



Ain Shams University
Faculty of Education
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**A Training program based on Gardner's Five
Minds Model to Develop EFL Teachers' Teaching
Performance Skills in light of 21st Century Skills**

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of Doctor
in Philosophy in TEFL

By

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Abstract

The study aimed at developing EFL teachers' teaching performance using Gardner's Five Minds (FMs) model in a social constructivist and beyond constructivist framework. Four of Gardner's FMs were implemented: the Disciplined Mind, the Synthesizing Mind, the Respectful Mind and the Ethical Mind (the last two minds were merged into one mind called the Values Mind). The participants were 22 EFL teachers enrolled in the Special Diploma Program, Faculty of Education, Ain Shams University. The study followed a mixed sequential explanatory research design of two phases i.e. quantitative data collection followed by a qualitative one. Quantitative data were collected through five instruments: an Achievement Test, Classroom Observation Checklist, a Portfolio Assessment Checklist, Structured interviews and a Program Satisfaction Questionnaire. Qualitative data were collected through analyzing the participants' responses on the study quantitative data collection instruments as well as analyzing the responses of three in-service participants on Stimulated Recall Interviews. The findings showed that the participants' overall teaching performance improved significantly as a result of the proposed training program with professional values on top of the competences that improved, followed by practical teaching skills and professional knowledge, respectively.

Keywords: *Gardner's Five Minds, 21st century skills, EFL teaching performance*

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Abbreviations

Gardner Five Minds Model	GFMM
Disciplined Mind	DM
Synthesizing Mind	SM
Values Mind	VM
Achievement Test	AT
Classroom Observation Checklist	COC
Portfolio Assessment Checklist	PAC
Structured interviews	SI
Program Satisfaction	PSQ
Stimulated Recall Interviews	SRI
language teaching education	LTE
English language teaching	ELT
the Center for the Development of English Language Teaching	(CDELT)

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The dissertation was discussed and approved:

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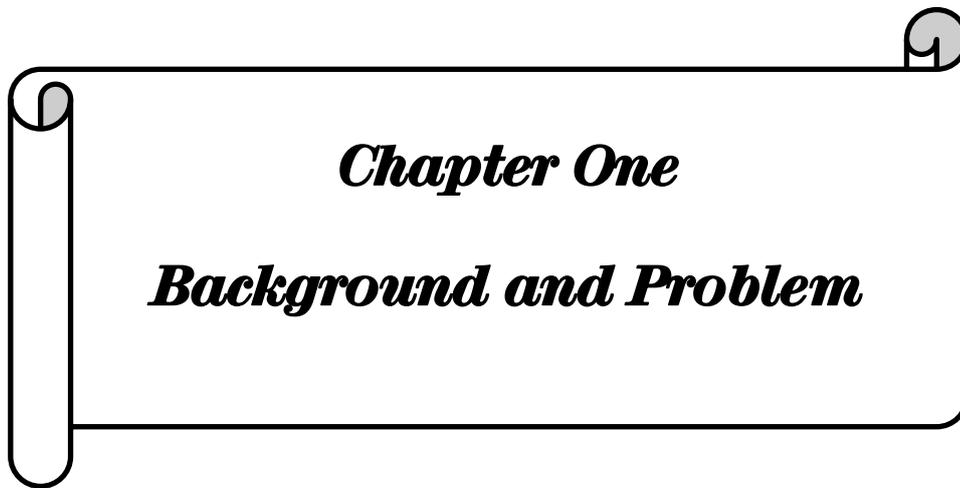
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Chapter One

Background and Problem

Chapter One**Background and Problem****1.1. Introduction**

We live in a changeable world which brings to education a heavy load to prepare students' minds for the future. The aim of educational institutions worldwide now is to prepare learners to adapt themselves to modern technologies and more to adapt to the new conditions of the new millennium. But those educational institutions cannot reach their goals unless efficient teachers take the lead. Teachers are catalyst agents in any educational reform. Their effectiveness outweighs all other factors that would possibly affect the quality of educational reform.

With the advent of the 21st century, students' competencies, and surely their teachers', have changed to involve a range of skills known as 21st century skills. Several researchers tried to determine the skills at premium in the new century. Some thought that creativity, critical thinking, communication and collaboration are the most important '*skills*' in the new century (Wagner, 2010). Others considered learning and innovation skills, information, media and technology, and life and career skills as the skills learners should master to succeed in work and life in the 21st century (The American Association of Colleges of Teacher Education (AACTE, undated) and the Partnership for 21st Century Skills (P21), 2010).

However, more and more researchers have concluded that life in the 21st century is so complicated that no one type of skills is sufficient; rather 'a mix of skills' is urgently needed (Huang; Leon; Hodson; La Torre; Odregon and Rivera, 2010; Kereluik, Mishra, Fahnoe and Terry, 2013; Noweski, Scheer, Buttner, Von Thienen, Erdmann, and Meinel, 2012; Trilling and Fadel, 2009). Therefore, a call for a balanced focus on a blend of three key competences: professional knowledge base, practical or instrumental skills, and professional characteristics which form the first

step for lifelong learning has emerged (Fandiñom, 2013; Himmelman, 2005; The Partnership for 21st Century Skills, 2007).

EFL teachers are on top of professionals who need to develop their 21st century competences to improve their teaching performance (Fazal, Ilyas Khan, and Majoka, 2014; Heslinga, 2013; Markley, 2000; Zunmin, 2005). They shoulder the mission of transferring the *other's* culture to their learners. Further, English has become the 'lingua franca' of the global community in major professional fields such as science, technology, commerce, and most importantly education (Al Fiki, 2012; Fandino, 2013). As such, they need considerable professional disciplinary and multidisciplinary knowledge of EFL teaching, practice and above all professional values that can facilitate their teaching.

Contrary to this demand, EFL teachers' preparation and professional development courses have focused on developing the teachers' professional knowledge at the expense of their practical as well as professional characteristics/values. The American as well as the German school systems, for example, have developed teachers' knowledge, acknowledging "the new" as Noweski et al., (2012) indicate, but not supporting it in practice. In Egypt also, EFL teachers face the same problem (Abd el Halim, 2008; Al Fiki, 2012; Jahin, 2004). Jahin (p. 33) argues that in-service training centres have introduced EFL teachers to new teaching methods after the implementation of the communicative approach in 1988. However, less attention has been paid to providing EFL teachers with the necessary skills and understanding of teaching EFL. The focus, as he reveals (p. 34), has always been on teachers' overt behaviors, rather than on their attitudes and professional values.

This demand for a balanced focus on the three categories of 21st century skills in EFL teachers' preparation and training course urged many researchers to think of models to create this balance. Howard Gardner proposed a new model for training not only students but their teachers as well to be leaders of the future. In his book