



Graduate School of Education

**Designing a Continuing Professional Development Programme for
Enhancing the Teaching Skills of Teachers of the Arabic Language**

Submitted by Ahmed Hassan Ahmed Al Ghamdi to the University of Exeter

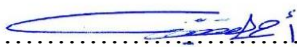
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Abstract

The literature shows that there are limitations in continuing professional development (CPD) programmes that prevent teachers of the Arabic language (TALs) at elementary schools in the Kingdom of Saudi Arabia (KSA) from benefitting fully from these programmes to enhance their teaching skills. To resolve this problem, this study was undertaken, utilising the principles of andragogy as the theoretical framework and employing evaluation research as a methodology. The methodology consisted of four phases. The first (exploratory) phase involved administering a needs analysis questionnaire to 39 male TALs to identify the teaching skills they required, then conducting semi-structured interviews with six male TALs (who would also participate in the second, third and fourth phases), to elicit their views on the characteristics of effective CPD that would help to improve their teaching skills. The outcomes of this exploratory phase were considered in constructing the development phase, in which two experts took part, and the execution phase, which established the procedures for planning and implementing the CPD programme. Finally, the evaluation phase identified the requirements that the CPD programme must meet in order to improve the target group's teaching skills in the next stage of its design. It concluded that the CPD programme designed for this study was capable of addressing the stated problem. Based upon the outcomes of the above four phases, the study resulted in the design of a relevant CPD programme to improve TALs' teaching skills and one that was suitable in the context of CPD in the KSA.

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List of Abbreviations

CPD Continuing professional development

KSA Kingdom of Saudi Arabia

MOE Ministry of Education

TAL Teachers of the Arabic language

Chapter One:

Introduction

Chapter One: Introduction

Background and Statement of the Problem

The Ministry of Education (MOE) in the Kingdom of Saudi Arabia (KSA) deems education a critical issue because it has a great influence on the present and future of the nation (Ministry of Education, 2006). Recently, education in the KSA has been subject to different shifts that have emerged from internal and external principles and variables, such as the knowledge revolution, globalisation and competition (Tatweer, 2011). These shifts have influenced the outcomes of the country's public education institutions and the government has consequently paid much attention to responding to these shifts. For instance, the number of schools operated by the MOE increased from 3,098 in 1970 to 33,280 in 2011, while the number of teachers increased over the same period from 22,300 to 482,708 (Ministry of Education, 2012b). Moreover, in 2011, expenditure on education rose to 26% of the local budget (Ministry of Finance, 2011). The main reason for this considerable support for the education sector is that the KSA government perceives education as an essential component of social and economic development (Almadani & Allaafiajiy, 2014; Sayegh, 2009).

In spite of the significant support for education in the KSA, many indicators suggest that the public education institutions are facing many problems (Alauad, 2009). For example, the Ministry of Economy and Planning (2005), as the official body responsible for assessing the performance of the ministries in the KSA, has identified a number of challenges requiring continuous attention, including improving the quality of output of the public education institutions. In addition, Alabdulkareem (2009) and Aleasa (2009) point out that public education institutions have difficulties in solving the problems that it faces. Therefore, its outcomes do not meet the objectives and aspirations of the MOE, nor are they responsive to the various issues and characteristics of this era.

The official language of the KSA is Arabic, and although it is also the first language of instruction, there is much of literature indicating that students' performance with respect to language mastery is not satisfactory, particularly at the elementary stage (Alnassar, 2010; Alshenti et al., 1994). Indeed, for over two decades scholars have discussed problems in the learning and teaching of Arabic. For example, the Research Centre at Alimam Muhammad bin Saud Islamic University (1985) debated several issues related to teaching and learning Arabic at public schools in the KSA. It revealed that those teaching and learning Arabic confronted various obstacles, which were mostly attributed to the Arabic language syllabuses, teachers of the Arabic language (TALs) and students. In 1994, a teachers' college in the Hail region raised this issue again at its conference entitled *Phenomena of Linguistic Weakness*. This conference concluded that there was a marked weakness in students' Arabic language skills (Alshenti et al., 1994). Since 1994, many studies and conferences have addressed the facts and difficulties of learning and teaching Arabic in public schools in the KSA. Most of these have emphasised that the majority of schools complain about the Arabic language proficiency of their students (Arabic Language Department, 2009; Ministry of Education, 2000; Ministry of Education, 2007a).

The teaching process comprises many elements and components, which are examined in Chapter Three. Therefore, determining the factors that affect the result of Saudi students to learn Arabic is not easy (Arabic Language Department, 2009). It seems that the MOE, as the official body responsible for education in the KSA, has not identified these factors; rather, it has recognised 'a low level of the quality of in-service teacher training, especially in the areas of mathematics, science, and Arabic and English language' (Ministry of Education, 2012a, p. 108). In addition, researchers (e.g. Alfahmi, 2001; Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009) have indicated that continuing professional development (CPD) programmes available to TALs, play a role in this issue because, for various reasons, such programmes have not

contributed to enhancing TALs' teaching competencies and performance. These will be discussed in Chapter Two.

A number of solutions have been proposed to address the difficulties Saudi students face in relation to learning Arabic, but most of the literature suggests that improving the knowledge, attitudes and skills of TALs will contribute significantly to enhancing students' learning Arabic. Thus, the Saudi Association for Psychological Science and Education (2006; 2010) recommends that the MOE should provide TALs with precise CPD programmes during their teaching careers, because those programmes play a vital role in improving educational outcomes. Moreover, various researchers have suggested that these programmes should take into account the different needs of TALs in regard to professional, pedagogical and content knowledge, as well as the skills needed to implement it (Alshenti et al., 1994; College of Education, 2009; Umm Al-Qura University, 2000).

The MOE has an interest in the CPD of TALs (Almadani & Allaafiajiy, 2014). In this regard, Sywelem and Witte (2013) report that 'positive efforts have been made by the Saudi Ministry of Education concerning teacher professional development. These efforts reinforce that the Ministry recognizes the importance of the quality of teachers' (p. 889). Moreover, in 1997 the MOE established 45 centres for educational training and scholarship, which are dispersed in most of the regions of the KSA (Ministry of Education, 2010). Then, in 2006, it adopted King Abdullah bin Abdul-Aziz's project for the development of various aspects of public education in the KSA (Tatweer, 2010a), consisting of four programmes: (a) rehabilitation and training, (b) improving the learning environment, (c) the development of educational curricula and (d) supporting non-classroom activities (Ministry of Education, 2008). The first programme concentrates on the rehabilitation and training of teachers, which indicates that the project pays considerable attention to teachers, because they have a major impact on all elements of the education system. The second and third programmes have

achieved some of their aims to improve the learning environment and the development of educational syllabuses. As a result, at the beginning of 2011, the project provided new syllabuses for all modules and stages, and established several educational facilities. Nevertheless, those who were responsible for the project stated that the programme of rehabilitating and training teachers and supporting non-classroom activities had not resulted in any noticeable developments; nor had a plan been presented identifying actions to support and implement these programmes (Tatweer, 2011).

According to Alharbi (2011), CPD programmes for teachers in the KSA suffer many problems, because there is 'little if any systematic professional support available to teachers... Many in-service programmes can best be described as haphazard' (p. 2). More specifically, as discussed in Chapter Three, CPD is a dynamic process consisting of specific elements and components organised into the three phases of planning, implementation and evaluation (Blandford, 2003; Siddiqui, 2008; Villegas-Reimers, 2003). However, evidence suggests that at the planning stage, CPD programmes available to TALs in the KSA were not tailored to their different needs in terms of knowledge, attitudes and skills (Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009). The implementation of CPD programmes adopted a traditional approach, using workshops and lectures. This approach has been criticised for failing to take into account TALs' specific needs and differing experience, thus not contributing to an improvement in their teaching competencies and performance (Alfahmi, 2001; Roas, 2001). Finally, it appears that the evaluation of CPD focused on assessing TALs' reaction to it, while its impact on their learning, practice and other skills areas was not considered (Alabdualateef, 2007; Ministry of Education, 2012a).

In addition, several studies show that TALs in the KSA need to exploit CPD during service in order to improve their teaching skills, because their CPD does not contribute to improving their teaching skills; rather, it aims to equip them with professional, pedagogical

and content knowledge in a very short timeframe. Alghamdi (2013), for instance, found that TALs faced certain difficulties when implementing and evaluating the process of teaching Arabic, because they lacked the skills that would help them to do so effectively. He therefore suggests that CPD programmes for TALs should be designed to meet their need for skills in implementation and evaluation. Similarly, Altrjmi (2010) asserts that TALs require CPD to improve their teaching performance with regard to the design, implementation and evaluation of teaching, while Buteal (2009) suggests that they need to pursue CPD in order to develop their professional competencies to deal with planning, teaching strategies, classroom management, educational methods and technologies, and evaluation.

Finally, there is much evidence from international empirical studies (e.g. Garet, Porter, Desimone, Birman, & Yoon, 2001; Hustler, McNamara, Jarvis, Londra, & Campbell, 2003; Ingvarson, Meiers, & Beavis, 2003) as to the impact of CPD on various aspects of teachers' professional lives, including their teaching skills, upon which it can have a very strong influence.

In light of the problems set out above, it can be concluded that TALs in the KSA need to take advantage of CPD to enable them to teach Arabic effectively. To be specific, effective TALs—as will be examined in Chapter Three—should have professional, pedagogical and content-specific knowledge, teaching skills for imparting this knowledge, and the disposition needed to promote learning for all students (Burden & Byrd, 2012; Cooper, 2011).

Accordingly, the present study was limited to examining the knowledge about teaching skills* that TALs should possess. This is because successful teaching skills involve three elements: knowledge, decision-making and action (Harris, 1998; Waugh & Jolliffe, 2013), as will be examined in Chapter Three. In this respect, effective teachers, in order to

* As will be discussed in Chapter Three, teaching skills have three elements, namely: knowledge, decision-making and action. Hence, throughout this thesis, the term 'teaching skills' is used to refer to the knowledge about teaching skills that TALs need to acquire through CPD programmes.

enhance their skills, should develop and extend their ‘knowledge about the decision [they] may take in a particular situation as it is about the successful execution of the observable action’ (Kyriacou, 2007, p. 1).

Aim and Objectives of the Study

Based upon the above argument, the present study aimed to design a CPD programme for enhancing the teaching skills of TALs in the areas of planning, implementation and evaluation of the process of teaching Arabic. In pursuit of this aim, it addressed the following four objectives:

1. To identify the teaching skills in planning, implementing and evaluating the process of teaching Arabic that TALs need to develop through CPD programmes.
2. To identify the characteristics of effective CPD programmes that TALs need to pursue to enhance their teaching skills in the areas identified above.
3. To identify the procedures for planning, implementing, evaluating a CPD programme that would enhance TALs’ teaching skills in the areas mentioned above.
4. To elicit the contributions of TALs to ensure the design of a CPD programme that would enhance their teaching skills in these areas.

Research Questions

In order to direct the study toward achieving the above aim and objectives, four questions were formulated as follows:

1. What are the perceptions of TALs regarding the teaching skills that they need to acquire through CPD in regard to planning, implementing and evaluating the process of teaching Arabic?

2. What are the views of TALs regarding the characteristics of the CPD programme designed to enhance their teaching skills in the identified areas?
3. How can a CPD programme be practically planned, implemented and evaluated to enhance TALs' teaching skills in the areas mentioned?
4. How can the design of a CPD programme be improved to enhance TALs' teaching skills in the areas identified?

Significance of the Study

This study was triggered by the fact that in the KSA, as reported above, the MOE does not offer specific CPD for TALs who wish to improve their teaching skills in terms of the planning, implementation and evaluation of the process of teaching Arabic. Other studies that have investigated the CPD of TALs (e.g. Alfahmi, 2001; Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009) have not identified the requirements that CPD programmes must meet in order to enhance their teaching skills in the areas needed; furthermore, they have not offered TALs material based on practical findings that might lead to improvements in their teaching skills. Therefore, this study is intended to have a wider significance, which can be viewed from both a theoretical and a practical perspective.

From the theoretical perspective, the study is expected to contribute to the field of CPD for teachers in the KSA context in two ways:

- by identifying the teaching skills that TALs need to acquire through CPD programmes in order to enhance their effectiveness in the planning, implementation and evaluation of the process of teaching Arabic; and
- by identifying the characteristics required of CPD programmes in order for them to enhance the teaching skills of TALs in specified areas.

From the practical perspective, the study is expected to be significant because it will contribute to accomplishing different practical outcomes:

- providing the MOE and its educational training centres with a precise CPD programme that can be implemented in order to improve the teaching skills of TALs in the areas of planning, implementation and evaluation of the process of teaching Arabic;
- providing a CPD programme that is applicable for use in colleges of education within the KSA's universities, because some of these colleges contribute to providing CPD programmes for TALs; and
- providing a CPD programme that can guide TALs to develop an adequate model to be followed in planning, implementing and evaluating the process of teaching Arabic. In addition, it may assist them in resolving problems which they might face in the above areas.

Terminology Used in the Study

This section offers operational and contextual explanations of key terms used in this study; more detailed definitions are presented in Chapters Three and Four.

- **Designing:** is a set of dynamic processes and procedures comprising the three phases of planning, implementation and evaluation, aimed specifically in this case at directing the elements and components of a CPD process to help accomplish its aims and objectives most efficiently.
- **Continuing professional development:** is a dynamic process based upon the above three stages of the design phase and on three elements: inputs, processes and outputs. Its immediate purpose is to provide content and activities based on specific aims and objectives, according to the needs of TALs. It serves the long-term purpose of

enhancing the knowledge, attitudes and skills of TALs, so that they might, in turn, improve their students' language abilities by helping them to understand, analyse and evaluate the language events that face them, in order to produce language structures characterised by accuracy and fluency.

- A programme: is a set of organised learning experiences and activities designed specifically to enhance TALs' teaching skills in the planning, implementation and evaluation of the process of teaching Arabic.
- To enhance: means to effect a change for the better in the knowledge about skills of TALs in the areas of planning, implementation and evaluation of the process of teaching Arabic, in order to achieve the desired aims and objectives successfully.
- Teaching skills: are the set of activities and approaches that TALs employ when teaching students and which, when mastered by teachers, will improve the quality of the teaching process so that the Arabic language can be successfully taught to students.
- Teachers of the Arabic language: are those responsible for teaching all Arabic modules such as reading, writing, listening and speaking, at the elementary stage in the Albaha region of the KSA.

Organisation of the Study

The study is organised into seven chapters. This introductory chapter has outlined the general background and stated the problem. It has set out the aim and objectives, stated the research questions, explored the significance of the study and explained the terminology.

Chapter Two: Contextual Background, identifies the setting and antecedents of the study.

Chapter Three: Literature Review, explores the relevant literature on CPD and Arabic

teaching skills. Chapter Four: Methodology, explains the research procedures by identifying

the study's paradigm and outlining various perspectives on evaluation research. It discusses the research design and methods and provides details concerning participants, data collection and analytical techniques. It then outlines the ethical considerations. Chapter Five: Findings, reports the findings of the study. Chapter Six: Discussion, discusses the main findings of the study in relation to the existing literature and the context of the study. Chapter Seven: Conclusions, discusses the contributions and implications of the study, explores its limitations and provides suggestions for further research.

Chapter Two:

Contextual Background

Chapter Two: Contextual Background

Chapter Overview

This chapter identifies some important issues relating to the context in which this study would be undertaken. These issues are divided into two parts. The first part discusses facts regarding teaching Arabic, and the curriculum for doing so in the KSA, in order to understand the attention that the MOE has paid to the teaching and learning of Arabic in public education. This also shows the different developments that have occurred in the content of the Arabic curriculum. The second part analyses the preparation of TALs, in order to expose the realities, problems, obstacles and challenges that have confronted them before and during service. Finally, the chapter concludes with a summary of the relevant points raised in this chapter.

Part One: Teaching Arabic in the KSA; the Arabic Curriculum

Teaching Arabic in the public education institutions in the KSA has different aims and objectives. Moreover, the Arabic curriculum has experienced different developments. The first part of this chapter examines these issues from various perspectives.

Teaching Arabic in the KSA

Public education in the KSA is comprised of three stages: elementary (six levels); intermediate (three levels); and secondary (three levels). Because the official language in the KSA is Arabic, the MOE has adopted education policies that claim the Arabic language must be the first language of education in all modules and stages (Ministry of Education, 2013). For example, it allocates nine out of 30 sessions weekly for students to learn Arabic at the elementary stage, and 21 sessions are distributed throughout seven modules such as

mathematics, science and so on (Ministry of Education, 2007b). In addition, learning Arabic in these stages is compulsory.

Although Arabic is the first language of instruction in the KSA, some literature reveals that with respect to linguistics, learning outcomes are not satisfactory, particularly at the elementary level (Aleasa, 2009; Alnassar, 2007; Alshenti et al., 1994). Aleasa (2009) therefore suggests that the Arabic curriculum in the KSA needed to be radically altered, particularly in terms of its content, methods and procedures.

The Arabic curriculum in the KSA

According to Alkhalifa (2004), the design and organisation of the Arabic curriculum has been based on specific approaches in terms of its aims, objectives, syllabus content and the selection of materials, methods and evaluation processes. These approaches have been based on ‘theories about the nature of language and language learning that serve as the source of practices and principles in language teaching’ (Richards & Rodgers, 2001, p. 22). On the other hand, Alkhuli (2000) claims that theories of linguistics, psycholinguistics and sociolinguistics have generally reinforced these approaches, while applied linguistics contributes substantially to the design and structure as well as the aims, objectives, content, methods and evaluation that are represented in the essential elements of the Arabic curriculum.

There are different approaches to structuring the Arabic curriculum, but most of the literature on its design (Alkhalifa, 2004; Awad, 2000; Toaima & Alnaqa, 2006) indicate subcategory, communication, integration, function and skill as relevant concepts because they are consistent with the nature of Arabic and the process of learning the language. Recent literature suggests adopting a technical approach to designing the Arabic curriculum in terms

of its content and methods, because the nature of the modern era requires the use of technology and its applications in Arabic education (Alzahrani, 2007).

The research outlined above reveals two phases in the development of the Arabic curriculum in the KSA, particularly in terms of its content and methods (Alsuhami, 2010). The first phase extended over half a century during which time the MOE depended entirely on the subcategory approach to curriculum design, which focused exclusively on linguistic knowledge and neglected students' attitudes and skills in practising the language (Alzahrani, 2008). Moreover, the Arabic syllabus and teaching methods were divided into reading, literature, expression, syntax, dictation and handwriting (Madkour, 1997). Thus, Alsuhami (2010) claims that the MOE followed this approach in order to facilitate the learning of Arabic.

Certainly, the disadvantages of this approach outweighed its advantages. One of these disadvantages is that it did not take into account the unity of Arabic, which prevented students from learning Arabic as an integrated unit that was regularly practised in their daily lives (Awad, 2000). Many studies have considered the ineffectiveness of this approach and suggested that this was the major factor that impeded TALs and their students in their efforts to teach and learn Arabic (Aldahmani, 2007; Alsuhami, 2010; Alzahrani, 2008). As a result, these studies insisted that the MOE redesign the curriculum according to the nature of the language and the processes involved in learning it.

This led to the second phase in which the Ministry of Education (2007a) acknowledged that the previous curriculum did not achieve its objectives because it was based on a subcategory approach that focused on linguistic knowledge by dividing it into different syllabuses. The most recent phase of the Arabic curriculum is based on an integrated approach (Aldahmani, 2007; Alsuhami, 2010; Alzahrani, 2008) that concentrates on intensifying linguistic outcomes and training students to acquire skills as they are practised

daily. In addition, it assumes that Arabic is an integrated language system that consists of four skills that are included in two general processes: input (reading and listening); and output (writing and speaking) (Madkour, 1997). Consequently, most of the literature on Arabic education presupposes that these skills are most effectively taught by integrating them with each other, according to specific design strategies that should be based on the theories of linguistics, psycholinguistics, sociolinguistics and applied linguistics (Zafear & Alhamadi, 1984). These design strategies should also take into account students' unique characteristics in terms of linguistic knowledge, needs and attitudes, which directly affect their acquisition of these four skills (Aldahmani, 2007).

Some researchers argue that this approach is ideal for Arabic education because it maintains the unity of the language and has a profound impact on students' language learning outcomes (Alzahrani, 2008; Awad, 2000). Additionally, it does not prevent students from learning Arabic as an integrated unit and saves time and effort in both the syllabus design process and the teaching process (Aldahmani, 2007; Awad, 2000). As a result, in 2006, King Abdullah bin Abdul-Aziz's project for improving public education began with the development of a new Arabic curriculum. This project culminated at the beginning of 2011 with a new Arabic curriculum that was based on the integrated approach (Tatweer, 2010c).

Finally, TALs are responsible for implementing the new Arabic curriculum by employing effective strategies, methods and skills. Accordingly, Aldahmani (2007) and Alsuhami (2010) propose that there are important factors that can lead to success in achieving the objectives of the new Arabic curriculum. Most importantly, the institutions involved in preparing TALs before service should provide their students with the strategies, methods and skills that will allow them to execute this curriculum effectively. Additionally, TALs currently in the field should enrol in compulsory CPD courses to gain the necessary skills to implement the curriculum. Therefore, there is a need to determine the different dimensions of

TAL preparation before and during service. The following section provides an analysis of these dimensions to identify deficiencies in TAL preparation programmes.

Part Two: TAL Preparation before and during Service in the KSA

TAL preparation before and during service in the KSA has experienced different developments. The second part of this chapter analyses TAL preparation programmes in order to expose the realities, problems, obstacles and challenges that confront them.

Pre-service TAL preparation in the KSA

Pre-service TAL preparation in the KSA began in 1926 when the MOE established the Saudi Scientific Institute for teacher preparation (Alkatabi et al., 2005). Several subsequent shifts and reforms have occurred. In 1976, the MOE established teachers' colleges in different regions of the KSA (Alhulabi & Ibraheem, 1992). These colleges prepare teachers to teach different subjects such as Arabic, English, science and mathematics in elementary schools. According to Alsayegh, Alhugelan and Alumar (2003), these colleges adopted the integrated system, which required three and a half years of study, and half a year of teaching practice in elementary schools. This half year of practical training represented the pre-service preparation for TALs in the KSA. Students could then obtain a bachelor's degree, which qualified them to teach Arabic in the KSA elementary schools.

According to Aljabr (1992), Alkatheery and Alnassar (2010) and Faraj (1992), the TAL preparation programme in teachers' colleges was in accordance with the integrated system that consisted of 149 credits. These credits concentrated on three domains: general (cultural); professional (educational); and academic (specialist). Table 1 summarises the details of these domains.

Table 1. *Domains of TAL Preparation in Teachers' Colleges*

Domain	Allotment	Purpose
(a) General	15% of the preparation programme.	To provide students with general information about Islamic culture, KSA history, geography and so on
(b) Professional	25% of the preparation programme.	To provide students with specific modules in three sections: 1. Social and philosophical foundations 2. General, educational and developmental psychology 3. Educational assessment, teaching methods, curricula, and teaching practice
(c) Academic	60% of the preparation programme.	To provide students with specific modules of subject matter such as applied and theoretical linguistics, Arabian and KSA literature and so on

Several studies have analysed and critiqued the TAL preparation programmes in teachers' colleges (Alkatabi et al., 2005; Almonea, 2010; Alnoh, 2006; Alshargi, 2004). First, these studies collectively suggest that the modules provided in the general and academic domains did not meet students' needs because, initially, they were not designed in accordance with the variety of needs that existed. Moreover, the contents and activities in these modules failed to follow the rapid developments and important changes that were taking place domestically, locally and globally, because those who were responsible for these colleges did not develop the modules, but simply implemented them. Second, the modules that related to the professional domain did not prepare future teacher for the teaching profession because their contents and activities concentrated on theory more than practice. Furthermore, these modules have not kept pace with the new Arabic curriculums that have been developed by the MOE. Therefore, these studies suggest that the contents and activities of these modules should be reviewed and updated regularly to consider students' needs.

By 2005, the KSA government had established over 20 new universities (Almonea, 2010) and the teachers' colleges were combined with the education colleges within these universities. As a result, these colleges changed TAL preparation programmes from the integrated system to the sequential system. The latter system requires four years of study to acquire a bachelor's degree in teaching Arabic. Furthermore, students cannot teach in schools before obtaining an additional diploma in teaching Arabic, which requires an additional year

of study. This additional year represents the pre-service preparation for TALs in the KSA, but excludes teaching practice at schools. Indeed, TAL preparation programmes within colleges of education—as far as I know—have not yet faced any form of evaluation.

Based on the discussion above, it is clear that there are gaps in the TAL pre-service preparation programme. The following section reviews TAL preparation practices during service and outlines the remarkable developments that have brought about these programmes in the KSA. The purpose of this discussion is to assess the extent to which these programmes address the gaps in TAL preparation before service.

In-service TAL preparation in the KSA

The year 1954 historically marks the beginning of CPD for teachers in the KSA. In this year, the MOE trained 1,025 teachers by providing them with courses on various subjects including psychology and teaching methods during the summer vacation (General Directorate of Training and Scholarship, 2002).

From 1955 to 1973, the MOE was directly responsible for designing and carrying out CPD, so these programmes were limited to some regions of the KSA. This meant that most teachers could not benefit from these programmes (General Directorate of Training and Scholarship, 2002). In addition, these programmes were designed and carried out through long-term scheduling, ranging between six months to three years. The reason for the length of these courses was that most of the teachers were not fully qualified to teach, so they were designed to qualify them with respect to their subject matter and teaching methods (General Directorate of Training and Scholarship, 2002).

In 1974, the MOE established the General Directorate of Training and Scholarship, which aimed to achieve continuous professional growth of educational incumbents, to rehabilitate national cadres in the disciplines needed by the MOE and to develop methods and

training systems in accordance with modern global trends (General Directorate of Training and Scholarship, 2011). Therefore, after 1974, the responsibility for training teachers shifted from the MOE to the General Directorate of Training and Scholarship.

Three years later, the Ministry of Civil Service approved the *Guide to Educational Training and Scholarship* developed by the MOE. This guide consisted of 32 items, aimed to organise and control the training process for teachers in the General Directorate of Training and Scholarship. In addition, it emphasised that the MOE and General Directorate of Training and Scholarship must provide teachers in all regions of the KSA with educational training programmes (General Directorate of Training and Scholarship, 2002). Therefore, in 1980, the General Directorate of Training and Scholarship began executing the policies in this guide by extending its educational training programmes in most regions. In the same year, the General Directorate of Training and Scholarship found that it was not able to continue providing these programmes throughout all 13 regions of the KSA because the number of teachers had increased significantly. Therefore, the MOE established several educational training centres within these regions in order to expand the training programmes available to teachers.

In 1997, the MOE and General Directorate of Training and Scholarship established 45 centres for educational training and scholarship that were dispersed throughout most of the regions of the KSA (Ministry of Education, 2010). Therefore, after 1997, each region in the KSA had its own teacher-training centre. At the same time, the role of the General Directorate of Training and Scholarship shifted from designing and implementing CPD programmes to managing and directing them via its educational training centres, which became directly responsible for designing and carrying out such programmes after 1997.

Finally, in 2006, the MOE adopted King Abdullah bin Abdul-Aziz's project for developing public education that aimed to develop different aspects of public education in the KSA (Aleasa, 2009; Alkatheery & Alnassar, 2010; Tatweer, 2010a). The first programme in

this project concentrated on the rehabilitation and training of teachers, proving that this project paid considerable attention to the wellbeing of teachers because they have a major effect on all elements of the education system. However, those who were responsible for this project stated that the rehabilitation and training programmes were ‘still under development’ (Tatweer, 2011, p. 45). The following section explores some dimensions of CPD for teachers in the KSA.

Policies and objectives of CPD in the KSA

The CPD policies have resulted in remarkable development in the education system in the KSA. Two eras of CPD policies can be distinguished since these programmes have been introduced. In the first era (1954–2006), the CPD policies were based on the following three pillars (General Directorate of Training and Scholarship, 2002, pp. 9-10):

1. CPD programmes constituted a strategic option for developing all components of the education system. Therefore, training teachers in short-term programmes or rehabilitating them in long-term programmes was intended to achieve this strategy. Furthermore, training and rehabilitation programmes should include all employees in the education field, including those involved in school leadership, educational supervision and teaching;
2. CPD programmes are compulsory. This policy was enforced through regulations requiring teachers to enrol in at least one programme for each five-year period and by basing 10% of the final grade in the annual evaluation of teachers on their enrolment in such programmes; and
3. The system provided financial and moral support for CPD programmes, which was achieved by attaching reports to trainees’ files that contained detailed information about the training or rehabilitation programmes in which they were enrolled. In

addition, enrolment in these programmes provided the opportunity for candidates to become qualified for administrative work such as school leadership, educational supervision and training at educational training centres. It also made them eligible to pursue their postgraduate studies locally and internationally.

The second era began in 2006 when the MOE adopted King Abdullah bin Abdul-Aziz's project for developing public education. Within the framework of this project, policies governing CPD were based on seven pillars (Tatweer, 2010b):

1. 'Equal opportunity' is the right for all employees in teaching and administration jobs to work without discrimination, and each according to his or her own needs;
2. CPD is characterised by 'continuity' in order to keep teachers and administrators informed of new developments in the education system and teaching methods;
3. 'Inclusiveness' is comprehensive as the system involves all incumbents from the various educational categories;
4. 'Effectiveness' is not achieved through the provision of remedial programmes alone, but suggests the implementation of effective strategies to keep pace with developments in the fields of science and education;
5. The programmes are 'participatory' as they are built on partnerships between all the elements of the educational process;
6. Programmes are 'linked with the curricula' to achieve the aim of improving the quality of school education by ensuring that the process of training and educational curricula meet the needs of the educational institutions; and
7. 'Continuous assessment' focuses on the ongoing evaluation of training processes and outcomes according to objective criteria.

Despite the previously mentioned developments that have occurred in CPD, the objectives of this project have not experienced any change; rather, changes have occurred in

CPD policies. Therefore, the objectives of CPD adopted by the MOE, the General Directorate of Training and Scholarship and the educational training centres indicate that CPD aims generally to facilitate continuous professional growth for educators by developing their knowledge, performance and attitudes. More specifically, these programmes attempt to achieve the following objectives (General Directorate of Training and Scholarship, 2002, p. 42):

- To inform teachers of their and duties;
- To improve teachers' performance and capabilities;
- To develop positive attitudes among teachers toward their work and to promote productive human relationships among them;
- To provide teachers with exposure to the latest scientific, technical and educational theories, thus making them more able to cope with these domains;
- To give teachers the opportunity to implement the ideas, opinions and solutions that stem from the results of scientific studies in order to bridge the gap between theory and practice;
- To avoid and minimise errors as much as possible and conserve time, effort and money; and
- To provide teachers with continuing education by developing their independent learning skills and to develop their abilities and potential through the creation of positive attitudes toward continued access to training programmes.

The objectives of CPD have undergone investigation and comparison with those of CPD programmes in other parts of the world. For instance, Abdualjuad (1996) pointed out that the objectives of CPD in the KSA are adequate and consistent with trends in the contemporary world.

With regard to CPD policies, it seems that these policies in the second era are characterised by comprehensiveness in terms of quantity and quality. In addition, the first era adopted the concept of training through short-term programmes or rehabilitation through long-term programmes. The policies in the second era include both of these concepts, but paid significant attention to continuing development. On the other hand, various studies conducted during the first and second era (Alhajeri, 2004; Alharbi, 2008; Altrjmi, 2010; Roas, 2001) clearly reveal that CPD still is not mandatory and does not provide sufficient financial and moral support for teachers. Furthermore, CPD programmes have not yet adopted the concept of continuing development in an effective manner in terms of planning, implementation and evaluation.

Styles of CPD in the KSA

The MOE, the General Directorate of Training and Scholarship and the educational training centres in the KSA offer two styles of CPD that include various programmes (General Directorate of Training and Scholarship, 2002, pp. 54-58).

1. The first style involves 'educational training programmes' that are often carried out over periods ranging between one day and six months. These programmes take place at four sites.
 - 1.1. As mentioned previously, educational training centres are dispersed throughout most of the regions of the KSA and provide three types of CPD programmes:
 - a) 'Short-term CPD programmes' are planned by the General Directorate of Training and Scholarship and implemented by the educational training centres. These programmes span less than two weeks and are offered in most of the educational training centres in the KSA. These programmes are designed to cover different topics with respect to education, such as the formulation of behavioural

objectives, use of technology, measurement and evaluation of student performance, teaching competence, educational communication and classroom management;

- b) 'Local CPD programmes' are designed by the educational training centres according to the specific needs of the teachers within their regions; therefore, these programmes do not apply to all regions in the KSA. On the other hand, they do not exceed two weeks in their implementation; and
- c) 'Refresher CPD programmes' cover subjects suggested by the MOE, but their planning and implementation are conducted by the educational training centres. They are offered at the beginning of each academic year and range from three to five days in duration. These programmes are usually relevant to most of the educational training centres.

1.2. CPD programmes in teachers' colleges are dispersed throughout most of the regions of the KSA.

1.3. CPD programmes in local universities are dispersed throughout most of the regions of the KSA.

1.4. CPD programmes at the Institute of Public Administration are available in three regions of the KSA. CPD programmes offered in teachers' colleges, local universities, and the Institute of Public Administration extend from one week to six months. Most of these programmes do not specifically aim to offer CPD for teachers, but rather, are devoted to training persons involved in school leadership and educational supervision, as well as trainers who are responsible for the implementation of CPD programmes at the educational training centres.

2. The second style of CPD involves ‘educational rehabilitation programmes’ that extend from approximately six months to four years. These programmes are aimed at three categories of teachers:
 - 2.1. Undergraduate programmes in teachers’ colleges or colleges of education in the KSA universities. These programmes extend from one year to four years and aim to rehabilitate teachers without educational qualifications by providing them with modules on subject matter content, teaching and learning. These programmes usually award successful incumbents with a bachelor’s degree.
 - 2.2. Postgraduate programmes in the KSA universities; and
 - 2.3. Postgraduate programmes at international universities. The postgraduate programmes in the KSA or at international universities give teachers the opportunity to complete their higher education and receive qualifications such as postgraduate diplomas and master’s or doctoral degrees. However, this programme is only available to some outstanding teachers.

In recent years, local CPD programmes have been implemented by the educational training centres, while short-term CPD programmes and refresher CPD programmes have largely been ignored. Moreover, local CPD programmes are often implemented over one to three days, rather than two weeks, as the administrators advised (General Directorate of Training and Scholarship, 2002). However, since 2006, new CPD programmes have been adopted by King Abdullah bin Abdul-Aziz’s project to develop public education (Ministry of Education, 2008). The first programme is designed to train mathematics and science teachers and seeks to enable them to deliver the new syllabuses of mathematics and science recently developed by the MOE. The second programme is devoted to training new teachers and aims to cover the theoretical and practical aspects of education that are necessary for pre-service

teachers to meet the requirements of teaching in a manner that is compatible with the vision and mission of the MOE.

Planning of CPD in the KSA

As previously mentioned, since 1997, the educational training centres within the KSA have been directly responsible for planning, implementing and evaluating most CPD programmes, according to selected criteria in the General Directorate of Training and Scholarship guide. Therefore, the General Directorate of Training and Scholarship (2002, pp. 77-82) has outlined essential steps that should be taken by the educational training centres to ensure effective CPD programmes. These steps include identifying and analysing the needs of teachers; formulating the objectives and expected outcomes of the courses; designing and constructing their contents and activities; determining methods for delivering content and activities to teachers; and ultimately, defining evaluation methods and instruments that will be used to assess these programmes and their impact on teachers' knowledge, performance and attitudes. Moreover, the guide points out that the trainers, target groups and duration of these programmes must be clearly identified in advance and must be in keeping with the human and financial resources of the educational training centre in the region.

Many in-depth studies have evaluated CPD programmes in terms of their designs (e.g. Aldkheel, 1992; Buteal, 2009; Hamrun, 2007; Meemar, 2007; Mosa, 1995). The findings of these studies reveal that the contents and activities of CPD programmes fail to take into account the different needs of teachers in terms of knowledge, attitudes and skills. Instead, they aim to provide teachers with new information on specific parts of their work within a very short timeframe. Moreover, these programmes focus on excessive theorisation at the expense of the practical aspects of teaching. Finally, these studies reveal that the trainers at these centres are not fully qualified to implement such programmes.

Implementation of CPD in the KSA

The General Directorate of Training and Scholarship (2002, pp. 86-98) does not provide detailed information or procedural steps that should be followed by the educational training centres for carrying out CPD programmes, but it presents eight detailed models for delivering these programmes to teachers, including lectures, discussions, visiting other schools or classrooms, workshops, programmed learning, brainstorming, role playing and case studies.

In fact, some studies have found that most of the trainers in the educational training centres use lectures and discussions more than any of the other models for delivering CPD materials (Abdualjuad, 1996; Alhindi, 2009; Mosa, 1995). In addition, Alhajeri (2004) conducted a study to determine the problems confronting 300 teachers enrolled in in-service training programmes in the KSA. The study divided these problems into three categories: administrative, training and individual—that is, related to the teachers. Finally, he uncovered different problems within each of these groups. For instance, there was a lack of practical activities used in the programmes; training packages were not distributed to the trainees at the beginning of the programmes; and no refreshments were provided. Roas (2001) also investigated the views of 357 trainers and trainees regarding the educational training programmes offered by their educational training centres. The study revealed remarkable findings regarding the implementation of CPD programmes in those centres. For example, the participants indicated that the scheduling of the programmes was unsuitable, and they referred to only two methods—lectures and discussions—out of 15 that are commonly used for delivering these programmes. The respondents also indicated that the educational training centres were inappropriate in terms of buildings, locations, libraries, technology, equipment, training rooms, resting places and cafeterias.

Evaluation of CPD in the KSA

According to the General Directorate of Training and Scholarship (2002, pp. 84-85), four types of evaluations should be employed to assess CPD programmes: formative evaluation for diagnosing the different needs of teachers; construction evaluation to formulate objectives and design contents, activities and models; summative evaluation to be done upon completion of courses to determine whether to continue, cancel or develop them; and follow-up evaluation to identify the programme's influence on knowledge, performance and attitudes.

In addition, the General Directorate of Training and Scholarship guidelines indicate that evaluations should concentrate on various aspects. For instance, CPD programmes should be assessed in terms of their objectives, contents, activities and ability to take into account the different needs of teachers. Moreover, the guidelines require the use of tests and observations during and after the programmes to measure their impact on the performance of teachers. Furthermore, the General Directorate of Training and Scholarship proposes using questionnaires, interviews, tests, self-evaluations and reports from school leaders and educational supervisors as instruments for evaluating these programmes. In addition, it provides some forms consisting of different items that can be employed in evaluating the trainees, trainers and CPD programmes with regard to their objectives, contents and activities.

There are no in-depth studies that investigate the methods of evaluating CPD programmes in terms of the types, factors and instruments used. Instead, most of these studies assess the programmes in terms of their planning and implementation. However, as mentioned earlier, studies have indicated that the objectives, contents and activities of CPD programmes do not always take the needs of teachers into account. This suggests that formative evaluations and construction evaluations are not employed effectively. As for

summative evaluations and follow-up evaluations, some studies have indicated that follow-up activities that measure the impact of CPD on teachers' knowledge, performance and attitudes are not used as often as questionnaires, which are highly prevalent (Alabdualateef, 2007; Alhajeri, 2004; Roas, 2001).

CPD for TALs in the KSA

As reported above, after 1997 each region in the KSA had its own teacher-training centre (Ministry of Education, 2010), which is directly responsible for designing CPD for TALs. Consequently, CPD made available in these centres differ from one centre to another because each centre designs the CPD according to its own objectives (Alhajeri, 2004; Roas, 2001). This means that there is not a framework CPD for TALs (Alharbi, 2011); therefore, the above discussion about designing CPD in terms of planning, implementation and evaluation refers to characteristics of different types of CPD for TALs in the KSA.

In 2011, King Abdullah bin Abdul-Aziz's project for improving public education—as mentioned above—culminated with a new Arabic curriculum that was based on the integrated approach (Tatweer, 2010c). As a result, the MOE decided to design a specific CPD programme aimed at guiding TALs to execute this new curriculum.

Actually, it seemed that there were no studies conducted to examine this programme, but when I interviewed TALs—as discussed in Chapter Five—to identify the requirements of the type of CPD that they should pursue to enhance their teaching, I concluded that there were different features that distinguished the existing programme. These features included the following: the programme concentrated on providing pedagogical content to assist TALs in teaching the new Arabic curriculum; attendance was not compulsory; this programme still depended on a traditional approach that did not take into account the specific needs and

varied experiences of the teachers; and there was no evaluation of the impact of this programme.

In conclusion, the above discussion reveals that there were gaps in CPD programmes available to TALs. The information gathered suggested that there was a need to develop a CPD programme for TALs in the KSA that would take into account the characteristics of effective CPD programmes, as is examined in Chapter Three. The present study was intended to fill this gap by designing a CPD programme for TALs aiming at improving their teaching skills for the reasons presented in Chapter One.

Chapter Summary

This chapter has addressed different themes relating to the context of the study. In summary, it can be observed that the MOE pays significant attention to teaching Arabic at public education institutions in the KSA. The design and delivery of the Arabic curriculum have undergone remarkable developments, particularly in terms of content and methods. However, TAL preparation programmes before and during service have not yet adopted new and clear strategies to keep pace with these developments or to bridge the gaps in these programmes. In this study, therefore, I set out to design a CPD programme for TALs in the KSA, aimed at enhancing their teaching skills. Indeed, the design of CPD is based on specific theoretical and practical concepts. Accordingly, in the following chapter, the relevant literature on CPD and teaching skills are reviewed from various perspectives.

Chapter Three:
Literature Review

Chapter Three: Literature Review

Chapter Overview

This chapter reviews from various perspectives the relevant literature that relates to the context of this study. The literature is divided into two parts. The first part focuses on CPD; it begins by offering an overview of CPD that clarifies the relationship between educational systems and CPD for teachers. Secondly, different definitions of CPD are examined and the elements and components of CPD identified, followed by an explanation of recent developments in CPD. Next, the importance, need, purpose and function of CPD are highlighted, based upon the findings in the research literature. The different phases of designing CPD are then reviewed from various perspectives, including planning, implementation and evaluation. Further, the characteristics of effective CPD are presented before discussing different issues about teacher learning and development. The second part concentrates on teaching skills, beginning by offering an overview of teaching Arabic and its elements and components. Next, the characteristics of effective TALs are identified. The instruction of skills for teaching Arabic in terms of its definitions, aspects and studies of teaching skills for TALs is then presented and analysed according to the research literature. The chapter closes with a summary of the argument and points made in this chapter.

Part One: Continuing Professional Development (CPD)

Teacher preparation is usually divided into *pre-service* and *in-service*. This study concentrated on the latter because its main aim was to design a CPD programme for TALs to enhance their teaching skills. The first part of this chapter examines different aspects of CPD as well as providing empirical evidence regarding the impact of CPD on teachers' teaching skills through a review of the literature that has investigated this issue. In addition, it offers

generous theoretical perspectives with regard to the planning, implementation and evaluation of CPD, which will be utilised in constructing the CPD programme for the present study.

Overview of CPD

The ultimate goal of education is to prepare the current generation of students in all aspects of life in order to enable them to be productive members of society (Abdulsalam, 2000; Dhiman, 2008), as well as directing them ‘to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work’ (American Federation of Teachers, 2008, p. 9). It is widely acknowledged among policymakers, researchers and practitioners that there are many factors that contribute to achieving this goal (Organisation for Economic Co-operation and Development, 2005). Yet, the broad consensus among these experts is that this goal cannot be achieved without certified, well prepared teachers (Alnafeasa, 2007; Jaquith, Mindich, Wei, & Darling-Hammond, 2010; Lau, 2004; Steyn, 2011). Darling-Hammond (1999) emphasised that fully certified and prepared teachers who have a broad background in pedagogy and a good knowledge of the subject matter, as well as the requisite skills for implementing this knowledge, can produce successful students, impacting positively on their learning and subsequent achievement to a greater degree than uncertified and unprepared teachers.

Internationally, most educational systems separate teacher preparation into *pre-service* and *in-service* (Almonea, 2010; Hammad & Albhbbhani, 2011). Pre-service preparation occurs before the individual’s first job, and aims to prepare teachers for all the tasks that they must execute during the teaching process at schools as well as including teaching practice (Alnoh, 2006; Halim & Ali, 1997). In-service preparation, or CPD—which will be examined in detail later in this chapter—occurs after the individual’s first job begins, and refers generally to ‘the development of a person in his or her professional roles’

(Villegas-Reimers, 2003, p. 11). Moreover, in some developed countries, such as France, Switzerland, Italy, Greece, Israel, Korea, Japan, Australia and New Zealand, CPD programmes are compulsory for all teachers (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). However, such programmes in many developing and Third World countries, particularly in Asia, Africa and Latin America, are not considered an essential part of teacher training and are therefore not mandatory (Alkhateeb, 2006; Kabilan & Veratharaju, 2013; Komba & Nkumbi, 2008; StateUniversity.com, 2012). Leu (2004) stated that:

Teacher in-service support has been a neglected area in developing countries, with budgets and programs heavily frontloaded in favor of pre-service teacher education. Although primary teachers in developing countries frequently have had no formal preparation at all, those who are ‘qualified’ or ‘certified’ usually have had a one- or two-year residential pre-service teacher education course at a college. After leaving the pre-service institution, in-service professional support is frequently scanty or non-existent. (p. 1)

In addition, Chaudary (2011) supported Leu’s view regarding CPD in developing countries by pointing out that CPD for teachers in Pakistan—one of the developing countries in Asia—is rare, and when there is any it is ‘very brief, sporadic and traditional, and is conveyed off-site through top-down teacher training strategies’ (p. 633). Furthermore, in Arabian Gulf States—the KSA is one of them—that classify as developing countries, Almufareg, Almutairi and Hamada (2006) revealed that CPD for teachers is characterised by a set of common features, such as the absence of a national policy regarding CPD; a lack of clarity in terms of the purpose of CPD; the multiplicity of agencies that are responsible for managing CPD; CPD in terms of planning, implementation and evaluation is not based on a conceptual framework that takes into account the findings of research conducted in this field;

there is separation between pre-service teacher preparation and CPD during service; and there is an absence of reinforcement and support for CPD during service.

A number of diverse reasons have led to the recent growth in CPD. According to several researchers (Albert & Ogwel, 2007; Bolam, 1982; Büyükyavuz, 2013; Knight, 2002; Passya & Waite, 2008), one very important reason for this growth is that there is substantial evidence that teachers should persist with their individual and professional education because their knowledge of subject matter and pedagogy, as well as their skills for implementing this knowledge, decline over time. Moreover, teachers cannot improve their professional capacity without CPD because their pre-service preparation cannot prepare them for a full professional lifetime. The Organisation for Economic Co-operation and Development (2009) emphasised that:

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers.

Education systems, therefore, seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce. (p. 49)

Furthermore, the rapid and continual developments in terms of technology, economy, culture and society require that educational systems review and reform their curricula, which include teachers' adjusting to these rapid shifts. These reasons indicate clearly that the educational systems and any reform of them should take into account CPD for teachers (Guskey, 2000; Lunenburg, 2011; Petrie & McGee, 2012; Villegas-Reimers, 2003). This is because 'teachers are at the heart of educational improvement. Any benefits that accrue to students as a result of educational policies require the enabling action of teachers' (Hopkins & Stern, 1996, p. 501).

Over the past decade, most educational systems in the world have undergone many reforms (Al-Obaidli, 2009; Thawabieh, Alhadidi, & Balwanz, 2011). These have arisen from the fact that CPD for teachers is a key element in reforming educational systems (Lowden, 2005; U.S. Department of Education, 1996). The American Federation of Teachers (2008) states that ‘without professional development, school reform and improved achievement for all students will not happen’ (p. 1). Moreover, Guskey (2000) indicated that ‘one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development’ (p. 4). Previous studies point out that there is a close association between the reform of educational systems and CPD. This association was identified by Villegas-Reimers (2003) as follows.

Currently in the world, most societies are engaged in some form of educational reform... Regardless of the scope of the reform, the relationship between educational reform and teachers’ professional development is a two-way, or reciprocal, relationship... educational reforms that do not include teachers and their professional development have not been successful. Professional-development initiatives that have not been embedded in some form of structures and policies have not been successful either. (p. 24)

In conclusion, the preceding overview proves conclusively that CPD for teachers is the only guarantee of the success of educational systems in achieving their desired aims and objectives, because CPD contributes substantially to preparing teachers during service, and teachers represent the key element within these systems. CPD will impact on other elements of this system, either positively or negatively; but what does CPD mean? Furthermore, what are its elements and components? These two questions are examined more closely in the following sections.

Definition of CPD

The concept of CPD in education is often indistinct and elusive (Diaz-Maggioli, 2003; Kryvonis, 2013; Rose & Reynolds, 2007). There are different reasons for this ambiguity, but the most important is that CPD internationally has been offered in different forms in order to achieve different purposes (Komba & Nkumbi, 2008; Ono & Ferreira, 2010; Pacha & Gardner, 2010; Shimahara, 1998).

Several terms are often used interchangeably in the literature of the past 20 years to describe CPD, such as ‘in-service professional development’, ‘in-service training’, ‘in-service education’, ‘in-service education and training (INSET)’, ‘teacher development’, ‘staff development’, ‘career development’, ‘professional development’, ‘professional learning’, ‘human resource development’, ‘continuing education’ and ‘continuing education and lifelong learning’ (Alharbi, 2005; Bolam & McMahon, 2004; Craig, Kraft, & Du Plessis, 1998; Ono & Ferreira, 2010; Raza, 2010; Sparks, 1994). These terms have been used interchangeably ‘often reflecting the terminology associated with various funding mechanisms’ (Gaunt, 1997, p. 27). Whatever the term, the purpose is the same—to enhance teachers in different ways in order to improve students’ learning and achievement (Lalitha, 2005; Mizell, 2010). Throughout this thesis, I prefer to use CPD rather than another term because this term is now most common (Shaw, 2006).

The General Teaching Council for Scotland (2012) specifically defines each word of this term (CPD) as follows:

- **Continuing:** CPD is a cyclical process that allows teachers to reflect on what they’ve learned and then consider what skills or qualities they want or need to develop next. It’s not ad-hoc, rather something that is thoughtful and planned from a career-long perspective.

- Professional: CPD activity should focus on developing the qualities and capabilities that define what it is to be a teacher. As well as enhancing these qualities and capabilities, as a professional it's also important that teachers maintain their knowledge of policy developments at a local and national level.
- Development: CPD shouldn't be seen as a box-ticking exercise that shows that a set of requirements have been met. To be effective, it should be about refreshing and enhancing [teacher] professional practice. (para. 3)

Before embarking on an extensive discussion of the various definitions of CPD, it is very important to determine the difference between training programmes and CPD programmes for teachers, as this issue is still controversial in most of the educational literature, particularly the CPD body of literature (Kryvonis, 2013; Moskowitz, 2008). Even so, and briefly, Moskowitz (2008, p. 2) states that training programmes focus on the teachers' 'current job,' while CPD concentrates on 'the next job opportunity.' Moreover, Richards and Farrell (2005, pp. 3-4) added that training programmes aim at the 'short-term,' and CPD serves the 'long-term.' Indeed, these are the specific differences between training programmes and CPD programmes from the theoretical perspective, but the practical perspective indicates that the majority of international educational systems have adopted and designed training programmes that serve a short-term period as part of a CPD plan, in order to achieve the same purposes of CPD programmes that serves a long-term period (Hendriks, Luyten, Scheerens, Slegers, & Steen, 2010; Hismanoglu, 2010; Lera, Cela, & Andalucía, 2011; National Professional Development Center on Inclusion, 2008).

A wide range of definitions of CPD have been presented in the literature (Broad & Evans, 2006). However, Evans (2002) claimed that these definitions 'are almost entirely absent from the literature: even those who are generally considered leading writers in the field do not define precisely what they mean by the term' (p. 124). Given the large number of

these definitions, a selection only are examined here in their historical context. CPD was defined by Bolam (1982) as:

those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively. (p. 11)

In 1999, CPD was defined as ‘the process of improving staff skills and competencies needed to produce outstanding educational results for students’ (Hassel, 1999, p. 1). In the same year, another definition was provided for CPD, which indicated that:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. (Day, 1999, p. 4)

In 2003 CPD was regarded by Collins and O’Brien (2003) as a concept that ‘encompasses the intentional, ongoing, and systematic processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators, so that they might, in turn, improve the learning of students’ (p. 284). Also in 2003 it was defined as ‘an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students’ (Diaz-Maggioli, 2003, p. 1). Moreover, Wilcox (2003) pointed out that CPD is ‘the process by which a person maintains the quality

and relevance of professional services throughout his/her working life' (p. 6). Finally, in 2005, it was defined as 'general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers' (Richards & Farrell, 2005, p. 4).

Of the above definitions of CPD, it seems that there are three common denominators. These denominators can be summarised as follows:

1. CPD is a systematic process that has different elements and components—as will be discussed later—and is characterised by continuity and intentionality that serve a long-term period;
2. CPD aims to improve teachers' professional knowledge of subject matter and pedagogy, skills for implementing this knowledge, and to develop a positive attitude towards learning and teaching in order to improve students' learning and achievement; and
3. CPD is based on specific aims and objectives, as well as planned content and activities according to teachers and students' needs.

Based upon the above argument, as well as benefiting from the previous definitions of CPD, the definition of CPD for TALs adopted throughout this study is of a dynamic process based upon three elements: inputs, processes and outputs, as well as three stages of the design phase, which are: planning, implementation and evaluation. These phases aim to design content and activities based on specific aims and objectives according to teachers' CPD needs and students' achievement, which serve a long-term function in order to enhance TALs' knowledge, attitude and skills, so that they might, in turn, improve their students' language abilities that help them to understand, analyse and evaluate language events that face them, in order to produce language structures characterised by accuracy and fluency.

The elements and components of CPD

It seems that there is some ambiguity among the previous definitions in providing a comprehensive definition that reflects the elements and components of CPD, on the one hand, as well as the designing and organising of these elements and components, on the other. Elmore (1995) alluded indirectly to this issue; ‘But while we know a good deal about the characteristics of good professional development, we know a good deal less about how to organize successful professional development so as to influence practice in large numbers of schools and classrooms’ (p. 2).

Although written nearly two decades ago, Elmore’s observation continues to be relevant as the literature has so far failed to determine clearly the elements and components of CPD, as well as failing to link them with the design phase, which will be discussed later. However, in reviewing the literature that has concentrated on CPD, it is apparent that most of it agrees that CPD is a dynamic process with various components, as mentioned earlier (Aljez, Alluah, & Alashkar, 2010; Bakhsh, 2011; Megginson & Whitaker, 2003; Othman & Dahari, 2011). Nevertheless, a clear definition or framework, detailing the specific elements and components that should be included in CPD as a process, as well as the design phase, is needed. For instance, Almalki (2010) and Kelchtermans (2004) indicated that CPD as a process includes the linkage between different components. Villegas-Reimers (2003) identified these components clearly as follows:

The goals, objectives and purposes of professional development; the context in which professional development is to take place; the personal and professional characteristics of the participants of the system; the models, techniques, and procedures to be implemented; the costs and benefits of professional development; a determination of who is to make which decisions; a process to evaluate and assess the

effectiveness of professional development on different constituencies; a determination of infrastructure support for professional development. (p. 16)

More specifically, CPD as a dynamic process consists of three main elements (Alharbi, 2009), as shown in Figure 1, as well as including the following components:

1. Inputs, which comprise five essential components: teachers' and students' needs, aims and objectives, contents and activities, teachers and students;
2. Processes, which represent the models that are used for building and delivering the content and activities of CPD to teachers based upon teachers' and students' needs, as well as specific aims and objectives; and
3. Outputs, which represent generally the capacity of this process to achieve its aims and objectives successfully.

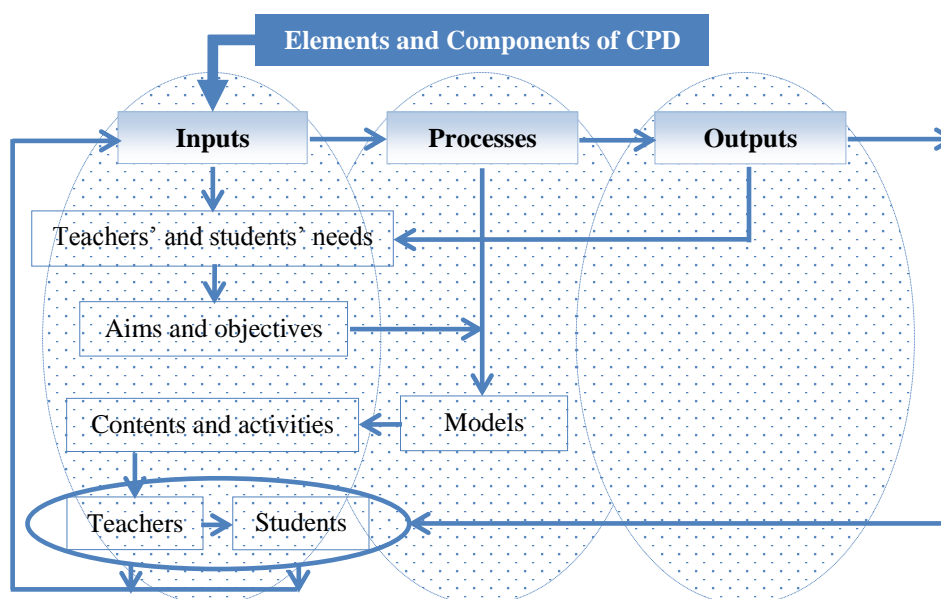


Figure 1. Elements and components of CPD

Source: Author

Figure 1 illustrates the fact that CPD is a dynamic process that consists of three elements extended horizontally, which begins with the inputs, then the processes and ends with the outputs. Moreover, the components of these elements extend vertically. The components of inputs begin with specific aims and objectives that should be based on

teachers' CPD needs and students' achievement. In other words, identifying teachers' CPD needs is the first step of inputs, so other components are built and designed in light of this. Then, this process aims to translate the aims and objectives of this process into models, in order to build and design content and activities and deliver them to teachers. These models should aim at making a positive impact on teachers' professional knowledge, attitude and skills, which in turn will influence directly, or indirectly students' learning and achievement. The outputs of this process should be assessed directly according to the impact of this process on teachers and students, but may include all components of this process, as will be shown later. On the other hand, it appears that any improvement in or modification of the components of these elements should be based on the needs of both teachers and students.

Historical development of CPD

CPD as a process has undergone remarkable developments in most of the international educational systems in recent years. Historically, CPD is not new (Kriek & Grayson, 2009; Wilcox, 2003). This means that the form and content of such programmes have already undergone different phases, which vary from country to country (Altrjmi, 2010; Carlson, 2010; Isabel, 2010; Leu, 2004). Hargreaves (2000) points out that CPD in many countries has undergone four distinctive stages, which are: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the post-professional or postmodern age. The discussion of these phases is a complex and difficult task because critical analysis is required in order to comprehend the different contexts that have developed the form and content of CPD. Hence, it seems that two essential phases characterise the development of CPD programmes' form and content within most of the educational systems in the world (Leu, 2004; 2005; Ono & Ferreira, 2010; Wei et al., 2009).

In the first phase, CPD was called ‘sit and get’ (Statewide Advisory Committee, 2006, p. 51), so it typically comprised short-term courses, such as a workshop or a presentation, which had been isolated, were disconnected from each other; and were not related to the subjects and activities of teachers’ every day responsibilities (Kelleher, 2003; Pacha & Gardner, 2010; WestEd, 2000). Moreover, such courses aimed at providing teachers with new information regarding a specific part of their work, by relying on ‘transfer[ing] knowledge and discrete skills from “experts” to teachers. The most effective way for teachers to learn is for them to listen to a speaker’ (Fine, 1994, p. 2). In addition, educational decision-makers in this phase did not pay much attention to the high quality of CPD in terms of planning, implementation and evaluation (Corcoran, 1995), as will be discussed later. In this phase, CPD was often instigated without considering the teachers’ views (Choy, Chen, & Bugarin, 2006; Petrie & McGee, 2012). Further, CPD was ‘seen as a luxury, rather than a necessity for teacher growth’ (Webb, 2009, p. 23). Therefore, the majority of these programmes did not reach all teachers (Leu, 2004). The result was that most of CPD in this phase unfortunately failed to make an impact on teachers and their students (Abadiano & Turner, 2004; Birman, Desimone, Porter, & Garet, 2000; Fullan, 2007; Guskey, 2002b). This result was inconsistent with the main goal of such programmes, which aimed at developing teachers’ knowledge, attitudes and skills in order to achieve a positive impact on students’ learning and achievement.

The second phase of CPD has developed in the past few years as a reaction to the negative results of the first phase (Banks & Smyth, 2011; Ono & Ferreira, 2010); moreover, ‘changes in curriculum, pedagogy, organization of teaching, learning, as well as changes in socio-political pattern in the society’ (Vasumathi, 2010, p. 3). In this phase, CPD has concentrated on long-term courses that aim to enhance teachers’ knowledge, attitudes and skills according to a systematic process so that students can be educated efficiently

(Corcoran, 1995; Harwell, 2003). Educational decision-makers in this phase are paying close attention to whether CPD provides a high level of planning, implementation and evaluation. They are also 'searching for ways to ensure that teachers: (i) understand the meaning of reforms; (ii) know the (often new) subject matter they teach; (iii) can engage students in a range of appropriate new learning experiences; and (iv) work with professionalism and high morale' (Leu, 2004, p. 3). However, Villegas-Reimers (2003) specified that this phase offered a new perspective on CPD. In addition, he pointed out that this perspective, which is based on constructivism, involves a long-term process that is carried out in a specific context, is closely connected to school reform, and is based on co-operative learning.

Indeed, many factors led to the previous shifts in form and content of CPD as well as planning and implementing of it. Sparks (1994) revealed that results-driven education, systems thinking and constructivism are the main factors that have led to a shift in the paradigm for CPD. Furthermore, he summed up the basic changes that have occurred in CPD as a result of these three factors by indicating that CPD shifts from teacher development to teacher and school development; from split and gradual improvement efforts to teacher improvement driven by an obvious and consistent strategic plan for the school; from a concentration on teacher needs to a concentration on student needs; from an orientation toward the transference of experience to teachers to the study by teachers of the teaching and learning procedures; from a focus on general teaching skills to a blending of general and content-specific skills; and from teachers as the essential recipients of teacher development to continuous development in the act for everybody who influences student learning and achievement.

It appears from earlier discussion that CPD in terms of its form and content, as well as the planning and implementation of such programmes in most of the educational systems in

the world have undergone remarkable developments as a result of various factors related to the contexts of these systems.

Importance of CPD

CPD for teachers has always been important, but their importance has increased dramatically (Wilcox, 2003) because ‘teachers are being asked to do more than ever before, and they need additional skills to do it’ (Bull, Buechler, Didley, & Krehbiel, 1994, p. 3). Indeed, the importance of CPD is directly linked to the concept of total quality and quality in education (Alshalabi, 2010; Ingvarson, Meiers, & Beavis, 2005; Leu, 2005; Steyn, 2011). The total quality and quality in education have different meanings and implications, but they refer in their entirety to a shared vision of quality that educational systems adopt for structuring and managing their systems in order to achieve their desired aims and objectives (Leu, 2005).

In fact, there are many factors that might lead to improve the quality of education, but effective teachers—as will be discussed in the Part Two of this chapter—are a key factor that can contribute directly to achieving this (Kabilan & Veratharaju, 2013; United Nations Educational Scientific and Cultural Organization, 2004). Therefore, who are the effective teachers, and what are their key characteristics?

There is a body of literature that has attempted to determine the characteristics of effective teachers. One of these attempts was by Leu (2005), who reviewed different literature on quality in education and provided a list of general characteristics for effective teachers, which assume that the effective teachers have

sufficient knowledge of subject matter to teach with confidence; knowledge and skills in a range of appropriate and varied teaching methodologies; knowledge of the language of instruction; knowledge of, sensitivity to, and interest in young learners;

ability to reflect on teaching practice and children's responses; ability to modify teaching/learning approaches as a result of reflection; ability to create and sustain an effective learning environment; understanding of the curriculum and its purposes, particularly when reform programmes and new paradigms of teaching and learning are introduced; general professionalism, good morale, and dedication to the goals of teaching; ability to communicate effectively; ability to communicate enthusiasm for learning to students; interest in students as individuals, a sense of caring and responsibility for helping them learn and become good people, and a sense of compassion; good character, a sense of ethics, and personal discipline; ability to work with others and to build good relationships within the school and community. (p. 23)

Indeed, there are many pathways that can be taken by educational systems for the preparation of effective teachers, but CPD is still the most promising and most readily available route to prepare effective teachers who have the characteristics listed above (Guskey, 1986; Hopkins & Stern, 1996; Komba & Nkumbi, 2008; Trumbull & Gerzon, 2013). Hence, Pedder, Storey, and Opfer (2008) revealed in their report that CPD has an impact on different aspects of teachers' professional lives, such as improving their knowledge and skills; prompting them to use new curriculum materials; making them more aware of teaching and learning issues; changing the way they think about teaching and learning; changing the atmosphere in their classroom; changing their beliefs about teaching; causing them to seek further information or training; and changing their beliefs about pupil learning.

Need for and purpose of CPD

A teacher is at the core of any teaching and learning process, and for that reason teacher development needs more attention, as it has a major impact on all elements of the educational system (Alsoeq, 2000; Alsuhabani, 2008; Hien, 2009) as will be discussed in the

Part Two of this chapter. Indeed, each educational system in the world has different needs for adopting CPD and applying it. Thus, the literature on CPD (Almalki, 2010; Alsubi, 2007; Altaani, 2006) has pointed out diverse needs that have led educational systems to adopt CPD, including the development of teachers academically, professionally, personally and culturally; rapid growth in knowledge; the development of educational curricula; the renewal of development plans; the development of teaching strategies, methods and skills; the development of technology and means of communication; addressing the lack of pre-service teacher preparation programmes; the development of educational theories; and change of work or specialisation.

CPD is offered in order to achieve different purposes, which are determined by the needs of the educational systems. Alrasheadi (2005) believed that the main purpose of CPD is creating circumstances for effective learning. In addition, Grundy and Robison (2004, pp. 148-149) point out that CPD has three purposes: extension, growth and renewal. Extension is through 'introducing new knowledge or skills into a teacher's repertoire'; growth is by 'the development of greater levels of expertise'; and renewal is achieved 'through transformation and change of knowledge and practice.' Moreover, Veenman, Tulder, and Voeten (1994) stated that CPD 'serves three main purposes: (1) to stimulate the professional competence and development of teachers; (2) to improve school practice; and (3) to implement politically agreed-upon innovations in schools' (p. 303). More specifically, Bolam (1982), International Accounting Education Standards Board (2008) and Trent (2011) have indicated that CPD is usually implemented to achieve specific purposes, namely: for certification of unqualified teachers: to upgrade teachers' existing knowledge, professional skills, beliefs and practices; to prepare teachers for new responsibilities and roles: and curriculum-related dissemination or refresher courses, to improve students' academic performance.

Function of CPD

The findings of research literature on CPD have revealed publicly that CPD has many functions and different effects, which impact directly or indirectly on all elements of an education system. For instance, Institute for Learning (2009) stated that CPD gives ‘the public, learners, the teaching community and the sector confidence that teachers, trainers, tutors and assessors are continuously improving their skills, knowledge and expertise’(p. 2).

The majority of the education literature asserts that CPD is a key factor in helping achieve the overall growth of teachers’ knowledge, professional skills, beliefs, identities and practices, as well as helping them to transform their knowledge and experiences into practice for achieving the overall growth of their students (Alhomari, 2008; Porter, Garet, Desimone, & Birman, 2003; Sijde, 1989; U.S. Department of Education, 2002).

In addition, Trent (2011) reviewed some of the literature on CPD, and found that there are several potential benefits that can be gained from CPD, which are ‘introducing new knowledge and skills to the repertoire of teachers: upgrading teachers’ existing skills and practices: changing teachers’ attitudes and perceptions: and improving students’ academic performance’ (p. 613). Moreover, Leu and Ginsburg (2011) indicated that CPD can enable teachers to be ‘more effective in planning lessons, teaching, assessing students’ learning, and undertaking other responsibilities in the school community’ (p. 1). Finally, Rowe and Sykes (1989) found that CPD had a positive impact on teachers’ self-perception, particularly in terms of energy, enthusiasm and satisfaction.

More specifically, there are a huge number of international studies, reports and conferences that have been investigating the effects of CPD on all elements of educational systems. Most of this literature has concentrated on assessing the impact of short-term, rather than long-term CPD, because ‘the assessment of change over time is difficult to identify’ (Somers & Sikorova, 2006, p. 110).

The present study concentrated on designing a CPD programme for TALs that aimed at enhancing their teaching skills in order to improve their students' language learning and other achievements. This is because several studies, as discussed in Chapter One, reveal that TALs in the KSA need to exploit CPD during service in order to improve their teaching skills. Therefore, I was limited here to presenting empirical evidence through reviewing research literature that has paid much attention to investigating the impact of CPD on teachers' teaching skills. I was also limited in terms of the examples it gives, broadly speaking to one example per continent.

In the USA, Garet et al. (2001) conducted a study aimed at identifying the effects of different characteristics of professional development on teachers' learning. The study was applied to 1,027 teachers by means of a survey, the results of which revealed that professional development activities that concentrated on content knowledge, opportunities for active learning; and coherence with other learning activities had significant positive effects on teachers' knowledge and skills and changed their classroom practice.

In Europe, particularly in the UK, Hustler et al. (2003) carried out a study by employing a questionnaire survey, which aimed to investigate over 2,500 teachers about their perceptions of CPD. The findings of this study revealed different themes. One of them was that, overall, teachers felt that CPD had developed their teaching skills and their pupils' learning outcomes, as well as increasing the standard of teaching in their schools and the standard of pupil learning.

In Africa, specifically in South African, Mestry, Hendricks, and Bisschoff (2009) conducted quantitative research by using questionnaires, which aimed to investigate the perceptions of 414 teachers in public schools of the importance of CPD in light of the new policy of the Integrated Quality Management System (IQMS). The results of the research

revealed that CPD was an effective strategy to upgrade the knowledge and skills of teachers in order to enhance and promote the quality of teaching and learning.

In Asia, specifically in Malaysia, Khambari, Wong, MohdAyub, and Moses (2010) studied 386 teachers regarding the impact on the use of technology on professional development. They employed a survey aimed at measuring that impact of professional development in three dimensions: teaching-learning, administrative practice and use of resources. Data-analysis revealed that teachers who participated saw improvements in their classroom instruction, management and use of resources.

In Australia, Ingvarson et al. (2003) conducted a study aimed at evaluating the quality and impact of professional development programmes. The data were gathered by survey from 3,250 teachers who had participated in CPD. Finally, they reached different findings; one of them was that CPD had a significant impact on those teachers in terms of their knowledge, skills and practice, as well as improving their students' learning outcomes.

The previous discussion shows clearly that educational systems adopt CPD for achieving several purposes according to their needs. Moreover, many studies have indicated clearly that CPD has a considerable impact on teachers' teaching skills. Accordingly, I intended to design a CPD programme for TALs aiming mainly at enhancing their teaching skills because TALs—as mentioned in Chapters One and Two—need to take advantage of CPD during service in order to improve their teaching skills.

Phases of CPD design

As mentioned at the beginning of this chapter, CPD is a dynamic process comprising three elements and different components. Designing this process was based on various phases, set out in more detail below, which were aimed specifically at directing the element and components of this process to help accomplish its aims and objectives most efficiently.

Indeed, the literature on CPD has provided different frameworks which involve phases and stages for designing CPD (e.g. Goos, Dole, & Makar, 2007; Kriek & Grayson, 2009). Loucks-Horsley, Stiles, Mundry, Love, and Hewson (2010), for example, devised a comprehensive framework for designing CPD, consisting of different inputs and four phases: goal setting, planning, doing and reflecting. In addition, Alrasheadi (2005) and Hien (2009) suggested five phases of CPD design: analysis of teachers' needs with regard to knowledge of the subject matter and pedagogy, as well as skills for implementing this knowledge; planning; implementation; evaluation; and changes and modification. The CPD literature combines the first phase with the second phase, as well as assuming that the fifth phase is a part of the fourth phase. Therefore, this literature agrees that planning, implementation and evaluation represent the common phases for designing CPD (Alharbi, 2005; Beers, 2007; Blandford, 2003; Centre for Applied Linguistics, 2010; Kabilan & Veratharaju, 2013; Siddiqui, 2008). Hudson and Yeh (2006) identified that CPD planning generally aims to address the teachers' needs; implementation considers how CPD can meet the teachers' needs; and evaluation aims to define the effectiveness of CPD, as well as improving and modifying these programmes.

Finally, there is a correlation and overlap between the three phases of CPD design (inputs, processes and outputs), as mentioned earlier, and its elements (planning, implementation and evaluation). More specifically, planning of CPD concentrates on constructing and organising the components of inputs, which are teachers' and students' needs; aims and objectives; contents and activities; teachers; and students. The implementation of CPD represents the process of translating the aims and objectives of CPD into specific models that can be followed for delivering CPD's content and activities to teachers. Lastly, evaluation of CPD aims to assess the outputs of that process in order to determine its impact on teachers and students. The following discussion examines these three phases.

Planning of CPD

As mentioned above, the planning of CPD has not been investigated in depth for several reasons. The most important reason for this is that each country and CPD institutions and centres have their own CPD that is commensurate with their policies, objectives and sources (Shimahara, 1998; Wei et al., 2009). However, planning of CPD is the first phase of CPD design, so three steps should be taken into account in order to plan effective CPD, which are identifying teachers' CPD needs, formulating CPD objectives and building CPD content and activities (Beers, 2007).

The first step in planning CPD

At the outset, the teachers' CPD needs must be determined, as these needs form an important aspect of the success of the planning of CPD (Alurfali, Rahemi, & Arfeen, 2011; Cline, Billingsley, & Farley, 1993), and the overall quality depends on the ability to determine the different needs of teachers (Adeeb, 2006; Alharbi, 2005). Altrjmi (2010) and Buteal (2009) indicated that any failure to identify these needs will hinder CPD programmes in accomplishing their purpose, as well as leading to wasted effort, money and time for those who are responsible for such programmes. For this reason, Hirsch (2009) and the Maryland State Department of Education (2008) proposed elements that should be considered, including a clear, data-based statement of student and teacher learning needs; targeted groups of teachers who would benefit from CPD; and the intended professional learning outcomes and related indicators that explicitly address the need for the activity, and are observable and measurable.

Teachers' CPD needs generally relate to the gap between current performance and the level that should be achieved (Triner, Greenberry, & Watkins, 1996). Moreover, Alghamdi (2002) stated that these needs might be related to teachers' knowledge, skills or attitudes, as

well as distinguishing between two types of CPD needs: needs are related to teachers themselves (individual); and needs are related to the schools of those teachers (organisation). However, identifying teachers' CPD needs, on both an individual and an organisation level, is a complicated procedure that requires effort, time and support. Alharbi (2008), the American Federation of Teachers (2008) and Leu and Ginsburg (2011) stated that those who are responsible for designing CPD in this step should involve teachers in identifying their needs and those of their students, as well as identifying that these needs should be dealt with by specialists in meeting teachers' CPD needs.

There are both direct and indirect methods for assessing teachers' CPD needs. Direct methods are interviews, tests, questionnaires, focus groups and feedback. Alternatively, indirect methods include observations and document analyses, such as fault report and work samples (Alharbi, 2005; Bray, 2009; Cline et al., 1993; Guskey, 2000; Guskey, 2002b). Moreover, Alkasi (2010) indicates that these needs can be identified through the literature; however, Bray (2009) emphasised that observation is a helpful method for assessing these needs, because it can reflect them effectively according to the reality of the practice of teachers within classrooms. After the identification of teachers' CPD needs, careful analysis is required, for which Cline et al. (1993) pointed out the following three steps:

1. List needs and assign them to categories.
2. Analyze and prioritize needs by topic areas and by special interest groups.
3. Use analyzes to formulate goals for the staff-development programme. (p. 373)

In the end, the preceding discussion stresses the importance of identifying teachers' CPD needs because effective CPD should be planned with attention to teachers' needs. However, as mentioned in Chapters One and Two, CPD programmes available to TALs in the KSA were not tailored to the needs of TALs with regard to teaching skills. Therefore, the

present study would identify the priority needs of TALs for teaching skills because the CPD programme would be grounded in these needs as will be examined in Chapter Five.

The second step in planning CPD

The second step aims to formulate the objectives of CPD in light of the previous step (UNESCO, 1993). Rae (2000) and Moskowitz (2008) emphasised that these objectives should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound. Moreover, different demands should be considered in this step, as outlined by the Academy for Educational Development (2006):

- The Way: Describe professional development goals and objectives.
- The Who: Include person(s) responsible and participants.
- The What: Describe the professional development activity.
- The When: When will the activities take place (date and timeframe)?
- The How: This is the delivery method and is very important: how will content be monitored and evaluated?
- The cost: How much will it cost? Has it been budgeted? If not, what is the source?

(p. 21)

The third step in planning CPD

The purpose of the third step is to create the CPD content and activities. Harwell (2003) stated that CPD cannot achieve the success without strong content and activities. The content of CPD is ‘the topic knowledge, skills, or competencies staff members need to meet [C]PD goals’ (Hassel, 1999, p. 31). The content of CPD should link to the CPD needs of teachers who are at different career stages; should link to the aims of CPD; should align with the standards and curricula teachers use; should take into account teachers’ teaching levels

and experience and knowledge, as well as skill and technical development (Alharbi, 2008; Alzahrani, 2010; American Federation of Teachers, 2008; Harwell, 2003; Kent, 2004; Sultana & Bari, 2010).

Generally, the content and activities of effective CPD for teachers should 'include instruction and experiential strategies addressing how to teach new subject matter' (Lewis et al., 2010, p. 8). More specifically, these content and activities should incorporate different aspects. The most important aspect is knowledge of the subject matter, because teachers who do not know their subject matter well cannot teach it well (American Federation of Teachers, 2008). Wilson, Floden and Ferrini-Mundy (2001) stated that 'it is no surprise that research shows a positive connection between teachers' preparation in their subject matter and their performance and impact in the classroom' (p. i). Moreover, there are other aspects that can be developed in CPD such as the foundation of education; curriculum knowledge; learning theories; general pedagogical knowledge; strategies, methods and skills of teaching; classroom management; educational psychology; use of educational technology; and evaluation technique according to teachers' CPD needs and their organisations (Holland, 2005; Malik & Khan, 2006; Sammour, 2006; Smith, Hofer, Gillespie, Solomon, & Rowe, 2003).

According to the above review, it seems clear that planning of CPD is based on three steps. The first step (identifying teachers' CPD needs) is responsible for design in the second step (formulating CPD objectives) and the third step (creating content and activities); in other words, the second and third steps cannot be built without first addressing step one. Therefore, the majority of the CPD that failed to achieve its aim had not paid attention to identifying teachers' needs, or it had ignored them. In this regard, the above three steps were applied in planning the CPD programme in the present study as will be discussed in Chapter Five.

Following the design, the CPD needs to be implemented according to specific models and criteria. The following discussion clarifies how to carry out CPD successfully.

Implementation of CPD

This phase is both important and sensitive at the same time, because it represents a link that connects CPD planning for the inputs with evaluation for the outputs; indeed, the success of CPD depends entirely on this phase. Veenman et al. (1994) emphasised that ‘the impact of in-service activities depends not only upon the qualities of the training supplied, but also on the features of the implementation process’ (p. 305).

As mentioned above, the implementation of CPD is a process that follows specific models for directing the components of CPD inputs to achieve the aims and objectives of such programmes. Indeed, in many countries, the last 20 years have seen a change in the models of CPD, owing to various factors (Day & Sachs, 2004b). But these models still aim ‘to provide opportunities for teachers to become involved in processes of learning and change’ (Joubert, Back, Geest, Hirst, & Sutherland, 2009, p. 1,762) in order to improve or increase student performance (Steyn, 2005). Even so, CPD literature often uses terms such as ‘strategies’, ‘approaches’, ‘opportunities’, ‘methods’, ‘procedures’ and ‘activities’ as synonymous with ‘models’, (Day & Sachs, 2004a; Richards & Farrell, 2005; Scales et al., 2011; Sparks & Loucks-Horsley, 1989) so, throughout this thesis, I prefer to use the term ‘models’ because of its common usage in the literature.

Generally, CPD programmes require models for their implementation. These models, therefore, refer commonly to a general plan that can be employed to direct the components of CPD inputs in order to achieve its desired purpose (Sparks & Loucks-Horsley, 1989).

As mentioned above, there are different factors have led to a shift in models of CPD. Indeed, most of these factors are related directly to the philosophy of an education system and

its curriculum, in terms of aims and objectives, content, methods and evaluation—as will be discussed in the Part Two of this chapter,—as well as the roles of teachers and their students within this curriculum (Almalki, 2009; Leu, 2005). Therefore, it seems clear that the previous educational curricula, in the Arab world generally and in the Gulf States in particular, focused on what students knew (Committee of Evaluation and Development, 2003), so the roles of teachers were limited to delivering facts and information to students and students' achievements were dependent on their ability to memorise these facts and information in order to pass the exams that they prepared for at the end of a semester or year (Abdulsalam, 2000). Leu (2004) stated that students' learning in this phase was passive. Therefore, CPD provided to teachers as mentioned above aimed at providing them with new information on a specific part of their work through short-term courses such as a workshop or a presentation. Hence, Leu (2005) concluded that the roles of teachers and their CPD in this phase are as follows:

In the past, in many countries, both less-developed and industrialized, teachers were treated as semi-skilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures and, for their professional development, receive information on how to improve from higher-level education 'experts' in centralized workshops. (p. 20)

The present educational curricula are concentrated on how students use what they know and how they gain facts and information for themselves (Committee of Evaluation and Development, 2003). So, the roles of teachers have been changed from delivering facts and information to facilitating students in learning by providing them with adequate strategies and skills that can assist them to use thinking skills, problem-solving strategies, and active-learning approaches to organise facts and information, as well as developing new knowledge

via discovery and analysis strategies (Abdulsalam, 2000; Alhealah, 2003). Therefore, Leu (2004) stated that students' learning in this phase is active. CPD that is provided to teachers aims to enhance teachers' knowledge, skills and beliefs according to a systematic process, so that students can be educated efficiently through long-term courses. However, Ono and Ferreira (2010) described CPD in the present phase and the factors that have led to the shift in its application:

The rise of a constructive approach to learning, coupled with criticism of traditional teacher professional development efforts, led to an alternative paradigm of professional development in the 1990s. Advances in brain research support the understanding that the human brain is constantly searching for meaning and seeking patterns and connections. (p. 61)

As the role of teachers' has been changed, so the CPD afforded them should shift from traditional to innovative, as well as from a top-down to bottom-up strategy (Kent, 2004). But this fact shows that most of the educational systems in the world still adopt traditional models based on a top-down strategy in implementing CPD for teachers (Boyle, While, & Boyle, 2004; Lieberman, 1995). For example, Pedder et al. (2008) conducted a study applied to 1,126 teachers in England, which investigated CPD from different objectives. One of these objectives concentrated on identifying which kind of CPD model teachers most frequently took part in. The findings revealed that most teachers took part in a passive model. For instance, 67% of them participated in listening to a lecture or presentation. Accordingly, few of them were involved in an active model. For example, 9% of them were involved in extended problem-solving and 6% took part in whole-group discussion.

Moreover, Garet et al. (2001) conducted a study aimed at identifying what makes professional development effective. The study surveyed 1,027 teachers in the US. The

researchers found that 79% of teachers participated in traditional CPD models, including 52% in in-district workshops, 4% in college courses, 15% in out-of-district workshops or institutes, and 8% in conferences.

So far, a number of models have been suggested in the literature for implementing CPD (Lalitha, 2005), but the literature does not provide extensive discussion of these models in terms of how they can work effectively, as well as potential impact on teachers, nor do they provide general information about them (Bubb, 2012; Lawless & Pellegrino, 2007). In this regard, Sixel (2013) reported on this issue and stated that ‘even with the number of professional development models, there is little agreement on which method truly provides the best outcome. There has been no agreed upon perfect professional development model endorsed by research’ (p. 32). Roux and Valladares (2014) concurred with Sixel’s view and pointed out that ‘at present there is still no theoretical framework about the ways in which teachers continue learning about teaching to produce better learning results’ (p. 22).

This indicates that there is no single and exact model of CPD that can be depended upon completely, because each model has advantages and disadvantages, as well as impacting on teachers and students (Hien, 2009; Mundry & Loucks-Horsley, 1999; StateUniversity.com, 2012). In this respect, Rutaisire (2012) pointed out that CPD ‘does not follow a singular linear path, rather the conceptions of [continuing] professional development are seen as multiple developing and competing models’ (p. 32). Given the large number of these models, only a selection are examined here in their historical context. There is no thorough discussion of these models here, nor is there an overview of them, for the reasons given.

Over two decades ago Sparks and Loucks-Horsley (1989) offered the following five models for implementing CPD:

1. Individually-guided staff development model which focus on a process by which teachers plan for and implement activities they assume will enhance their learning;
2. The observation/assessment model supplies teachers with detailed data and feedback with regard to their classroom performance. This model may in itself produce growth, or it can give information that may be employed to select aspects for growth;
3. Involvement in a development/improvement model designed to engage teachers in developing or designing educational programmes, as well as participating in solving schools' problems;
4. The training model which requires teachers in gaining knowledge or skills through suitable individual or group teaching; and
5. The inquiry model which involves teachers defining an aspect of teaching interest, collecting data, and making modifications in their teaching based on an analysis of those data.

In the last decade, Lieberman (1995) presented the majority of the models of CPD, as well as classifying them into three specific types, as shown in Table 2, which are direct teaching, learning in school and learning out of school. She also suggested that educational systems and those who are responsible for CPD should pay greater attention to transfer models of CPD from direct teaching to learning in school.

Table 2. *Types and Models of CPD*

Type	Models		
(a) Direct teaching	<ul style="list-style-type: none"> • Inspirational • Awareness Sessions • Basic Knowledge 	<ul style="list-style-type: none"> • Initial Conversation • Charismatic Speakers • Conferences 	<ul style="list-style-type: none"> • Courses and Workshops • Consultations
(b) Learning in school	<ul style="list-style-type: none"> • Teacher Scholars • Teacher Leaders • Critical Friends • School Quality Review • Peer Coaching • Action Research • Story Telling • Sharing Experience 	<ul style="list-style-type: none"> • Teaching Each Other • Problem-Solving Groups • Descriptive Reviews • Portfolio Assessment • Experiencing Self as Learner • Proposal Writing • Case Studies Practice 	<ul style="list-style-type: none"> • Standard Setting • Journal Writing • Working on Tasks Together • Writing for Journals • On-line Conversations • School Site Management Team • Curriculum Writing
(c) Learning out of school	<ul style="list-style-type: none"> • Reform Networks • School/University Partnerships • Subject-Matter Networks 	<ul style="list-style-type: none"> • Informal Groups • Collaborations • Teacher Centres • Impact II 	<ul style="list-style-type: none"> • NEA and AFT Collaborations

Adapted from 'Practices that support teacher development: Transforming conceptions of professional learning,' by A. Lieberman, 1995, in I. Westat (Ed.), *Innovating and evaluating science education: NSF evaluation forums, 1992-94* (pp. 67-72): National Science Foundation.

In the current decade, Diaz-Maggioli (2003) agreed with Lieberman that the models of CPD should transfer from direct teaching to learning at school. He suggested six models that could be followed in implementing CPD:

1. Peer coaching: based on the three-phase model of planning, observation [and] feedback... Pairs of teachers, who have been trained to do so, visit each other's classes and provide each other with insights and advice on their teaching;
2. Study Groups: involve teachers in reviewing professional literature or analyzing samples of student work. Groups structure their interactions around scripts or agenda called protocols and use lesson plans or samples of students' work as input for discussion;
3. Dialogue Journals: conversations in writing. Teachers who cannot meet with colleagues for reasons of time or distance may choose to conduct a written conversation with a mentor or peer in order to share expertise and reflections on their instruction;

4. Professional Development Portfolios: provide a way for professionals to focus on and document their own development in specific areas. A portfolio is a systematic collection of teaching artifacts and reflections;
5. Mentoring: brings together a knowledgeable professional with a less experienced colleague for collaboration and feedback on teaching and learning. Mentors provide advice, support, encouragement, and modelling for their mentees, who, in turn, provide mentors with opportunities to use and reflect on their expertise; and
6. Participatory Practitioner Research: (or action research) involves groups of colleagues in diagnosing a situation, reflecting on that diagnosis, and planning and carrying out an intervention in order to improve current conditions. (pp. 1-2)

Finally, Kennedy (2005) reviews a wide range of international literature on CPD with regard to its models and provides a framework consisting of nine models for implementing CPD, as well as categorising them into three levels, which are transmission level: training, award-bearing, deficit and cascade; transitional level: standards-based, coaching/mentoring and community of practice; transformative level: action research and transformative. Moreover, she suggests that one moves from transmission, through transitional to transformative levels, increasing the capacity for teacher autonomy.

According to Kennedy's framework, the deficit model was adopted to guide the CPD programme in the present study, because the programme would be designed specifically to address a perceived deficit in TALs' teaching skills. More specifically, the content of the programme and the activities within it would be developed in the form of a guide based on specific reasons, which are explained in detail in Chapter Five. In addition, TALs would depend on themselves to study the lessons specified in the guide, as well as assessing the impact of these lessons on enhancing their teaching skills, as will be explored in Chapter

Five. Consequently, the independent study method would be employed to implement the CPD programme. Further details about this method are presented in the following section.

In order to implement the above models successfully, certain important factors should be taken into account, allowing teachers to take full advantage of these programmes. The literature (Cline et al., 1993; Holland, 2005; Leu & Ginsburg, 2011; Veenman et al., 1994; Villegas-Reimers, 2003) indicates that the implementation of CPD requires that a specific design or work structure should be advocated, facilitated, supported and carried out according to plan and that it should include the provision of materials and handouts, of suitable facilities and of adequate refreshments.

The above review indicates that implementing CPD is a critical phase without which it cannot achieve its aims and objectives, because it links the planning and evaluation of the CPD. Moreover, the success of this phase, along with that of the first phase (planning), will have positive effects on teachers and students, which represent the main purpose of CPD. Conversely, no error can be tolerated during this phase, because of the inevitable and direct negative consequences of any such error for the outputs of the CPD process. The review also indicates the existence of a plethora of models that can be employed for implementing CPD, among which educational systems and those responsible for constructing CPD programmes must choose carefully in order to adopt models that are consistent with their policies, objectives and sources. After implementing CPD, its impact on teachers and students needs to be evaluated. The following review, therefore, provides different perspectives on the evaluation of CPD.

Independent study

As previously discussed, CPD aims to facilitate continuous professional growth for teachers by enhancing their knowledge, performance and attitudes. In this regard, the

literature indicates that CPD is not a product, devised by experts and academic institutions; rather, it requires teachers to engage effectively in self-directed or autonomous learning (Hargreaves et al., 2013; Minott, 2010; Wilcox, 2003).

Generally, self-directed learning is ‘that learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet the learners’ own learning needs’ (Kesten, 1987, p. i). More specifically, it is defined as a process ‘in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes’ (Knowles, 1975, p. 18).

According to Mushayikwa and Lubben (2009), self-directed learning plays a critical role in the success or failure of CPD. In addition, Schieb and Karabenick (2011) report that several studies emphasise the need for CPD programmes that incorporate self-directed learning into their designs and evaluations. This is because self-directed learning has many benefits that influence directly or indirectly teachers’ knowledge and classroom practices. The benefits of self-directed learning include increasing teachers’ motivation, confidence and satisfaction; helping them to develop their own professional growth and performance; encouraging self-reflection and commitment to best practice; improving personal efficacy; and allowing individual teachers to direct their own learning and development (Clardy, 2005; Minott, 2010).

There is a wide range of methods for fostering self-directed learning such as reading books, keeping journals, observing effective instruction, conducting case studies and action research, and taking online courses (Gaible & Burns, 2005; Richards & Farrell, 2005). Indeed, the literature agrees that the above methods lead teachers to ‘the skillful and passionate pursuit of their own learning’ (Gibbons, 2002, p. 13). In addition, it uses different

terms interchangeably to categorise and describe the above methods, such as ‘independent study’, ‘private study’, ‘self-directed study’ and ‘self-development’ (Beaudoin, 1990; Blandford, 2003; Castleberry, 2010; Craft, 2000; Kesten, 1987; Wilcox, 2003). Throughout this thesis, I prefer to use the term ‘independent study’ because of its common usage in the literature.

Generally, independent study is defined as a course of study with topics or problems selected by the teacher, basically designed for teachers who will not attend academic training institutions, but seek periodic advice and support from experts (Collins & O'Brien, 2003). In the context of CPD for teachers, independent study is a highly personalised process that can be used to carry out CPD programmes, and is based on the principle that the key to learning is what teachers do. It involves different activities that teachers engage in their own initiative, as mentioned above (Beaudoin, 1990; Jones & Dexter, 2014; Kleiman et al., 2000).

However, the literature on CPD points out that independent study does not mean that teachers have complete control over the choice of purposes, content, methods and criteria without any help or support from other people and resources (Beaudoin, 1990; Hien, 2009). Accordingly, it suggests that independent study as a process should take into account a set of elements which involve diagnosing needs, setting objectives, identifying alternative learning resources, using appropriate learning resources, and assessing learning (Kesten, 1987). Further details of these elements, which represent the andragogical model as presented by (Knowles, 1973), will be examined later in this chapter.

According to the above elements, the literature asserts that the key word for achieving the desired objectives of independent study is ‘participation’; therefore, facilitators should encourage and support teachers to become more active participants in designing and evaluating their learning. Moreover, the role of facilitators should be limited to facilitating or

guiding teachers' learning, rather than directing it (Conti, 1989; Gibbons, 2002; Herod, 2012).

As will be discussed later in this chapter, teachers, being adults, differ from children as learners (Clardy, 2005; Wan, 2011). According to Edmunds, Lowe, Murray, and Seymour (2002), three principles that provide the foundation for adult learning can be summarised thus:

1. The adult learner is primarily in charge of his or her own learning. Remember that instructors do not have the power to implant ideas or to transfer skills directly to the learner. They can only suggest and guide.
2. An instructor's primary responsibility is to do a good job of managing the process through which adults learn.
3. The learners are encouraged to use their own judgment and decision-making capabilities. (pp. 3-4)

The literature emphasises that in order to accomplish their aims and objectives, CPD programmes should incorporate the above principles (Cline et al., 1993; Diaz-Maggioli, 2003; Ganser, 2000). The independent study method developed in the present work should therefore treat the participants as adult learners. Specifically, they would be in command of their own learning, while my role would be limited to assisting them to achieve the objectives of the CPD programme in terms of enhancing their teaching skills. More details on using independent study, as well as the reasons for employing it, are presented in Chapter Five.

Finally, the literature reveals that little research has been published into using independent study as a method for implementing CPD or identifying the impact of this method on teachers (Jones & Dexter, 2014). Therefore, the outcomes of this study might contribute to exploring the effectiveness of independent study in the context of CPD for teachers.

Evaluation of CPD

The final phase of CPD design is evaluation. Alrasheadi (2005) indicates that its importance lies in the fact that the planning and implementation of CPD begins and ends with this phase. Evaluation generally refers to ‘the systemic investigation of merit or worth’ (Guskey, 2000, p. 41), while in the present context, its ultimate purpose is to arrive at valid conclusions about specified objectives and questions related to the overall effectiveness of CPD programmes (Brewer, 2011).

According to Altrjmi (2010), evaluation of CPD seeks to achieve a number of objectives: to determine the effect of programmes on teachers’ knowledge, skills, beliefs and practices; to identify teachers’ willingness to undergo CPD; to determine the strengths and weaknesses of particular programmes; to provide scientific evidence to justify the expenditure on CPD; to determine the level of teachers’ performance on CPD programmes; to identify the most important obstacles to their design and implementation; and to give teachers an accurate picture of their achievement and progress.

The evaluation of CPD in education ‘provides major practical challenges to those commissioning such evaluations, those undertaking them and those who use them’ (Coldwell & Simkins, 2011, p. 143). Therefore, the literature attempts to provide various approaches, models and methods that contribute to the efficient evaluation of CPD (e.g. Coldwell & Simkins, 2011; Guskey, 2000; Haslam, 2010; Killion, 2005; Puma & Raphael, 2001).

In general, the literature (Guskey, 1999; Isaac, 2011; Muijs, Day, Harris, & Lindsay, 2004) reports that effective evaluation of CPD should serve two purposes: formative evaluation, which focuses on how a programme can be improved; and summative evaluation, which concentrates on the extent to which such programmes improve outcomes. In addition, it points out that evaluating the impact of CPD on teachers’ performance is difficult because this impact is measured at different levels, involving teachers’ reactions, learning and

behaviour (Guskey, 2000; Puma & Raphael, 2001), which represent the main aspects of the impact of CPD on teachers. Kutner, Sherman, Tibbetts, and Condelli (1997) explain the relationship between these three levels: ‘these aspects build on one another, and reactions are a necessary condition for the acquisition of skills and knowledge; and it is through the acquisition of skills and knowledge that change in instructional behavior can be expected’ (p. 112). Consequently, these aspects should be taken into consideration when designing CPD programmes, to ensure their effectiveness and the accomplishment of their objectives (Harris, Day, Goodall, Lindsay, & Muijs, 2006; Puma & Raphael, 2001).

Based on the levels of evaluation, different models have been developed for assessing CPD (Coldwell & Simkins, 2011). These refer to specific procedural steps that concentrate on evaluating specific objectives or aspects of such programmes (Bubb & Earley, 2007; Kirkpatrick & Kirkpatrick, 2006). One such model, suggested by Kutner et al. (1997), has three main aspects, each including a number of objectives, which can be summarised as follows:

1. Instructors: (a) reaction, (b) knowledge and skills and (c) behaviour
2. Learners: (a) reaction, (b) knowledge and skills and (c) behaviour
3. Programme service: (a) instructional arrangements, (b) programme processes, (c) instructional practice, (d) student assessment and (e) learner support.

Alternatively, Guskey (2000) proposes a comprehensive model for evaluating CPD, based on five critical levels: participants’ reactions; participants’ learning; participants’ use of new knowledge and skills; organisational support and change; and student learning outcomes. Guskey explains these levels as follows:

Each level builds on those that come before. For example, people must have a positive reaction to a professional development experience before we can expect them to learn anything from it. They need to gain specific knowledge and skills before we look to

the organization for critical aspects of support or change. Organizational support is necessary to gain high quality implementation of new policies and practices. And appropriate implementation is a prerequisite to seeing improvements in student learning. Things can break down at any point along the way, and once they break down, the improvement process comes to a screeching halt. (Guskey, 2005, p. 12)

These five levels of Guskey's model have received much attention in the literature, which has examined them from various perspectives, summarised in the following discussion.

As mentioned above, teachers' reaction, learning and behaviour represent the main aspects of the impact of CPD on teachers. In this regard, the first level of Guskey's model is concerned with assessing participants' reactions. Reaction, in the context of CPD, can be defined as a measure of how favourably or unfavourably teachers respond to CPD programmes (Brewer, 2011). Moreover, Guskey (2000) asserts that most evaluations of CPD occur at level one (participants' reactions), as it is the easiest level to assess. Assessment at the reaction level concentrates on gathering data about how teachers respond to CPD programmes as they take place (Knowles, Holton, & Swanson, 2005).

The second level of Guskey's model focuses on assessing participants' learning, which can be defined in this context as the extent to which their knowledge is enhanced and their skills improved as a result of attending CPD programmes (Kirkpatrick & Kirkpatrick, 2006). Thus, teachers' learning is assessed by collecting data on the knowledge and skills that they have acquired (Knowles et al., 2005).

The third level is concerned with assessing participants' use of new knowledge and skills (behaviour). In the present context, teachers' behaviour can be defined as the extent to which change in behaviour has occurred because of their attendance at a CPD programme

(Kirkpatrick & Kirkpatrick, 2006). Measuring such changes requires data on what teachers do after CPD programmes as compared with what they did before (Knowles et al., 2005).

The literature makes it clear, however, that there are various factors making it difficult to assess changes in teachers' behaviour (Archibald, Coggshall, Croft, & Goe, 2011; Kutner et al., 1997). Moreover, there has been little systematic research into the effects of CPD offered to teachers and whether it actually impacts on their behaviour (Cameron, Mulholland, & Branson, 2013; Lowden, 2005). Theorists emphasise the importance of delaying this assessment because teachers need 'sufficient time to reflect on what they learned and to adapt the new ideas to their particular setting' (Guskey, 2000, p. 178).

In addition, the changes in teachers' behaviour cannot occur without the availability of a set of conditions, including their desire to change, their knowledge of what to do and how to do it, and working in the right climate in which they can be rewarded for changing (Broad & Evans, 2006; Guskey, 2005). Kirkpatrick and Kirkpatrick (2006) shed light on the above issue:

Some trainers want to bypass... reaction and learning in order to measure changes in behavior. This is a serious mistake. For example, suppose that no change in behavior is discovered. The obvious conclusion is that [CPD] was ineffective and that it should be discontinued. This conclusion may or may not be accurate. Reaction may have been favorable, and the learning objectives may have been accomplished, but [behavioural] conditions may not have been present. (p. 23)

Regarding the assessment of the effects of CPD on student learning outcomes, this type of assessment is more complicated than is generally assumed; it is also inappropriate to assess the effectiveness of CPD using the performance of the students alone (Guskey & Sparks, 1991; Muijs & Lindsay, 2008; Tantranont, 2009), because

testing the relationship between professional development and student achievement is problematic. Due to a variety of confounding variables, there is great difficulty in establishing a direct relationship between professional development activities, improvements in teaching, and increases in student achievement. This is particularly problematic when there are a variety of other ‘new’ programs, materials, or interventions occurring simultaneously with professional development activities. (Reitzug, 2002, pp. 5–6)

Furthermore, the literature indicates that research evidence does not provide a clear picture of the effect of CPD on students’ learning and achievement (Bolam, 2002; Bubb, 2012; Burchell, Dyson, & Rees, 2002; Cameron et al., 2013; Hopkins & Lagerweij, 1996).

In light of the above discussion, it can be observed that effective evaluation of CPD should serve two purposes: formative evaluation and summative evaluation. Therefore, the CPD programme designed for this study was assessed according to these two approaches. The discussion also shows that there are different models that can be used to assess the impact of CPD on teachers’ performance. Accordingly, Guskey’s model was adopted for evaluating the effectiveness of the CPD programme designed to enhance TALs’ teaching skills in the areas identified. Additional details of the above approaches and Guskey’s model are presented in Chapter Five.

Finally, methods for evaluating CPD are varied, although contributors to the literature (Guskey, 2002b; Kutner et al., 1997; Lydona & King, 2009; UNESCO, 1993) agree that they fall into two broad types, the first of which comprises direct methods such as individual and group interviews, tests, questionnaires, checklists, rating scales and feedback, while the second type consists of indirect methods including observations, reports from school leaders and educational supervisors, self-evaluations and document analyses, such as fault reports and work samples.

The above review of CPD evaluation shows that this phase is crucially important in determining whether and to what extent CPD is able to achieve its aims and objectives, which represent positive effects on teachers' knowledge, skills and attitudes. Moreover, the evaluation of CPD is based on models that include specific objectives, steps, aspects and methods.

Effective CPD

Effective CPD is a critical issue as regards the future of education (Fishman, Marx, Best, & Tal, 2003; Kent, 2004), as well as 'a central component in nearly every modern proposal for improving education' (Guskey, 2002b, p. 381). As mentioned above, CPD is a process comprised of varying elements and components, so there can be no guarantee of achieving its desired outcomes if it is designed in terms of planning, implementation and evaluation by educational systems without incorporating specific characteristics based on the theoretical and empirical evidence brought to light in the literature (Guskey, 2003). For that reason, the nature of effective CPD has received considerable attention within the literature over the past 15-20 years (Saunders, 2014; Trumbull & Gerzon, 2013; Wei et al., 2009).

The literature demonstrates a consensus that effective CPD concentrates closely on students' learning (Broad & Evans, 2006; Duncombe & Armour, 2004; Kent, 2004). This indicates that effective CPD does not overlook the relationship between CPD and student achievement; in fact, this relationship is fundamental to any effective CPD (Diaz-Maggioli, 2003; Meiers & Ingvarson, 2005; Wei et al., 2009). Yoon et al. (2007) describe this relationship by suggesting that CPD

affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link

is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development. (p. 4)

In order to explore this relationship, Guskey and Sparks (1996) propose a model consisting of three factors, shown in Figure 2. These involve content characteristics that refer to the 'what' of knowledge and skills that CPD aims to deliver to teachers; process variables referring to the 'how' of the design and implementation of CPD content and activities; and context characteristics referring to the 'who', 'when', 'where' and 'why' of CPD. Finally, the model assumes that these factors directly influence the relationship between CPD and student achievement; therefore they should be taken into account in the planning, implementation and evaluation of CPD.

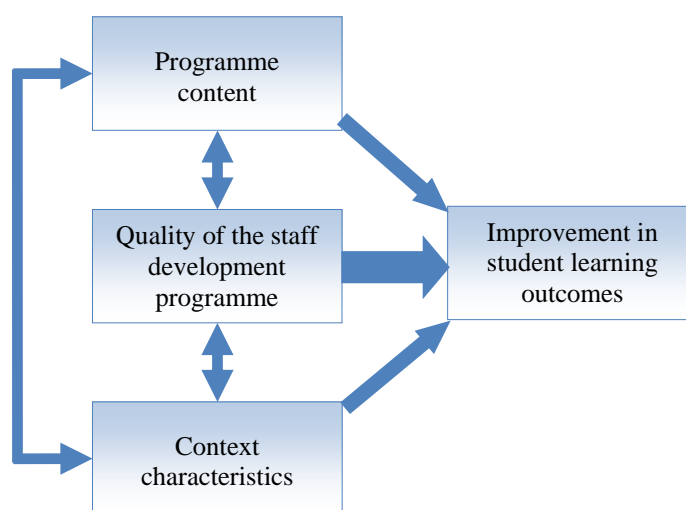


Figure 2. The relationship between CPD and student achievement

Adapted from *Complexities in evaluating the effects of staff development programmes*, by T. R. Guskey and D. Sparks, 1991, paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Moreover, effective CPD seeks to achieve high quality; that is, 'rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment' (U.S. Department of Education, 1996, p. 4). Hence,

the US Department of Education (1996) developed principles in order to achieve this quality.

These principles assume that effective CPD

focuses on teachers as central to student learning...; reflects best available research and practice in teaching, learning and leadership; enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards; ...is planned collaboratively by those who will participate in and facilitate that development; requires substantial time and other resources; is driven by a coherent long-term plan; is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning. (p. 4)

Finally, the CPD literature has also examined different issues with respect to effective CPD. For instance, it has been suggested that effective CPD is provided in sufficient time; is supportive and schools-based; uses coaching and other follow-up procedures; is instructionally focused; is collaborative; is embedded in the daily lives of teachers, providing for continuous growth; focuses on student learning and is evaluated at least in part on that basis (Bull et al., 1994; Casteel & Ballantyne, 2010; Darling-Hammond, 1998; Darling-Hammond & McLaughlin, 1995; Guskey, 1994; Partnership for 21st Century Skills, 2007).

The above discussion suggests that effective CPD has a certain set of characteristics, which those who are responsible for the planning, implementation and evaluation of CPD within educational systems should therefore take into account. However, the analysis of existing CPD programmes available to TALs in the KSA, as examined in Chapter Two, shows that they do not seem to consider the above characteristics. Furthermore, there have been no studies seeking to identify such characteristics in the KSA. Accordingly, the present study has sought to determine the characteristics of effective CPD in the KSA context, in order that the CPD programme designed as part of the study could take them into account, as will be examined in Chapter Five.

Teacher learning and development

As mentioned previously, the main aim of the present study was to design a CPD programme for enhancing TALs' teaching skills. Therefore, the preceding discussion sheds light on various perspectives on teachers' CPD by defining CPD and identifying its effect on teachers' knowledge, skills and practices, as well as covering theoretical aspects of the phases of designing CPD. The following discussion examines different perspectives on teacher learning and development, because failing to consider such perspectives will hinder CPD programmes in accomplishing their purpose. Accordingly, these perspectives would need to be considered when designing a CPD programme for this study, as well as discussing its impact on TALs' teaching skills.

'Teacher learning', 'teacher development' and 'teacher professional learning' are terms often used in the literature concerning the learning of teachers (Bubb, 2012; Clarke & Erickson, 2007; Opfer & Pedder, 2011; Runhaar, 2008). Throughout this thesis, these terms are used interchangeably.

Indeed, defining teacher learning precisely is difficult (Schunk, 2012) because the term

is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of one's experience or (3) an organised, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process or a function.

(Smith, 1982, p. 34)

Teacher learning can be described as a process of self-development that results in the changes in teachers' knowledge and beliefs (cognition) and/or teaching practices (behaviour) that occur because of different experiences to which they are exposed during their lives (Bakkenes, Vermunt, & Wubbels, 2010; Middlewood, Parker, & Beere, 2005). Moreover, in

the context of teachers' CPD, learning occurs either formally, through participation in organised activities, such as courses, seminars, workshops and conferences, or informally, which involves activities undertaken by teachers, such as experiential/workplace learning, reading and research (Bubb & Earley, 2007; Chaudary, 2011; Ganser, 2000).

Therefore, changes that occur in teachers' learning as a result of taking part in formal or informal learning have received much attention in the literature on CPD, as will be examined in the next discussion. This literature addresses a number of issues raised by several researchers. Bell and Gilbert (1996) summarise these in the following questions:

- What is the nature of teacher development?
 - What factors help and hinder teacher development?
 - What model of teacher development can be used to plan teacher development programmes and activities?
 - What teacher development activities promote growth?
 - Why are some teacher development experiences so frustrating for teachers who want to change?
 - Why does the change process occur over a longer rather than shorter time span?
- (pp. 9-10)

Based upon the above questions, the literature has conceptualised CPD in several different ways as well as providing different perspectives on CPD and teacher learning. The key aspects of these perspectives are discussed below.

First, the factors motivating teachers to engage in CPD are examined. In this regard, the literature reports that 'highly motivated teachers are more likely to engage in [C]PD' (Schieb & Karabenick, 2011, p. 13); therefore, it emphasises that teacher motivation 'plays a critical role in the effectiveness with which teachers implement what they learn from CPD' (Selemani-Meke, 2013, p. 108). Moreover, it reveals that teachers are attracted to participate

in CPD programmes by intrinsic factors (Rossmiller, 1984) because they believe that these programmes can contribute to enhancing their knowledge, skills and practices, as well as improving their effectiveness with students (Guskey, 1986; Guskey, 2002b).

Second, the process of teacher change through CPD is discussed. However, identifying teacher change as a result of participating in CPD is not easy, because this change has different perspectives (Borko, 2004). For example, Clarke and Hollingsworth (2002, p. 948) refer to some of these perspectives and suggest that teacher change involves ‘change as training,’ ‘change as adaptation,’ ‘change as personal development,’ ‘change as local reform,’ ‘change as systemic restructuring’ and ‘change as growth or learning.’

According to Clarke and Hollingsworth (2002), the previous view of the process of teacher change, as shown in Figure 3, assumed that changes in teachers’ knowledge and beliefs would lead to changes in their classroom practices, which in turn would result in changed student learning outcomes. These authors and others (Clarke & Hollingsworth, 2002; Guskey, 2002b) argue that this implicit model of teacher change is misleading, because it takes enhanced outcomes for students as the ultimate goal of teacher CPD. Furthermore, its assumptions may be inaccurate when considering CPD for experienced teachers.

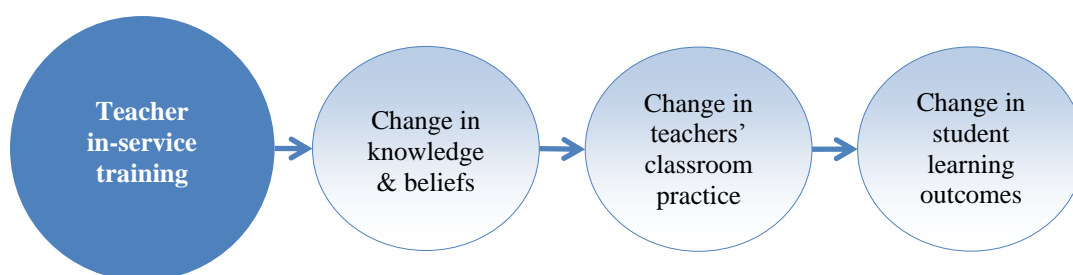


Figure 3. An implicit model of the process of teacher change
Adapted from *Elaborating a model of teacher professional growth*, by D. Clarke, and H. Hollingsworth, 2002, *Teaching and Teacher Education*, 18(8), p. 949.

Therefore, Guskey (2002b) proposes an alternative model of teacher change, shown in Figure 4. This model is grounded in three major outcomes of CPD: changes in the classroom practices of teachers, in their beliefs and attitudes, and in the learning outcomes of students.

According to the model, significant changes in teachers' beliefs and attitudes occur primarily after those in student learning outcomes have become evident.

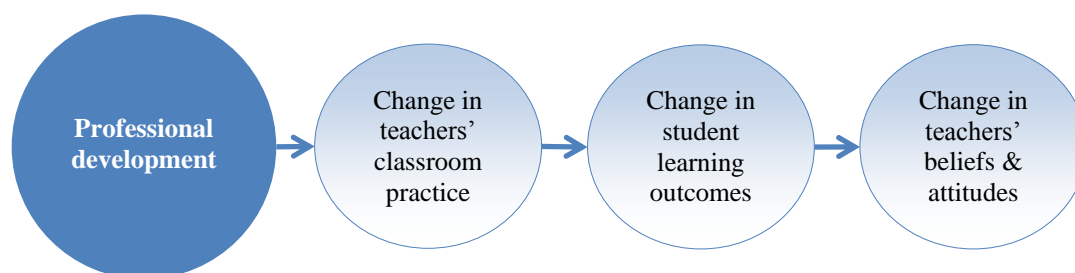


Figure 4. Guskey's model of teacher change

Adapted from *Professional development and teacher change*, by T. R. Guskey, 2002b, *Teachers and Teaching*, 8(3), p. 383.

Lastly, the literature explores, from various perspectives, what teachers learn and how. In this respect, it states that learning is at the heart of teacher CPD (Bell & Gilbert, 1996); however, it finds that many CPD practices still concentrate on delivering content rather than enhancing teacher learning (Webster-Wright, 2009). Moreover, it reports that 'teacher learning may be the most difficult thing to measure in [CPD]' (Fishman et al., 2003, p. 645), because such learning occurs within multiple contexts, either within the school or outside (Couso, 2009). Therefore, in order to 'understand teacher learning, we must study it within these multiple contexts, taking into account both the individual teacher-learners and the social systems in which they are participants' (Borko, 2004, p. 4)

Indeed, the literature has questioned and researched teacher learning with these multiple contexts by adopting different theories (complexity, organisational, socio-cultural and situative theories), models and approaches (e.g. Bakkenes et al., 2010; Borko, 2004; McMurtry, 2010; Opfer & Pedder, 2011; Vermunt & Endedijk, 2011; Walsh, 2014; Webster-Wright, 2009). Accordingly, scholars have reached different conclusions. First, teacher learning is influenced by many factors, such as teacher's characteristics, school contexts and learning activities, but the literature proposes that such factors need more investigation. Second, in order to impact positively on teachers' learning, CPD should be related to their

professional learning as well as considering the context of their social systems. Third, the focus of CPD should shift from delivering content and activities to teachers to supporting their learning. Finally, it should be aimed at empowering teachers' responsibility for their own growth and development, which in turn would improve their students' learning and achievement.

Based upon the above argument, as well as benefiting from the previous perspectives on teacher learning and change through CPD, I attempted to develop a CPD programme for TALs which would enhance their teaching skills, for the reasons discussed in Chapter One. To do this, I concluded that the programme would need to be designed according to the views of TALs regarding the teaching skills that they need to acquire through CPD, as well as taking into account their beliefs regarding the characteristics of effective CPD. Moreover, it would be developed in line with the policies and objectives of the MOE in the KSA and the context of CPD for TALs in the KSA, as presented in Chapter Two. Finally, the planning, implementation and evaluation of the programme itself, as well as its effect on TALs' teaching skills, would be assessed as set out in Chapter Five. Accordingly, I intend and expect the outcomes of this study to have a wider significance related to the context of CPD for teachers.

Teachers, being adults, do not learn like children, because their learning has characteristics that distinguish it from that of children (Clardy, 2005; Clawson, 2006; Wan, 2011). Table 3 summarises some key differences between children and adults as learners identified by Edmunds et al. (2002).

Table 3. *Differences Between Children and Adults as Learners*

Children	Adults
<ul style="list-style-type: none"> • Rely on others to decide what is important to be learned • Accept the information being presented at face value • Expect what they are learning to be useful in their long-term future • Have little or no experience upon which to draw, are relatively 'blank slates' • Have little ability to serve as a knowledgeable resource for teachers or classmates 	<ul style="list-style-type: none"> • Decide for themselves what is important to be learned • Need to validate the information based on their beliefs and values • Expect what they are learning to be immediately useful • Have substantial experience upon which to draw. May have fixed viewpoints • Have significant ability to serve as a knowledgeable resource for the trainer and fellow learners

Adapted from Chapter 3: Ultimate adult learning, in *The ultimate educator: Achieving maximum adult learning through training and instruction* by C. Edmunds, K. Lowe, M. Murray, and A. Seymour, 2002, p. 3. Washington, DC.

The nature and significance of such differences are not universally accepted, however; indeed, the literature suggests that there are two contrasting perspectives on explaining child and adult learning, and on shaping the learning process for them. The first suggests that the differences between children and adults as learners do not affect their learning; furthermore, explanations of such differences are incomplete and dubious (Clardy, 2005; Herod, 2012). From this standpoint, therefore, children's education should not differ from that of adults, because all humans learn—and should be educated—in the same way (Baumgartner, Lee, Birden, & Flowers, 2003; Holmes & Abington-Cooper, 2000). Conversely, the second perspective acknowledges adult-child differences and asserts their impact on learning (Connolly, 2008; Knowles et al., 2005). Accordingly, it emphasises that children and adults 'have unique characteristics that must be considered in designing and delivery of instruction' (Maughan & Mupinga, 2010, p. 207).

Various theories of child and adult learning have developed from each of these perspectives. As this study is aimed specifically at designing a CPD programme for adults, the following discussion considers the characteristics of adult learners as identified in Table 3. The debate concerning whether adult learning characteristics differ from those of children is not addressed as it is not relevant to the study. Adult learning theories are intended to

reflect the principles and features of adult learning, and they propose various approaches to the design of adult learning experiences (Bubb, 2005; Jarvis, 2004). Thus, the literature on adult learning emphasises that those who are responsible for designing and conducting adult learning activities must consider these theories, because they contribute to shaping the learning process for adults. Doing so contributes to achieving the aims and objectives of the process effectively (Diaz-Maggioli, 2003; Elliot & Campbell, 2013; Ganser, 2000; Steyn, 2013).

It appears not to be easy to characterise learning theories and their applications in learning and development, because they involve a variety of factors which distinguish one learning theory from another (Ertmer & Newby, 2013). Schunk (2012) summarises these in the following questions: ‘How does learning occur? What is the role of memory? What is the role of motivation? How does transfer occur? Which processes are involved in self-regulation? What are the implications for instruction?’ (p. 21).

Over the years, different learning theories have been produced, involving behaviourist, cognitive, humanist and social approaches (Jarvis, 2004; Schunk, 2012). According to Jarvis (2004), most principles of adult learning are grounded in humanist and social theory. He also notes that other theories produced in recent years have concentrated closely on adult learning. Others have argued that no single adult learning theory has been successfully applied to all adult learning environments (Frey & Alman, 2003).

More specifically, according to Munoz and Munoz (1999), most literature on adult learning concentrates on five main theories: sensory stimulation theory, cognitive theory, reinforcement theory, facilitation theory and andragogy theory. Galbraith and Fouch (2007) provide an overview of these theories and their application to training and development. These are summarised in Table 4.

Table 4. *Five Main Theories of Adult Learning*

Theory	Overview of theory	Application of theory
(a) Sensory stimulation theory	<ul style="list-style-type: none"> • Senses must be used in the learning process for change to occur 	<ul style="list-style-type: none"> • Involves all the senses; uses media and a variety of techniques
(b) Cognitive theory	<ul style="list-style-type: none"> • The purpose of learning is to teach the brain to engage in critical thinking and problem solving 	<ul style="list-style-type: none"> • Provides hands-on problem-solving activities
(c) Reinforcement theory	<ul style="list-style-type: none"> • Based on behavioural psychology; stimulus and response 	<ul style="list-style-type: none"> • Provides opportunities to observe the participant's response, then provides reinforcement
(d) Facilitation theory	<ul style="list-style-type: none"> • Emphasises the learner's involvement in the learning process and the relationship between the instructor and the learner 	<ul style="list-style-type: none"> • Provides a comfortable atmosphere and opportunities for the learner to interact with the instructor/facilitator
(e) Andragogy theory	<ul style="list-style-type: none"> • Focuses on the importance of relevance and other adult learning principles 	<ul style="list-style-type: none"> • Explains the training objectives up front and immediately engages trainees

Adapted from 'Principles of adult learning: Application to safety training,' by D. D. Galbraith, and S. E. Fouch, 2007, *Professional Safety*, p.36.

From the above table, it is clear that different theories should be used to teach adults and design learning experiences for them; but which of these theories should be adopted in the context of CPD for teachers? The majority of CPD for teachers reflects the principles of andragogy in its design (Bubb, 2005; Bubb, 2012; Lalitha, 2005). However, Whitehouse (2011) argues that 'most research into CPD for teachers carries the recommendation that the CPD be designed according to the principles of adult learning, andragogy, without stating what these principles are' (p. 4). The following discussion is limited to the theory of andragogy.

The term 'andragogy' is derived from the Greek words 'andra', meaning *man* (not *boy*) and 'agogos,' which means *leading* (Laird, Naquin, & Holton, 2003). The term was coined by researchers of adult learning based upon the assumption that adults and children learn differently (Finn, 2011; Post, 2010). Therefore, andragogy is defined as 'any intentional and professionally guided activity that aims at a change in adult persons' (Knowles et al., 2005, p. 60). An adult learner, according to the andragogical perspective, can be defined as an individual who begins performing adult roles, such as those of worker, spouse, or parent, as

well as an individual who has a self-concept of being responsible for his or her own life (Knowles et al., 2005).

The theory of andragogy was introduced in the United States in 1968, by Malcolm Knowles, who is described as the father of andragogy (Jarvis, 2004; Knowles et al., 2005). It 'assumes that adults have different learning characteristics and requirements than children. Therefore, adult educational procedures must be different than the pedagogical procedures used to educate children' (Clardy, 2005, p. 4). According to Knowles (1973), andragogy is based upon four principles, which are summarised by Laird et al. (2003) as follows:

1. The self-concept of adults is heavily dependent upon a move toward self-direction.
2. Prior experiences of the learner provide a rich resource for learning.
3. Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.
4. Adults' orientation to learning is life-centered and they see education as a process of developing increased competency levels to achieve their full potential (p. 139).

In the context of CPD for teachers, Gregson and Sturko (2007) emphasise the importance of reflecting the above four principles when designing CPD programmes for teachers, because they will result in the effectiveness of such programmes, as well as affecting teachers' learning positively and motivating them to apply what they learn.

Therefore, they suggest that in order to reflect these principles, CPD programmes should provide an environment for adults to have control over their own learning...; provide opportunities for teachers to learn experientially and cooperatively on an on-going basis in the context of their workplace...; take into account the stages of a teacher's development so that the teacher is ready to learn concepts that will help him or her be a better practitioner...; [and] provide content that is directly applicable to the teacher's practice. (Gregson & Sturko, 2007, pp. 4-5)

There are different models that can be adopted to design learning programmes for adults, but most of the literature (Galbraith & Fouch, 2007; Munoz & Munoz, 1999; Swanson & Holton, 2001) adopts Knowles's (1973) model as a core framework for creating learning experiences for adults. The original model of Knowles (1973, p. 102) consists of seven elements, shown in Figure 5.

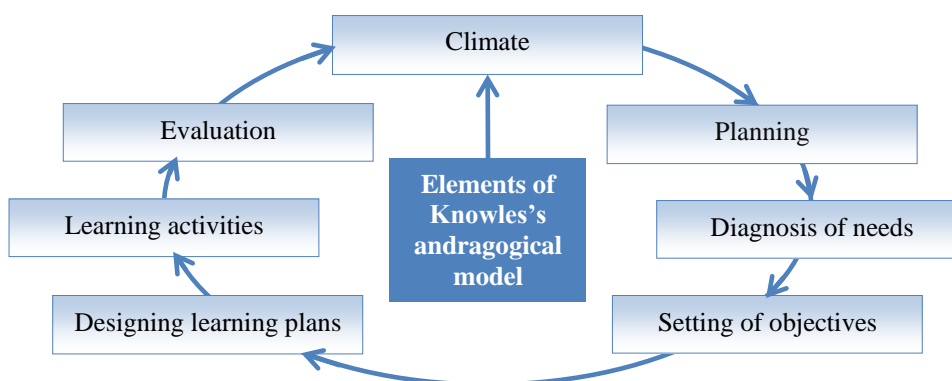


Figure 5. Elements of Knowles's andragogical model

Source: Author

Figure 5 illustrates the seven elements of Knowles's andragogical model, which involve establishing a climate conducive to learning; creating a mechanism for mutual planning; diagnosing the needs for learning; formulating programme objectives that will satisfy these needs; designing a pattern of learning experiences; conducting these learning experiences with suitable techniques and materials; and evaluating the learning outcomes and re-diagnosing learning needs. However, Knowles (1984) states that his model 'can be adopted or adapted in whole or in part. It is not an ideology that must be applied totally and without modification... The appropriate starting point and strategies for applying [this] model depend on the situation' (p. 418).

Finally, in the context of CPD for teachers, several studies indicate that there are few CPD programmes that take into account teachers as adult learners (e.g. Castleberry, 2010; Elliot & Campbell, 2013; Papastamatis, Panitsidou, Giavrimis, & Papanis, 2009); therefore, they emphasise that such programmes should be designed according to the principles and

practices of adult learning (Cline et al., 1993; Ganser, 2000; Trotter, 2006), because teachers themselves need to be viewed as adult learners (Chaudary, 2011; Gregson & Sturko, 2007; Ong, 2004).

In conclusion, the above discussion shows that in order to accomplish its aims and objectives, CPD for teachers should incorporate the general principles of adult learning. Andragogy theory provides a useful model based on specific principles and elements that can be adopted to design CPD for teachers. Accordingly, the present study has adopted this theory to guide the design of the CPD programme. Further details of its use are presented in Chapters Four and Five.

Part Two: Teaching Skills

In order to do their work successfully, TALs must possess teaching skills that enable them to effectively plan, implement and evaluate the content and activities of the teaching of Arabic. As mentioned earlier, the main aim of the present study was to design a CPD programme for TALs to enhance their teaching skills, for the reasons presented in Chapter One. The second part of this chapter concentrates on various perspectives on teaching skills by extensively examining the teaching concepts that are closely related to these skills. Moreover, it offers generous theoretical perspectives regarding these skills from different aspects.

Arabic language; the process of teaching it

Generally, language refers to the ‘system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances’ (Richards & Schmidt, 2002, p. 283). According to Chejne (1999), the Arabic language is ‘one of the major languages of the world...., along with

Greek and Latin; English, French, Spanish, and Russian' (p. 3). In addition, Dahbi (2004) stated that:

Arabic is very much a global phenomenon today not only because it is the language of Arab countries that occupy a large region of the world but also, and more importantly, because it is the language of Islam, another global phenomenon that covers a much larger part of the world and that seems to be making headway in regions where it was completely absent a few decades ago. (p. 630)

Additionally, Arabic 'has a vast literary heritage dating back to the pre-Islamic era (5th and 6th centuries, A.D.)' (Department of Arabic and Islamic Studies, 2012, para. 1) and belongs to the family of Semitic languages (Bateson, 2003). This family includes Akkadin, Ugaritic, Hebrew, Phoenician, Aramaic, Syriac, Ethiopic, South Arabic and many Arabic dialects (Chejne, 1999). The main characteristic that distinguishes Semitic languages from other languages is that they 'operate by what is known as the "root and pattern system"... Roots usually consist of three consonants' (Bateson, 2003, p. 1). 'All words (parts of speech) are formed by combining the three-root consonants with fixed vowel patterns and, sometimes, an affix' (Shoebottom, 2011, para. 2).

There are characteristics in every language that distinguish it from other languages. For instance, the Arabic alphabet consists of 28 letters and eight vowels/diphthongs. It is also read and written from right to left. The normal word order of a sentence is verb/subject/object. In Arabic, adjectives follow nouns. Additionally, Arabic does not use the verb 'to be' (am, is, and are) in the present tense and does not employ an auxiliary verb (be, do, have). Finally, the indefinite article does not exist in Arabic (Albab, 2009; Chejne, 1999; Shoebottom, 2011).

Arabic is the native language of over 200 million people throughout the world (Department of Arabic and Islamic Studies, 2012). It is also the official language of countries

from North Africa to the Arabian Gulf States, including Morocco, Mauritania, Algeria, Tunisia, Libya, Egypt, Lebanon, Palestine, Syria, Jordan, Iraq, the KSA, Kuwait, Bahrain, Qatar, United Arab Emirates, Oman and Yemen (Chejne, 1999; Department of Arabic and Islamic Studies, 2012). There are three main Arabic dialects: classical Arabic is the language of the Holy Qur'an, which represents the original Arabic; modern Standard Arabic, which emerged from Classical Arabic and is used in books, in media, in mosques, and in conversation between educated Arabs from different countries; and local dialects that exist in all Arabic countries. Even though these dialects originate from either Classical Arabic or Modern Standard Arabic, understanding these dialects is difficult (Albab, 2009; Alkhalifa, 2004).

Before discussing, from various perspectives, the process of teaching Arabic, it is worth defining the meaning of teaching because it has undergone different developments (Abdulsalam, 2000; Zafear & Alhamadi, 1984). Zetun (2003, pp. 30-31) referred to some of these developments, and suggested that teaching involves 'communication,' 'co-operation,' 'transformation,' 'system,' 'career,' 'intentional activity.' Given the different developments of teaching, the pedagogical literature does not agree on the formulation of a specific definition because teaching adopts different perspectives and has developed in different directions (Ibrahim, 2000; Versteegh, 2006).

Generally, teaching is defined 'as actions by which one person intends that another person learn a certain content of knowledge' (Collins & O'Brien, 2003, p. 350). More specifically, Richards (2011) states that teaching is

An act of performance, and for a teacher to be able to carry herself through the lesson, she has to have a repertoire of techniques and routines at her fingertips. These include routines and procedure for such things as: opening the lesson; introducing and explaining tasks; setting up learning arrangements; checking students' understanding;

guiding student practice; monitoring students' language use; making transitions from one task to another; ending the lesson. (p. 9)

In summary, the above definitions indicate that teaching is a process that is comprised of distinct elements and components that aims to teach students in order to enable them to become productive members of society as mentioned earlier. Consequently, the following section offers a brief overview of these elements and components.

Elements and components of the process of teaching Arabic

As a process, teaching is composed of four major elements: inputs, processes, outputs and feedback. As shown in Figure 6 (see page 110), each element has different components (Ibrahim, 2000; Zetun, 2003). While the inputs' components are varied, most of the pedagogical literature agrees that the main components of the input are as follows: a teacher, learner, curriculum—which includes aims and objectives, content, methods and evaluation—and environment (Alhealah, 2003; Greer, 2002; Qatami, AbuJaber, & Qatami, 2002).

Alhalwachi (1990) illustrates the relationship between these four components as follows:

For any teaching-learning process there should be somebody who carries out the learning and who is known as the pupil, the student or, in general terms, the learner. There should also be someone to facilitate the learning process who is called the teacher and they both need something which is planned, prepared to be implemented when the learning process takes place, which is considered to be the curriculum as well as a place for learning which is realised as the context, the environment, the milieu or the situation. (p. 120)

The pedagogical literature has provided detailed discussion and a thorough analysis of the above components' characteristics and how they interact with one another. This study concentrated mainly on teachers because the primary aim of this study was to design a CPD

programme for TALs in the KSA for the purpose of enhancing their teaching skills in order to improve the language learning and achievements of their students. As a result of this concentration, I can only discuss teachers and their teaching skills, rather than other components that are related to the teaching process.

Teaching Arabic—in the Arabic educational systems generally and specifically in the KSA educational system—is a critical issue, because Arabic is the official language of those systems. In these systems, the teaching of Arabic encounters considerable difficulties and challenges that directly and indirectly impact the outcomes of these systems (Aladgam, 2003). Therefore, these systems pay a significant amount of attention to the teaching of Arabic, as well as preparing its teachers before and during service for diverse reasons. The most important reason is that these educational systems believe that reforming the teaching of Arabic, as well as its teachers, will improve the outcomes of their systems because, in this system, teaching and learning depends on the assumption that the student's first language is Arabic (Shehata, 2000).

According to the Ministry of Education (2007a), teaching Arabic in public education institutions in the KSA has the following aims:

1. To provide students with sets of words, structures and methods of linguistic eloquence that will enable them to understand the Holy Qur'an, the Hadith, the Islamic heritage and developments in modern life.
2. To improve students' language abilities that help them understand, analyse and evaluate language events that face them, in order to produce language structures that are characterised by accuracy, fluency and quality.

Further to these aims, the MOE specifies clear objectives for teaching Arabic at all stages of public education. Even so, Arabic teaching literature agrees that the above aims cannot be accomplished successfully without effective TALs (Alkhalifa, 2004; Altrjmi, 2010;

Buteal, 2009; Shehata, 2000). Hence, the following section identifies the characteristics of effective TALs.

The characteristics of effective TALs

Teachers are primarily responsible for managing the elements of the teaching process that involve learners, curriculum and environment, as well as guiding students to achieve the desired educational aims and objectives (Edge, 1993). As a result, teachers should have special characteristics that enable them to accomplish these goals effectively (Selvi, 2010). However, identifying characteristics of effective TALs is not an easy task (Rubio, 2009) because ‘no single [characteristic] can adequately capture teacher effectiveness, but a combination of [characteristics] can portray it fairly’ (Chait, 2009, p. 3). Some educational literature suggests that effective teachers are born, not made (Pinsky, Monson, & Irby, 1998) but most of the educational literature and the facts clearly demonstrate that effective teachers can be made as will be examined in the following discussion.

Indeed, educational literature often uses terms such as ‘good teachers’, ‘better teachers’, ‘excellent teachers’, ‘skilful teachers’, ‘successful teachers’, ‘great teachers’ and ‘brilliant teachers’ synonymously with ‘effective teachers’ (Chait, 2009; Collins & O'Brien, 2003; Institute for Learning, 2010; Leu, 2005; Markley, 2004; United Nations Educational Scientific and Cultural Organization, 2004). Throughout this thesis, I use the term ‘effective teachers’ as it is the term most commonly used in the literature.

In the last four decades, educational literature has attempted to identify the characteristics of effective teachers (Brosh, 1996). Generally, this literature suggests that effective teachers increase students’ learning and achievement (Clark, 1993). In this regard, Chait (2009) defines teacher effectiveness as ‘the demonstrated ability of a teacher to help students learn to high levels. This ability is complex and consists of content knowledge,

pedagogical skills, attitudes, and behaviors' (p. 3). Specifically, there is a body of literature that attempts to define the different characteristics of effective teachers, as well as the different criteria for assessing these characteristics (Park & Lee, 2006). After reviewing this literature, it seems that it is split into two different approaches to identifying these characteristics.

The first type of literature has tried to define the characteristics of effective teachers without classifying them into categories. For example, Collins (1990, p. 5) provided different characteristics for effective teachers and suggested using them as criteria for assessing the effectiveness of teachers. The characteristics of effective teachers are that they are: committed to their students and their learning; know their subject matter and how to teach those subjects to students; responsible for managing and monitoring student learning; think systematically about their practice and learn from experience; members of learning communities. Glickman (1991) stated that effective teachers 'do not use the same set of practices for every lesson... Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly' (p. 6).

Moreover, Clark (1993, p. 15) reviewed some of the literature that investigated effective teachers and provided the following characteristics of effective teachers. Effective teachers should know and understand the curriculum's elements; offer students total instruction in order to meet the aims and objectives of the curriculum; offer a total environment to meet the needs of students; increase student learning and achievement; and maintain a professional demeanour with students, parents and educational peers. Shehata (2000) indicated that effective teachers should be able to plan, implement and evaluate the contents and activities of the teaching process effectively. McBer (2000, pp. 11-16) stated that effective teachers set high expectations for their students and communicate these

expectations directly to the students; are good at planning; employ a variety of teaching strategies; have a clear strategy for student management; manage time and resources wisely; and employ a range of assessment methods for evaluating students.

According to Collins and O'Brien (2003), effective teachers have a 'command of subject matter and the ability to teach it to diverse students. Other expectations may include managing and monitoring student learning, understanding how students develop and learn, thinking systematically about what is practiced, and working collegially to enhance learning' (pp. 348-349). Gurinder (2005) indicated that effective teachers should have interpersonal skills that will assist them when they interact with students. These skills include communication skills, empathy, positive motivation, feedback, effective body language, silence and a good sense of humour. Brookfield (2006, p. 17) pointed to three core assumptions that represent an effective teachers, which include helping students learn; adopting a critically reflective stance towards their practice; and, perhaps most importantly, a constant awareness of how students are experiencing their learning and perceiving their teachers' actions. McCamley (2012) mentioned that effective teachers should be insistent, consistent and persistent.

Finally, Adams and Pierce (2004) provided different characteristics of effective teachers. The researchers assume that effective teachers:

adjust their lessons based upon the needs and abilities of their students; keep abreast of developments in their field or discipline and incorporate these ideas into their lessons; organize the material in such a way as to best facilitate learning; use effective communication skills; formulate specific goals and objectives and then select the best methods for meeting those objectives; share the course objectives with the students to clarify expectations for the students and open communication; work to build rapport with their students; establish a productive learning atmosphere. (p. 102)

The second type of literature provides a simplified version of the above characteristics by classifying them into a few categories. For example, Hildebrand, Wilson and Dienst (1971) provided different characteristics for effective teachers and classified these characteristics into five categories. The Center for Teaching and Learning at Stanford University (2012) reviewed the research by Hildbrand et al. and presented them again. They assumed that teachers possess the following characteristics:

- Organization and clarity: explain clearly; are well prepared; make difficult topics easy to understand; use examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable; make the objectives of the course and each class clear; establish a context for material.
- Analytic/synthetic approach: have a thorough command of the field; contrast the implications of various theories; give the student a sense of the field, its past, present and future directions, the origins of ideas and concepts; present facts and concepts from related fields; discuss viewpoints other than their own.
- Dynamism and enthusiasm: are energetic, dynamic people; seem to enjoy teaching; convey a love of the field; have an aura of self-confidence.
- Instructor-group interaction: can stimulate, direct, and pace interaction with the class; encourage independent thought and accept criticism; use wit and humour effectively; are a good public speaker; know whether or not the class is following the material and is sensitive to students' motivation; are concerned about the quality of their teaching.
- Instructor-individual student interaction: are perceived as fair, especially in their methods of evaluation; are seen by students as approachable and a valuable source of advice, even on matters not directly related to the course. (para. 2)

Alhalwachi (1990) categorised these characteristics into three fundamental aspects: teachers' personal qualities, professional knowledge and pedagogical skills. Park and Lee (2006) classify these characteristics into subject matter knowledge, pedagogical knowledge and socio-affective skills. Chen and Lin (2009) categorise them into three competencies: instructional competence, personality competence and teacher-student relationship competence. Rubio (2009) classifies these characteristics into professional skills and personal skills. While Dray (2011) classifies them into the following four skills: practical skills, knowledge skills, psychological skills and social skills. Finally, some of the literature categorises these characteristics into two competencies: academic competencies and professional competencies. The first competence is generally related to the knowledge of the subject matter and pedagogy and the second competence is related to the skills that are needed to implement this knowledge (Alkhalifa, 2004; Alkhateeb, 2006; Alshaya, 2004; Altrjmi, 2010; Buteal, 2009; Kamal & Alhor, 2003).

From the above review, it is evident that the literature has provided different characteristics of effective teachers, but there is no agreement about what those characteristics should be. In addition, it appears that the characteristics of effective teachers that were defined by Hildbrand et al. and reviewed by the Center for Teaching and Learning at Stanford University are most persuasive because they provide comprehensive details about the characteristics that effective teachers should have. Finally, it seems from the above literature there is general agreement that effective teachers should have knowledge, skills for implementing this knowledge and dispositions to promote learning for all students, as shown in Figure 6.

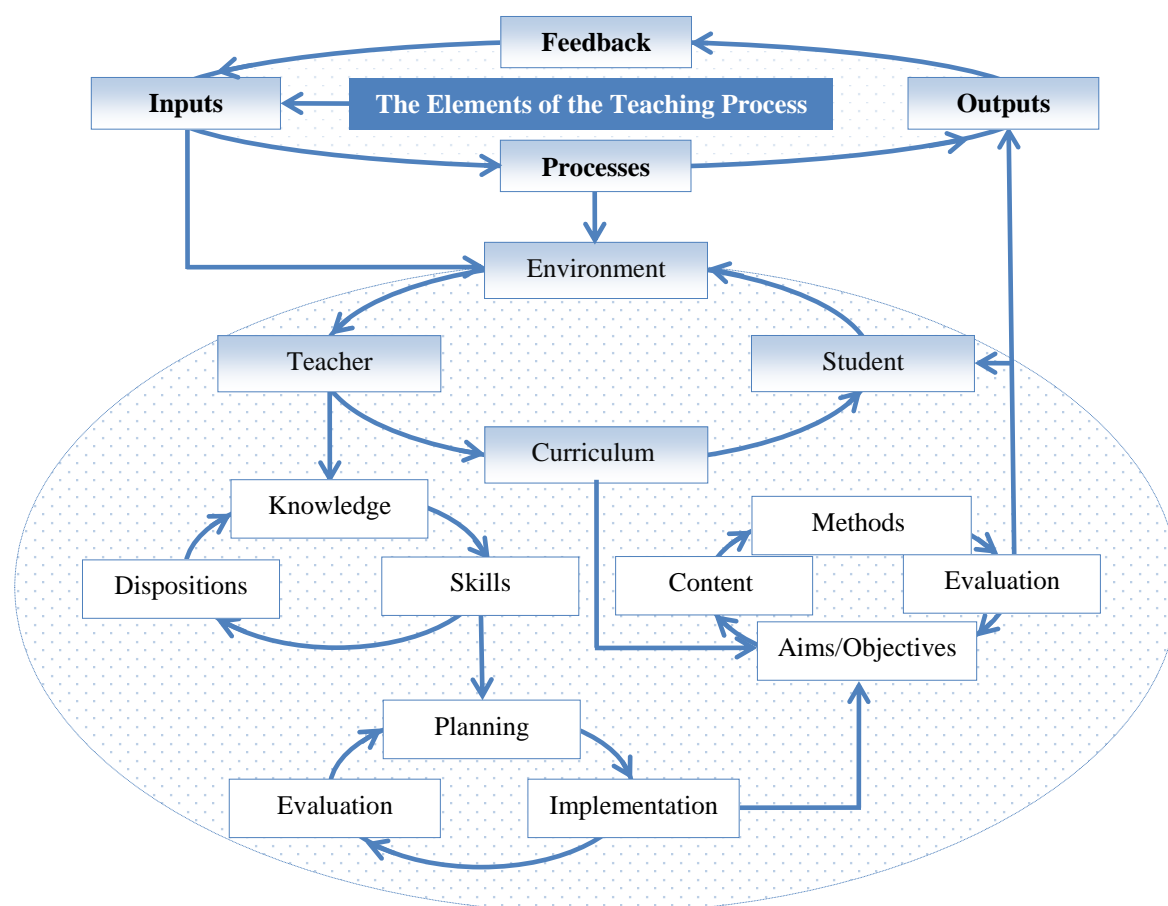


Figure 6. The relationship between the elements of the teaching process as well as the characteristics of effective teachers

Source: Author

Figure 6 indicates that there is a correlation and overlap between the teacher, learner, curriculum and environment. These different factors represent the main components of the inputs of the teaching process, which also includes processes, outputs and feedback. The teacher is an essential component of this process and beneficially influences the successful achievement of the desired aims and objectives of the following three types of competencies:

First, professional, pedagogical and content pedagogical knowledge. Burden and Byrd (2012) explain the difference between these types of knowledge as follows:

Effective teachers must know the facts about the content they are teaching. That is vital, but it is not sufficient. Teachers also must have at least three other types of knowledge. First, they must have professional knowledge related to teaching in

general... Second, teachers must have pedagogical knowledge, which includes the general concepts, theories, and research about effective teaching, regardless of the content area. Thus, it involves general teaching methods. Finally, teachers must have pedagogical content knowledge. This involves teaching methods that are unique to a particular subject or the application of certain strategies in a manner particular to a subject. (pp. 3-4)

Second, skills for implementing the above knowledge in order to facilitate student learning as well as ensuring that all students are learning well. These skills—as will be discussed later in detail—concentrate generally on three aspects: planning, implementation and evaluation.

Third, dispositions to promote learning for all students, which involve ‘the necessary values, commitments, and professional ethics that influence teacher behaviours. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. Dispositions are affective, thus in the mind of teachers’ (Burden & Byrd, 2012, p. 4).

The literature has adopted different perspectives on explaining the association between the above competencies. Therefore, most of the literature (Chong, Choy, & Wong, 2008; Kyriacou, 2007; Stipek, Givvin, Salmon, & MacGyvers, 2001; Yoon et al., 2007) agrees that teachers who possess knowledge, skills and dispositions can certainly manage and guide the teaching process effectively. This positively impacts on student learning and achievement and represents the main goal of this process. Otherwise, as mentioned in the first part of this chapter, the literature on teachers’ preparation emphasises that the programmes of teachers’ preparation before and during service should take into account these three competencies.

The present study concentrated on the teaching skills that teachers should possess in order to implement professional, pedagogical and content pedagogical knowledge for different reasons that are presented in Chapter One. Accordingly, the Advisory Committee on Mathematics Education (2006) supported this situation by pointing out that, with regard to the:

quality of teaching, or the professional development of teachers, there is a need to strengthen not only the depth of knowledge about the subject but also knowledge about different pedagogies and ways of presenting specific topics, and knowledge about the ways pupils learn, including how this knowledge can be applied in practice.

(p. 6)

In the end, the preceding discussion reveals that the teaching skills are one of the essential competencies for effective teachers because, without them, teachers cannot have a positive impact in the teaching process generally and, specifically, on student learning and achievement (Hotaman, 2010). As Alhalwachi (1990) said, a teacher without teaching skills ‘looks like a cook with all the required ingredients, utensils and fire but without experience of cooking’ (p. 26). Thus, the subsequent section examines the teaching skills that teachers should possess from various perspectives.

Overview of Arabic teaching skills

A classroom is a complex and dynamic environment (Organisation for Economic Co-operation and Development, 2005; Zafear & Alhamadi, 1984). Consequently, the Arabic teaching literature agrees that, in order to deal with this environment effectively, as well as preparing successful language learners, effective TALs should know and perform different roles and responsibilities, which represent fairly the teaching skills (Alkhalifa, 2004; Zetun, 2003).

The pedagogical literature has provided different definitions of teaching skills. For example, McBer (2000) pointed out that teaching skills are ‘those “micro-behaviours” that the effective teacher constantly exhibits when teaching a class’ (p. 10). Moreover, Kyriacou (2007) defined them as ‘discrete and coherent activities by teachers which foster pupil learning’ (p. 4). Finally, Hayes (2009) defined teaching skills as the ‘specific ability “able to do” that assists or enhances the quality of teaching’ (p. 12). By considering these definitions, it can be concluded that teaching skills comprise a set of different activities and approaches that teachers employ when teaching students and which, when mastered by teachers, will improve the quality of teaching in order to successfully achieve the desired aims and objectives of the teaching process.

In addition to the above, the literature points out that teaching takes place in two stages (Alabi, 2000; Harris, 1998; Kyriacou, 2009). The first (pre-active) stage involves selecting appropriate content, activities, materials and educational means, and organising these according to students’ needs. The interactive stage then involves managing the teaching process in the classroom via interaction with students in order to guide them to achieve the desired educational aims and objectives.

According to the literature, these two stages require teachers to adopt and employ different skills. More specifically, these skills have essential elements, namely: knowledge, decision-making and action (Harris, 1998; Kyriacou, 2007; Waugh & Jolliffe, 2013).

Kyriacou (2007) explains the differences between these elements as follows:

- Knowledge [comprises] the teacher’s knowledge about the subject, pupils, curriculum, teaching methods, the influence on teaching and learning of other factors, and knowledge about one’s own teaching skills.

- Decision-making [comprises] the thinking and decision-making that occurs before, during and after a lesson, concerning how best to achieve the educational outcomes intended.
- Action [comprises] the overt behaviour by teachers undertaken to foster pupil learning. (p. 4).

Finally, the literature emphasises the importance of considering the above elements when investigating the development of teachers' teaching skills, because 'knowledge is essential if decision-making is to be informed and effective, and [because] the decisions that teachers make affect the actions they take and in turn affect the ways in which children learn' (Waugh & Jolliffe, 2013, p. 5). Accordingly, the present study has concentrated on improving TALs' knowledge about teaching skills, for the reasons presented in Chapter One, while other elements were not considered. More details of these skills are examined in Chapter Five and discussed in relation to the previous literature in Chapter Six.

As to the identification of teachers' teaching skills, the literature indicates that this is not easy for a variety of reasons, some of which are given by Kyriacou (2007):

One of the major problems in trying to identify a list of essential teaching skills is that teaching skills vary from very broad and general skills, such as the planning of lessons, to very specific skills, such as the appropriate length of time to wait for a pupil to answer a question in a particular type of situation. (p. 5)

The literature has different perspectives on the teaching skills that teachers should possess. Some of the literature develops models for organising these skills. For example, Armstrong, Denton and Savage (1978) have suggested a model that includes five general heading that include different teaching skills. These are as follows: specifying performance objectives, diagnosing learners, selecting the teaching strategies, interacting with learners and evaluating the effectiveness of teaching. They also mentioned that the main goal of their

model was to answer the question: ‘How well must teachers be expected to perform these skills’ (p. 14). Other literature has tried to provide general teaching skills that teachers should possess without developing models for organising these teaching skills as will be examined in the next section. Moreover, it emphasises that effective teachers should adopt these skills when teaching students in order to successfully achieve the aims and objectives of the teaching process.

Finally, most literature defines a teacher in the teaching process as a reflective decision maker (Burden & Byrd, 2012; Cooper, 2011). So the research presumes that the roles and responsibilities of the teacher in the teaching process are concentrated mainly on three aspects: planning, implementation and evaluation. According to the pedagogical literature, these three aspects typify the essential phases of the teaching process. Therefore, it is sensible to classify teaching skills into these three aspects. In other words, each aspect includes different teaching skills (Alhalwachi, 1990; Alkhalifa, 2004; Zetun, 2003). The next section devotes a significant amount of attention to examining these aspects in detail.

Aspects of Arabic teaching skills

The above discussion indicates that planning, implementation and evaluation represent the essential phases and the roles of teachers in the teaching process. However, the teaching process generally extends from one lesson to a long term frame, such as one academic semester or a year (Kyriacou, 2007). In order to carry out these phases successfully, an effective teacher must have specific teaching skills for each phase.

Generally, the teaching skills that teachers should possess for these phases are considerable and varied. Orlich, Harder, Callahan, Trevisan and Brown (2010) proposed different questions, which fairly represent the roles and responsibilities of teachers in the

teaching process, as well as assuming that an effective teacher should consider these questions. These are:

What is my instructional purpose or goal? Who are the learners? What prerequisite knowledge is needed? How will I cover the content? What management decisions must I make? What techniques or processes do I use? How will I share responsibilities with others? What instructional resources do we have? What special student considerations must I take into account? How can I ensure instructional equity? What state standards must be addressed? How will I assess learning? (p. 30)

More specifically, the following subsection provides a brief overview of these phases: planning, implementation and evaluation.

Planning the process of teaching Arabic

The first phase of teaching Arabic is planning. Most pedagogical literature emphasises that the teaching process that sets out without clear planning will be ‘haphazard and without direction’ (Coetzee, Niekerk, & Wydeman, 2008, p. 28). As mentioned above, the literature considers a teacher to be a reflective decision maker, so, according to this view, the planning of teaching ‘involves teacher decisions about student needs, the most appropriate goals and objectives, the content to be taught, instructional strategies, lesson delivery techniques, instructional media, classroom climate, and student assessment’ (Burden & Byrd, 2012, p. 2). Furthermore, the main purpose of planning in the teaching process is to ‘ensure that all activities and processes provide a supportive educational environment for the learner’ (Orlich et al., 2010, p. 64).

Planning is a critical issue in the teaching process. Accordingly, the instruction design literature has attempted to construct different models for planning. One of these models that is commonly cited in the literature was developed by Dick and Carey (1978). They proposed

a comprehensive model comprised of the following nine stages for teaching planning: identifying teaching goals; conducting a teaching analysis; identifying entry behaviours and learner characteristics; writing performance objectives; developing criterion-referenced test items; developing teaching strategy; developing and selecting teaching materials; developing and conducting formative evaluation; and developing and conducting summative evaluation.

In general, the majority of teaching literature suggests that the components of the above stages represent the essential elements of planning (Freiberg, 2002). Specifically, Alkhalifa (2004), McKeown (2011) and the Committee of Evaluation and Development (2003) indicated that effective teachers in this phase should consider the following questions:

- What I teach? This question will lead a teacher directly to identify content, activities, materials and educational means that will be used when teaching.
- How I teach? This question will lead a teacher to select teaching strategies, methods and styles that will be followed to facilitate student learning.
- When and where I teach? These questions will lead a teacher to consider the ways of managing the classroom, which include organising the classroom environment (physics), controlling and maintaining a classroom system, providing an appropriate psychological and social climate, guiding the behaviour of students and organising the classroom interaction.
- Do my students learn? This question will lead a teacher to prepare appropriate instruments that will be used for assessing students' learning and achievement. These instruments will also be used in follow-up on their learning and progress.

There is a definitive agreement in the literature that the success of the teaching process in achieving the desired aims and objectives depends mainly on this phase (Public Administration for Curriculum Design and Development, 2011b). Therefore, Kyriacou

(2007) proposed the following different purposes and functions that teachers can undoubtedly gain from this phase by pointing out that the planning:

- enables [teachers] to think clearly and specifically about the type of learning [they] wish to occur in a particular lesson, and to relate the educational objectives to what [they] know about the pupils and the place of the lesson in the general programme of study.
- enables [teachers] to think about the structure and content of the lesson.
- reduces how much thinking [teachers] will have to do during the lesson.
- leads on to the preparation of all the materials and resources in general that will be needed.
- will provide a useful record for [teachers] future planning, particularly in relation to giving a similar lesson to another group of pupils and in [their] planning of future work with the pupils which will extend what they have done in that particular lesson. (pp. 21-22)

Overall, the planning of teaching usually should be prepared in advance before beginning a course or lesson (Alkhateeb, 2003). Even so, preparation is classified as either non-written planning (mental) or written planning. Non-written planning refers to the mental effort that a teacher expends in identifying all of the procedures that include content, activities and means that will be used when teaching a course or lesson. Written planning confirms these procedures and documents them in order to assist a teacher in remembering these procedures when carrying out the teaching process (Abdulsalam, 2000; Alkhalifa, 2004).

The planning of teaching in terms of the way time is organised is classified into two general levels, which includes two types: long-term planning, which includes: course plans and unit plans; short-term planning, which includes: weekly lesson plans and daily lesson

plans (Public Administration for Curriculum Design and Development, 2011b; Zetun, 2003). Long-term planning concentrates on preparation for teaching a course and unites different aspects. Marzano, Gaddy, Foseid, Foseid, and Marzano (2005) and Zetun (2003) mentioned these aspects, which involve the learning outcome that teachers expect after completing courses and units; the content and activities that will be used for teaching courses and units; the teaching strategies and methods that will be used for implementing courses and units; the teaching materials and means that will be employed for carrying out courses and units; the assessment methods and instruments that will be used for assessing and evaluating student learning and achievement. While the short-term planning focuses on what teachers do every week and day, it should also include educational objectives, language, content, teaching strategies and methods, activities and materials to be used and assessment and evaluation processes (Farrell, 2002; Hussein, 2009).

Indeed, there are different factors that might directly and indirectly influence the quality of both the long-term and short-term planning, so they need to be considered seriously before, during and after planning. These factors, according to Orlich et al. (2010, p. 102), include student considerations, content and process considerations, time considerations, school considerations, resource considerations and technical considerations.

Implementation of the process of teaching Arabic

Implementation of teaching is the second phase of the process of teaching Arabic. This phase ‘involve[s] decisions the teacher makes about the progress of a lesson while it is taking place’ (Kyriacou, 2009, p. 86). There are different teaching skills that TALs should possess in order to successfully teach Arabic. The Arabic teaching literature classifies these skills into different perspectives and includes different teaching skills. The most common perspectives are: adopting adequate teaching strategies, methods and styles; employing

different teaching activities, materials and means; and managing the classroom (Alkhalifa, 2004). A brief explanation of these three perspectives will now be presented.

Arabic teaching strategies, methods and styles

Teaching Arabic literature points out that effective TALs should realise how to select and employ different teaching strategies, methods/techniques and styles (Alhealah, 2003; Zetun, 2003). This means that there is significant variation between these three concepts.

Therefore, teaching strategies refer briefly to a general plan of teaching Arabic, which includes all elements in the teaching situation, such as objectives, methods, teaching activities, materials and means, and assessment methods, that help TALs to achieve the learning objectives (Abdalhameed, 1999; Zetun, 2003). On the other hand, teaching Arabic generally adopts the following five teaching strategies: direct teaching, indirect teaching, interactive teaching, experimental learning and independent study. Moreover, as shown in Table 5, each strategy has several methods that can be followed for carrying out these strategies (Abdalhameed, 1999; Almahmoud et al., 2006; Alqahtani, 2006; Saskatchewan Education, 1991).

Teaching methods refer to ‘the exercises, lessons, and materials used to teach. The techniques used to impart knowledge or develop skills’ (Collins & O'Brien, 2003, p. 350). However, teaching Arabic adopts two types of teaching methods: specific teaching methods represent the first type and refers to specific procedures and tools that TALs use to create learning environments and to specific activities for teaching the four language skills (listening, speaking, reading and writing) (Alkhalifa, 2004; Alkhateeb, 2003; Shehata, 2000); and general teaching methods represent the second type and refers to general actions and methods that TALs follow within the classroom in order to teach all language content—

literature, expression, syntax, dictation and handwriting—to students efficiently (Shehata, 2000; Zafear & Alhamadi, 1984).

Generally, the literature on teaching Arabic has provided different methods for teaching Arabic, as well as explaining their advantages and disadvantages in details. The literature also suggests the essential steps in employing them. Most of these methods are included in Table 5 and are directly related to Arabic teaching strategies. More specifically, the literature raises a number of critical issues that TALs should take into account when selecting and employing these methods.

First, it is suggested that these methods should graduate from the known to the unknown; from simple to difficult; from the whole to part; from the concrete to the abstract (Jaber, 1991, p. 15).

Secondly, it points out that effective teaching methods have a certain set of characteristics. Alhealah (2003, pp. 74-75) summed up these characteristics by indicating that effective teaching methods: facilitate and organise learning; employ all manner of learning resources available in the environment; achieve the desired aims and objectives with the lowest possible cost and effort; take into account the different characteristics of the students' development; take into consideration individual differences among students; attract students; develop the thinking abilities of students; provide students with information, skills and positive values; are flexible; and take into account the psychological and educational principles that are based on the findings of learning and teaching studies.

Thirdly, it suggests that there are essential requirements that should be taken into account when implementing teaching methods. Westwood (2008) summarised these requirements as follows:

- planning the content and method of delivery (including appropriate use of audio-visual equipment and ICT).

- managing the available time efficiently.
- presenting the content in an interesting and motivating way.
- explaining and demonstrating clearly.
- knowing when and how to explain key points in more detail.
- using appropriate questioning to focus students' attention, stimulate their thinking, and check for understanding.
- dealing with questions raised by students.
- evaluating students' learning and participation.
- giving feedback to students. (p. 17)

Lastly, it indicates that there are different criteria that should be taken into account for the selection of these methods because the success of using these methods depends on them directly. These criteria, according to Almahmoud et al.(2006), involve the following: criteria related to objectives to be achieved; criteria based on group size; criteria related to the ability of students; criteria related to characteristics and needs of students; and criteria related to the motivation of students.

Table 5. *Strategies for and Methods of Teaching Arabic*

Arabic Teaching strategy	Arabic teaching methods		
(a) Direct teaching	<ul style="list-style-type: none"> • Structured Overview • Lecture • Explicit Teaching 	<ul style="list-style-type: none"> • Drill & Practice • Compare & Contrast • Didactic Questions 	<ul style="list-style-type: none"> • Demonstrations • Guided & Shared-reading, listening, viewing, thinking
(b) Indirect teaching	<ul style="list-style-type: none"> • Problem Solving • Case Studies • Reading for Meaning • Inquiry 	<ul style="list-style-type: none"> • Reflective Discussion • Writing to Inform • Concept Formation • Concept Mapping 	<ul style="list-style-type: none"> • Concept Attainment • Cloze Procedure
(c) Interactive teaching	<ul style="list-style-type: none"> • Debates • Role Playing • Panels • Brainstorming • Peer Partner Learning • Discussion 	<ul style="list-style-type: none"> • Laboratory Groups • Think, Pair, Share • Cooperative Learning Groups • Jigsaw • Problem Solving 	<ul style="list-style-type: none"> • Structured Controversy • Tutorial Groups • Interviewing • Conferencing
(d) Experimental learning	<ul style="list-style-type: none"> • Field Trips • Narratives • Conducting Experiments • Simulations 	<ul style="list-style-type: none"> • Games • Storytelling • Focused Imaging • Field Observations 	<ul style="list-style-type: none"> • Role-playing • Synectics • Model Building • Surveys
(e) Independent study	<ul style="list-style-type: none"> • Essays • Computer Assisted Instruction • Journals • Learning Logs 	<ul style="list-style-type: none"> • Reports • Learning Activity Packages • Correspondence Lessons • Learning Contracts 	<ul style="list-style-type: none"> • Homework • Research Projects • Assigned Questions • Learning Centres

Teaching styles refer to ‘those enduring personal qualities and behaviors that appear in how [teachers] conduct [their] classes. It is both something that defines [them], that guides and directs [their] instructional processes, and that has effect on students and their ability to learn’ (Grasha, 1996, p. 1). Even so, the literature points out that there are no specific steps and criteria for implementing these styles because they are related directly to the individual characteristic of each teacher (Suleiman, 1988).

Overall, the literature has offered detailed discussion about teaching styles, as well as providing different types of these styles. For example, Soliven (2003) classified different types of teaching styles, such as visual, auditory, group, kinaesthetic, individual and tactile teaching styles. In addition, Suleiman (1988) pointed to eight teaching styles that teachers usually adopt in the teaching process. These involve direct and indirect teaching styles; teaching styles based on praise and criticism; teaching styles based on feedback; teaching styles based on using student ideas; teaching styles based on frequenting of questions;

teaching styles based on clarifying presentation; teaching styles based on teacher enthusiasm; and teaching styles based on individual competition.

Arabic learning activities, materials and means

Recently, most Arabic teaching literature has acknowledged that adopting adequate teaching strategies, methods and styles without employing different learning activities, materials and means is not sufficient for the teaching process in achieving the desired aims and objectives for a number of reasons (Alhealah, 2003). Accordingly, Jaber (1991) and Zetun (2003) considered some of the reasons by suggesting that employing different learning activities, materials and means in the teaching process helps to stimulate students' interest and satisfy their different educational needs; lead to increasing their contribution in the teaching process; develop their thinking skills; takes into account individual differences among them; and help them to acquire knowledge and skills in a short time.

The learning activities, according to Alhealah (2003), involve organised actions that are carried out by teachers and students within or outside the classroom, which aim at enriching students' different educational experiences. The learning materials generally refer to a set of written or recorded language contents that are designed to support learning and teaching (Edge, 1993). The learning means are sensory tools that depend on addressing learners' senses, specifically senses of hearing and sight, as well as including educational technology and other teaching equipment (Shehata, 2000).

Effective learning activities, materials and means have a set of characteristics. The pedagogical literature mentions some of these characteristics. It presumes that these should: be contextualised; stimulate interaction and be generative in terms of language; encourage students to develop skills and strategies; offer opportunities for integrated language use; authentic; link to each other to develop a progression of skills, understandings and language

items; attractive; have opportunities for instructions; and be flexible (Howard & Major, 2005; Shehata, 2000; Zetun, 2003).

Lastly, an effective teacher, when selecting and using such activities, materials and means, should take into account different considerations and follow different phases. These phases, according to the Public Administration for Curriculum Design and Development (2011c, p. 20), are: (a) Preparing phase, which includes preparing activities, materials and means; designing a clear plan for using them; preparing the place and students. (b) Employing phase, which involves confirming the interaction with students in order to allow them to share their ideas and experiences. (c) Evaluating phase, which includes assessing these activities, materials and means, as well as students' learning and achievement.

Classroom management

Arabic teaching literature suggests that classroom management is a serious issue because the success of the teaching process depends entirely on the quality of classroom management, as well as how a teacher can guide this management to accomplish the desired end of the teaching process (Albarak, 2006). Even so, classroom management refers generally to 'the methods of organization, disciplinary procedures, and routines established by the teacher to ensure positive student behaviors that are conducive to learning and social interaction' (Orlich et al., 2010, p. 357). That means that classroom management 'is more than discipline' (Freiberg, 2002, p. 58). Some teachers believe that classroom management is concentrated and limited to disciplining students and addressing their behavioural errors and problems (Alqahtani, 2006).

Overall, there are essential roles and different tasks that should be carried out by teachers within the classroom, which include organising the classroom environment (physical); controlling and maintaining a classroom system; providing an appropriate

psychological and social climate; guiding the behaviour of students; organising the classroom interaction; and guiding students' learning (Morgan, 2009). These roles and tasks require teachers to follow and employ a set of organised behaviours that help them prepare an adequate educational environment in order to teach students effectively (Public Administration for Curriculum Design and Development, 2011a).

The literature has provided different perspectives and ideas on the topic of classroom management as well as different steps of management. For example, Kapalka (2009) suggests eight steps in detail to successfully manage a classroom. These steps postulate that effective teachers should give effective single-action commands; give effective warnings; handle flare-ups and tantrums; construct a behavioural contract; manage transitions; discourage interruptions; improve behaviours in out-of-class settings; and develop an effective homework routine. These steps, according to Association of Teachers and Lecturers (2012), will help teachers to manage a classroom successfully.

Evaluation of the process of teaching Arabic

Evaluation of teaching is the last phase of the process of teaching Arabic. This phase 'involves decisions made after a lesson has finished, which feed into future planning activities' (Kyriacou, 2009, p. 86). Moreover, the majority of pedagogical literature agrees that successful teaching process sets out from this phase by identifying students learning needs, as well as ending with assessing their learning and achievement (Kojak, 1997).

Evaluation in the teaching process has different objectives (Alhuwaidi, 2004). Orlich et al. (2010) define some of these objectives, which involve providing feedback to students, making decisions about students' academic performance; observing and documenting students' learning; assisting student motivation by organising short-term objectives and

feedback; rising retention and transferring of learning by concentrating learning; assessing teaching effectiveness; and establishing a helpful classroom learning environment.

Generally, there are different types of evaluation, as well as each type aims at accomplishing specific purposes. Therefore, Orlich et al.(2010) point to four types of evaluation and their aim as follows:

- For placement: To determine whether the student has the prerequisite skills to begin instruction.
- For diagnosis: To determine the causes (physical, intellectual) of persistent learning problems
- For formative assessments: To monitor learning progress, provide feedback to reinforce learning, and correct learning errors.
- For summative assessments: To determine the final achievement for assigning grades or certifying mastery. (p. 324)

The literature has argued different themes on evaluation of teaching. One of these themes is related to the stages of successfully carrying out evaluation. TenBrink (2011), therefore, proposes four stages for evaluating students learning and achievement. These are:

1. Preparation. Determine the kind of information needed and decide how and when to obtain it.
2. Information gathering. Obtain a variety of information as accurately as possible.
3. Forming judgments. Judgments are made by comparing the information to selected criteria.
4. Decision making and reporting. Record significant findings and determine appropriate courses of action. (p. 299)

In addition to the above, the literature suggests that knowledge and conceptual understanding, thinking, skills and attitudes represent the main areas that teachers can use to

complete student assessment (Orlich et al., 2010). Furthermore, it mentions in detail that there are different methods for assessing students in the above areas. The most common methods that are used for assessing students are tests, which include both oral and written tests. The latter tests involves different types of questions, such as missing words, incomplete sentences, multiple-choice statements, true-false items, matching items and essay questions. The other method might involve questionnaires, portfolio and samples of work, records and reports, self-referenced assessments, continuing assessment, interviews and observations (Alhuwaidi, 2004).

Studies of teaching skills for TALs

There are a huge number of studies that have adopted different perspectives on examining teachers' teaching skills. According to Kyriacou (2007), most of these studies have concentrated mainly on 'how such skills are developed and displayed by beginning teachers and how beginning teachers differ from experienced teachers' (p. 2). Other studies have sought to explain the impact of CPD in teachers' teaching skills and other teaching concepts as mentioned in the first part of this chapter. Finally, some studies have paid a significant amount of attention to identifying the teaching skills that should be included in teacher preparation programmes before and during service or the teaching skills that teachers believe that they need to learn or improve upon in these programmes.

Since this study was aimed at designing a CPD programme for enhancing TALs' teaching skills in the KSA, I was limited to reviewing studies that have been conducted to identify TALs' CPD needs according to teaching skills in the KSA and the other Arab countries for two reasons. The first reason was that the context of education in the KSA and similar countries. The differences among TALs' teaching skills in these countries would be very little. The second reason was that TALs' teaching skills differ from other teachers in

other majors. Thus, the limitations of these studies have allowed me to identify TALs' CPD needs with respect to teaching skills definitively. Accordingly, a brief overview of the findings of these studies is summarised as follows.

In the KSA, Buteal (2009) conducted a study aimed at proposing a CPD programme based on required professional competence for TALs in the light of their CPD needs. The researcher distributed a questionnaire to 71 TALs at the secondary stage. The questionnaire was comprised of 176 competencies divided into three main aspects. First, professional competencies related to professional knowledge (23 competencies). Second, professional competencies related to administrative and social aspects within and outside the school (20 competencies). Third, professional competencies related to elements of the teaching process, when dealing with: planning of teaching and learning Arabic (33 competencies); teaching strategies, methods and styles (38 competencies); classroom management (22 competencies); education means and technologies (19 competencies); and evaluation (21 competencies). Finally, the researcher suggested a CPD programme that can be employed for developing TALs' competence according to required professional competence and CPD needs for TALs.

In addition, Altrjmi (2010) conducted a study aimed at evaluating CPD provided to TALs in light of those specific professional CPD needs. A questionnaire was distributed to 145 TALs and 12 educational supervisors in order to identify CPD needs for TALs at the secondary stage. It consisted of 108 CPD needs that were distributed on two main axes. The first axis was the professional and educational perspective and the second axis was the academic perspective. The researcher divided the needs that were related to the first axis into three aspects: teaching design (18 needs), teaching implementation (21 needs), and teaching evaluation (10 needs) and 59 needs were allocated to the second axis. Finally, he found that all CPD needs that were included in the questionnaire were considered by TALs and educational supervisors as highly important. Moreover, the content of CPD was more

considerate to the teachers' professional and educational needs 89.6% than its consideration of the academic CPD needs, which had a low grade 27.9%.

In Jordan, Alkhateeb (2006) conducted a study that examined the recognition of professional training needs for TALs. The sample of the study consisted of 128 TALs at the intermediate stage and 26 educational supervisors. The researcher developed a questionnaire that consisted of 59 needs that he believed represented the most important training needs for TALs and divided them into six aspects: analysing Arabic contents (3 needs), lessons planning (10 needs), lessons implementation (23 needs), lessons evaluation (9 needs), lessons structure (9 needs) and development of teacher knowledge and skill (5 needs). The researcher compared TALs and educational supervisors according to these needs and provided some suggestions and recommendations that should be taken into account by those responsible for CPD in terms of planning, implementing and evaluation of these programmes.

In Kuwait, Alshaya (2004) conducted a study aimed at recognising the most important educational competencies necessary for TALs at all stages of public education (elementary, intermediate, secondary) from the viewpoint of TALs and supervisors. The sample of the study consisted of 180 TALs and supervisors. The research used a questionnaire to identify competencies that were necessary for TALs, which included 63 statements, classified into five axes: academic competencies (12 competencies), planning competencies (11 competencies), teacher's preparation, lesson execution competencies (12 competencies), evaluation competencies (11 competencies), and personal and administrative competencies (17 competencies). The research found that the sample of this study agreed on the importance of these competencies. Moreover, Alshaya provided different suggestions and recommendations that can help direct institutions of TALs prepare before and during service, which will help build and develop their programmes.

Finally, Kamal and Alhor (2003) conducted a study in Qatar aimed at identifying priorities of teaching skills and training needs from the viewpoint of teachers and mentors. The researchers applied the study to 493 teachers and mentors involving 59 TALs at the intermediate stage. They used a questionnaire to identify the skills and needs, which included 119 skills and training needs for teachers. These were then divided into nine aspects: educational philosophy (12 skills and needs), major scientific and professional growth (17 skills and needs), preparation and planning (18 skills and needs), presentation of lessons (25 skills and needs), classroom climate and human relations (10 skills and needs), management lessons (11 skills and needs), classroom management (9 skills and needs), evaluating student growth (13 skills and needs) and self-evaluation (4 skills and needs). The researchers compared the skills and needs of teachers and mentors. They determined that all teachers and mentors agreed on the importance of these skills and needs for their teaching career. Finally, they offered some suggestions and recommendations that could be used to improve these skills and needs, as well as adopting them in any educational reforms.

After reviewing the content of the above studies, it seems that there is general agreement in terms of design, procedure and findings. These agreements can be summarised as follows:

1. A questionnaire was employed by these studies in order to identify TALs needs according to CPD.
2. Most of these studies were applied to TALs at the intermediate and the secondary stage, except for the study of Alshaya (2004), which was applied to TALs at the elementary, intermediate and secondary stage. That means that further studies need to be identified TALs' CPD needs with regard to the teaching skills at the elementary stage. Therefore, the present study set out with the aim of identifying the teaching skills that TALs at the elementary stage in the KSA need to develop through CPD.

3. These studies agreed that TALs' needs according to CPD involve a professional perspective and an academic perspective. The first one is related to the needs that involve skills for teaching planning, implementation and evaluation, while the second one is related to knowledge of the subject matter and pedagogy.
4. These studies acknowledged that programmes of TALs' preparation before and during service should be based on these needs because the success of such programmes depends entirely on taking into account these needs.

Chapter Summary

This chapter has reviewed the relevant literature that relates to the context of this study as well as dividing the research into two parts. In summary, the first part concentrates mainly on CPD and reveals that CPD for teachers is the only guarantee of the success of educational systems in accomplishing their aims and objectives. This is because CPD contributes to preparing teachers during service, and teachers represent the key element within these systems. In addition, it suggests that CPD is a dynamic process consisting of specific elements and components, which serve a long-term function of enhancing a teachers' knowledge, skills and dispositions, so that they might, in turn, improve their students' learning and achievement. Moreover, various studies have indicated clearly that CPD has a significant effect on different aspects of teachers' professional lives. One of these aspects is teachers' teaching skills, upon which it can have a very strong influence. Finally, it emphasises that there are sets of requirements that should be taken into account in order to design CPD programmes for teachers, which includes planning, implementation and evaluation because they contribute effectively to achieving the purposes of these programmes successfully.

The second part focuses mainly on teaching skills and reveals that the teaching process is composed of different elements and components that interact with each other in order to accomplish the desired educational aims and objectives. Teachers, as the key element within this process that are used to achieve the above mentioned aims and objectives, must possess teaching skills that enable them to plan, implement and evaluate the content and activities of the teaching process effectively. Moreover, it uncovers that TALs in the KSA need to enhance their teaching skills because their preparation programmes during service do not enhance their teaching skills; rather they aim to provide them with some new information on a specific part of their work in a very short timeframe.

Finally, this study utilised the above literature on CPD and teaching skills in designing a CPD programme that aiming at enhancing TALs' teaching skills in the KSA. Accordingly, in the following chapter, the study's philosophical and methodological assumptions are discussed.

Chapter Four:

Methodology

Chapter Four: Methodology

Chapter Overview

This chapter discusses the philosophical and methodological underpinnings of the study. It is in three parts. The first addresses the research methodology by offering a brief overview of research paradigms then explaining the paradigm adopted here on the basis of clear ontological, epistemological and methodological perspectives. The second part discusses evaluation research in terms of its background, the procedure for conducting the recommended process and ensuring the required rigour of the findings. The third part specifies the research design and methods involved in the study, including a discussion of the participants and the techniques of data collection and analysis. After a discussion of ethical considerations, the chapter concludes with a summary.

Part One: Research Methodology

The research paradigm under which any study is conducted can be seen to comprise its ontology, epistemology, methodology and methods; therefore, all researchers must begin with a clear understanding of these concepts. The following two sections consider them first in general, then in the context of the present research.

Overview of research paradigms

The literature on research processes points out that researchers have to set out with a clear view of paradigms or worldviews, which generally provide the philosophical, theoretical, instrumental and methodological foundations of any study. These will shape decision-making and enable the research to be conducted successfully (Burrell & Morgan,

1985; Myers, 2000; Schuh & Barab, 2007). More specifically, Dills and Romiszowski (1997) state:

Paradigms define how the world works, how knowledge is extracted from this world, and how one is to think, write, and talk about this knowledge. Paradigms define the types of questions to be asked and the methodologies to be used in answering them. Paradigms decide what is published and what is not published. Paradigms structure the world of the academic worker, provide its meaning and its significance. (p. 11)

The constituent elements of any research paradigm are its ontology, epistemology, methodology and methods (Creswell, 2007; Guba & Lincoln, 1994). In this context, ontology is ‘the starting point of all research’ (Grix, 2004, p. 59), then epistemology ‘should inform methodology, which in turn, informs methods’ (Henn, Weinstein, & Foard, 2006, p. 18).

Figure 7 illustrates the relationship among these elements.

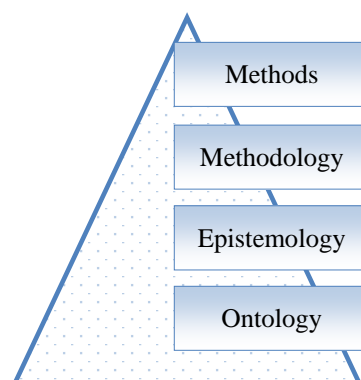


Figure 7. The relationship among the elements of a research paradigm

Adapted from *A short introduction to social research* by M. Henn, M. Weinstein, and N. Foard, 2006, p. 18. London: SAGE.

Accordingly, this section discusses research paradigms in general, then the next specifies this study’s dominant paradigm by identifying the appropriate ontology, epistemology and methodology.

Generally, various philosophical assumptions underpin any decision to adopt a given paradigm under which to conduct research (Grix, 2004; Guba, 1990; Mackenzie & Knipe,

2006; White, 1999). A paradigm, according to Neuman (2007), is an ‘integrated set of assumptions, beliefs, models of doing good research, and techniques for gathering and analyzing data’ (p. 41). The main educational research paradigms are positivism (objectivism and realism); interpretivism (constructivism, naturalism, idealism and rationalism); critical theory (transformativism and relativism); and pragmatism (functionalism) (Luo, 2011; Mackenzie & Knipe, 2006; Schuh & Barab, 2007; White, 1999). Positivism begins by ‘assuming that human behaviour is determined by external stimuli, and that it is possible to use the principles and methods traditionally employed by the natural scientist to observe and measure social phenomena’ (Singh, 2007, p. 407). Interpretivism, conversely, ‘assumes that human behaviour is not determined by external factors and processes that researchers can measure, but instead is shaped by the meanings people have of the world’ (Henn et al., 2006, p. 15). Critical theory shares many features with interpretivism (Neuman, 2007), but its key feature is that it aims to change someone’s beliefs and practices by putting knowledge into action (White, 1999). Finally, pragmatism ‘is not committed to any one system of philosophy and reality’ (Creswell, 2007, p. 23); it concentrates on the ‘outcomes of the research—the actions, situations, and consequences of inquiry—rather than antecedent conditions’ (Creswell, 2007, p. 22).

The research paradigm of the present study

Ontology is the foundation of any research; it establishes the nature of social reality and explains how, within our environment, we can understand relationships, including those between other people and ourselves (Blaikie, 2010; Crotty, 1998). Therefore, researchers must begin by addressing ontology, because they ‘need to take a position regarding their perceptions of how things really are and how things really work’ (Scotland, 2012, p. 9). As mentioned in Chapter One, the intention of this researcher was to design a CPD programme

to enhance the teaching skills of TALs. To do this, he considered various factors which shaped the nature of the reality surrounding the study. These included the level of TALs' teaching skills, their need to enhance their teaching skills by pursuing CPD, the characteristics that the CPD programme should therefore have, the participation of TALs in the CPD programme as designed and the need to identify their contributions to improving the CPD. These factors were interconnected, so they could not be studied in isolation. From an ontological perspective, I postulated that the nature of the reality in question was multiple (Creswell, 2009; Golby & Parrott, 1999), meaning that as the researcher, I was dependent on that reality inasmuch as it affected my ability to understand (Grix, 2004) how TALs could contribute to improving the design of the CPD programme.

Epistemology, on the other hand, refers generally to how we acquire and understand knowledge (Crotty, 1998; Grix, 2004). I postulated that my knowledge and position with respect to the design of a CPD programme would be that of the pragmatist. According to Creswell (2009), pragmatist researchers 'are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes [, but they often] use both quantitative and qualitative data because they work to provide the best understanding of a research problem' (p. 11). Moreover, from an epistemological perspective, I would be acquiring knowledge by interacting with TALs throughout several phases, using quantitative and qualitative methods of data collection that were congruent with the research questions posed in the study. These questions would lead to in-depth knowledge to guide development of the CPD programme from the design stage. Details concerning these positions will be examined later in this chapter.

Methodology refers generally to 'principles, procedures, and practices that govern research' (Marczyk, DeMatteo, & Festinger, 2005, p. 22). Specifically, education research is conducted to achieve different purposes and functions, such as describing, comparing,

evaluating, explaining, designing and developing elements of the teaching and learning process (Plomp, 2007). These purposes and functions can be accomplished by using various research methodologies including survey, case studies, experiments, action research, ethnography, correlational research, evaluation research and design research (Plomp, 2007).

As explained while discussing the research problem in Chapter One, TALs in the KSA need to exploit CPD during service in order to promote their teaching skills (e.g. Alfahmi, 2001; Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009). Therefore, evaluation research—as will be discussed in Part Two of this chapter—was chosen as the methodology most appropriate to the development of a CPD programme aimed at solving this problem efficiently. This is because evaluation research, according to the literature, can contribute to deepening our understanding of problems under investigation, as well as planning and developing appropriate programmes for addressing a particular problem (Alston & Bowles, 2003; Anderson & Arsenault, 2005; Babbie, 2010; Von Kardoff, 2004).

The above ontological, epistemological and methodological considerations suggested that the proper paradigm for guiding the present study to achieve its aim and objectives was pragmatism. The name of this paradigm ‘is derived from the Greek words “*pragmein*” and “*pragma*” (thing and fact) which literally mean “to do.” The emphasis is on what is done; on outcomes rather than ideas or ideals’ (Mouton, 1996, p. 8). Pragmatism became popular ‘through the works of Charles Sanders Peirce (1839–1914) [and was] further developed by William James (1842–1910), and John Dewey (1859–1952)’ (McCaslin, 2008, pp. 671-672). The intention of these philosophers was to elaborate a means to understand the truth and ‘meaning of any action by looking at the consequences of that action in terms of the practical significance it has on the everyday life experiences of people’ (Best, 2003, p. 111). Thus, the philosophy of pragmatism is concerned with the concept of truth; pragmatists believe that

‘truth is found in “what works” and that truth is relative to the current situation’ (McCaslin, 2008, p. 672).

Finally, the pragmatic paradigm has a set of characteristics that distinguish it from other research paradigms; Creswell (2007) discusses some of these and suggests that pragmatist researchers

...are ‘free’ to choose the methods, techniques, and procedures of research that best meet their needs and purposes... [Moreover, they] look to the ‘what’ and ‘how’ of research based on its intended consequences—where they want to go with it... [Finally, they] agree that research always occurs in social, historical, political, and other contexts. (p. 23)

As mentioned in the above discussion of ontological, epistemological and methodological perspectives, most of the above features characterise the present study. Therefore, these characteristics will be examined in detail in Part Three of this chapter.

Part Two: Evaluation Research as a Research Methodology

As a research methodology, evaluation research is generally conducted to address a specific concern or to offer practical solutions to an identified problem. This part of the chapter discusses its background, the procedure for conducting it and the expected rigour of its procedures.

Background to evaluation research

In the last four decades, evaluation research has been extensively used in education (Verma & Mallick, 2005), because it can contribute to solving a particular problem and facilitate the making of practical recommendations for improvement or change (Saldaña, 2011; Vanderstoep & Johnston, 2009).

Evaluation research is one type of applied or field research (Vanderstoep & Johnston, 2009; Verma & Mallick, 2005). It is also known as ‘program evaluation’ and ‘outcome assessment’ (Babbie, 2010, p. 365), but the term “evaluation research” is preferred throughout this thesis because it is most commonly used in the research literature.

A wide range of definitions and descriptions of evaluation research are presented in the literature. For example, Neuman (2007) states that it aims to ‘find out whether a programme, a new way of doing something... is effective—in other words, “Does it work?”’ (p. 12). Saldaña (2011) adds that ‘evaluation research systematically examines people, programs, organizations, and/or policies to assess their quality, merit, and effectiveness’ (p. 17). Finally, Kumar (2011) reviews various alternatives and presents a comprehensive definition, whereby evaluation research is the process of reviewing an intervention or programme in order to make informed decisions. This definition was adopted as a guide for the present study, as discussed in the following sections.

Finally, Anderson and Arsenault (2005) list several reasons for the importance of evaluation research/programme evaluation:

- To determine whether to continue or discontinue a project or program.
- To improve the program’s practices and procedures.
- To adjust specific program strategies and techniques.
- To learn lessons for use when instituting similar programs elsewhere.
- To help decide how to allocate resources among competing programs.
- To validate program results to outside funders.
- To determine if the program is meeting its stated objectives.
- To measure a program’s effects and impact. (p. 154)

Conducting evaluation research

Various steps in the conduct of evaluation research are suggested throughout the literature. For example, Alston and Bowles (2003) and Lodico, Spaulding, and Voegtle (2010) specify four essential steps to be taken into account when conducting evaluation research: planning, collecting information, analysing the data and reporting the findings.

More specifically, Gall, Gall, and Borg (2003) suggest eight steps for doing evaluation research. These steps and the associated procedures are as follows.

1. Clarifying reasons for doing an evaluation. In the first step of evaluation research, researchers should clarify for themselves why the study is being done or/and determine all the reasons for the evaluation request.
2. Selecting an evaluation model. There are many alternative models of evaluation research, such as objective-oriented evaluation, objective-free evaluation, expertise-oriented evaluation, participatory-oriented evaluation and intervention-oriented evaluation (Kumar, 2011; Lodico et al., 2010). Researchers should choose among them depending upon the type of project, the needs of the participants and their desires. For the reasons presented in Chapter One, the aim of this study was to design a CPD programme for enhancing TALs' teaching skills; therefore, an intervention-oriented evaluation model was used to guide the CPD programme. Kumar (2011) suggests that an intervention-oriented evaluation should have four phases: an exploratory needs assessment, intervention development, execution and evaluation. More specifically, the exploratory phase starts with an assessment of the needs of participants, upon which the development phase is based. This involves formulating objectives and creating a programme whose content and activities are apt to meet these needs. The third phase aims at executing a programme in accordance with the plan. Finally, the impact of the programme on the participants is evaluated according

to specific objectives; the first three phases can also be included in the evaluation. The present study adopted Kumar's model, for reasons explained in Part Three of this chapter.

3. Identifying participants. A vital aspect of evaluation research, on which its success depends, is selecting the participants, because they can help to direct the researchers and the process of evaluation, thus ensuring that its objectives are met.
4. Deciding what is to be evaluated. Effective evaluation research needs to concentrate on assessing specific factors, such as programme goals, resources, procedures and management, which must therefore be identified clearly at the outset.
5. Identifying evaluation questions. In evaluation research, a research problem can be formulated in the form of questions, hypotheses or objectives, but it is most common to pose questions.
6. Developing an evaluation design and timeline. Evaluation research is similar to many other methodologies in design, execution and reporting. Thus, researchers can use any research methodology when conducting evaluation research. According to Anderson and Arsenault (2005) and Babbie (2010), experimental designs, quasi-experimental designs and qualitative evaluations represent the main types of research methodology that are appropriate for evaluations.
7. Collecting and analysing evaluation data. In order to collect and analyse data, researchers can use any approach: quantitative, qualitative or a combination of the two.
8. Reporting evaluation results. The final step is to present the evaluation results clearly in a single report and to discuss them in relation to the existing literature.

The present study adopted the above eight steps, as set out in Table 6.

Table 6. *Steps in Conducting Evaluation Research in the Study*

Steps	Application of each step in the study
(1) Clarifying reasons for doing an evaluation	<ul style="list-style-type: none"> Based upon the argument and discussion presented in Chapters One and Two, evaluation research was used as an appropriate methodology for achieving the main aim of the present study, which was to design a CPD programme for enhancing TALs' teaching skills.
(2) Selecting an evaluation model	<ul style="list-style-type: none"> Kumar's model for conducting intervention-oriented evaluation was adopted for guiding the CPD programme. The application of this model in this study is presented later in this chapter.
(3) Identifying participants	<ul style="list-style-type: none"> The participants were identified at the outset. The selection of participants is discussed in detail later in this chapter.
(4) Deciding what is to be evaluated	<ul style="list-style-type: none"> The present study had specific aims. Therefore, the objects that it aimed to evaluate are outlined in Chapter One.
(5) Identifying evaluation questions	<ul style="list-style-type: none"> The present study set out to answer specific research questions, which are posed in Chapter One.
(6) Developing an evaluation design and timeline	<ul style="list-style-type: none"> The evaluation process was based on a qualitative design and identified timeline. The study design is examined in greater detail later in this chapter.
(7) Collecting and analysing evaluation data	<ul style="list-style-type: none"> The mixed methods approach was adopted to collect and analyse data. This approach and its application are discussed later in this chapter.
(8) Reporting evaluation results	<ul style="list-style-type: none"> The findings of this study are reported and discussed in relation to published literature in Chapter Six.

Rigour in evaluation research

As with any other research methodology, evaluation research faces various challenges to the rigour or quality of its findings. These are reflected in data collection and analysis techniques, which represent the heart of rigour. As discussed previously, a qualitative approach was adopted as a general design to collect and analyse most of the data in the present study. According to the literature, qualitative researchers should take into account the following types of rigour: confirmability, transferability, credibility and dependability (Ary, Jacobs, Sorensen, & Razavieh, 2010; Krefting, 1991; Shenton, 2004). These are now discussed in turn.

Confirmability 'deal[s] with the idea of neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results' (Ary et al., 2010, p. 504). There are a number of strategies for strengthening confirmability in evaluation research, a common one being triangulation, the use of multiple sources and types of data (Ary et al., 2010; Krefting, 1991; Shenton, 2004). The present study adopted this strategy, collecting

both quantitative and qualitative data by means of a needs analysis questionnaire, an evaluation questionnaire, semi-structured interviews, written activities, reflection forms, a focus group and a research diary.

Transferability refers to ‘the extent to which the findings of a study can apply to a wider population. Research which is generalizable enables the results and implications of a study to be brought into more general use’ (Bloor & Wood, 2006, p. 93). According to Anderson and Arsenault (2005), evaluation research ‘generally relates to practice and the specific project being examined. Rarely is its purpose generalization but rather an understanding of the particular circumstances which affect the outcomes being examined’ (p. 144). However, the literature suggests that providing detailed descriptions of the context, activities and methods that are reported as part of the outcomes of evaluation research might contribute to transferring such outcomes to another situation (Ary et al., 2010; Krefting, 1991; Shenton, 2004). Accordingly, the context in which this study was undertaken and the process of development the CPD programme that aimed at enhancing TALs’ teaching skills are described in detail, as presented later in this chapter and in Chapter Five.

Credibility generally denotes ‘the degree to which the investigator’s conclusions correctly portray the data collected’ (Bloor & Wood, 2006, p. 148). A number of factors may threaten the credibility of evaluation research; as with confirmability, the use of triangulation can contribute to maintaining it (Anderson & Arsenault, 2005; Krefting, 1991; Schreiber & Asner-Self, 2011). As mentioned above, this study employed multiple sources and types of data, which are examined later in this chapter.

The fourth element of rigour, dependability, has to do with ‘the extent to which research produces the same results when replicated’ (Bloor & Wood, 2006, p. 147). Achieving dependability in evaluation research also faces challenges and again a number of strategies are available to counter these, common ones being to provide a thick description of

research methods so as to allow the study to be repeated, as well as the use of triangulation (Ary et al., 2010; Krefting, 1991; Shenton, 2004). In this study, therefore, all methods used to collect and analyse data are described in detail in terms of their construction, administration and analysis; moreover, as noted above, multiple sources and types of data were used.

Finally, rigour can be said to depend partly on the validity and reliability of the instrumentation used (Ary et al., 2010; Creswell, 2012). Additional details of the strategies employed by the present study to address this issue are presented in the next part of this chapter, where the collection and analysis of data as applied to the various phases of evaluation research are discussed.

Part Three: The Research Design and Methods Adopted for the Present Study

This final part of the methodology chapter details the study design, the participants, the techniques of data collection and analysis, and the ethical considerations affecting the conduct of the present study.

Study design

The design of this study was grounded in specific considerations related directly to the context in which it was undertaken, the review of CPD literature and the principles and procedures of evaluation research. These are discussed in this section.

Regarding CPD for teachers, which is discussed in Chapter Three, it seems that there can be no 'one size fits all' CPD framework, because each country has its own CPD framework for teachers that is commensurate with its context in terms of policies, objectives and sources. Consequently, the study design, involving the design of a CPD programme for TALs aimed at improving teaching skills, was developed in line with the policies and

objectives of the Saudi MOE and the context of CPD for TALs in the KSA, as presented in Chapter Two.

A second consideration was that designing CPD for teachers without considering the principles of teachers' learning might prevent such programmes from achieving their desired aims and objectives; effective CPD should demonstrate respect for teachers as adult learners (Ganser, 2000; Hunzicker, 2011; Steyn, 2013). In this regard, the literature on teacher learning (Bubb, 2005; Whitehouse, 2011) indicates that andragogy provides a proper theoretical framework for designing CPD for teachers as adult learners. Moreover, it suggests that Knowles's andragogical model is appropriate for designing this CPD. Thus, Elliot and Campbell (2013) assert that 'a closer look at Knowles' andragogical model as a framework for adult learning is essential due to its implications for teachers' continuing professional learning' (p. 3).

Based on these perspectives, the present study employed the andragogy theory to design a CPD programme aimed at improving TALs' teaching skills. In addition, Knowles's andragogical model—discussed in Chapter Three—was adopted because it covered all elements and activities that should be considered when designing effective CPD for teachers and was consistent with the context of CPD for teachers in the KSA in terms of policies, objectives and sources, as examined in Chapter Two. Finally, as shown in Figure 8, six elements of Knowles's andragogical model were followed: (1) diagnosing TALs' teaching skills; (2) planning the CPD programme; (3) formulating the CPD programme's objectives; (4) designing the CPD programme's content and activities; (5) conducting the CPD programme; and (6) evaluating the CPD programme. These elements are examined in detail in Chapter Five.

As for applying the phases of evaluation research, Figure 8 shows that the study aligned the elements of Knowles's model with Kumar's (2011) four phases: exploratory,

intervention development, intervention execution and intervention evaluation. These were adopted because they were consistent with effective achievement of the main aim of the present study as presented in Chapter One, i.e. to design a CPD programme for improving TALs' teaching skills, and with the four detailed objectives. Thus, Kumar's exploratory phase aims to explore important factors that contribute to supporting the intervention design, while the first and second objectives of this study were to explore two aspects that were considered when designing a CPD programme. Specifically, objective one was to identify the teaching skills that TALs need and which CPD can help them to develop in relation to planning, implementing and evaluating the process of teaching Arabic; and objective two was to characterise the CPD that TALs would need in order to enhance their teaching skills in the areas identified above. Kumar's development and execution phases are concerned with planning and implementing the intervention, corresponding to the third objective of the study: to identify the procedures for planning and implementing a CPD programme that would promote TALs' teaching skills in the above areas. Finally, the aim of Kumar's evaluation phase is to assess whether the intervention meets the predetermined specifications. This is consistent with the fourth objective of the study: to examine TALs' contributions to ensure the design of a CPD programme that would enhance their teaching skills in these areas.

Another reason for adopting Kumar's four phases was that in order to be effective, CPD for teachers should be designed according to theories of teacher learning (Ganser, 2000; Gregson & Sturko, 2007). As reported above, six elements of Knowles's andragogical model for designing learning experiences for teachers as adults were used to design a CPD programme in the present study; it was found that these could be combined with Kumar's phases, as shown in Figure 8 and discussed below. It can be concluded that Kumar's phases cover all of the different activities that a study based on evaluation research principles should consider, confirming its suitability for adoption in the present study.

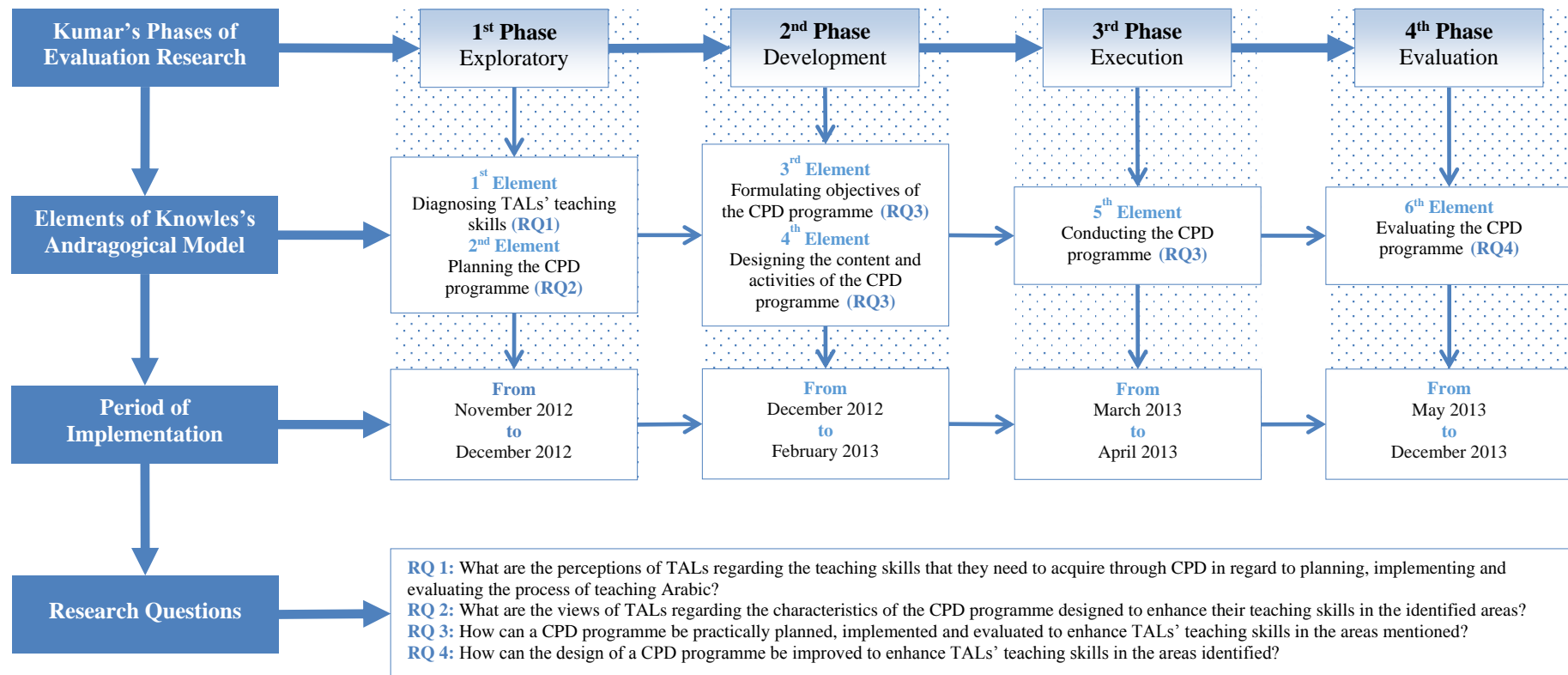


Figure 8. The study design

Figure 8 thus illustrates the exploratory, development, execution and evaluation phases that this study followed in applying the evaluation research approach. The first phase explored two aspects of the design of a CPD programme for this study.

1. The first aspect identified the teaching skills TALs need to enhance their performance through CPD by improving their ability to plan, implement and evaluate the process of teaching; this represents the first element of Knowles's andragogical model—diagnosing TALs' teaching skills—applied in the study.
2. The second aspect discussed the CPD characteristics TALs need to take part in to enhance their teaching skills in the above areas; this represents the second element of Knowles's andragogical model: planning the CPD programme. Thus, Chapter Five aims to answer the study's first and second research questions, related to describing the preliminary programme design.

The development phase concentrated on identifying the procedures for planning a CPD programme that would enhance TALs' teaching skills. This involved applying the third and fourth elements of Knowles's andragogical model: formulating the CPD programme's objectives and designing its content and activities.

The execution phase established the procedures for implementing the CPD programme, which involved applying the fifth element of Knowles's andragogical model: conducting the CPD programme. Accordingly, Chapter Five aims to answer the study's third research question, which focuses on identifying the procedures for planning and implementing the CPD programme according to the above third, fourth and fifth elements.

Finally, the evaluation phase involved examining TALs' contributions in order to improve the CPD programme. This clearly corresponds to a sixth element of Knowles's andragogical model: evaluating the CPD programme. Thus, Chapter Five aims to answer the study's fourth research question, which addresses the improvement of the CPD programme.

Participants in the study

Identifying the participants at the outset of evaluation research is important (Anderson & Arsenault, 2005) because they can help researchers ‘clarify the reasons why the study was requested, the questions that should guide the evaluation, the choice of research design, the interpretation of results, and how the findings should be reported and to whom’ (Gall et al., 2003, p. 545). Consequently, the literature emphasises that collaboration between researchers and participants represents an essential element in conducting evaluation research (Saldaña, 2011; Vanderstoep & Johnston, 2009).

The evaluation research literature does not support parametric sampling techniques; therefore, researchers can use probability and/or non-probability sampling to select their participants. Since evaluation research comprises multiple phases, different selection processes were used for the various stages and phases of the present study, as Table 7 shows.

Table 7. *Selection of Study Participants*

Stage	Objectives of stage	Methods of data collection	Sample	Techniques for selecting
One	<ul style="list-style-type: none"> To identify the teaching skills in planning, implementing and evaluating the process of teaching Arabic that TALs need to develop through CPD programmes 	<ul style="list-style-type: none"> Needs analysis questionnaire 	39 male TALs	Convenience sampling
Two	<ul style="list-style-type: none"> To identify the procedures for planning, implementing and evaluating a CPD programme that would enhance TALs’ teaching skills in the areas mentioned above 	<ul style="list-style-type: none"> Research diary 	Two experts	Purposeful sampling
Three	<ul style="list-style-type: none"> To identify the characteristics of effective CPD programmes that TALs need to pursue to enhance their teaching skills in the areas identified above To identify the difficulties TALs might have faced while implementing the CPD programme To assess the effectiveness of the workshop in addressing the difficulties facing TALs while implementing the CPD programme To assess the CPD programme’s effect on enhancing TALs’ teaching skills To elicit the contributions of TALs to ensure the design of a CPD programme that would enhance their teaching skills in these areas 	<ul style="list-style-type: none"> Semi-structured interview Reflections + Research diary Evaluation questionnaire Reflections + Focus group Focus group 	Six male TALs	Convenience sampling

More specifically, participants were selected in three stages, as follows.

Stage one of selection

As shown in Table 7, the objective of the first stage was to determine TALs' need for CPD to enhance their skills in teaching Arabic. Consequently, a structured questionnaire was used. The literature on research methodologies (Alston & Bowles, 2003) points out that quantitative researchers usually employ probability (random) sampling because they 'can claim that the sample is representative of the population and, as such, can make generalizations to the population' (Creswell, 2012, p. 142). However, the literature also suggests that quantitative researchers sometimes cannot use probability sampling for various reasons, which obliges them to use non-probability sampling (Creswell, 2012). Different non-probability sampling techniques are available, such as convenience, snowball, theoretical (purposeful) and haphazard or accidental sampling (Berg, 2001; Dawson, 2002).

I limited the study to the population of TALs in the Albaha region of the KSA because I live and work as a lecturer in the College of Education at Albaha University. Before conducting the study, I visited the General Directorate of Education in the Albaha Region and asked for assistance in distributing the questionnaire in order to reach TALs from the elementary schools in the region, which I would then select randomly for participation. However, the Directorate personnel informed me that they did not have the authority to compel TALs to take part in my study and advised me to visit the TALs personally in their schools. Therefore, I asked the Directorate to provide me with information on these elementary schools.

The elementary schools and TALs of the Albaha region are distributed across five provinces: Central Albaha, Baljorashi, Alaqiq, Almandq and Alqara. After consideration, it seemed that a random sample of all the elementary schools in the five provinces was not feasible because of limited time and resources; therefore, the non-probability method of

convenience or availability sampling (Berg, 2001) was used to select participants to complete the needs analysis questionnaire.

Convenience sampling generally refers to ‘a group of individuals who (conveniently) are available for study’ (Fraenkel & Wallen, 2009, p. 98). In addition, the sample reflects the problem being investigated with the number of subjects determined by access and availability. It is usually less expensive than other strategies (Alston & Bowles, 2003; Ary et al., 2010; Rubin & Babbie, 2011).

Accordingly, I limited my sample to all male elementary schools in Central Albaha, while other elementary schools located in the other four provinces were excluded because of their distance from my residence. In all, 54 male TALs were distributed across 22 elementary schools in Central Albaha. Of these, seven TALs from three elementary schools were selected for the pilot study, while the final version of the questionnaire was administered to the remaining 47 TALs from 19 schools. However, eight TALs decided that they did not want to participate in the study. Therefore, thirty-nine male TALs completed the questionnaire, as shown in Table 10 (see page 165).

Stage two of selection

Table 7 shows that the objective of stage two was to identify the procedures for planning, implementing and evaluating a CPD programme that would enhance TALs’ teaching skills. Purposeful sampling was used to select participants for this stage.

Purposeful sampling ‘involves the selection of participants who have key knowledge or information related to the purpose of the study’ (Lodico et al., 2010, p. 34). Its main goal is to select persons who ‘can provide the richest and most detailed information to help us answer our research questions’ (Lodico et al., 2010, p. 134). In doing so, ‘the researcher

actively selects the most productive sample to answer the research question' (Marshall, 1996, p. 523).

In order to meet the above objective, two experts were purposefully selected. They were professors at the College of Education, Albaha University, and were selected on the basis of their experiences in preparing CPD programmes, having contributed to designing such programmes for TALs. There were two additional reasons to select these experts, the first being that their participation in designing the programme was essential according to the principles and procedures for designing effective CPD programmes for teachers, as discussed in Chapter Three. The second reason was that designing CPD programmes to improve TALs' teaching skills is not easy; it was hoped that the experts would provide distinctive contributions to designing an effective CPD programme and would thus validate the programme.

The two experts agreed to participate and discussed with me the appropriate procedures for planning, implementing and evaluating a CPD programme according to the outcomes of the exploratory phase of evaluation research. This phase revealed two issues of importance, examined in Chapter Five, which involved (1) identifying the teaching skills that TALs need to acquire through CPD to plan, implement and evaluate the process of teaching Arabic and (2) determining the CPD features that TALs need to improve their teaching skills in the identified areas.

The outcome of this discussion was that the experts made various valuable proposals and suggestions about designing the programme, which are discussed in detail in Chapter Five and summarised here. First, a CPD programme's content and activities should be grounded in the teaching skills that the 39 TALs described as 'most needed' and based on the outcomes of the interviews conducted with the six TALs, as will be examined in Chapter Five. Moreover, they should be designed in the form of a guide, for five reasons. The first

reason was that the results of the needs analysis questionnaires showed that TALs described their need for CPD to enhance their teaching skills in the specified areas as ‘most needed’ among 31 of 51 teaching skills. Designing a guide incorporating the CPD programme’s content and activities might be an adequate method, because it could effectively cover all these skills. The second reason was that those who are responsible for designing CPD for TALs in the KSA, such as the MOE, educational training centres and colleges of education within universities, could adopt this guide to improve TALs’ teaching skills. The third reason was that this document could guide TALs in developing an adequate model to be followed in enhancing their teaching skills. In addition, the guide’s content and activities should reflect the curricula the TALs used and their experience, knowledge and skills in teaching Arabic. Finally, the content of the CPD guide should be created according to Western pedagogical literature referring to teaching skills, because this would include new knowledge not yet available from Arabic pedagogical sources.

The second proposal was for a method to produce an effective CPD guide and a suggested period for its implementation. These are described in detail in Chapter Five.

Thirdly, various methods were suggested to assess the CPD programme’s effect in improving TALs’ teaching skills in the areas specified and TALs’ contributions, to ensure the design of a CPD programme that would enhance their teaching skills. These methods and their results are again discussed in Chapter Five.

Finally, after designing the lessons for each unit in the guide, I sent them to the experts for their opinions of the lessons’ content, activities and reflections. They responded with some valuable suggestions: using a specific title for each lesson in the guide to reflect its main aim; beginning each lesson in the guide with a brief introduction that clarified its objectives; modifying some sections of the content and using tables or figures for simplification; and correcting the grammar of some questions in the activities.

Based upon the above suggestions, the lessons were revised and the CPD guide was printed for the participants to use. The procedures for implementing the guide are detailed in Chapter Five.

Stage three of selection

As shown in Table 7, stage three addressed several objectives by various means. A semi-structured interview method was employed to identify the CPD requirements TALs need to pursue in order to promote their skills in teaching Arabic; reflections and a research diary were employed to identify the difficulties TALs might have faced while implementing the CPD programme and to assess the CPD programme's effect in improving TALs' teaching skills; an evaluation questionnaire was used to assess the workshop's effectiveness in overcoming the difficulties TALs faced while implementing the CPD programme; and a focus group was used to elicit TALs' contributions to improving the CPD programme design.

The literature on research methodologies (Alston & Bowles, 2003) suggests that qualitative researchers often adopt non-probability sampling because they intend to 'develop an in-depth exploration of a central phenomenon' (Creswell, 2012, p. 206). Furthermore, they do not 'claim that findings are generalisable beyond the study population' (Alston & Bowles, 2003, p. 75).

As mentioned earlier, the study was limited to the population of male TALs in Central Albaha; therefore, convenience sampling was adopted to select participants in the above methods. In addition, I limited the study to TALs who had completed the questionnaire that aimed to identify their need for CPD. Those included in the study were all willing to take part in the above methods to develop a CPD programme aimed at enhancing their teaching skills. I limited the study to these participants because I viewed TALs who were willing to participate in the above methods as sources of rich and valuable information, which would

result in the effective accomplishment of the above objectives and the promotion of the credibility of the ongoing research (Shenton, 2004).

In order to select these participants, I attached to the needs analysis questionnaire a form that volunteers for the programme development process were asked to complete. Six of the 39 participating TALs did so, expressing their willingness to participate in stage three.

Table 8 lists these six teachers, whose characteristics are discussed in detail in Chapter Five.

Table 8. *TALs who Participated in the Development of the CPD Programme*

Teacher	Gender	Age	Experience in teaching	Qualification	Participated in CPD	Type of school
Teacher 1	Male	40 years	18 years	BEd* in Teaching Arabic	Yes	Governmental
Teacher 2	Male	34 years	12 years	BEd in Teaching Arabic	Yes	Governmental
Teacher 3	Male	38 years	15 years	BEd in Teaching Arabic	Yes	Governmental
Teacher 4	Male	42 years	20 years	BEd in Teaching Arabic	Yes	Governmental
Teacher 5	Male	35 years	12 years	BEd in Teaching Arabic	Yes	Governmental
Teacher 6	Male	38 years	14 years	BEd in Teaching Arabic	Yes	Governmental

* Bachelor of Education.

Table 8 shows that all six CPD development participants were male, aged between 34 and 42 years, with 12 to 20 years' experience of teaching Arabic. Each held a BEd in Teaching Arabic, had taken part one or more CPD programmes during his teaching career and worked in a state school.

The followings section provides details of the administration of the data collection methods listed in Table 7 and of the analysis of the data.

Data collection and analysis techniques

Data collection and analysis generally refers to 'the techniques or procedures used to gather and analyse data related to some research question or hypothesis' (Crotty, 1998, p. 3). The relevant research methodology literature indicates that the data collection methods used in evaluation research, the methodology adopted here, are not different from those used in other research methodologies (Gall et al., 2003; Neuman, 2007).

Overall, three approaches for collecting and analysing research data are available: quantitative, qualitative and mixed methods (Migiro & Magangi, 2011). As mentioned above, the pragmatic paradigm underpins evaluation research; thus, each researcher ‘should use whatever works’ (Fraenkel & Wallen, 2009, p. 559). In this regard, evaluation research uses qualitative and/or quantitative research methods as appropriate to the purpose and audience of the evaluation (Alston & Bowles, 2003; Anderson & Arsenault, 2005; Lodico et al., 2010). This means that each evaluation researcher can employ any research approach: quantitative, qualitative or a combination of the two.

The mixed methods approach is ‘research in which the researcher uses the qualitative research [approach] for one phase of a research study and the quantitative research [approach] for another in order to understand a research problem more completely’ (Migiro & Magangi, 2011, p. 3757). The majority of evaluation research literature acknowledges that the mixed methods approach is appropriate for collecting and analysing evaluation research data, because it can maximise the credibility and increase the dependability and confirmability of ongoing research (Alston & Bowles, 2003; Babbie, 2010; Saldaña, 2011).

Table 9 lists the research questions as applied to the three phases of this study, with the corresponding methods of data collection. It also lists the main themes that emerged from analysis of the findings, as presented in Chapter Five and discussed with reference to other studies in the literature in Chapter Six.

Table 9. *The Phases of Evaluation Research, the Questions, Methods of Data Collection and Emerging Themes as Applied to the Study*

Phases of evaluation research	Research questions	Methods of data collection	Emerging themes
1 st Phase: Exploratory	1. What are the perceptions of TALs regarding the teaching skills that they need to acquire through CPD in regard to planning, implementing and evaluating the process of teaching Arabic?	• Needs analysis questionnaire	(1) TALs' CPD needs
	2. What are the views of TALs regarding the characteristics of the CPD programme designed to enhance their teaching skills in the identified areas?	• Semi-structured interview	(2) Effective CPD
2 nd Phase: Development & 3 rd Phase: Execution	3. How can a CPD programme be practically planned, implemented and evaluated to enhance TALs' teaching skills in the areas mentioned?	• Reflections • Research diary • Evaluation questionnaire • Focus group	(3) Planning and implementation of CPD
4 th Phase: Evaluation	4. How can the design of a CPD programme be improved to enhance TALs' teaching skills in the areas identified?	• Focus group	(4) Evaluation of CPD

The methods of data collection employed in this study were thus as follows:

1. In the exploratory phase, a needs analysis questionnaire was used to identify the TALs' CPD needs related to their teaching skills and their ability to plan, implement and evaluate the process of teaching Arabic to enhance their performance through CPD. In addition, semi-structured interviews were employed to identify the characteristics that TALs would want CPD to have in order to improve their teaching skills in the identified areas.
2. In the development and execution phases, four methods of data collection were used. Reflections and a research diary were used to identify the difficulties that participants faced in the CPD programme; an evaluation questionnaire was employed to assess the workshop's effectiveness in overcoming the difficulties that participants faced regarding the CPD guide's content; and a focus group and reflections were employed

to assess the effect of the designed CPD programme in enhancing TALs' teaching skills.

3. In the evaluation phase, a focus group was used to elicit the TALs' contributions, to ensure that the CPD programme would enhance their teaching skills.

The following subsections provide details of the construction and administration of these methods, the analysis of the data so collected and the means of ensuring their validity and reliability. The results are presented in Chapter Five.

Based upon the above discussion, it can be concluded that the mixed methods approach was employed in the present study for two reasons. The first was that the above methods of data collection were used in combination to answer the research questions, since they provided both quantitative and qualitative data, which was used to design a CPD programme to enhance TALs' teaching skills and their ability to plan, implement and evaluate the process of teaching Arabic. The second reason was that the mixed methods approach was consistent with the study's evaluation research methodology in that it could maximise the credibility and increase the dependability and confirmability of ongoing research.

Needs analysis questionnaire

A questionnaire is one of the most direct methods of assessing teachers' CPD needs (Craft, 2000) and is 'the most used method for assessing the training and development needs of individuals' (Bubb & Earley, 2007, p. 45). It was chosen as an appropriate method to assess TALs' need for CPD to enhance their skills in teaching for two reasons. The first was that in order to plan, implement and evaluate the process of teaching Arabic, TALs require broad teaching skills; therefore, they could not specifically identify their need for CPD to improve these skills through other data collection methods. Second, the questionnaire helped

guarantee participants' anonymity; thus, their response rates were higher and they were more candid in their feedback regarding their identification of a need for CPD to enhance their teaching skills.

The three phases of constructing, administering and analysing were followed to develop and apply the needs analysis questionnaire for TALs, and to analyse the data gathered. Each phase consisted of one or more steps, as shown in Figure 9.

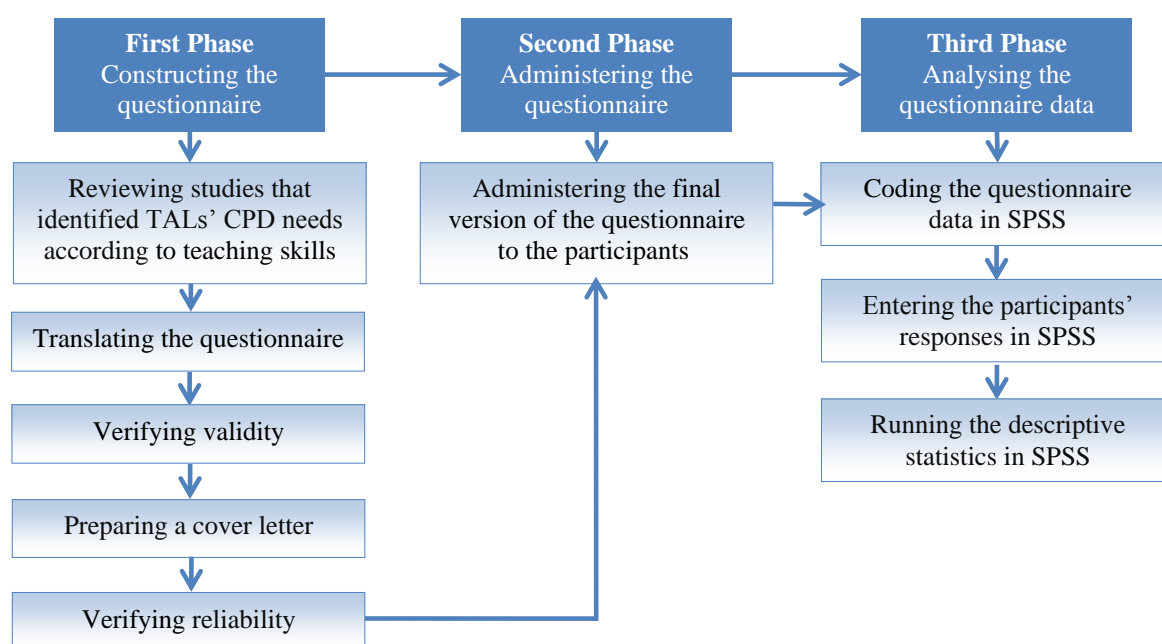


Figure 9. Phases and steps in developing, applying and analysing the needs analysis questionnaire in the present study

Constructing the needs analysis questionnaire

Figure 9 shows that the needs analysis questionnaire was constructed in five steps. First, I reviewed the studies that identified TALs' CPD needs according to teaching skills as presented in Chapter Three (e.g. Alkhateeb, 2006; Alshaya, 2004; Altrjmi, 2010; Buteal, 2009; Kamal & Alhor, 2003). Generally, these studies used a closed-ended questionnaire to assess TALs' need for CPD to enhance their teaching skills in the areas outlined. The studies included different teaching skills and emphasised that CPD should aim at improving or developing them. I compared these skills and analysed their content, producing a list of 51

teaching skills which were categorised as representing three essential phases and roles in teaching Arabic, as discussed in detail in Chapter Three: planning (20 teaching skills), implementation (22 teaching skills) and evaluation (9 teaching skills). I then rewrote these skills and reformulated some of their content to create the questionnaire items. I also kept these items clear and simple according to the principles of writing effective questionnaire items (Neuman, 2007).

The studies reviewed also used different rating scales to assess the degree of TALs' need for CPD to improve their teaching skills. For example, Alkhateeb (2006) used three levels: most needed, less needed and not needed. Buteal (2009) used most needed, average needed and not needed. Finally, Alshaya (2004) used a five-item rating scale: very important, important, average importance, less important and unimportant. I decided to use a three-item scale: most needed, less needed and not needed. I limited the choice to these three levels because I was confident that TALs would be able to accurately assess the degree of their need for CPD to enhance their teaching skills, which in turn would result in a CPD programme designed to improve their teaching skills according to their needs.

The second step was to translate the questionnaire from English into Arabic, because the TALs would respond to it in Arabic, which is their native language. To ensure that the English and Arabic versions of the questionnaire were equivalent, it was translated by a translator specialising in English-to-Arabic translation and in teaching methodologies, then I checked the accuracy of the translation before verifying the validity of the questionnaire and piloting it in order to avoid unintended errors (Julien, 2008).

The third step was to verify the validity of the questionnaire, referring to 'the extent to which an instrument measures what it claims to measure' (Ary et al., 2010, p. 225). To do this, I sent the draft questionnaire to selected experts in the field of teaching and learning Arabic (Appendix 1). This type of validity is known as content or face validity, assessed

according to ‘whether a panel of judges or experts on the topic agree that the statements do relate to what they are supposed to measure’ (Siniscalco & Auriat, 2005, p. 77). To ensure this validity, the experts were asked to comment on two aspects: clarity and completeness. First, they were asked to state whether each description of a teaching skill was clear or unclear and to propose a new formulation if they determined that any of the skills was unclear. Next, they were asked to add any important teaching skills they considered to have been omitted from the questionnaire. The aim was to cover all the teaching skills that TALs should possess to teach Arabic. Analysis of the experts’ feedback indicated that all of the teaching skills were clearly stated and that none needed to be added to the questionnaire. The experts did indicate that some items needed grammar corrections, so the questionnaire was revised accordingly. The completion of these revisions ensured the questionnaire’s content validity.

In the fourth step, a cover letter was prepared, informing participants of the main aim of the study and the questionnaire, explaining some important ethical considerations related to confidentiality and their right to withdraw, providing general information about the process of teaching Arabic and the teaching skills included in the questionnaire, and giving instructions for completing the questionnaire with an example and my contact information in case they had concerns or needed more information about the study or the questionnaire (Appendices 2 and 3).

The final step in the first phase was to conduct a pilot study. Yin (2003) explains the importance of the pilot study, stating that it can help researchers to refine their ‘data collections plans with respect to both the content of the data and the procedures to be followed’ (p. 79). The research methodology literature does not recommend parametric techniques for selecting samples in the pilot study; rather, it indicates that a pilot sample size

of 10–20% of the full sample size of the study is an adequate number of participants (Baker, 1984).

As mentioned above, the study was limited to the 22 elementary schools in Central Albaha and to the 54 male TALs employed there. Accordingly, the pilot study sample was limited to seven male TALs (13% of the total) in three governmental elementary schools, which were selected randomly from the 22. Each of the participants had experience in teaching Arabic, held a BEd in Teaching Arabic and had taken part in CPD during his teaching career.

I visited the seven teachers at their schools and informed them of the aim of the questionnaire. I then gave them a copy of the questionnaire and asked them to complete it. After they had finished, I talked to them about the questionnaire's content to ensure that it had been designed properly. They affirmed that the items were clear and that they had not found them difficult to understand. I found that they were not comfortable with me staying with them while they completed the questionnaire. I addressed this issue when administrating the final version of the questionnaire by having the head teachers deliver the questionnaire to the TALs. On average, the pilot participants took 15 minutes to finish the questionnaire.

The pilot study also served to verify the reliability of the questionnaire items. Reliability refers mainly to 'the extent to which an instrument produces the same information at a given time or over a period of time' (Colton & Covert, 2007, p. 74). The two main methods used to verify the reliability of questionnaire items are repeated measurement and internal consistency (Muijs, 2004). I depended on the latter, which refers to 'the degree to which the items that make up the scale "hang together"' (Pallant, 2007, p. 94). Therefore, Cronbach's alpha was used to calculate the internal consistency of the questionnaire items. The results showed that the reliability value for the 51 items was $\alpha = .86$. This value indicates that the questionnaire was clearly internally consistent and reliable (Pallant, 2007).

Administering the needs analysis questionnaire

To administer the final version of the needs analysis questionnaire (Appendices 2 and 3), I visited the remaining 19 elementary schools in Central Albaha from late November to mid-December 2012 and delivered copies of the questionnaire to the head teachers, asking them to distribute these to their TALs. I also asked the head teachers to contact me after the TALs had completed the questionnaires so that I could collect them. In all, 47 questionnaires were distributed and 39 were returned, the eight remaining TALs having decided that they did not want to participate in the study. Table 10 lists the participating schools and TALs.

Table 10. *List of Schools and TALs Participating in the Questionnaire Survey*

School Number	Distribution		Total	Collection		Total
	Day	Date		Day	Date	
No. 1	Saturday	24-11-2012	2	Sunday	2-12-2012	2
No. 2	Saturday	24-11-2012	2	Sunday	2-12-2012	2
No. 3	Sunday	25-11-2012	1	Wednesday	28-11-2012	1
No. 4	Sunday	25-11-2012	2	Tuesday	27-11-2012	2
No. 5	Sunday	25-11-2012	4	Wednesday	28-11-2012	3
No. 6	Sunday	25-11-2012	5	Sunday	2-12-2012	3
No. 7	Sunday	25-11-2012	1	Wednesday	28-11-2012	1
No. 8	Sunday	25-11-2012	4	Wednesday	28-11-2012	3
No. 9	Sunday	25-11-2012	6	Tuesday	27-11-2012	5
No. 10	Sunday	2-12-2012	2	Wednesday	12-12-2012	1
No. 11	Sunday	2-12-2012	2	Sunday	9-12-2012	1
No. 12	Sunday	2-12-2012	2	Sunday	9-12-2012	1
No. 13	Tuesday	4-12-2012	2	Sunday	9-12-2012	2
No. 14	Sunday	16-12-2012	3	Tuesday	18-12-2012	3
No. 15	Sunday	16-12-2012	1	Tuesday	18-12-2012	1
No. 16	Sunday	16-12-2012	2	Wednesday	19-12-2012	2
No. 17	Monday	17-12-2012	3	Wednesday	19-12-2012	3
No. 18	Monday	17-12-2012	2	Wednesday	19-12-2012	2
No. 19	Monday	17-12-2012	1	Wednesday	19-12-2012	1
		Total	47			39

Analysing the needs analysis questionnaire data

Alston and Bowles (2003) note that the minimum adequate sample size for quantitative statistical analysis is 30 participants. In order to analyse the needs analysis questionnaire data, descriptive statistics were employed, because they can ‘provide summary information about data’ (Greasley, 2008, p. 7). The two approaches most commonly used to obtain descriptive statistics for quantitative data analysis are frequency distribution

(frequency and percentage) and measures of central tendency (mode, median and mean) (Henn et al., 2006).

Accordingly, a frequency distribution was used to analyse the questionnaire data, because it can provide ‘an overview of the proportionate breakdown of a variable into its component categories, and will often suffice for basic descriptive analysis’ (Henn et al., 2006, pp. 206-207). The mean was employed as a measure of central tendency to inform the choice of teaching skills for inclusion in the CPD programme. A mean of 2.34 was determined as the cut-off point for the teaching skills TALs had to improve using CPD. This value was set by first dividing the range of values by the number of values ($3-1=2/3$). The result was 0.66, which was added to each value as follows: not needed (1.00–1.66), less needed (1.67–2.33) and most needed (2.34–3.00). Therefore, any teaching skill with a mean of 2.34 or above was regarded as ‘most needed’, which meant that TALs needed the CPD to help them develop that skill, while any skill with a mean of 2.33 or below was not regarded as ‘most needed’, meaning that TALs did not need to acquire it through CPD.

SPSS Version 20 was then used to manipulate and analyse the questionnaire data according to the three steps shown in Figure 9. I first coded the degree to which TALs needed CPD to enhance their teaching skills in the SPSS Variable View using four values: 3 (most needed), 2 (less needed), 1 (not needed) and 0 (missing data).

In the second step, I numbered the questionnaire by giving each item a number representing a case in SPSS. I then entered the participants’ responses in SPSS Data View (Appendix 4). Next, I printed out a sheet for all the responses and checked them against each original questionnaire to avoid any input errors.

Finally, I ran the descriptive statistics to obtain frequencies, percentages and means. The results of these descriptive statistics are presented in detail in Chapter Five.

Semi-structured interview

To identify the CPD characteristics that TALs needed to enhance their teaching skills, one-on-one semi-structured interviews were employed. This method was used for two reasons. First, interviews would identify the CPD characteristics more effectively than other data collection methods, such as questionnaire or observation, by allowing me to ask the interviewees for further information. Second, each TAL could provide a personal perspective on the CPD characteristics depending on his experience, which in turn would yield valuable information contributing to an effective CPD programme.

This section offers a dense description of the three phases—constructing the interview questions, conducting the interviews and analysing the data—that were followed in the case of the semi-structured interviews with TALs. As with the needs analysis questionnaire, each phase comprised a number of steps. However, the main aim throughout was to promote the dependability of the interviews (Krefting, 1991; Shenton, 2004).

Constructing the interview questions

The first step in constructing the interview protocol was to divide it into three parts (Appendix 5): introduction, discussion and conclusion.

In the second step, three main questions were formulated that would be discussed in the interview. These were derived from the literature on identifying the characteristics of effective CPD, as examined in Chapter Three. The first and second questions aimed to define the participants' general background, their experience of teaching Arabic and the CPD programmes they had taken advantage of during their teaching careers. Berg (2001) refers to such items as 'throw-away questions' that are used at the beginning of an interview to identify some essential details about participants and to build rapport between the interviewer and the participants. The third question aimed to elicit participants' views regarding the CPD

characteristics they needed to pursue in order to increase their skills in teaching Arabic. Berg (2001) describes these as ‘essential questions’ that ‘exclusively concern the central focus of the study’ (p. 75). In addition, the characteristics of these three questions clearly related to the study’s second objective, in that their language was familiar to the participants and leading questions were avoided (Hatch, 2002).

Finally, in order to enhance the credibility of the interview, an ‘interview technique’ was adopted. The idea behind this technique is that credibility is increased when the researcher reframes, repeats and expands the questions during the interview (Krefting, 1991). The following section presents further information regarding the use of this technique. In addition, the ‘code-recode procedure’ was used in order to increase the dependability of the interviews. This involves coding a segment of data during data analysis. The researcher should then wait approximately two weeks before returning and recoding the same data, after which the results of the first and second coding processes can be compared (Krefting, 1991). This procedure is explained below in the section on data analysis.

Administering the semi-structured interview

At the end of December 2012, I began to conduct interviews with the participants, having initially sent a text message to the six TALs who had expressed their willingness to participate in interviews by completing the form attached to the needs analysis questionnaire. This message thanked them for their willingness to participate and asked them to specify an appropriate day, date and time to visit them at their schools to conduct the interview. The TALs then agreed to be interviewed and provided the requested information to arrange the interview.

I next visited the six teachers, who were distributed across five elementary schools in the Albaha region. In addition, I prepared audiotapes to record the interviews. I used

audiotapes because they allowed me ‘to record accounts that [were] both detailed and accurate’ (Stringer, 2007, p. 73). I also asked the participants before the interviews commenced if I could record the interviews.

I began each interview by welcoming the participant, introducing myself and allowing him to introduce himself. I informed him of the main aim of the study and its objectives in addition to the aim of the interview and its contents. I also gave him a copy of the consent form (Appendix 6).

The main body of the interview was a discussion focused on the three essential questions. In addition, I wrote brief questions and comments in my research diary during the interview about some important points because they would help me later in writing a memo and in generating codes and themes. I also reframed, repeated and expanded some questions, for two reasons. First, some of the participants did not provide specific or clear answers to some questions; by using reframing, repetition and expansion techniques, I could direct them to answer my questions more accurately. Second, using this technique increased the credibility of the interview.

I concluded each interview by inviting the participant to summarise the views we had discussed, thanking him for his participation and providing him with my contact information in case he wanted further information about the interview and its results in the future.

Analysing the interview data

The literature on qualitative research identifies various approaches that can be generally followed to analyse qualitative data. In addition, it suggests that the process of collecting, analysing and reporting qualitative data ‘[does]not occur in distinct steps as is typical in quantitative studies’ (Ary et al., 2010, p. 481), because analysis ‘is often done concurrently or simultaneously with data collection through an iterative, recursive, and

dynamic process' (Ary et al., 2010, p. 481). Rabiee (2004) states that most qualitative researchers use a combination of these approaches to analyse data. Table 11 lists some authors and the various stages of analysis that they suggest for qualitative research data.

Table 11. *Some Approaches to Analysing Qualitative Data*

Authors	Stages of analysis
Miles and Huberman (1994)	(a) data reduction, (b) data display, (c) conclusion
Alston and Bowles (2003)	(a) data reduction, (b) data organisation, (c) interpretation
Creswell (2007)	(a) data collection, (b) data managing, (c) reading, memo, (d) describing, classifying, interpreting, (e) representing, visualising
Ary et al. (2010)	(a) organising and familiarising, (b) coding and reducing, (c) interpreting and representing
Yin (2011)	(a) compiling, (b) disassembling, (c) reassembling (and arraying), (d) interpreting, (e) concluding

After considering the above approaches, I adopted that of Ary et al. (2010) to analyse the interview data. This approach was chosen because it was developed to examine other approaches to data analysis in the literature on qualitative research. It is comprehensive because it provides clear stages that can be followed to analyse qualitative data. Furthermore, some techniques were adopted to generate and develop codes and themes; these were suggested by Braun and Clarke (2006), Creswell (2012) and Gibson and Brown (2009) because Ary et al. (2010) do not provide an in-depth discussion of the coding and categorising of qualitative data. Figure 10 illustrates the three stages of this approach and the steps that were adopted to analyse the interview data in the present study.

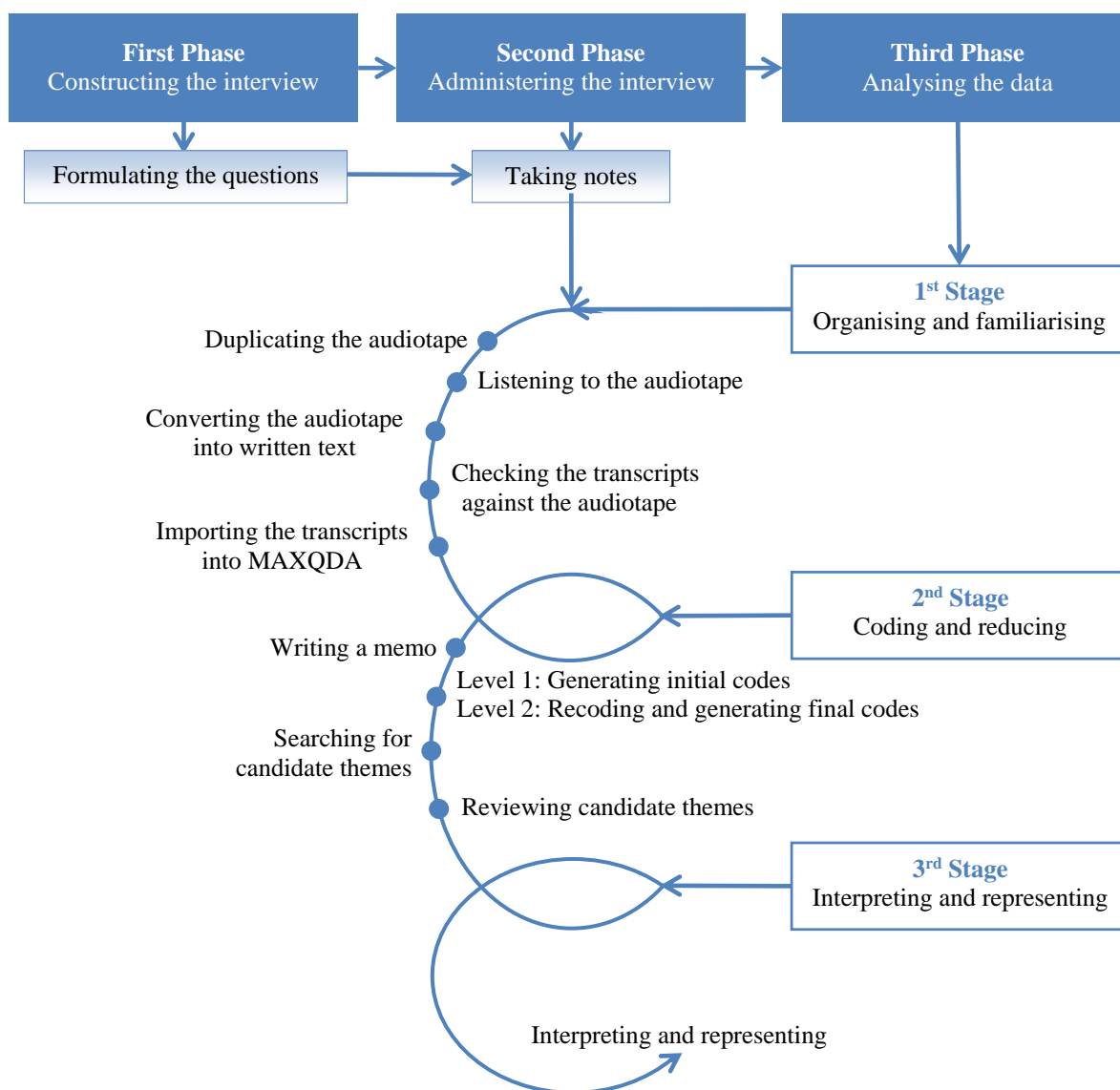


Figure 10. Approach to and steps in analysing the semi-structured interview data

Figure 10 shows that during the interviews, as mentioned above, I took notes in my research diary, including questions and comments, which would later assist me in writing a memo that would contribute to the generation of initial codes, the development of focused codes and the search for themes in the raw data which would be the basis of the analysis. It also shows the analysis phase as comprising three stages: organising and familiarising; coding and reducing; and interpreting and representing. These three stages are now explained in detail.

Organising and familiarising

I carried out the following steps to organise the data and familiarise myself with its content. First, I immediately duplicated the audiotapes after ending the interviews to avoid any risk of accidentally losing the data.

I then listened repeatedly to the audiotapes and linked their content with the notes I had taken during the interviews. My aim was to develop my notes by adding, deleting and modifying information, because they would be used later for writing a memo, developing codes and searching for appropriate themes.

Next, I transcribed the content of the audiotapes using Microsoft Word 2007. However, the interviews had been conducted in Arabic, because the participants did not speak English; and the transcriptions were in Arabic, because it was easier for me to write a memo, develop codes and search for themes. Therefore, the codes, themes and quotations included in the analysis and interpretation stage had to be translated into English by a specialist in the field of Arabic-to-English translation. Additional techniques and symbols were used during the transcription to make them easier to read (Appendix 7).

I now checked the accuracy of the transcripts against the original audiotapes to avoid any mistakes in transcribing the information, before reading each entire transcript and revising my notes according to my readings. The listening, transcribing and checking steps allowed me to become familiar with the depth and breadth of the content of the data.

Finally, MAXQDA Version 2007 was used to analyse the raw data. I used this software because it allowed me to store and organise the data, write a memo, create and label codes, attach codes to the text and retrieve and sort codes in different ways. The main interface of this software features a toolbar at the top and four sub-windows (Appendix 8). The top left window (Documents System) was used to import the Word file. The top right window (Text Browser) showed the transcripts, memos and codes, while the bottom left

window (Code Systems) was used to create and organise the themes. Lastly, the bottom left window (Retrieved Segments) was used to retrieve the transcript, including the relationships among the segments, memos, themes and so on. The aims of this step were to make the data readily accessible and understandable and to organise and prepare the data for coding and reducing.

Coding and reducing

This stage represents ‘the core of qualitative analysis’ (Ary et al., 2010, p. 483). It is necessary to explain the techniques for coding and categorising qualitative data, which involve writing memos and coding and categorising data, before explaining the steps that were followed here to code and reduce the raw data from the interviews.

Various techniques can be used to code and categorise qualitative data, including conversation analysis, discourse analysis, content analysis, semiotic analysis, grounded theory, the analytic induction method, thematic analysis and narrative analysis (Braun & Clarke, 2006; Dawson, 2002; Gibson & Brown, 2009; Henn et al., 2006). However, the technique used to code and categorise data ‘with most, if not all qualitative methods’ (Boyatzis, 1998, p. 4) is thematic analysis, which is ‘the process of analysing data according to commonalities, relationships and differences across a data set’ (Gibson & Brown, 2009, p. 127). It was employed to code and categorise the interview data in this study because it can summarise the major features of a large body of data, present a thick description of the data set, outline similarities and differences across the data set and generate unforeseen insights (Braun & Clarke, 2006). Consequently, the steps below were followed to code and categorise the interview data using this technique.

First, I wrote a memo, which is generally used to ‘separate analytical notes that the researcher makes to help think theoretically about their findings... keep track of coding

results, stimulate further coding and integrate theory' (Alston & Bowles, 2003, p. 208). In addition, writing a memo contributes to documenting and reflecting on the 'coding process and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concepts in [the] data' (Saldaña, 2009, p. 32). I created and edited a memo in MAXQDA by reading the raw data, then referred to the revised interview notes to add some questions and comments to the text. I also identified some aspects of similarities, differences and relationships among the raw data to use later in interpreting the findings. I then printed this memo and read all the questions and comments to generate the initial codes to be examined in the following steps. This memo helped me to make sense of the data, alerted me to significant features of the raw data and formed an important part of the coding process.

Next, I endeavoured to generate codes, the key process in a thematic analysis (Babbie, 2010). Codes refer to 'the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon' (Boyatzis, 1998, p. 63). Strauss (1987) explains the importance of the code in analysing qualitative data by stating that 'the excellence of the research rests in large part on the excellence of the coding' (p. 27). Generally, there are two types of codes: 'A priori codes are defined prior to the examination of data, while empirical codes are generated through the examination of the data itself' (Gibson & Brown, 2009, p. 130). Thematic analysis depends on the latter because it is 'highly inductive' (Dawson, 2002). Braun and Clarke (2006) advises researchers not to try to fit the code into a pre-existing coding frame or extrapolate the code from the data itself.

I applied two levels of coding to generate these codes, beginning with the generation of initial codes that arose from the raw data, the notes and the memos. Having waited two weeks in order to increase the dependability of the process, I then recoded these initial codes by sifting and sorting them, as well as assigning them labels consisting of words or short

phrases. Finally, I reread the text data line-by-line, divided the text into segments of information (sentences and paragraphs) and assigned labels to these segments. I then labelled the segments with the final codes. This step helped me to make sense of the data, generate and reduce codes, divide the text into different segments of information, label the segments of information with codes and collapse them into broad and potential themes.

The third step in coding was to search for the candidate themes or categories, i.e. ‘similar codes aggregated together to form a major idea in the database’ (Creswell, 2012, p. 245). I then refined the candidate themes and finalised those that involved different themes. Afterwards, I concentrated on searching for the similarities, differences and relationships among the participants’ views. Finally, I used tables as visual representations to illustrate the candidate themes and their definitions. These tables were presented during the interpretation and representation stage. I also used some illustrative quotes to exemplify some particular themes.

Interpreting and representing

As mentioned earlier, the interviews were used to answer the second research question: ‘What are the views of TALs regarding the characteristics of the CPD programme designed to enhance their teaching skills in the identified areas?’ Additional information about interpreting and representing this question is presented in Chapter Five.

Teachers’ reflections

Reflection is one of the most direct methods used to assess different aspects of CPD, because teachers can respond to the content directly. In addition, it is an effective method in CPD because teachers can use it to improve their learning and to determine their strengths and shortcomings in CPD learning (Craig et al., 1998; Glover & Law, 1996; Knox, 2002).

Reflection was used in the present study for two reasons, one being that the CPD guide consisted of 17 lessons aimed at enhancing 31 teaching skills; it would not have been possible to assess the guide's effect on TALs' teaching skills accurately using other assessment methods such as observations and interviews, since they could not cover all of these skills at one time. The second reason was to determine the difficulties the participants might have faced while studying each lesson in the CPD guide, which was designed to improve their teaching skills in the areas mentioned.

Again, the three phases of constructing, administering and analysing were applied to the teachers' reflections.

Constructing the reflections

When the CPD guide was written, a reflection form (Appendix 11) was designed and included at the end of each lesson. This form comprised two questions that were informed by the two experts who took part in this study. The first question, 'What did you learn from studying this lesson?' assessed the CPD programme's effect on enhancing the TALs' teaching skills. Further information on this is presented in Chapter Five. The second question was: 'Did you face any difficulties regarding content and activities while studying this lesson?' These difficulties and how they were addressed are also examined in Chapter Five.

Administering the reflections

In March 2013, I met the six TALs who had agreed to take part in developing the CPD programme and informed them about the procedures they should follow in order to complete the reflection forms in the CPD guide. Their responses are discussed in Chapter Five.

Analysing the reflections

In order to analyse the participants' responses to the questions on the reflection forms, I first created a file for each participant in which to save his reflection forms, comprising 17 sheets to cover the 17 lessons in the CPD guide. Next, I read the responses to the questions on the reflection forms to familiarise myself with them. I then wrote comments in my research diary that would later assist me in analysing each participant's responses and allow me to compare them. I now reread all the reflection forms line by line and added more comments and questions. This step helped me to make sense of the responses to the questions on the forms. Finally, the responses were translated from Arabic into English, by a specialist in Arabic-to-English translation. I checked the accuracy of these translations before proceeding to the analysis and interpretation stage. The responses are discussed in detail in Chapter Five.

Evaluation questionnaire

During the execution phase, which represents the third phase of evaluation research as applied to the study, the six participants faced various difficulties concerning the content of the CPD guide. A workshop was used to address these, as discussed in Chapter Five. In order to assess the effect of the workshop on overcoming the difficulties, an evaluation questionnaire was determined to be the most appropriate method, because teachers could respond to its content directly.

In addition, it was used for two specific reasons. The first was to assess the workshop's effect on addressing the difficulties the participants faced in relation to the content of the guide. The second was that the questionnaire provided an instrument to assess the workshop itself in terms of its objective, content and activities. Hence, the same questionnaire could efficiently accomplish two goals.

The use of the evaluation questionnaire is again discussed in terms of three phases of constructing, administering and analysing.

Constructing the evaluation questionnaire

For the above reasons, an evaluation questionnaire comprising six closed-ended items that could be answered either 'Yes' or 'No' was designed (Appendix 9). These questions, intended to elicit views on various topics, were derived from the literature on evaluating CPD, as discussed in Chapter Three. The first question concerned the workshop's effectiveness in addressing the difficulties the participants had encountered with the content of the CPD guide. The second, third and fourth questions dealt with specific aspects of the workshop related to its planning, the fifth sought to assess its implementation and the sixth asked participants to assess the effectiveness of using a questionnaire to evaluate the workshop's planning and implementation.

The draft questionnaire was sent to the two experts who had helped to design the CPD programme in order to verify its validity. They confirmed that the items were clear and appropriate for assessing the workshop's effectiveness in overcoming difficulties that the participants had faced and for assessing the workshop itself.

Finally, a cover letter (Appendix 9) was prepared to inform the participants about the process, including the main aim of the questionnaire, some important ethical considerations related to confidentiality and their right to withdraw, and my contact information in case they had concerns or questions about the study or the questionnaire.

Administering the evaluation questionnaire

At the end of the workshop, which was conducted in mid-April 2013, I distributed the evaluation questionnaire to the six TALs who had participated in the CPD programme and

asked them to return it to me at the focus group so that they would have enough time to reflect on the knowledge and skills presented to them in the workshop and on how they applied these in their classroom teaching. I expected that this approach would make their responses to the questionnaire more accurate and useful.

Analysing the evaluation questionnaire data

In order to analyse the participants' responses to the evaluation questionnaire, descriptive statistics, including a frequency distribution (frequency and percentage), were employed, using SPSS. The results of these descriptive statistics are presented in detail in Chapter Five.

Focus group

The final method of data collection to be discussed here, a focus group, was used during the evaluation phase of the study to elicit TALs' opinions and perceptions regarding the planning, implementation and evaluation of the CPD programme they had completed. These contributions were elicited to ensure the design of a CPD programme that would enhance TALs' teaching skills in the areas of planning, implementing and evaluating the process of teaching Arabic.

A focus group is 'a group interview on a particular topic, led by a trained moderator... the goal of the focus group is to provide useful insights on the topic' (Collins & O'Brien, 2003, p. 142). This method was employed because it would allow the participants to reflect on their experiences of participating in the CPD programme designed for this study and discuss various suggestions that might result in modifications to the programme (Brewer, 2011; Craig et al., 1998; Puma & Raphael, 2001). Thus, the participants' suggestions might contribute to accomplishing the aim and objectives of the study.

The application of the focus group method is now explained, as with the other methods above, in terms of the constructing, administering and analysing phases, in order to demonstrate its dependability.

Constructing the focus group

As with the one-on-one interviews, the focus group process was constructed in three parts (Appendix 10): introduction, discussion and conclusion. One essential question and three sub-questions were formulated for discussion, in order to elicit the required contributions. These questions were informed by the relevant literature on evaluating CPD, as examined in Chapter Three, and by contributions from the two experts who participated in the study. In order to enhance the credibility of the focus group, an appropriate interview technique was adopted and in order to increase its dependability, the code-recode procedure was employed. The application of these two techniques is discussed in the following subsections.

Administering the focus group

The six TALs who participated in the CPD programme also took part in the focus group, in keeping with Creswell's (2012) suggestion that four to six participants are appropriate for most focus groups and with the advice of Phillips and Stawarski (2008) that focus groups should be small enough 'to provide a chance for each participant to freely exchange comments' (p. 27).

Accordingly, at the beginning of May 2013, I sent a text message to the six TALs who had participated in the CPD programme, thanking them for their participation in the study and informing them of the time and venue for the focus group, which was a meeting room in

the College of Education at Albaha University. I had already ensured that the room and equipment were suitable for our needs.

My second step was to prepare an audiotape to record the focus group. Before beginning, I asked the participants for permission to record the discussion. I then opened the session by informing the participants that it would be conducted in three parts and that it would last no longer than an hour and 20 minutes, because most of the relevant literature suggests that the ideal length of a focus group is usually one and a half hours (Dawson, 2002; Finch & Lewis, 2003). The different parts of the focus group and the time allocated to them are as follows.

The introduction and welcome took ten minutes. I informed the participants of the main aim of the study and its objectives as well as the aim of the focus group and its planned content. I then explained my role as moderator, which involved ensuring that each participant had an equal chance to talk, encouraging them to discuss the questions and challenge opinions expressed by others, identifying shared positions and assisting them in summarising their views at the end of the session. I explained that I would also help them to identify key features of their experience and perceptions (Henn et al., 2006; Stringer, 2007).

During the discussion, which lasted for 60 minutes, I wrote brief questions and comments about some important points in my research diary. I also reframed, repeated and expanded some questions to the TALs, for the reasons previously discussed.

The concluding section lasted ten minutes. I first informed the participants that the discussion would end in ten minutes, then asked them to use the remaining time to summarise the views they had discussed. I ended the session by thanking the TALs and asking them to contact me if they wanted further information about the discussion and its results.

Analysing the focus group data

The analysis of the focus group data, as with the one-to-one interview data, followed the approach of Ary et al. (2010), for the reasons presented previously. Accordingly, the procedure illustrated in Figure 10 and explained on pages 171-175 was again applied.

As mentioned earlier, the focus group was used to answer the fourth research question: 'How can the design of a CPD programme be improved to enhance TALs' teaching skills in the areas identified?' Further details about interpreting and representing this question are presented in Chapter Five.

Keeping a PhD research diary

According to Bloor and Wood (2006), a research diary is 'a written record of the researcher's activities, thoughts and feelings throughout the research process from design, through data collection and analysis to writing and presenting the study' (p. 150). They add that keeping such diary can have the effect of improving the reliability of the research.

A research diary was used in the present study for several purposes. First, I took notes including questions and comments about important points during the semi-structured interviews and the focus group session, which assisted me in writing the memos and in generating the codes and themes, as discussed previously.

I also took notes during the meeting with the two experts to discuss the appropriate procedures for planning, implementing and evaluating a CPD programme, recording their suggestions and some points relating to the discussion, which in turn helped me when designing the CPD programme.

Finally, when the CPD programme that I had designed was being implemented and when I met the participants during this phase, I took notes that were used to identify difficulties related to the content and activities that the participants had faced while studying

each lesson in the CPD guide and to determine the effect of the programme as designed on their teaching skills. Further information about these two aspects is presented in Chapter Five.

Ethical considerations

Ethics is of paramount importance in research and can have serious implications. Miller and Brewer (2003) note that ethical responsibility is ‘essential at all stages of the research process, from the design of a study including how participants are recruited, to how they are treated through the course of these procedures, and finally to the consequences of their participation’ (p. 95). Accordingly, while carrying out the study, the following ethical requirements were taken into account:

- **Research approval:** In order to conduct this study, I obtained permission using the ‘Certificate of Ethical Research Approval’ from the Graduate School of Education, College of Social Sciences and International Studies at the University of Exeter (Appendix 12). This contained a brief description of the study, details of the study participants and details of different ethical issues regarding data collection and analysis before conducting the study. In addition, I obtained a permission letter from the General Directorate of Education in the Albaha region of the KSA (Appendix 13). This allowed the implementation of the study and ensured maximum support from the TALs.
- **Informed consent:** According to Lewis (2003), participants’ informed consent to participate in the research study must be obtained, which involves providing them with information about the aim and objectives of the study, how the data will be employed and what participation will mean for them. Accordingly, I obtained

informed consent from all participants in the study before conducting any research and provided them with a printed copy of their informed consent (Appendix 6).

- **Right to withdraw:** I informed the participants at the beginning of the study that they were not required to participate in this study and that if they did choose to participate, they had the right to withdraw from the study at any time without penalty.
- **Anonymity:** This refers to ‘the identity of those taking part not being known outside the research team’ (Lewis, 2003, p. 67). I informed the participants at the beginning of the study that they had the right to remain anonymous and that I would make every effort to preserve their anonymity. I also informed them that the information they provided could be shared with the other participants in this study in an anonymised form.
- **Confidentiality:** This refers to ‘avoiding the attribution of comments, in reports or presentations, to identified participants’ (Lewis, 2003, p. 67). Accordingly, I informed the participants that their identity and all data collected would be kept confidential while the study was being conducted and in all study reports. In addition, I informed them that any information they provided would be used solely for the purposes of this study, which might include publication, but they had the right to refuse permission for the publication of any personal information. Finally, I informed them that they did not have the right to communicate and publicly disclose any information that would be discussed during the course of the one-to-one and group interviews.
- **Secure data storage:** Multiple data sources were employed in the present study, including a needs analysis questionnaire, evaluation questionnaire and reflection sheets, semi-structured interviews and focus group transcripts. During its collection, analysis and reporting, I stored data from all of these sources in a secure and safe place. The SPSS statistical package was used to analyse quantitative data, while

MAXQDA was employed to analyse qualitative information. Accordingly, electronic data and information were stored on a secure system with recognised virus protection, and it was accessed only by me, using my username and password.

Chapter Summary

This chapter has addressed the ontological and epistemological assumptions supporting the decision to use evaluation research as a methodology to design a CPD programme for enhancing TALs' teaching skills in the areas of planning, implementing and evaluating the process of teaching Arabic. It has discussed the background to evaluation research, the procedures for conducting it and the importance of rigour in its findings. It has also debated research designs and methods in relation to the present study, its participants and the data collection and analysis techniques employed. Finally, it has listed the ethical imperatives considered when conducting the study. The following chapter presents the findings of the study.

Chapter Five:

Findings

Chapter Five: Findings

Chapter Overview

This chapter reports the findings of the study, organised according to the four phases of evaluation research executed in this study. The first of these, the exploratory phase, comprises two main elements: identifying the teaching skills that TALs should derive from CPD to enhance their skills in planning, implementing and evaluating the teaching of Arabic; and specifying the requirements that CPD programmes should meet to ensure that TALs would take advantage of them and enhance their skills. The second and third phases (development and execution) describe the procedures for planning and implementing a CPD programme intended to promote TALs' teaching skills in the areas mentioned. Finally, the evaluation phase elicits the contributions of TALs on improving the design of the CPD programme. The chapter ends with a summary.

Findings of the Exploratory Phase

The exploratory phase of evaluation research as applied to the study explores two aspects that were considered when designing a CPD programme for this study. These are discussed in detail in the following sections, which involve identifying TALs' CPD needs according to teaching skills and the characteristics of effective CPD according to TALs' views.

First Aspect: Identifying TALs' CPD Needs According to Teaching Skills

Literature on teaching Arabic suggests that TALs' essential roles in the teaching process are planning, implementing and evaluating the process; the literature also emphasises

that effective TALs must have specific teaching skills in order for each phase to be successful (Alhalwachi, 1990; Alkhalifa, 2004; Zetun, 2003).

As mentioned earlier, the main aim of the present study was to design a CPD programme for enhancing TALs' teaching skills in the above areas. Studies have found that CPD effectively contributes to the enhancement of teachers' instruction skills and competencies (e.g. Garet et al., 2001; Hustler et al., 2003; Ingvarson et al., 2003; Khambari et al., 2010; Mestry et al., 2009). Accordingly, I attempted to develop a CPD programme for TALs that would help improve their teaching skills.

In order to achieve the above aim, the study set out to identify TALs' CPD needs with regard to teaching skills. Therefore, identifying these teaching skills comprised the first aspect that was considered when designing a CPD programme. Furthermore, determining these teaching skills represented the first element of Knowles's andragogical model—diagnosing TALs' teaching skills—as applied in the study.

Knowles (1973) reported that learning programmes for adults should be designed according to adults' different needs because the success of such programmes on learners' knowledge and skills depends on considering these needs. As a result, by identifying the teaching skills TALs need the CPD to help them develop, I could ensure that the designed CPD programme would effectively achieve its main aim.

Based upon the above discussion, a questionnaire was given to 39 male TALs that aimed to determine these teaching skills. This questionnaire was used to answer the study's first research question: 'What are the perceptions of TALs regarding the teaching skills that they need to acquire through CPD in regard to planning, implementing and evaluating the process of teaching Arabic?' The following sections present in detail the outcomes of the teaching skills TALs need to acquire through CPD in relation to these three aspects.

Needs according to the planning aspect of teaching Arabic

Table 12 shows the frequencies and percentages of the teaching skills TALs need to enhance through CPD in the planning aspect of teaching Arabic. This aspect consisted of 20 teaching skills. The TALs described their need for CPD to enhance these skills as ‘most needed’ for skills 1,3,5,6,7,8,9,10,11,12,13,15,16,18 and 19. The frequencies of these skills ranged between 18 for skill 7 and 25 for skill 18, while the percentages for these skills ranged between 46% and 64%. In addition, the participants stated their need for CPD to enhance skills 2,4,17 and 20 was ‘less needed.’ The frequencies of these skills ranged between 17 for skill 20 and 22 for skill 17, and the percentages for these skills ranged between 44% and 56%. Finally, their need for CPD to enhance skill 14 was equally divided between ‘most needed’ and ‘less needed.’ The frequency was 17, and the percentage was 44%.

Table 12. *A Frequency Distribution of the Need of TALs for CPD to Enhance their Teaching Skills in the Planning Aspect of Teaching Arabic (N=39)*

No.	Teaching skill	Degree of need for CPD to enhance the skill			Mean
		Most Needed	Less Needed	Not Needed	
1	Preparing a long-term plan for the process of teaching Arabic	23 59.0 %	13 33.3 %	3 7.7 %	2.51 (4)*
2	Preparing a short-term plan for a language lesson	16 41.0 %	19 48.7 %	3 7.7 %	2.28
3	Analysing the content of a language lesson and breaking it down into its essential components	20 51.3 %	16 41.0 %	3 7.7 %	2.44 (9)
4	Identifying the language needs of different students	17 43.6 %	20 51.3 %	2 5.1 %	2.38 (11)
5	Formulating educational objectives for a language lesson	19 48.7 %	11 28.2 %	9 23.1 %	2.26
6	Linking students' new language experiences with their previous experiences	23 59.0 %	13 33.3 %	3 7.7 %	2.51 (5)
7	Linking a language lesson to real-life experiences of students	18 46.2 %	17 43.6 %	4 10.3 %	2.36 (13)
8	Selecting adequate teaching strategies to meet the stated objectives	22 56.4 %	15 38.5 %	1 2.6 %	2.49 (8)
9	Selecting adequate teaching methods to meet the stated objectives	23 59.0 %	14 35.9 %	2 5.1 %	2.54 (2)
10	Selecting adequate teaching styles to meet the stated objectives	22 56.4 %	15 38.5 %	2 5.1 %	2.51 (6)
11	Selecting teaching activities to meet the stated objectives	20 51.3 %	16 41.0 %	3 7.7 %	2.44 (10)
12	Selecting educational aids to meet the stated objectives	21 53.8 %	17 43.6 %	1 2.6 %	2.51 (7)
13	Preparing a plan to manage the classroom environment	19 48.7 %	15 38.5 %	5 12.8 %	2.36 (14)
14	Preparing a plan to organise the classroom interaction	17 43.6 %	17 43.6 %	5 12.8 %	2.31
15	Preparing a plan to organise teamwork and independent learning activities	19 48.7 %	14 35.9 %	6 15.4 %	2.33
16	Determining appropriate assessment methods to evaluate students' language performance	24 61.5 %	12 30.8 %	3 7.7 %	2.54 (3)
17	Constructing appropriate assessment methods for evaluating students' language performance	15 38.5 %	22 56.4 %	2 5.1 %	2.33
18	Preparing remedial plans for students who face language difficulties	25 64.1 %	13 33.3 %	1 2.6 %	2.62 (1)
19	Preparing enrichment plans for students with outstanding mastery of linguistic concepts	20 51.3 %	14 35.9 %	5 12.8 %	2.38 (12)
20	Selecting adequate methods to close a language lesson	16 41.0 %	17 43.6 %	6 15.4 %	2.26

Note: The number in parentheses represents the ranking of the teaching skills according to their means cut-off point of 2.34 and above.

As shown in Table 12, the mean revealed that TALs' need for CPD to improve their teaching skills in the planning aspect of teaching Arabic ranged between 2.62 for skill 18 and 2.26 for skills 5 and 20. According to the mean cut-off point of 2.34 and above, 14 teaching

skills out of 20 were regarded as ‘most needed’, as Figure 11 shows. According to the ranking of their means, these teaching skills were 18,9,16,1,6,10,12,8,3,11,4,19,7 and 13. These teaching skills have sequential means of 2.62,2.54,2.54,2.51,2.51,2.51, 2.51,2.49,2.44,4.44, 2.38,2.38,2.36 and 2.36, respectively. Therefore, these 14 skills are included in the CPD programme designed to improve TALs’ teaching skills. Additional details about these teaching skills are described later in this chapter and Chapter Six.

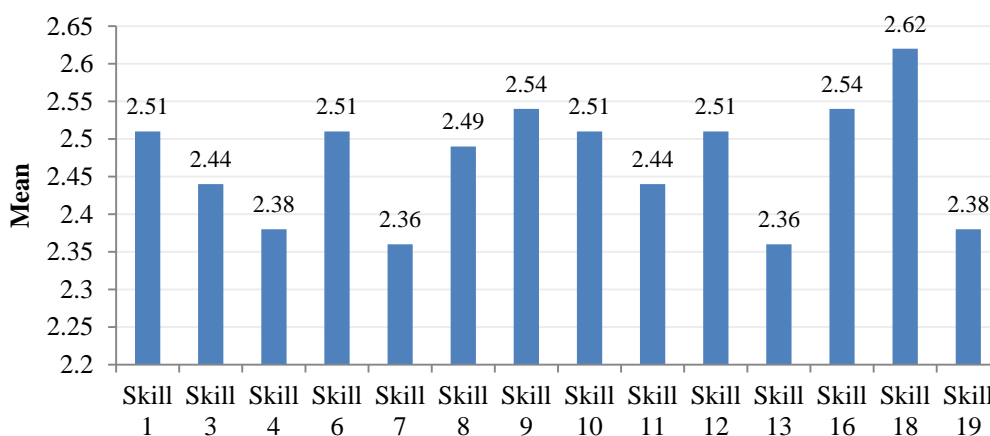


Figure 11. Means of the need of TALs for CPD to enhance their teaching skills in the planning aspect of teaching Arabic

Needs according to the implementation aspect of teaching Arabic

Table 13 shows the frequencies and percentages of the teaching skills TALs need to enhance through CPD in the implementation aspect of teaching Arabic. This aspect consisted of 22 teaching skills. The TALs described their need for CPD to enhance these skills as ‘most needed’ for skills 24,25,27,28,29,30,31,32,33,34,36,37,38,40,41 and 42. The frequencies of these skills ranged between 17 for skill 36 and 24 for skill 38, while the percentages of these skills ranged between 44% and 62%. The TALs stated that CPD to enhance skills 21, 22 and 39 was ‘less needed’, with the frequencies of these skills ranging between 18 for skills 22 and 39 and 21 for skill 21, while the percentages of these skills ranged between 46% and 54%. Finally, their need regarding skills 23, 26 and 35 were equally divided between ‘most needed’

and 'less needed.' The frequency was 16, and the percentage was 41% for skills 23 and 35, while the frequency for skill 26 was 18 and the percentage was 46%.

Table 13. *A Frequency Distribution of the Need of TALs for CPD to Enhance their Teaching Skills in the Implementation Aspect of Teaching Arabic (N=39)*

No.	Teaching skill	Degree of need for CPD to enhance the skill			Mean
		Most Needed	Less Needed	Not Needed	
21	Using classical Arabic in the implementation of a language lesson	12 30.8 %	21 53.8 %	6 15.4 %	2.15
22	Using a variety of introductions to begin a language lesson	17 43.6 %	18 46.2 %	4 10.3 %	2.33
23	Employing a variety of teaching strategies to meet the stated objectives	16 41.0 %	16 41.0 %	6 15.4 %	2.21
24	Employing a variety of teaching methods to meet the stated objectives	22 56.4 %	13 33.3 %	3 7.7 %	2.44 (3)
25	Employing a variety of teaching styles to meet the stated objectives	20 51.3 %	14 35.9 %	4 10.3 %	2.36 (11)
26	Employing a variety of teaching activities to meet the stated objectives	18 46.2 %	18 46.2 %	3 7.7 %	2.38 (9)
27	Employing a variety of educational aids to meet the stated objectives	21 53.8 %	14 35.9 %	4 10.3 %	2.44 (4)
28	Balancing distribution of available time to all aspects of a language lesson	18 46.2 %	15 38.5 %	6 15.4 %	2.31
29	Taking into account individual differences among students	21 53.8 %	12 30.8 %	6 15.4 %	2.38 (10)
30	Creating an appropriate learning environment	22 56.4 %	13 33.3 %	4 10.3 %	2.46 (2)
31	Using appropriate styles for classroom management	22 56.4 %	11 28.2 %	6 15.4 %	2.41 (5)
32	Organising classroom interaction	19 48.7 %	15 38.5 %	5 12.8 %	2.36 (12)
33	Using a variety of stimuli to attract students' attention and maintain their enthusiasm	19 48.7 %	17 43.6 %	3 7.7 %	2.41 (6)
34	Motivating students to participate in a language lesson	18 46.2 %	17 43.6 %	4 10.3 %	2.36 (13)
35	Using appropriate strategies to guide classroom questions	16 41.0 %	16 41.0 %	7 17.9 %	2.23
36	Using appropriate strategies to deal with students' answers	17 43.6 %	15 38.5 %	7 17.9 %	2.26
37	Providing different types of reinforcement at the appropriate times	22 56.4 %	11 28.2 %	6 15.4 %	2.41 (7)
38	Dealing with students who experience learning difficulties	24 61.5 %	13 33.3 %	2 5.1 %	2.56 (1)
39	Dealing with aggressive and unruly students	17 43.6 %	18 46.2 %	4 10.3 %	2.33
40	Dealing with outstanding students and innovators in the process of learning linguistic concepts	20 51.3 %	13 33.3 %	5 12.8 %	2.33
41	Dealing with emergency classroom problems	21 53.8 %	14 35.9 %	3 7.7 %	2.41 (8)
42	Using a variety of endings to finish language lessons	18 46.2 %	15 38.5 %	5 12.8 %	2.28

As shown in Table 13, the mean indicated that the TALs' need for CPD to promote their teaching skills in the implementation aspect of teaching Arabic ranged between 2.56 for skill 38 and 2.15 for skill 21. According to the mean cut-off point of 2.34 and above, 13 teaching skills of 22 were regarded as 'most needed', as Figure 12 shows. According to the ranking of their means, these teaching skills were 38,30,24,27,31,33,37,41,26,29,25,32 and 34. These teaching skills have sequential means of 2.56,2.46,2.44,2.44,2.41,2.41,2.41,2.41, 2.38,2.38, 2.36,2.36 and 2.36, respectively. Consequently, these 13 skills are included in the CPD programme. Further details for these teaching skills are discussed later in this chapter and Chapter Six.

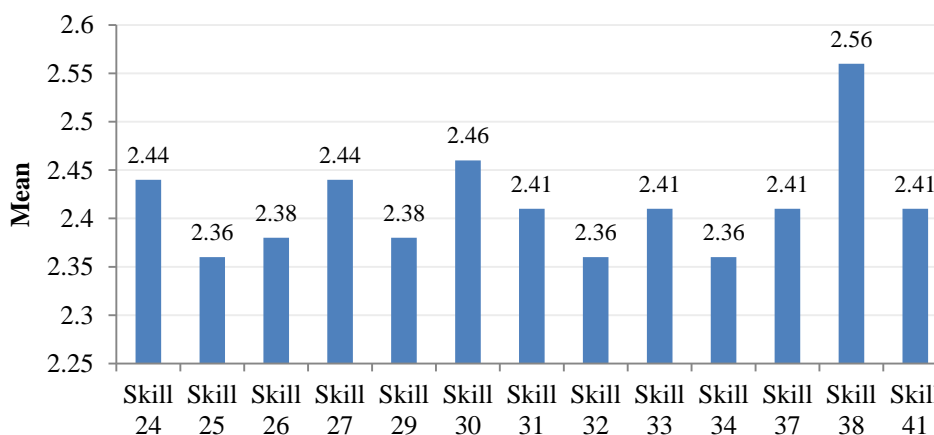


Figure 12. Means of the need of TALs for CPD to enhance their teaching skills in the implementation aspect of teaching Arabic

Needs according to the evaluation aspect of teaching Arabic

Table 14 indicates the frequencies and percentages of the teaching skills TALs need to enhance through CPD in the evaluation aspect of teaching of Arabic. This aspect consisted of nine teaching skills. The TALs described their need for CPD to enhance these skills as 'most needed' for skills 43,46,47,49 and 50. The frequencies of these skills ranged between 18 for skill 50 and 21 for skill 46, while the percentages of these skills ranged between 46% and 54%. Their need for CPD to increase these skills was 'less needed' for skills 44,45,48

and 51, while the frequencies of these skills ranged between 18 for skills 44 and 51 and 19 for skills 45 and 48. The percentages of these skills ranged between 46% and 49%.

Table 14. *A Frequency Distribution of the Need of TALs for CPD to Enhance their Teaching Skills in the Evaluation Aspect of Teaching Arabic (N=39)*

No.	Teaching skill	Degree of need for CPD to enhance the skill			Mean
		Most Needed	Less Needed	Not Needed	
43	Distinguishing between language assessment and evaluation	19 48.7 %	15 38.5 %	5 12.8 %	2.36 (4)
44	Ability to recognise the characteristics of good language assessment	17 43.6 %	18 46.2 %	4 10.3 %	2.33
45	Ability to apply different types of language evaluation techniques	16 41.0 %	19 48.7 %	4 10.3 %	2.31
46	Constructing language evaluation processes in accordance with proper criteria	21 53.8 %	14 35.9 %	4 10.3 %	2.44 (1)
47	Executing language evaluation processes in accordance with correct procedures	20 51.3 %	15 38.5 %	4 10.3 %	2.41 (3)
48	Analysing and interpreting the findings of language evaluation	16 41.0 %	19 48.7 %	4 10.3 %	2.31
49	Engaging students in a self-evaluation of their linguistic activities	20 51.3 %	16 41.0 %	3 7.7 %	2.44 (2)
50	Using continuous assessment methods to measure students' linguistic progress	18 46.2 %	16 41.0 %	5 12.8 %	2.33
51	Employing the results of evaluation to amend the process of planning and implementing procedures for teaching Arabic	16 41.0 %	18 46.2 %	5 12.8 %	2.28

As shown in Table 14, the means revealed that TALs' need for CPD to improve their teaching skills in the evaluation aspect of teaching Arabic ranged between 2.44 for skills 46 and 49, and 2.28 for skill 51. According to the mean cut-off point of 2.34 and above, four teaching skills of nine were regarded as 'most needed', as Figure 13 shows. According to the ranking of their means, these teaching skills were 46,49,47 and 43. These teaching skills have sequential means of 2.44,2.44,2.41 and 2.36, respectively. Therefore, these four skills are included in the CPD programme. Additional details about these teaching skills are presented later in this chapter and Chapter Six.

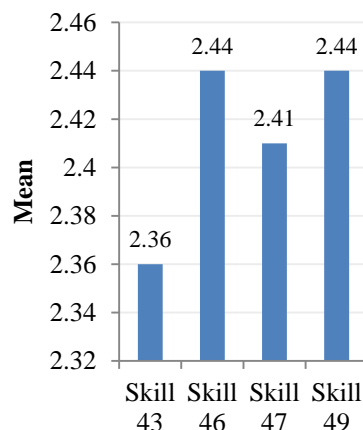


Figure 13. Means of the need of TALs for CPD to enhance their teaching skills in the evaluation aspect of teaching Arabic

The results presented above show that TALs described their need for CPD to enhance their teaching skills related to planning, implementing and evaluating the process of teaching Arabic as ‘most needed’ for 31 out of 51 teaching skills (61%). More details about discussing these results in relation to the previous literature are reported in Chapter Six. Accordingly, this study considered the teaching skills described by TALs as ‘most needed’ when designing a CPD programme aimed at improving these skills. Additional details about designing this CPD programme are presented later in this chapter.

Second Aspect: The Characteristics of Effective CPD According to TALs’ Views

The need for this study arose because the CPD made available to the TALs in the KSA did not generally meet their professional needs, particularly with respect to their teaching skills, as discussed in Chapter One. In order to address this problem adequately, the CPD characteristics TALs need to enhance their teaching skills in planning, implementing and evaluating the process of teaching Arabic should be identified because these characteristics would consider when designing a CPD programme.

Determining these characteristics represents the second element of Knowles’s andragogical model—planning the CPD programme—as applied in this study. In this context,

Knowles (1973) stressed the importance of adult learners' views when planning their learning programmes because such perspectives play a vital role in achieving these programmes' desired objectives effectively. Therefore, by determining the above characteristics, I could ensure the TALs' involvement in planning a CPD programme because it would be designed according to their views regarding the CPD requirements they need to participate in to improve their teaching skills in the specified areas.

Accordingly, semi-structured interviews with six male TALs were conducted to identify these characteristics. In addition, these interviews were used to answer the study's second research question: 'What are the views of TALs regarding the characteristics of the CPD programme designed to enhance their teaching skills in the identified areas?' The interviews consisted of three main questions.

The first and second questions in the interviews aimed to develop a rapport between each participant and myself. Furthermore, they sought to specify the participants' experiences teaching Arabic and the number of CPD programmes they had participated in during their teaching careers. The participants' responses to these two questions are presented below.

Teacher 1 had obtained his bachelor degree in teaching Arabic in 1996 and had been teaching Arabic language for 18 years. During his teaching career, he had participated in several CPD programmes on various subjects, some of them during summer vacations.

Teacher 2 had received his bachelor degree in teaching Arabic in 2002 and had been teaching Arabic for 12 years. He had also attended three CPD courses on developing curriculums, as well as other programmes.

Teacher 3 had obtained his bachelor degree in teaching Arabic in 1999 and had been teaching Arabic for 15 years. He had attended many training courses, in particular in his early teaching years. He had also visited other schools and broadened his experience in exchange visits with other teachers.

Teacher 4 had graduated in the teaching of Arabic in 1993 and had been teaching Arabic for 20 years. He had attended many developmental programmes, both specialised and non-specialised, at the General Directorate of Education.

Teacher 5 had graduated in the teaching of Arabic in 2002 and had been teaching Arabic for 12 years. During this time, he had attended three training programmes at the General Directorate of Education, as well as other training programmes.

Teacher 6 had received his bachelor degree in teaching Arabic in 2000 and had been teaching Arabic for 14 years. He had attended various courses on professional development in teaching and on designing and using computers in teaching, as well as other programmes.

In summary, all of the participants held bachelor degrees in the teaching of Arabic, had substantial experience of teaching Arabic and had been involved in various formal and informal CPD programmes during their teaching careers. Therefore, their experiences teaching Arabic and taking advantage of CPD programmes would provide a rich source of information about the features of effective CPD they should be exposed to in order to improve their teaching skills.

The aim of the third interview question was to identify TALs' views on the CPD features they needed to enhance their teaching skills. After analysing these views using thematic analysis, as discussed in Chapter Four, five themes were generated, as shown in Table 15. The following sections present the five themes; these themes and their relationship to the literature previously discussed are explored in Chapter Six.

When the participants were asked about the requirements that should be considered when designing CPD that they participate in to improve their teaching performance, they claimed that the existing CPD programmes did not achieve their desired objectives because they were not designed in accordance with correct procedures. Teacher 1, for example, acknowledged that the educational training centre, which is responsible for designing CPD

for TALs, provided CPD programmes for TALs but these programmes were not successful in terms of designing. He said ‘The educational training centre provides CPD for TALs. To be frank with you, CPD opportunities were not successful in terms of planning... The reason was that they were not fully prepared and had unqualified trainers.’ Teacher 2 shared Teacher 1’s view, stating that the CPD did affect his performance. He said ‘The training courses I attended and participated in were a foregone conclusion. The reason seemed to be the lack of preparation in planning and implementation. The results are too poor to be mentioned.’

Accordingly, the participants asserted that the educational training centre should re-examine their CPD programme designing. Teacher 6 suggested that CPD designing should be changed and provided different reasons for his opinion. He stated, ‘The CPD programmes must be changed because they focus on quantity rather than quality. The content and beneficiaries are repetitive.’

The following themes, as shown in Table 15, represented some aspects that participants predicted might result in designing effective CPD.

Table 15. *The participants’ Views on the Requirements for Designing Effective CPD*

Themes	Definition
(1) TALs’ CPD needs	The gap between current TALs’ levels and the levels that should be achieved according to teaching skills
(2) CPD objectives	The desired ends CPD intends to achieve
(3) CPD content and activities	The knowledge and skills TALs need to meet CPD objectives
(4) Implementing CPD	A process following specific methods for delivering CPD content and activities to TALs in order to achieve CPD objectives
(5) Evaluating CPD	The systemic investigation of the merit of CPD for TALs and the methods used to assess the effectiveness of CPD

TALs’ CPD needs

This theme refers to the gap between TALs’ current levels and the levels that should be achieved according to their teaching skills. It revealed that CPD should be planned with attention to TALs’ needs, particularly with respect to their teaching skills. The participants agreed that the current CPD does not consider their differing needs. For instance, Teacher 1

had 18 years of experience teaching Arabic and Teacher 4 had 20 years of experience teaching Arabic. Both had attended many CPD programmes during their teaching career and declared that the CPD programmes they had participated in were not planned according to their needs. Teacher 3 stated that CPD's success in improving TALs' knowledge, skills and teaching performances as well as their students' learning depends entirely on considering TALs' different needs; therefore, he emphasised that these needs should be the main pillar of planning CPD for TALs.

CPD objectives

This theme refers to CPD's intended achievements. The participants claimed that the objectives of the CPD programmes they participated in were general and did not relate to their specific needs. Consequently, they suggested that these objectives should be clear, precise and connected to their needs. Furthermore, TALs should understand them prior to enrolling in the course to prepare themselves. Teacher 1 said, 'I have to review the training programmes' objectives in advance as well as their contents in order to be able to express my point of view and read about them before engaging. This would assist me in participating interactively.'

CPD content and activities

This theme refers to the knowledge and skills TALs need to meet CPD objectives. The participants felt that the CPD's content and activities did not meet the TALs' knowledge and skills because it was not primarily designed according to their differing needs, as mentioned above. Teacher 6, for example, said, 'The contents of CPD programmes are repeated without being updated. They are not prepared to meet the differing needs of teachers and students.' Therefore, the participants emphasised that the content and activities should be

grounded in the TALs' needs and experiences. On the other hand, Teacher 3 and Teacher 5 reported that the TALs and students in each region in the KSA have their own characteristics. They suggested that these characteristics should be considered in the CPD content and activities in order to positively influence TALs' teaching performance and their students' achievements.

Finally, the participants proposed that the CPD content and activities should be varied in order to meet the TALs' different priorities, and they provided some content and activities they thought should be considered. For instance, Teacher 5 pointed out some areas he believed TALs need to improve:

Do not give me CPD programmes in my subject matter. Give me CPD on how to deal with students... and attracting them to the lesson. Also, programmes on designing teaching lessons using computers. Unfortunately, these were neglected and no developmental programmes were given.

In addition, Teacher 4 suggested that more CPD programmes should emphasise the use of information and communication technologies as part of the process of teaching Arabic because employing such technologies is important to attracting students, which in turn will improve their learning.

Implementing CPD

This theme revealed the methods used to implement CPD programmes for TALs. When the participants were asked about their opinions on the implementation of CPD programmes, they asserted that different methods were used to carry out such programmes; thus, they did not abstain from enrolment in any CPD model provided it would enhance their performance as an Arabic teacher. They agreed that participation in CPD was not compulsory. For that reason, they acknowledged that they did not like to participate in CPD

programmes that were presented by the educational training centre because they felt that such programmes would not equip them with new knowledge and skills that would help them improve their teaching performance and their students' learning. The outcomes of the interviews demonstrated that those participants took part in four types of CPD: workshops, peer coaching, attending typical lessons and portfolios. There was a clear contrast among the participants' views with regard to these four types of CPD as discussed below.

The participants asserted that the workshops were the common method for carrying out CPD programmes, but they had different perspectives concerning workshops. For instance, Teacher 1 stated that he was opposed to the workshops because they did not offer TALs anything worthwhile. He said,

I do not agree with workshops because in my opinion they have no a direct influence on a teacher's performance. It lacks organised preparation alongside its content, which in turn does not meet teachers' needs... The subjects given are mostly theoretical and have no connection with the reality of teaching.

Teacher 3 agreed with Teacher 1 and clarified that the workshops were not an effective method for implementing CPD programmes because they were not able to cover all the important content and activities TALs need and did not meet TALs' specific needs and different experiences. On the other hand, Teacher 2 felt that these workshops could contribute to improving TALs' teaching performance but that such workshops concentrated mainly on the theoretical rather than practical aspects. Thus, he suggested that the trainers at the educational training centres should improve the objectives, content and activities for these workshops in order to accomplish their desired ends successfully.

Concerning peer coaching and attending typical lessons, the participants claimed that these two methods for implementing CPD programmes were not widely employed, but some of their educational supervisors encouraged them to participate in coaching their colleagues

and to attend of typical lessons presented by outstanding TALs in or outside their schools. Teachers 2,3,4 and 6 indicated that these methods contribute significantly by supplying them with new experiences that result in improving their teaching skills and performances. However, Teacher 5 felt that such methods offered no benefits because TALs do not know how they can take advantage of peer coaching and attending typical lessons in order to improve their teaching performance.

The participants knew that portfolios were used in some schools, but they did not know more about employing them to improve their teaching performance. Teacher 3 stated that he prepared a portfolio; he found that it could contribute to enhance his performance, whereas Teacher 4 said the portfolio had no effect on his teaching because his educational supervisor and head teacher did not follow up the portfolio that he had prepared.

Based upon the above outcomes, the participants provided some suggestions that might contribute to improving the implementation of CPD programmes for TALs. For example, Teacher 2 and Teacher 4 emphasised that when preparing CPD, educational systems in terms of students, curriculum and available equipment should be considered. They felt that the CPD programmes they had attended were not aligned with their students' needs or the curriculum and equipment they used.

In addition, the participants mentioned that experts should provide CPD programmes. Teacher 2 and Teacher 4 had participated in different CPD programmes during their extensive teaching careers. They pointed out that trainers who were responsible for presenting such programmes to them were not well qualified and did not have substantial experience in this field. Teacher 3 said,

From my point of view, the developmental programmes presented to TALs are considerably ineffective. Firstly, they are not mandatory and the trainers lack extensive experience in the training field. The main reason for joining such training

courses is to obtain the certificate that is awarded at the end of the programmes and to obtain higher marks on employment performance evaluation.

Finally, Teacher 5 suggested that the educational training centre should take advantage of the Internet to assist teachers in improving their teaching by allocating some educational forums to offer effective CPD courses and lessons for TALs.

Evaluating CPD

This theme disclosed the participants' views regarding the evaluation of CPD programmes. When the participants were asked about their opinions on the evaluation of CPD programmes, they pointed out that they participated in different CPD programmes during their teaching careers but that the influence of such programmes on their teaching practices and their students' learning and achievements were not evaluated. Teacher 5 had 12 years of experience teaching Arabic and had attended numerous CPD programmes during his teaching career; he declared that the evaluation of CPD's effect was neglected. He said, 'Absolutely, I could not remember that any evaluation was done in regard to the influence of training programmes I had attended.'

Accordingly, the participants stressed the significance of evaluating CPD programmes' effects on their knowledge, skills and practices because it would give them useful feedback to improve their teaching performance and their students' learning. They suggested that assessments of their teaching performances should focus on and connect to what they learn from such programmes.

Moreover, the interviews with the participants indicated major differences among them regarding the methods used to evaluate the effect of CPD programmes on their teaching performance. For instance, Teacher 1 and Teacher 2 thought that visiting TALs in the classroom and observing their performances was the best assessment method because it could

provide accurate results about the effect of CPD programmes on TALs' progress and performance. In contrast, Teachers 3,4 and 5 suggested that assessments of CPD programmes' influence should be grounded in students' performances and achievements. Finally, Teacher 6 suggested using a questionnaire to assess the effects because this method allows TALs to reflect on CPD programmes' effect on their instruction.

In conclusion, the outcomes discussed above show that TALs have different requirements for designing effective CPD programmes in terms of planning, implementation and evaluation. In addition, participants felt that these requirements should be the basis for designing such programmes, because the programmes would not otherwise increase their knowledge and competencies, and would thus not improve the outcomes of the educational system in the KSA. These requirements assume that effective CPD programmes

- are planned in accordance with TALs' needs, particularly with respect to their teaching skills;
- have clear and precise objectives which are connected to TALs' needs and which TALs should understand prior to enrolling in such programmes, because this will increase their active participation;
- include varied content and activities which should be grounded in the TALs' needs and experiences;
- use effective methods for implementing CPD that consider the professional needs and differing experience of TALs; and
- concentrate on measuring what TALs learn from the CPD programmes they attend.

Consequently, this study took account of the above requirements when designing a CPD programme aimed at enhancing TALs' teaching skills. Further details of the design of this programme are presented in the following section. Finally, these requirements are discussed in relation to the published literature in Chapter Six.

Findings of the Development Phase

The second phase of evaluation research as applied to the study identifies the procedures for planning a CPD programme aimed at enhancing TALs' teaching skills. These procedures are now discussed in detail.

As shown in Chapter Three, the literature on CPD acknowledges that planning represents the first phase of designing CPD programmes for teachers. In order to plan the CPD programme in the present study, I met with two experts to discuss the appropriate procedures, as discussed in Chapter Four. The experts proposed that the programme should be grounded in the teaching skills that the 39 TALs had described as 'most needed' and based on the outcomes of the interviews conducted with the six TALs, discussed earlier in this chapter.

As mentioned in Chapter Three, three steps should be taken when planning effective CPD for teachers: determining teachers' CPD needs, formulating the objectives of the CPD and creating its content and constituent activities. This outline was adopted in planning the CPD programme for the present study. The three steps are described in the following sections.

The first step: Determining TALs' CPD needs in relation to teaching skills

Determining teachers' CPD needs is the first step in planning effective CPD programmes because failing to identify these needs prevents such programmes from achieving their intended purpose. The first (exploratory) phase of evaluation research in the present study revealed that the TALs identified their need for CPD programmes to address the areas they specified as 'most needed' among 31 out of 51 teaching skills. Based upon these outcomes, the CPD programme developed in this study sought to include strategies that would specifically enhance these 31 skills as illustrated in Table 16.

The second step: Formulating the CPD programme's objectives

The CPD programme's objectives should be formulated in light of the previous step; this represents the second step in planning effective CPD programmes for teachers.

Formulating these objectives represents the third element (formulating the CPD programme's objectives) of designing learning experiences for adults according to Knowles's andragogical model as applied in the study. Knowles (1973) stated that adult learners should know and clearly understand the learning objectives they expect to achieve before enrolling in learning programmes. In addition, he suggested that these objectives should relate to learners' needs, include different learning outcomes and describe the behaviours expected and the context to which those behaviours apply, including only what can be translated into practice. These suggestions were adopted to formulate the CPD programme's objectives in this study.

As previously discussed, the CPD programme aimed to enable the achievement of 31 objectives, which represented the teaching skills with which TALs needed to be equipped in order to improve their teaching skills in the 31 areas mentioned. In addition, as shown in Table 16, I set out to make these objectives SMART. The objectives were Specific, in that each objective contained one learning outcome; Measurable, in that each one could be assessed at the end of the programme; Achievable, in that the TALs could accomplish them without difficulty; Relevant, in that each one related to the TALs' needs for teaching skills in the areas identified; and Time-bound, in that they could be completed in the time assigned.

Finally, the six participating TALs were informed about these objectives as well as how they could achieve them efficiently before enrolling in the designed CPD programme. Further details about these objectives will be discussed in the following section.

Table 16. 31 *Objectives that the Designed CPD Programme Aimed at Accomplishing*

Aspect	Objectives of the designed CPD programme
(1) Planning the teaching of Arabic	<ol style="list-style-type: none"> 1. Preparing a long-term plan for the process of teaching Arabic 2. Analysing the content of a language lesson and breaking it down into its essential components 3. Identifying the language needs of different students 4. Linking students' new language experiences with their previous experiences 5. Linking a language lesson to real-life experiences of students 6. Selecting adequate teaching strategies to meet the stated objectives 7. Selecting adequate teaching methods to meet the stated objectives 8. Selecting adequate teaching styles to meet the stated objectives 9. Selecting teaching activities to meet the stated objectives 10. Selecting educational aids to meet the stated objectives 11. Preparing a plan to manage the classroom environment 12. Determining appropriate assessment methods to evaluate students' language performance 13. Preparing remedial plans for students who face language difficulties 14. Preparing enrichment plans for students with outstanding mastery of linguistic concepts
(2) Implementing the teaching of Arabic	<ol style="list-style-type: none"> 15. Employing a variety of teaching methods to meet the stated objectives 16. Employing a variety of teaching styles to meet the stated objectives 17. Employing a variety of teaching activities to meet the stated objectives 18. Employing a variety of educational aids to meet the stated objectives 19. Taking into account individual differences among students 20. Creating an appropriate learning environment 21. Using appropriate styles for classroom management 22. Organising classroom interaction 23. Using a variety of stimuli to attract students' attention and maintain their enthusiasm 24. Motivating students to participate in a language lesson 25. Providing different types of reinforcement at the appropriate times 26. Dealing with students who experience learning difficulties 27. Dealing with emergency classroom problems
(3) Evaluating the teaching of Arabic	<ol style="list-style-type: none"> 28. Distinguishing between language assessment and evaluation 29. Constructing language evaluation processes in accordance with proper criteria 30. Executing language evaluation processes in accordance with correct procedures 31. Engaging students in a self-evaluation of their linguistic activities

The third step: Creating the CPD programme's content and activities

Creating the CPD programme's content and activities is the third step in planning effective CPD programmes for teachers. Constructing these content and activities represents the fourth element of Knowles's andragogical model (designing the CPD programme's content and activities) as applied in the study. According to Knowles (1973), different factors should be considered when designing learning experiences for adult learners, including creating learning experiences based on learners' specific needs and different experiences as well as organising them in sequential units according to their readiness and aesthetic

principles. Therefore, the content and activities used in the CPD programme in this study were designed according to these factors.

As discussed in Chapter Four, the meeting with the experts included a discussion of factors to be considered when designing the content of the CPD programme and its constituent activities. It was concluded that the content and activities should be designed in the form of a guide; that this should reflect the curricula that the TALs used and their experience, knowledge and skills in teaching Arabic; and that it should be created in accordance with Western pedagogical literature on teaching skills.

Based on these considerations, the CPD programme's content and activities were designed as a guide. The title *Your Guide to Enhancing Your Skills in Teaching Arabic* was chosen (Appendix 11). Subsequently, four phases were implemented to design the content and activities in the guide, which are summarised below.

In the first phase, the table of contents was developed (Appendix 11), which included a list of tables, figures and forms. Four sections were developed next. The first section (the introduction) gave TALs specific details about the phases of designing the CPD programme, i.e. the planning, implementation and evaluation processes that would enhance their teaching skills in the identified areas. The second section (Continuing Professional Development for Teachers) provided an overview of the distinct aspects of CPD programmes. The third section (Teaching Skills) discussed teaching skills from various perspectives. The fourth section (Requirements for Implementing the CPD Programme) explained the requirements and time frames TALs should adhere to when implementing the lessons.

In the second phase, the content and activities were divided into three learning units representing the major aspects of the teaching process. They also integrated the 31 teaching skills into 17 lessons, as shown in Table 17. These will be discussed further in the following section, which deals with implementing the CPD programme.

Table 17. *Units and Lessons of the CPD Guide and Targeted Teaching Skills*

Unit	Lesson sequence	No. assigned to each skill targeted by a lesson *	Objectives of each lesson in the CPD guide
(1) Unit One: Planning	First	1	1. Preparing a long-term plan for the process of teaching Arabic
	Second	4/6/7	2. Identifying the language needs of different students 3. Linking students' new language experiences with their previous experiences 4. Linking a language lesson to real-life experiences of students
	Third	3	5. Analysing the content of a language lesson and breaking it down into its essential components
	Fourth	8	6. Selecting adequate teaching strategies to meet the stated objectives
	Fifth	9/24	7. Selecting adequate teaching methods to meet the stated objectives
	Sixth	10/25	8. Employing a variety of teaching methods to meet the stated objectives
	Seventh	11/26	9. Selecting adequate teaching styles to meet the stated objectives 10. Employing a variety of teaching styles to meet the stated objectives
	Eighth	12/27	11. Selecting teaching activities to meet the stated objectives 12. Employing a variety of teaching activities to meet the stated objectives
	Ninth	18/19/38	13. Selecting educational aids to meet the stated objectives 14. Employing a variety of educational aids to meet the stated objectives
(2) Unit Two: Implementing	Tenth	29	15. Preparing remedial plans for students who face language difficulties
	Eleventh	13/30/31	16. Preparing enrichment plans for students with outstanding mastery of linguistic concepts 17. Dealing with students who experience learning difficulties
	Twelfth	32	18. Taking into account individual differences among students
	Thirteenth	33	19. Preparing a plan to manage the classroom environment 20. Creating an appropriate learning environment 21. Using appropriate styles for classroom management
	Fourteenth	34/37	22. Organising classroom interaction 23. Using a variety of stimuli to attract students' attention and maintain their enthusiasm
(3) Unit Three: Evaluation	Fifteenth	41	24. Motivating students to participate in a language lesson 25. Providing different types of reinforcement at the appropriate times
	Sixteenth	16/43/46/47	26. Dealing with emergency classroom problems 27. Determining appropriate assessment methods to evaluate students' language performance 28. Distinguishing between language assessment and evaluation
	Seventeenth	49	29. Constructing language evaluation processes in accordance with proper criteria 30. Executing language evaluation processes in accordance with correct procedures
			31. Engaging students in a self-evaluation of their linguistic activities

Note. The number assigned to a skill refers to its order in the questionnaire that was used to assess TALs' needs for CPD to enhance their skills in teaching Arabic.

To provide a guide to the content of the lessons, a specific title for each lesson was chosen to reflect its main aim, as shown in Table 18 (Appendix 11). Each lesson began with a brief introduction that clarified its objectives. Based on the outcomes of the interviews with

the six TALs, the content and activities of these lessons reflected several considerations, which involved linking them to the CPD needs of the TALs and to the CPD objectives related to improving teaching skills. In addition, tables, figures and forms were employed to simplify some of the content in the lessons. Considerable attention was paid to making these lessons specific and clear. Each lesson should take 30 minutes to complete.

Table 18. *Lesson Titles from the CPD Guide and Targeted Teaching Skills*

Unit	Lesson sequence	Lesson title	No. of skills targeted by lesson *
(1) Unit One: Planning	First	Long-Term Planning for Teaching	1
	Second	Identifying the Needs of Different Students	4/6/7
	Third	Analysing the Content of a Lesson	3
	Fourth	Teaching Strategies	8
	Fifth	Teaching Methods	9/24
	Sixth	Teaching Styles	10/25
	Seventh	Teaching Activities	11/26
	Eighth	Teaching Aids	12/27
	Ninth	Students with Special Educational Needs	18/19/38
(2) Unit Two: Implementing	Tenth	Individual Differences Among Students	29
	Eleventh	Managing the Learning Environment	13/30/31
	Twelfth	Classroom Interaction	32
	Thirteenth	Stimulating Students and Maintaining Their Enthusiasm	33
	Fourteenth	Motivating Students	34/37
(3) Unit Three: Evaluation	Fifteenth	Handling Classroom Problems	41
	Sixteenth	Evaluation of Teaching Arabic	16/43/46/47
	Seventeenth	Engaging Students in Self-Evaluation	49

Note. The number assigned to a skill refers to its order in the questionnaire that was used to assess TALs' needs for CPD to enhance their skills in teaching Arabic.

In the third phase, each lesson concluded with an activity, including two open-ended questions to assist TALs in assessing their learning progress on the lessons they had studied. Each activity should take ten minutes to complete. Additional details about the participants' responses to these activities are presented later in this chapter.

In the final phase, the reflections were used to achieve the two main objectives discussed in Chapter Four. The reflections comprised two questions, and ten minutes were allocated for the completion of each reflection form. Further details regarding this method and its questions are discussed in the next section.

As discussed in Chapter Four, the experts who took part in the study contributed to improving the quality of the lesson guide. To do this, they provided valuable suggestions about lesson content, activities and reflections, which were used to revise the guide. The next section describes the procedures for implementing the guide.

Findings of the Execution Phase

The third phase of evaluation research as applied to the study describes the procedures for implementing a CPD programme intended to improve TALs' teaching skills. These procedures are presented in the following discussion.

The literature on CPD notes that implementation represents the second phase involved in designing CPD programmes for teachers. This implementation represents the fifth element of Knowles's andragogical model (conducting the CPD programme) as applied in the study. From the andragogical perspective, Knowles (1980) stated,

The teacher's role [in andragogy] is redefined as that of a procedural technician, resource person, and coinquirer, more a catalyst than an instructor, more a guide than a wizard. Andragogy assumes that a teacher cannot really 'teach' in the sense of 'make a person learn,' but that one person can only help another person learn. (p. 48)

Consequently, the CPD programme in the present study was carried out according to the above perspective. Moreover, independent study, as discussed in Chapter Three, was used as an appropriate method to conduct the designed CPD programme. This method was chosen for the CPD programme for different reasons. The first reason was that the results of the questionnaires revealed that the TALs identified their need for CPD programmes to improve their teaching skills in the specified areas as 'most needed' among 31 of 51 teaching skills. Using independent study might be an adequate method for implementing the designed CPD guide because it could cover all these skills effectively. The second reason was that the

outcomes of the interview with the TALs showed that they did not abstain from enrolment in any CPD method if it would improve their teaching skills. The third reason was that, as shown in Chapter Four, the participants had experience in teaching Arabic; thus, it seemed that they had the ability to enhance their teaching skills in the above areas through their own efforts. The fourth reason was that the andragogical literature suggests that the CPD teacher (trainer) is a facilitator who should help teachers (as learners) conduct learning experiences effectively (Edmunds et al., 2002; Holmes & Abington-Cooper, 2000). Therefore, by using independent study, the participants would depend on themselves to implement the designed CPD programme and my role would be limited to helping them achieve the desired objectives of this programme. The fifth reason was that the andragogical literature acknowledges that ‘a significant amount of learning occurs outside formal education settings’ (Maughan & Mupinga, 2010, p. 208). As discussed in Chapter Three, independent study is an informal process. The final reason was that the participants were distributed across five elementary schools so employing independent study was an appropriate method to deliver the designed CPD programme to them without any difficulties.

The CPD guide was divided into three stages according to the three units of the guide: Unit One (Planning the process of teaching Arabic); Unit Two (Implementing the process of teaching Arabic); and Unit Three (Evaluating the process of teaching Arabic). In addition, a plan was arranged involving four meetings with the participants for achieving specific objectives. Table 19 illustrates these stages and meetings as well as the different tasks that were performed, which represented the timeline for implementing the designed CPD programme.

Table 19. *The Timeline for Implementing the Designed CPD Programme*

Event	Day	Tasks
First Meeting	- - -	<ul style="list-style-type: none"> • Informing participants of the designed CPD programme's objectives; • Informing participants of the procedures for implementing the designed CPD programme; and • Distributing the first unit of the CPD guide
First Stage	1 st Day 2 nd Day 3 rd Day 4 th Day 5 th Day 6 th Day 7 th Day 8 th Day 9 th Day	<ul style="list-style-type: none"> • The participants implemented the first unit of the CPD guide (9 lessons × 9 days)
Second Meeting	- - -	<ul style="list-style-type: none"> • Identifying the difficulties in the first unit; • Collecting the activities and reflections from the first unit; • Determining the participants' reactions to the first stage of the implementation; and • Distributing the second unit of the CPD guide
Second Stage	10 th Day 11 th Day 12 th Day 13 th Day 14 th Day 15 th Day	<ul style="list-style-type: none"> • The participants implemented the second unit of the CPD guide (6 lessons × 6 days)
Third Meeting	- - -	<ul style="list-style-type: none"> • Identifying the difficulties in the second unit; • Collecting the activities and reflections from the second unit; • Determining the participants' reactions to the second stage of the implementation; and • Distributing the third unit of the CPD
Third Stage	16 th Day 17 th Day	<ul style="list-style-type: none"> • The participants implemented the third unit of the CPD guide (2 lessons × 2 days)
Fourth Meeting	- - -	<ul style="list-style-type: none"> • Identifying the difficulties in the third unit; • Determining the participants' reactions to the third stage of the implementation; and • Collecting the activities and reflections from the third unit

Table 19 shows that the designed CPD programme was conducted in three stages over 17 days, according to the guide's 17 lessons. In addition, four individual meetings on four days between the participants and the researcher were conducted during the experiment to achieve specific objectives. I met the participants individually because I wanted to give them time to discuss the guide's content and activities as well as the procedures they should follow to study the guide's lessons; I intended to identify difficulties they might face with the guide's content and activities after each unit; and I aimed to determine their reactions to each implementation stage. In addition, the participants were distributed across five elementary schools, and I met them after school so the individual meetings were appropriate considering

the circumstances of their time and the location of their schools. The following discussion describes the different tasks that were conducted in the three stages and four meetings discussed above.

The first meeting

I met the six TALs who had agreed to take part in completing the CPD programme. Three tasks were conducted in this meeting. The first task was to inform the participants of the CPD programme's objectives they were expected to achieve after completing the guide's lessons because andragogy, as discussed above, emphasises the importance of participants' understanding the learning objectives they are expected to achieve before commencing learning activities.

The second task was to inform the participants about the procedures they should follow in order to complete the content and finish the activities in the lessons (Appendix 11). A period of 14 hours and ten minutes was allocated for them to implement the 17 lessons, as explained in detail in Table 20. These 17 lessons, as mentioned above, aimed to enhance 31 teaching skills for the participants. Therefore, these skills were displayed at the beginning of each learning unit in the CPD guide (Appendix 11).

Table 20. *Allocated Time for Implementing the Designed CPD Programme*

Learning units	Total No. of lessons	Total No. of skills	Time required for			Total
			Independent study	Activity	Reflection	
(1) Unit One: Planning	9	17	30 minutes for a lesson \times 9 lessons= 270 minutes or 4 hours and 30 minutes for all lessons	10 minutes for an activity \times 9 lessons= 90 minutes or 1 hour and 30 minutes for all activities	10 minutes for reflection \times 9 lessons= 90 minutes or 1 hour and 30 minutes to complete reflection forms	7 hours and 30 minutes
(2) Unit Two: Implementing	6	9	30 minutes for a lesson \times 6 lessons= 180 minutes or 3 hours for all lessons	10 minutes for an activity \times 6 lessons= 60 minutes or one hour for all activities	10 minutes for reflection \times 6 lessons= 60 minutes or one hour for all reflection forms	5 hours
(3) Unit Three: Evaluation	2	5	30 minutes for a lesson \times 2 lessons= 60 minutes or one hour for all lessons	10 minutes for an activity \times 2 lessons= 20 minutes for all activities	10 minutes for reflection \times 2 lessons= 20 minutes for all reflection forms	1 hour and 40 minutes
Total	17	31	510 minutes= 8 hours and 30 minutes for all lessons	170 minutes= 2 hours and 50 minutes for all activities	170 minutes= 2 hours and 50 minutes for all reflection forms	14 hours and 10 minutes for entire CPD programme

As shown in Table 20, the CPD guide comprised three learning units: Unit One: 9 lessons aimed at enhancing 17 teaching skills; Unit Two: 6 lessons aimed at promoting 9 teaching skills; and Unit Three: 2 lessons aimed at reinforcing 5 teaching skills.

The total amount of time allocated for completing all the lessons was 14 hours and 10 minutes: 8 hours and 30 minutes for studying all lessons in the guide (30 minutes for each lesson); 2 hours and 50 minutes for completing all activities (10 minutes for each activity); 2 hours and 50 minutes for completing all reflection forms (10 minutes for each form).

The third task was to distribute the first unit of the guide, which comprised nine lessons, to the participants. In addition, I provided them with my contact information and asked them to contact me directly if they needed any assistance or clarification on the content of the lessons and activities.

The first stage of conducting the designed CPD programme

The participants were given nine days to study the nine lessons in the first unit of the guide (Planning the process of teaching Arabic) and to complete their activities and reflection forms.

The second meeting

I met the participants to identify any difficulties they faced with the content and activities in the first unit's lessons; collect the activities and reflection forms from the first unit; determine the participants' reactions to the first stage of the programme; and provide them with the second unit of the guide, which included six lessons.

The second stage of conducting the designed CPD programme

Six days were allocated to study the six lessons in the second unit of the guide (Implementing the process of teaching Arabic) and complete the activities and reflection forms.

The third meeting

I met with the participants to identify any difficulties they faced with the content and activities in the second unit's lessons, collect the activities and reflection forms from the second unit; determine the participants' reactions to the second stage of the programme; and provide them with the third unit of the guide, which comprised two lessons.

The third stage of conducting the designed CPD programme

The participants were given two days to study the two lessons in the third unit of the guide (Evaluating the process of teaching Arabic) and to complete their activities and reflection forms.

The fourth meeting

I met with the participants to identify any difficulties they faced with the content and activities in the third unit's lessons, collect the activities and reflection forms from the third unit, and determine the participants' reactions to the third stage of the programme.

As mentioned above, during the meetings with the participants, an area of focus was identifying the difficulties they faced while studying each lesson in the CPD guide because effective CPD should address such difficulties regularly (Guskey, 1994; Puma & Raphael, 2001). The following section describes these difficulties and how they were addressed.

Addressing the Difficulties the Participants Faced

As mentioned earlier, the second, third and fourth meetings with the participants aimed to determine the difficulties they might have faced regarding the content and activities for each lesson in the guide—difficulties that might have prevented them from enhancing their teaching skills in the areas specified. Consequently, the second question on the reflection form was ‘Did you face any difficulties regarding content and activities while studying this lesson?’

The analysis of the answers to this question revealed that the participants did not face difficulties with regard to the activities in the guide, although Teacher 4 had difficulties with the content in Lesson 5 and Lesson 7, as shown in Table 21. Some of the participants used short phrases to answer this question, such as ‘No,’ ‘Nothing’ and ‘There are no difficulties.’ Others used long responses. For example, Teacher 1 said, ‘No, I did not face any difficulty in this lesson,’ while Teacher 3 stated, ‘The content and activities of the lesson were consistent and very understandable.’

When meeting with the participants, I found that they had faced other difficulties but did not write them on the reflection form. Accordingly, I wrote these difficulties in my research diary and when I met with the two experts, we discussed how these difficulties could be addressed effectively. The experts suggested using a workshop to address the difficulties. The following discussion presents these difficulties and the workshop that was employed to resolve them.

As mentioned in Chapter Three, different methods can be used to implement CPD programmes for teachers. Consequently, a workshop was employed as an appropriate method to overcome the difficulties the participants faced. A workshop refers to a ‘short-term learning activity that provides an opportunity to acquire specific knowledge and skills’ (Richards & Farrell, 2005, p. 23).

This method was chosen for two reasons. The first reason was that the evaluation of the CPD guide revealed that the participants faced different difficulties regarding its contents. Therefore, using a workshop would be an adequate method for addressing these difficulties since it appeared that the participants were not able to resolve the difficulties on their own, which might have prevented them from achieving their learning objectives. The second reason was that a workshop has distinctive features; for example, it can offer teachers the opportunity to practice classroom applications, raise their motivation levels, develop collegiality and support innovation. A workshop is also a short-term undertaking and is flexible in organisation (Richards & Farrell, 2005, p. 25). Three phases were followed in developing the workshop.

First phase: Before implementing the workshop

The workshop, as mentioned above, aimed to overcome the difficulties the participants faced with regard to the content of the CPD guide. The participants faced 12 difficulties, as illustrated in Table 21, including eight difficulties in Unit One, two difficulties in Unit Two and two difficulties in Unit Three.

Table 21. *The Difficulties Participants Faced Regarding the Content of the CPD Guide*

Unit	Lesson sequence	Difficulties participants faced with regard to the content of the CPD guide
(1) Unit One: Planning	First	1. What main components should be included in long-term teaching plan?
	Second	2. What methods can be used to define the language needs of different students?
	Third	3. Should students' new language experiences be connected with previous ones? What is suitable way to carry this out?
		4. What is the best way to analyse the content of a language lesson since lesson analysis requires time and effort?
	Fourth	5. What teaching methods can be used in teaching most language lessons since there are multiple methods of teaching?
	Fifth	
	Sixth	
	Seventh	6. In the absence of teaching activities for language teaching, what alternatives can be used?
	Eighth	7. What educational aids should be used and activated in teaching situations? What are the alternatives if these educational aids are not available?
Ninth	8. What is the best way to deal with a student who has difficulty reading and writing?	
(2) Unit Two: Implementing	Tenth	9. What is the best way to define the individual differences among students?
	Eleventh	10. What are the most suitable strategies to follow when organising classroom interactions?
	Twelfth	
	Thirteenth	
	Fourteenth	
Fifteenth		
(3) Unit Three: Evaluation	Sixteenth	11. What is the easiest way to evaluate students' language performance?
	Seventeenth	12. What are some ideal ways to engage students in evaluating their linguistic activities?

In order to address the difficulties listed in Table 21, I designed PowerPoint slides that included the objectives the workshop aimed to accomplish and information to help the participants overcome those difficulties. Different activities were designed to help them grasp the knowledge and skills that were presented to them. A convenient location for the workshop was chosen, which was a meeting room in the College of Education at Albaha University. After confirming that the room and equipment were suitable for our needs, I contacted the participants and informed them of the time and venue for the workshop.

Second phase: During the workshop

In mid-April 2013, the workshop was conducted with the six TALs who had participated in completing the CPD guide. Three hours were allocated to carry out the workshop activities. The first ten minutes of the workshop were devoted to welcoming the participants, thanking them for taking part, outlining the objectives and explaining how the workshop would proceed. The materials were handed out to the participants, and I asked them to introduce themselves.

The workshop was divided into three sections aimed at discussing the difficulties in each unit of the guide. I encouraged the participants to ask any questions or add any comments and suggestions before beginning the activity that was intended to support the knowledge and skills presented. The workshop lasted 2 hours and 30 minutes.

Third phase: After implementing the workshop

At the end of the workshop, I gave the participants the chance to ask any questions or add any comments and suggestions. In addition, I distributed a questionnaire to them, which was aimed at evaluating the workshop's effect on addressing the difficulties mentioned above. The results of the questionnaire are provided in Table 22. Further, I informed them that I wished to engage them in a focus group aimed at identifying their points of view regarding the planning, implementation and evaluation of the CPD programme they completed. The outcomes of this focus group are examined later in this chapter. Finally, I thanked them for their cooperation and their support of my study.

Table 22. *TALs' Responses on the Questionnaire Assessing the Workshop*

No.	Question	Answer	
		Yes	No
1	Did the workshop contribute to addressing the difficulties you faced concerning the content of the CPD guide?	6 100%	
2	Were the objectives of the workshop clear and specific?	6 100%	
3	Did the content of the workshop include all knowledge and skills you wanted to learn?	6 100%	
4	Did the activities in the workshop assist you in understanding the knowledge and skills that were presented to you in the workshop?	5 83.3%	1 16.7%
5	Was the workshop an appropriate method to address the difficulties you encountered regarding the content of the CPD guide?	6 100%	
6	Was the questionnaire an appropriate method for evaluating the workshop in terms of its planning and implementation?	5 83.3%	1 16.7%

The analysis of the questionnaire as shown in Table 22 revealed various findings. The first finding related to the workshop's effect on addressing the difficulties the participants encountered regarding the CPD guide's content. All the participants acknowledged that the workshop effectively contributed to overcoming these difficulties. This result showed that the workshop's purpose had been achieved. The second finding related to planning the workshop. All the participants agreed that the workshop's objectives were clear and specific and that its content included all the knowledge and skills they wanted to learn. In contrast, 83% of the participants indicated that the workshop's activities helped them understand the knowledge and skills that were presented to them, while 17% believed the opposite. These results are examined later in this chapter. The third finding indicated that all the participants acknowledged that the workshop was an appropriate method for addressing the difficulties they faced regarding the content of the guide. The final finding revealed that 83% of the participants agreed that the questionnaire was an appropriate method for assessing the workshop in terms of its planning and implementation, while 17% of them held the opposite view. The following section includes an analysis of this opinion.

In conclusion, the assessment of the workshop established that it generally contributed to addressing the difficulties the participants faced during their independent study in the CPD

guide. In addition, the participants acknowledged that the workshop planning was good in that the workshop's objectives were clear and the content and activities were adequate for enhancing their teaching skills. Finally, the questionnaire succeeded in assessing the effect of the workshop. The next section explores the extent to which the CPD programme designed for the study contributed to improving teaching skills of TALs in the areas outlined.

The Effectiveness of the Designed CPD Programme

Assessing the impact of the programme on enhancing TALs' teaching skills represented the second type of evaluation—summative evaluation—undertaken in this study. This evaluation was expected to provide evidence concerning the programme's effectiveness in terms of contributing to improvement of teacher performance and student learning (Guskey, 1999; Harris et al., 2006).

Further, according to the Knowles andragogical model applied in the study, this assessment represents the sixth element (evaluating the CPD programme) in the process of designing learning experiences for adults. Knowles (1980) stated that adult learners should depend on themselves to evaluate their learning after participating in learning activities; and therefore, teachers of adults should devote 'energy to helping the adults get evidence for themselves about the progress they are making toward their educational goals' (p. 49). These suggestions were considered during the assessment of the effectiveness of the CPD programme designed and implemented in the present study.

As discussed in Chapter Three, evaluating the impact of CPD on teachers' performance is measured at different levels, which involve teachers' reactions, learning and behaviour. Therefore, these levels should be taken into account when evaluating the effectiveness of CPD (Guskey, 2000; Kutner et al., 1997; Puma & Raphael, 2001). Based

upon these levels, different models have been developed for assessing CPD (Bubb & Earley, 2007).

After reviewing some of these models, which are explored in Chapter Three, it seemed that Guskey's (2000) model was appropriate to assess the effectiveness of the programme on improving TALs' teaching skills. The Guskey model is based on five critical levels: participants' reactions, participants' learning, participants' use of new knowledge and skills (participants' behaviour), organisational support and change and student learning outcomes. In the present study, two levels of the Guskey model were used—participants' reactions and participants' learning; for different reasons that are discussed in Chapter Three, the other levels were not included.

TALs' reactions to the designed CPD programme

The literature on CPD emphasises the importance of assessing teachers' reactions to CPD because such reactions can give useful feedback on teachers' learning and provide valuable suggestions that might contribute to improving different aspects of CPD programmes (Guskey, 2002a; Schumann, Anderson, Scott, & Lawton, 2001).

As mentioned previously, the participants were interviewed in order to identify the requirements they considered important to ensure the CPD programme would enhance their teaching skills. The outcomes of the interviews indicated that the participants were not satisfied with the CPD programmes available to them. The participants' dissatisfaction with such programmes were based on several factors. These included the fact that CPD programmes were not tailored to the different professional needs of TALs. Furthermore, such programmes were based on traditional models, which did not consider the different needs and experiences of TALs. Finally, evaluating the effectiveness of CPD was neglected. These were

the main factors preventing CPD programmes from enhancing TALs' knowledge and skills or increasing their students' learning and achievement.

In summary, the participants' reactions to CPD programmes undertaken prior to the programme designed for this study were negative. For that reason, they acknowledged that they did not like to participate in CPD programmes as they were not compulsory, and they felt that such programmes would not equip them with new knowledge and skills that would enhance their teaching performance.

As shown previously, the participants implemented the CPD programme in three stages according to the three units of the guide: Unit One (Planning the process of teaching Arabic), Unit Two (Implementing the process of teaching Arabic) and Unit Three (Evaluating the process of teaching Arabic). Therefore, meetings were held with participants during these three stages aimed to achieve different objectives. One of these objectives was to determine their reactions to each implementation stage. To do this, I concentrated on asking them different questions (Guskey, 1999; Guskey, 2000; Terehoff, 2002), such as the following:

1. What did you learn from studying this unit?
2. Did you face any difficulties regarding content and activities while studying this unit?
3. How well did the content and activities of the lessons meet your needs and objectives?
4. Did the content and activities of the CPD guide make sense to you?
5. Was the time allocated adequate for implementing the CPD programme?

The first and second questions were included on the reflection form, but I asked these questions to determine the effectiveness of these lessons and to identify the difficulties the participants might have faced while studying the lessons in the CPD guide. These difficulties and the workshop employed to resolve them were discussed previously. Concerning the first question, the participants provided some examples of the learning outcomes that they gained from the lessons in the CPD guide; in the next sections, these learning outcomes will be

examined in detail. Regarding questions three to five, I concluded that the participants agreed that the content and activities of the lessons met their needs and objectives. In addition, they acknowledged that the content and activities were useful, and the time allocated to carry out the activities was sufficient.

As will be discussed later in this chapter, the participants took part in a focus group designed to elicit their inputs and ensure the design of a programme that would improve their teaching skills. The participants highlighted some issues that related to the above questions. For example, Teacher 2 felt that ‘The content of the guide was clear; there is a lot of information included in the guide. Honestly, I did not calculate the time that it took to read the lessons, but I think that it was enough.’ Teacher 4 said ‘When reading the contents of the guide, I found new information that I had not previously learned. This information was very enriching for me’. Finally, Teacher 6 asserted:

The programme was organised well; I hope it will be available to all teachers, especially those who have problems and difficulties in implementing lessons and assessing students. For activities associated with the lessons were clear and helped me to review what I read.

It is evident from the above responses that the participants had positive reactions to the programme; their favourable reactions gave an important indicator that the programme can be expected to contribute to improving their learning and teaching practices. The next section explores the effectiveness of the CPD programme on learning.

TALs’ learning from the designed CPD programme

As discussed in Chapter Three, the literature on CPD emphasises the importance of collecting evidence on teachers’ learning as a result of participation in CPD because such evidence confirms the relationship between what was intended and what was accomplished; it

is also a strong indicator of the effectiveness of CPD (Kirkpatrick & Kirkpatrick, 2006; Knowles et al., 2005).

To assess learning in the present study, two methods were used. First, indicators of the effectiveness of the programme in improving learning were obtained indirectly through the activities included in each lesson in the CPD guide. As reported previously, these activities comprised two open-ended questions to assist TALs in assessing their progress on the lessons they had studied. Second, the effect of the programme on learning was measured directly through the reflection form that was included in each lesson in the CPD guide. As discussed in Chapter Four, the first question in the reflection form aimed to achieve the above objective. Participants were asked, 'What did you learn from studying this lesson?'

As presented previously, the CPD guide comprised 17 lessons. Hence, each participant completed 17 activities and 17 reflection forms. Responses to these activities and reflections were different because each participant described his own learning outcomes. Therefore, in order to cover most of the participants' responses regarding these activities and reflections, a few approaches are used. First, the learning outcomes common among the participants are summarised; examples from different participants' responses to reflections are presented as well as the examples taken from different lessons in the guide. Second, examples from different participants' responses to the activities covered in the CPD guide are presented. The participants' responses are discussed according to the three units that comprised the guide.

Unit one: Planning the process of teaching Arabic

The first unit comprised nine lessons aimed at enhancing seventeen teaching skills. The analysis of the participants' responses to the question 'What did you learn from studying

this lesson?’ revealed that 23 common learning outcomes were achieved from the first unit in the CPD guide as summarised in Table 23.

Table 23. *The Learning Outcomes Achieved by the Participants from Unit One in the CPD Guide*

Unit	Lesson	No. assigned to each skill targeted by a lesson *	Learning outcomes achieved by the participants
One: Planning	First	1	1. The components of a long-term plan for the process of teaching Arabic 2. Types of teaching plans 3. Preparing a long-term plan for the process of teaching Arabic
	Second	4/6/7	4. The importance of identifying students’ language experiences 5. Strategies to identify students’ language experiences 6. Linking a language lesson to students’ language experiences
	Third	3	7. Defining the language content 8. Analysing the content of a language lesson
	Fourth	8	9. The importance of teaching strategies 10. The characteristics of effective teaching strategies
	Fifth	9/24	11. The characteristics of effective teaching methods 12. Strategies to select teaching strategies 13. Strategies to employ teaching strategies
	Sixth	10/25	14. Defining teaching styles 15. Types of teaching styles
	Seventh	11/26	16. Defining teaching activities 17. The components of teaching activities 18. Strategies to select teaching activities 19. Strategies to conduct teaching activities
	Eighth	12/27	20. Defining educational aids 21. The importance of educational aids 22. Types of educational aids 23. The characteristics of effective educational aids
	Ninth	18/19/38	24. The characteristics of outstanding students 25. Dealing with students who experience learning difficulties 26. Dealing with outstanding students and innovators

Note. The number assigned to a skill refers to its order in the questionnaire that was used to assess TALs’ needs for CPD to enhance their skills in teaching Arabic.

Based upon the learning outcomes in Table 23, the following examples show the participants’ responses, which reflect the learning outcomes they accomplished. Teacher 1 reported what he learned from Lesson 1 (Long-Term Planning for Teaching) in the CPD guide:

[I understand] the difference between long-term short-term planning of teaching and their components. Long-term planning of teaching is very important because it gives the teacher a clear vision of what he must do. Moreover, there are procedures to be

followed in the implementation of long-term planning. (Teacher 1, 18 years of experience teaching Arabic)

Teacher 2 mentioned the following learning outcomes from Lesson 2 (Identifying the Needs of Different Students):

The educational experience involves a set of knowledge, skills and attitudes that students are exposed to through their lives generally, and through their educational lives. [Teachers] should identify the language experience of the students before [they] begin implementing the lessons, so the teaching procedures and activities adopted by the teacher are based on these experiences. There is a set of steps that must be taken into account when determining students' language experiences and linking them to a language lesson. (Teacher 2, 12 years of experience teaching Arabic)

Teacher 3 reported that the content of Lesson 3 (Analysing the Content of a Lesson) helped him to understand that

Educational content is a set of knowledge, skills and values contained in the lesson, and organised in a particular manner, to achieve different pedagogical goals. Before starting to analyse the content [a teacher], should read the teacher's guide and the pupils' book. [Then the teacher] should determine the general goal of the lesson, divide the lesson into units, analyse those units and link them to the knowledge and skills. Finally, [the teacher] should formulate the objectives. (Teacher 3, 15 years of experience teaching Arabic)

Teacher 4 stated that he benefited from different learning outcomes from Lesson 4 (Teaching Strategies). He asserted:

The teaching strategies directed the teacher to make the right decisions about procedures and teaching activities that will be used in teaching. Effective teaching strategy should be linked to the objectives of the lesson and taking into account the

individual differences among students; the strategy should be comprehensive and flexible. (Teacher 4, 20 years of experience teaching Arabic)

Teacher 5, suggested that the content of Lesson 5 (Teaching Methods) helped him to understand that

Teaching method consists of practices and models used by the teacher to transfer knowledge to students. [These] teaching methods should take into consideration the students' language levels and experience, and be proportionate to educational content. Finally, [when choosing and using a teaching method], teachers must meet a set of requirements: choosing the educational content, selecting the educational aids that will be used, managing the time available to implement the lesson effectively and presenting the educational content in a clear and interesting way. (Teacher 5, 12 years of experience teaching Arabic)

Teacher 6 described the following learning outcomes achieved from Lesson 6 (Teaching Styles). He wrote, 'There are various teaching styles that can be adopted. Teaching styles are the qualities and behaviours of teachers. Teaching styles guide teachers' instructional processes and have an effect on students' learning.' (Teacher 6, 14 years of experience teaching Arabic)

In addition to the above learning outcomes, the activity in each lesson included two open-ended questions, and the following examples reflect the participants' responses to the activities from different lessons in this unit. Teacher 1 responded to the questions in Lesson 7 (Teaching Activities) as follows:

Q1: What are the components of the teaching activities?

[The teaching activities consist of] the objectives, inputs, actions and role of the teacher, the role of the student and the classroom environment.

Q2: What are the procedures which the teacher should follow to implement the teaching activities?

Make sure that all students have everything required for the implementation of teaching activities. Provide students with clear instructions on how to implement the activities. Maintain calm during the implementation of the activities. Help students who are facing difficulties in implementing the activities. Evaluate the students' activities directly and provide feedback.

Teacher 2 answered the questions in Lesson 8 (Teaching Aids) as follows:

Q1: What are the types of educational aids?

[There are two types of educational aids:] non-technical: such as blackboards, charts, maps, photos, slideshows, books; and technical aids, such as computers, video-recordings, etc.

Q2: What are the specifications of good educational aids?

The best educational aids are those that achieve the objectives of the lesson successfully, provide students with the educational experience directly and commensurate with the different experiences and levels of students. They should stimulate the students and attract attention without consuming too much time or effort to prepare and use.

Finally, Teacher 3 provided the following answers to the questions in Lesson 9 (Students with Special Educational Needs).

Q1: How many categories of students with special educational needs are there?

[Students with special educational needs fall into two categories:] The talented category consists of students with special talents that enable them to contribute to the different forms of scientific and literary activities. The learning difficulties category

consists of students who experience academic underachievement, are unable to reach the required levels, or are not equal to their colleagues in achievement.

Q2: What are the procedures for dealing with students with special needs?

[The teacher should] create a separate file for students with special needs, record their data and determine their special educational needs. Identify the reasons behind the special needs of the students. Design enrichment programmes for the talented students. Put in place the treatment plan on how to deal with the challenges of students with learning difficulties. Continuously follow up the students. Consult specialists on how to support those students.

Unit two: Implementing the process of teaching Arabic

This unit comprised six lessons aimed to promote nine teaching skills. The participants' responses to the question, 'What did you learn from studying this lesson?' produced 20 common learning outcomes from the second unit in the CPD guide. These are summarised in Table 24.

Table 24. *The Learning Outcomes Achieved by the Participants from Unit Two in the CPD Guide*

Unit	Lesson	No. assigned to each skill targeted by a lesson	Learning outcomes achieved by the participants
Two: Implementing	Tenth	29	1. Types of individual differences among students 2. Strategies to identify individual differences among students 3. Strategies to deal with individual differences among students
	Eleventh	13/30/31	4. Defining the classroom environment 5. The components of the classroom environment 6. Managing the classroom environment
	Twelfth	32	7. Defining classroom interaction 8. The importance of classroom interaction 9. Types of classroom interaction 10. Managing classroom interaction
	Thirteenth	33	11. Preparing a plan to organise teamwork and independent learning activities 12. The importance of attracting students' attention and maintaining their enthusiasm 13. Strategies to attract students' attention and maintain their enthusiasm
	Fourteenth	34/37	14. Defining motivation 15. The importance of motivation in a language lesson 16. Strategies to motivate students to participate in a language lesson 17. The importance of reinforcement in a language lesson 18. Strategies to reinforce student participation in a language lesson
	Fifteenth	41	19. The reasons for classroom problems 20. Addressing classroom problems

In light of the learning outcomes included in Table 24, the next set of examples reflects the participants' explanations of the learning outcomes that they achieved. Teacher 1 suggested that he gained a different learning outcome from Lesson 10 (Individual Differences among Students):

[The teacher] should take into consideration individual differences between students and should determine these differences before starting the lesson. [I understand] the types of individual differences, and I know I must take them into account in the process of teaching. [I know] the definition of individual differences. (Teacher 1, 18 years of experience teaching Arabic)

Teacher 2 asserted that he learned the following from Lesson 11 (Managing the Learning Environment):

The learning environment is a set of different processes that occur between teacher and students and among students within the classroom. Educational environment consists of two aspects: physical and non-physical. [Finally,] there are various procedures that should be adopted to manage the physical aspect of the learning environment, and different tasks must be considered when managing the intangible aspect of the learning environment. (Teacher 2, 12 years of experience teaching Arabic)

Teacher 3, reported that the content of Lesson 12 (Classroom Interaction) helped him to understand that

Classroom interaction is very important because it helps the teacher to deliver the educational content to students. Classroom interaction describes all verbal and non-verbal processes and activities involving the teacher and his students, or among students inside the classroom. Classroom interaction is for all students or it is peer to peer. [The teacher] must prepare a good plan for organising the individual and collective action of students. There are several steps and tasks that should be taken into account in the management of classroom interaction; [the teacher] must know how to make it work in the classroom. (Teacher 3, 15 years of experience teaching Arabic)

Teacher 4 explained the following learning outcomes that he accomplished from Lesson 13 (Stimulating Students and Maintaining Their Enthusiasm):

[The teacher] should use different procedures to attract the attention of students and raise their enthusiasm because it has a direct impact on student learning. There are different ways to attract the attention of students, such as organising the physical aspect of the environment, linking the content of a lesson to students' experiences, diversification of teaching methods, using motivation and reinforcement during the

lesson, stimulating questions and providing students with feedback. (Teacher 4, 20 years of experience teaching Arabic)

Further to the above learning outcomes, the examples show the participants' responses to the activities in this unit. Teacher 4 answered the questions in Lesson 14 (Motivating Students) in the following ways:

Q1: What are some of the procedures that can be used to stimulate students' learning?

[The procedures that can be used to stimulate students' learning include] selecting the educational activities appropriate for the students' levels and abilities; using different rewards for the students; and urging students to strive to achieve success.

Q2: What are some of the procedures that a teacher can use to enhance students' learning?

[The procedures that can be adopted to enhance students' learning include the following:] positive encouragement, which happens with words of thanks and appreciation to the students; providing some privileges, such as giving students time to relax, or exemption from some teaching assignments; giving them different rewards, whether material or non-material.

Finally, Teacher 5 responded to the questions in Lesson 15 (Handling Classroom Problems) with the following answers.

Q1: What are the reasons that lead to the occurrence of classroom problems?

[Some of the causes that lead to problems in the classroom are] students' boredom with the lesson, students with family problems, the inability of students to understand the lesson or implement the tasks requested by the teacher in the class.

Q2: What are the procedures that could be used to punish the students?

[There are several ways a teacher can punish the students, such as] giving the student extra writing tasks; not allowing the student to take the break for breakfast or participate in school activities; not allowing the student to enter the classroom.

Unit three: Evaluating the process of teaching Arabic

The third unit comprised two lessons aimed at reinforcing five teaching skills. According to the participants' responses to the question, 'What did you learn from studying this lesson?' five common learning outcomes were achieved from the third unit as summarised in Table 25.

Table 25. *The Learning Outcomes Achieved by the Participants from Unit Three in the CPD Guide*

Unit	Lesson	No. assigned to each skill targeted by a lesson	Learning outcomes achieved by the participants
Three: Evaluation	Sixteenth	16/43/46/47	1. The characteristics of effective language evaluation 2. Strategies to evaluate students' language performance 3. The differences between language assessment and evaluation
	Seventeenth	49	4. Using a portfolio to assess students' language performance 5. Using peer evaluation as a method to assess students' language performance

According to the learning outcomes in Table 25, the next set of response examples reflect the learning outcomes participants achieved. For example, Teacher 5 described the following learning that he derived from Lesson 16 (Evaluation of Teaching Arabic).

Evaluation is a comprehensive process that leads to diagnosis and treatment, while assessment is a partial process aimed at diagnosis. Evaluation is a systematic process that includes observation, collection of evidence and interpretation of data about students' learning. Effective evaluation is valid, reliable, objective and comprehensive. There are several methods to assess the performance of students, and each method has advantages and disadvantages. (Teacher 5, 12 years of experience teaching Arabic)

Teacher 6 explained that the content of Lesson 17 (Engaging Students in Self-Evaluation) helped him to know that

There are multiple ways (such as portfolios) that students can use to assess their level of language, so a teacher must explain to the students how to organise and complete

the portfolio. Also, there is another way to help students assess themselves, which is by having students assess their colleagues. This way requires teachers to explain to students how to do these assessments. (Teacher 6, 14 years of experience teaching Arabic)

In addition to the above examples, the following are examples of the participants' responses to the activities in this unit. Teacher 6 answered the questions in Lesson 16 (Evaluation of Teaching Arabic) as follows.

Q1: What are the strategies that can be used to assess the students?

[There are several strategies to evaluate the students:] performance-based evaluation, written tests, observation, oral tests and self-reflection.

Q2: What are the steps that should be taken into consideration when using observation to assess students?

[The following steps should be considered when using observation to assess students]: determining the objectives of observing, determining the number of students who will be included, identifying the procedures for documenting the observation, determining the specific behaviours to be observed, identifying the number of observations to be made and determining ways of using the results of observation.

Finally, Teacher 1 responded to the questions in Lesson 17 (Engaging Students in Self-Evaluation) by providing the following answers.

Q1: What are the criteria to be adopted for organising the content of the portfolio?

[The following steps should be taken in the preparation of a student portfolio:] determining the portfolio objectives, informing students about the portfolio contents, clarifying the procedures and the criteria that will be used in evaluating the portfolio. There should be follow-up and review of the portfolio's contents, safekeeping of these

portfolios and at the end of the school year, each student should receive a report on his portfolio.

Q2: What are the criteria that should be considered when using peer evaluation?

[A teacher should consider the following when using peer assessment:] telling students about the goals of evaluation, clearly defining the tasks that will be evaluated, informing students about the procedures and criteria for the evaluation, following up students during an evaluation and providing them with feedback.

To conclude, the outcomes discussed reveal that the participants achieved several learning outcomes from the lessons in the CPD guide, all of which relate to the skills in planning, implementing and evaluating the teaching of Arabic. The discussion that follows explores additional participants' responses to the activities and reflections in the CPD guide.

The participants' responses to these activities indicated clearly that they had read and understood the information and exercises in each lesson. It is reasonable to conclude that these activities enabled them to assess their progress on the lessons they completed. Furthermore, as the following section shows, their responses to these activities indicate that they were competent to judge the impact of these lessons on their teaching skills.

Concerning the reflections in the CPD guide, the participants' responses in these reflections were clear and specific. That meant that they had gained different levels of knowledge and skill from their independent study of each lesson. This makes it clear that the lessons achieved their objectives, making a positive impact on the participants' teaching skills in the areas mentioned.

Based upon the above discussion, it is expected that the CPD programme, as designed, will contribute to improving or changing teaching practices of TALs, which in turn will result in enhancing their students' learning and achievement. More details about the above outcomes in relation to the published literature are presented in Chapter Six.

Findings of the Evaluation Phase

The fourth phase of evaluation research as applied to the study concentrates on evaluating a CPD programme intended to enhance TALs' teaching skills. As shown in Chapter Three, the literature notes that evaluation represents the final phase of designing CPD programmes for teachers. This is the sixth element of Knowles's andragogical model (evaluating the CPD programme) as applied in the study. The following sections discuss how this evaluation was performed by eliciting the contributions of TALs to ensure the design of a CPD programme that would enhance their teaching skills. These contributions represent the first type of evaluation—formative evaluation—undertaken in this study.

As mentioned previously, the programme was designed to address the teaching skills described by the 39 TALs as 'most needed' and based on the outcome of the interviews conducted with the six TALs. Thereafter, six participants completed the programme; it was then necessary to assess their opinions of the programme in order to identify the criteria that it would have to fulfil in order to enhance their teaching skills. Their input was needed to influence the next stage of the programme design (Archibald et al., 2011; Bubb & Earley, 2007; Puma & Raphael, 2001).

Accomplishing the above objective would answer the study's fourth research question: 'How can the design of a CPD programme be improved to enhance TALs' teaching skills in the areas identified?' To do this, a focus group with six male TALs was conducted. After analysing the content of the focus group discussion using thematic analysis, three main topics and several themes emerged. The following sections present the three topics and themes; these topics and their relationship to the literature previously discussed are explored in Chapter Six.

Planning the designed CPD programme

The first topic generated from the focus group was ‘Planning the designed CPD programme.’ As mentioned previously, the CPD programme took the form of a guide that consisted of three learning units comprising 17 lessons, which aimed to enhance the performance of TALs in 31 teaching skills in the identified areas. Additionally, three steps were considered when planning this guide. The participants discussed these steps in detail and reflected on the themes that emerged from the topics illustrated in Table 26. This discussion led to the different conclusions presented below.

Table 26. *Topic 1: Planning the Designed CPD Programme for TALs in the KSA; Themes and their Definitions under this Topic*

Themes	Definition
(1) TALs’ CPD needs in the area of teaching skills	TALs’ CPD needs for teaching skills in planning, implementation and evaluation that the designed CPD programme aimed to enhance
(2) Objectives of the designed CPD programme	The ends that the designed CPD programme was intended to accomplish
(3) Content and activities of the designed CPD programme	The knowledge and skills that were included in the designed CPD programme

TALs’ CPD needs in the area of teaching skills

Identifying the needs of TALs for teaching skills was the first step in planning the CPD programme. Therefore, the participants agreed that the guide had been based on their needs with regard to teaching skills related to planning, implementation and evaluation. Teacher 2, for example, pointed out that the guide was tailored to his needs in this category; adding:

The programme I participated in could meet my needs, and the reason was that you initially gave me a questionnaire to identify my needs as regards teaching skills; then I found that the programme addressed these teaching needs, and this is something that I wanted.

On the other hand, Teacher 1 and Teacher 6 suggested that the 31 teaching skills included in the CPD guide should be listed in a questionnaire. They recommended that the trainers and educational supervisors—who are responsible to prepare CPD programmes for TALs at educational training centres in the KSA—should administer these to the TALs at the beginning of an academic year or semester. This was because the teachers doing the programme would have different needs. This suggestion was to be given priority in the next stage of the programme design.

Objectives of the designed CPD programme

Formulating the objectives was the second step in planning the CPD programme. The participants acknowledged that the programme's objectives were clear, specific and connected to the needs identified by the questionnaires they had completed. Teacher 6, for example, reported that the objectives of the programme were precisely defined and claimed that he had never participated in CPD programmes whose objectives were prepared in advance:

The objectives of the programme in each case were specific and accurate. I mean, I knew before the implementation of the programme what must be done and what goals must be achieved. In addition, I want to add that I never before attended a training programme in which the objectives were prepared in advance.

In addition, Teachers 1,3 and 5 revealed that the objectives of the programme, as stated, were attainable in the time assigned to achieve them. Teacher 3 pointed to this aspect by saying, 'I see the programmes objectives were clear. Any teacher can achieve them. The time to achieve these objectives was determined and appropriate.'

Content and activities of the designed CPD programme

Creating content and activities comprised the third step in planning the CPD programme. In response, the participants declared that the content of the programme was effectively linked to its objectives, and that it provided new knowledge and experiences related to their teaching skills. Teacher 4, for example, asserted that the programme included knowledge that he had not been exposed to before enrolling in the programme:

When reading the contents of the guide, I found new information that I had not previously learned. This information was very enriching for me. However, I want to read and follow everything in the field of teaching the Arabic language.

Moreover, Teacher 3 agreed with the view of Teacher 4, mentioning that the programme equipped him with new knowledge relating to the process of teaching Arabic:

I am a teacher with some teaching experience; I need new information in the field of teaching that will help me to improve my performance. I found the new information in the programme that I participated in. Frankly, I did not receive this information study when I was a student at the university, and the educational supervisor did not provide it while I was teaching.

On the other hand, Teacher 1 and Teacher 6 believed that TALs should be provided with specific lessons from the CPD guide according to their individual needs as identified by the questionnaire mentioned above. Hence, this was the second recommendation that should be considered when developing the programme in the next stage of its design.

Regarding the activities included in the programme, the participants stated that these contributed to helping them to assess their learning progress in the lessons that they had studied. This is examined in the second part of this chapter. They also pointed out that the time allocated for completion of these activities was sufficient.

On another issue, the participants asserted that the activities at the end of each lesson in the CPD guide—two open-ended questions—were sufficient; Teacher 2 proposed that using different types of questions, such as multiple-choice statements or true-false items, would be more helpful and effective.

Methods for implementing the designed CPD programme

The second topic generated from the focus group was ‘Methods for implementing the designed CPD programme.’ As reported previously, independent study and a workshop were used as methods for implementing aspects of the CPD programme. The participants discussed these methods, which represented the themes emerging from the topics shown in Table 27.

This discussion led to different perspectives, examined below.

Table 27. Topic 2: Methods for Implementing the Designed CPD Programme; Themes and their Definitions under this Topic

Themes	Definition
(1) Independent study	A method that was used to apply learning from the CPD guide, which aimed at enhancing TALs’ teaching skills
(2) Workshop	A method that was employed to overcome the difficulties TALs faced with regard to the content of the CPD guide

Independent study

Teachers used the independent study as the method through which to implement the CPD guide. The participants agreed that this method was adequate to achieve the main aim of the programme, which was to improve their teaching skills in the areas mentioned. For instance, Teacher 5 stated that the independent study was a very appropriate method and he provided different reasons for his point of view:

The [independent] study was very appropriate for the implementation of the programme. The reason is that it did not require great effort. When I had free time, I read the lessons in the guide, according to the time proposed. I mean that there is freedom in the programme. In addition, I found this method appropriate because I

have experience in teaching. Whenever I need it, the programme provides me with information about modern teaching methodologies. It will not be difficult to rely on myself to develop my skills in teaching in the classroom.

Teacher 4 added that the independent study could have a positive effect on improving his teaching performance:

Self-reliance is the best way to develop. Frankly, I found the [independent] study and completion of activities associated with the lessons had a positive impact on my teaching. In addition, I had fun and benefited from this study. Nobody is responsible for developing my knowledge and my skills; I am responsible for that.

Nevertheless, Teachers 2,3,4 and 5 stressed the importance of their educational supervisors monitoring them during their independent study to help them solve the difficulties that might face them with regard to the content and activities in the guide.

Furthermore, the participants thought that the development of an electronic website would help their educational supervisors monitor their independent studies successfully. In this regard, they recommended that this electronic website should contain the content of the CPD guide and a section where TALs could complete the activities. It should also include a section for TALs to post their feedback and provide tools that would allow educational supervisors to monitor their independent study, while providing them with different forms of support and guidance according to their needs and requests. Accordingly, this suggestion was the third requirement that should be taken into account in the next stage of the programme's design.

Workshop

As discussed previously, the workshop was a forum in which to address the difficulties that faced TALs while trying to use the CPD guide. In response, Teachers 1,4 and

6 acknowledged that the workshop could overcome the difficulties they encountered in relation to the content of the CPD guide. In addition, the participants revealed that, as mentioned earlier, the constant follow-up of their independent study by their educational supervisors would efficiently address such difficulties, thus reducing the significance of the workshop.

Methods for evaluating the designed CPD programme

The third topic generated from the focus group was ‘Methods for evaluating the designed CPD programme.’ As discussed previously, written reflections and an evaluation questionnaire were used to assess the CPD programme in order to accomplish different objectives. The participants discussed these methods, which represented the themes generated from the topics illustrated in Table 28.

Table 28. *Topic 3: Methods for Evaluating the Designed CPD Programme; Themes and their Definitions under this Topic*

Themes	Definition
(1) Reflections	A method employed to assess the CPD programme’s effect on enhancing TALs’ teaching skills and for determining the difficulties TALs might have faced while studying each lesson in the CPD guide
(2) Evaluation questionnaire	A method used to assess the workshop’s effect on addressing the difficulties TALs faced

Reflections

Participants reported that the ‘reflections’ employed to assess the effect of the CPD guide on enhancing their teaching skills were appropriate. More specifically, they agreed that the reflections were appropriate for assessing the effect of the guide on their learning that they were effective in determining the difficulties that they faced. In addition, they stated that the reflections allowed them to assess themselves continually and contributed to improving their self-reliance when doing so.

On the other hand, the participants asserted that the reflections were not quite effective enough to assess fully the influence of the CPD guide on improving their teaching skills as far as classroom practice was concerned. Teachers 1,2,4 and 5 proposed that their educational supervisors could observe their performance in the classroom to provide accurate and effective feedback and assess the programme's effectiveness. This suggestion represents the fourth requirement that should be taken into account in the next stage of the programme's design.

Evaluation questionnaire

The evaluation questionnaire enabled an assessment to be made of the effectiveness of the workshop in addressing the difficulties facing the participants with regard to the CPD guide's content, as discussed previously. The participants acknowledged that the questionnaire was an appropriate method for doing so. Nevertheless, Teacher 1 proposed that using other methods, such as interviews, would be more effective because with such methods, TALs would be able to offer different perspectives regarding the programme's effectiveness. They also agreed that if their educational supervisors can address the difficulties facing them with regard to the CPD guide without using the workshop mentioned above, a questionnaire would not be required. However, they suggested that the most important thing after assessing the effect of the programme would be to address, immediately, the difficulties encountered. This suggestion represents the final requirement that should be considered when designing the next phase of the programme.

In conclusion, it is evident that the design of the programme was effective from several points of view. In summary, participants considered that

- the programme was tailored to their needs with regard to teaching skills related to planning, implementation and evaluation;

- its objectives were clear, specific, connected to their needs and attainable in the time assigned to achieve them;
- its content was effectively linked to its objectives, and it provided new knowledge and experiences related to their teaching skills;
- its activities contributed to helping them to assess their learning progress in the lessons that they had studied; moreover, the time allocated for completion of these activities was sufficient;
- the independent study that TALs used as the method through which to implement the programme was appropriate to achieve its objectives;
- the workshop that TALs attended could address the difficulties they encountered in relation to the content of the programme;
- the reflections used to assess the effect of the programme were appropriate because they helped TALs to determine the difficulties that they faced, as well as allowing them to assess themselves continually; and
- the evaluation questionnaire was an appropriate method for assessing the effectiveness of the workshop in addressing the difficulties facing TALs with regard to the programme.

However, in order for this programme to contribute more effectively to enhancing these teaching skills, the following requirements should be taken into account at the next stage of the programme's design:

1. A questionnaire consisting of the 31 teaching skills included in the CPD guide should be developed and used to identify the specific teaching skills that individual TALs need to acquire through the CPD programme.
2. TALs should be provided with specific lessons from the CPD guide according to their needs as identified by the questionnaire mentioned in the first suggestion above.

3. TALs should be monitored and should receive follow-up during their independent study of the lessons in the CPD guide, preferably through the development of an interactive website.
4. TALs should be observed in the classroom to assess the effect of the CPD guide on their teaching skills.
5. The difficulties that TALs might face should be identified through observation of their performance in the classroom and should be promptly addressed.

The above outcomes are discussed in relation to the existing CPD literature in Chapter Six.

Chapter Summary

This chapter has reported the findings of the study. These findings present according to four phases, which represent the phases of evaluation research as applied to the study. The first (exploratory) phase explores two aspects that were considered when designing a CPD programme for this study. The first aspect raises identified the teaching skills TALs need CPD to provide them with in order to enhance their skills in the identified areas. The TALs described their need for CPD to enhance their teaching skills in these areas. The second aspect aims to describe the CPD characteristics TALs need to participate in to enhance their teaching skills in the specified areas. Consequently, it uncovers different CPD features the TALs suggested should be considered when designing CPD in terms of planning, implementation and evaluation.

The second and third phases (development and execution) result in designing a CPD programme's content and activities in the form of a guide consisting of three learning units comprising 17 lessons. Subsequently, the participants studied the guide's lessons and completed the activities and reflection forms at the end of each lesson. These were intended

to achieve different purposes. Ultimately, these forms resulted in feedback indicating that the participants had faced difficulties concerning some lessons in the guide. Therefore, a workshop was designed to address the difficulties the participants faced when trying to use the CPD guide. Moreover, the outcomes of this phase demonstrated that the designed CPD programme could affect the participants' reactions and learning, which might result in improving their teaching skills in practice.

The final (evaluation) phase elicits the contributions of TALs to ensuring that the CPD programme designed for them would improve their teaching skills in planning, implementing and evaluating the teaching of Arabic. It also identifies the requirements that the CPD programme must meet in the next stage of its design to satisfy the needs of TALs for enhanced teaching skills. In the following chapter, the findings of the study are discussed in relation to the existing literature and the context of the study.

Chapter Six:

Discussion

Chapter Six: Discussion

Chapter Overview

This chapter comprises a discussion of the findings of the study, in two parts. The first summarises the key findings as related to the various data collection methods used and to the research questions to which they provide answers. The second part discusses the main themes that arose during the analysis of the findings and compares these findings with the literature. The chapter closes with a summary.

Part One: Key Findings

The study began with the aim of designing a CPD programme to enhance the teaching skills of TALs in the areas of planning, implementing and evaluating the teaching of Arabic. In pursuit of this aim, four research questions were compiled, as presented in Chapter One. The key findings related to these questions are summarised below.

First, findings are presented in Chapter Five, showing the 31 ‘most needed’ skills that TALs identified as necessary to enhance their teaching skills. Accordingly, these 31 skills were considered when designing a CPD programme for this study. In the second part of this chapter, these skills are discussed in relation to the previous literature.

In addition, the distinctive characteristics that the CPD should possess in order to promote TALs’ teaching skills were identified, as presented in Chapter Five. These characteristics were taken into account when designing a CPD programme aimed at enhancing TALs’ teaching skills. Additional details of these characteristics are examined in relation to the published literature and the context of the study in the second part of this chapter.

Finally, the findings presented in Chapter Five show the requirements that the CPD programme designed for this study must meet in order to enhance TALs' teaching skills in the areas identified. Part Two of this discussion chapter sheds further light on these requirements and relates them to the literature and to the context of the study.

Part Two: The Main Themes Emerging from Analysis of the Findings

This part is devoted to examining the main themes that emerged from analysis of the findings, as shown in Figure 14. These themes are discussed in the following sections in relation to the study's four research questions, as well as to the context of the study and to the literature.

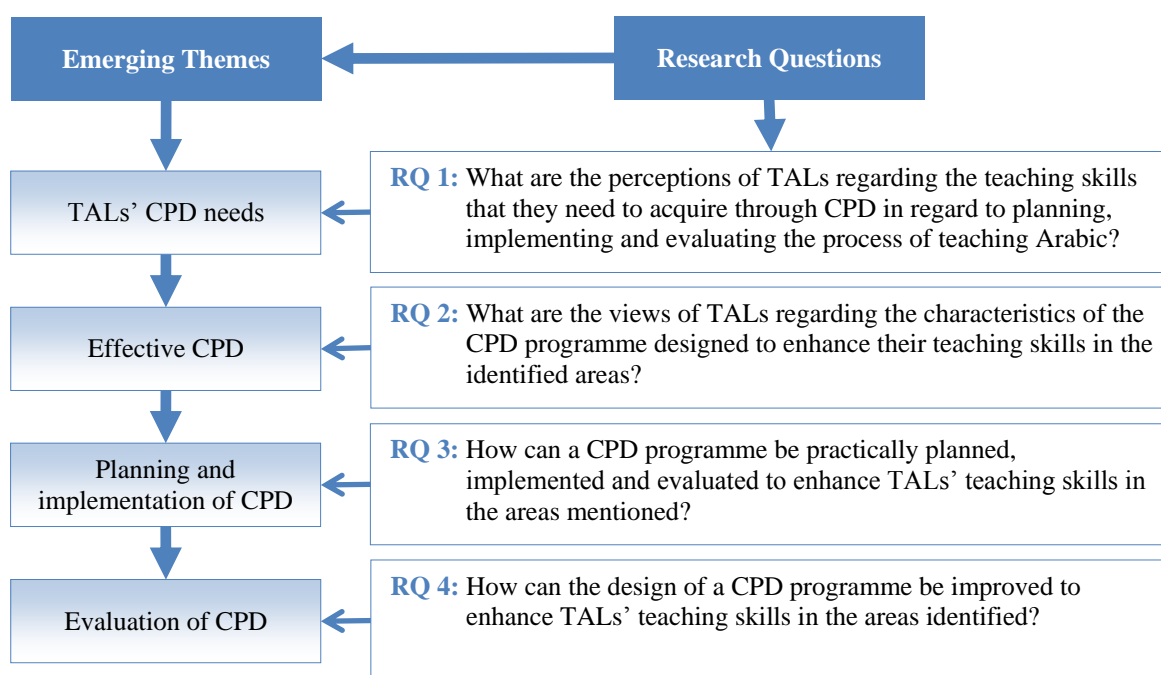


Figure 14. Main themes emerging from the findings of the study

First theme: TALs' CPD needs

The literature emphasises that effective CPD should be designed according to teachers' professional needs (Bubb & Earley, 2007; Lunenburg, 2011; Rossmiller, 1984). In the KSA context, several studies (e.g. Alfahmi, 2001; Alghamdi, 2013; Altrjmi, 2010; Buteal,

2009) conclude that TALs at elementary schools need to take advantage of CPD to improve their teaching skills, but these studies do not contribute to identifying such skills or to determining clearly which elements of teaching skills TALs need to acquire through CPD.

As examined in Chapter Three, teaching skills have three elements, namely knowledge, decision-making and action; the pedagogical literature asserts that improving these skills requires concentration on enhancing all three elements (Harris, 1998; Kyriacou, 2007; Waugh & Jolliffe, 2013). More specifically, these elements involve knowledge about selecting and organising content, activities, materials and educational means in order to meet students' needs; decision-making about how best to achieve the desired educational aims and objectives; and action that involves overt behaviour by teachers undertaken to improve students' learning.

Based upon the above aspects, the present study set out to identify TALs' CPD needs with regard to knowledge about teaching skills, because such knowledge is essential to inform decision-making, and the decisions that teachers make affect the actions they take in the classroom, which in turn affect students' learning (Kyriacou, 2007; Waugh & Jolliffe, 2013). In addition, identifying such needs is an important stage in designing CPD because

A key factor in ensuring effective CPD is matching appropriate professional development provision to particular professional needs. This 'fit' between the developmental needs of the teacher and the selected activity is critically important in ensuring that there is a positive impact at the school and classroom level. (Goodall, Day, Lindsay, Muijs, & Harris, 2005, p. 32)

The analysis presented in Chapter Five identifies the teaching skills that TALs need to enhance by means of CPD, in the areas of planning, implementing and evaluating the process of teaching Arabic, and which represent key characteristics of effective teachers, as Figure 15 illustrates.

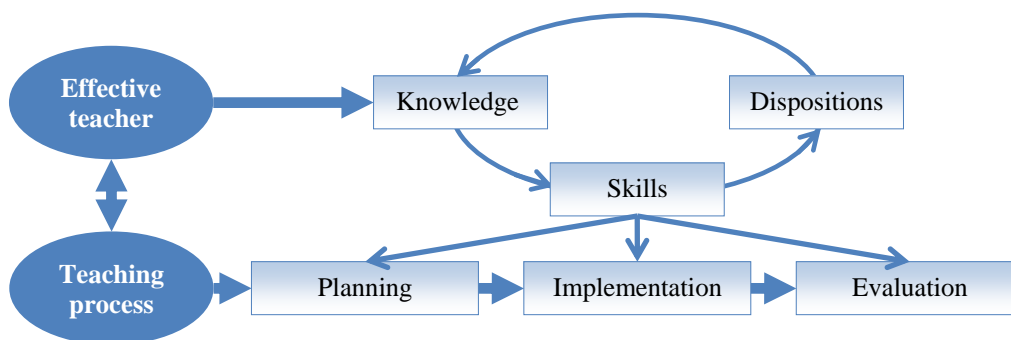


Figure 15. The relationship of teaching skills, as characteristics of effective teachers, with the phases of the teaching process

Figure 15 shows that effective teachers should have knowledge, skills for implementing this knowledge, and dispositions to promote learning for all students. Moreover, it indicates that planning, implementation and evaluation represent the essential phases and the roles of teachers in the teaching process. Therefore, in order to carry out these phases successfully, effective teachers must have specific teaching skills for each phase. Further details of the teaching skills that TALs need to acquire through CPD according to the above phases are discussed below in relation to the existing literature.

Need for CPD to enhance teaching skills in teaching planning

The planning of teaching is a critical issue in the teaching process, because failing to plan lessons effectively will prevent this process from achieving its aims and objectives. However, findings of this study showed that TALs were concerned about their skills in teaching planning. It also revealed that the need of TALs for CPD to enhance their teaching skills applied to four main aspects of teaching planning.

The first aspect involved the preparation of remedial plans for students with language difficulties and of enrichment plans for those with an outstanding mastery of linguistic concepts. The literature on teaching Arabic (Alkhalifa, 2004; Shehata, 2000) notes that to be effective, TALs should design appropriate plans to support these students, because they need

special attention that is different from what their peers need. It is clear that preparing these plans is not easy, because they require TALs to have specific knowledge and skills. It appeared that the participating TALs had no substantial experience of dealing with such students; some lacked the knowledge and skills required to prepare such plans efficiently. Their responses reflected their need for CPD programmes that could help them in this area. This finding corroborates those of other studies (e.g. Altrjmi, 2010; Buteal, 2009), which have concluded that TALs need to exploit CPD programmes in order to improve their teaching skills in relation to dealing with the aforementioned groups of students. Furthermore, these programmes should support TALs in preparing appropriate plans to overcome the major obstacles to students' learning and thus to improve their learning and achievement.

The second aspect focused on preparing a long-term plan for the process of teaching Arabic, which involved analysing the content of a language lesson and breaking it down into its essential components, as well as selecting teaching activities to meet the stated objectives. Success in teaching Arabic depends on these skills. In other words, other teaching procedures and activities that TALs follow when planning and implementing the teaching process should be grounded in the above aspects (Ibrahim, 2005; Zetun, 2003). Consequently, TALs' responses showed their awareness of the importance of a long-term plan for their Arabic instruction. These findings seem to be consistent with those of other studies (e.g. Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009), which have concluded that CPD programmes should equip TALs with the appropriate procedures for preparing and implementing long-term planning, because adopting such procedures would help them to consider what, how, when and where they teach, as well as assessing their students' learning and achievement.

The third aspect was the selection of appropriate teaching strategies, methods and styles to meet the stated objectives. As discussed in Chapter Three, there are fundamental

differences among these teaching concepts. Moreover, using them in the classroom requires TALs to understand them, to know how to define and classify them, and to be able to select and use them in accordance with proper procedures (Alhealah, 2003; Suleiman, 1988; Zetun, 2003). The participants' responses revealed that they might face some difficulties regarding these teaching skills, which they felt that CPD would assist them in overcoming. This is consistent with the finding of Alkhateeb (2006) that TALs described these skills as 'most needed.' Alkhateeb suggests that CPD should focus on improving TALs' skills in using adequate strategies, methods and styles in their classroom teaching.

The fourth aspect was the linking of students' new language experiences with their previous experiences and relating language lessons to students' real lives. These skills are important to the success of Arabic instruction because they motivate students to participate in language lessons, thus having a positive effect on their learning and achievement (Alkhalifa, 2004; Zafear & Alhamadi, 1984). The participants' responses exposed their awareness of the significance of the above skills in improving their students' language performance. These findings corroborate those of earlier studies (e.g. Altrjmi, 2010; Buteal, 2009), which found that TALs determined their need for CPD to improve the abovementioned skills as 'most needed.' These studies conclude that TALs need to take advantage of CPD in order to enhance them in the above skills.

Based upon the above discussion, the CPD programme designed for this study aimed to enhance TALs' skills in the above areas, which involve helping TALs to support students with language difficulties and those with an outstanding mastery of linguistic concepts; to prepare and implement long-term planning; to select and employ adequate strategies, methods and styles; and to link students' new language experiences with their previous experiences and to relate lessons to their real lives. According to the outcomes presented in

Chapter Five, the CPD programme, as designed, contributed to improving TALs' instruction skills in the above areas.

Need for CPD to enhance teaching skills in teaching implementation

The effective implementation of teaching requires teachers to make decisions about the progress of lessons while they are teaching, which in turn means that they need specific teaching skills. However, as reported in Chapter Five, it was found that TALs needed CPD to enhance these skills, particularly in regard to two main aspects of teaching implementation.

The first aspect relates to the use of a variety of educational aids to meet the stated objectives. The importance of using educational aids in the teaching process is clear: they stimulate students' interest, satisfy their educational needs, encourage them to contribute to the learning process, develop their thinking skills and help them to acquire knowledge and skills within a short amount of time (Jaber, 1991; Zetun, 2003). The literature on Arabic instruction (Alkhalifa, 2004; Shehata, 2000) reports that effective TALs should employ a variety of educational aids. In the present study, the participants' responses showed that they might face some difficulties regarding the use of educational aids in the classroom; thus, they felt that CPD would direct them to employ such aids more effectively. This finding is consistent with that of Alshaya (2004), who reports that TALs described their need for CPD to increase their skills in using educational aids as being of 'average importance'; he concludes that TALs did not have sufficient awareness of the importance of educational aids in the process of teaching Arabic. Therefore, he argues that CPD should focus on helping them to use such aids, following proper procedures.

The second aspect concerns classroom management, which involves using a variety of stimuli to attract students' attention and maintain their enthusiasm, motivating students to participate in language lessons, organising classroom interactions, dealing with emergencies

and paying attention to individual differences among students. The relevant literature (Alkhalifa, 2004; Ibrahim, 2005; Jaber, 1991) indicates that the ability of TALs to accomplish their teaching objectives depends on being able to manage the classroom efficiently.

Responses of participants in the present study showed that they faced difficulties or lacked skills in managing their classrooms in accordance with correct procedures and that they felt that CPD would help them to overcome these difficulties. Consistent with these results, previous studies (e.g. Alshaya, 2004; Buteal, 2009) have concluded that CPD programmes should provide TALs with the appropriate classroom management procedures upon which successful teaching depends.

In light of the above discussion, the CPD programme designed for this study concentrated on improving TALs' skills in selecting and employing educational aids to meet the stated instruction objectives, as well as providing them with the appropriate classroom management procedures that they should adopt. As reported in Chapter Five, it was found that the programme had helped the TALs to enhance their skills in regard to these aspects of implementation.

Need for CPD to enhance teaching skills in teaching evaluation

Evaluating teaching is an important phase of the teaching process, because this process should begin with a determination of students' learning needs and end with an assessment of their learning and achievement. However, analysis of the data showed that TALs needed to exploit CPD in order to enhance their teaching evaluation skills, especially as regards constructing and executing language evaluation processes in accordance with proper criteria and engaging students in self-evaluations of their linguistic activities. According to the literature on Arabic instruction (Alhuwaidi, 2004; Alkhalifa, 2004), such evaluation is not simple, because of the variety of objectives, types, stages and methods

which TALs need to recognise in order to construct and execute the evaluation process effectively. Indeed, it appears from the findings reported in Chapter Five that TALs faced major difficulties regarding evaluation, reflecting their need for CPD to help them address these efficiently. This finding corroborates those of other researchers (e.g. Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009), who have suggested that TALs need to take advantage of CPD in order to enhance their teaching evaluation skills. Therefore, one focus of the CPD programme designed for this study was on addressing the above difficulties, which the outcomes showed that the programme could indeed help TALs to overcome.

This discussion has shown that the findings of the present study are entirely consistent with those of previous studies (e.g. Alghamdi, 2013; Alkhateeb, 2006; Alshaya, 2004; Altrjmi, 2010; Buteal, 2009) that have sought to identify the need for CPD to improve the teaching skills of TALs in the areas concerned. These studies found that CPD programmes should relate to their individual need for teaching skills, because the success of such programmes is entirely dependent on their addressing these needs. The CPD programme designed for this study thus aimed to improve the teaching skills of TALs in the above areas, while the outcomes reported in Chapter Five show that it did address this need.

Second theme: Effective CPD

Designing CPD programmes without combining specific characteristics cannot produce the desired results (Guskey, 2003; Rossmiller, 1984). Moreover, the existing CPD programmes for TALs generally appeared unable to accomplish their objectives, because they did not take into account the characteristics of effective CPD (e.g. Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009). For this reason, the present study set out to determine the necessary characteristics of the CPD that was to be designed for TALs if it were to serve its stated purpose.

The analysis reported in Chapter Five identified those characteristics that participating TALs suggested should be considered when designing CPD in terms of planning, implementation and evaluation, as Figure 16 shows.

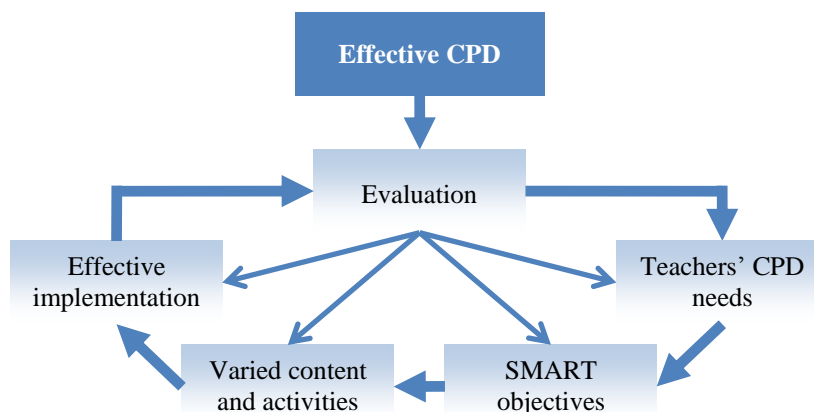


Figure 16. Characteristics of effective CPD

Figure 16 shows the characteristics of effective CPD, assuming that this begins and ends with evaluation. More specifically, assessing teachers' CPD needs should be the first step in planning CPD. Based on these needs, formulating the objectives of CPD should be based on the SMART principle; moreover, varied content and activities should be included, then effective methods for implementing CPD should be used. Finally, the effects of CPD on teachers should be assessed, but may include the above aspects. Additional details of these characteristics are examined in relation to the published literature and the context of the study in the following sections.

Planning CPD according to teachers' needs

The findings of the interviews indicate that CPD programmes available to TALs in the KSA have not been tailored to their existing teaching skills. In this regard, the literature reports that a good plan for CPD programmes should begin with a comprehensive assessment of teachers' needs, as shown in Figure 16 above. This is because 'teachers' professional

growth occurs when a [C]PD programme acknowledges teachers' personal and professional needs' (Steyn, 2009, p. 264) and the objectives, content, activities and assessment procedures for such programmes are based on these needs (Bubb & Earley, 2007; Craig et al., 1998; Rossmiller, 1984).

Therefore, the design of the CPD programme for this study was planned according to TALs' needs for teaching skills. The focus group findings revealed that this programme was considered effective because it was directly relevant to the teachers' needs for teaching skills in the areas specified. According to several researchers (e.g. Albahiri, 2010; Castleberry, 2010; Guskey, 2003; Wan, 2011), successful CPD programmes should be able to address and cater for the specific needs of teachers. This is because the evidence from empirical studies (e.g. Kabilan & Veratharaju, 2013; Mansour, Alshamrani, Aldahmash, & Alqudah, 2013; Sywelem & Witte, 2013) shows that where CPD is poorly conceptualised and insensitive to the concerns of individual teachers, it makes little impact on improving teachers' performance or increasing students' learning and achievement. In contrast, Rossmiller (1984) asserts that 'professional development programmes responsive to the needs of participants will maximise the probability of success' (p. 14).

The empirical findings of the present study also support Knowles's andragogical model regarding the importance of designing learning programmes for adult learners according to their different needs, as presented in Chapter Five. From the andragogical perspective, the consideration of adult learners' specific needs can help to improve their knowledge, skills and practices.

On the other hand, it was found that the 31 teaching skills included in the CPD guide should be listed in a questionnaire to be administered to TALs, because the degree of need for the programme would differ from teacher to teacher. Indeed, I agree with the participants' opinions on this issue, because several experts (e.g. Broad & Evans, 2006; Lee, 2004; Scales

et al., 2011; Steyn, 2009) have asserted that in order to have positive effects on teachers' learning and to motivate them to apply what they learn, CPD programmes must be personalised and responsive to the individual needs and preferences of each teacher pursuing them.

Based upon the above discussion, it can be argued that the main factor preventing CPD programmes from achieving their intended purpose is that such programmes do not acknowledge teachers' specific needs and interests. Therefore, to be effective, CPD programmes should be planned with attention to teachers' CPD needs.

CPD should be based on SMART objectives

The literature emphasises the importance of setting objectives in CPD programmes because they can 'provide a framework for [teachers] doing a complex job at a very fast pace. They encourage [teachers] to prioritize tasks and make best use of time and other resources, and feel a sense of achievement when objectives are met' (Bubb & Earley, 2007, p. 49). In addition, several contributors to the literature (e.g. Albahiri, 2010; Bubb, 2005; Glatthorn & Fox, 1996; Saunders, 2014) suggest that these objectives should be SMART: Specific, Measurable, Achievable, Relevant and Time-bound. They should also emerge from the needs of teachers, who should know these objectives in advance, because this will increase their active participation.

Analysis of the interview data showed that the objectives of the existing CPD programmes for TALs did not take the above requirements into account. Therefore, these requirements were considered in the CPD programme designed in the present study, as discussed in Chapter Five.

One outcome of the study was that the participants acknowledged that the objectives of the programme were precisely defined, helping them to understand before its

implementation what should be done and what was to be achieved. Accordingly, they responded positively to the programme, as will be examined later in this chapter.

These findings are consistent with those of a study by Lowden (2005), some of whose respondents indicated that they were not aware of the goals of CPD programmes available to them; she concludes that CPD programmes should be based on clear goals, because these play a critical role in the effectiveness of such programmes.

Finally, this outcome reflects the importance of setting objectives in learning programmes for adults as expressed in Knowles's andragogical model and discussed in Chapter Five. It can be concluded from the above discussion that in order to improve teaching performance, CPD programmes for teachers should have SMART objectives.

CPD should include varied content and activities

Another finding of the interviews was that the content and activities of existing CPD programmes were not able to address and cater for TALs' specific needs. In this regard, the literature (Bubb, 2005; Corcoran, 1995; Creemers, Kyriakides, & Antoniou, 2013; Harwell, 2003) asserts that CPD content and activities will be most effective if they contribute to deepening and broadening teachers' knowledge and skills and if they consider each participant's specific needs, existing knowledge and experience. In addition, they should be varied in order to meet teachers' different priorities for improvement. Finally, several researchers (e.g. Ganser, 2000; Guskey & Yoon, 2009; Harwell, 2003) have argued that effective CPD enables teachers to gain the new knowledge necessary to increase their mastery of the subjects being taught and to sharpen their teaching skills in the classroom.

The present study found that the participants appreciated the content of the CPD programme designed to enhance their teaching skills, because this content was effectively linked to the programme's objectives and included new knowledge and experiences relevant

to the targeted teaching skills. These findings are consistent with the results of Desimone, Porter, Garet, Yoon, and Birman (2002) and Ingvarson et al. (2005) who found that the content of CPD that concentrated on specific instructional practices can contribute to the effectiveness of such programmes on one hand, as well as enhancing teachers' use of these practices in the classroom on the other.

The activities included in the programme apparently contributed to helping the participants assess their learning progress. Moreover, the time allocated for completion of these activities was sufficient. This accords with literature on the subject (e.g. Creemers et al., 2013; Guskey, 2003; Opfer & Pedder, 2011; Smith et al., 2003), which acknowledges that effective CPD should provide adequate activities as well as sufficient time to enable teachers to master new content and skills.

Finally, the findings of the analysis are in line with Knowles's andragogical model, according to which the content and activities of learning programmes for adult learners should be based on their individual needs and experience, and should be organised in sequential units and lessons according to their readiness. As shown in Chapter Five, the content and activities of the CPD programme in this study were designed according to the above stipulations. Given the outcomes of the study, it can be argued that conforming to these stipulations contributed to the effectiveness of the programme, as mentioned above. It can be concluded that these conditions should be considered when creating the content and activities of CPD for teachers.

Using effective methods for implementing CPD

The study also found that the implementation of CPD should be based on the use of effective methods that consider the professional needs and differing experience of TALs. Additional details of this feature are discussed below, under the third theme: implementation.

Continuously evaluating the effects of CPD

The final finding relevant to the second theme was that the effects of CPD programmes on TALs were often not assessed and that emphasis should therefore be placed on measuring what TALs learn from the CPD programmes they attend. This is discussed further below, under the fourth theme: evaluation.

Third theme: Planning and implementation of CPD

The findings presented in Chapter Five include those related to various perspectives on the planning and implementation of CPD; here, the main elements of these findings are examined and linked to the relevant literature.

The first such finding was that CPD programmes did not take into account teachers as adult learners, because they were not planned according to adult learning theories. In this regard, the literature on teacher learning emphasises the importance of considering the principles and practices of adult learning theories when planning such programmes (Cline et al., 1993; Ganser, 2000; Trotter, 2006), because teachers themselves need to be viewed as adult learners (Chaudary, 2011; Gregson & Sturko, 2007; Ong, 2004). Furthermore, it identifies a number of different theories that can be employed to teach adults and design learning programmes for them. Among these, andragogy is agreed to be appropriate for designing CPD for teachers, because it provides a useful model based on specific principles and elements that demonstrate respect for teachers as adult learners (Bubb, 2005; Bubb, 2012; Lalitha, 2005; Whitehouse, 2011).

Based upon the above argument, the present study employed andragogy to guide the design of the CPD programme, as discussed in Chapters Four and Five. Moreover, Knowles's andragogical model was adopted because of its importance 'as a framework for adult learning [...] due to its implications for teachers' continuing professional learning' (Elliot &

Campbell, 2013, p. 3). Finally, six elements of Knowles's model were followed, as examined in Chapters Three and Four. These involved (1) diagnosing TALs' teaching skills; (2) planning the CPD programme; (3) formulating its objectives; (4) designing its content and activities; (5) conducting the CPD programme; and (6) evaluating it.

The focus group findings indicate that considering the above six elements when designing the CPD programme for this study contributed to achieving its objectives. More specifically, the participants acknowledged that the programme was effective because it was grounded in their needs in the area of teaching skills, that it was planned according to their views on the characteristics of effective CPD, that its objectives were SMART, that its content and activities were effectively linked to its objectives, that it provided new knowledge and skills, that the methods used to carry out the programme were adequate to achieve its objectives, that it took account of participants' experience and that the methods employed to assess it were effective and appropriate to its objectives.

Based upon the above findings and discussion, it can be argued that Knowles's andragogical model can be used effectively to design, conduct and evaluate CPD, insofar as it covers all elements and activities that should be considered when designing CPD for teachers, as examined in Chapter Three. Moreover, this model is consistent with the context of CPD for teachers in the KSA in terms of policies, objectives and sources, as examined in Chapter Two.

A second finding from the interviews was that the CPD to which TALs were accustomed was conducted according to traditional methods. Boyle et al. (2004) cite the international literature on CPD as showing that these methods are 'insufficient to foster learning which fundamentally alters what teachers teach or how they teach' (p. 47). Moreover, these methods are criticised 'for being fragmented, unproductive, inefficient, unrelated to practice, and lacking in intensity and follow-up' (Lucilio, 2009, p. 54). The

literature on CPD (e.g. Beavers, 2009; Broad & Evans, 2006; Jones & Dexter, 2014; Villegas-Reimers, 2003) concludes that a variety of methods of CPD must be regularly available to teachers in order to meet their different professional needs and experiences. In addition, such methods should contribute to empowering teachers' responsibility for their own growth and development, because teachers in CPD 'grow through confrontation with challenges; they must have freedom to try, to fail, and to try again without penalty' (Rossmiller, 1984, p. 15).

Furthermore, it was found that workshops were more widely used to deliver CPD programmes to TALs. Referring to this issue, several researchers (e.g. Good & Weaver, 2003; Hunzicker, 2011; Opfer & Pedder, 2011; Shaw, 2006) have stated that 'one shot,' 'sit and get' workshops are no longer seen as effective in enhancing teachers' knowledge and classroom practices.

In order to avoid the disadvantages of traditional methods of implementing CPD programmes, the present study adopted an alternative method: independent study. The focus group findings indicate that this method was adequate to achieve the main aim of the CPD programme, which was to improve the teaching skills of TALs. Moreover, the participants reported that this method considered their specific needs, existing knowledge and varied experience; they felt that it did not require much effort or time and that it contributed to improving their independent learning; thus, they relied on themselves to enhance their knowledge and skills.

These views of the participants corroborate the finding of Desimone et al. (2002) that teachers who took part in CPD programmes implemented by using appropriate methods can effectively improve their teaching performance. They are also consistent with Knowles's andragogical model, as discussed in Chapter Five. From the andragogical perspective, adult learners are independent and self-directed toward goals (Cercone, 2008). Therefore,

according to the literature (e.g. Edmunds et al., 2002; Holmes & Abington-Cooper, 2000; Smith, 2002), adult learners should be responsible for their own learning and for evaluating the results of their learning experiences, while their teachers fulfil the role of facilitators who manage the learning process and encourage the learners to become more independent.

As mentioned in Chapter Five, the participants in this study depended on themselves to implement the CPD programme and to assess its enhancement of their teaching skills, while my role was limited to helping them to achieve the objectives of the programme. The outcomes indicate that the programme, as designed, achieved its objectives. In light of the above discussion, it can be said that independent study is an effective way of implementing CPD, because it contributes to improving teachers' responsibility for their own growth and development.

A further issue is that the participants emphasised the importance of their educational supervisors monitoring them during their independent study for various reasons presented in Chapter Five. They also stressed that it was important for their educational supervisors to observe their performance within the classroom in order to provide them with accurate and effective feedback on the impact of programme.

In this regard, the literature (e.g. Cooper, 2004; Harris et al., 2006; Training and Development Agency, 2008) suggests that in order for teachers to retain and apply new methods, skills and ideas, they must receive mentoring while executing what they are learning from CPD. Mentoring can involve experts, either from within the school or from outside, who should provide teachers with continuous and regular feedback while monitoring their development activities, because teachers 'need to know whether they are making any progress when implementing new teaching initiatives' (Sywelem & Witte, 2013, p. 883).

According to Lord, Atkinson, and Mitchell (2008), there is much evidence from several empirical studies that monitoring in CPD is important because it contributes to

enhancing teachers' existing knowledge and professional skills, as well as leading to changes in their teaching practices. It can be concluded from the above discussion that those responsible for implementing CPD should engage in monitoring, because it has a positive impact on teachers' competence and performance.

Fourth theme: Evaluation of CPD

Analysis of the interview data showed that the effectiveness of CPD for TALs was not evaluated. This lack of evaluation is not limited to CPD in the KSA; indeed, it appears to be a relatively common feature of CPD programmes for teachers in most countries, because evaluating the effect of such programmes is difficult, time-consuming and costly (Archibald et al., 2011; Broad & Evans, 2006; Lowden, 2005). For instance, Clare (1976) reports that 'systematic evaluations of professional development programmes are rarely, if ever, undertaken' (p. 1). Guskey (2005) concurs, adding that 'many professional development leaders avoid systematic evaluations for fear that the evaluation won't yield "proof" that what they're doing leads to improvements in student learning' (p. 13).

Notwithstanding these obstacles, the literature emphasises the importance of evaluating CPD, because it provides 'data that can be used to make a decision, to establish a new policy, or to take a specific goal-directed action' (Puma & Raphael, 2001, p. 13). Other contributors state that effective evaluation of CPD should serve two purposes: formative and summative evaluation (Guskey, 1999; Isaac, 2011; Muijs et al., 2004; Trumbull & Gerzon, 2013). Therefore, the CPD programme designed for the study was assessed according to these two approaches, which are discussed in the next two sections.

Formative evaluation

CPD should be subjected to formative evaluation, which assesses the programmes themselves (Isaac, 2011; Muijs et al., 2004), because this will contribute to the identification of desirable improvements (Archibald et al., 2011; Bubb & Earley, 2007; Puma & Raphael, 2001).

The formative evaluation of the CPD programme designed for this study was conducted by eliciting participants' opinions regarding the planning, implementation and evaluation of the programme they had completed. The outcomes presented in Chapter Five show that the participants acknowledged that the design of the programme was effective in several respects: it was directly relevant to teachers' needs for teaching skills in the areas specified; its objectives were SMART; its content and activities were linked to its objectives, as well as providing new knowledge and experiences related to teaching skills; and the methods employed to implement and evaluate it were appropriate to achieve its objectives.

These outcomes are consistent with those of other studies of CPD in the KSA (e.g. Alghamdi, 2013; Buteal, 2009; Hamrun, 2007; Meemar, 2007; Sywelem & Witte, 2013), which found that the factors listed above should be considered when designing CPD programmes in order to enhance teachers' knowledge and skills and to improve their students' learning and achievement.

Summative evaluation

The second form of evaluation that should be applied to a CPD programme is summative; i.e. designed to assess its effect on the participants (Isaac, 2011; Muijs et al., 2004). This will yield evidence concerning the programme's effectiveness, which in turn will contribute to improving teachers' performance and students' learning (Craig et al., 1998; Harris et al., 2006; Lowden, 2005).

The interviewees reported that the effects of existing CPD programmes on TALs' knowledge, performance and attitudes were not evaluated, a finding in agreement with published studies in the KSA context (e.g. Alabdualateef, 2007; Alhajeri, 2004), whose authors assert that attention should be paid to the evaluation of CPD for teachers but that this does not happen.

The effect on the participants of the CPD programme designed for the present study was assessed by means of written activities and reflections. Participants reported that these two methods had allowed them to identify the difficulties facing them during the implementation of the programme and to think about its learning outcomes. Similarly, Burchell et al. (2002) argue that teachers' reflections are 'an important vehicle in the process of evaluating the impact [of CPD]; they are central because they form the basis on which unique individual patterns of professional learning and development, and potential for impact, can be identified' (p. 220). Moreover, several studies (e.g. Colbert, Brown, Choi, & Thomas, 2008; Muijs & Lindsay, 2008) conclude that effective CPD requires teachers themselves to assess continuously their own achievements and progress towards their CPD goals.

The outcomes of the study regarding evaluation are also consistent with Knowles's andragogical model, as discussed in Chapter Five. According to Knowles (1980) Knowles (1980), adult learners should 'get evidence for themselves about the progress they are making toward their educational goals' (p. 49).

As mentioned in Chapter Three, the literature agrees that assessing the effect of CPD on teachers' performance is difficult, because of the need to measure it at different levels, such as teachers' reactions, learning and behaviour (Guskey, 2000; Puma & Raphael, 2001). In this regard, Guskey (2000) proposes a model incorporating what he considers the five essential levels to be considered when evaluating CPD: participants' reactions; participants'

learning; participants' use of new knowledge and skills (behaviour); organisational support and change; and student learning outcomes. Two of these levels—participants' reactions and participants' learning—were employed to assess the effectiveness of the CPD programme designed in the present study, while the other three levels were not included. These choices are now explained, beginning with the two levels which were included.

The literature suggests that most evaluations of CPD occur through teachers' reactions, as it is the easiest level to assess (Guskey, 2000). Moreover, assessing reactions is important in that it can provide valuable suggestions which might contribute to promoting CPD (Guskey, 2002a; Schumann et al., 2001). Finally, Guskey (2005) asserts that teachers must have a positive reaction to CPD before we can expect them to learn anything from it, as will be examined in the next section.

In order to assess teachers' learning, the literature stresses the importance of collecting data on the knowledge and skills that they have acquired as a result of taking part in CPD, because such data confirms the relationship between what was intended and what was accomplished, and because it is a strong indicator of the effectiveness of CPD (Kirkpatrick & Kirkpatrick, 2006; Knowles et al., 2005).

Turning to the levels excluded from the present study, the literature acknowledges that the assessment of teachers' behaviour and organisational change is difficult for various reasons (Archibald et al., 2011; Kutner et al., 1997). In addition, it concludes that there has been little systematic research assessing the effect of CPD on teachers' behaviour and organisational change (Cameron et al., 2013; Lowden, 2005). Therefore, it proposes that such assessment should be delayed (Kirkpatrick & Kirkpatrick, 2006), because teachers need 'sufficient time to reflect on what they learned and to adapt the new ideas to their particular setting' (Guskey, 2000, p. 178).

Finally, the literature asserts that the assessment of the effects of CPD on student learning outcomes is more complicated than is generally assumed (Guskey & Sparks, 1991; Muijs & Lindsay, 2008; Tantranont, 2009). Moreover, research evidence does not provide a clear picture of such effects on student learning outcomes (Bolam, 2002; Bubb, 2012; Burchell et al., 2002; Cameron et al., 2013; Hopkins & Lagerweij, 1996). Therefore, establishing a direct relationship between CPD and improvements in student learning and achievement is difficult, due to a variety of confounding variables that occur simultaneously with CPD, such as new programmes and materials (Reitzug, 2002).

It can be concluded that a number of strengths and limitations should be considered when using Guskey's model. The effects of CPD on participants' reactions and on their learning can be assessed directly without strict conditions, whereas its effects at other levels (on participants' behaviour, on organisational support and change and on student learning) are conditional on a number factors. These include participants' desire to change, their knowledge of what to do and how to do it, and the right working environment in which they can be rewarded for improvement or change (Broad & Evans, 2006; Guskey, 2005). Accordingly, assessment of the effects of the CPD programme designed in the present study was limited to participants' reactions and learning. The following discussion sheds further light on these two aspects of assessment and relates them to the literature and to the context of the study.

TALs' reactions to CPD

It was found that before taking part in the programme designed for this study, the participants were not satisfied with the CPD programmes available to them, feeling for various reasons that they did not enhance their teaching competencies and performance. These negative reactions reflect a level of dissatisfaction which could have directly

influenced participants' acquisition and use of any new knowledge or skills from such programmes. Alfahmi (2001), for example, concludes that CPD programmes for TALs in the KSA require reform in order to meet teachers' professional needs, as their failure to do so impairs their teaching performance and their students' learning.

Other contributors to the literature (e.g. Guskey, 2000; Guskey, 2005; Kutner et al., 1997) affirm that in order to benefit from CPD programmes, teachers should have positive reactions to them, because these will facilitate their learning and practice, leading to improvements in their students' learning and achievement. 'Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring' (Kirkpatrick & Kirkpatrick, 2006, p. 22).

Finally, the participants expressed positive feelings about the programme designed for this study, citing several factors that are presented above. Therefore, according to the view of Kutner et al. (1997) alluded to above, they are likely to have learned from the programme and to be able to incorporate this learning into their teaching performance.

TALs' learning from CPD

As to the actual learning outcomes for the participants in this study, it is evident that they gained knowledge in planning, implementing and evaluating the process of teaching Arabic. These outcomes are consistent with the assertion of Champion (2003) that it is important to evaluate teachers' learning from CPD programmes and that the real evaluation of such programmes lies in what teachers actually learn.

Specifically, the participants' responses to the activities in the CPD guide confirmed that they had read and understood the information and skills covered in each lesson. This shows that the guide did provide them with new knowledge and skills in the areas outlined. This accords with literature on the subject (e.g. Bubb & Earley, 2007; Shaw, 2006; Trent,

2011), which reports that effective CPD should equip teachers with new knowledge and skills while upgrading their existing knowledge, skills and practices. Furthermore, Cooper (2004) identifies a strong relationship of CPD with knowledge and skills, asserting that ‘a part of the success of every teacher is highly dependent upon his or her knowledge and skill. A part of every teacher’s knowledge and skill is dependent upon his or her [CPD]’ (p. 1).

In addition to the above outcomes, the participants’ reflections reinforced other indicators of their acquisition of knowledge and skills in the areas identified. Much of the current writing about CPD (e.g. Barakat, 2005; Craig et al., 1998; Guskey, 2003; Lee, 2004; Leu & Ginsburg, 2011; Pedder et al., 2008) indicates that effective CPD should enable teachers to develop new professional knowledge and skills in planning lessons, developing teaching strategies, using technology, assessing students’ learning and other essential elements of effective teaching.

More specifically, the findings of the present study corroborate those of others (e.g. Boyle et al., 2004; McGregor & Woodhouse, 2010; Trent, 2011), which found that CPD could result in changes in teachers’ learning and practice in areas such as planning, delivery of lessons, classroom management and assessment. These authors conclude that teachers should take part in CPD because it contributes to supporting their knowledge and skills in relation to the teaching process. Finally, Mizell (2010) concurs, asserting that ‘educators who do not experience effective professional development do not improve their skills, and student learning suffers’ (p. 6).

It is evident from the above discussion that the CPD programme contributed to improving the teaching skills of these TALs in the areas mentioned. Therefore, according to Guskey (2000) and Kutner et al. (1997), changes in their instructional behaviour and improvement in their students’ learning and achievement may be expected. Experts writing about CPD (e.g. Blank & de las Alas, 2010; Chen, 2013; Kang, Cha, & Ha, 2013) report that

a considerable number of studies have found a positive relationship between CPD, teachers' instructional behaviour and their students' learning.

Chapter Summary

This chapter has summarised the findings of the study and discussed their significance in relation to the context of the study and to aspects of the literature reviewed. It concludes by noting that in order to succeed in achieving its objectives, CPD should consider a set of characteristics, which involve meeting teachers' specific professional needs, including varied content and activities that are based on SMART objectives, employing effective methods for implementing and evaluating it. The design of the CPD programme in the present study was based upon these characteristics; the outcomes revealed that the programme reflected awareness of the needs of the participants for specified teaching skills and that it contributed to enhancing their teaching skills in the areas specified. The final chapter sets out the contributions and implications of the study and makes suggestions for further research.

Chapter Seven:

Conclusions

Chapter Seven: Conclusions

Chapter Overview

This concluding chapter provides a summary of the study, followed by a discussion of its contributions and implications. The chapter then presents the limitations of the study and identifies some suggested areas for further research. It concludes with a presentation of the researcher's personal reflections on the research process.

Summary of the Study

Generally speaking, to be effective, TALs should have teaching skills related to planning, implementing and evaluating the process of teaching. CPD has been identified as the most commonly pursued and most widely available route through which to prepare teachers who do not have the teaching skills in the areas mentioned (Guskey, 1986; Hopkins & Stern, 1996).

Traditionally, CPD programmes available to TALs in the KSA have not been tailored to their actual needs or related to their existing teaching skills (Alfahmi, 2001; Roas, 2001). In addition, various studies indicated that TALs in the KSA needed to enhance their teaching skills in the areas mentioned. This is because their preparation programmes during service did not contribute to improving their teaching skills; rather they concentrated on equipping TALs with professional, pedagogical and content knowledge to enable them to teach Arabic to students in a very short timeframe (Alghamdi, 2013; Altrjmi, 2010; Buteal, 2009).

As one approach to resolving this problem, this study was conceived with the aim of designing a CPD programme capable of enhancing the teaching skills of TALs in the specified areas. To do this, the researcher adopted the principles of andragogy as the theoretical framework for designing this programme because according to several researchers

(Cline et al., 1993; Gregson & Sturko, 2007; Papastamatis et al., 2009), effective CPD should demonstrate respect for teachers as adult learners. In addition, the Knowles andragogical model was adopted as an appropriate basis for designing this programme for the reasons presented in Chapter Four. Six elements of this model were followed as shown in Table 29.

Furthermore, the researcher used evaluation research as a methodology because much of the literature on research methodology suggests that evaluation research is the optimal research methodology for designing and developing appropriate programmes for addressing a particular problem (Alston & Bowles, 2003; Anderson & Arsenault, 2005; Babbie, 2010; Von Kardoff, 2004). As for applying the phases of evaluation research, the study adopted Kumar's (2011) four phases as illustrated in Table 29.

Table 29. *The CPD Programme Used in the Study*

Phases of evaluation research	Elements of Knowles's model	Procedures conducted for achieving each element	Methods/Models
1 st Phase: Exploratory	1. Diagnosing TALs' teaching skills	<ul style="list-style-type: none"> The teaching skills that TALs need the CPD programmes to help them develop were identified 	Needs analysis questionnaire
	2. Planning the CPD programme	<ul style="list-style-type: none"> The characteristics of effective CPD programmes that TALs need to pursue in order to enhance their teaching skills were identified 	Semi-structured interviews
2 nd Phase: Development & 3 rd Phase: Execution	3. Formulating the CPD programme's objectives	<ul style="list-style-type: none"> The 31 objectives of the CPD programme were formulated 	These objectives were based on the 'SMART' principle
	4. Designing the CPD programme's content and activities	<ul style="list-style-type: none"> The content and activities of the CPD programme were developed in the form of a guide, which consisted of three learning units comprising 17 lessons 	The model used was a guide for independent learning
	5. Conducting the CPD programme	<ul style="list-style-type: none"> Before beginning their independent study of the lessons in the CPD guide, participants were informed about the following aspects: <ol style="list-style-type: none"> The programme's objectives; The time allocated for completing the designed programme; The procedures that they should follow in order to succeed in completing the content and accomplishing the activities and reflections in the designed programme; The participants took part in a workshop aimed at addressing the difficulties that they had faced regarding the content of the CPD guide. Further, a questionnaire was used to assess the effectiveness of the workshop from different aspects 	Independent study Written activities+ Reflections Workshop + Evaluation questionnaire
4 th Phase: Evaluation	6. Evaluating the CPD programme	<ul style="list-style-type: none"> The participants were interviewed in order to elicit their contributions to improving the design of the CPD programme 	Focus group

Table 29 illustrates the fourth phases that were adopted in applying the evaluation research and the six elements of Knowles's andragogical model as applied in the study. More specifically, the first (exploratory) phase aimed to explore two important aspects that contribute to supporting the design of a CPD programme as examined in Chapter Five.

The first aspect answered the study's first research question, which concerned the participants' needs. This represented the first element of Knowles's andragogical model—diagnosing TALs' teaching skills. The second aspect answered the study's second research question, which sought to determine the required characteristics of effective CPD

programmes in which TALs should take part in order to enhance their teaching skills in the areas mentioned; this represented the second element of Knowles's andragogical model—planning the CPD programme.

The outcomes of the above aspects were considered in constructing the second and third phases (development and execution), which aimed to answer the study's third research question. These phases involved applying the third, fourth and fifth element of the Knowles andragogical model. These were formulating the programme objectives, designing the programme content and activities, and conducting the programme.

The final (evaluation) phase aimed to answer the study's fourth research question; this phase represented the sixth element of Knowles's andragogical model—evaluating the CPD programme. It explored the requirements that TALs felt the programme must meet in order to satisfy their needs. The findings of this phase revealed that TALs identified further requirements for the programme to improve its potential to enhance their teaching skills in the next stage of its design.

Contributions of the Study

The present study can contribute to knowledge and practice in the field of CPD. The contribution to each area is discussed in the following sections.

Contributions to knowledge

From the theoretical perspective, the study adds to knowledge in the field of CPD for teachers in the KSA context by showing that CPD can be approached from different theoretical perspectives.

First, previous studies have identified limitations to the current approaches to CPD which have prevented TALs at elementary schools in the KSA from benefitting fully from

improved teaching skills in planning, implementing and evaluating teaching. Therefore, this study suggests that needs analysis is an important initial stage in the design of a CPD programme, whereas previous studies have not identified TALs' CPD needs for teaching skills at the elementary stage in the KSA. The results of this study contribute to determining the teaching skills that TALs need to acquire through CPD. The determination of these priority needs represents the first contribution of the present study to the field of CPD for teachers in the KSA context.

A further issue is that in order to design effective CPD for teachers, there is a set of characteristics that programme designers should consider. The results of this study show that CPD programmes for TALs in the KSA were unable to achieve their stated objectives, because they were not designed according to recommended characteristics. In the context of CPD for teachers in the KSA, no previous studies had sought to identify the characteristics required of CPD programmes to enable them to enhance teaching performance. This study included procedures to identify the characteristics that might contribute to efficient and effective CPD design. The use of these procedures and the findings add important perspectives to the field of CPD for teachers in the KSA context by demonstrating the features of effective CPD.

Contributions to practice

From the practical perspective, the study is expected to be significant because of its tangible outcomes related to CPD in the KSA. The following discussion examines the practical contributions of the CPD programme designed for this study in terms of planning, implementation and evaluation. Later, the practical applications of the CPD programme as designed are presented.

The literature acknowledges that there can be no ‘one size fits all’ CPD framework, but experts agree that designing strong CPD programmes according to teachers’ different professional needs and experience can contribute to improving teacher quality. This study has demonstrated an effective process for designing a CPD programme aiming to enhance TALs’ teaching skills in the areas outlined. Furthermore, this programme was developed in line with the policies and objectives of the MOE in the KSA, in the context of CPD for TALs in the KSA, acknowledging CPD needs for specific teaching skills and the established characteristics of effectively designed CPD programmes. Based upon these characteristics, the study models specific criteria that should be adopted when implementing this programme at the next stage of its design and provides a model for other similar programmes. The outcomes of the study indicate that the programme was effective in enhancing the participants’ teaching skills. These outcomes represent an important practical contribution to the field of CPD for teachers in the KSA context.

Andragogy, the dominant theory of adult learning, was employed in designing the CPD programme in the present study, because efficient CPD should take into account the teacher as an adult learner. The outcomes of the study show that the andragogical principles and Knowles’s model were effective in designing the CPD programme and in achieving its main aim and objectives. Therefore, the study makes an important contribution to improving the design of CPD programmes for teachers in the KSA and possibly elsewhere, especially because many earlier programmes were not designed according to the theories of adult learning.

The present study found that in the KSA, CPD programmes commonly took the form of workshops, whereas the literature on CPD indicates that teachers should no longer attend workshops, because of their limited effectiveness in enhancing their knowledge, skills and classroom practices. Based upon these findings, this researcher adopted independent study as

an appropriate method to implement the CPD programme, because effective CPD should empower teachers to be responsible for their own growth and development, which in turn will enhance their students' learning and achievement. The results show that independent study could indeed contribute to the improvement of TALs' independent learning so that they were able to enhance their own knowledge and skills. It was also found that TALs were satisfied with this method, as it met their different needs, matched their experience and contributed to improving their teaching skills in the areas identified. These outcomes represent a significant contribution of the present study to implementing CPD programmes, because this method has not previously been used to carry out such programmes in the KSA.

Finally, the present study evaluated the programme both formatively and summatively, because early findings revealed that the evaluation of such programmes has been neglected. A focus group was used for the formative evaluation of the programme itself, in terms of its planning, implementation and evaluation, while written activities and reflections were employed in the summative evaluation of TALs' learning from the programme. It was found that these methods had delivered the desired objectives and therefore represent a valuable model for improving the evaluation of CPD programmes in the KSA.

From the above discussion of contributions and outcomes, it can be concluded that the CPD programme was effective in enhancing TALs' teaching skills. Therefore, by adopting this programme, those who are responsible for designing CPD for TALs in the KSA, such as the educational training centres and colleges of education within universities, can ensure that all TALs in the KSA are able to take advantage of it. Moreover, in order for TALs to benefit fully from its adoption, the following five steps should be taken into account when implementing the programme:

1. A questionnaire covering the 31 teaching skills included in the CPD guide should be developed and used to identify the specific teaching skills that individual TALs need to acquire through the CPD programme.
2. TALs should be provided with specific lessons from the CPD guide according to their needs as identified by the said questionnaire.
3. TALs should be monitored and should receive follow-up during their independent study of the component lessons of the CPD.
4. TALs should be observed in the classroom to assess the effects of the CPD guide on their teaching skills.
5. The difficulties that TALs might face should be identified through observation of their performance in the classroom, and these should be promptly addressed.

In light of these contributions of the study to knowledge and practice, the following section considers its implications for policy and practice.

Implications for Policy and Practice

Before discussing the implications for policy and practice, it is worth summarising the effectiveness of evaluation research in designing a CPD programme for enhancing TALs' teaching skills as applied to the study.

As discussed in Chapter Four, the four phases of evaluation research (exploration, development, execution and evaluation) were employed, because the literature on research methodology asserts that this methodology is effective where the aim is to develop and evaluate appropriate programmes for resolving particular problems.

In addition, effective CPD should demonstrate respect for teachers as adult learners, as explained in Chapter Three. Therefore, the design of the CPD programme was guided by andragogy theory, applying six elements of Knowles's andragogical model, for the reasons

presented in Chapter Four. These elements (diagnosing TALs' teaching skills; planning the CPD programme; formulating its objectives; designing its content and activities; conducting the CPD programme and evaluating it) were combined with the four phases of evaluation research and the outcomes were as follows.

The exploratory phase addressed two important aspects of the design of the CPD programme. One was the identification of TALs' CPD needs in terms of teaching skills, because effective CPD should be designed according to teachers' professional needs, as examined in Chapter Three. Secondly, it was important to determine TALs' views concerning the characteristics of effective CPD, because CPD designed without consideration of these specific characteristics cannot produce the desired results, as discussed in Chapter Three. These two aspects of CPD design correspond to the first and second elements of Knowles's andragogical model as applied in the study: diagnosing TALs' teaching skills and planning the CPD programme.

The development phase of evaluation research contributed to planning the programme and involved applying the third and fourth elements of Knowles's model: formulating the CPD programme's objectives and designing its content and activities. The two experts who participated in this phase proposed that the programme should be planned in keeping with the outcomes of the exploratory phase. Accordingly, the content and activities of the programme were developed in the form of a guide based on SMART objectives, as presented in Chapter Five. Finally, the experts reviewed the guide and provided valuable suggestions that contributed to improving its quality before it was executed.

Six TALs participated in the execution phase, corresponding to the fifth element of Knowles's andragogical model, in which a CPD programme designed to improve their teaching skills was conducted. This phase helped to identify difficulties facing participants during the implementation of the programme and to think about its effectiveness. Therefore, a

workshop was designed to address these issues; the outcomes demonstrated that the programme as designed could affect the participants' reactions and learning, as discussed in Chapter Five.

In the final phase of the research, corresponding to the sixth element of Knowles's model, the programme itself was evaluated in terms of its planning, implementation and evaluation. Participants in the programme were interviewed in order to elicit their views and to ensure that the design of the programme had met its aim to enhance their teaching skills in the areas mentioned. One outcome was that the participants identified further requirements for the programme to promote its potential to improve their teaching skills in the next stage of its design.

It can be concluded that combining the four phases of evaluation research with the six elements of Knowles's andragogical model is an appropriate approach to designing a CPD programme, because it can result in improving teachers' knowledge, skills and practice.

Based upon the findings and contributions of the study, implications for policy and practice are next discussed in relation to relevant entities.

For the MOE

The outcomes of this study showed that in terms of planning, implementation and evaluation, CPD for TALs was not based on a theoretical framework that took into account the findings of research conducted in this field. Policymakers in the MOE should pay attention to steering CPD programmes in the right direction by implementing the procedures listed below:

1. Review existing CPD programmes comprehensively and identify changes that may be needed to support its reform.

2. Establish a CPD framework that considers the context of teaching, including teachers, students, schools and other variables.
3. Implement this framework, using an alternative approach that considers teachers' needs and experiences.
4. Continuously evaluate the effect of this framework on teachers' performance and students' learning and achievement.

In addition, the analysis of the context of CPD for TALs in the KSA presented in Chapter Two revealed that in 2006 the MOE adopted new policies governing CPD for TALs, which concentrate on 'equal opportunity,' 'continuity,' 'inclusiveness,' 'effectiveness,' 'participatory,' approaches, being 'linked with the curricula' and using 'continuous assessment' (Tatweer, 2010b). In fact, it seems that these new policies have not been executed (Alharbi, 2011; Sywelem & Witte, 2013). Consequently, the MOE should combine its efforts and resources to act on these new policies, as they will contribute effectively to enhancing the knowledge, skills and practices of TALs, which in turn will result in improving the quality of the outcomes of the teaching process.

For educational training centres and colleges of education in the KSA

Educational training centres in each region in the KSA are responsible directly for designing CPD programmes for TALs. Further, colleges of education within the KSA's universities also contribute to providing such programmes. Therefore, they should take into account the following recommendations based on the findings of the present study.

First, the study revealed that TALs at elementary schools in the KSA should take advantage of CPD to enable them to teach students Arabic effectively. This study has identified the priority needs of TALs for teaching skills, and the programme designed was grounded in these needs. In addition, the identification of these needs was essential because

effective CPD, in order to succeed in improving teachers' teaching performance, should meet their specific professional needs. The findings demonstrate that TALs identified their need for CPD to increase their teaching skills as 'most needed' for 31 out of 51 teaching skills. Accordingly, the design of future CPD programmes for TALs should be based on the teaching skills identified.

Second, the present study contributed to determining the characteristics that planners should consider when designing CPD programmes for TALs. Furthermore, it embedded these characteristics in the programme delivered. The results demonstrate that CPD programmes designed according to these characteristics can accomplish the aim of CPD.

Third, the existing CPD programmes for TALs do not seem to consider the theories of learning. In this regard, the present study concluded that the principles of andragogy and Knowles's andragogical model were effective for designing CPD programmes aiming to enhance TALs' teaching skills. Therefore, the educational training centres and colleges of education within universities in the KSA should adopt these principles when designing CPD programmes in order to advance teaching skills.

Fourth, the educational training centres and colleges of education within universities in the KSA should shift the implementation of CPD programmes from traditional methods to modern methods. The present study adopted an alternative method to implement the CPD programme designed for the TALs by using independent study. The results show that this method was effective in enhancing teachers' knowledge and skills. Furthermore, by employing this method, training institutions can ensure that all TALs in the KSA can benefit from CPD programmes because this method does not require much effort and time even though participants need support and monitoring.

Fifth, the study reveals that evaluating the CPD programmes available to TALs had not been considered and it confirmed that this evaluation was important for different reasons

presented in Chapter Five. The educational training centres and colleges of education within universities in the KSA should pay close attention to assessing the effectiveness of CPD programmes because such assessments will result in strong learning benefits to teachers while facilitating programme improvements.

Finally, the findings of the study demonstrate that TALs had a negative reaction to CPD because they felt that it was not tailored to their specific needs and their different experiences. The educational training centres and colleges of education within universities in the KSA should therefore pay considerable attention to increasing awareness among TALs about the significance of CPD. To do this, they should encourage TALs to attend CPD programmes and informing them that such programmes will contribute to enhancing their knowledge and skills, which in turn will affect their teaching performance.

Limitations of the Study

As previously mentioned, the present study employed evaluation research as a methodology for accomplishing its main aim and objectives. In this regard, the research literature points out that there are different variables that might affect the success of evaluation research and that these variables cannot be controlled tightly because evaluation research is usually carried out under unpredictable circumstances (Anderson & Arsenault, 2005; Neuman, 2007). Accordingly, the following limitations are acknowledged:

First, the study concentrated mainly on designing a CPD programme aimed at enhancing TALs' knowledge about teaching skills, which were limited to three general aspects: planning, implementation and evaluation of the process of teaching Arabic. Each aspect included different teaching skills related to the essential phases in the teaching process and the roles of TALs in those phases. Teaching skills related to particular Arabic modules, such as reading, writing, listening, speaking and so on, were not studied.

Second, the programme targeted experienced TALs in the elementary stage in the Albaha region of the KSA, so the findings from this study might not be applicable to newly qualified teachers and to other teachers in other majors, such as mathematics, science and so on, or to other TALs at the intermediate and secondary stages.

Third, the implementation involved the use of independent study and a workshop to implement the programme, and it employed a questionnaire, a focus group and participants' written activities and reflections to evaluate it. It did not consider the effectiveness of other methods for implementing and evaluating CPD programmes.

Finally, the study was limited to assessing the effect of the designed CPD programme on participants' reactions and learning; it did not evaluate other aspects, such as behaviour change and their students' learning and achievement.

Suggestions Based on the Study

As reported above, a few limitations affected the present study. Aspects of the study affected by these limitations need more investigation. Further research should be undertaken to:

- design a CPD programme that aims to enhance skills relevant to teaching specific Arabic modules, such as Arabic reading, writing, listening and speaking;
- explore the design of a CPD programme for newly qualified TALs;
- test the design of a CPD programme that aims to improve the teaching skills of other teachers in other majors, such as mathematics and science;
- design a CPD programme aimed at enhancing the teaching skills of TALs at other stages, such as the intermediate and secondary levels;
- explore the effectiveness of other methods for implementing CPD;
- explore the effectiveness of other methods for evaluating CPD; and

- explore the impact of the designed CPD programme on participants' behaviour and their students' learning.

Reflections Remarks

This study provided me, as a lecturer in teaching Arabic and preparing TALs at the College of Education at Albaha University in the KSA, with a great opportunity to extend my professional knowledge and reflect on my practice in the field of CPD, on my teaching skills and on research methodologies. My insights are summarised below.

First, the analysis of the contextual background of CPD programmes for TALs in the KSA helped me to understand the realities, problems, obstacles and challenges that have confronted TALs in their efforts to take advantage of such programmes.

Moreover, the review of the relevant literature on CPD and Arabic teaching skills enabled me to learn valuable principles and procedures for designing CPD programmes and developed my understanding of the teaching skills that TALs should have.

In addition, involvement in the design of the programme contributed to increasing my professional practice in relation to designing CPD programmes for TALs; moreover, it improved my knowledge regarding the theories of adult learning.

Finally, the use of evaluation research as a methodology helped me to understand a new research methodology and its applications in the context of CPD in the KSA. This is because most of the research studies in the KSA use traditional research methodologies, such as surveys, experiments and correlational research, to study most educational phenomena. By using evaluation research, I extended my knowledge and improved my skills concerning use of the mixed-methods approach for collecting and analysing research data.

The task now is to disseminate the knowledge generated in this study, making it available to policymakers in the MOE, trainers and educational supervisors at the educational

training centres in each region in the KSA, head teachers and others who are interested in CPD for teachers. This can be accomplished through publications, presenting workshops, attending conferences and so on.

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Appendices

Appendix 1: List of Judges of the Needs Analysis Questionnaire

No.	Name	Position	Affiliation
1	Abdullhamid Zohry Saad	Professor	College of Education at Albaha University in the Kingdom of Saudi Arabia
2	Ibrahemmm Mohammed Alghamdi	Assistant Professor	College of Education at Albaha University in the Kingdom of Saudi Arabia
3	Khalid Muadi Asiri	Assistant Professor	College of Education at Albaha University in the Kingdom of Saudi Arabia
4	Salah Ahmed Dokhikh	Assistant Professor	College of Education at Albaha University in the Kingdom of Saudi Arabia
5	Ibrahemmm Abdouallah Alzahrani	PhD student	College of Education at Southampton University in the United Kingdom
6	Khalid Abdouallah Alfaiz	PhD student	College of Education at Durham University in the United Kingdom

Appendix 2: Needs Analysis Questionnaire in its Final Version (English Version)

QUESTIONNAIRE

To assess the need of teachers for continuing professional development to enhance their skills in teaching Arabic

Dear Teacher of the Arabic language,

I am working on my PhD study, for which I aim to design a continuing professional development (CPD) programme for enhancing the teaching skills of teachers involved in teaching Arabic. With your experiences in the field of teaching Arabic, you can help me to identify the most important teaching skills that you think require improvement. Based on the foregoing, I ask that you give me a few minutes of your precious time to complete this questionnaire. If you agree to take part in this study, you should know that the data that you will provide will be treated as strictly confidential and will be used for research purposes only. If you decide you do not want to participate in this study, there is no obligation for you to do so. Please indicate your preference by checking the appropriate box below:

I want to participate I do not want to participate

Teaching, as a process, consists of three main aspects, namely: (a) planning, (b) implementation and (c) evaluation. All of these aspects require specific teaching skills that teachers should possess. Therefore, the questionnaire below contains 51 teaching skills divided into the three aspects mentioned earlier, which can be summarised as follows:

- (1) **The first aspect:** planning the process of teaching Arabic. This is represented in the skills numbered (1) to (20).
- (2) **The second aspect:** implementing the process of teaching Arabic. This is represented in the skills numbered (21) to (42).
- (3) **The third aspect:** evaluation of the process of teaching Arabic. This is represented in the skills numbered (43) to (51).

I hope to determine your level of need for continuing professional development in the specified teaching skills based on your placing the sign (×) in each of the boxes representing the three levels, namely: (a) Most needed, (b) Less needed and (c) Not needed. The following examples explain how you can complete this questionnaire.

No.	Teaching skill	Degree of need for CPD to enhance the skill		
		Most Needed	Less Needed	Not Needed
1	Preparing a long-term plan for the process of teaching Arabic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Preparing a short-term plan for a language lesson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After analysing the responses to this questionnaire, I will design a continuing professional development programme to enhance the teaching skills that respondents have described as 'most needed.' Therefore, I ask that you complete the form attached to the questionnaire if you wish to participate in the process of developing this programme.

If you do not understand any part of this questionnaire, or require further information about this study, please feel free to contact:

Ahmed Hassan Ahmed Alghamdi

A lecturer in the Department of Curriculum and Teaching Methods, College of Education, Albaha University. PhD student, Graduate School of Education, University of Exeter, United Kingdom.

Mobile: +966 544332008 E-mail: ahag2006@hotmail.com

(1) The First Aspect: Planning the Process of Teaching Arabic

No.	Teaching skill	Degree of need for CPD to enhance the skill		
		Most Needed	Less Needed	Not Needed
1	Preparing a long-term plan for the process of teaching Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Preparing a short-term plan for a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Analysing the content of a language lesson and breaking it down into its essential components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Identifying the language needs of different students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Formulating educational objectives for a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Linking students' new language experiences with their previous experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Linking a language lesson to real-life experiences of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Selecting adequate teaching strategies to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Selecting adequate teaching methods to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Selecting adequate teaching styles to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Selecting teaching activities to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Selecting educational aids to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Preparing a plan to manage the classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Preparing a plan to organise the classroom interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Preparing a plan to organise teamwork and independent learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Determining appropriate assessment methods to evaluate students' language performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Constructing appropriate assessment methods for evaluating students' language performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Preparing remedial plans for students who face language difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Preparing enrichment plans for students with outstanding mastery of linguistic concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Selecting adequate methods to close a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) The Second Aspect: Implementation of the Process of Teaching Arabic

No.	Teaching skill	Degree of need for CPD to enhance the skill		
		Most Needed	Less Needed	Not Needed
21	Using classical Arabic in the implementation of a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Using a variety of introductions to begin a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Employing a variety of teaching strategies to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Employing a variety of teaching methods to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Employing a variety of teaching styles to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Employing a variety of teaching activities to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Employing a variety of educational aids to meet the stated objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Balancing distribution of available time to all aspects of a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Taking into account individual differences among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Creating an appropriate learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Using appropriate styles for classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Organising classroom interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Using a variety of stimuli to attract students' attention and maintain their enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Motivating students to participate in a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Using appropriate strategies to guide classroom questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Using appropriate strategies to deal with students' answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Providing different types of reinforcement at the appropriate times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Dealing with students who experience learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Dealing with aggressive and unruly students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Dealing with outstanding students and innovators in the process of learning linguistic concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Dealing with emergency classroom problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Using a variety of endings to finish a language lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) The Third Aspect: Evaluation of the Process of Teaching Arabic

No.	Teaching skill	Degree of need for CPD to enhance the skill		
		Most Needed	Less Needed	Not Needed
43	Distinguishing between language assessment and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Ability to recognise the characteristics of good language assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Ability to apply different types of language evaluation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Constructing language evaluation processes in accordance with proper criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Executing language evaluation processes in accordance with correct procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Analysing and interpreting the findings of language evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Engaging students in a self-evaluation of their linguistic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Using continuous assessment methods to measure students' linguistic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	Employing the results of evaluations to amend the process of planning and implementing procedures for teaching Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thanks for your cooperation. Please return the questionnaire to your head teacher.

FORM
**to confirm participation in the design of a continuous professional development
 programme to enhance teachers' skills in teaching Arabic**

Dear Teacher of the Arabic language,

After analysing the responses to the previous questionnaire, I will design a continuing professional development programme to enhance the teaching skills that respondents have described as 'most needed.' Therefore, I ask that you indicate, by marking the appropriate box below, whether you wish to participate in the process of developing this programme. The development process will take place in the College of Education at Albaha University, and I will provide you with details later.

No **Yes** (If you choose 'yes,' please supply me with your details so I can contact you in the future with information about the event.)

Name:

School:

E-mail:

Mobile:

Thanks for your cooperation, and if you require further information about this study, please feel free to contact:

Ahmed Hassan Ahmed Alghamdi

Lecturer in the Department of Curriculum and Teaching Methods, College of Education, Albaha University.

PhD student, Graduate School of Education, University of Exeter, United Kingdom.

Mobile: +966 544332008 E-mail: ahag2006@hotmail.com

Appendix 3: Final Version of Needs Analysis Questionnaire (Arabic Version)

استبيان

لتقييم حاجة المعلمين إلى تطوير مهني مستمر لتنمية مهاراتهم في تدريس اللغة العربية

عزيزي معلم اللغة العربية.

أقوم بإعداد دراستي للدكتوراه، و التي أهدف منها إلى تصميم برنامج تطوير مهني مستمر لتنمية المهارات التدريسية لمعلمي اللغة العربية؛ لذلك من خلال خبرتك في مجال تدريس اللغة العربية تستطيع مساعدتي في تحديد أهم المهارات التدريسية التي ترى أنك تحتاج إلى تنمية فيها. و بناءً على ما سبق؛ أتمنى أن تمنحني دقائق من وقتك الثمين لإكمال هذا الاستبيان. إذا وافقت على المشاركة في هذه الدراسة فيجب أن تعلم أن المعلومات التي سوف تُدلي بها سوف تُعامل بسرية تامة، و سوف تستخدم لأغراض البحث فقط. و إذا قررت عدم المشاركة في هذه الدراسة فلن يكون هنالك أي التزامات عليك إذا قررت ذلك. الرجاء تحديد موافقتك على المشاركة في هذه الدراسة بوضع إشارة في المربع أدناه:

أرغب المشاركة لا أرغب المشاركة

التدريس كعملية، يتألف من ثلاثة جوانب رئيسة، و هي: (أ) التصميم، (ب) التنفيذ، (ج) التقويم، و كافة هذه الجوانب تتطلب مهارات تدريسية خاصة يجب على المعلمين امتلاكها. وبالتالي فإن الاستبيان أدناه يحتوي على 51 مهارة تدريسية مقسمة على الجوانب الثلاثة المشار إليها سابقاً، و التي يمكن إنجازها كالآتي:

(1) الجانب الأول: تخطيط عملية تدريس اللغة العربية، وتمثله المهارات من (1) إلى (20).

(2) الجانب الثاني: تنفيذ عملية تدريس اللغة العربية، وتمثله المهارات من (21) إلى (42).

(3) الجانب الثالث: تقويم عملية تدريس اللغة العربية، وتمثله المهارات من (43) إلى (51).

أتمنى أن تُحدد مستوى حاجتك إلى تطوير مهني مستمر في المهارات التدريسية السابقة بوضع علامة (x) في واحد من المربعات الثلاثة التي تمثل مستوى الحاجة، و المقابلة لكل مهارة، و هذه المستويات هي: (أ) كبيرة جداً، (ب) قليلة جداً، (ج) لا حاجة. و المثال التالي يوضح كيفية إكمال هذا الاستبيان.

م	المهارة التدريسية	درجة الحاجة إلى تطوير مهني مستمر لتنمية المهارة		
		كبيرة جداً	قليلة جداً	لا حاجة
1	إعداد التخطيط طويل المدى لعملية تدريس اللغة العربية	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	إعداد التخطيط قصير المدى للدرس اللغوي	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

بعد تحليل استجابات هذا الاستبيان سوف أُصمم برنامج تطوير مهني مستمر لتطوير المهارات التدريسية التي سوف يتبين أن المشاركين يحتاجون إليها بدرجة كبيرة جداً؛ و بناءً عليه أطلب منك إكمال النموذج المرفق مع الاستبيان إذا كنت ترغب المشاركة في هذا البرنامج التطويري. إذا أشكل عليك أيّ جزء من هذا الاستبيان، أو رغبت في معرفة مزيدٍ من المعلومات عن هذه الدراسة؛ فلا تتردد في الاتصال بـ:

أحمد حسن أحمد الغامدي

محاضر في قسم المناهج وطرق التدريس، بكلية التربية، في جامعة الباحة.

طالب دكتوراه في كلية التربية، بجامعة إكستر، في المملكة المتحدة.

جوال: +966544332008 البريد الإلكتروني: ahag2006@hotmail.com

(1) الجانب الأول: تخطيط عملية تدريس اللغة العربية

م	المهارة التدريسية	درجة الحاجة إلى تطوير مهني مستمر لتنمية المهارة		
		كبيرة جداً	قليلة جداً	لا حاجة
1	إعداد التخطيط طويل المدى لعملية تدريس اللغة العربية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	إعداد التخطيط قصير المدى للدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	تحليل محتوى الدرس اللغوي إلى مكوناته الرئيسة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	تحديد حاجات الطلاب اللغوية المختلفة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	صياغة الأهداف السلوكية للدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ربط الخبرات اللغوية الجديدة للطلاب بخبراتهم السابقة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	ربط الدرس اللغوي بواقع خبرات الطلاب الحياتية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	تحديد الاستراتيجيات التدريسية المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	تحديد طرق التدريس المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	تحديد أساليب التدريس المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	تحديد الأنشطة التدريسية المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	تحديد التقنيات التعليمية المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	إعداد خطة لإدارة بيئة الصف	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	إعداد خطة لتنظيم عمليات التفاعل الصفّي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	إعداد خطة لتنظيم العمل الجماعي و أنشطة التعلم المستقل	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	تحديد أدوات التقويم المناسبة لتقييم أداء الطلاب اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	بناء أدوات التقويم المناسبة لتقييم أداء الطلاب اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	إعداد خطط علاجية للطلاب الذي يواجهون صعوبات لغوية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	إعداد خطط إثرائية للطلاب المتفوقين في الجانب اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	تحديد الطرائق الملائمة لختتم الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(2) الجانب الثاني: تنفيذ عملية تدريس اللغة العربية

م	المهارة التدريسية	درجة الحاجة إلى تطوير مهني مستمر لتنمية المهارة		
		كبيرة جداً	قليلة جداً	لا حاجة
21	استخدام اللغة العربية الفصحى في تنفيذ الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	استخدام طرق متنوعة لبدء الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	تفعيل استراتيجيات التدريس المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	تفعيل طرق التدريس المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	تفعيل أساليب التدريس المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	توظيف الأنشطة التدريسية المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	توظيف التقنيات التعليمية المناسبة لتحقيق الأهداف المرجوة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	توزيع الزمن المتاح بطريقة متوازنة لجميع جوانب الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	مراعاة الفروق الفردية المختلفة بين الطلاب	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	تهيئة البيئة التعليمية بطريقة صحيحة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	استخدام الأساليب المناسبة لإدارة الصف	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	تنظيم عمليات التفاعل الصففي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	التنوع في استخدام المثيرات لجذب انتباه الطلاب، و إثارة حماسهم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	تحفيز الطلاب للمشاركة في الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	استخدام الاستراتيجيات المناسبة لتوجيه الأسئلة الصفية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	استخدام الاستراتيجيات المناسبة للتعامل مع إجابات الطلاب	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	تقديم التعزيز بأنواعه المختلفة في الوقت الملائم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	التعامل مع الطلاب الذين لديهم يواجهون صعوبات في التعلم	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	التعامل مع الطلاب المشاغبين و العدوانيين	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	التعامل مع الطلاب المتفوقين و المبدعين لغويا	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	التعامل مع المشكلات الصفية الطارئة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	استخدام طرق متنوعة لختم الدرس اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3) الجانب الثالث: تقويم عملية تدريس اللغة العربية

م	المهارة التدريسية	درجة الحاجة إلى تطوير مهني مستمر لتنمية المهارة		
		كبيرة جداً	قليلة جداً	لا حاجة
43	التمييز بين التقييم و التقويم اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	القدرة على معرفة خصائص التقويم اللغوي الجيد	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	القدرة على تطبيق الأنواع المختلفة للتقويم اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	بناء عملية التقويم اللغوي وفقاً للمعايير الصحيحة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	تنفيذ عملية التقويم اللغوي وفقاً للإجراءات الصحيحة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	تحليل وتفسير نتائج التقويم اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	إشراك الطلاب في التقويم الذاتي لأنشطتهم اللغوية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	استخدام أساليب التقويم المستمر لمعرفة مدى تقدم الطلاب اللغوي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	توظيف نتائج التقويم لتعديل تخطيط، و تنفيذ عملية تدريس اللغة العربية	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شكراً لتعاونك. الرجاء إعادة الاستبيان إلى مدير مدرستك.

نموذج

لتأكيد المشاركة في تصميم برنامج تطوير مهني مستمر لتنمية مهارات المعلمين في تدريس اللغة العربية

عزيزي معلم اللغة العربية.

بعد تحليل استجابات الاستبيان السابق سوف أصمم برنامج تطوير مهني مستمر لتطوير المهارات التدريسية التي سوف يتبين أن المشاركين يحتاجون إليها بدرجة كبيرة جداً؛ و بناءً عليه أأمل منك أن تضع إشارة في المربع أدناه إذا كنت ترغب المشاركة في هذا البرنامج التطويري، و الذي سوف يُقام في كلية التربية بجامعة الباحة، وسوف أُزودك بتفاصيله لاحقاً.

لا نعم (إذا اخترت نعم فالرجاء تزويدي بمعلوماتك حتى أستطيع أن أتواصل معك في المستقبل).

الاسم:

المدرسة:

الجوال:

البريد الإلكتروني:

شكراً لتعاونك، و إذا رغبت في معرفة مزيد من المعلومات عن هذه الدراسة؛ فلا تردد في الاتصال بـ:

أحمد حسن أحمد الغامدي

محاضر في قسم المناهج وطرق التدريس، بكلية التربية، في جامعة الباحة.

طالب دكتوراه في كلية التربية، بجامعة إكستر، في المملكة المتحدة.

جوال: +966544332008 البريد الإلكتروني: ahag2006@hotmail.com

Appendix 4: Data View in the SPSS Representing TALs' Responses to the Needs Analysis Questionnaire

Teaching skills.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Visible: 51 of 51 Variables

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37	S38	S39	S40	S41	S42					
1	2.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0					
2	2.0	3.0	2.0	2.0	2.0	2.0	3.0	.00	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0				
3	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0			
4	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	1.0	1.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0			
5	3.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0				
6	1.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0			
7	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
8	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0		
9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0		
10	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0			
11	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	3.0	2.0	3.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0			
12	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0		
13	3.0	2.0	3.0	3.0	1.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	.00	3.0	.00	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	
14	3.0	2.0	1.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	.00	
15	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	3.0	3.0	2.0	1.0	2.0	2.0	1.0	3.0	3.0	3.0	3.0	3.0	1.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0		
16	2.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0		
17	3.0	.00	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0		
18	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	.00	3.0	3.0	3.0		
19	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	
20	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	
21	3.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	
22	2.0	3.0	3.0	3.0	1.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	.00	3.0	
23	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
24	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	1.0	
25	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	1.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0

Data View Variable View

Appendix 5: Semi-structured Interview

SEMI-STRUCTURED INTERVIEW

To identify the characteristics of continuing professional development programmes

Name of Teacher
Name of School
Day/date/time

The interview will aim to identify the characteristics of continuing professional development (CPD) programmes that TALs need to pursue in order to enhance their teaching skills in the planning, implementation and evaluation of the process of teaching Arabic. It will consist of the following three parts.

Part One: Introduction

The following aspects will be covered:

- Welcoming the participant.
- Introducing myself to the participant and giving the participant an opportunity to introduce himself.
- Informing the participant about the main aim of the study and its objectives as well as the aim of the interview and its content.
- Providing the participant with a copy of the consent form.

Part Two: Discussion

The following three questions will be the focus of the discussion:

- Question One: How many years your experiences in teaching Arabic?
- Question Two: Have you attended CPD programmes during your teaching career? If so, how many?
- Question Three: If you are responsible for designing CPD programmes for enhancing teachers' teaching skills in the process of teaching Arabic, what are you going to do with respect to:
 - a. the planning of these CPD programmes?
 - b. the implementation of these CPD programmes?
 - c. the evaluation of these CPD programmes?

Part Three: Closing

The following three stages will conclude the interview:

- Giving the participant the opportunity to summarise his perspectives about the discussion before the end of the interview.
- Thanking the participant for his participation in the interview.
- Providing the participant with my contact details in case he needs further information about the interview or the study.

Appendix 6: Consent Form



Graduate School of Education

Consent Form

Title of Research Project: Designing a Continuing Professional Development Framework for Enhancing the Teaching Skills of Teachers of the Arabic Language.

Details of Project: The main aim of this research project is to design a continuing professional development framework for enhancing the skills of teachers of the Arabic languages in terms of the planning, implementation and evaluation of the process of teaching Arabic.

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications;
- If applicable, the information, which I give, may be shared between any of the other participant(s) participating in this project in an anonymised form;
- all information I give will be treated as confidential;
- the researcher(s) will make every effort to preserve my anonymity;
- I confirm that I will not communicate and disclose publicly any information that will be discussed during the course of the interview.

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

Contact Details:

If you have any concerns about the project that you would like to discuss, please contact:

.. **Ahmed Hassan Alghamdi**, .The Department of Curriculum and Teaching Methods, .College of.....
.. Education at Albaha University, .00966544332008, .ahag2006@hotmail.com.....

Alternatively, if you have concerns/questions about the project you would like to discuss with someone else at the University, please contact:

.. **Li Li**, .The Graduate School of Education, .College of Social Sciences and International Studies at the.....
.. University of Exeter, .00441392722880, .li.li@exeter.ac.uk.....

The participant will keep one copy of this form. The researcher (s) will keep a second copy.

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 7: Symbols Used for Organising the Interview Transcript

Symbols	Description of symbols
I	The subject (I) was used to describe myself when asking a question, or managing the discussion between the participants in the focus group and so forth
Teacher 1, Teacher 2... etc	The symbol (Teacher 1,...Teacher 6) was used to refer to the participants and showed their answers and discussions in order to preserve confidentiality
()	The parentheses was used to type the nonverbal sounds that the participants made
[cross talk]	This phrase in square brackets was used to show overlapping speech
...	Three ellipses were used to describe the longer pause of the participant between statements or trailing off at the end of a statement
..	Two ellipses were used to describe the short pause of the participant between statements or trailing off at the end of a statement
___	The underline was used to indicate the participant's emphasis of a word or phrase
!	The exclamation mark was used to show surprise
-	The dash was used to show interrupted speech

Appendix 8: The Interface of the MAXQDA Software

The screenshot displays the MAXQDA 2007 software interface for a semi-structured interview analysis. The main window is titled "C:\Users\Ahmed\Desktop\Semi-structured Interview.mx3 - MAX.QDA 2007".

Document Window: Shows a tree view of the project structure. Under "Texts", there are six entries for "Teacher 1" through "Teacher 6" with counts ranging from 17 to 24. Under "Sets", the count is 0.

Text Browser: Displays a transcript segment. A vertical timeline on the left indicates the position of the text. The text includes a question: "I: Yes, why do you oppose to the workshops?" and a response from "Teacher 1": "I do not agree with workshops because in my opinion they have no a direct influence on a teacher's performance. It lacks organised preparation alongside its content, which in turn does not meet teachers' needs... The subjects given are mostly theoretical and have no connection with the reality of teaching. Therefore, the programmes should be designed according to teachers' needs. Moreover, such programmes should be implemented by using new methods that attract teachers and match their experiences. But the workshops should change because I view that most teachers do not prefer them."

Code Window: Shows a "Code System" tree with 135 codes. The tree includes categories like "Experience in teaching", "Number of CPD programmes", "Planning CPD", "Implementing CPD", and "Methods for implementing CPD".

Retrieved Window: Shows search results for "18 years" and "I participated in several CPD programmes on various subjects, some of them during summer vacations".

Status Bar: Shows "fx OR-Combination".

Appendix 9: Questionnaire to Assess the Workshop

QUESTIONNAIRE to assess the workshop

Dear Teacher of the Arabic language,

Thank you for completing the workshop that aimed to address the difficulties that you faced while using the CPD guide to enhance your skills in teaching Arabic. Based on your participation, I ask that you give me a few minutes of your precious time to complete this questionnaire, which is designed to assess the workshop in terms of its planning and implementation. If you agree to take part in this process, you should know that the data that you will provide will be treated as strictly confidential and will be used for research purposes only. If you decide you do not want to complete this questionnaire, there is no obligation for you to do so. Please indicate your preference by checking the appropriate box below:

I want to participate I do not want to participate

The questionnaire consists of six questions. Please answer them by choosing one of the available options, which are, (Yes), or (No).

No.	Question	Answer	
		Yes	No
1	Did the workshop contribute to addressing the difficulties you faced concerning the content of the CPD guide?	<input type="checkbox"/>	<input type="checkbox"/>
2	Were the objectives of the workshop clear and specific?	<input type="checkbox"/>	<input type="checkbox"/>
3	Did the content of the workshop include all knowledge and skills you wanted to learn?	<input type="checkbox"/>	<input type="checkbox"/>
4	Did the activities in the workshop assist you in understanding the knowledge and skills that were presented to you in the workshop?	<input type="checkbox"/>	<input type="checkbox"/>
5	Was the workshop an appropriate model to address the difficulties you encountered regarding the content of the CPD guide?	<input type="checkbox"/>	<input type="checkbox"/>
6	Was the questionnaire an appropriate method for evaluating the workshop in terms of its planning and implementation?	<input type="checkbox"/>	<input type="checkbox"/>

If you do not understand any part of this questionnaire, or if you require further information about this study, please feel free to contact:

Ahmed Hassan Ahmed Alghamdi

Lecturer in the Department of Curriculum and Teaching Methods, College of Education, Albaha University.

PhD student, Graduate School of Education, University of Exeter, United Kingdom.

Mobile: +966 544332008 E-mail: ahag2006@hotmail.com

Thanks for your cooperation.

Appendix 10: Focus Group

FOCUS GROUP to evaluate the designed continuing professional development programme

Place	College of Education at Albaha University
Day/date/time

The focus group discussion will aim to assess the designed continuing professional development (CPD) programme that aimed at enhancing your teaching skills in areas of planning, implementation and evaluation of the process of teaching Arabic. In addition, it will enable you to identify the characteristics required in the design of the CPD programme in order for it to enhance your teaching skills in the areas mentioned above. The discussion will take approximately one hour and 20 minutes and will consist of the three parts outlined below.

Part One: Introduction (10 minutes)

The following aspects will be covered:

- Welcoming the participants.
- Introducing myself to the participants and giving the participants an opportunity to introduce themselves.
- Informing the participants about the main aim of the study and its objectives, as well as the aim of the focus group discussion and its content.
- Providing the participants with a copy of the consent form.

Part Two: Discussion (60 minutes)

The following question will be the focus of the discussion:

- After enrolling in the designed CPD programme, what are the requirements that the designed CPD must meet in order to enhance your teaching skills in the areas of planning, implementation and evaluation of the process of teaching Arabic with respect to
 - a. planning (taking into account your teaching skills /objectives/content/activities)?
 - b. the method of implementation (independent study/workshop)?
 - c. the evaluation methods (evaluation questionnaire/reflections)?

Part Three: Closing (10 minutes)

The following three stages will conclude the discussion:

- Giving the participants the opportunity to summarise their views on the discussion before it ends.
- Thanking the participants for their participation in the discussion.
- Providing the participants with my contact details in case they need further information about the focus group or the study.

Appendix 11: An Example of a CPD Guide

Your Guide to Enhancing Your Skills in Teaching Arabic

Prepared by
Ahmed Hassan Ahmed Alghamdi

Supervisors
Dr. Li Li
Dr. Karen Walshe



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Requirements for Implementing the CPD Programme

This CPD programme aims to enhance your teaching skills with regard to planning, implementation and evaluation of the process of teaching Arabic. In order to achieve the objectives of the programme, you must adhere to the stated requirements, as you implement the steps.

❖ Requirements for Implementing the CPD Programme

Two models will be followed in implementing the designed CPD programme to promote your teaching skills in the areas specified. [Table 1](#) explains in detail the time to be assigned to implementation.

- (1) **Independent study:** This guide consists of three learning units; each unit includes a set of lessons, aimed at enhancing your teaching skills in identified areas. Therefore, start by reading each lesson, which will take about thirty minutes (30 minutes). Then, at the end of the lesson, complete the activity, which might take ten minutes (10 minutes). There is a reflection form at the end of each lesson, which will allow you to identify any difficulties that you may have encountered in the content and activities and to identify the knowledge and skills that you acquired from your independent study of the content. After each lesson, complete this form, which may take ten minutes (10 minutes).
- (2) **Workshop:** After you have completed all lessons in the guide, I will analyse the reflection forms that you submit. We will then discuss any difficulties that you faced with the content and activities related to the lessons. This will be done in a workshop after completion of the CPD programme. This workshop will last for three hours (3 hours).

Please note that the total time allocated for the completion of this CPD programme is eighteen days (18 days). The time for completion of the independent study, activities and submission of reflections about the lessons amounts to 17 days (17 lessons), while (1 day) will be dedicated to the workshop at the end.

Table 1. *Allocated Time for Implementing the Designed CPD Programme*

Learning units	Total No. of lessons	Total No. of skills	Time required for			Total
			Independent study	Activity	Reflection	
(1) Unit One: Planning the process of teaching Arabic	9 lessons	17 skills	30 minutes for a lesson × 9 lessons= 270 minutes or 4 hours and 30 minutes for all lessons	10 minutes for an activity× 9 lessons= 90 minutes or 1 hour and 30 minutes for all activities	10 minutes for reflection × 9 lessons= 90 minutes or 1 hour and 30 minutes to complete reflection forms	7 hours and 30 minutes
(2) Unit Two: Implementing the process of teaching Arabic	6 lessons	9 skills	30 minutes for a lesson × 6 lessons= 180 minutes or 3 hours for all lessons	10 minutes for an activity× 6 lessons= 60 minutes or one hour for all activities	10 minutes for reflection × 6 lessons= 60 minutes or one hour for all reflection forms	5 hours
(3) Unit Three: Evaluation of the process of teaching Arabic	2 lessons	5 skills	30 minutes for a lesson × 2 lessons= 60 minutes or one hour for all lessons	10 minutes for an activity× 2 lessons= 20 minutes for all activities	10 minutes for reflection × 2 lessons= 20 minutes for all reflection forms	1 hour and 40 minutes
Total	17 lessons	31 skills	510 minutes= 8 hours and 30 minutes for all lessons	170 minutes= 2 hours and 50 minutes for all activities	170 minutes= 2 hours and 50 minutes for all reflection forms	14 hours and 10 minutes for entire CPD programme

Detailed Units and Lessons

This guide contains three learning units; each unit consists of a set of lessons as follows: (see [Table 2](#) for further details)

- (1) **Unit One:** Planning the Process of Teaching Arabic. This unit includes nine (9) lessons, aimed at enhancing seventeen (17) teaching skills.
- (2) **Unit Two:** Implementing the Process of Teaching Arabic. This unit includes six (6) lessons, aimed at enhancing thirteen (9) teaching skills.
- (3) **Unit Three:** Evaluation of the Process of Teaching Arabic. This unit includes two (2) lessons, aimed at enhancing six (5) teaching skills.

Table 2. Units and Lessons of the CPD Guide and Targeted Teaching Skills

Unit	Lesson sequence	Lesson title	No. of skills Targeted by lesson *	Page
One: Planning	First	❖ Long-Term Planning for Teaching	1	13
	Second	❖ Identifying the Needs of Different Students	4/6/7	23
	Third	❖ Analysing the Content of a Lesson	3	26
	Fourth	❖ Teaching Strategies	8	31
	Fifth	❖ Teaching Methods	9/24	35
	Sixth	❖ Teaching Styles	10/25	39
	Seventh	❖ Teaching Activities	11/26	42
	Eighth	❖ Teaching Aids	12/27	45
	Ninth	❖ Students with Special Educational Needs	18/19/38	50
Two: Implementing	Tenth	❖ Individual Differences Among Students	29	55
	Eleventh	❖ Managing the Learning Environment	13/30/31	58
	Twelfth	❖ Classroom Interaction	32	64
	Thirteenth	❖ Stimulating Students and Maintaining Their Enthusiasm	33	71
	Fourteenth	❖ Motivating Students	34/37	74
	Fifteenth	❖ Handling Classroom Problems	41	78
Three: Evaluation	Sixteenth	❖ Evaluation of Teaching Arabic	16/43/46/47	83
	Seventeenth	❖ Engaging Students in Self-Evaluation	49	91

Note. The number assigned to a skill refers to its order in the questionnaire that was used to assess TALs' needs for CPD to enhance their skills in teaching Arabic (see the questionnaire at the end of this guide).



Unit One
Planning the Process of Teaching
Arabic



Unit One: Planning the Process of Teaching Arabic

Time allocated to complete the unit	7 hours and 30 minutes = (4 hours and 30 minutes for reading the lessons) (1 hour and 30 minutes for activities) (1 hour and 30 minutes for reflections)
Method of implementation and workshop venue	Please read the content of the lessons in this unit, and complete the activity and a reflection form at the end of each lesson. The final workshop will take place in the College of Education at Albaha University
Target Group	Teachers of the Arabic language at the elementary stage

❖ Objectives of Unit One

This unit aims to enhance 17 teaching skills that are related to planning the process for teaching Arabic.

Lesson sequence	No. of skills targeted by lesson	Skills targeted by lesson	Page
First	1	1. Preparing a long-term plan for the process of teaching Arabic	13
Second	4/6/7	2. Identifying the language needs of different students 3. Linking students' new language experiences with their previous experiences 4. Linking a language lesson to real-life experiences of students	23
Third	3	5. Analysing the content of a language lesson and breaking it down into its essential components	26
Fourth	8	6. Selecting adequate teaching strategies to meet the stated objectives	31
Fifth	9/24	7. Selecting adequate teaching methods to meet the stated objectives 8. Employing a variety of teaching methods to meet the stated objectives	35
Sixth	10/25	9. Selecting adequate teaching styles to meet the stated objectives 10. Employing a variety of teaching styles to meet the stated objectives	39
Seventh	11/26	11. Selecting teaching activities to meet the stated objectives 12. Employing a variety of teaching activities to meet the stated objectives	42
Eighth	12/27	13. Selecting educational aids to meet the stated objectives 14. Employing a variety of educational aids to meet the stated objectives	45
Ninth	18/19/38	15. Preparing remedial plans for students who face language difficulties 16. Preparing enrichment plans for students with outstanding mastery of linguistic concepts 17. Dealing with students who experience learning difficulties	50



Unit Two
Implementing the Process of Teaching
Arabic



Unit Two: Implementing the Process of Teaching Arabic

Time allocated to complete the unit	5 hours = (3 hours for reading the lessons) (one hour for activities) (one hour for reflections)
Method of implementation and workshop venue	Please read the content of the lessons in this unit, and complete the activity and a reflection form at the end of each lesson. The final workshop will take place in the College of Education at Albaha University
Target Group	Teachers of the Arabic language at the elementary stage

❖ Objectives of Unit Two

This unit aims to enhance 9 teaching skills that are related to implementing the process for teaching Arabic.

Lesson sequence	No. of skills targeted by lesson	Skills that targeted by lesson	Page
Tenth	29	18. Taking into account individual differences among students	55
Eleventh	13/30/31	19. Preparing a plan to manage the classroom environment 20. Creating an appropriate learning environment 21. Using appropriate styles for classroom management	58
Twelfth	32	22. Organising classroom interaction	64
Thirteenth	33	23. Using a variety of stimuli to attract students' attention and maintain their enthusiasm	71
Fourteenth	34/37	24. Motivating students to participate in a language lesson 25. Providing different types of reinforcement at the appropriate times	74
Fifteenth	41	26. Dealing with emergency classroom problems	78



Unit Three
Evaluation of the Process of Teaching
Arabic



Unit Three: Evaluation of the Process of Teaching Arabic

Time allocated to complete the unit	1 hours and 40 minutes = (one hour for reading the lessons) (20 minutes for activities) (20 minutes for completing reflections)
Method of implementation and workshop venue	Please read the content of the lessons in this unit, and complete the activity and a reflection form at the end of each lesson. The final workshop will take place in the College of Education at Albaha University
Target Group	Teachers of the Arabic language at the elementary stage

❖ Objectives of Unit Three

This unit aims at enhancing 5 teaching skills that are related to evaluation of the process of teaching Arabic, as follows:

Lesson sequence	No. of skills targeted by lesson	Skills targeted by lesson	Page
Sixteenth	16/43/46/47	27. Determining appropriate assessment methods to evaluate students' language performance 28. Distinguishing between language assessment and evaluation 29. Constructing language evaluation processes in accordance with proper criteria 30. Executing language evaluation processes in accordance with correct procedures	83
Seventeenth	49	31. Engaging students in a self-evaluation of their linguistic activities	91

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Appendix 12: Certificate of Ethical Research Approval

**STUDENT HIGHER-LEVEL RESEARCH
DISSERTATION/THESIS**



Graduate School of Education

Certificate of ethical research approval

DISSERTATION/THESIS

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications> and view the School's Policy online.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: Ahmed Hassan Alghamdi

Your student no: 580035803

Return address for this certificate: 97 Collins Road, Exeter, EX4 5DE

Degree/Programme of Study: 4 year Doctoral Programme


Project Supervisor(s): Dr. Li Li, and Dr. Karen Walshe

Your email address: ahag2006@hotmail.com

Tel: 00447888889741 (UK), and 00966544332008 (KSA)

I hereby certify that I will abide by the details given overleaf and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed:..........**date:**.....1 - 11 - 2012.....

NB For Masters dissertations, which are marked blind, this first page must **not be included** in your work. It can be kept for your records.

Certificate of ethical research approval

DISSERTATION/THESIS

Your student no: 580035803

Title of your project:

Designing a Continuing Professional Development Framework for Enhancing the Teaching Skills of Teachers of the Arabic Language

Brief description of your research project:

The main aim of this research project is to design a continuing professional development (CPD) framework for enhancing the teaching skills of teachers of the Arabic language (TALs) in areas of planning, implementation, and evaluation of the process of teaching Arabic. In addition, I intend that the research project will achieve the following four objectives:

1. To identify the teaching skills that TALs need the CPD opportunities to help them develop, in regard to the planning, implementation, and evaluation of the process of teaching Arabic.
2. To identify the characteristics of CPD opportunities that TALs need to pursue in order to enhance their teaching skills in the areas identified above.
3. To elicit the contributions of TALs to the design of a CPD framework, which involves focus on planning, implementation, and evaluation, that will enhance their teaching skills in these areas.
4. To identify the requirements that CPD opportunities must meet in order to enhance the teaching skills of TALs in the areas mentioned above.

Give details of the participants in this research (giving ages of any children and/or young people involved):

The research project will use design-based research as a methodology to achieve the above aim and objectives. Moreover, three phases will be followed to apply this methodology, which generally involves (a) Phase I, 'The Preliminary Phase,' (b) Phase II, 'The Prototyping Phase,' and (c) Phase III, 'The Assessment Phase.' Accordingly, the participants will be selected according to the above three phases as follows:

- (a) Phase I, 'The Preliminary Phase': a questionnaire will use to identify the teaching skills that TALs need the CPD opportunities to help them develop, in regard to the planning, implementation, and evaluation of the process of teaching Arabic. In order to achieve this objective, I will select some TALs from some elementary schools in the Albaha region of the Kingdom of Saudi Arabia based on my ability to access them because of limited time and resources. Then a semi-structured interview will use to identify the characteristics of CPD opportunities that TALs need to pursue in order to enhance their teaching skills in the areas identified above.
- (b) Phase II, 'The Prototyping Phase': and
- (c) Phase III, 'The Assessment Phase': in these two phases, I am going to design a CPD framework that will aim at enhancing the teaching skills of TALs in the specified areas. Therefore, I will limit to TALs who will involve in completing the questionnaire, as well as they will be willing to take part in the process of developing the framework. In order to select those participants, I will mention in the questionnaire that participants in the process of developing the framework that will aim at enhancing their teaching skills should complete the attached form to the questionnaire. Then participants who will express their willingness to participate in the process of developing the framework will take part in three methods of data collection—as will be examined later—, which involve (a) self-evaluation, (b) questionnaire, and (c) focus group.

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

a) informed consent:

I will inform the participants of some important issues such as the aim and objectives of the research project; the plan to carry out two iterations over the period of two academic semesters; the planned involvement of each participant in a semi-structured interview, self-evaluation, questionnaire, and focus group; and my intention to record a semi-structured interview and focus group.

b) anonymity and confidentiality:

I will inform the participants, at the outset, that they have the right to remain anonymous, and that I will make every effort to preserve their anonymity. Moreover, their identity and all data collected will be kept confidential throughout the conduct and reporting of the research project.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

The methods of data collection and analysis will be employed in this research project according to the above three phases of design-based research as follows:

- (a) Phase I, 'The Preliminary Phase': a questionnaire (quantitative approach) will use to identify the TALs' CPD needs related to teaching skills in planning, implementation, and evaluation of the process of teaching Arabic, as required to enhance their performance through CPD opportunities. In addition, a semi-structured interview (quantitative and qualitative approach) will employ to identify the characteristics of CPD opportunities that will make TALs want to take part in them in order to enhance their teaching skills in the areas identified above.
- (b) Phase II, 'The Prototyping Phase': In the first and second iterations during the second phase of design-based research, a self-evaluation (qualitative approach) and a questionnaire (quantitative approach) will use to elicit the contribution of TALs to the design of a CPD framework, which involves focus on planning, implementation, and evaluation, that will enhance their teaching skills in these areas.
- (c) Phase III, 'The Assessment Phase': a focus group (qualitative approach) will employ to identify the requirements that CPD opportunities must meet in order to enhance the teaching skills of TALs in the areas mentioned above.

As for data analysis, questionnaires will be analysed within the guidelines of quantitative approach. Moreover, I will use the SPSS statistical package to analyze them. While a semi-structured interview, self-evaluation, and focus group will be analysed within the guidelines of qualitative approach. In addition, I will use MAX Qualitative Data Analysis (MAXQDA) to analyze them. Finally, I will inform the participants, at the outset, that there is no compulsion for them to participate in this research project and, if they do choose to participate, they have the right to refuse to participate and to withdraw from at any time, without penalty.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

I will employ multiple data sources such as questionnaires and self-evaluation sheets as well as semi-structured interview and focus group tapes and transcripts. Therefore, during the data collection, data analysis, and write up, I will store the above sources in a secure and safe place. In addition, I will use the SPSS statistical package to analyze quantitative data, while MAXQDA will be used to analyze qualitative information. Accordingly, this electronic data and information will be stored on a secure system with recognised virus protection as well as it will only be accessed by me with my username and password.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

There are no exceptional factors that may raise ethical issues.

This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: November 2012 **until:** November 2013

By (above mentioned supervisor's signature): *[Signature]* **date:** 1/11/2012

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

GSE unique approval reference: *D/12/17/30*

Signed: *[Signature]* **date:** 2/6/13

Chair of the School's Ethics Committee

Appendix 13: Permission Letter from the General Directorate of Education in the Albaha Region of the KSA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الرقم : ٣٢٥٠٧٦٤١٦
 التاريخ : ١٤٣٣/١٢/٢٦
 المرفقات :
 الموضوع :

المملكة العربية السعودية
 وزارة التربية والتعليم
 (٢٨٠)
 الإدارة العامة للتربية والتعليم بمنطقة الباحة
 إدارة التخطيط والتطوير
 البحوث التربوية

تعميم لجميع مدارس المرحلة الابتدائية

وفقه الله

المكرم مدير مدرسة

السلام عليكم ورحمة الله وبركاته

بناء على خطاب سعادة عميد كلية التربية بجامعة الباحة رقم ٣٣٠٣٠٣٧٥ وتاريخ ١٤٣٣/١٢/٢٦هـ بشأن رغبة الباحث/احمد حسن احمد الغامدي ، المحاضر بقسم المناهج وطرق التدريس في جامعة الباحة ويقوم حالياً بإعداد دراسته لمرحلة الدكتوراه في كلية التربية في جامعة اكستر بالمملكة المتحدة والتي تهدف إلى تصميم برنامج تطوير مهني مستمر لتحسين المهارات التدريسية لعينة من معلمي اللغة العربية بمنطقة الباحة عليه أمل تسهيل مهمة الباحث على أن لا يؤثر على المستوى التحصيلي للطلاب أو الإخلال بسير العملية التعليمية وذلك خلال الفصل الدراسي الأول من العام ١٤٣٣ - ١٤٣٤هـ. والله ولي التوفيق ، ، ،

مدير عام التربية والتعليم بمنطقة الباحة

سعيد بن محمد مخايش

Appendix 14: My Publications The First Article

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Teaching Arabic and the Preparation of its Teachers before Service in the Kingdom of Saudi Arabia

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Abstract

This article aims at discussing facts regarding teaching Arabic, and the curriculum for doing so in the Kingdom of Saudi Arabia, in order to convey the attention that the Ministry of Education has paid to the teaching and learning of Arabic in public education. It also shows the different developments that have occurred in the contents of the Arabic curriculum. On the other hand, it pays much attention to analysing the preparation of Arabic language teachers before service, in order to expose the realities, problems, obstacles, and challenges that have confronted them.

1. Introduction

Public education in the KSA comprises three stages: (1) primary (six levels), (2) intermediate (three levels), and (3) high school (three levels). Because the official language in the KSA is Arabic, the Ministry of Education (MOE) adopts education policies accordingly, claiming that the Arabic language must be the first language of education in all modules and stages [1]. For example, it allocates nine out of 30 sessions weekly, for students to learn Arabic at the primary stage, while 21 sessions are distributed in seven modules [2]. In addition, learning Arabic in these stages is compulsory.

According to the Ministry of Education [3], teaching Arabic in public educational institutions has the following general aims:

1. To provide students with sets of words, structures, and methods of linguistic eloquence that will enable them to understand the Holy Qur'an, the Hadith, the Islamic heritage, and developments in modern life.
2. To improve students' language abilities that help them to understand, analyse, and evaluate language events that face them, in order to produce language structures characterised by accuracy, fluency, and quality.

Further to these aims, the MOE specifies clear objectives for teaching Arabic at all stages of public education. Although Arabic is the first language of instruction in the KSA, a great deal of literature has pointed out that with respect to linguistics, learning outcomes are not satisfactory, particularly at the primary stage [4-6]. Alnassar [7], for instance, found

that in the areas of reading and writing, there was a marked weakness in students' Arabic language skills. Moreover, he indicated that approximately 88% of Arabic language teachers (ALTs) agreed that their students had difficulties learning Arabic. Thus, Aleasa [4] suggested that the Arabic curriculum in the KSA needed to be radically altered, particularly in terms of its content, methods, and procedures.

According to Alkhalifa [8], in terms of its aims and objectives, the contents of the syllabuses, and the selection of materials, methods, and evaluation processes, designing and organising the Arabic curriculum have usually been based on specific approaches. These approaches have been based on "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" [9]. On the other hand, Alkhuli [10] indicates that theories of "linguistics", "psycholinguistics", and "sociolinguistics" have generally reinforced these approaches, while "applied linguistics" contributes substantially to the design and structure, as well as the aims, objectives, content, methods, and evaluation that are represented in the essential elements of the Arabic curriculum.

There are different approaches to structuring the Arabic curriculum, but, in fact, most of the literature on its design indicates that "subcategory", "communication", "integration", "function", and "skill" are relevant concepts because they are consistent with the nature of Arabic and the learning of the language [8, 11, 12]. Recent literature has suggested adopting a "technical" approach to designing the Arabic curriculum in terms of its content and methods, because the nature of this era requires the use of technology and its applications to learning and teaching Arabic [13].

Based upon the preceding viewpoints, approaches to developing the Arabic curriculum in the KSA, particularly in terms of its content and methods, have witnessed two different phases [14]. The first phase extended over half a century, during which the MOE depended entirely on the subcategory approach to curriculum design, which was focused exclusively on linguistic knowledge, while it neglected students' attitudes and skills in practising the language [15]. Moreover, Arabic syllabuses and the strategies and methods of teaching it in accordance with this approach, were divided into reading, literature, expression, syntax, dictation, and handwriting [16].

The Second Article

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Adapting Design-Based Research as a Research Methodology in Educational Settings

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Abstract

Recently, design-based research has received a significant amount of attention in educational research literature. Accordingly, we aim from this paper at reviewing design-based research literature in order to provide the educational researchers with different aspects of this research methodology that might contribute to guiding them to use effectively this methodology to address the critical issues that occur in their educational settings. These aspects involve (1) research paradigms and design-based research, (2) design-based research in terms of its emergence, (3) definition, (4) purposes and characteristics, (5) the procedure for conducting it, (6) ensuring the required rigour in the findings, (7) the participants, and (8) data collection and analysis techniques. Finally, a conclusion is included.

Keywords: design-based research, research, methodology, education

1. Research Paradigms and Design-Based Research

The literature on research processes points out that a researcher has to set out with a clear vision with regard to paradigms or worldviews, which generally provide researchers with philosophical, theoretical, instrumental, and methodological foundations that underpin the paradigms of their studies. These will shape decision-making and enable the researcher to successfully carry out the research process (Burrell & Morgan, 1985; Myers, 2000; Schuh & Barab, 2007). More specifically, Dills and Romiszowski (1997) stated:

Paradigms define how the world works, how knowledge is extracted from this world, and how one is to think, write, and talk about this knowledge. Paradigms define the types of questions to be asked and the methodologies to be used in answering them. Paradigms decide what is published and what is not published. Paradigms structure the world of the academic worker, provide its meaning and its significance. (p. 11)

Ontology, epistemology, methodology, and methods characterise any research paradigm (Creswell, 2007; Guba & Lincoln, 1994). In this context, ontology is “the starting point of all research” (Grix, 2004, p. 59). “Epistemology should inform methodology, which in turn, informs methods” (Henn, Weinstein, & Foard, 2006, p. 18).

Generally, there are various philosophical assumptions that undergird any decision to adopt a given research paradigm and conduct research accordingly (Grix, 2004; Guba, 1990; Mackenzie &

The Third Article

EMPLOYING DESIGN-BASED RESEARCH TO DESIGN CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS

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Abstract

The main purpose of this article is to offer a proposed conception of the possibility of using design-based research as a research methodology to design continuing professional development opportunities, because we intend to conduct a research project that will aim at designing continuing professional development opportunities for enhancing teachers' teaching skills in the Kingdom of Saudi Arabia. Accordingly, we divide the article into two sections. The first section aims to provide a brief overview of design-based research that aims at discussing different issues about this research methodology.

The second section aims at elucidating the procedures that will be followed to accomplish the aim of the research project, which involve

- (1) its aim and objective,
- (2) significance,
- (3) design,
- (4) participants,
- (5) data collection and analysis techniques, and
- (6) the timeline for its completion.

Keywords: Design-based research, continuing professional development, teaching skills.

1 OVERVIEW OF DESIGN-BASE RESEARCH

Recently, the majority of educational research literature has acknowledged that educational research is often divorced from our educational issues and daily practices. Accordingly, design-based research is generally developed as a research methodology to bridge the gaps in research between theory and practice [1-3].

Design-based research is "a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories" [2, pp. 6-7].

On the other hand, the main purpose that design-based research aims at achieving is to "address complex problems in educational settings" [4, p. 2] in order to "build a stronger connection between educational research and real-world problems" [5, p. 34], while "supporting design and development of prototypical products to solve complex authentic context-specific problem" [6, p. 120].

Indeed, by using design-based research, different outcomes can be obtained [7, 8]. One of these outcomes is that design-based research can generate new theories or help to develop existing ones [7, 9]. Accordingly, Edelson [10] pointed to three types of theories that can be generated from design-based research. These include:

1. Domain Theories: A domain theory is the generalisation of some portion of a problem analysis. Thus, a domain theory might be about learners and how they learn, teachers and how they teach, or learning environments and how they influence teaching and learning;
2. Design Frameworks: A design framework is a generalised design solution. Although design theories are descriptive, design frameworks are prescriptive. They describe the characteristics that a designed artefact must have to achieve a particular set of goals in a particular context;