A Program Based on Task Analysis Approach for Developing Classroom Management skills of EFL In-Service Teachers of the Primary Stage

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Abstract :

This study investigates the effectiveness of a program based on the task analysis approach in developing the classroom management skills of EFL in-service teachers of the primary stage. The study focuses on 30 teachers who were randomly selected from Ashmoun Edara, Al-Menoufiya Governorate. The study employed the quasi-experimental design in which one group (n=30). Instruments of the study were comprised of needs analysis, observation 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' classroom management , with notable advancements in their skills and teaching efficacy. Consequently, This research contributes valuable insights for enhancing teacher performance and supports the goals of Egypt Vision 2030, emphasizing the importance of targeted professional development for EFL teachers to improve educational outcomes.

Keywords: Task analysis, microteaching, EFL in-service teachers, Classroom management skills, professional development, primary education.

Introduction

The professional development of EFL in-service teachers is essential for improving the quality of language education. Effective classroom management strategies are key components of this development. By systematically practicing teaching skills in a controlled environment, and managing classrooms effectively, EFL teachers can enhance their instructional practices and better meet the needs of their students. Ongoing professional development in these areas supports a structured and learner-centered approach to language education, ultimately leading to improved student outcomes.

EFL in-service teachers face distinct challenges that require targeted professional development. These educators must balance ongoing professional learning with their teaching responsibilities. The integration of task analysis, microteaching, and classroom management training can significantly enhance their instructional skills and overall effectiveness. Continuous professional development is essential for EFL teachers to keep up with the evolving demands of language education and to implement best practices in their classrooms (Richards & Farrell, 2005).

Classroom management is a critical component of effective teaching, particularly for English as a Foreign Language (EFL) teachers who face unique challenges in diverse linguistic and cultural environments. Effective classroom management not only creates a conducive learning atmosphere but also directly influences student engagement and academic achievement (Marzano, Marzano, & Pickering, 2003). Effective classroom management is essential for creating an optimal learning environment. It involves the strategies and techniques that teachers use to maintain order, engage students, and maximize instructional time. Research indicates that strong classroom management skills are linked to higher student achievement and better classroom dynamics (Emmer & Sabornie, 2015).

For EFL teachers, classroom management also involves addressing the unique challenges of language instruction, such as facilitating communication in a non-native language and managing diverse language proficiency levels. Strategies such as establishing clear rules and routines, using positive reinforcement, and adapting activities to different proficiency levels can help create a supportive learning environment. Effective classroom management not only reduces disruptive behavior but also increases student engagement and participation, which are critical for language learning.

Task analysis is a systematic method used to dissect and understand complex tasks by breaking them down into smaller, more manageable components. This approach has its roots in instructional design and cognitive psychology, and it has been widely employed to improve learning and performance across various fields (Jonassen, Tessmer, & Hannum, 1999). Task analysis allows educators to design instructional materials and activities that align with learners' needs and capabilities.

The primary steps in task analysis involve task decomposition, goal identification, understanding skill and knowledge requirements, and sequencing tasks. Task decomposition breaks down a complex task into its constituent parts, facilitating a clearer understanding of each component (Tessmer & Richey, 1997). In EFL teaching, for example, a task analysis might involve breaking down the skill of listening comprehension into recognizing vocabulary, understanding grammar, and interpreting context. This methodical breakdown helps teachers to design targeted instructional activities that address specific aspects of language learning.

One effective method for professional development in teaching is microteaching. Developed by Allen and Ryan (1969), microteaching involves delivering short, focused teaching sessions to peers or small groups, followed by feedback and reflection. This technique allows teachers to practice and refine specific teaching skills in a controlled, low-stress environment. The benefits of microteaching include focused skill development, reflective practice, peer feedback, and confidence building (Allen & Ryan, 1969).

Integrating microteaching with task analysis can further enhance the effectiveness of professional development programs for EFL teachers. Task analysis, as defined by Ellis (2003), involves breaking down complex tasks into smaller, manageable components, allowing for targeted skill development. This approach helps identify the specific language and classroom management skills that teachers need to improve, making it easier to design microteaching sessions that address these areas effectively.

Microteaching is a technique used in teacher training that involves teaching a short lesson to a small group of peers, followed by feedback and reflection. This method allows in-service teachers to develop specific teaching skills, refine their instructional techniques, and build confidence (Arsal, 2014). Microteaching serves as a practical platform for teachers to experiment with new teaching methods and receive constructive feedback in a controlled environment.

For EFL teachers, microteaching is particularly beneficial as it provides an opportunity to practice language teaching strategies in a risk-free setting. It enables teachers to focus on particular skills, such as pronunciation instruction or the use of communicative activities, and to receive immediate feedback on their performance. This iterative process of teaching, feedback, and reflection helps teachers to continuously improve their instructional practices.

By implementing microteaching techniques combined with task analysis, EFL in-service teachers in Egypt can enhance their classroom management skills and linguistic performance, ultimately improving their teaching effectiveness and student outcomes. This study proposes a program based on the task analysis approach to enhance classroom management skills in EFL in-service teachers using microteaching techniques. By focusing on specific classroom management strategies, designing authentic teaching tasks, and promoting iterative improvement through feedback and reflection, this program aims to address the unique challenges faced by EFL teachers in Egypt and support their continuous professional development.

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 deficiency in effective classroom management skills among some EFL in-service teachers. This challenge is not only evident 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 classroom management skills. Emmer and Sabornie (2015) identified substantial obstacles in professional development programs that impede effective teaching practices. Marzano, Marzano, and Pickering (2003) highlighted broader issues in classroom research, including classroom management difficulties, teacher-student interactions, and instructional

strategies. Richards and Farrell (2005) pinpointed specific challenges for teachers in managing classroom dynamics, particularly in engaging students and maintaining discipline. Similarly, Stronge (2018) focused on the training needs of teachers in inclusive schools, emphasizing barriers to classroom management and preferred training methods. Additionally, Harmer (2007) assessed various teaching materials and methods, noting the challenges teachers face in managing classroom activities and maintaining student interest. Collectively, these studies reveal the critical need for comprehensive training programs to enhance the classroom management skills 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 teachers lacked confidence in their classroom management skills, particularly in areas such as maintaining discipline, engaging students, and managing classroom activities. This lack of confidence was reflected in their teaching practices, as they often struggled to implement effective classroom management strategies, leading to a less productive learning environment. Addressing these deficiencies through targeted professional development programs is crucial for fostering a more conducive learning environment and enhancing the overall quality of English language instruction.

Statement of the Problem

The problem of this study can be identified in the weakness of classroom management 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 classroom management skills among EFL in-service teachers of the primary stage.

Questions of the Study

This study attempted to answer the following questions:

- What are the classroom management skills needed for EFL in-service teachers of the primary stage?
- What are the characteristics of the proposed program based on the task analysis approach to develop classroom management skills for EFL in-service teachers of the primary stage?

- What is the effect of the proposed program based on the task analysis approach in developing classroom management skills 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 difference between the mean scores of the group in classroom management 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 classroom management skills in the observation checklist in favor of the post-observation for the classroom management skills of EFL in-service teachers in the primary stage."

Findings of hypothesis Three:

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

Significance of the Study

The current study is beneficial for:

EFL In-Service Teachers:

☐ Enhance their classroom management skills, leading to better organization and discipline within the learning environment

Curriculum Developers:

The insights gained from this study can help curriculum developers design instructional materials and training modules that incorporate task analysis to address the challenges faced by EFL teachers.

Researchers:

The study contributes to the existing body of knowledge on task analysis and microteaching techniques in the context of EFL teaching, providing a foundation for future research in this area.

Students:

The study benefits students by improving the quality of education they receive from more competent and confident EFL teachers.

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 classroom management skills for the EFL in-service teachers of the primary stage in public schools.

Definition of Terms:

Task analysis Approach

Adams (2010, p. 9) defined task analysis "as a systematic method of studying the tasks users perform in order to reach their goals. This approach involves identifying the component steps of a task, including the physical and cognitive processes involved in completing it".

Annett and Duncan (1967,p. 13) defined task analysis " as a method used to understand, discover, and represent a task in terms of goals and sub-goals. It involves breaking down a task into a hierarchy of sub-goals and identifying the skills and knowledge required to complete each step".

Harless (1979, p.7) defined micro-teaching "as the breakdown of performance into detailed levels of specificity to front-end analysis, description of mastery performance and criteria, breakdown of job tasks into steps, and the consideration of the potential worth of solving performance problems".

Operationally, task analysis is the process of identifying the component steps of a chosen activity, then explicitly teaching in-service teachers to perform each step. This approach is used in education to ensure EFL in-service teachers can accomplish a goal by teaching each necessary skill.

Classroom Management Skills

Richards (2001, p. 244) defined classroom management skills "as the ability of teachers to create and maintain an orderly and productive learning environment. It involves techniques and strategies to establish rules, routines, and procedures that support effective teaching and learning".

Wong (2009, p. 83) defined classroom management skills "as a range of competencies that enable teachers to manage student behavior, promote engagement, and optimize learning opportunities. These skills include planning and organization, communication, and effective use of instructional time".

Operationally, Classroom management skills EFL in-service teachers use are effective strategies to establish rules, routines, and procedures that support learning and mitigate disruptions, ensuring optimal instructional time and student engagement.

Micro-teaching techniques

Amobi (2005,p. 12) defined micro-teaching "as a technique employed to train teachers in learning specific skills in a teacher education program. It involves a teacher preparing a short lesson for a small group of students, which is then recorded and reviewed for constructive feedback".

Uzun (2012, p. 9) defined micro-teaching " as an efficient teacher training technique that plays a pivotal role to enhance the teaching skills of pre-service teachers and it is aiming to prepare teacher candidates for the real classroom setting".

Operationally, Micro-teaching is a structured teaching technique that involves a planned and structured lesson, which helps in-service teachers focus on specific skills and objectives. This is enabling them to receive personalized feedback and attention.

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

There is a statistically significant difference at (0.05) level between the mean scores of the study group (EFL in-service teachers) on Classroom management skills pre- posttest in favor of the posttest.

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

Table (1) Results of Pre-test and Post-test in Classroom management skills of the Experimental Group(n = 30)

Paired Differences								
Classroom	Application	N	Mean	Std.Deviation	Mean	Std.Deviation	t.value	Sig.Value
Management	Pre-test	30	10.70	2.67	7.37	3.13	12.87	0.00
Skills	Post-test	30	18.07	1.80				

Table (1)shows that the value of Classroom management skills mean score of the post test was (18.07) which is higher than that of the pretest which was .(10.70) As table (1)shows the posttest's scores were higher than those of the pretest in Classroom management skills 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 classroom management skills test in favor of

the post test. t- value was (12.87) which is significant at the (0.01) level in favor of

the posttest.

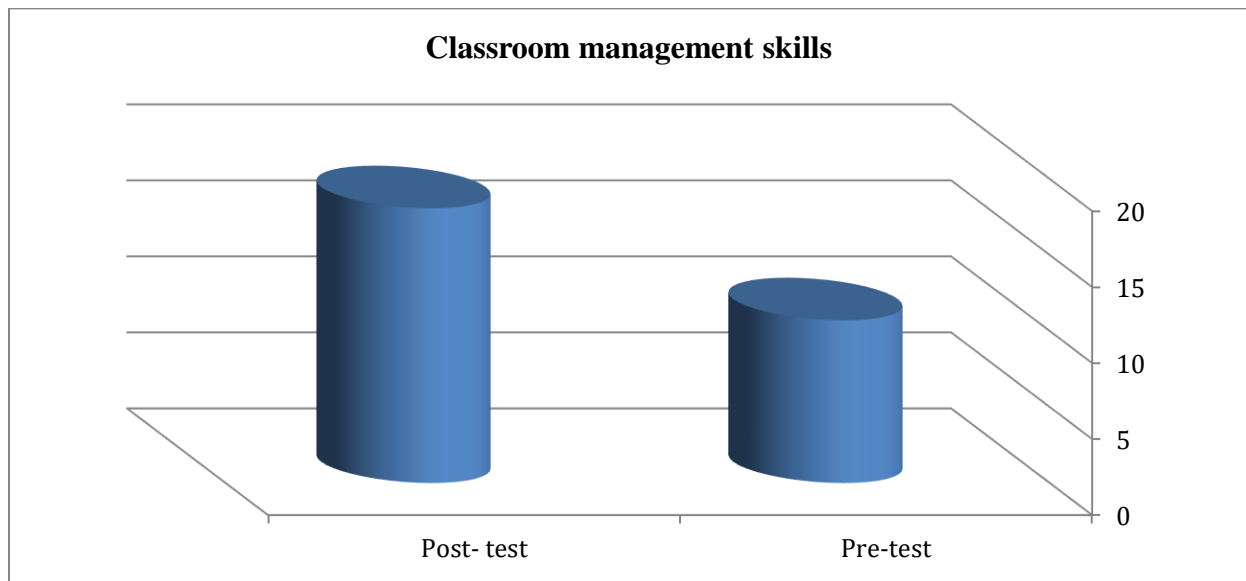This is represented graphically in figure (1)

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 (η^2) and the effect size (d) were calculated, using the following equations.

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

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

Table (2) Reference standers of (η 2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (3) t- test results , η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
Classroom management skills	12.87	29	at (0.01)	0.85	2.39	Large

ETA squared was 0.85 reflecting its practical significance. And in the light of this, It can be said that 85% 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) = 2.39 and that there was height effect and educational importance for improving and developing classroom management skills.

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 Classroom Management in the observation checklist pre- posttest in favor of the posttest"

To test this hypothesis, the data obtained from the pre posttest of the Classroom Management 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 Classroom

Management of the Group(n = 30)

Paired Differences								
Skill	Application	N	Mean	Std. Deviation	Mean	Std. Deviation	t. value	Sig. Value
Overall Classroom Management skills	Pre-test	30	57.37	5.18	41.63	9.11	25.03	0.00
	Post- test	30	99.00	6.65				

Table (4) shows that the value of overall Classroom Management in the observation checklist mean score of the post test was (99) which is higher than that

of the pretest which was (57.37). As table (4) shows the posttest's scores were higher than those of the pretest in Classroom Management 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 Classroom Management test in favor of the post test. t- value was (25.03) which is significant at the (0.01) level in favor of the posttest.

Also, there is a significant difference between the mean Classroom Management scores of teachers in pre-test and post-test of the experimental group in all Classroom Management sub-skills in favor of the post-test.

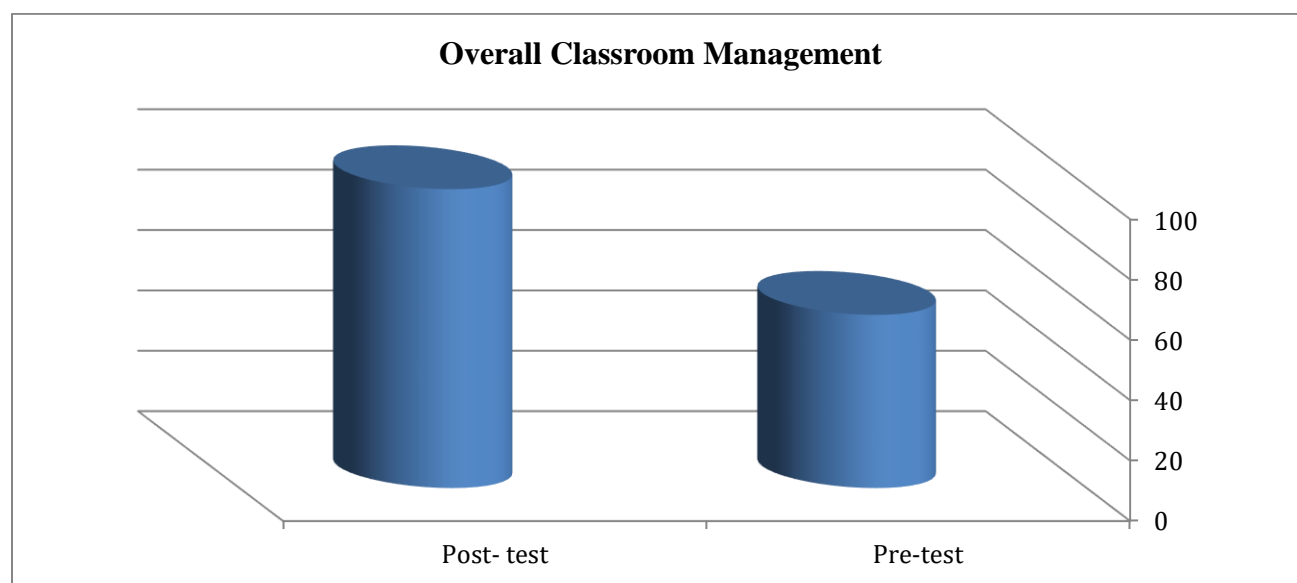This is represented graphically in figure (2)

Overall Classroom Management

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 (η^2) and the effect size (d) were calculated, using the following equations.

$$\text{Cohen's d} = \frac{t}{\sqrt{n}} \qquad \eta^2 = \frac{t^2}{T^2 + d.f}$$

Table (5) Reference standers of (η 2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

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

Skills	t. value	d.f	Sig	$^2\eta$	d	Effect size
Overall Classroom Management	**25.03**	29	**at (0.01)**	**0.96**	**4.65**	**Large**

ETA squared was 0.96 reflecting its practical significance. And in the light of this, It can be said that 96% 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) = 4.65 and that there was height effect and educational importance for improving and developing Classroom Management.

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 Classroom Management.

That there is a statistically significant difference between the mean scores of the study group (EFL teachers) in overall Classroom Management 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 Classroom Management in the observation checklist pre- posttest in favor of the posttest".

To test this hypothesis, the data obtained from the Classroom Management 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 Classroom Management sub-Skills.

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

Sub-Skills	Application	N	Mean	Std. Deviation	Mean	Std. Deviation	t. value	Sig. Value
1-Student Center Classroom	Pre test	30	17.43	2.14	8.80	3.74	12.90	0.00
	Posttest	30	26.23	2.99				
2-Leading the class in affective manner	Pre test	30	13.87	4.29	11.00	6.67	9.03	0.00
	Posttest	30	24.87	4.72				
3-Well pronounced phonetics	Pre test	30	11.90	2.84	9.00	4.34	11.36	0.00
	Posttest	30	20.90	2.86				
4-The language is well produced	Pre test	30	14.17	1.80	12.83	4.54	15.48	0.00
	Posttest	30	27	3.40				

Table (7) shows that the value of Classroom Management 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 Classroom Management 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 Classroom Management test in favor of the post test. t- value was significant at the (0.01) level in favor of the posttest. This is represented graphically in figure (3)
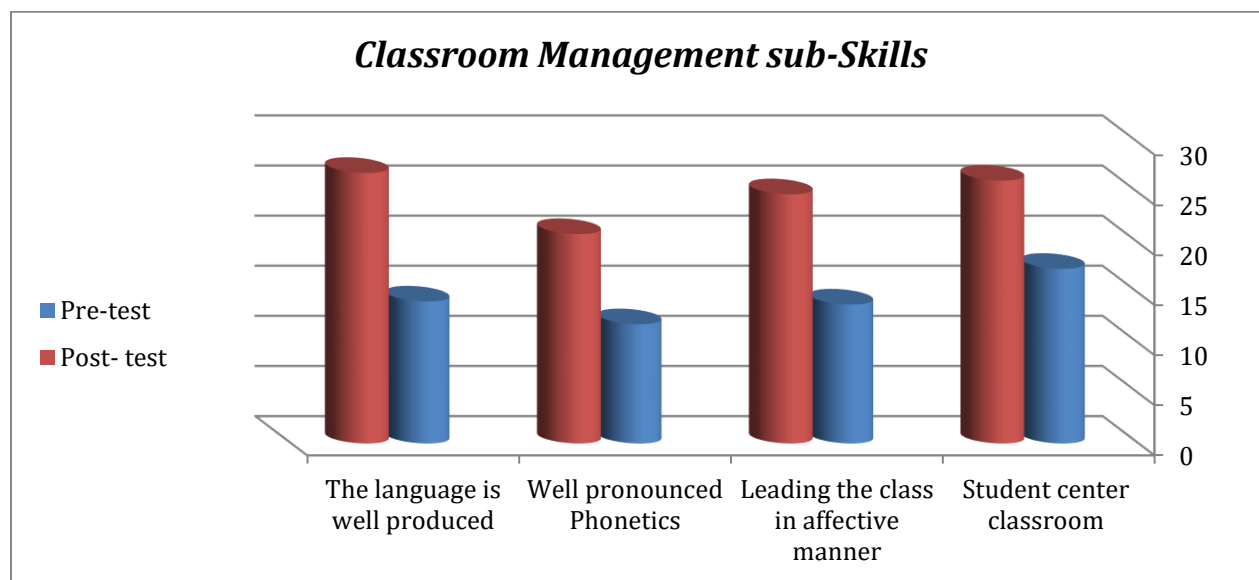

Figure (3) Bar Chart of the Mean Scores of the pre- posttest.

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

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

Skill	t. value	d.f	Sig.	$^2\eta$	D	Effect size
Student center classroom	12.90	29	at (0.01)	0.85	2.40	Large
Leading the class in affective manner	9.03	29	at (0.01)	0.74	1.68	Large
Well pronounced Phonetics	11.36	29	at (0.01)	0.82	2.11	Large
The language is well produced	15.48		at (0.01)	0.89	2.87	Large

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

Discussion and interpretations of the results

The present study demonstrated the significant effectiveness of a Professional Development Program Based on Task Analysis Approach in enhancing EFL teachers' classroom management skills. Utilizing a pre-posttest quasi-experimental design, the study showed substantial improvements, with the mean classroom management score rising from 10.70 to 18.07 and a t-value of 12.87, both statistically significant at the 0.01 level. The increased homogeneity and an ETA squared value of 0.85 indicate strong practical significance and a large effect size (d = 2.39). Verification of the second hypothesis further affirmed the program's impact, as the mean score for classroom management increased from 57.37 to 99, with a significant t-value of 25.03 and an ETA squared value of 0.96, reflecting even stronger practical significance and a large effect size (d = 4.65). These results substantiate that the task analysis-based professional development program effectively enhances classroom management skills among EFL teachers.

The findings of this study are consistent with existing literature on the effectiveness of professional development programs. For instance, research by Van Murray and Jill (2021) found that a PD program incorporating workshops, self-video reflections, and peer observations significantly influenced EFL teachers' beliefs and practices, particularly regarding corrective feedback. Additionally, Chaves and Guapacha (2018) emphasized the importance of identifying teachers' professional needs through surveys, observations, and document analysis to tailor PD programs effectively. These studies underscore the value of experiential and reflective activities, such as journaling and self-video analysis, in promoting deeper learning and behavioral changes among teachers. Furthermore, the need for ongoing support, coaching, and mentoring is highlighted to sustain the initial gains achieved through PD programs. This study's findings align with these insights, demonstrating that a well-structured professional development program based on task analysis can lead to meaningful and sustained improvements in classroom management skills, ultimately enhancing the overall quality of education.

Conclusion:

The present study underscores the efficacy of a Professional Development Program Based on Task Analysis Approach, complemented by microteaching techniques, in enhancing EFL teachers' classroom management skills. Employing a rigorous pre-posttest quasi-experimental design, the research demonstrated notable improvements across overall and specific sub-skills, evidenced by substantial increases in mean scores, significant t-values, and large effect sizes, highlighting considerable practical significance. These outcomes align with existing literature emphasizing the integration of experiential and reflective activities like microteaching in professional development initiatives. The findings advocate for tailored programs and sustained support to optimize teaching practices effectively. Thus, the Task Analysis Approach integrated with microteaching emerges as a robust strategy for advancing classroom management skills among EFL educators, advocating for wider adoption to elevate teaching quality and educational outcomes in diverse contexts.

Recommendations

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

1. Introduce structured professional development programs centered around task analysis to enhance EFL teachers' classroom management skills.
2. Incorporate microteaching techniques into PD sessions to provide practical, hands-on experience in managing classroom dynamics.
3. Tailor PD initiatives to address specific challenges faced by EFL teachers, such as handling diverse student behaviors or adapting to varying class sizes.
4. Establish ongoing support mechanisms, such as mentoring and peer collaboration, to sustain and reinforce skills acquired through PD.
5. Encourage teachers to engage in reflective activities to assess and improve their classroom management strategies.
6. Foster opportunities for teachers to collaborate and share best practices in classroom management within and across schools.
7. Organize follow-up workshops to revisit and deepen understanding of effective classroom management techniques.
8. Regularly assess the impact of PD programs on classroom management through feedback from teachers and student outcomes.
9. Use evaluation results to adapt and refine future PD initiatives, ensuring they remain relevant and effective.
10. Advocate for institutional commitment and resources to sustain high-quality PD programs that prioritize enhancing classroom management skills.

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