>         | <b>30</b> | <b>96.20</b>     | <b>6.62</b>                    |                  |                           |                          |                       |

Table (4) shows that the value of overall Linguistic Performance in the observation checklist mean score of the post test was (96.20) which is higher than that of the pretest which was (50.77). As table ( 4 ) shows the posttest's scores were higher than those of the pretest in Linguistic Performance test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the posttest's grades than the grades of the pretest due to the application of A Professional Development Program Based on Task Analysis Approach.

Table (4) reveals that there is a significant difference between the overall mean scores of the pre- posttest administrations of linguistic performance test in favor of the post test. t- value was (30.54) which is significant at the (0.01) level in favor of the posttest.

Also, there is a significant difference between the mean Linguistic Performance scores of teachers in pre-test and post-test of the experimental group in all linguistic performance sub-skills in favor of the post-test. This is represented graphically in figure (2)

Figure ( 2 ) Bar Chart of the Mean Scores of the pre- posttest



To investigate the effect and educational importance of the results, the value of ETA squared ( $\eta^2$ ) and the effect size (d) were calculated, using the following equations.

$$\eta^2 = \frac{t^2}{T^2 + d.f}$$

$$\text{Cohen's } d = \frac{t}{\sqrt{n}}$$

Table (5 ) Reference standers of ( $\eta^2$ ) and (D) values.

| Test     | Effect volume |        |       |
|----------|---------------|--------|-------|
|          | Small         | Medium | Large |
| $\eta^2$ | 0.01          | 0.06   | 0.14  |
| D        | 0.2           | 0.5    | 0.8   |

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**Table ( 6 ) t- test results ,  $\eta^2$  and Cohen's d**

| <b>Skill</b>                                                       | <b>t. value</b> | <b>d.f</b> | <b>Sig</b>       | <b><math>\eta^2</math></b> | <b>d</b>    | <b>Effect size</b> |
|--------------------------------------------------------------------|-----------------|------------|------------------|----------------------------|-------------|--------------------|
| <b>Overall Linguistic Performance in the observation checklist</b> | <b>30.54</b>    | <b>29</b>  | <b>at (0.01)</b> | <b>0.97</b>                | <b>5.67</b> | <b>Large</b>       |

ETA squared was 0.97 reflecting its practical significance. And in the light of this, It can be said that 97% of the variations between the scores of Teachers could be due to A Professional Development Program Based on Task Analysis Approach, and the effect size (d) = 5.67 and that there was height effect and educational importance for improving and developing linguistic Performance.

The effect size d is large as it is more than 0.80. These gains confirm that the using of A Professional Development Program Based on Task Analysis Approach was effective in developing linguistic performance.

That there is a statistically significant difference between the mean scores of the study group (EFL teachers) in overall Linguistic Performance in the observation checklist pre posttest in favor of the post one, which means that the second hypothesis is accepted.

### **3- Verifying the third hypothesis of the study**

The third hypothesis is stated that **"there is a statistically significant difference at (0.05) level between the mean scores of the study group (EFL teachers) on each of the Linguistic Performance in the observation checklist pre- posttest in favor of the posttest"**.

To test this hypothesis, the data obtained from the Linguistic Performance sub-Skills pre posttest were treated statistically using the descriptive (Means and Standard Deviations) and (Paired Samples Test : t-test) statistics. Table (7) shows the results of Linguistic Performance sub-Skills.

Table (7) Results of Pre-test and Post-test in Linguistic Performance in the observation checklist sub-Skills of the Experimental Group(n = 30)

| Paired Differences                                                                       |                 |    |          |                       |          |                       |             |               |
|------------------------------------------------------------------------------------------|-----------------|----|----------|-----------------------|----------|-----------------------|-------------|---------------|
| Sub – Skill                                                                              | Applicat<br>ion | N  | Mea<br>n | Std.<br>Deviati<br>on | Mea<br>n | Std.<br>Deviati<br>on | t.val<br>ue | Sig.va<br>lue |
| 1Encourage<br>the<br>components of<br>language<br>(language<br>system)                   | Pre test        | 30 | 18.37    | 2.44                  | 12.03    | 5.06                  | 13.02       | 0.00          |
|                                                                                          | Posttest        | 30 | 30.40    | 3.62                  |          |                       |             |               |
| 2-Language<br>Context<br>Activities                                                      | Pre test        | 30 | 9.03     | 1.52                  | 8.17     | 2.29                  | 19.53       | 0.00          |
|                                                                                          | Posttest        | 30 | 17.20    | 2.12                  |          |                       |             |               |
| 3-Effective<br>Grammar<br>Usage of<br>Linguistic<br>and<br>linguistic<br>performan<br>ce | Pre test        | 30 | 10.13    | 2.21                  | 11.00    | 2.83                  | 21.30       | 0.00          |
|                                                                                          | Posttest        | 03 | 21.13    | 2.74                  |          |                       |             |               |
| 4-<br>linguistical<br>ly correct<br>questions                                            | Pre test        | 30 | 13.23    | 1.83                  | 14.23    | 3.73                  | 20.90       | 0.00          |
|                                                                                          | Posttest        | 30 | 27.47    | 2.34                  |          |                       |             |               |

Table (7) shows that the value of Linguistic Performance sub-Skills mean score of the post test was higher than that of the pretest. As table (7) shows the posttest's scores were higher than those of the pretest in Linguistic Performance sub-Skills It also indicated a higher homogeneity (=Std. Deviation /Mean) of the posttest's grades than the grades of the pretest due to the application of A Professional Development Program Based on Task Analysis Approach .

Table (7) reveals that there is a significant difference between the mean scores of the pre- posttest administrations of Linguistic Performance test in favor of the post

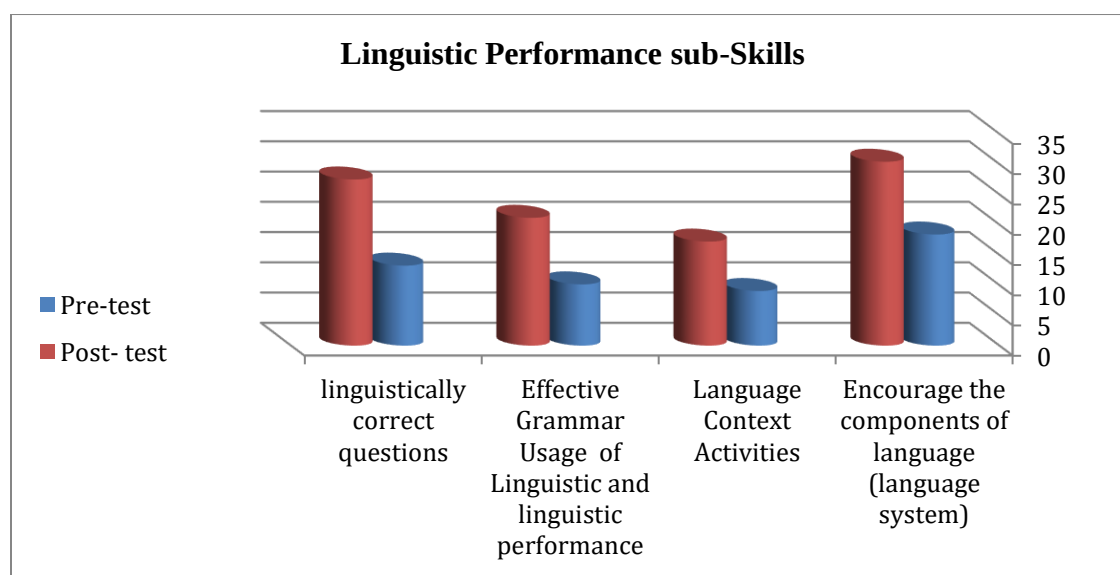
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test. t- value was significant at the (0.01) level in favor of the posttest. This is represented graphically in figure (3)

**Figure (3) Bar Chart of the Mean Scores of the pre- posttest**



To investigate the effect and educational importance of the results, the value of ETA squared ( $\eta^2$ ) and the effect size (d) were calculated.

**Table ( 8 ) t- test results ,  $\eta^2$  and Cohen's d**

| Skill                                                            | t. value | d.f | Sig       | $\eta^2$ | D    | Effect size |
|------------------------------------------------------------------|----------|-----|-----------|----------|------|-------------|
| Encourage the components of language (language system)           | 13.02    | 29  | at (0.01) | 0.85     | 2.42 | Large       |
| Language Context Activities                                      | 19.53    | 29  | at (0.01) | 0.93     | 3.63 | Large       |
| Effective Grammar Usage of Linguistic and linguistic Performance | 21.30    | 29  | at (0.01) | 0.94     | 3.96 | Large       |
| linguistically correct questions                                 | 20.90    | 29  | at (0.01) | 0.94     | 3.88 | Large       |

That there is a statistically significant difference between the mean scores of the study group (EFL teachers) in Linguistic Performance pre posttest in favor of the post one, which means that the hypothesis is accepted.

### **Discussion and interpretations of the results**

The present study investigated the impact of a professional development program based on the task analysis approach on the linguistic classroom performance of EFL in-service teachers. Employing a pre-posttest quasi-experimental design, the study's findings reveal significant improvements in teachers' linguistic performance, validating the program's effectiveness.

The findings across all three hypotheses provide comprehensive evidence of the program's effectiveness in enhancing linguistic performance. The statistically significant improvements in overall performance and specific sub-skills indicate that the task analysis approach is a robust method for professional development. The high practical significance and large effect sizes underscore the educational importance of the program, suggesting that it not only produces statistically significant results but also meaningful improvements in real-world educational settings.

The search results indicate that PD programs that combine micro-teaching techques with experiential and reflective activities can be effective in changing teachers' beliefs and practices. For example, the study by Van Murray and Jill (2021) found that a PD program with a workshop, self-video reflections, and peer observations helped EFL teachers change their beliefs about corrective feedback. The literature review in the study by Chaves and Guapacha (2018) emphasizes the importance of identifying teachers' professional needs and areas for improvement through methods like surveys, observations, and document analysis. This can help tailor the PD program content to address the specific challenges faced by teachers.

The studies highlight the value of engaging teachers in self-reflection on their practices, such as through journaling and self-video analysis. This can promote deeper learning and changes in beliefs and behaviors. Provide Ongoing Support: The findings suggest that while PD programs can initiate changes, there is often a need for more sustained training and support to fully address areas for improvement. Ongoing coaching, mentoring, and follow-up activities may be beneficial.

### **Conclusion**

This study provides compelling evidence that a professional development program based on the task analysis approach significantly enhances the linguistic classroom performance of EFL in-service teachers. The substantial improvements in both overall performance and specific sub-skills, coupled with high practical significance and large effect sizes, underscore the educational importance of such

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programs. These findings highlight the value of targeted professional development in achieving educational excellence, offering a robust model for improving teaching quality and ultimately enhancing student learning outcomes.

### **Recommendations**

**Based on the results of the study, it can be recommended that:**

1. Educational institutions should consider adopting professional development programs based on the task analysis approach to improve teaching quality.
2. Programs should be regularly implemented to ensure continuous professional growth and development.
3. Future programs can be tailored to address specific needs identified through detailed pre-assessments, ensuring targeted and efficient professional development.
4. Iterative feedback and continuous improvement of the program based on participant feedback and performance data are essential.
5. While this study focused on EFL teachers, similar programs could be adapted for other subjects and educational contexts to improve overall teaching quality.
6. Further research could explore the program's effectiveness in different settings and among different groups of teachers.
7. Future research should investigate the long-term effects of such professional development programs on teaching practices and student outcomes.
8. Longitudinal studies would provide insights into the sustained impact of professional development.
9. Further studies could analyze which specific components of the task analysis approach are most effective, allowing for refinement and optimization of professional development strategies.
10. Identifying key elements that drive improvement can help in designing more focused and impactful programs.
11. Research could explore the applicability and effectiveness of similar professional development programs in different educational contexts, such as secondary education, higher education, and other subject areas.
12. Comparative studies could provide valuable insights into how different contexts influence the effectiveness of professional development interventions.

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