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Effectiveness of Teaching Approaches of In-service Training Courses for EFL Teachers in Jordanian Schools

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Abstract

This paper focuses on the impact of the organization of teaching approaches on the effectiveness of training for Jordanian EFL teachers. The sample for this study is drawn from all government schools in the Hashemite Kingdom of Jordan. The study uses a mixed-method approach whereby findings are triangulated throughout (in interviews, observations, and questionnaires). The study finds that most of the in-service training courses for EFL teachers are not properly organized. Moreover, taking into account different approaches, this study shows that a serious problem hinders the effectiveness of the in-service training courses.

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