

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH IN THE UAE

A THESIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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ABSTRACT

Because of the importance of professional development in the improvement of teaching and education, and the importance of English as a language and subject of study in the UAE, this study focused on English teachers' attitudes towards, awareness of, and perceptions of professional development. It addressed teachers' opinions about their need for professional development and whether they find it useful or not. The study also addressed other issues related to professional development of teachers of English in the UAE such as rewards and challenges of participation in professional development programs, selection and initiation of professional development, areas where professional development is needed, and the benefits of professional development based on the views of the teachers. A total of 78 English teachers and five English supervisors participated in a survey to collect the data needed for this study.

The study was based on two hypotheses: first, there are different perceptions between novice and experienced teachers regarding professional development and, second, there are not many professional development opportunities and resources available which may negatively affect student learning. Findings of the study did not support the first hypothesis as teachers' experiences and qualifications did not affect

their perceptions of professional development and there were no differences between new and experienced teachers. The findings also revealed that most of the surveyed teachers are aware of the importance and need for inservice training and professional development programs. The second hypothesis was supported by the findings as the data collected from teachers' and supervisors' surveys confirmed that they believe there is a lack of resources and adequate professional development programs.

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Chapter 1

Introduction

The world of teaching is changing very fast. Due to this change, many old teaching methods are rejected and new ones are introduced. To keep up with the change in the methodologies of teaching, curriculums keep on changing to keep pace and teacher education programs keep on changing and developing. Therefore, teachers should keep abreast of the new changes in their field of education and language teaching. They need to continue learning to keep up-to-date with the constant development in the field of education. This type of learning is often referred to as professional development as it aims to enhance the teacher's professional competence and efficiency.

Professional development for teachers takes many forms ranging from top-down formal training programs to teacher initiated development activities. One of the differences between professional development and pre-service teacher education is that student teachers have to learn and show evidence of learning and improvement, while in-service teachers' learning and training can be voluntary. Some teachers may seek to develop and to learn more about teaching while others may be quite satisfied with their current knowledge and resist continuing learning. Some teachers may pursue professional development just to follow school plans or requirements of teachers. As there are differences between teachers' plans of ongoing learning, there are also differences between schools' and institutions' plans and policies for the professional development of their teachers. In the UAE, some schools leave it up to teachers to make the choice of pursuing their professional development. Other schools put a strong emphasis on teacher development and provide annual plans for the training and development of their teachers.

Professional development and continuous learning for teachers is an important aspect of education reform in that the more teachers are qualified and trained, the better their teaching skills will be, and the better the quality of education may become. This means that students will be provided with better learning opportunities. In the UAE context, this applies for teaching in general, and English teaching in particular. As English is the language of instruction and communication in most higher education institutions, teaching it in schools needs to receive more attention. Therefore, students

need to acquire a good level of proficiency in English to be able to do well in their studies in all subjects and not only English. To prepare students for this, English is taught as a subject throughout school years starting from first grade up to twelfth grade in all government schools. School teachers, thus, play an important role in building the English language skills for their students which makes their professional development and training essential for the development of students' learning and success.

In the UAE, there is an awareness of the importance of professional development for teachers and there are different programs of in-service training for teachers (Al Banna, 1997; Alwan, 2001) and supervisors (Guefrachi & Troudi, 2000). In recent attempts to emphasize the importance of teacher training, the newly hired teachers of all subjects have been required to attend training programs in education if they do not hold a teaching qualification. Moreover, in the most recent advertised teaching vacancies (UAE Ministry of Education website, October 30, 2006), the preference for applicants holding ICDL (International Computer Driving License) certificates, and TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) certificates was added. However, the required TOEFL or IELTS scores were not specified. These requirements apply for the first year and prospective teachers, which leaves teachers with more experience out of the development plans.

English teachers, both novice and experienced, need to have access to more substantial training and professional development opportunities in any of the fields of Education, TESOL (Teaching English to Speakers of Other Languages), ELT (English Language Teaching), TEFL (Teaching English as a Foreign Language), TESL (Teaching English as a Second Language), or any language teaching related area. Many of those teachers have different educational backgrounds and have degrees in different majors such as English Literature, Translation, or Linguistics and would benefit from learning more about language teaching.

Another reason for the need of professional development for English teachers in the UAE is the fact that language teaching has taken many turns in the past few years. There are shifts from form concentrated approaches, to communicative approaches, to task based learning. Subsequent to this change in approaches and views of language teaching, curriculums, textbooks, and methods of assessment

change and develop. This calls for the teachers to develop their teaching skills in order to keep up to date with these changes to be able to deal with the new curriculums, and teach more effectively and efficiently. In addition, learners' proficiency depends largely on teachers' proficiency and competence. Thus, teacher training should not be limited to pre-service or new teachers but should extend to all teachers. Experienced teachers who have been in the field for a long time can benefit more from professional development programs because many of them may have been away from scholarly discussions and readings for a long time. They can also contribute to the success of those programs by bringing in their experiences in the field.

Professional development programs may be available to a certain extent for teachers of English in the UAE but some of them have shortcomings. First, some of the training and professional development programs are not effectively organized, and do not consider the specific needs of schools and teachers (Alwan, 2001). Second, professional development activities in the UAE are dominated by the lecturing style where teachers are instructed and told what to do without being asked to actively participate and bring in their experience (Al Banna, 1997; Alwan, 2001; Guefrachi, & Troudi, 2000; Mahmood, 2006). Third, teacher training and professional development in the UAE lack real follow-up and evaluation (Alwan, 2001). Fourth, the use of teacher portfolios in the UAE is mainly for evaluation purposes and lacks the reflective aspect of forming a teaching portfolio that allows the teachers to reflect on their teaching and develop it (Alwan, 2006). The limitations of the existing professional development programs and the follow-up or evaluation methods may be one of the reasons for the students' low proficiency in English.

The quality of in-service training and professional development programs, teachers' perceptions of professional development, and whether teachers do apply what they have learned in their classrooms affect students' learning and progress. Based on the assumption that ongoing learning and professional development of teachers are important factors in improving the students' competence in English, this study attempts to address the following questions:

1. What are the teachers' attitudes and opinions about the current professional development opportunities?

- a) Is there a difference between experienced and new teachers' views of professional development?
 - b) Are they aware of the importance of continuing professional development?
 - c) Do they value it and believe that they and their students will benefit from in-service teacher training and development programs? Or do they regard them as a waste of time and effort?
- 2. Are teachers rewarded for participating in those programs in terms of professional and personal gains?
 - a) What would motivate or hinder them from participating in continuous learning and development?
 - b) Do they see a difference between top-down and self-initiated development programs?
- 3. Do teachers implement what they have learned in these programs in their classrooms? Why or why not?

Two hypotheses related to teachers' professional development were tested. The first hypothesis is that there are different perceptions between novice and experienced teachers regarding professional development. The second hypothesis is that there are not many professional development opportunities and resources available which may negatively affect student learning. To answer the research questions, data were collected by means of surveys. Questionnaires were given to English teachers and supervisors. The data collected by the use of these instruments were analyzed quantitatively.

The findings of this study shed light on the current state of in-service teachers' training and development opportunities in the UAE. Moreover, learning about the teachers' attitudes and views about further training might help in identifying problem areas in order to deal with them. Knowing the most beneficial types of professional development activities and least beneficial ones from the teachers' points of view can help in future plans of teacher training programs. This knowledge will help in finding ways of motivating the teachers to pursue learning and continue their professional growth through in-service training, and motivating administrators to provide teachers with adequate programs and resources. The study also provides suggestions for

professional development programs that are useful and relevant to teachers of English in the UAE context.

Overview of the Study

The first chapter of this study talked about professional development for teachers and the importance of teaching English in the UAE. It also included the assumptions and research questions related to the professional development of teachers of English in the UAE.

Chapter two reviews the literature on professional development for English teachers. It talks about various issues related to professional development such as the key terms, importance for professional development, and goals of professional development. It also describes different types of professional development activities and the roles of the teacher or institution in these in-service training and learning programs.

Research methodology, questions, instruments, settings, and participants are discussed in chapter three. Ways of analyzing the data are also included in chapter three. Chapter four contains findings, discussion, and analysis of the main issues in the study. And the fifth chapter, the conclusion, summarizes the key points and findings, recommendations, limitations of the study, and implications for further research in the area of professional development for English teachers.

Chapter 2

Literature Review

Definitions of Key Concepts

Many terms are used when referring to professional development of in-service teachers. Terms like teacher development, teacher training, professional development, in-service education and training (INSET), and continuing professional development (CPD) are used to refer to the ongoing learning of teachers. Sometimes these terms are used interchangeably (Craft, 2000), and sometimes they are used to refer to different aspects of teacher development. There are also different concepts and definitions of what professionalism is, who professionals are, and what it takes to be a professional in any field. Before attempting to define professional development as it relates to the field of ELT, it is better to look at the two words separately by starting with reviewing different definitions of “professional” and “development” as stated by different researchers.

Professionalism means reaching a high level of competence in one’s job and trying to become an expert by continuous learning (Ur, 2002). Hedrick (2005) believes that in order to become an expert, one needs to develop expertise through long and continuous learning. She states that “developing expertise is a continuum, a journey with no final destination other than continually and gradually refining knowledge, understanding, and skills where both attitudes and habits of mind support ongoing growth” (p. 33). Another view of professionalism sees it as accepting and dealing with all the difficulties faced in teaching (Phelps, 2006). There are two parts to this view, “accepting” and “dealing,” which seem to be contradictory in that dealing with difficulties implies a positive attitude that tries to find solutions, while accepting indicates passiveness. This reduces the validity of the definition as it does not provide a thorough explanation of the term. A more valid view is provided by Shalaway (1998) who defines professionalism as a “constant striving to refine and improve practice” (p. 280). Phelps (2006) adds the element of responsibility to the definition by suggesting that professionalism means that a teacher needs to be responsible, respectful, and a risk-taker. She argues that teachers need to take responsibility for their own learning, and to be sure that they are efficient in their work. Respect, according to Phelps, refers to the behavior of dealing with colleagues,

students, and families of the students. She explains risk-taking for teachers as asking difficult questions, attempting to learn new things, and being prepared to change practices they are familiar with, to ones that will better serve their students and themselves. Ur (2002) also states that professionals are people who look at learning as a lifelong process and have standards of attaining knowledge, dedication to work, and maintaining standards of behavior with all those involved in their field. This explanation by Ur is more comprehensive than other views as it covers different aspects of professionalism and can be taken as the definition of professionalism.

As there are many views and definitions of professionalism, there are also different views of development that are worth mentioning. Head and Taylor (1997), for example, define development as “change and growth” (p.1) and argue that development for teachers means that they are aware and convinced that they need to change or improve their teaching methods and beliefs or understandings of teaching to better ones. They also look at development as a process that includes the past, the present, and the future. Teachers need to rely and reflect on their past and previous knowledge and experiences in order to find out what needs refinement or improvement. Then they need to find opportunities for change and improvement in their current and future practices. The problem with this view is that it indicates that development is needed only when there is a weakness, not as promoting current skills and competencies. Another definition of development is given by Richards and Farrell (2005) who see development as a reflection on all aspects of teaching which needs to be teacher initiated. For them development should “serve a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” (p. 4). Based on this definition, development can be regarded as an opportunity for growth and improvement.

Defining “professionalism” and “development” can lead to reaching a definition of “professional development.” There are different uses and definitions of the term “professional development.” For example, a possible definition of professional development can be a “career-long process in which educators fine-tune their teaching to meet student needs” (Diaz-Maggioli, 2004, p. 5). Another definition is provided by Fullan (2001) who sees professional development as a change of teaching and learning daily habits. Inservice professional development activities are

also viewed as the ones that contain innovation in that they tend to change current knowledge and practices of teachers (Phelan, 2001).

Innovations and change are not the only traits of professional development but also continuity in that teachers need to continue on learning to keep up with the new changes in the fields of teaching and learning. As professional development is a continuous process, the terms continuing professional development or continuous professional development (CPD) are used to refer it. Pollard (2002) defines continuing professional development as “the steady career-long process of learning and adaption” (p. 404), and Craft (2000) sees it as something “covering all forms of learning undertaken by experienced teachers” (p. 9). She also adds that CPD, which is often used to refer to courses includes all forms of learning such as attending courses, readings, or other forms of learning attempted by teachers. These definitions provided by Craft, and Pollard are more inclusive than other views and provide a better view of professional development. As professional development for teachers often occur during their employment in educational institutions, Diaz-Maggioli (2004) and Pollard (2002) explain that professional development cannot be successful unless it is supported by the school environment and colleagues. Thus, it needs to meet the purposes of teachers, students, and institutions, and to be supported by the educational community.

Some researchers differentiate between the terms “professional development” and “teacher development” (e.g., Johnston, 2002; Mann, 2005). Mann (2005) believes that professional development is limited to career improvement and has a “more instrumental and utilitarian remit” (p. 105), whereas, he sees teacher development as a term that involves more personal and moral aspects. Further he suggests that teacher development as a teacher initiated process that emphasizes the opinions of teachers and is embarked on by choice. Johnston (2002) states that there are two different views of teacher development, the North American view and the European view. The North American view of teacher development refers to training workshops and sessions given by teacher educators to in-service teachers, whereas the European view of teacher development in the area of English language teaching considers teacher development as initiated by the teachers themselves. Johnson and Golombek (2002) identify teacher learning as “normative and lifelong, built of and through experiences in social contexts: as learners in classrooms and schools, as participants in

professional teacher education programs, and as members of communities in the school where they teach” (p. 2). According to this view, teacher development can be seen as a more inclusive term than professional development.

Other researchers see a difference between “professional development” and “training” (e.g., Alwan, 2001; Day, 1999; Head & Taylor, 1997; Richards & Farrell, 2005; Waters, 2005). Richards and Farrell (2005) provide different definitions of “training” and “development”. They define training as the “activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals” (p. 3). For them, training means learning specific techniques or theories in order to apply them in the current teaching situation. They see development as a continuous process that is aimed at longer-term goals and that involves all aspects of teaching. Day (1999) defines in-service training (INSET) as “a planned event, series of events or extended programme of accredited or non-accredited learning” (p. 131) in opposition to the unplanned or teacher-initiated other forms of professional development. Similarly, Alwan (2001) believes that development is a voluntary act while training is something teachers feel obliged to take. However, she points to the importance of training in developing teachers and providing them with information needed for their classroom teaching. Teacher training is also seen as a source of presenting teachers with classroom techniques, theories, and skills (Head & Taylor, 1997; Waters, 2005). Even though Head and Taylor (1997) distinguish between training and development, they regard them as “two complementary components of a fully rounded teacher education” (p. 9). Thus, teachers need to go to training programs as well as to self-develop themselves professionally via other types of professional development.

Although there is a slight difference between the terms professional development, training, and teacher development they all deal with one aspect which is the enhancement of teachers’ competence. Hence the main goal of these learning endeavors is the improvement of students’ learning, the terms will be used interchangeably in this study to refer to the different activities and programs pertinent to the improvement of teachers and their classroom practices, whether self initiated or not, in order to provide themselves and their students with better learning opportunities.

Benefits of Professional Development

Teachers play an important role in their classrooms; therefore, their professional competence and continuous development is inevitable (Richards & Renandya, 2002). Teachers are the main source of knowledge and guidance to their students, so their continuous professional development and learning is vital for their continuous contributions to the learning and development of their students (Day, 1999). England (1998) lists a number of reasons for the need for continuous development and learning of English language teachers. Some of the reasons she mentions include the following:

1. Many new teachers are not acquainted with actual classroom practices and need to receive further training. This applies to teachers who do not hold qualifications in teaching or education.
2. Language teachers have to deal with different students' needs. In each classroom there are different learners with varying learning styles which means that the teacher needs to accommodate these differences by knowing how to vary the activities.
3. Professional development is important for the avoidance of burnout. Teachers with long years of experience can benefit from the challenge of learning new things and avoiding the routine.
4. Teachers need to be aware of current practices in their field in order to provide their students with better education.

In addition to these reasons, Johnston (2002) adds a good reason for professional development, which is "understanding." He points out that many teachers face different situations in their classrooms and need to understand them without necessarily having a wish to change them. This desire for understanding is important for teachers to do a better a job. The wish for understanding is also an important thing to convey to the students. Understanding current pedagogical practices can be achieved through professional development activities and programs. Waters (2005) adds another reason for pursuing professional development which is the practical nature of teaching.

The education field is in constant change and development, meaning that it is important for teachers to keep track of those changes and be able to cope with them. Then they can teach their students to deal with the changes in learning situations

(Head & Taylor, 1997). Richards and Farrell (2005) argue that “language teaching and learning [are] in a tentative and incomplete state” (p. 3); hence, it is important for language teachers to keep on developing themselves professionally and renewing their knowledge of their field. They also believe that professional development is important for teachers as there are many teaching related aspects that cannot be self-taught. Initial teacher training or education cannot cover all aspects of teaching nor can it familiarize the teachers with the actual or the practical knowledge of classroom practices. Therefore, there is a need for continuous professional development of teachers (Knight, 2002).

New technological advances call for developing teachers’ skills and keeping them up-to-date with the new technologies (Davis & Osborn, 2003). Teachers’ do not only need to know how to deal with technology but also to know how to make meaningful use of technology in their classroom teaching practices (Jacobsen, Clifford, & Friesen, 2002; Velazques-Torres, 2006). Teachers need adequate training, resources, and materials in order to know how to deal with technology (Velazques-Torres, 2006). Thus, teacher education and professional development programs need to focus on this and prepare teachers to deal with these technologies (Jacobsen, Clifford, Friesen, 2002). As technology advances every day, continuous training and professional development programs providers and school administrators need to consider these advances and provide teachers with continuous training and development programs in the area of technology and, most importantly, its application in education and classroom teaching.

As “learning to teach is a lifelong process” (Atay, 2004, p. 143), both new teachers and experienced teachers can benefit from professional development activities. New teachers will be able to deal with teaching difficulties and pressures (Ur, 1996), and teachers with long experiences in the field of language teaching can still benefit from professional development as it can increase their motivation and energy (Head & Taylor, 1997). It can also enhance their enthusiasm and dedication to their work and prevent them from burnout (Mann, 2005; Ur, 1996). Professional development for teachers also has a positive impact on students’ learning. England (1998) points out that professional development of teachers reflects well on students as it makes their learning experiences more interesting, effective, and satisfactory. These interesting learning experiences can be a natural result of teacher development

because as teachers learn more and develop professionally, their teaching competence will more likely increase. England (1998) also indicates that students whose teachers were active in undertaking professional development activities exhibited more involvement, cooperation, and improvement than those whose teachers did not participate in professional development programs. Moreover, an important and valid argument, advanced by Head & Taylor (1997) and Johnston (2002) who argue that by being involved in continuous learning and professional development activities, teachers can set a role model for their students. This means that their advice for their students to continue on learning will sound more powerful and meaningful. Head and Taylor (1997) state that “teachers who have the capacity to go on seeing and doing things in new ways are powerful examples to their students of how it is possible to embrace the opportunities that change brings with it” (p.16).

Equal to the positive effects on teachers and students, continuous learning and professional development for teachers play an important role in the reform and improvement of education (Clair & Adger, 2000; England, 1998; Guskey, 2002; Knight, 2002). According to Knight (2002) continuous development for teachers is of high importance for the “well-being of schooling” (p. 229). Moreover, Clair and Adger (2000) believe that the quality of education students receive has much to do with teachers’ competence, which is strongly affected by professional development. Similarly, Guskey (2002) argues that “high-quality professional development is a central component in nearly every modern proposal for improving education” (p. 381). Continuous professional development for teachers does not only improve education but also the status of schools and institutions. Institutions where teachers are continually learning and developing will be able to retain their students (England, 1998).

Professional development activities and programs help teachers to be informed of the latest additions in their fields and enhance their career development opportunities as well as prevent burnout (Darmon, 2005). Because of the clear advantages of professional development for teachers, institutions, and students, it is important to provide teachers with well planned and relevant professional development programs. Opportunities for participation in in-service training and professional development activities need not only to be made available for teachers but also to be up-to-date, varied, and realistic.

Goals and Aims of Professional Development

Another aspect of teacher development is the goals or aims that make educational institutions or individual teachers engage in professional development activities. One much agreed on goal or aim of continuing professional development and learning of teachers is improvement of the education and learning opportunities for students (Campbell, Melenyzer, Nettles, & Wyman, 2000; Craft, 2000; Guskey, 2002; Phelan, 2001). In addition to improving students' learning, professional development for teachers aims at changing and improving the current practices, notions, knowledge, and opinions to make them reach the required standards (Guskey, 2002; Johnson & Golombek, 2002). Tsui (2005) talks about developing expertise in teaching. She points out that teachers need to continue on pursuing knowledge and growth in order to achieve their goal of being experts in their field. The problem with this view is that not all teachers aim to achieve expertise. Thus, ways of enticing these teachers to continue learning and development need to be discussed. Tsui also differentiates between "experience" and "expertise" by stating that experienced non-expert teachers "could become complacent with their existing practice and allow their skills to become out-of-date" (p. 109). Expert teachers, on the other hand, continue to pursue learning and develop themselves professionally. This distinction between experience and expert teachers is a valid one and needs to be considered when looking at teachers' applications for employment or promotion. A teacher with two years of experience may be more of an expert than a teacher with twenty years of experience.

Teachers have different goals and aims of developing themselves professionally. They want to continue on learning in order to increase their confidence, to provide better learning opportunities for their students. They are also "interested in adding to their professional knowledge and keeping up to date with theory and practice in the field" (Richards & Farrell, 2005, p. 9). Some teachers go through professional development activities because they want to understand the current education practices (Johnston, 2002). Other teachers want to explore new instructional styles, expand their knowledge of their subjects, develop an understanding of educational innovations, or improve their abilities in dealing with the challenges of education (Marx, Blumenfeld, Krajcik, & Soloway, 2002). Richards and Farrell (2005) include learners' understanding, looking for promotions or better

career opportunities, and mastering different aspects of teaching to the goals that motivate teachers to be involved in professional development activities.

In addition to teachers' setting goals and ambition of being experts, other goals of professional development are stated by institutions or by the teachers themselves (Richards & Farrell, 2005). Some institutions set goals or specific professional development objectives for their teachers in order to meet their standards. Craft (2000) lists a number of these goals, such as the following: reaching a high level of teacher and staff performance; building on teachers' previous experiences to prepare them for better careers; enhancing the knowledge of teachers; allowing teachers to pursue further education; increasing job satisfaction; and equipping teachers to deal with new changes in the field of education. Richards and Farrell (2005) mention three goals institutions have for the professional development of teachers. The first one is improving the school or institution in order to provide better education. The second goal is giving the teachers the opportunities of attaining better positions within the institution. The last one is improving the learning and academic performance of the students.

Some schools which organize in-service education and training (INSET) activities and encourage their teachers and staff to attend them state obvious objectives to be met by these programs. These objectives include making staff feel that they are appreciated in their workplace; giving them the chance to improve their job performance and receive feedback in order to increase their motivation; trying to make them more enthusiastic; encouraging them to contribute to improving the education in their institutions; and giving them the chance to participate in formal or informal professional development opportunities (Day, 1999). Atay (2004) states that INSET programs are aimed at improving teaching and facilitating the implementation of new innovations. Other INSET aims mentioned by Atay include improving certain skills, improving areas of weaknesses, or bridging the gap between the current level of the teacher and the level required by the school. The deficits may be in any area of teaching such as knowledge of curriculum or pedagogical practices. Unfortunately, views of professional development goals as a means to amend deficits are prevalent and need to be replaced with the view that development is needed for enrichment of current knowledge and skills.

Different Types of Professional Development Activities

Teacher development can take different forms like institutional top-down organized programs and teacher initiated informal bottom-up developmental ways. Top-down professional development programs are the ones organized by schools or institutions to reach their educational aims (Richards & Farrell, 2005). While this type of development is not available to many teachers, teacher initiated development is within most teachers' reach. Teachers can create professional development opportunities for themselves by reading new books or journal articles (Baily, Curtis, & Nunan, 2001; Phelps, 2006), engaging in action research, and reflecting on their teaching (Bartlett, 1990; Nunan, 2001; Johnston, 2002). Teachers can also work collaboratively with their colleagues and create "a peer-based learning through mentoring, and sharing skills, experience, and solution to common problems" (Richards & Farrell, 2005, p. 12). Johnson (2006) refers to bottom-up professional development methods as "alternative professional development structures" (p. 243) in which she includes teacher initiated learning, inquisitive learning, and collaborative learning. Teachers can form networks to be involved in action research. This can help them in discussing their concerns, problems, and findings and offer them the possibility of applying those findings in different contexts (Pring, 2002).

Waters (2005) differentiates between two types of teacher learning and development, "off-the-job" and "on-the-job learning." These two types are associated with different types of knowledge, "propositional" which is acquired in the "off-the-job" learning, and "experiential" which is acquired in the "on-the-job" learning (p. 212). The former provides the teachers with theoretical knowledge and principles while the latter focuses on helping in dealing with educational issues and resolving them. Another distinction proposed by Wallace (1991) indicates that teacher education programs, whether pre-service or in-service should provide the trainees with two types of knowledge, "received" and "experiential". He explains that the received knowledge includes the terminology, theories, and subject matter while the experiential knowledge provides practical information and can only take place when the trainee is practicing teaching. The points discussed by Wallace, and Waters show that even teachers with qualifications or knowledge of educational theories need to have access to in-service training and professional development. As practicing

teachers they can experiment with experiential knowledge of teaching which they couldn't do before becoming teachers.

Teacher Centered Professional Development

Claire and Adger (2000) describe teacher-centered professional development which takes place through a social constructivist approach (p. 37). This type of teacher development employs methods that bring teachers together to talk about their teaching situations and how they deal with them. During training sessions, teachers' are asked to present and to bring samples of their students' work. This not only helps in equipping teachers with knowledge but also in implementing this knowledge in classrooms. In order to bring students' work to teachers' training sessions, teachers begin to develop new activities, which means that they are not only learning but their students' learning is enhanced as well. In addition to this method, Claire and Adger (2000) talk about peer visitation as a social and developmental way which helps teachers to work in groups to learn, share, and implement new methods of teaching. Teacher-centered approaches to development can be useful in that teachers can work together and share knowledge, ideas, and expertise. They state that "the ultimate goal of teacher-centered professional development is for teachers to take ownership of the professional development process" (p. 41). It is important that teachers take the responsibility for their own professional development as this means that they are genuinely interested in developing their teaching competence and will direct their efforts to do so. When teachers are responsible for and have a choice in the type of professional development activities, their participation, the outcomes, and classroom application of these activities will be more beneficial for both teachers and students. Moreover, teacher centered professional development activities meet the goal of improving the practices of teachers in order to reach the required level of learning (Guskey, 2002).

Reflective Teaching

Another approach to teacher development that enables teachers' understanding of their classroom practices is reflective teaching. Mann (2005) defines reflective teaching as a "cognitive space" in which "the language teacher develops awareness of practice" (p. 108). Reflecting on teaching, classroom activities, and how teaching and

learning take place has a strong impact on the professional development of teachers (Johnson, 2002). When teachers reflect on their classroom practices they become more aware of their strengths and weaknesses, their students' needs, and their dealing with students. This awareness helps them to improve and develop professionally, as they will start improving what needs to be improved and modifying their teaching to meet the learning goals. Nunan (2001) indicates that "reflective teaching provides a way of developing professional competence by integrating two sources of knowledge, received knowledge and experiential knowledge with practice" (p. 198). Reflection on teaching allows the teachers to review their knowledge of teaching theories, or rely on their previous experiences to find explanations for their current style of teaching. This recall of knowledge can help them in solving some teaching issues, or in dealing with difficult classroom situations. Thus, it is important that teacher educators and planners of professional development programs emphasize the "imaginative ways of reflecting on the applications of their learning in the context of the classroom" (Solomon & Tresman, 2002, p. 355).

Reflective teaching can be divided into different types depending on the teachers' experiences, preferences, and teaching situations (Farrell, 1998; Johnson, 2002; Johnson & Golombek, 2002; Pollard, 2002; Richards & Lockhart, 1994). Pollard (2002) states that novice and new teachers reflect on certain practical and current teaching skills. Teachers with more experience depend on reflection to develop their teaching capabilities and understandings which enables them to increase their professionalism. Expert teachers also use reflection to "work at a higher level, understanding the various issues concerning children, curriculum, classroom and school so well that many decisions become almost intuitive" (p.12). While it may be true that experienced teachers may not reflect on their practical teaching skills like the novice ones, novice teachers can reflect on the various issues discussed by Pollard (2002) and listed above for experienced teachers. Richards and Lockhart (1994) talk about critical reflection and point out that good teachers often reflect on and evaluate their own teaching practices in order to develop themselves professionally. They argue that critical reflection needs to be a continuous process in order to increase the teachers' confidence and allow them to experiment with different teaching techniques and methods. Bartlett (1990) also discusses critical reflection and explains that critical reflection does not mean criticizing or searching for negatives rather it is looking at

teaching practices in the contexts in which they occur. This is an important aspect of reflection. Teachers can reflect on their lessons and continue on using a successful activity and developing it. In the same way, reflecting on less successful experiences leads to trying to improve them.

Farrell (1998) talks about five types of reflection: technical rationality; reflection-in-action; reflection-on-action; reflection-for-action; and action research. Technical rationality means that after giving a class, teachers question their actions and skills. This type of reflection is concerned with teachers' cognition and is usually practiced by beginning teachers. The second type of reflection, reflection-in-action, focuses on teachers' actions taking place in the classroom during the time in which they are happening. Reflection-on-action refers to thinking about the events that have already taken place in the classroom. It may include reflecting on teachers' reflection-in-action. The fourth type is reflection-for-action which is more practical in that teachers are thinking about what to do next. The last type is action research. Farrell regards action research as a type of reflection where teachers research a situation and try to take action to deal with it.

There are many advantages to reflective teaching for preservice and practicing teachers. At the preservice level, when education students reflect on their assignments they become more involved in them and they start to be more purposeful, which makes the students do them to the best of their ability (Campbell, Melenyzer, Nettles, & Wyman, 2000). Training education students to be reflective teachers is an important step in preparing them to be education professionals who strive for development. For practicing teachers there are more advantages of reflection as it gives these teachers the opportunity to look at their classroom performance more critically and try to improve it (Phelan, 2001). Farrell (1998) lists many benefits of reflective teaching such as freeing the teachers from routine, and giving them the chance of making their own theories and translating them into practice. Moreover, reflective teaching may lead to developing teaching practices (Bartlett, 1990). When performed regularly and objectively, reflective teaching can be a very useful teacher initiated professional development tool as it increases the teachers' awareness of their teaching practice, and help them to develop their teaching.

Teacher Action Research

Reflection on teaching is the first step of teacher action research which is currently regarded as an important tool of teachers' professional development (Engstrom & Danielson, 2006; K.A. Johnson, 2002; Nunan, 2001; Shallaway, 1998) and school improvement (Dadds, 1995). It often "involves a teacher or groups of teachers identifying a problem, collecting data, reflecting on the process and analyzing the data, using their reflection and analysis to take some type of action in the classroom" (Shallaway, 1998, p. 296). For example, one of the advantages of teacher research, including action research, is that it focuses on dealing with the needs of teacher researchers and educational issues in their institutions. These issues or research topics may also be of concern to educationalists in other educational contexts than those of the teacher researchers (Dadds, 1995). This type of research depends on the informed views of practicing teachers dealing with or investigating issues related to their own classrooms and trying to find the most effective ways of dealing with them. In contrast to teachers receiving knowledge and theories from researchers, teacher action research allows teachers to conduct small scale research studies that are peculiar to their own teaching situations (Nunan, 2001). K. A. Johnson (2002) adds that by conducting action research, teachers get an important opportunity of professional development as it enables them "to construct their own theories of teaching and to understand or improve their practice" (p. 60).

Shallaway (1998) mentions three types of action research: individual teacher research, collaborative action research, and schoolwide action research. The first type is done by one teacher and often deals with a certain classroom problem. The findings of this research are only available to the teachers who conducted the research and their students. The second type may be undertaken by a group of teachers, a group of teachers and administrators, or a group of teachers and university researchers. The issue dealt with in this type of research may concern one classroom or be an area-wide study. This second type of research is very useful as it combines the experience of researchers and teachers. The last approach to action research occurs when a whole faculty within one school sees a problem and attempts to deal with it. In this case, data can be collected from other institutions. Teachers gather the data and analyze it in order to resolve the issue. This schoolwide research is done with the goals of

“improving instructional practices” and “to help faculty members learn to work together to identify and solve problems” (p. 296).

There are many benefits of teacher action research such as providing teachers with autonomy and independence, in that they take the initiative of resolving their classroom issues and taking decisions to improve their practices (Johnston, 2002). Moreover, as the name indicates, it is done to take actions to improve teaching practices (Pring, 2002). Nunan (2001) points out that it is an important professional development instrument as it is done by the teachers who are familiar with the needs and issues of their teaching contexts. Action research also gives the teachers the chance to alter their teaching practices with others of their choice in order to improve them (Tsui, 1993). Shallaway (1998) points out that action research can lead to better student learning, and better teacher understanding of teaching. She also states that it gives teachers an opportunity to work collaboratively and to share their research findings with other teachers by organizing workshops, giving presentations, writing in school newsletters, or even just participating in conversations.

For action research to be beneficial, teachers need to be trained on the ways of conducting teacher action research. They need to know how to focus on a classroom issue and try to find solutions for it by setting realistic and practical research objectives. Teachers also need to be encouraged to conduct the research, and to be motivated to work with others and form professional communities (Pring, 2002). The benefits of teacher research as a professional development activity can also be enhanced by “creating a culture of learning in each building whereby teachers and principals engage in action research as an ongoing professional development practice” (Engstrom & Danielson, 2006, p. 173).

An important factor in the success of action research is the expectations teachers have for it. To illustrate this point, Tsui (1993) indicates that it is important for teachers to set realistic goals for their research. Most importantly, teachers need to be interested and motivated to conduct the action research and share their findings with their colleagues as this type of activity can help them in working with many issues in their classrooms and promote their professional development.

Planning

Although planning is a daily activity that can be taken as routine by many teachers, it is a useful professional development activity. Marx, Blumenfeld, Krajcik, and Soloway (2002) talk about the role of using technology for planning, but the ideas they present about the usefulness of planning as a professional development tool can be generalized to all types of lessons and classroom instruction planning. Planning can be an effective professional development instrument as it does not only provide teachers with guidelines for classroom instruction but also gives them the chance to think about the content of a lesson and how to teach it. It allows them to predict certain difficulties and to think of ways of resolving them. The lesson plans of expert teachers include details about giving the lesson, dealing with anticipated difficulties, and alternating methods or techniques in case the first ones did not work. Moreover, if planning is done in groups, teachers will get the chance to explain and justify their plans, and this can add to the professional development of teachers. There are many factors that make planning a good method of development as it is an “authentic task” (Marx, et. al, 2002, p. 289) in that teachers need to plan their lessons and it is done for a purpose. Teachers can also publish their innovative lesson plans on websites or build school libraries of lesson plans to make them useful for other teachers.

Collaboration

Knowing that many types of professional development activities, like action research or planning, can be done in groups or through collaboration between colleagues suggests a need for talking about group work and collaboration as a way of developing professionally. Group or teamwork plays an important role in professional development. Although teachers can work individually on achieving professional development and growth, collaboration with others enriches the learning process and helps in achieving the goals of the school or institution (Richards & Farrell, 2005). Furthermore, teachers need to have access to feedback of a “sympathetic but critical community through which one can test out ideas, question the values which underpin the shared practice, seek solutions to problems, invite observation of one’s practice, suggest alternative perspectives and interpretation of the data” (Pring, 2002, p. 34). Pring’s notion of collaboration is an important one, but there is a need to indicate that

team members need to have the required knowledge base and sense of cooperation in order for it to succeed. Teamwork also provides the teacher with a sense of belonging to the group, increases the respect between colleagues in the profession, and gives them a chance for cooperation (Hijab, 2004). Richards and Farrell (2005) also add that collaboration gives teachers the chance of benefiting from expert teachers' experiences, sharing solutions to problems, promoting interaction between colleagues, and creating new roles for teachers such as "team leader, teacher trainer, or critical friend" (p. 12). Another advantage of group work is that it can be done with a very low cost (Morrow, 2003). However, as learning through collaboration affects a group of people it needs to be carefully planned and monitored because its success is not guaranteed and mistakes can affect the whole group (Fullan, 2001; Richards & Farrell, 2005). Finding the time and resources can also create a challenge for successful group work (Morrow, 2003).

Publishing and Presenting

Findings of teacher research can be published in teacher organized conferences and workshops. Darmon (2005) states that encouraging preservice teachers to organize mini-conferences and present in them can be very useful for their development as they get the chance to create, research, present, and receive feedback for their work. Similar advantages can be achieved if practicing teachers are given the opportunity of organizing and presenting at professional conferences. In addition to presentations, teachers can publish in school newsletters, magazines, books, or on the internet (Shallaway, 1998). Shallaway (1998) explains how school newsletters can serve as a publishing venue for teachers where they can write about their philosophies and educational goals and share this information with their school community and their local community. Several other venues to share important findings of teacher research are available, for example, they can also be published in journal articles or in books. She also points to the internet as a place where teachers can write and share ideas, tips, or teaching techniques through personal web pages or bulletin boards. Murphey (2000) suggests that teacher educators can encourage their pre-service and in-service teachers to present at conferences, conduct research, or publish articles in order to make them "contributing professionals...who are continually developing" (p. 105). There is a need to point out that presenting and publishing help to a great extent

in the professional development of teachers, but their benefits rely on many factors. Teachers need to be trained on how to organize local conferences, submit proposals for prospective events, write for publication, and present at conferences or workshops. Moreover, they need to have venues, permission, and support for presenting and publishing provided by the school or an educational institution in their area.

Teachers' Role in their Professional Development

While institutions and schools play an important role in the professional development of their teachers, the teachers themselves need to share the responsibility of their own professional development. A key factor in the success of professional development for teachers is teachers' interest and wishes to go through continuous professional development activities and bring change into their classrooms. Experienced and professional teachers have a wide range of knowledge including knowledge about subject matter, instructional methods, curriculum, different learning styles, and education in general (Mullock, 2006). Being a competent teacher and knowing all these things "means taking responsibility for identifying and attempting to meet the professional development needs of oneself and one's institution" (Craft, 2000, p. 11). Similarly, Shallaway (1998) believes that teachers are responsible for expanding their knowledge and developing themselves professionally. They need to recognize that they are major contributors in the education process and that their education and development helps in the improvement of schools (Kiely, 2001).

Teachers' wish to learn more about their profession and to be up-to-date with the new changes in their field can increase their confidence. It can also increase their gain from professional development activities, and the improvement of students' learning (Richards & Farrell, 2005). Teachers' commitment to providing their students with better instruction and teaching can help in their development as education professionals (Pettis, 2002; Ur, 2002). In addition to commitment, Head and Taylor (1997) state that teacher development depends mainly on their awareness and belief in change. A professional development activity will not have an effect on teachers unless they themselves are convinced and aware of its importance. Furthermore, it is difficult to make teachers develop and change unless they are convinced and want to develop themselves. Day (1999) adds teachers are central to any decision making and approaches to professional development plans and activities.

There are a range of development activities that can be initiated and planned by the teachers themselves (Pettis, 2002; Richards & Farrell, 2005). In addition to participating in professional courses and workshops, teachers can read books or journals, observe other teachers' classes, do teacher research, or evaluate teaching materials (Baily, Curtis, & Nunan, 2001; Pettis, 2002). Pettis (2002) points to the importance of teachers' role in their professional development by saying that schools and institutions can plan and fund the professional development activities but the teachers need to have an interest and wish for ongoing learning. Mann (2005) also emphasizes the role of teacher initiated development in improving language teaching: "bottom-up teacher development is not only crucial to individual language teaching development but the teaching profession as a whole" (p. 112). Teacher-initiated or bottom-up professional development recognizes the importance of classroom experience and focuses on practical knowledge (Richards & Farrell, 2005). What distinguishes this type of development from formal training, according to Head and Taylor (1997) is that it serves the teachers' development goals and needs and involves them in reflective teaching, making plans, and deciding on things that need change.

As one of the important learning outcomes for students to acquire is lifelong learning skills, it is essential that teachers possess these skills and commitment to continuous learning and set a model for their students (Day, 1999). However, many teachers regard the end of an educational course or program as an end to learning instead of viewing it as a beginning of a new phase of learning and development (Head & Taylor, 1997). Teachers do not only teach, they also learn many things that would make them "better educated and therefore better educators" (Ur, 2002, p. 391). In-service learning for teachers does not only help in improving teaching and learning but help teachers in overcoming difficulties faced throughout their teaching careers and provides an opportunity for attaining better careers in the future (Ur, 1996). Those teachers who are aware of the benefits pursue learning and development because this gives them more knowledge and enhances their confidence (Baily, Curtis, & Nunan, 2001). Harmer (2001) points out that experienced teachers who are continually learning and developing "will benefit their students and themselves far more than those who, by constant and unthinking repetition, gradually become less and less engaged with the task of language teaching" (p. 344). Teachers' awareness and motivation to engage in ongoing learning is essential for developing themselves, their

learners, and their schools or institutions. In fact, many studies confirm that teacher initiated bottom-up development has a more positive effect on increasing the standards of learning (Johnson, 2006; Mann, 2005; Pettis, 2002). To sum up, while institution organized training and development opportunities have better value in terms of career advancement and recognition, teacher initiated formal or informal professional development activities can have a more positive effect on improving the level of education and making the teachers apply what they have learned in their classroom.

Institutions' and Administrators' Role in Promoting the Professional Development of Teachers

Institutions and their administrators can be the main providers of most of the different types of professional development activities and programs. Even teacher initiated professional development activities need to be supported by a school environment that encourages development and allows educational innovations in the classroom. Schools reflect the competence of their teachers and administrators; hence, professional development of teachers is an integral part of education and institution improvement (Guskey, 2002; Richards & Farrell, 2005). Due to the important role professional development plays in improving education and providing quality learning for students, institutions and administrators need to provide professional development programs and activities. They also need to encourage their staff, both teachers and administrators, to participate in professional development activities (Richards & Farrell, 2005).

In-service training and education providers need to consider many things when planning teacher development programs such as helping the teachers link theoretical and practical knowledge (Waters, 2005), working with methods and techniques that serve the desired outcome (Craft, 2000), and focusing on both short-term and long-term goals (Day, 1999). K. E Johnson (2002) points out the importance of the context in which teacher learners work, and states that teacher educators need to think of the obstacles, resources, and opportunities those teachers have in their work context. Moreover, administrators and planners need to take into account teachers' needs and expertise in order to make professional development programs successful. For instance, teachers with different years of experience or

educational backgrounds need different types of training and development (Hedrick, 2005). This point is important because it is not reasonable to offer one type of professional development activities and ask all the teachers to participate in it. In addition to accommodating different development needs of teachers, planners need to consider funding in-service training and professional development. Impey and Underhill (1994) talk about the importance of setting a professional development budget for funding professional development programs and covering their expenses. Planning professional development activities is essential for making professional development activities effective, and successful activities need to be carefully “planned, supported, and rewarded” (Richards & Farrell, 2005). Furthermore, Engstrom and Danielson (2006) recommend to administrators to “make sure that professional development issues are a regular agenda item at all district-level administrative meetings” (p. 172).

Diaz-Maggioli (2004) indicates that “good administrators are providers, facilitators, communicators, organizers, and evaluators of professional development” (p. 154). They play an important role in encouraging teamwork, collaboration, fixing schedules, and assessing professional development activities. He points to their role in facilitating professional development and their responsibility in providing their staff with professional development opportunities or arranging for them to happen. Administrators also need to provide their teachers with the time and resources needed for professional development activities whether in their own institutions or in other places (Day, 1999). Administrators also need to take part and participate, themselves, in the professional development activities with the teachers in order to enhance their collaboration with the teachers (Engstrom & Danielson, 2006). Moreover, there should be ongoing training and development opportunities for administrators and teachers in order to make these development activities and programs more effective and successful (Morrow, 2003). Marx et. al. (2002), for example, talk about development programs that involve technology and indicate that their advantages will be limited unless there is support for teachers to use them as well as availability and care of resources.

In order for professional development activities to have an influence on the teaching and learning process they need to fit the context or the environment and culture of the teaching situation (Diaz-Maggioli, 2004). It is important to point out

that the school environment can encourage or hinder teachers from pursuing their professional development and improving their practices. A school that welcomes and encourages innovations will definitely provide their teachers with the motivation and enthusiasm to seek more development opportunities and become more creative in their teaching. Therefore, institutions and schools need to make the school environment and culture into one that fosters teacher development and improved student learning (Diaz-Maggioli, 2004). The culture of the school also needs to be one that encourages development and innovation, and supports continuous teacher development (Mahmood, 2006).

Professional development programs need to be geared to the educational environment teachers are in because teaching is a social event that takes place in the school's community. The school or institution environment is central to the development activities teachers participate in and their attempts to implement innovations they believe will improve their instruction (Diaz-Maggioli, 2004; Mullock, 2006; Richards & Lockhart, 1994). In some schools teachers are independent and have the ability to choose instructional materials, teaching methods, and students' evaluation, while in other schools teachers don't have these choices (Richards & Lockhart, 1994). Sometimes, the fact that some teachers can't choose the way they are going to teach stands in opposition to their professional development, as they will say to themselves why bother with participating in professional development activities when it is not possible to apply the things learned in these activities. This lack of choice may make teachers participate in professional development activity only in one case, that is, when the activity trains them to follow what is required and expected by their school.

Administrators and planners of professional development programs need to prepare the teachers for these programs and then follow-up on them in order for their effects to have a "lasting impact" (Day, 1999, p. 137). Professional development programs and activities need to be evaluated continually, and not only at the end of these programs, to see if they meet "the needs, expectations, and outcomes desired of all involved" (Diaz-Maggioli, 2004, p. 155). Hijab (2004) points to the role of supervisors and supervisory actions in promoting professional development. She believes that supervisors need to keep records of problematic issues and organize a "follow-up conference" (p. 68) with the teachers to discuss these issues. This can help

the teachers to ask questions or raise an issue and get help. These meetings may help in promoting teamwork and cooperation between teachers to develop professionally. Schools and administrators need to encourage, support, and recognize different forms of professional development to help teachers continue participating in professional development activities.

Reasons for Limited Success of Some Professional Development Programs

Among the many and varied professional development courses and workshops, teachers may find only a few that are successful and useful for their classroom teaching. There are different reasons behind the limited success or failure of these activities. One of the main reasons is the way they are delivered. Johnson and Golombek (2002) talk about a knowledge transmission model in which teacher educators and researchers regard teachers as passive recipients who are told how and what they should teach. Many teachers refuse this way of learning which makes its effects limited when it comes to implementing the new knowledge in the classroom. Instead of this style, teacher training and education needs to ask for teachers' input and opinions about the suggested innovations in terms of their teaching contexts rather than teaching abstract theories (Marx, Blumenfeld, Krajcik, & Soloway, 2002).

In addition to the training style, disregard of specific teacher professional needs can limit the effectiveness of professional development programs. When the training program doesn't take the differences between teachers into account it will probably fail in encouraging teachers to pursue ongoing learning; therefore, their attempts to improve education will be reduced (Day, 1999; Diaz-Maggioli, 2004). In many cases of institution organized activities, participation is obligatory for all teachers. They are not asked whether any of them have undergone similar training before, or if its outcome will help in their teaching contexts. Even though voluntary participation in professional development programs may be better for teachers because it's their choice, Craft (2000) points out that teachers who are in more need of participating may choose not to participate. School administrators need to keep this in mind when deciding about making teachers' involvement in certain professional development programs optional or obligatory. There is a need for surveying teachers'

needs, the curriculum, resources available at the school, and teachers' records to see the type of activities each teacher needs.

There are several sources that cause limited success of professional development like the disconnection between in-service training and actual implementation in classrooms. Atay (2004) attributes this to neglecting teachers' opinions about participation in professional development activities and the contents of these activities or programs. Also if teachers' are not evaluated or there is no follow-up on their classroom teaching, they may not make the needed changes to their teaching regardless of their participation in professional development programs. The lack of follow-up on how teachers implement what they have learned in the professional development activities in their classroom can be neglected, while it is in fact the most important aspect of teacher training and education (Guskey, 2002). Furthermore, Mullock (2006) points to the fact that learning a new thing in pre-service or in-service teacher training does not necessarily mean that these teachers will change their classroom practices. Implementation makes teachers reflect on and evaluate their teaching. Therefore, in-service teacher training programs should not only inform the teachers of the new methods of teaching but also of how to implement these ways of teaching in their classrooms (Cheung, 1999). Moreover, for professional development to be more effective, Solomon and Tresman (2002) argue that "providers of professional development courses need to help the teachers not just to learn new skills and content knowledge, but also to offer them effective and imaginative ways of reflecting on the application of their learning in the context of the classroom" (p. 355).

To summarize, implementation of the innovations the teachers learn in professional development and in-service training programs in the classroom depends mainly on four factors. First, teachers' opinions and needs should be considered when planning professional development activities. Second, teachers need be open and convinced of the need for changes in their teaching. Third, there is a need for follow-up and evaluation of classroom teaching. Finally, teacher educators and trainers need to inform the teachers of the various ways in which they can use or implement a certain idea or technique in their different teaching contexts based on the resources they have available at their schools.

Diaz-Maggioli (2004) adds a number of factors that limit the success of professional development programs. First, many institutions offer some type of professional development activities and make attendance obligatory to all teachers. In this case, the outcomes may not be successful as the teachers were required to attend, so they may or may not pay attention to what is being taught, and may not apply what they have learned in their classrooms. A second factor is that some teachers regard these training activities as a “burden” rather than an aid for better teaching. This can be particularly true when the content of the professional development activities is distant from the needs of the teachers and their learners. Another factor is the notion that teachers need training because they lack the knowledge rather than viewing INSET as developmental activities. This notion may make teachers refrain from asking for, or participating in, professional development programs because that may be an indication of their weakness. As discussed above, this notion needs to change to look at participation in in-service training programs as an indication of the teachers’ commitment to life-long learning and keeping up-to-date with the changes in the education field. Third, the dependence on limited types of development activities may limit the success of professional development activities. This weakness is caused by the program planners in that it collides with the advice teachers get about using a variety of methods in their classrooms. Fourth, sometimes there is a lack of encouragement and facilitation of implementing the professional development. Innovations may be not encouraged or even opposed by the school administration, or there may be an unavailability of resources that hinders teachers from benefiting from what they learn in the training programs. Lastly, there is a need for a critical evaluation of these programs and activities and the things they offer to schools, teachers, and students.

Evaluation of Professional Development of Teachers

One important factor for the failure or success of professional development programs is regular evaluation of these programs and their outcomes. Teacher evaluation is an important part of the evaluation of professional development programs. It helps planners to know the most suitable professional development activities for different teacher needs. It also helps them to know whether the teachers are actually benefiting from these programs and implementing them in their teaching

or not. An important aspect regarding evaluation of teachers' professional development is that it "should not be confused with evaluation of teachers" (Diaz-Maggioli, 2004, p. 155) because as indicated above teacher evaluation is only an aspect of an evaluation of a program. For better evaluation of teacher development programs, the participation and opinions of teachers need to be included and considered in the assessment process (Diaz-Maggioli, 2004; Kiely, 2001). Moreover, evaluation needs to be done at different phases of the development program. Hedrick (2005) explains that "staff developers must continually assess and craft learning experiences that will engage and challenge each learner, setting goals for each level of proficiency that are just beyond the easy grasp of these experts-in-the-making" (p. 37).

Evaluation of professional development programs can be done in different ways. A committee including concerned staff can be formed to work on providing formative evaluation throughout the development (Engstrom & Danielson, 2006). Formative evaluation can help not only with formal professional development activities but also with the informal learning teachers choose (Engstrom & Danielson, 2006). Formative evaluation also helps the planners of professional development activities to make decisions by providing feedback (Phelan, 2001). Clair and Adger (2000) point to the evidence of professional development activities. They mention different types of evidence of teachers' participation in professional development such as presentation of student work or peer visits. Other evidence can be in the form of teacher developed activities, or demonstration of a teacher's successful instruction (England, 1998). This evidence can also form a type of evaluation that provides feedback to teachers and planners since it demonstrates the effects of the professional development activity of the teacher, in addition to students' performance in the classroom. Staff meetings and recordkeeping are useful ways of evaluating professional development programs in that they provide administrators with the ability to document and follow-up teacher development activities (Diaz-Maggioli, 2004).

In addition to the evaluation of professional development programs and their effects on education improvement, there is the evaluation of teachers' participation and involvement in professional development activities. A common way of evaluating this is through portfolios. Davis and Osborn (2003) regard the portfolio as "a point of

contact, among teacher educators, administrators, students, parents, and teachers” (p. 3). They indicate that forming a portfolio should not be seen as an end but as a representation of teachers’ activities in their careers. These representations allow teachers and administrators to look at, evaluate, and reflect on them. There are two types of portfolios: a presentation portfolio and a working portfolio. The presentation portfolio can be defined as the final version of the portfolio which contains evidence of the teachers’ skills and professional development endeavors while the working portfolio includes all the teachers’ work, even the things that are not completed (Campbell, Melenyzer, Nettles, & Wyman, 2000). Presentation portfolios are used for evaluation purposes, as they are carefully built and show evidence of reflection and professionalism. Shallaway (1998) views portfolios as “a careful record of specific accomplishments attained over an extended period of time” (p. 300). Thus, they can help in the evaluation of teachers’ professional development when added to other methods of assessment. Evaluation is an important aspect of professional development programs as it helps in maintaining a high level of learning (Diaz-Maggioli, 2004) and profits the planners as well as the teachers (Solomon & Tresman, 2002).

Conclusion

There are many aspects of professional development for teachers that need to be known by institutions and teachers, starting from knowing what is meant by professional development to full realization of its importance for education reform and improvement. Moreover, schools, teacher educators or trainers, and the teachers themselves need to know the goals and aims behind each professional development program or activity and choose the ones that are most beneficial to the needs of teachers and learners. In addition to choosing the most beneficial programs, there is a need to vary the types of professional development activities and provide teachers with different learning opportunities that fit with their teaching and learning styles. Also for the success of professional development activities, all parties, institutions and teachers, need to be involved in the planning, implementation, and evaluation of these programs in order to improve and develop language teaching.

As teachers are the most concerned participants when it comes to their professional development, their opinions and attitudes towards professional

development activities are of great importance for the success of these activities. Another important factor for the success of professional development programs for teachers is their awareness and genuine wish to improve teaching practices and bring innovations to the classroom. This wish can help not only in improving teaching and applying what they learn in their classroom, but also in making teachers more interested in developing themselves professionally.

Chapter 3

Research Methodology

Focus of the Study

This study is concerned with the professional development and in-service training for English teachers in the UAE. It aims to find information about different issues related to professional development of teachers. First, it addresses teachers' attitudes and beliefs about professional development to assess their level of awareness and perception of its importance and benefits for them and their students. Second, it examines whether teachers are rewarded for participating in professional development activities, and the factors that would encourage or hinder them from continuing their professional development. Third, it asks if teachers apply what they have learned in professional activities in their classroom or not. In the process of examining these questions I will also attempt to find the aspects of teaching which teachers need more training or development in, and the type of professional development activities they find most useful and least useful. The data were collected by using questionnaires given to English teachers at different schools in Ras Al Khaimah, UAE.

Setting

A total of 117 questionnaires were distributed in 25 government schools in different locations in the Emirate of Ras Al Khaimah, UAE. The schools included 15 first cycle primary schools (Grades 1-5), four second cycle primary schools (Grades 6-9), four secondary schools (Grades 10-12), and two second cycle primary and secondary schools (Grades 6-12). All the schools were girls' schools except for six first cycle primary (Grades 1-5) schools which were boys' schools with all female administration and teaching staff. The number of English teachers varied in each school, but in average there were three teachers in the first cycle primary schools, six teachers in the second cycle primary schools, and five teachers in secondary schools. The surveys were distributed at all school levels in order to see if there are different opinions about professional development needs of English teachers at each level.

Administration

The surveys were given to the school principal, assistant principal, secretary, or to one of the English teachers to distribute to all the English teachers in their school. Considering the teachers' teaching schedule, and the length of the questionnaire, the questionnaires were left at the school for a period between two days to a week, following the suggestions of the school administration or the teachers. Out of the 117 distributed questionnaires, 78 were returned.

Participants

All the English teachers who were given the questionnaire were female because it is preferable and more appropriate for me as an Emirati woman to conduct the survey by distributing the questionnaires to female teachers in girls' schools and first cycle primary boys' schools where all the teaching and administrative staff were women. They teach English at different levels in government schools. The teachers come from different backgrounds and have varying qualifications like diploma, bachelor, or a post graduate diploma. Forty-six of the 78 teachers who completed the questionnaire were UAE nationals and others were from different Arabic nationalities (7 Egyptians, 6 Jordanians, 12 Syrians, and 5 Tunisians). Their range of teaching experience varied as some had twenty-year teaching experiences, while others were first year teachers. The teachers were not selected as the surveys were given to all the English teachers in each school, and all those who completed the questionnaire and returned it were included in the study. The teachers who completed and returned the questionnaires taught at these different levels:

- First cycle primary school (36 teachers, 46%)
- Second cycle primary school (17 teachers, 22%)
- Secondary school (16 teachers, 21%)
- Second cycle primary and secondary school (9 teachers, 12%)

Development of the Instruments

Questionnaires

Questionnaires were the main data collection instrument for this study. As almost all of the surveyed English teachers were Arabic native speakers the questions were written in Arabic and English. The teachers were given the choice of answering

in either language (Appendix A). The questionnaire was divided into two parts and a background section. The questions were written depending on the research questions and hypotheses. The inclusion of the background information was important to see if teachers' qualifications, experiences, nationality, or the levels they teach affect their response and attitude towards professional development. The items in the first part addressed issues related to the activities the teachers considered as professional development, the motivating and hindering factors, and the selection of the programs. As each teacher may consider more than one activity as professional development, and may encounter different motivating factors or obstacles, they were informed that they may choose more than one response to each of the items in part 1. The last item in part 1 is an open ended question that asked the teachers about the professional development activities they have practiced and the ones they found most useful or least useful. Responses to this question can help in seeing teachers' opinions about the activities they benefit from. This may help when suggesting or planning professional development activities for teachers of English.

Part 2 of the questionnaire consists of twenty-three questions, sixteen multiple choice items including four questions where teachers can explain their answers, and six open ended questions. The first sixteen questions required "yes/no" answers in addition to "not sure" as a third option. The "not sure" option was added because some teachers may not know how to respond to the item and would find it difficult to answer using the "yes/no" options. Four of these items asked the teachers to explain their answers because the "yes, no, not sure" responses would not provide the needed information needed by this items. The explanation would help in providing more information needed in order to address the research questions. The six open ended questions were included in the questionnaire to provide responses that are not restricted by the options in the multiple choice questions. In these items the teachers were asked to comment, elaborate, or add information that was not addressed in the multiple choice questions.

Interviews

Interview questions for English supervisors were written in order to see if there is a difference between their attitudes and opinions about professional development and those of the English teachers. The information needed from the

supervisors and the questions asked were of the type that may need to have further explanation, elaboration, or clarification, thus interviews were chosen rather than questionnaires. Moreover, the smaller number of supervisors would have made it possible to conduct the interviews if they had the time, which they did not. Thus, they preferred to answer the questions in writing rather than to be interviewed.

Instruments

Questionnaires were the only instruments used in conducting this study. The bilingual questionnaires were written in a way that provides the data needed for this research (see Appendix A). All the questions were written in English and Arabic and the teachers were given the choice of answering in either language. The questionnaire consists of a background section and two other parts. The background information section at the beginning of the questionnaire asks information about the teachers' qualifications, their years of teaching experience, their majors, nationalities, and the levels they are currently teaching. Part 1 contains seven questions. Six are multiple choice questions where the participants may choose more than one answer and the seventh question is an open-ended question. The first six questions are concerned with the teachers' perceptions and understanding of the term professional development, the factors that would encourage or hinder them from pursuing professional development, their opinions about who benefits most from teachers' professional development, who chooses the professional development activities for teachers, and the areas in which they think they need more training and development. The seventh question is an open ended question that asks the teachers about the professional development activities they took part in and the ones they found to be useful or not useful.

Part 2 consists of twenty-three questions, sixteen multiple choice questions including four questions where teachers can explain their answers, and six open ended questions. The questions in this part focus on teachers' opinions and attitudes towards professional development and receiving further education or training and whether they feel that they need to have training and development activities organized by their institutions. It also asks if they receive any support or recognition for their participation in professional development activities. Other questions in the second part focus on the connection between the content of the professional development programs and the teaching contexts, and their application in the classroom.

In addition, there was a plan to interview a number of English supervisors. During my visit to the supervisors office, there were only three supervisors. One of them was leaving to go to a school, and one of them suggested that due to the busy schedule of the supervisors and their visits to schools during most of the working hours, they answer the questions in writing, and the other one supported this suggestion. Thus, the question forms (Appendix B) were left with this one supervisor to give them to her colleagues and to collect the completed forms. Five supervisors answered the questions and the forms were collected two days later. In a way these questions became more of a questionnaire than an interview. As the questions were written as interview questions, all of them were open-ended questions. The questions were about the professional development plans they have for teachers, the number of teachers participating in professional development activities every year, and the type of professional development activities the teachers have practiced during the last two years. Other questions were about the challenges they face with professional development, the basis for selecting the professional development activities, and the follow-up and evaluation of teachers and professional development programs. The last item asked if they have any comments they wanted to add about professional development of teachers of English.

Grouping and Analysis

Data collected from teachers' questionnaires were grouped into the following five categories: background information; awareness and appreciation; rewards and challenges; selection and initiation; and benefits of professional development; in addition to a category containing teachers' general comments about professional development.

The data from the supervisors' questionnaire were grouped into the following three categories: participation and plans of professional development; usefulness of professional development programs; and challenges to professional development. There is also an additional category for general comments about professional development for teachers.

The categorization of the data collected from teachers' and supervisors' questionnaires was during the analysis. This was done to group the data according to their relation to research questions and hypotheses. Most of the findings from the

teachers' questionnaires are illustrated using numbers, percentages, and charts. The answers to open ended questions in the teachers' questionnaire and all the questions in the supervisors' questionnaire were summarized in the findings and analysis section.

Chapter 4

Findings and Analysis

Teachers' Surveys

The findings and data collected using the questionnaires in appendix A are discussed and analyzed in this section in relation to the research questions and the review of the literature. The study raised three different questions concerning professional development for teachers of English in the UAE.

1. The first research question dealt with teachers' awareness of the importance of professional development and their appreciation for its benefits for them and their students. Items 1, 4, 5, and 7 in the first part of the questionnaire, and items 9, 11, 12, 13, and 18 in the second part of the survey addressed this question. Data from these items are discussed under awareness and appreciation.
2. The second research question was divided into two parts. The first part addressed rewards and challenges to continuous professional development, while the second part dealt with the differences between top-down and teacher initiated professional development programs.
 - a. Survey items 2, and 3 in the first part, and items 5, 6, 7, 8, 14, 15, and 16 in the second part addressed this question. Responses to these items are discussed under rewards and challenges.
 - b. Survey items 6 in the first part, and 1, 3, 4, 17, and 20 in part 2 addressed the second part of the question. The responses are discussed under the heading selection and initiation.
3. The third question was designed to find out if teachers implement what they learn in their classrooms and the reasons for that. To answer this question, responses to items 2, 10, 19, and 21 in the second part of the survey were discussed under the heading implementation and benefits of the knowledge gained from professional development programs.

Survey item 22 asked teachers to give general comments about professional development. The comments are discussed under teachers' comments on professional

development. As the questionnaires were bilingual, 27 teachers answered in English while 51 teachers responded in Arabic and their answers were translated into English.

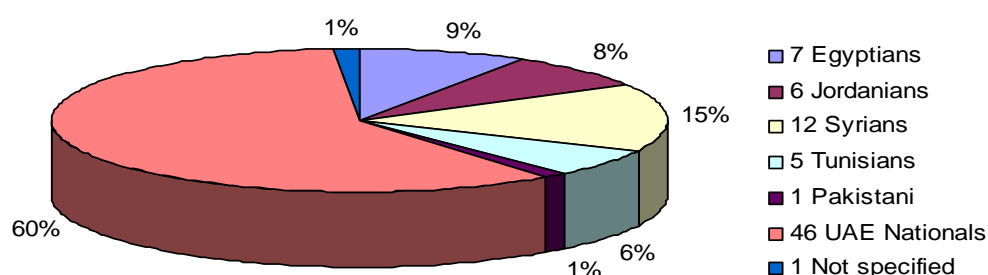
Awareness and Appreciation

Background Information

The 78 teachers who responded to the survey came from different backgrounds and nationalities as illustrated in figure 1. These teachers had different qualifications and experience. All the 46 UAE national teachers had a bachelor's degree in an English related area and two had a graduate diploma. Thirteen were holders of qualifications in teaching English including six teachers having degrees in teaching English to young learners. Their teaching experience ranged from first year teachers up to thirteen years of teaching. The average experience for UAE national teachers was 3.5 years ranging from first year of teaching to 13 years of teaching. Most of these teachers graduated between the years 1994 and 2006.

The other 32 teachers had different qualifications ranging from undergraduate diplomas, bachelor's degrees, and graduate diplomas or certificates. Eleven of the 32 teachers had a teaching qualification. However, they had longer years of experience than the UAE national teachers. Their experiences ranged from five years up to 30 years of teaching. The average years of experience for expatriate teachers was 18.5 years ranging from 5 to 30 years of teaching. Most of them obtained their highest qualification between the mid 1970s and the mid 1990s.

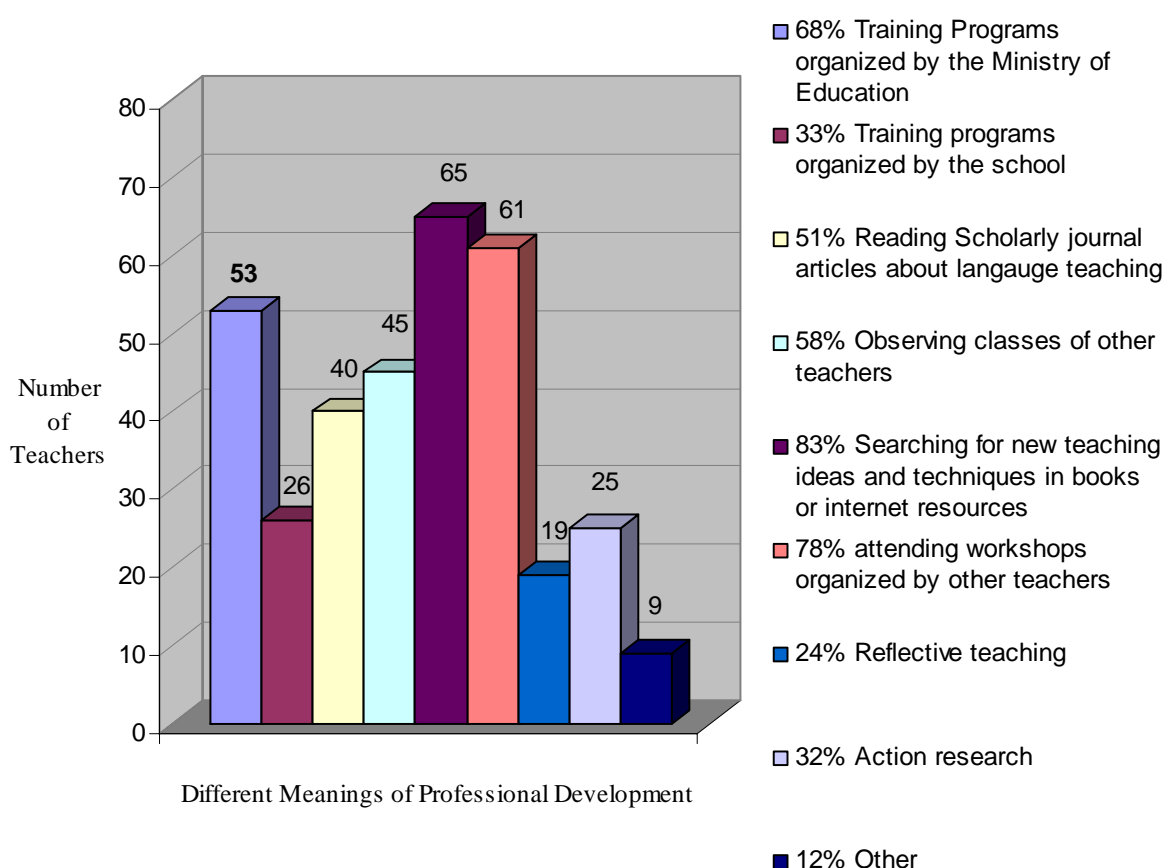
Figure 1: Teachers' Nationalities (N= 78)



Teachers' Perceptions of Professional Development

Because different teachers have different perceptions of professional development, in the first item in part 1 the teachers were asked to select from eight possible meanings of professional development in addition to an alternative to allow them to add other meanings. Teachers could choose more than one answer since professional development generally includes more than one activity. Figure 2 shows the numbers and percentages of teachers' responses.

Figure 2: Meaning of Professional Development (n= 78)



As shown in Figure 2, understanding of what professional development means varied. The teachers recognized both formal training programs and teacher initiated activities as forms of professional development. This can be seen in the fact that 65 of the teachers (83%) considered searching in the internet and consulting books for new teaching ideas as professional development, which is an informal teacher-initiated

endeavor towards professional development. Attending workshops organized by other teachers was the second highest choice as 61 teachers (78%) considered that it was a professional development activity. 53 teachers (68%) included training programs organized by the Ministry of Education and 45 teachers (58%) believed that observing classes of other teachers was a professional development activity. Training programs organized by the school was chosen by 26 teachers (33%). Action research and reflective teaching received the least recognition as being part of professional development as they were selected by only 19 (24%) and 25 (32%) teachers respectively. Moreover, nine teachers added the following other meanings of professional development:

- Presenting at workshops, holding seminars and meetings.
- Any improvement in the teaching performance.
- Enrolling in courses related to the field.
- Watching programs about interacting with children and education.
- Attending courses organized by human development centers.
- Visiting and teaching in foreign English speaking schools (can be abroad).
- Benefiting from the ideas and suggestions of the supervisor.
- Learning more about teaching in other countries to benefit from their different experiences.
- Reading books related to human development and psychology.

Teachers' answers revealed that they are aware of many professional development activities as they recognized most of the given options and added other activities. The answers also showed that action research and reflective teaching, though important tools of teacher development (e.g, Johnson, 2002; Mann, 2005; Nunan, 2001), were perceived by only a small number of teachers as types of professional development. This may mean that they are not aware that these practices can help in increasing their teaching efficiency and competence. Therefore, it would be useful and beneficial to the teachers and the students alike if teachers' attention was drawn to these activities and they were encouraged to go through them. This also suggests that teachers' professional activities and programs need not only equip teachers with the methods of teaching and other pedagogical matters. It needs also to train them to the use of some professional development activities. For example,

teachers can attend programs where they learn about conducting action research, keeping reflective journals, or presenting and publishing.

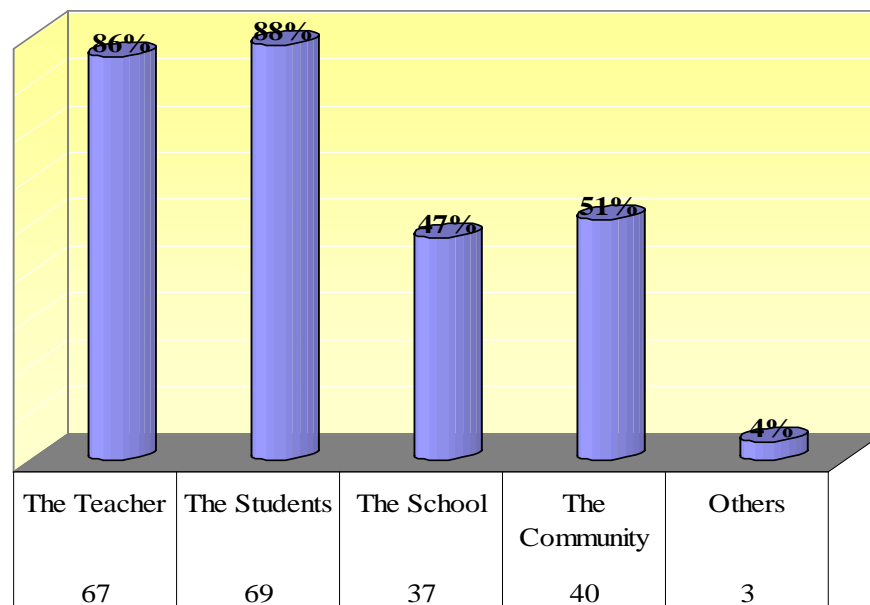
Teachers' responses to item 7 in part 1 of the survey about the different types of professional development activities they have practiced and the ones they found most useful or least useful revealed that many teachers have practiced different professional development activities and that they disagreed on which were the most useful to them. 16 teachers did not respond to this question leaving the number of responses to 62. While 32 teachers (41%) listed workshops as the most useful professional development activity, seven teachers (9%) listed them as least useful. Training courses were seen as most useful by 22 teachers (28%) and least useful by nine teachers (12%). Ten teachers (13%) stated that reading books and journals as the most useful professional development activity and by two teachers (3%) as the least useful activity. Classroom observation was classified as the most useful by nine teachers (12%) and the least useful professional development activity by seven teachers (9%). Searching the internet was also listed by nine teachers (12%) as the most useful activity. Eight teachers (10%) considered TESOL Arabia activities as the most useful while three teachers (4%) considered them as the least useful. Action research was found to be the most useful professional development activity by four teachers (5%). Two teachers mentioned distance learning as the most useful, and two other teachers regarded pursuing graduate studies as the most useful professional development activity. Mentoring student teachers was listed by one teacher as the most useful professional development activity.

Four teachers (5%) explained that theoretical and lecturing style where the teachers act as passive recipients were the least useful activities. This criticism of the lecturing style is in line with Johnson and Golombek's (2002) point about the "knowledge transmission model" (p. 1) in which the teachers' only role is to passively receive knowledge from the experts. They also pointed out that the most beneficial programs were when the teachers were involved by continuous and active participation and when they were doing while learning. The 32 teachers who chose workshops as the most useful professional development activities support this. As teachers know what is needed in the actual classroom practices, most of the professional development activities cited as the most useful are initiated or provided by teachers. These activities include classroom observation, reading books and

journals, and searching the internet. This supports the view that teacher initiated professional development is the most useful type of professional development activity (e.g., Head & Taylor, 1997; Johnson, 2006; Mann, 2005). The teachers' answers also support the idea that there is no one type of professional development programs that can be suitable and useful to all teachers. Every teacher has her different development needs depending on her qualification, experience, teaching context, and learners (e.g., Day, 1999; Diaz-Maggioli, 2004). In addition, four teachers wrote that all the programs or activities they have practiced had some benefits for them. One of them explained that it is impossible to go through a learning experience and not gain a little thing from it even if this thing is not directly related to the field of teaching.

Item 4 in the first part of the survey addressed teachers' opinions of who they think would benefit most from their involvement in professional development activities: the teacher, the students, the school or institution, or the community. Results revealed that 69 teachers (88%) selected students, followed by the teacher with a slight difference between the two (86%). 40 teachers (51%) felt that the community benefits the most from teachers development. Only 37 teachers (47%) responded that the school or institution would benefit most from professional development of teachers.

Figure 3: Teachers' Opinions of Who Benefits from Teacher Professional Development Programs (n = 78)



These responses (figure 3) show that most teachers are aware that they and their students are the immediate recipients of the advantages of professional development of teachers. However, almost half of the teachers are not aware of the positive effects of their professional development on their schools or communities. These options may be due to the indirect effect of teacher development on schools and communities.

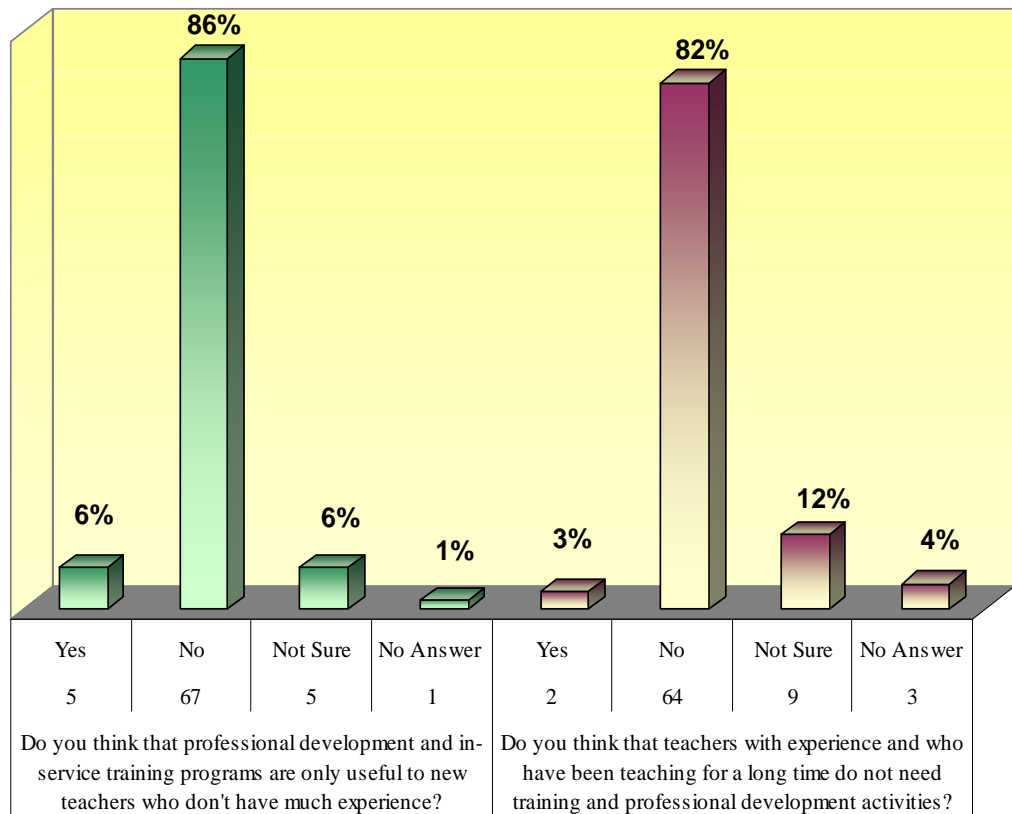
In addition, teachers' opinions about whether they feel that they need to have training and professional development opportunities were obtained in response to item 9 in part 2 of the survey. As shown in figure 4, 59 teachers (76%) answered that they needed to have more opportunities for further training and professional development. Only 7 teachers (9%) answered that they do not need more professional development. Ten teachers (13%) answered that they are not sure whether they need more training or not and 3 teachers (4%) did not answer the question. Although no comments or explanations were asked for in this question, some teachers commented to explain their position. One teacher stated that the world is developing and so is the teaching profession. Thus, the teacher is in constant need for learning about new and effective ways of teaching. Another teacher who was not sure if she needs professional development wrote, "Because I have attended and participated in all the required professional development activities, I think my need will depend on the topic of the offered program or activity." Another teacher commented that there is a need for more training in the areas of phonetics and specialized grammar. Another comment from a new teacher was "I need to have more professional development opportunities because I am a new teacher, and because the curriculum is changing and developing all the time." The last comment was from a teacher who suggested that the Ministry of Education needs to make plans for the professional development of teachers and organize training programs by collaboration with experts in the education field.

Figure 4: The Need for Professional Development Opportunities (n = 78)



Many administrators, planners, and teachers believe that new teachers need to be involved in training and professional development programs and activities, but the case for experienced teachers may be regarded differently by some people. To see how the teachers feel about professional development for teachers with experience two questions were asked. Item 12 in part 2 was whether they feel that professional development and in-service training programs are only useful to new teachers who don't have much experience. The second question is item 13 in part 2 which asked if experienced teachers do not need further training and professional development. Teachers' answers to these two questions were similar as shown in figure 5. Sixty seven teachers (86%) answered that training and professional development is not only useful for new teachers, and 64 teachers (82%) answered no to the question asking if they think experienced teachers do not need professional development.

Figure 5: Who Needs Professional Development (n = 78)



Responses to items 9, 12, and 13 in part 2 of the survey show that most of the teachers feel that they need training and professional development. This also shows an awareness of the need of professional development for the teachers and a wish to continue learning and developing. Seeing that many teachers are aware of the need of professional development gives a good indication that when these teachers are provided with the in-service training and education opportunities they will most probably make the best use of them. Teachers' belief in their need for development can be seen as the key to the success of development endeavors as argued by many researchers (e.g., Pettis, 2002; Ur, 2002). An important note is that the teachers' qualifications or years of experience did not affect their choice of answer. Both experienced and new teachers, those with teaching qualifications and those without them, all agreed on the need for professional development.

Such opinion is further supported by the answers to item 11 in part 2 which asked if professional development activities were a waste of time, money, or efforts. As illustrated in figure 6, 57 teachers (73%) answered that they don't see professional

development as a waste of time, money, and effort in comparison with 6 teachers (8%) teachers who answered that they find them to be a waste of time, money, and efforts. 12 teachers (15%) answered not sure, and three teachers (4%) did not answer this question. The teachers who answered that that they do not regard professional development as a waste of time and effort provided the following comments and explanations:

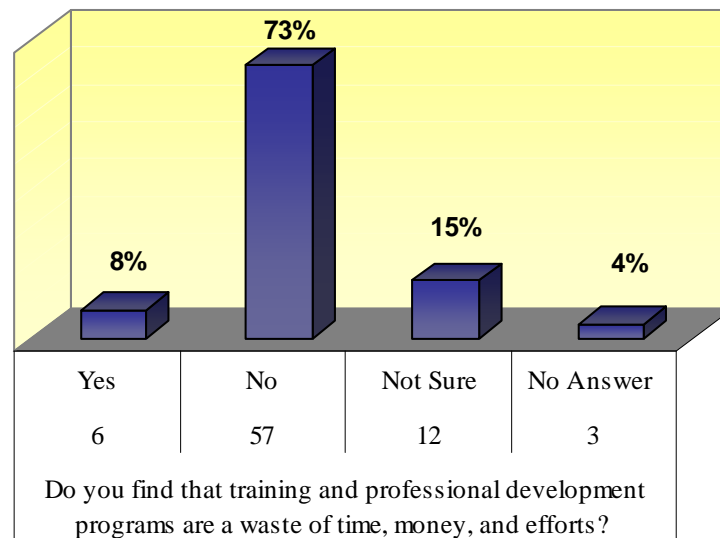
- “On the contrary, they save the time.”
- “They are beneficial and useful as they allow us to gain and share experiences which facilitates the teaching process.”
- “New teacher need to earn knowledge of their field even it was little in order to develop as a teachers.”
- “Investing the money in programs that help in training and development is more important than wasting money and efforts on things that are not useful.”
- “Professional development activities can be very useful for the teachers who actually benefits from them and apply them in the classroom.”
- “Teacher development leads to the development of the students, the school, and the local community. It can result in making the students more creative in their learning.”
- “Professional development and training programs are necessary for every teacher regardless of their expenses.”

The teachers who viewed professional development as a waste of time justified their position with the following reasons:

- “Sometimes the timing of the activities creates inconveniences for the teachers, and in other times the contents are repeated which wastes the time of the teacher.”
- “It depends on the teacher’s decision about the professional development program or activity, because sometimes teachers enroll in programs they don’t need.”
- “Sometimes the expenses of the professional development activities are very high and they are often paid by the teacher.”
- “Sometimes the programs are not useful because they don’t meet the needs of the teachers and learners.”

- “In some cases, the professional development activities and programs titles sound interesting while their actual contents are not of much use for the experienced teacher.”

Figure 6: Attitude Towards Professional Development (n = 75)

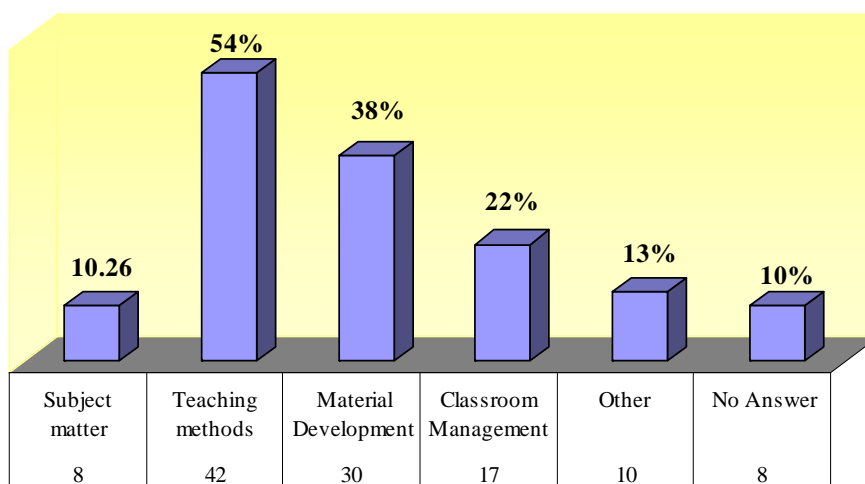


Teachers' comments and explanations support many researchers' arguments that the programs need to be relevant and suitable for teachers' needs and teaching contexts (e.g., Davis & Osborn, 2003; England, 1998; Knight, 2002). Even the teachers who viewed professional development as a waste of time said so based on reasons that are justifiable. For example, when a teacher who is competent with the use of computers is required to attend a computer training course just to attain the certificate and present it as a proof of her knowledge of the use of computers, professional development can be a waste of time, money, and effort. Also making participation in some professional development programs compulsory for teachers without asking whether the teachers have already undergone similar training in this aspect before is a waste of time and effort. Therefore, before organizing professional development activities, a needs analysis survey needs to be conducted to see the areas in which teachers feel that they need development. Teachers should also be given the choice to participate in the programs they feel that they need, which is more useful than taking arbitrary decisions that impose programs on teachers.

Areas of Teaching Where Professional Development Is Needed

The selection and planning of effective professional development programs need to consider teachers' professional development needs, and the specific teaching related areas in which they feel that they need more professional development and training. Item 5 in the first part of the questionnaire asked the teachers to specify these needs. They were given four answers and a fifth option where they could specify areas that were not included in the given answers. The question was answered by 70 teachers. Eight teachers did not provide any answer to this question. Teaching methods and materials development were the areas that many teachers felt that they need more training in as these were chosen by 42 (54%) and 30 (38%) teachers respectively. 17 teachers (22%) selected classroom management as an area where more training is needed. Only 8 teachers (10%) felt that they need training in this area (Figure 7).

Figure 7: Areas Where Teachers Believe More Training and Professional Development Is Needed (n = 70)



Ten teachers (13%) added other areas where they feel professional development and more training is needed, including the following:

- Computer courses
- Lesson planning
- Annual planning
- Time management

- Students assessment, especially grades distribution
- Dealing with first, second, and third grade students, knowing about their behavior, and growing in order to be able to deal with them well in the classroom
- Knowledge and understanding about the teacher's role in the school organization

Reasons for Continuing Professional Development

Survey item 18 addressed the teachers' opinions on whether they need to have more professional development opportunities and to provide reasons for their answers. This was an open ended question that allowed the teachers to state their opinions and justify their answers. Among the 67 teachers who answered this question, only 9 teachers answered that they do not feel that they need professional development. The rest who answered yes gave different reasons. Around 30 teachers stated that they feel that they need more training and professional development to keep abreast of the new changes in their field. Gaining more knowledge and developing teaching competence was also given by fourteen teachers as a reason for continuing professional development. Seven teachers wrote that they feel they need more training because they are new teachers with little or no prior teacher training, and five teachers gave the need to motivate the students and provide students with an interesting learning environment as a reason. Those who answered that they do not need professional development gave having the experience and the lack of support as reasons.

Rewards and Challenges

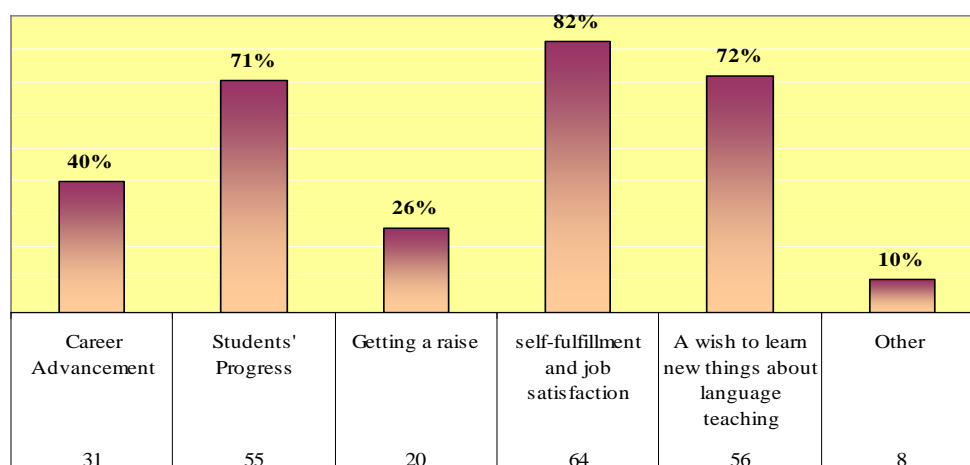
Encouraging and Motivating Factors

The teachers were asked about what would motivate or encourage them to pursue professional development in item 2 in the first part of the survey and were given five choices and an option to add other reasons. Like all the multiple choice items in the first part, the teachers were informed that it was possible to choose more than one answer. As shown in figure 8, 64 teachers (82%) indicated that gaining self-fulfillment and job satisfaction was a motivator to continue with professional development. Students' progress and a wish to learn new things about language

learning received similar answers in that 55 teachers (71%) selected these responses. Career advancement was chosen by 31 teachers (40%), and the least chosen answer was getting a raise as it was selected by 20 teachers (26%). In addition, 8 teachers (10%) gave the following additional reasons:

- “To gain a better social status.”
- “The title of the workshop.”
- “A wish to be a distinguished teacher and to reach a status in teaching that is equal to developed countries.”
- “The fact that every thing around us is in constant development. Changes are happening very rapidly and without a pause.”
- “Attending lectures and workshops and receiving certificates.”
- “Getting a higher salary.”
- “Getting better in my job.”

Figure 8: What Would Encourage Teachers To Pursue Professional Development (n=78)



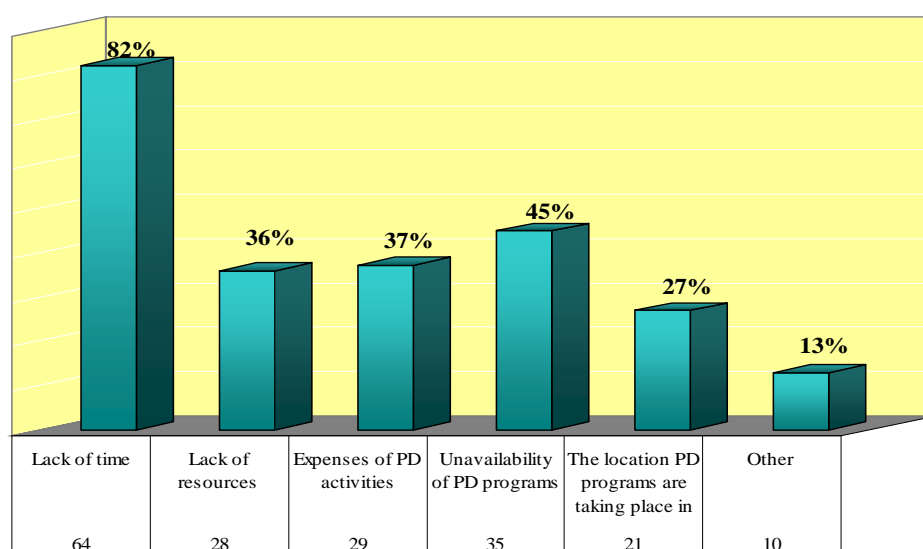
The fact that most of the surveyed teachers chose self-fulfillment and job satisfaction as reasons that would motivate them to pursue professional development may indicate that they are seeking development for the sake of learning rather than for material purposes. The answers also reveal that most of the teachers have their students' success in mind and if their learning and training would enhance the students' progress, they might be more motivated to engage in professional development activities. The relatively lower percentage obtained for career advancement and getting a raise may be due to teachers' realistic approach as to what

motivates them given their slim chances of career advancement in the current situation.

Obstacles and Hindrances

Knowing the obstacles or the factors that would hinder teachers from pursuing professional development is as important if not more important than knowing the ones that would encourage or motivate them. Thus, question 3 in part 1 of the survey elicited the reasons that would hinder teachers from pursuing their professional development. Lack of time was the most prevalent answer as it was chosen by 64 teachers (82%). Second to lack of time came the unavailability of professional development programs, and it was chosen by 35 teachers (45%). Lack of resources was selected by 28 teachers (36%), and expenses of professional development activities by 29 teachers (37%). The distribution of answers is illustrated in figure 9 below.

Figure 9: What would hinder teachers from pursuing professional development (n = 78)



Ten teachers added other reasons that would make continuing professional development difficult for them. These reasons are the following:

- The heavy teaching load and the large number of students in each class are the biggest hindrances (3 teachers)
- The inadequacy of professional development programs (1 teacher)
- The extra work and activities that are assigned to teachers (2 teachers)

- The lack of the opportunity for applying the new knowledge in the classroom (2 teachers)
- Lack of support from the school administration and the supervisor (1 teacher).
- There are no rewards or grades (1 teacher).

The fact that 35 teachers (45%) said that there is an unavailability of professional development programs may suggest that school administrators are not providing teachers with adequate training and professional development activities. Researchers have stressed the need for administrators to regularly discuss and plan the professional development of their teaching staff (e.g, Engstrom & Danielson, 2006). They play a role by covering the expenses of teacher development, providing resources, and reducing the teaching load so that cost, lack of resources, and lack of time do not hinder the teachers from pursuing further training.

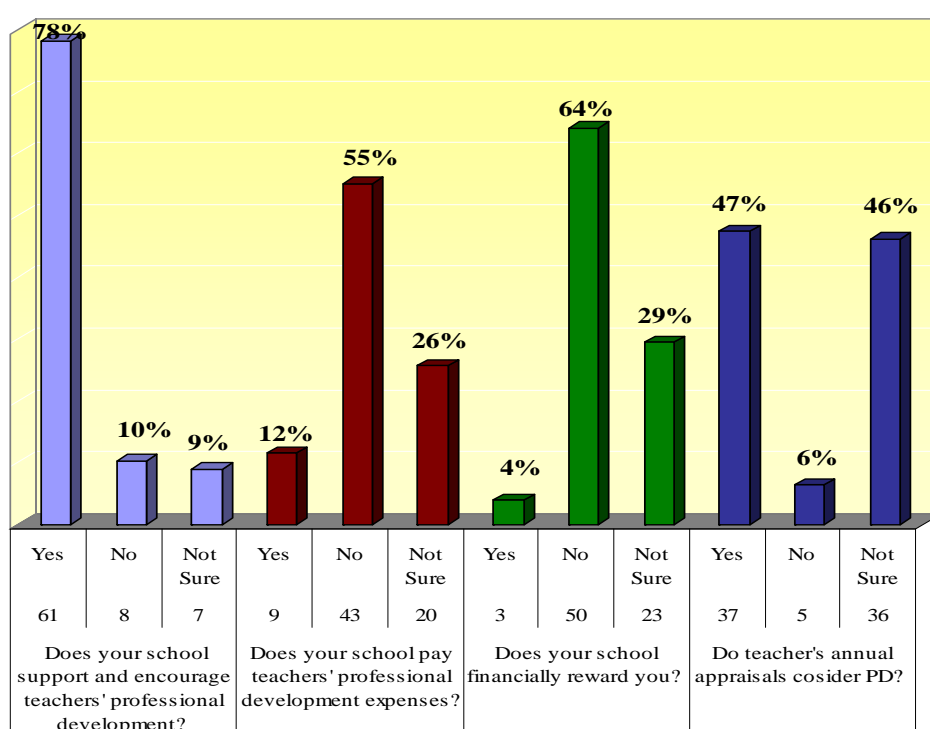
School Support for Professional Development of Teachers

As the advantages of professional development can only occur in a supporting and fostering school environment, the teachers were asked four questions concerning the school support for teachers' training and professional development. Item 5 in part 2 asked the teachers if their school supports and encourages professional development, and if their answer was yes, they were asked to explain how. Item 6 asked whether the school pays the expenses of the training and professional development programs. Item 7 asked if the school provided the teachers who are continuously pursuing their professional development with financial rewards. Item 8 addressed the inclusion of participation and involvement in professional development activities in the annual appraisals of teachers. Those teachers who answered yes, were asked to explain how. Answers for these four questions are illustrated in figure 10.

Sixty-one teachers (78%) stated that their schools do support and encourage professional development while 8 teachers (10%) said that their schools don't support their professional development. Seven teachers (9%) teachers said that they were not sure whether their school supports or encourages their training and development, and two teachers (3%) did not answer this question. When it came to covering the expenses of professional development activities and training programs, more than half of the teachers said that their schools did not pay for their professional development

expenses. Nine teachers (12%) said that their schools didn't cover their professional development fees, and 20 teachers (26%) answered that they were not sure. Item 6 in part 2 of the survey was unanswered by 6 teachers (8%). Most teachers stated that they did not receive rewards from the school for participating in professional development. Only 3 teachers (4%) answered yes, while 50 teachers (64%) answered that they don't receive any. Twenty-three teachers (30%) answered not sure while 2 teachers (3%) gave no answers. Some teachers seemed to be unclear about the consideration of participation in professional development activities in their annual appraisals, with an equally divided response between 36 (46%) not sure and about the 37 (47%) yes. Only 6% answered no.

Figure 10: Teachers' Report of Schools' Support of Professional Development (n = 78)



Thirty-nine teachers explained how their schools support and encourage teachers' professional development. Ten teachers said that their schools give them permission to attend professional development activities during teaching hours. Sometimes, there is an adjustment of the teachers' teaching timetable to allow the teachers to participate in the training activities without missing classes. Eight teachers wrote that their schools encouraged them to organize and prepare workshops and demonstration lessons to be attended by teachers from their and other schools. To do

this, they usually hold meetings with the principal to discuss how to manage and minimize the costs of these activities and how to organize their time in a way that doesn't conflict with their classes. Moreover, four teachers said that their schools sometimes invite education specialists or university professors to give lectures or hold workshops for the teachers. Individual examples by two teachers illustrate the positive practices they have in their schools. One of them mentioned that they have a school project that involves forming a professional development committee composed of a team of teachers. Another teacher indicated that in order to promote the learning of English by teachers and their students, the school opened an English Club and provided it with the needed resources and technology.

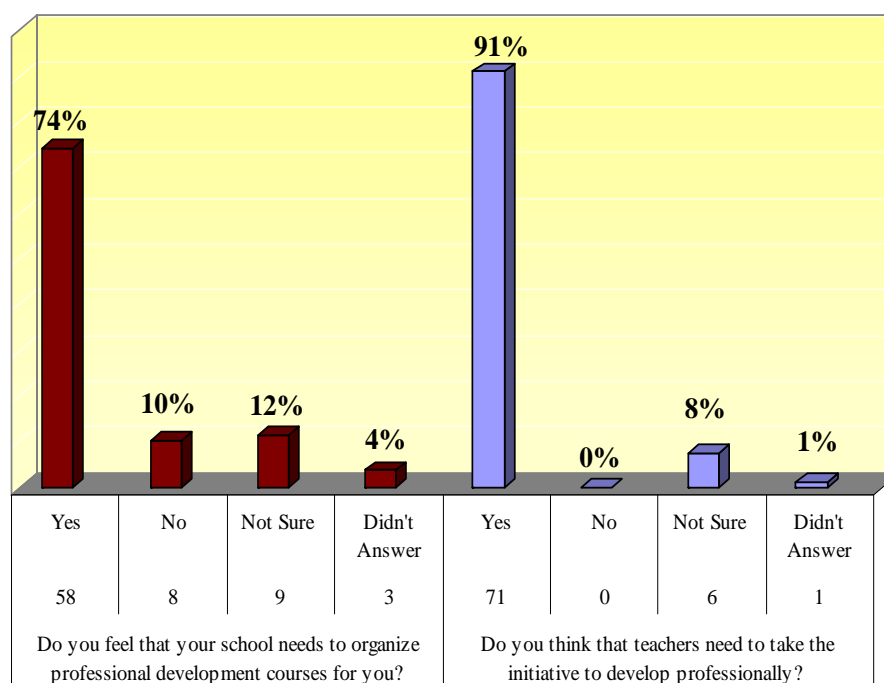
Thirty-six teachers (46%) said that they were not sure whether there is a consideration for involvement in professional development activities in the teachers' annual appraisal or that it is not considered. This is somewhat strange because the teacher record¹ (the teacher record is a document that contains background information about the teacher, teachers' evaluation criteria, and the annual appraisal/report of the teacher's performance) has a clear section and mark for professional development. It states that professional development activities weigh 10% of the teacher evaluation marks. The 10 points are divided between formal training and teacher development by giving each five. It also states that the teachers need to attend at least 10 hours of professional development activities during the academic year. The availability and clarity of this information makes it difficult to find justifications for the teachers' no consideration answers.

Organizing professional development or in-service training programs for teachers is a type of school support for their teachers' learning and development. Items 3 and 4 in the second part of the survey focused on finding out whether the teachers feel that their schools need to organize training and professional development programs for them and whether they feel that teachers need to take the initiative to develop themselves professionally. Teachers' responses are illustrated in figure 11 which shows that 58 teachers (74%) teachers felt that their schools need to organize the professional development programs for them. Eight teachers (10%) felt that their schools do not need to organize professional development activities for them, and 9

¹ The teacher record is available on the Ministry of Education website:
http://www.moe.gov.ae/dwnlod/teacher_record.doc

(12%) were not sure. Three teachers (4%) did not answer this question. In response to item 4, 71 teachers (91%) agreed that teachers need to take the initiative for their professional development. It is worth noting that none of them selected no as an answer for this question. The results suggest that in all cases school support is needed, even if the teachers feel that they need to take the initiative to develop themselves professionally. Teachers' initiatives take place in the school environment, and if there is no support from the school, the teachers' development effort will not be as effective as when they are supported by the school. A supportive school also provides the teachers with the needed resources and materials to enable them to innovate and apply their innovations in their classrooms.

Figure 11: Teacher Initiated vs. School Initiated Professional Development (n = 78)

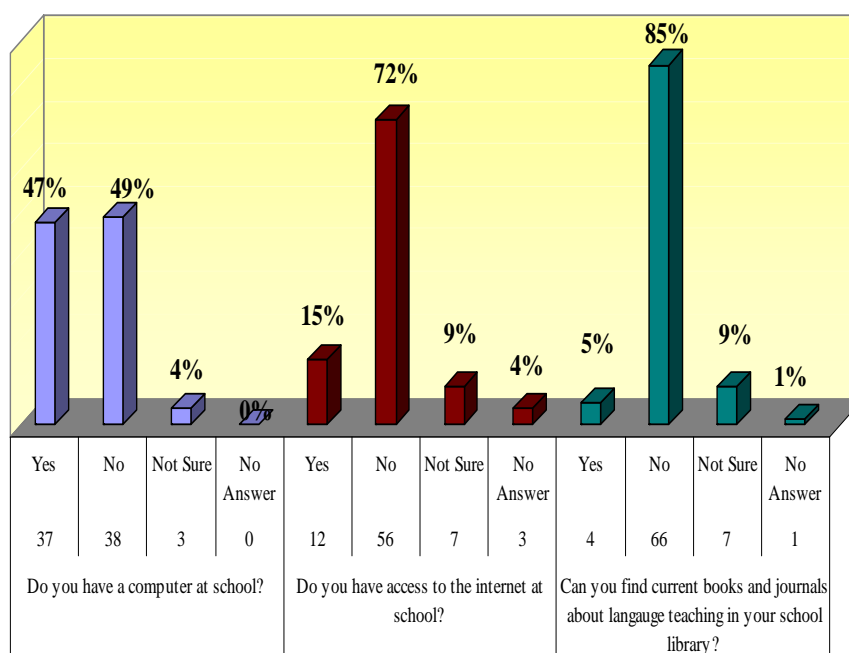


Availability of Resources

Using computers for preparing teaching materials, the internet to search for different new teaching ideas and techniques, and reading books and journal articles about different aspects of language teaching are important for teacher initiated professional development. To see whether teachers have these resources the survey included three question items about the availability of resources. Item 14 was designed to find out whether the teachers have computers at school or not. Item 15

asked if they have access to the internet at school, and item 16 was about the availability of current books and journals about language teaching in the school library. As illustrated in figure 12 many teachers do not have access to all of the three resources in their schools.

Figure 12: Availability of Computers, Internet, and Library Resources (n = 78)



Thirty-seven teachers (47%) have computers in their schools and the others don't. Most of the teachers don't have access to the internet in school. Only 12 teachers (15%) answered yes, and about seven teachers (9%) answered not sure. Books and journals were the least available resources, as only four teachers (5%) answered that they can find these resources in their schools libraries and 66 teachers (85%) answered that they cannot find these language teaching resources in their schools. Those who answered not sure if they have access to the internet and if they can find resources in their libraries were equal. Seven teachers (9%) answered no for each of the two questions.

Answers to these questions revealed that there is a scarcity of resources in schools. The lack of computers and internet connections contradicts with official development plans that make computer training and acquiring the ICDL (International Computer Driving License) certificate compulsory for teachers. The lack of books and journals could be overcome if there were access to the internet. Teachers would be

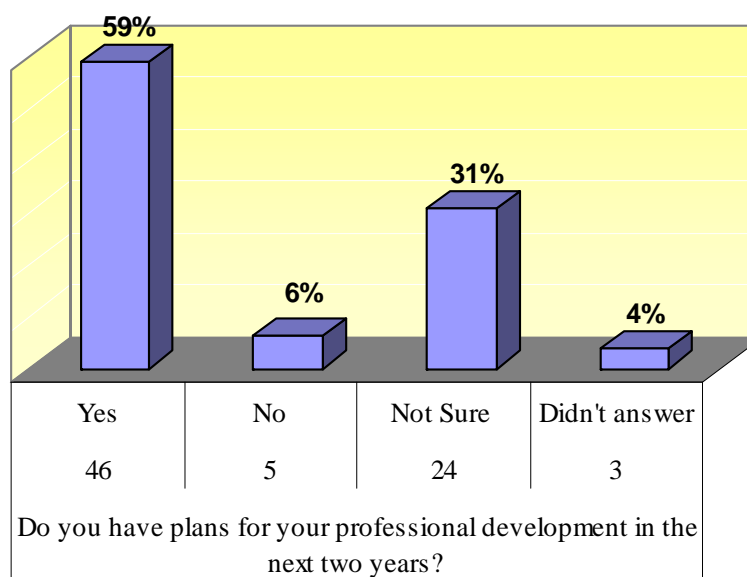
able read online published ESL/EFL teaching resources. Another issue with these questions is the very few teachers who answered not sure for items 14 and 15. It could be that these teachers do not know how to use computers or the internet and, therefore, do not know if they are available in their schools.

Selection and Initiation

Teachers' Plans for Professional Development

Some teachers have plans for the kind of professional development activities they want to practice in the future. Others participate in the in-service teacher development programs randomly. Some teachers may participate in activities when they are informed about them by the supervisor or school. Some only participate when the programs are obligatory, such as the ones offered by the Ministry of Education. Item 1 in part 2 of the questionnaire asked about whether the teachers have plans for their professional development in the next two years. As shown in figure 13 more than half of the teachers answered that they do have plans for their professional development in the coming two years. The percentage of the teachers who answered that they don't have plans was very low as only 5 teachers (6%) said they did not. 24 teachers (31%) were not sure that they have professional development plans, and 3 teachers (4%) did not answer the question.

Figure 13: Teachers' Professional Development Plans (n = 78)

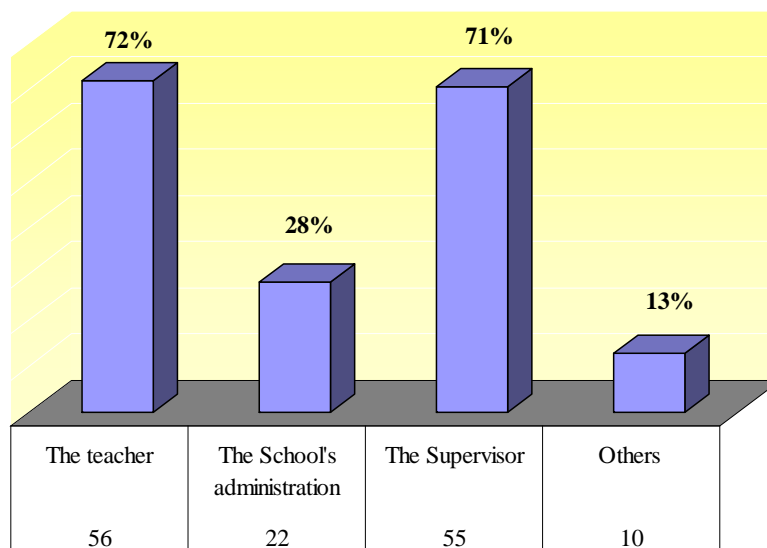


The fact that more than half of the teachers have plans for their professional development suggests that they are aware and committed to learning and development. It also shows that they are willing to take part in improving the education of their students by taking the responsibility of planning their future development endeavors (Craft, 2000).

Selection of Professional Development Programs

Item 6 in the first part of the survey addressed the selection of professional development programs. Figure 14 shows that 56 teachers (72%) select their professional development activities themselves. Similarly, 55 teachers (71%) indicated that their supervisors select the professional development programs for them. The schools seem to have a less important role in selecting the training programs, as only 22 teachers (28%) said that their schools selected the programs for them. Ten teachers (13%) chose others, and all of them mentioned that the programs are selected by the Ministry of Education.

Figure 14: Who Selects Professional Development Programs For Teachers (n = 78)



When selecting professional development programs or activities, the teachers usually have some criteria to base this selection on. Item 17 in the second part of the questionnaire investigated what the teachers look for in training and professional development programs and on what basis they select the professional development

programs. Out of the 78 teachers, 63 teachers (81%) answered the question. 27 teachers (35%) said that they select the programs according to their needs and weaknesses. Students' needs or level was given by 24 teachers (31%), and relevance to the curriculum and applicability in the classroom were mentioned by 15 teachers (19%) as a basis for selecting professional development activities. Ten teachers (13%) said that they select the professional development programs on the basis of being practical, realistic, and up-to-date. Six teachers (8%) wrote about basing their selection on suitability of the timing of the activity. Other factors that were in the responses of no more than three teachers each were the location of the activity and the contents of the professional development program.

There were several other criteria that were given by teachers. Two teachers wrote that they would consider the provider or organizing institution before enrolling in a program. For them, the programs need to be offered by reputable and well known organizations, and the trainers need to be well experienced. One teacher wrote that she would attend programs that are concerned with human development. Another teacher wrote that she would participate in a program if it was well planned. Another teacher stated that the length or duration of the training program or professional development activity mattered in her selection. Another teacher said the current requirements in the field of education influenced her choice. For example, she might enroll in a TOEFL preparation course because it is required from the teachers now. Another teacher seemed to be thinking of more personal gains as she wrote that she would consider joining a program if she felt that it is useful and helpful for her personal and professional development. One teacher wrote that before participating in a professional development activity she would see if it is going to benefit her and if she can apply the ideas in the classroom instead of attending to add more certificates to her portfolio. The answers to this question revealed that the length of experience did not matter as teachers with similar qualifications and length of experience have different considerations when selecting a program or an activity.

Teacher Initiated Professional Development

As teachers play an important part in developing their teaching skills, item 20 asked the teachers about the activities they have practiced to improve their professional competence as language teachers. The question is an open ended

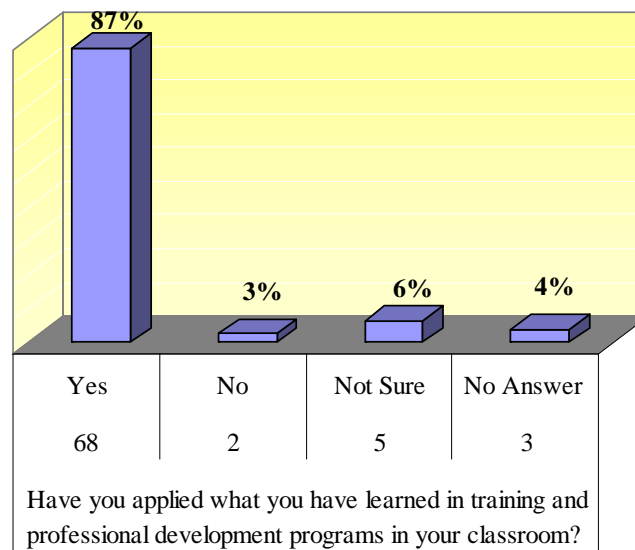
question to give the teachers the chance to write about all the professional development activities they have practiced. It was answered by 61 teachers who mentioned a different range of activities they have done to develop their teaching abilities. 42 teachers (54%) said that they attend courses or workshops in order to improve their teaching. A similar number said that they read and search for innovations in the field of language teaching in books, journals, and the internet. 21 teachers (27%) said that they observe other teachers' classes. Nine teachers (12%) mentioned collaborating with colleagues, and seven teachers (9%) conducted action research. Other important activities that are within the teacher's reach like self-observation and evaluation, keeping journals, building a teacher's portfolio, and carrying out surveys or questionnaires were only listed by one teacher. Knowing about teacher initiated professional development means that planners of professional development activities need to make the teachers aware of these forms of professional development and encourage the teachers to practice them. Planners also need to point to the effectiveness of teacher initiated professional development activities in improving the teaching practices and developing the critical thinking skills of the teachers.

Implementation and Benefits of the Knowledge Gained from Professional Development Activities

Applications of Professional Development to Teaching

One of the important aspects of professional development for teachers is to improve their teaching practices. Thus, it was important to find out if teachers apply the knowledge they learn in training programs and professional development activities in their classrooms. Item 10 in the second part of the questionnaire asked the teachers whether they apply what they learn in the professional development programs in the classrooms or not. A second part of the same question asked the teachers to explain their answer. The answers for the first part of the question are illustrated in figure 15 which shows that 68 teachers (87%) reported that they do apply what they learn in training activities in their classroom teaching. Only two teachers (3%) do not apply what they learn in the classroom teaching, while five teachers (6%) were not sure whether they make use of their training in their teaching, and 3 teachers (4%) did not answer the question.

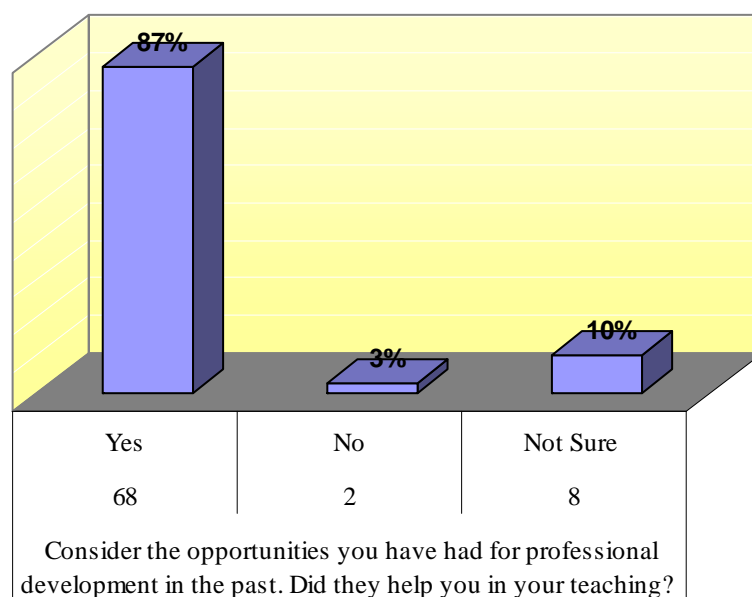
Figure 15: Teachers' Application Of What is Learned in Professional Development Programs In Their Classrooms (n = 78)



In response to the second part of item 10 which asked the teachers to explain their answers to the first part, the teachers provided several comments and explanation. They said they sometimes apply the new teaching methods and techniques they have learned in the training programs, or read about in academic journals or the internet. They also said they apply the innovations that suit the level of the students, and fit within the teaching time and teaching situations. Other teachers also mentioned that they implement the teaching methods related to the new curriculum. One teacher noted that sometimes it is difficult to apply what is learned in the professional development and training programs because of the unavailability of the needed materials and resources, the high teaching load, and the large number of students in each class.

While item 10 asked the teachers about classroom applications, item 2 in the second part of the questionnaire was related to wider aspects of teaching as it asked whether professional development helps teachers in their teaching in general. The responses to this question (figure 16) were similar to the responses to item 10. Teachers' responses to these two question items indicate that they believe they do benefit from participation in professional development and inservice training programs. They also show that the benefits are not limited to applications in the classroom but to teaching in general.

Figure 16: Effects of Professional Development on Teaching (n = 78)



As one of the main benefits and purposes for teachers' professional development is improving classroom practices (e.g., Day, 1999; England, 1998), item 19 asked the teachers to list the ways in which professional development can improve their teaching. The question was answered by 59 teachers who listed different aspects of teaching that can be improved by professional development and inservice training. Thirty teachers (38%) listed learning new teaching methods and techniques, and 18 teachers (23%) wrote classroom management. Using and developing teaching materials or teaching aids was also listed by 9 teachers (12%). Six teachers (6%) mentioned integrating technology in the classroom as an aspect that can be improved by professional development. Four teachers (5%) listed learning ways of motivating and encouraging students. Learning about assessment and evaluation, and dealing with the new curriculum were listed by three teachers (4%) each.

In addition to the benefits of professional development for the teachers' career, it has many benefits for them at the personal level. Item 21 addressed the benefits of professional development for the teacher as a person. The question was answered by 60 teachers. 28 teachers (36%) seem to have misunderstood the question as their answers were about learning new teaching methods and students' progress. The rest of the teachers recognized personal gains from participation in professional

development activities. Gaining more self-confidence was the most listed benefit as it was stated by 16 teachers (21%), followed by personal growth which was given by 12 teachers (15%). Nine teachers (12%) also wrote that professional development gives them job satisfaction and helps them to stay away from routine and to be more fresh and active. Nine teachers (12%) also responded that it improved their social skills and allowed them to meet and communicate with different people in the field of education. Five teachers (6%) added that their continuous learning and professional development enhance their self-esteem, and provide them with a sense of achievement. The overall comments, explanations, and responses given by the teachers show that they do seem to value professional development. They also seem to be aware of its many advantages for their students and themselves both at the professional and personal levels.

Teachers' Comments about Professional Development

Item 22 in the survey asked the teachers to add any comments they have about their professional development. The question was answered by 44 teachers who gave different comments about professional development. Seven of the teachers' comments (9%) focused on the time of the training programs or professional development activities. The comments about timing of the activities are controversial in that some teachers pointed to the difficulties they have when attending professional development activities in the evenings or during weekends, and they complained that this is their time. They suggested that all the training and development should take place during working hours. In contrast, other teachers complained that when the professional development activities are taking place during working hours, it affects the planning and the students' learning. This also adds a pressure on the teacher because they try to make up for the missed classes. Four teachers (5%) also commented that the curriculum is too dense and crowded, which makes it difficult for them to balance their time and develop professionally without affecting the students' learning.

In addition to the time issues, three teachers (4%) commented that professional development activities need to be well-planned and coordinated with the teachers' and school administration. They explained that when planning training programs, teachers' and learners' needs must be considered. Another three teachers (4%) also

wrote that sometimes many of the planned activities are obligatory and the teachers must take part in them even if they are already aware of their contents, which is a waste of time and effort. A few teachers suggested that teachers' opinions need to be considered before making any kind of training compulsory, because the teachers are more aware of their strengths and weaknesses and can choose the activities that will benefit them the most. 14 teachers (18%) suggested that more professional development opportunities are needed. They pointed out that the current training programs and professional development activities are inadequate and infrequent. Some suggested that the programs should be regular and take place throughout the academic year, not just occasionally. Four teachers (5%) also suggested that program planners need to provide professional development activities that are practical, realistic, and in line with the current situation in schools.

Other suggestions provided by teachers were designing and providing different training programs for novice and experienced teachers as each of them have different needs and experiences. They also thought the experienced teachers can help with organizing and presenting professional development activities to their less experienced colleagues. Three teachers (4%) also wrote that they need more encouragement and support from their schools. Two teachers (3%) showed an interest in pursuing professional development programs abroad to get acquainted with different experiences. Two other teachers (3%) suggested that the teaching load needs to be reduced so that teachers can have the time to develop professionally and benefit their students. One teacher suggested that there should be a link between schools and higher education institutions in order to provide the teachers with better professional development opportunities. Another teacher wished that there were a professional development center for teachers in every educational zone where teachers from different schools could get training and communicate with each other.

In addition to these suggestions, some teachers wrote about the challenges or difficulties they have when attempting to get involved in training and professional development programs. Some of these difficulties occur when the program or activity is taking place in a different emirate and the school does not provide the teachers with transportation. A few teachers also talked about the costs and expenses of professional development programs which are mostly paid for by teachers. Other challenges are in the lack of resources, as stated by two teachers. They pointed to the difficulty of

developing teaching if the resources were not available for the teachers in the classrooms. Lastly, one teacher noted teachers need to be given the chance to evaluate the professional development activities they participate in as well as the curriculum and the new textbooks.

The data collected from the questionnaires show that those teachers with their different years of experience and qualification need to have access to different types of professional development activities that are suitable for them. In recent years, there is an awareness of the importance of having a qualification or training in an education or teaching related area. However, this attention is mainly directed to new teachers. For example, teachers hired this academic year were obliged to attend a training course if they do not have a teaching qualification. This excludes the more experienced teachers from participating in professional development activities even if they feel that they need them. For example, a teacher who attained her qualification in education sometime in the 1980s, or even the 1990s, would still benefit from learning about the new issues in the field of education. There is a need to include different aspects of teaching when planning professional development activities. The focus should be on all teachers and not only the new ones, because experienced teachers may be in more need of training than the new teachers. A recent graduate may be already familiar with the new teaching methods and techniques, while experienced teachers may be still practicing what they learned years ago.

Supervisors' Questionnaire

To know the administrators' opinions about teachers' development and compare them with those of the teachers, a questionnaire (see Appendix B) comprising thirteen open ended questions was given to five supervisors of English. All five completed the questionnaire. The questions covered many aspects of professional development for teachers of English like the plans for their training and development, the number of teachers participating in professional development activities each academic year, and the kind of training and development the teachers have participated in during the last two years. Other questions were about follow-up and evaluation, selection of professional development programs, challenges to professional development, and any comments about training and professional development for teachers of English.

Plans of Professional Development and Participation

The first item was about whether the supervisors have any professional development plans for the teachers in the schools they are supervising. Each supervisor wrote a list of different plans. Conducting action research was planned by 4 supervisors. Three supervisors had plans for organizing observation and demonstration lessons activities for the teachers. Workshops and forming discussion groups were planned by two supervisors. Training courses and encouraging the use of the internet and accessing useful websites were also planned by two supervisors. Other activities like reading, projects, and TOEFL training were planned by one supervisor. One of the five supervisors wrote that professional development plans are often derived from the annual plans done by senior inspectors at the Ministry of Education. She also wrote that these activities are occasional and often obligatory for a target population like the ones teaching with new textbooks.

Item 4 asked about the types of activities the English teachers have participated in during the last two years. In answer to this question the supervisors listed a number of activities in which the teachers participated:

1. Action research
2. Theoretical lectures
3. Workshops
4. Observations and intervisitations
5. Readings related to the subject
6. Discussion and presentation of action research.
7. Teacher's portfolio
8. ICDL training
9. Attending conferences
10. IELTS exam (for teachers)
11. CEPA exam (for 12th grade students)
12. Demonstration lessons

One supervisor also mentioned two types of projects: the adoption project and the teacher as trainer project. The idea of the adoption project is a sort of mentoring where an experienced teacher “adopts” or helps a new teacher and provides her with the needed support and encouragement. The teacher as trainer project is to give the

teachers the chance to organize and teach courses related to different aspects of language teaching, such as linguistics or educational matters, to the other teachers.

The answers to question two about the number of teachers taking part in professional development activities every year showed variation from one supervisor to another. One supervisor indicated that the number of teachers involved in professional development ranges from fifteen to eighteen. Another wrote that all the 49 teachers under her supervision participate in professional development programs every year. Two supervisors wrote that all the teachers should take part in training and development activities every year. One of them added that they participate “willingly or unwillingly in the training courses.”

To see if the teachers are encouraged to pursue professional development by their supervisors, question 7 asked if the supervisors encourage the teachers to participate in professional development programs. All the five supervisors said that they do that in different ways, such as the following:

1. Encouraging the teachers to pursue graduate or further studies.
2. Holding meetings and conferences related to the English language.
3. Including participation in professional development in the teacher’s record and report.
4. Encouraging the teachers to conduct action research and discussing with them the ways in which it should be written and presented.
5. Offering them certificates of attendance, participation, or appreciation.
6. Convincing the school principals to allow the teachers to attend training courses or programs.
7. Honoring the teachers who participate in professional development activities.
8. Encouraging the teachers to present at workshops or even international conferences like TESOL Arabia.

Usefulness of Professional Development Programs

The answers to item 3 focused on the useful aspects of professional development, and little was written about the not useful aspects. One supervisor wrote when the content of the activities is directly related to the teachers’ needs, and when it is practical then it is useful. She also pointed out that activities like training, meetings, or sessions which are theoretical are not useful for the teachers. Two supervisors

believed that group work and exchanging experiences is very useful. Another supervisor pointed out teachers' self training is a useful professional development activity. An answer by one of the supervisors explained that all the activities and programs aimed for novice teachers are important and useful. However, she added that experienced teachers may be very competent in certain areas like classroom management, planning, and teaching skills and do not need further training in these areas. What the experienced teachers need training in are new skills like action research, or developing a teacher's portfolio.

Challenges to Professional Development

Teachers' professional development may face many challenges. To identify these challenges from the supervisor's points of view, item 6 asked the supervisors to write about these challenges. The responses showed that there were two types of challenges, material and attitudinal. The material challenges include lack of resources and unavailability of modern technologies and were mentioned by four supervisors as challenges to professional development. Two supervisors indicated that there was also a lack of a training center or a venue for holding the professional development activities which creates a difficulty when trying to plan training and professional development programs. One supervisor also added that financial issues and lack of trainers pose challenges to professional development for teachers. Other difficulties include the very busy schedules of teachers and supervisors. The attitudinal challenges include teachers' reluctance to participate, or the attitudes of some school administrations. One supervisor wrote that many of the teachers who spent a long time in teaching refuse to participate in training and development activities or participate in them reluctantly. She also added that evening courses are not accepted by the teachers. Another said that some difficulties arise when schools administrations refuse to allow the teachers to leave school during the working hours to attend training programs, and sometimes there is a conflict between the school activities with the teacher training activities.

General Comments about Professional Development for Teachers

Item 13 in the supervisors' questionnaire asked them to write any comments they have concerning the professional development of teachers in general and English

teachers in particular. One supervisor commented that training programs and professional development activities need to be provided free of charge for teachers. They also need to be planned based on teachers' requests and needs. She also suggested that the presenters should be paid for the efforts. Two other supervisors commented about enriching the knowledge of the English language and its culture by sending some distinguished teachers abroad, or to organize language courses for the teachers locally. Another supervisor suggested that there should be an accredited and substantial training program for teachers where the teachers can receive diplomas in education upon completion of certain courses.

Most of the supervisors' responses show that there is an awareness and attention to professional development of English teachers in terms of organizing occasional activities and encouraging participation. However, this awareness and attention is challenged by the lack of resources and opportunities of professional development which is indicated by both the teachers and the supervisors. Supervisors' and teachers' answers about teachers' and schools' attitude towards professional development are contradictory. The data from the teachers' survey showed that most of the teachers have a positive attitude towards participation in professional development and inservice training programs. It also showed that schools support and encourage the teachers to participate in professional development activities. The supervisors' responses, on the other hand, suggested that sometimes there is a reluctance on the part of the teachers and opposition on the parts of some administrations to participation in professional development programs.

Chapter 5

Discussion and Conclusion

This chapter summarizes the findings of the study according to their relation to the research questions and categories in the findings chapter. It also includes a section about the limitations of the study, recommendations, and a conclusion.

Summary of Findings

Awareness and Appreciation

The findings in this section relate to the first research question about teachers' awareness of the importance of professional development, their views of its benefits for them and their students, and the difference between experienced and new teachers' views of professional development. The data collected from teachers' surveys revealed that there is an awareness of the importance of professional development among the surveyed teachers. Most of them recognized different forms of professional development activities and indicated that they need to have training and professional development opportunities. They also acknowledged it benefits them and their students. The findings of the study also revealed that there were no differences between experienced and novice teachers' views of professional development. Comparing the answers with the background information about the teachers showed that the majority of teachers were in favor of continuous learning and development regardless of their qualifications, years of teaching experience, nationalities, or the levels they teach. This finding did not support the first hypothesis that there are different perceptions between novice and experienced teachers regarding professional development.

Rewards and Challenges

The second research question focused on the rewards of participation in professional development activities and programs in terms of professional and personal gains. It also included the factors that may motivate or hinder teachers from participating in professional development activities. The findings of the study showed that the most rewarding and motivating aspect of involvement in professional

development programs were job satisfaction, students' progress, and the wish to learn new aspects of language teaching. Lack of time, resources, and unavailability of professional development programs were the main hindrances of pursuing professional development. Lack of time, and unavailability of professional development resources were also mentioned by the supervisors as challenges to professional development of teachers. The findings in this section support the second hypothesis that there are not many opportunities and resources available for teachers to pursue professional development which may negatively affect student learning.

Implementation and Benefits of the Knowledge Gained from Professional Development Activities

The third research question was about the application of the contents of professional development activities in the classroom. Many of them commented that they apply they apply the new teaching methods and techniques they learn in courses, workshops, or read about in books, or online resources. However, in some cases the teachers can not apply what they learn in professional development activities and programs because of the unavailability of the needed materials, resources, and technology. Most of the teachers also acknowledged the benefits of professional development to teaching in general and not only to classroom applications. Most of the teachers stated that the involvement in professional development activities helped them with the use of modern techniques, classroom management, developing materials, and integrating technology. The teachers were also asked about the benefits of professional development for the teacher as a person and many of them listed self-confidence, job satisfaction, and social skills as personal gains.

Discussion

In terms of rewards for participation in training and professional development programs, most of the rewards are in the form of certification and better evaluation in teacher records. Although many teachers said that their motivation to pursue professional development derives from their wish to have personal and job satisfaction and see their students' progress in their learning, teacher evaluation and reports of professional development in the teachers' records are important for them. As the supervisors' survey indicated, most of teachers' participation in professional

development is proved by the certificates. As one supervisor wrote, “If the certificate is presented, what could be other proofs.” In this case, the teachers would be awarded or evaluated on the basis of the number of certificates they have rather than benefiting from the professional development in their classroom teaching.

Certificates and other types of tangible rewards can only be acquired by participation in formal or top-down training and professional development programs which exclude teacher initiated activities like reading, searching the internet, reflection, action research, and collaboration with colleagues. Teachers cannot receive certificates for such activities, and therefore, cannot include them in their records or evaluation. This means that evaluation methods may need to be updated in a way that includes these activities in the teachers’ report. The above mentioned activities or “alternative professional development” as they are referred to by Johnson (2006, p.243) are very useful tools and can be practiced by teachers without the time and place constraints of other formal types of professional development. There is a need for finding a way of informing the teachers of their importance and including them in the teachers’ evaluation. One way to do this is through regular classroom visits, and inclusion of students’ work in the teacher’s portfolio which reveal the teachers’ actual gain and application of new learned ideas. The self initiated activities depend on information technology resources. However, the study showed that most teachers do not have access to computers or the internet and may be even unable to use these tools. By having resources like computers, the internet, and library resources available in schools, the time issue can be slightly resolved. Teachers would have been able to practice alternative professional development activities in the time they have in school.

Limitations of the Study

The study focused on certain aspects of professional development for English teachers and not all of them. It handled issues related to teachers’ opinions and attitudes towards professional development, challenges to professional development, school support, availability of resources, areas where development is needed, and benefits of professional development for teachers. Interviews with teachers and school administrators would have been useful in providing additional data to that collected by the means of questionnaires. Another limitation of the study is that it took place in

one Emirate and surveyed a small number of teachers which makes it difficult to generalize the findings of the study to all of the English teachers in the UAE.

Further studies need to include a larger number of teachers from different emirates. Other studies can be made to focus on specific aspects of professional development for teachers like investigating the follow-up and evaluation system in detail, challenges to the applications of innovations in the classroom, and creating better career opportunities for teachers.

Recommendations and Conclusion

Because professional development is of high importance for the improvement of education there is a need for giving more attention to it. The study revealed that most of the available in-service training and professional development programs for teachers are in the form of occasional courses or workshops. There are not many specialized programs for English teachers that would refine their skills and increase their competence in teaching. In order to provide the teachers with better development opportunities the following suggestions can be considered. There is a need for inservice teacher education programs in which teachers will be provided with teaching license or certification. This can be useful for the teachers who do not have a degree in education or a teaching qualification. Teachers should also be encouraged to pursue further studies in the field of language teaching and be rewarded with better career opportunities within the teaching scope upon completion of these programs. This can be done by creating different teaching ranks which can motivate the teachers and provide them with the chance of getting promotion and advancement in their careers. Another recommendation is involving the teachers in the planning, organization, and presentation of professional development programs, so that there is an accommodation of the teachers' and students' educational needs. Educational programs that would certify the teachers to be teacher trainers need to be provided. This can enhance professional development and provide opportunities for the teachers to advance in their careers. Schools also need to be provided with all the needed resources such as computers, access to the internet, specialized books and journals for enabling the teachers to practice different professional development activities. There is also a need for a new system of follow-up and evaluation of teachers and of professional development activities. In addition, there is a need for advanced language

courses specifically designed for the teachers of English and the improvement of their language skills. These are only a few suggestions for promoting professional development for teachers of English in the UAE, the application of which may help in the improvement of language teaching and learning.

To sum up, this study addressed the issue of professional development for teachers of English in the UAE. It focused on professional development because of its role in the improvement of the quality of teaching the students receive and allowing the teachers to grow and prosper in their careers. The findings of the study show that the teachers are aware of and value the role of professional development for their teaching situations.

Teachers' awareness should make them seek further professional development and training programs and to participate in the planning and organization of these programs. Their belief in the importance of professional development can be seen as the first step to encourage them to embark on new learning and development endeavors. Furthermore, teachers' awareness and appreciation of the importance and benefits of professional development need to be met with the availability of adequate professional development programs and resources and rewarded by career advancement opportunities.

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Appendix A

Teachers' Questionnaire

Professional Development for Teachers of English

التطوير المهني لمعلمات اللغة الإنجليزية

ملاحظة: الأسئلة مكتوبة باللغتين العربية والإنجليزية و يمكنك الإجابة بأي منهما.....

Years of teaching	-----	-----	سنوات التدريس:
Year of graduation	-----	-----	سنة التخرج:
Highest obtained qualification	-----	-----	أعلى مؤهل حصلت عليه:
Major:	-----	-----	التخصص:
Nationality:	-----	-----	الجنسية:
Which grades do you teach?	-----	-----	ما هي المراحل التي تقومين بتدريسها ؟

Part (1)

1. What does the term professional development mean to you? (you may choose more than one answer)

1. ماذا تعني لك كلمة التطوير المهني ؟ (يمكن اختيار أكثر من إجابة)

- | | |
|--|---|
| a. Training programs organized the Ministry of Education | أ. البرامج التدريبية التي تنظمها وزارة التربية |
| b. Training programs organized by the school. | ب. البرامج التدريبية التي تنظمها المدرسة |
| c. Reading scholarly journal articles about language teaching. | ج. قراءة المقالات الأكاديمية المتعلقة بتدريس اللغات |
| d. Observing classes of other teachers. | د. حضور حصص المعلمات الأخريات للمشاهدة |
| e. Searching for new teaching ideas and techniques in books or internet resources. | هـ. البحث في الكتب أو الإنترنت عن أفكار وأساليب التدريس الجديدة |
| f. Attending workshops organized by other teachers. | و. حضور ورش العمل التي تنظمها المعلمات |
| g. Reflective teaching. | ز. التدريس التأملي |
| h. Teacher action research. | ح. البحث التنفيذي |
| i. Other (Please specify) ----- | ط. أشياء أخرى (يرجى التحديد) ----- |
| ----- | ----- |
| ----- | ----- |

2. In your opinion, what would encourage you to pursue professional development? (you may choose more than one answer)

2. في رأيك، ما هي الأشياء التي يمكن أن تشجعك لمواصلة التطوير المهني ؟ (يمكن اختيار أكثر من إجابة)

- | | |
|--|--|
| a. Career advancement. | أ. التقدم أو الترقى في الوظيفة |
| b. Students' progress | ب. تحسن مستوى الطالبات |
| c. Getting a raise. | ج. الحصول على علاوة |
| d. Self-fulfillment and job satisfaction. | د. الرضا الذاتي و الرضا الوظيفي |
| e. A wish to learn new things about language teaching. | هـ. الرغبة في تعلم أشياء جديدة متعلقة بتدريس اللغة |
| f. Other (Please specify) ----- | و. أشياء أخرى (يرجى التحديد) ----- |
| ----- | ----- |

3. In your opinion, what would hinder you from pursuing professional development? (you may choose more than one answer)

- a. Lack of time
- b. Lack of resources
- c. Expenses of professional development activities
- d. Unavailability of professional development programs.
- e. The location the professional development programs are taking place in.
- f. Other (Please specify) -----

3. في رأيك، ما هي الأشياء التي يمكن أن تعيق متابعتك للتطوير المهني؟ (يمكن اختيار أكثر من إجابة)

- أ. ضيق الوقت
- ب. قلة المصادر
- ج. تكاليف برامج التطوير المهني
- د. عدم توفر برامج التطوير المهني
- هـ. الموقع الذي تقام فيه برامج التطوير المهني
- و. أشياء أخرى (يرجى التحديد) -----

4. Whom do you believe would benefit most from teacher professional development programs? (you may choose more than one answer)

- a. The teacher
- b. The students
- c. The school or institution
- d. The community
- e. Others (Please specify) -----

4. في رأيك من الأكثر استفادة من برامج التطوير المهني للمعلمات؟ (يمكن اختيار أكثر من إجابة)

- أ. المعلمة
- ب. الطالبات
- ج. المدرسة أو المؤسسة التربوية
- د. المجتمع
- هـ. آخرون (يرجى التحديد) -----

5. Which areas of teaching do you feel that you need more training and development in? (you may choose more than one answer)

- a. Subject matter
- b. Teaching methods
- c. Material development
- d. Classroom management
- e. Other (Please specify) -----

5. ما هي نواحي التدريس التي تشعرين بأنك بحاجة لمزيد من التدريب و التطوير فيها؟ (يمكن اختيار أكثر من إجابة)

- أ. المادة
- ب. طرائق التدريس
- ج. إعداد المواد المتعلقة بالتدريس
- د. إدارة الصف
- ط. أشياء أخرى (يرجى التحديد) -----

6. Who selects the professional development activities or programs for you to participate in? (you may choose more than one answer)

a. You select them yourself

b. The school administration

c. The supervisor

e. Others (Please specify) -----

6. من يقوم باختيار أنشطة و برامج التطوير المهني لك لتشاركي بها ؟ (يمكن اختيار أكثر من إجابة)

أ. تختارها بنفسك

ب. إدارة المدرسة

ج. الموجهه

هـ. آخرون (يرجى التحديد) -----

7. What kind of professional development have you practiced? Which were the most useful? Which were the least useful?

7. ما هي أنواع التطوير المهني التي شاركت فيها؟ أيها كانت أكثر فائدة؟ و أيها كانت أقل فائدة؟

Most Useful الأكثر فائدة	Least Useful الأقل فائدة
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

Part (2)

1. Do you have plans for your professional development in the next two years?

a. yes

b. no

c. not sure

1. هل لديك خطط للتطوير المهني للسنتين المقبلتين؟
أ. نعم ب. لا ج. غير متأكدة

2. Consider the opportunities you have had for professional development in the past. Did they help you in your teaching?

a. yes

b. no

c. not sure

2. تأمل في فرص التطوير المهني التي حصلت عليها في السابق. هل ساعدتك في التدريس؟
أ. نعم ب. لا ج. غير متأكدة

3. Do you feel that your school or institution needs to organize continuous training and professional development courses for you?
a. yes b. no c. not sure

3. هل تشعرين بأن المدرسة بحاجة لتنظيم دورات التطوير المهني بصورة مستمرة لك كمعلمة؟
أ. نعم ب. لا ج. غير متأكدة

4. Do you think that teachers need to take the initiative to develop professionally?
a. yes b. no c. not sure

4. هل باعتقادك بأن المعلمة تحتاج لأخذ المبادرة للتطوير المهني؟
أ. نعم ب. لا ج. غير متأكدة

5. Does your school support and encourage teachers' professional development and training?
a. yes b. no c. not sure

If yes, how?

5. هل مدرستك تساند و تشجع التدريب و التطوير المهني للمعلمات؟
أ. نعم ب. لا ج. غير متأكدة
إذا كانت الإجابة نعم ، كيف؟

6. Does your school pay teachers' professional development expenses.
a. yes b. no c. not sure

6. هل تقوم المدرسة بتغطية تكاليف التطوير المهني للمعلمات ؟
أ. نعم ب. لا ج. غير متأكدة
7. Teachers who are constantly involved in professional development programs are financially rewarded by the school?
a. yes b. no c. not sure

7. هل تقدم المدرسة حوافز مادية للمعلمات اللاتي يشاركن ببرامج التطوير المهني بصورة مستمرة؟
أ. نعم ب. لا ج. غير متأكدة

8. Do teachers' annual appraisals take professional development into consideration
a. yes b. no c. not sure

If yes, in what way?

8. هل هناك تقدير لمشاركة المعلمة في التطوير المهني في التقييم السنوي للمعلمة؟
أ. نعم ب. لا ج. غير متأكدة
إذا كانت الإجابة نعم ، كيف؟

9. Do you think that you need to have training and professional development opportunities?
a. yes b. no c. not sure

9. هل تعتقد بأنك بحاجة للحصول على فرص للتدريب و التطوير المهني؟
أ. نعم ب. لا ج. غير متأكدة

10. Have you applied what you have learned in training and professional development programs in your classrooms?
a. yes b. no c. not sure

Please explain your answer -----

10. هل تقومين بتطبيق ما تعلمته في برامج التطوير المهني في تدريسيك في الصف؟
أ. نعم ب. لا ج. غير متأكدة
الرجاء شرح الإجابة -----

11. Do you find that training and professional development programs are a waste of time, money, and efforts?
a. yes b. no c. not sure

Please explain your answer -----

11. هل تجد أن برامج التدريب و التطوير المهني فيها ضياع للوقت، و المال، و الجهد؟
أ. نعم ب. لا ج. غير متأكدة
الرجاء شرح الإجابة -----

12. Do you think that professional development and in-service training programs are only useful to new teachers who don't have much experience.
a. yes b. no c. not sure

12. هل تعتقد أن برامج التدريب والتطوير المهني مهمة فقط للمعلمين الجدد الذين لا يمتلكون الكثير من الخبرة؟
أ. نعم ب. لا ج. غير متأكدة

13. Do you think that teachers with experience and who have been teaching for a long time do not need training and professional development activities.
a. yes b. no c. not sure

13. هل تعتقد بأن المعلمات اللاتي لديهن الخبرة و أمضين وقت طويل في التدريس لسن بحاجة للتدريب و التطوير المهني؟
أ. نعم ب. لا ج. غير متأكدة

14. Do you have a computer at school?

a. yes

b. no

c. not sure

14. هل لديك كمبيوتر في المدرسة؟

أ. نعم

ب. لا

ج. غير متأكدة

15. Do you have access to the internet at school?

a. yes

b. no

c. not sure

15. هل تستطيعين استخدام الإنترنت في المدرسة؟

أ. نعم

ب. لا

ج. غير متأكدة

16. Can you find current books and journals about language teaching in your school library?

a. yes

b. no

c. not sure

16. هل تستطيعين إيجاد الكتب و المجلات الحديثة المتخصصة بتدريس اللغة في مكتبة المدرسة؟

أ. نعم

ب. لا

ج. غير متأكدة

17. If you select the professional development programs or activities yourself, on what basis do you choose them?

17. إذا كنت تختارين برامج و أنشطة التطوير المهني بنفسك، على أي أساس يكون هذا الاختيار؟

18. Do you feel that you need to have more training and professional development opportunities? Why? Or why not?

18. هل تشعرين بأنك بحاجة لمزيد من التدريب و فرص التطوير المهني؟ لماذا؟ لم لا؟

19. List some of the ways in which professional development can improve your teaching.
19. عدد بعض الأشياء التي يمكن لبرامج التطوير المهني تحسينها في تدريسك.

20. As a language teacher, what have you done to improve your teaching and professional competence?
20. كمدرسة للغة، ماذا فعلت لرفع كفاءتك المهنية و تطوير اداؤك في التدريس ؟

21. What are the benefits of professional development for you as a person?
21. ما هي فوائد التطوير المهني لك كشخص؟

22. Do you have any comments about teacher training and professional development?

22. هل لديك أي ملاحظات حول التطوير المهني للمعلمات؟

Thank You

Appendix B
Interview Questions for School Administrators and English Supervisors

1. Do you have plans for the professional development for teachers of English in your school? (if yes) what are they?

1. هل لديك خطط للتطوير المهني الخاص بمعلمات اللغة الإنجليزية في مدرستك؟ (إذا نعم) ما هي؟

2. How many teachers take part in professional development activities every year?

2. كم عدد المعلمات اللاتي يشاركن في أنشطة التطوير المهني في كل عام دراسي؟

3. In what ways do you find professional development and in-service teacher training programs useful? In what ways they are not useful?

ما هي الأشياء التي تجدونها مفيدة أو غير مفيدة في أنشطة التطوير المهني؟ هل يمكنك التوضيح؟

4. What are some professional development activities your teachers have participated in the past two years?
ما هي بعض أنشطة التطوير المهني التي شاركت بها المعلمات في السنتين الماضيتين؟

5. Have you organized any professional development activities for English teachers?
هل قمت بتنظيم أنشطة للتطوير المهني لمعلمات اللغة الإنجليزية ؟ ما هي؟

6. What are the challenges to professional development in your school situation?
ما هي التحديات التي يمكن أن تواجهها مدرستك عند تنظيم برامج التطوير المهني؟

7. Do you encourage the teachers to participate in professional development activities?
هل تشجع المعلمين على المشاركة في برامج التطوير المهني؟ يرجى التوضيح؟

This image shows a full page of primary-ruled paper. It features ten sets of horizontal lines across the page. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise blank, with no margins or additional markings.

8. Who selects the professional development activities or programs for the teachers? Do they select them themselves? Or you do you or the supervisors select them?
من يقوم باختيار أنشطة التطوير المهني للمعلمات؟ هل تختارنهم أنت؟ أم المعلمات؟ أم الموجهة؟

9. If you select the programs, on what basis do you select them?
إذا كنت أنت من يختار البرامج، على أي أساس يتم هذا الاختيار؟

[illegible]

10. Is there a specific number or type of professional development activities teachers are required to take part in for every academic year?

هل هناك عدد محدد أو نوع محدد من أنشطة التطوير المهني يجب على المعلمين الإشتراك به في كل عام دراسي؟

11. Do you ask teachers for a proof of participation in professional development? in addition to the certificates?

هل تطالب المعلمين بأدلة مشاركة في برامج التطوير المهني بالإضافة إلى الشهادة؟

12. How do you know if the teachers implement and make use of what they have learned in the professional development programs in their classrooms? Are there any follow-up and evaluation methods?

كيف تعرفين إذا كانت المعلمات يطبقن ما تعلمنه في برامج التطوير المهني في التدريس؟ هل هناك نظام للمتابعة أو التقييم؟

13. Do you have any comments about professional development for teachers in general and English teachers in particular?

هل لديك أية ملاحظات حول التطوير المهني للمعلمات بصفة عامة و لمعلمات اللغة الإنجليزية بصفة خاصة؟

VITA

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