

ENGLISH LANGUAGE TRAINING FOR ISLAMIC SCHOOLS (ELTIS): TRAINEES' OUTLOOK

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Abstract: This study reports on an internal evaluation of an in service training in Indonesia called English Language Training for Islamic Schools (ELTIS). The data obtained from questionnaires were cross-referenced through document reviews and focus group discussions. A total of 187 Islamic junior high school teachers responded to the questionnaire. The questionnaire asked about any improvements they experienced, the support from their schools to apply the new knowledge and skills, and the relevance of the training to their needs. The results showed that the English ability and the teaching skills of the teachers had improved. Support from the schools was found to be very high, although parental support was not as high as expected. ELTIS materials were generally found to meet needs of *madrasahs*, but were not really appropriate for the Islamic context. Interestingly, the teachers stated that the materials would be used in their schools after the closure of ELTIS.

Key Words: ELT, learning assistance program for islamic schools (LAPIS), *madrasah*

Abstrak: Tulisan memaparkan evaluasi internal program pelatihan dalam jabatan bagi guru-guru bahasa Inggris Madrasah Tsanawiyah. Kuesioner yang didukung dengan review dokumen dan diskusi kelompok terfokus digunakan sebagai instrument pengumpulan data. Terdapat 187 guru yang mengisi kuesioner yang menanyakan tentang pengembangan yang mereka lakukan, dukungan sekolah, dan relevansi pelatihan yang mereka ikuti dengan kebutuhan mereka. Hasil evaluasi ini menunjukkan peningkatan kemampuan bahasa Inggris dan keterampilan mengajar para guru peserta pelatihan. Dukungan sekolah kepada para guru dapat dikatakan tinggi, namun dukungan orang tua murid sekolah tidak setinggi yang diharapkan. Secara umum materi pelatihan relevan dengan kebutuhan sekolah, tetapi kurang sesuai dengan konteks keislaman yang menjadi ciri sekolah. Menariknya, para guru peserta pelatihan menyatakan bahwa mereka akan menggunakan materi-materi yang mereka dapat selama pelatihan di sekolah-sekolah mereka.

Kata-kata kunci: ELT, program bantuan belajar untuk sekolah islam (LAPIS), madrasah

English Language Training for Islamic Schools (ELTIS) is one of four consolidation activities identified after more than two years of LAPIS (Learning Assistance Program for Islamic Schools) engagement with

Islamic schools (*madrasahs*) in Indonesia and in response to an identified need (Indonesian Australian Language Foundation, 2007). The Islamic Schools sub-sector has a central role to play in national education.

According to the 2003 Madrasah Education Sub-sector Assessment (MESA), approximately 6 million children, representing nearly 15% of school enrolment, attend madrasah (Asia Development Bank, 2003). This figure is significantly higher at junior secondary level, estimated at 21% in 2002. There is a growing demand, and growth rates are higher than the national average. Statistics indicate that in the 2004 – 2005 school year there were 40,258 madrasah across Indonesia, representing 22% of all schools in the country, with only around 4,000 of them state-run. Furthermore, madrasahs are often the only educational institutions available in isolated areas, and hence tend to serve the poorest members of the population.

Most madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers: those teaching subjects for which they have not been trained. The Director General of Islamic Education estimates that as many as 80% of madrasah teachers may be mismatched (Rohmah & Bentley, 2007). Furthermore, it is estimated that more than 50% of private madrasah teachers are part-time or volunteers, with the majority falling far short of government minimum service standards. Statistics from the 2003 MESA report indicate that 43% of registered Islamic junior high schools (*Madrasah Tsanawiyah*, henceforth, MTs) teachers are underqualified, although the percentage is much higher in some districts. Key issues identified are the need for them to get in-service training to equip them with adequate knowledge on subject matter and methodology, as well as teaching skills.

To respond to the issues, ELTIS training courses take the form of a series of four two-week intensive study modules of Eng-

lish Language Upgrading (ELU), each module representing 100 hours, and five one-week modules of Communicative English Language Teacher Training (CELTT) of face-to-face contact with trainers. The aims are to enable the MTs teachers to participate in a series of interactive and communicative teacher training modules, use their English language skills in a learning and teaching environment, experience a range of teaching methods and styles, and access and utilize a range of materials and teaching equipment. The modules are designed to give the participants a combination of classroom input, the opportunity to observe the trainer and other expert teachers teaching, as well as the opportunity to plan and deliver short English language lessons to other participants (peer-teaching) and to real students in their schools, supervised by the trainers.

This study reports on the teacher trainees' views on the implementation of ELTIS in three provinces in Indonesia. Trainees' views are important as feedback for continued improvement in the quality of training. Information from trainees can help identify areas of good practice which need to be promoted, areas which still need to be improved as well as suggestions for further program improvement (Briggs, 2003). Similar papers reporting on training programs include, among others, Crabtree (2008) and Ha, Lee, Chan, & Sum (2004)

Crabtree (2008) identified and investigated the degree to which the *Aim Higher East of England* teacher training project achieved its aims and objectives; evaluated the outcomes to make recommendations for future similar work, for example, the roll-out of the training in other regions. Ha et al. (2004) evaluated the effectiveness of an in-service training program and teachers' receptivity to curriculum change in physical education. The in-service training program was deemed to be practical and effective,

bringing about good communication among school teachers, educational experts, and government curriculum officers. In terms of their receptivity to curriculum change, the participants generally had positive attitudes towards the innovation and showed further support for the change after attending the program.

It is true that gathering feedback and views from teachers can be a way of sharing advice and good practice in the teaching-learning process (BBC, 2009). In addition to Ha et al.'s (2004) research, studies on teachers' views have been carried out to evaluate the effectiveness of different programs (see for example, Butler, 2003; Karaka, 2008; BBC, 2009). Butler (2003) identified teachers' concerns and needs with respect to current English teaching practice as they faced rapid changes in language education policies. Based on both surveys and interviews with selected teachers, he discovered that teachers felt a gap between their current English competencies and those necessary to teach in productive aspects—speaking and writing. It was found that teachers were greatly concerned about implementing English at the elementary school level, and that they were particularly concerned when it came to improving instructional competencies for teaching oral skills, developing effective activities and lesson plans, teaching students with diverse proficiency levels, and teaching English mainly using the medium of English. The study further suggested the importance of incorporating teachers' concerns and needs into language policies and practice, as well as the necessity of supporting teachers in order to effectively implement English language instruction at the elementary school level in East Asia.

Karaka's (2008) findings showed that the teachers' perceptions of the efficacy of measurement and evaluation in education are high, and their perceptions of the levels of efficacy of measurement and evaluation

in education are significantly associated with their branches and places of employment. However, there are no significant relationships between the teachers' perceived efficacy about measurement and evaluation in education according to their gender, age, years of teaching experience, and whether or not they had taken a measurement and evaluation course or instructional planning and evaluation course.

This report presents teacher trainees' views on ELTIS as an in-service teacher training model the teachers have either already completed or are still attending, to evaluate any improvement the teachers felt in their teaching skills, support they had been given from their schools and the relevance of the program to the schools' needs.

METHOD

The main data were obtained from a questionnaire and were cross-referenced through document reviews and observations, as well as focus group discussions (FGD). The questionnaire was a self-assessment comprising 17 questions soliciting both quantitative and qualitative responses. A total of 187 Islamic junior school (Madrasah Tsanawiyah/MTs) teachers from three specific target groups responded to the questionnaire. They were asked to respond to a questionnaire about any improvement they experienced as a result of the ELTIS course, the support from their schools to apply the new knowledge and skills, and the relevance of the training to their needs.

Document review of the Cambridge TKT (Teaching Knowledge Test) results of the 32 District Trainers was undertaken by the ELTIS International Monitoring and Evaluation Adviser (ELTIS, 2009). ELU / CELTT course reports of 41 teachers' (21 M, 20 F) were taken randomly and evaluated to triangulate the formal assessments (TKT) and the results of the questionnaires.

Seven focus groups involving 132 participants were conducted by the ELTIS Management of Information Systems Officer and ELTIS Coordinator. The groups were held in Bali, Surabaya and Mataram. The aim of the Focus Groups was to provide the opportunity to offer further comments and views on their experience, and also the value of the ELTIS model.

RESULTS

In this part, the improvement the trainees gained during the training, the support they obtained from schools and parents, and the relevance of training with their needs are presented.

Teaching skills

The questionnaires relating to teaching skills were distributed among trainees. The results show that most of them acknowl-

edged improvements in their English language ability, English language teaching skills, general teaching skills, and level of enjoyment of the students in learning English. More than half of the teachers said that the improvements were significant. Only a very small number of teachers said that there had been no improvement or were not sure about the improvement in their teaching skills. Related to whether the students' English had improved, most of them felt that some improvement had been made. This is because they had only recently completed their training, therefore the improvement had not yet been felt. As the teachers begin to apply more communicative methods in the future, a lot more improvement in the students' English ability is to be expected. The following table shows the quantitative responses from the three groups of teacher trainees.

Table 1. Improvement in Trainees' English ability and Teaching skills

As an English Teacher, as a result of the ELTIS course, has there been an improvement in:	A lot	Some	No	Don't know
Your English language ability?	66%	32,7%	1%	0.3%
Your English language teaching skills?	80%	20%	0%	0%
Your general teaching skills?	75%	24,7%	0.3%	0%
Your confidence as a teacher?	83%	17%	0%	0%
The English ability of your students?	19.6%	79.4%	0.7%	0.3%
The level of enjoyment of your students in learning English?	56%	43.7%	0.3%	0%

The qualitative data collected from the trainees' questionnaire comments show that they acknowledged a lot of improvement from the course. The trainees stated that they had developed their language skills, obtained new ways of teaching English and motivating students better.

- "ELTIS gives me everything that I need to help me to be a good teacher. It helps me to improve not only my English language ability but also my English language teaching skill." F, NTB.

- "After finishing the course or joining the course I got so many ways of teaching English that I never think before and every material was amazing. Hopefully my students would be motivated with it." F, NTB.
- "After joining ELTIS courses I myself have changed in everything: motivation, professional, confidence and also I can improve my English language ability. And I really need the follow up activity after ELTIS course if any." M, EJ.

The data from the questionnaire showed a consistency when triangulated using formal assessments. The assessment used the Cambridge TKT (Teaching Knowledge Test) administered to 32 district trainers and the ELU-CELTT reports for 41 randomly

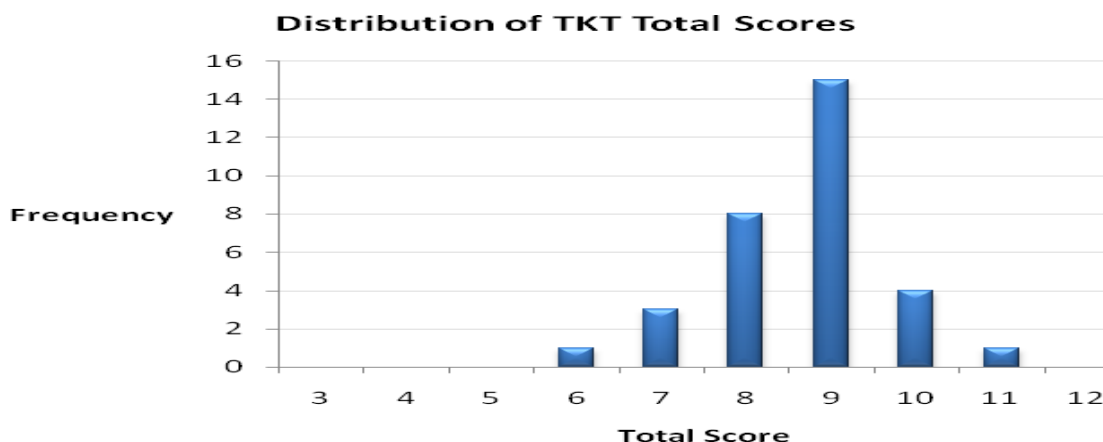
selected teachers. The TKT focuses on assessing teaching knowledge. Scoring criteria range from Band 1 (restricted knowledge of the syllabus) to Band 4 (comprehensive, extensive, accurate knowledge of all areas).

Table 2. The Results of Trainees' Cambridge TKT

Module	Band 1	Band 2	Band 3	Band 4	Total
1: Language systems & background to language learning & teaching	0	1	30	1	32
2: Lesson planning & use of resources	0	10	21	1	32
3: Managing the teaching & learning process	0	6	22	4	32

The most common assessment result across all modules was Band 3 (comprehensive/extensive knowledge). The highest overall success rate was with Module 1. The

relatively weakest area was Module 2 with 10 (31 %) reaching Band 2. For Module 3, 4 (12.5%) obtained the maximum rating.



Of a maximum 'score' of 12, there were 20 trainees who averaged 9 or higher. This means almost two thirds (63%) of the cohort were able to demonstrate comprehensive and extensive knowledge of the syllabus. Of the remaining one third, 8 (25%) were able to demonstrate basic knowledge, with the remaining 4 showing limited knowledge. Overall, the independent Cambridge TKT assessment, confirmed the results of the questionnaires.

cohort was currently undertaking ELTIS training. In the questionnaire the majority (65%) indicated "a lot" of improvement in their English language skills. The random selection of 16 formal assessment reports indicated average scores of A or B - speaking (100%), listening (94%), reading (75%) and writing (94%). The ELU 4** cohort had completed ELTIS training. In the questionnaire the majority (70 %) indicated "a lot" and 28% "some" improvement in their English language skills.

The table 3 shows reports from ELU course At the time of writing, the ELU 4*

Table 3. Trainees' ELU Scores

Skill	ELU 4*			ELU 4**		
	Grade	#	%	Grade	#	%
Speaking	A	5	31%	A	6	24%
	B	11	69%	B	18	72%
	C	0	0%	C	1	4%
	D	0	0%	D	0	0%
Listening	A	6	38%	A	6	24%
	B	9	56%	B	14	56%
	C	1	6%	C	5	20%
	D	0	0%	D	0	0%
Reading	A	5	31%	A	4	16%
	B	7	44%	B	14	56%
	C	4	25%	C	6	24%
	D	0	0%	D	1	4%
Writing	A	3	19%	A	8	32%
	B	12	75%	B	15	60%
	C	1	6%	C	2	8%
	D	0	0%	D	0	0%

Scoring Criteria

A = Bagus sekali / very good

B = Bagus / Good

C = Sedang / average

D = Kurang / below average

The random selection of 25 formal assessment reports indicated average scores of A or B - speaking (96%), listening (80%), reading (72%) and writing (92%). The evidence, although not a perfect correlation, indicates consistency between the self-

assessment on English language ability and improvement, and the Assessment as apparent in CELTT Results indicates consistency between the self-assessment on teaching ability and the independent formal assessments.

Table 4. Trainee's CELTT Scores

Assessment Area*	CELTT3	CELTT 5
Teaching skills (/5)	3.5	4.4
Lesson planning (/5)	3.5	4.4
Lesson evaluation & reflection	3.4	3.9
Knowledge & Theory (/5)	3.5	4.2
Average Score (/5)	3.5	4.2

Scoring criteria:

5 = Carries out these skills with ease, competence and confidence

4 = Shows clear competence in this skill

3 = Shows adequate competence with this skill

2 = Still developing this skill

1 = Not able to do this

The CELTT 3 cohort was undertaking ELTIS training when this research was conducted. In the questionnaire the majority (56% - 68 %) indicated “a lot” of improvement in their English language and general teaching skills. The random selection of 16 CELTT 3 reports indicated average scores of 3.5 confirming ability between “adequate” to “clear competence” in these skill areas.

The CELTT 5 cohort had completed ELTIS training. In the questionnaire the majority (72 - 80 %) indicated “a lot” of improvement in their English language and general teaching skills. The random selection of 25 CELTT 5 reports indicated average scores of 4.2 confirming clear competence in these skills.

Apart from the very positive comments from the trainees on the improvement they had obtained in their teaching skills, a very small number of negative comments were also apparent.

- *“It’s better to make them (i.e. the training sessions) more realistic with the condition of our schools.” M, EJ.*
- *“We need more time to be trained in CELTT because it is very important for me and my students.” M, NTB.*
- *“As a teacher, I have a problem with my students’ motivation and self confidence. Till now I’m still confused to solve these problems.” M, NTB.*

The first negative comment might be resulted from the fact that some madrasahs are so poor that they cannot afford to supply the students with adequate copies of materials. During the ELTIS training, trainees are always given copies of materials; therefore, they might have thought that they had to copy the materials for their students, too.

They had not fully grasped the idea of materials and techniques adaptation that they could apply in their schools. The second comment indicates the trainee’s need to get further training because of its importance. The information on the weaknesses of training expressed by the trainees is important for ELTIS to improve the program and give a better service to the trainees. However, as Basthomi (2007:139) stated: we should not be trapped and thus compelled, on the basis of students’ comments, to provide only “fun” activities at the expense of losing the substance the values of which the students might temporarily lose sight.

In short, 98,7% trainees had seen an improvement in their language ability, all had improved their English language teaching skills, 99,7% had improved their general teaching skills, all had improved their confidence, 99% felt that their students had improved their English ability and 99% believed that their students enjoyed learning English. The results of the TKT and course reports confirmed the very positive responses from the questionnaire. The cautionary comments can further be used to improve the training.

Support from Schools

Data on support from the schools collected from 29 District Trainers (17 M, 12 F) showed that all agreed that they were able of using their new skills in the classroom (“strongly agree – 66%) and that their Kepala Madrasah was supportive (“strongly agree – 69%). Nearly all (93%) also agreed that their fellow teachers were supportive. Interestingly, 55% felt that parents were also supportive but 45% were neutral (unable to comment).

Table 5. Supports for District Trainers

After my ELTIS training I have found that:	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am able to use my new skills in the classroom	66%	34%	0%	0%	0%
2. My Kepala Madrasah is supportive	69%	28%	3%	0%	0%
3. My fellow Madrasah teachers are supportive	31%	62%	7%	0%	0%
4. The parents of my students are supportive	17%	38%	45%	0%	0%

Among the positive comments given by the district trainers were:

- *“My principal supported me in joining this course, not only in financial but also in giving permission.”* M, EJ.
- *“I’m so lucky that my kepala madrasah supports me very much and so do the*

other teachers they are all supportive.” F, NTB.

As with district trainers, teachers who had already completed training were also supported by their principals as shown in the following table.

Table 6. Support for Trainees who had Completed Training

After my ELTIS training I have found that:	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am able to use my new skills in the classroom	52%	48%	0%	0%	0%
2. My Kepala Madrasah is supportive	52%	38%	10%	0%	0%
3. My fellow Madrasah teachers are supportive	26%	54%	20%	0%	0%
4. The parents of my students are supportive	15%	52%	33%	0%	0%

- *“All people in my school support this activities, moreover my students because they will get many new games, the activities in the class is more joyful than before although I have to more be patient coz my students often do it over.”* F, EJ
- *“Most of teachers in my school are interested in the methods from ELTIS, so they want me to share with them about it. The neighbours around my school are interested too, because after I study in ELTIS there are many English improvements in my school.”* M, EJ

Similar to those of the district trainers and teachers who had completed their training, teachers who were currently attending training when this research was conducted (97 respondents – 75 M, 22 F) all agreed that they were able to use their new skills in the classroom (“strongly agree – 55%) and that their Kepala Madrasah was supportive (“strongly agree – 67%). Nearly all (93%) felt their fellow teachers were supportive. In terms of parental support, 79% indicated agreement with over one third (37%) indicating “strong” agreement.

Table 7. Support for Teachers Attending Training

After my ELTIS training I have found that:	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am able to use my new skills in the classroom	55%	43%	2%	0%	0%
2. My Kepala Madrasah is supportive	67%	32%	1%	0%	0%
3. My fellow Madrasah teachers are supportive	41%	49%	9%	0%	0%
4. The parents of my students are supportive	37%	42%	21%	0%	0%

- *“After ELTIS training, I can use new skills in the classroom, so my headmaster and my student's parents give me support, because they are very happy if the students smart English.” F, EJ.*
- *“All of elements of MTs such as headmaster, teachers, parents committee and students, because there is feedback from ELTIS for example: I got observer by ELTIS in CELTT 1...” F, NTB.*
- *“When my headmaster assessed me in teaching, he was very proud and when I show the lesson plan I made he strongly supportive.” M, NTB.*

Similar to the trainees' responses to the improvement in their teaching skills, their responses to questions concerning the school support also produced some negative comments as follows:

- *“The parents of my students didn't know about my course to encourage my skill.” F, (no province)*
- *“My students more enjoy English learning than before but my school doesn't have enough facilities to support my English teaching such as: tape recorder, cassette, VCD or other that will help my teaching. I supposed ELTIS would help me to realize it.” M, NTB*
- *“I want to apply everything from ELTIS, but some of my fellow madrasah teachers didn't support me for instance, they forbid me to put some pictures on the*

wall and to change the table places and so did the parents ...” F, EJ

Overall, the data show a very high support from schools, except in the parents' supports which is only 67%. 99.3% trainees can apply their new skills in the classrooms, 95.3% obtain supports from the principals, with supports from their fellow teachers as many as 87.6%. The very positive supports should enable the trainees to better teach English in MTs. Concerning the lower supports from parents, the schools can arrange a program to invite parents so that they will know the interesting teaching of English in their MTs.

Relevance of ELTIS

To collect data on relevance of ELTIS to the schools' needs, five questions were included in the questionnaire. The questions generated information about whether the ELTIS courses met the ELT and teaching needs of Madrasah, were appropriate to the Islamic context, were implemented professionally by the ELTIS team and whether the ELTIS materials would be used in Madrasah after ELTIS finished.

The data collected from District Trainers (29 respondents – 17 M, 12 F) showed that large numbers expressed “strong” agreement regarding the ELTIS model meeting the needs of the Madrasah (62%, 55%), professional implementation (62%) and ongoing use following ELTIS completion (79%). Overall 100% agreed that the

skills and material would continue to be used. Only 14% strongly agreed on the ap- propriateness to the Islamic context, with 76% agreeing, and just 10 % neutral.

Table 8. District Trainers’ Opinions on Relevance and Sustainability

I believe the ELTIS training model (skills and materials):	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Meets the ELT needs of my Madrasah	62%	38%	0%	0%	0%
2. Meets the teaching needs of my Madrasah	55%	38%	7%	0%	0%
3. Is appropriate to the Islamic context	14%	76%	10%	0%	0%
4. Was implemented professionally by ELTIS team	62%	38%	0%	0%	0%
5. Will be used in my Madrasah after ELTIS finishes	79%	21%	0%	0%	0%

The following comments from trainees qualify the above data:

- “I want to try to make the English materials always appropriate to Islamic teaching context.” M, EJ
- “When I did peer teaching using ELTIS material, I was so surprised and happy because it made it easier to prepare my lesson and I think my students will be happy and interested to study English.” F, EJ

Data collected from teachers who had already completed training (61 respondents

– 40 M, 21 F) showed that most teachers expressed “strong” agreement regarding the ELTIS model meeting the needs of the Madrasah (62%, 47%), professional implementation (62%) and ongoing use following ELTIS completion (55%). Overall 96% agreed that the skills and material would continue to be used with 2 respondents expressing “strong” disagreement. Only 16% strongly agreed on the appropriateness to the Islamic context, with more than one quarter (28%) being “neutral”.

Table 9. Opinions from Teachers Completed Training on Relevance and Sustainability

I believe the ELTIS training model (skills and materials):	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
11 Meets the ELT needs of my Madrasah	62%	31%	7%	0%	0%
12 Meets the teaching needs of my Madrasah	47%	47%	7%	0%	0%
13 Is appropriate to the Islamic context	16%	56%	28%	0%	0%
14 Was implemented professionally by ELTIS team	62%	36%	2%	0%	0%
15 Will be used in my Madrasah after ELTIS finishes	55%	41%	2%	0%	2%

The data were clarified by the following comments from trainees:

- *“This program will make the trainees be more professional in teaching.” M, NTB*
- *“The problem in teaching English in my school was very crucial but after joining ELTIS, step by step we can avoid.” M, NTB.*

Consistent with the results from the district trainers and teachers who had completed training, teachers who are attending

courses at the time of this study (97 respondents – 75 M, 22 F) mostly showed agreement regarding the ELTIS model meeting the needs of the Madrasah (99%, 92%), professional implementation (98%) and ongoing use following ELTIS completion (98%). Although approximately one quarter (27%) strongly agreed on the appropriateness to the Islamic context, 19% (18 respondents) were neutral

Table 10. Opinions from Trainees Attending Training on Relevance and Sustainability

I believe the ELTIS training model (skills and materials):		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
11	Meets the ELT needs of my Madrasah	52%	47%	1%	0%	0%
12	Meets the teaching needs of my Madrasah	39%	53%	7%	1%	0%
13	Is appropriate to the Islamic context	27%	55%	19%	0%	0%
14	Was implemented professionally by ELTIS team	49%	49%	2%	0%	0%
15	Will be used in my Madrasah after ELTIS finishes	55%	43%	1%	1%	0%

This is confirmed by the following comments:

- *“ELTIS has given me various models in teaching and it is really useful. I’ve had an idea to spread it to other teachers although they are not English teachers. I’m sure it will be applicable for everyone...” F, EJ*
- *“I believe that the skills and materials are needed by Madrasah. It has been used and will be used in madrasah after ELTIS finishes. I hope ELTIS would like to help us for materials (textbooks).” M, NTB*

The positive responses on the relevance of the ELTIS training to the needs of MTs, however, do not stand alone. Some cautionary comments also appeared in the questionnaire responses:

- *“These things probably will support my ELT activity: good materials (sources) needed in ELT (in my school), books, cassette, audio probably needed in every level (class).” M, NTB*
- *“Maybe ELTIS can give Islamic context materials to my Islamic school.” M, EJ*
- *“I believe that all materials that have been given by ELTIS course are useful but some lack Islamic content.” M, EJ*

In short, we can say that the ELTIS program has shown its relevance to the needs in MTs. 97.3% trainees stated that ELTIS met the ELT needs in MTs, 93% agreed that ELTIS also met the teaching needs in their schools, and 98.6% stated that ELTIS had been implemented professionally. The somewhat lower score occurred with regards to the appropriateness of the ELTIS

materials with the Islamic context, which was 82%. In spite of this, most of the respondents, 98%, acknowledged that they would continue using what they had obtained from ELTIS in their schools.

CLOSING REMARKS

Responses to questionnaire cross-referenced with the formal assessment showed that the teaching skills had improved for most teachers and that they had received sufficient support from their schools. Responses also revealed that the ELTIS program demonstrated a clear relevance to the needs of madrasahs. To respond to the cautionary comments, ELTIS has conducted two separate workshops for School Principals in each province to give them more information regarding the kind of training their teachers had attended so that they would be better able to support their teachers when they returned from the training courses. ELTIS has also prepared supplementary Resource Packs which have been introduced and distributed to all trained teachers to help them improve their teaching at their schools. In addition, 100 ELTIS Resource Kits (mini libraries) have also been distributed to selected schools to help them deliver better English teaching.

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