



GRADUATE SCHOOL OF EDUCATION

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

**Investigation into Egyptian In-service EFL Teachers'
Professional Development: Surmounting the Challenges**

Submitted by

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To

**The University of Exeter as a thesis for the degree of Doctor of Philosophy in Education in
(TEFL/TESOL) Teaching English as a Foreign Language**

(January, 2016)

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Abstract

This study explores English as a Foreign Language (EFL) teachers' experiences of Professional Development (PD) programmes in Egypt. The current study investigates the sample's experience as learners, instructors, and as individuals in relation to different contexts that include the classroom, school, and PD. In addition, it identifies the views of other PD stakeholders, including parents, school principals, PD designers, and training providers. The study has four main aims: (1) to identify teachers' needs, concerns, problems, challenges, and frustrations with their PD; (2) to provide insight into the English Language Teaching (ELT) class context and any hindering factors that contribute to unsatisfactory PD; (3) to identify contextual factors in the school environment that hinder EFL teachers' PD; and (4) to investigate the views of PD stakeholders towards EFL teachers' experiences of PD.

The participants of this study are in-service EFL teachers who have attended, or are currently attending, at least one of four PD programmes in the Cairo and Giza governorates. The sample, representing Greater Cairo, was selected to include a mix of gender, academic backgrounds, varied years of experience, and a variety of governmental school districts. PD stakeholders were selected according to the nature of their work which is closely connected to PD and school as well as parents. The methodology adopted by the researcher broadly follows mixed methods methodology that uses a sequential mixed-methods approach. The data generation process combines Questionnaire, Journal Writing, Focus Groups and Individual Semi-Structured Interviews. Data is analyzed quantitatively using Statistical Package of Social Sciences (SPSS) software and qualitatively using exploratory content analysis.

The study's most significant finding was the impact the following have on PD: teachers' classroom practice and pedagogy, their workloads and time pressures, the role of private tuition, separation between PD and class pedagogy, curriculum innovations, PD and quality standards, the size of classes and teachers' relationships with students. The school context is a vital finding of the study; context includes the influences of school principals, supervisory practices, collegiality within the school, the influence of parents, and school libraries on the effectiveness of PD. A significant finding that emerged from the data analysis illustrates a major concern with EFL PD, particularly, the management of teachers' PD. This emerging theme sheds light on PD and the Ministry of Education's decisions, its centralization, bureaucracy, issues of favouritism, co-ordination between the different parties of schools, universities, training schools, and personnel, employment, or job-related issues. The findings of the current study have been discussed into five different categories with regard to EFL teachers' PD: cultural, social, academic, affective and institutional domains. The study concludes with a number of potential fruitful implications and suggestions for further research.

ACKNOWLEDGEMENT

I would like to thank Allah who enabled me to complete the current study successfully. My special thanks to Exeter University which sponsored me partially during the last three years of my PhD degree. I would like to thank Dr. Ros Fisher for her support and encouragement.

I would like to thank my first supervisor, Dr. Tony Wright for his academic and professional guidance. He is an excellent supervisor who did his best to put me on the right track. I really appreciate his help. In addition, my thanks should go to my second supervisor, Dr. Esmael Abdollahzadeh who supported me during the revision of my thesis. His thorough feedback was really helpful in accomplishing the required amendments. I would like to thank Mr. Nick Givens who helped me during tutorials and provided me with proper feedback and great support. In addition, I would like to thank my two examiners: Dr. Steve Mann (University of Warwick) for his thorough reading of my thesis and accurate feedback on all the thesis chapters which enhanced the quality of my thesis; and Dr. Keith Postlethwaite for his time in reading and commenting on different parts of my thesis. Furthermore, I would like to thank all EFL teachers and PD stakeholders who participated in the current study.

Finally, I would like to thank my Dad and my mum who supported me all the time and prayed a lot for me to have this degree completed. I also thank my sister Banan for her continuous support and efforts. Furthermore, thanks for my siblings Rasha and Khaled for their encouragement to finish my PhD. I cannot forget the support of my husband, Dr. Abdelhamid Ahmed and my two children Alaa and Esraa who were always there to help during my frustrating moments. My husband helped me and encouraged me a lot during this difficult journey. He presented valuable academic guidelines for me which improved my work. He always provided me with supportive and encouraging environment where I could work. I really appreciate his help and without his support, I would not be able to complete my PhD thesis.

Dedication

I dedicate this thesis to My Dad,

My Mum,

My husband Dr. Abdelhamid,

My son Alaa

& my daughter Esraa

who shared me this dream

I would like to dedicate this thesis especially to my Dad;

This is your PhD of which you dreamed. We started this journey together and I did it for you.

Although you are not here to witness the end of the journey, your soul is always with me.

Rest happily in peace my beloved Dad.

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List of Abbreviations and Acronyms

Abbreviation/Acronym	What does it stand for?
BA	Bachelor of Arts
BANA	An approach to language learning and teaching practiced and promoted in Britain, Australasia and North America
B. Ed	Bachelor of Education
BERA	British Educational Research Association
CDELT	Centre for Developing English Language Teaching
CDIST	Central Directorate for In-Service Training
CELTA	Certificate in English Language Teaching for Adults
CLT	Communicative Language Teaching
CPD	Continuing Professional Development
CoP	Communities of Practice
DCEMC	Developing Curriculum and Educational Material Centre
EFL	English as a Foreign Language
ELT	English Language Teaching
HFE	Helwan Faculty of Education
ICT	Information and Communication Technologies
IELTS	International English Language Testing System
MOE	Ministry of Education
M.Sc.	Master of Science
NAQAAE	National Agency for Quality Assurance and Accreditation of Education
NCERD	National Centre for Educational Research and Development
NDERC	National Development and Educational Research Centre
NEEC	National Evaluation and Exams Centre
NNDT	National Network for Distance Training

OECD	Organization for Economic Co-operation and Development
PAT	Professional Academy for Teachers
PD	Professional Development
PK	Professional Knowledge
PLC	Professional Learning Communities
SPSS	Statistical Package for Social Sciences
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TESPE	An approach to language learning and teaching practiced and promoted in tertiary, secondary and primary sectors throughout the world.
TKT	Testing Knowledge of Teachers
UK	United Kingdom
USA	United States of America

Chapter I

1.1 Introduction

This chapter presents a clear statement of the research topic, an exploration of Egyptian EFL teachers' experiences of professional development (PD) opportunities. The chapter introduces the key components of the thesis and includes the rationale of the study, with reference to the researcher's personal experience in the field, the theoretical position of the study and research questions or aims, the significance of the study, and the thesis outline.

Background of the study

In Egypt there are widespread concerns around PD for EFL teachers. An example of this is PD that focuses solely on content and practices that are closely tied to existing student learning outcomes. As a result, PD is connected to the goals of curriculum and promoting students' outcomes rather than improving the quality of teaching (Gahin, 2001). In addition, it is a common view that teacher PD in Egypt is often considered solely to be a transfer of specific knowledge to teachers as a one shot attempt to strengthen teachers' effectiveness (Assem, 2002; Ahmed, 2011). This trend in PD is criticized as inadequate and unsuitable according to current educational reform efforts, and does not reflect current research in teacher learning (Darling-Hammond and McLaughlin, 1995; Fullan, 1995; Kyle, 1995; Little, 1993). In the same vein, many researchers argue the inadequacy of this type of PD (Abdel-Rahman, 2006; Ahmed, 2011) because it creates a gap between teachers' PD and the social and the cultural context on the other. It could be argued that this type of PD learning environment rejects originality and the expression of teachers' experiences of PD as it is based on restricted compliance with regulations of PD teaching and neglects individual variations amongst teachers within different functional contexts. Yet the Egyptian Ministry of Education (MOE) exerts considerable effort in an attempt to improve and reform EFL teachers' PD; the outcomes of these efforts don't seem to meet an expected level of satisfaction of EFL teachers or the desired levels of expectations of the MOE in relation to the quality of performance of EFL teachers (Aseem, 2002; Ahmed, 2011; Abdelhafez, 2010; Zuheer, 2012; El-Fiky, 2012).

The reasons for investigating the issue of ineffectiveness of EFL teachers' PD in Egypt are as follows: the importance of teachers' PD as an important domain of educational reform (NCERD, 2001); because it has been described as a ticket of reform (Wilson and Berne, 1999); it also a basic means for improving classroom instruction and student achievement (El-more, 1997, Ball and Cohen, 1999; Cohen and Hill, 2000); and it is perceived as the best means to change teaching practice (Supovitz and Turner, 2000). However, creating effective PD opportunities for teachers

becomes a difficult process, one which needs more research and program development in order to fulfill its important function in teachers' upgrading (Borko, 2004). This is due to the fact that 'there is no prescription for which a PD opportunity is right for which situations, there is no paint by numbers kit for PD design' (Loucks-Horsely et al., 2003, p:25). Yet, the researcher decided to investigate the ineffectiveness of EFL teachers' PD from a different dimension, one based on EFL teachers' PD experiences within the working contexts of class and school. The researcher believes that this is the first attempt to explore different Egyptian EFL teachers' PD opportunities from a bottom-up approach. This includes teachers' experiences and the stakeholders' perspectives on EFL teachers' experiences within the domains of EFL teachers' contextual working factors of class and school.

During the course of this research, the importance of EFL teachers' experiences has been highlighted as a vital factor in proposed selection of content, pedagogical practices, designing and implementation of any teacher development program that aims to engage teachers enthusiastically in the learning process (Abadiano and Turner 2004). Furthermore, EFL teachers' experiences are considered a reflection of their psychological and academic needs, concerns and problems as individuals, learners and teachers. In addition to this, EFL teachers' experiences are regarded as an informational source that provides the nature of the domains of contextual working factors. These include class and school contexts, and the nature of interaction between EFL teachers and PD stakeholders in the process of PD. Yet, it is important to consider teachers' experience of PD as a main element in the creation of effective PD that promotes higher student performance (Ferguson, 1991).

1.2 Rationale of the study

1.2.1 The researcher's personal experience

For sixteen years the researcher worked as an EFL teacher in Egyptian public and experimental language schools. The researcher taught different primary, preparatory, and secondary level pupils. The researcher's initial training as a qualified EFL teacher was through obtaining a BA in TEFL (Teaching English as a Foreign Language) from the English Department at the Helwan Faculty of Education (HFE) in Cairo, Egypt. The researcher was motivated to pursue her PD because she had little confidence in either her teaching performance or her English language competency. The researcher also felt that she had an insufficient understanding of her working context in order that she could be able to participate productively in teaching English. As a result, the researcher obtained another degree, a BA in English Literature from the Faculty of Arts at Helwan University. Then, the researcher enrolled in a two-year postgraduate study programme in

which professional and special diplomas are provided to the graduates of the Faculty of Education as a prerequisite to their MA in TESOL. After that the researcher attended many PD workshops, video-conferences, and conferences. Taking one PD programme after the other did not satisfy the researcher's academic needs nor did they overcome her challenges and concerns as an EFL teacher.

Based on the researcher's experience of PD, she thinks that the PD opportunities that she received did not help her professionally, nor were they capable of providing her with the opportunities to develop herself as an individual. PD opportunities in Egypt seem inefficient due to having no effective domains of PD opportunities of which the researcher needed and desired. In addition, the gap between teaching contextual reality, school context, and teacher PD, left the researcher dissatisfied with what was provided. This type of gap may be illustrated through some discrepancies among the demands and duties required by the real teaching context, the school context with its culture and logistics, and the teachers' PD requirements.

1.2.2 Gap in EFL teachers' PD research in Egypt

Gap in EFL teacher's PD research and improving the quality of teaching

The main trend in Egyptian educational research into the field of improving the quality of EFL teaching is based specifically on improving ELT methods. Research is based primarily on experimental studies, designing and implementing programmes in order to prove the effectiveness of applying specific method to ELT. This trend was criticized by (Gahin, 2001) who stated that the majority of PD studies in Egypt tackle features of the programmes yet fail to investigate teachers' experiences as learners, their practical experiences, as well as the discourse of the class, school and educational context. In the same vein, some argue that the Egyptian MOE focuses on investigating the characteristics of PD programmes without giving any consideration to the challenges and concerns of teachers in either the classroom or school level (El-Gabas, 2009). Others posit that the MOE considers PD as a series of disconnected remedial interventions to promote some deficiencies of teachers' performance through improving their teaching methods (El-Fiky, 2012). Thus, the researcher argues that ELT teaching methods seem to be not the only area of research of teachers' PD. This is because there're more than other essential elements of EFL teachers' PD which need to be taken into consideration such as teachers' experience and their working contextual factors. Besides, ELT teaching methods are based on experimental studies without the involvement of the qualitative paradigm, one that may add more insight into, and understanding of, the efficiency of the suggested teaching methods. Moreover, the focus on the design of effective ELT methods, without considering the challenges of class contextual factors, reduces the credibility of the research because the treatment of the issue of the research increases the gap between theory and practice.

Furthermore, it seems that the educational research community does not approve the outcomes of the ELT methods. This suggests that the designed programmes are not effective. Accordingly, the rejection of the inefficiency of the suggested ELT programme probably reduces the credibility, validity, and the objectivity of the results of these studies. To sum up, the research on ELT methods seems to be essential in promoting EFL teachers' quality, but developing EFL teachers professionally requires more than providing them with new teaching strategies (Hargreaves and Fullan, 1992) to apply in their classrooms.

Gap in EFL teacher's PD research and importing PD programmes from other developed countries

A different trend of Egyptian PD studies examines successful PD systems that adopt programmes from advanced countries (Abdelhamid, 1999). The philosophy underpinning this type of research is that the success of teachers' PD programmes or systems in operation in developed countries will be as effective in underdeveloped countries such as Egypt (Hiji, 2004). For example, a comparative study for in-service teacher PD in Egypt, the USA, and the UK resulted in suggesting some successful alternative systems of PD that could be applied in Egyptian TFL PD (Mansour, 2003). Another proposal concerns a perspective for Egyptian PD in schools through adopting successful systems from the UK and the USA (Shehab, 2006). In the same vein, a training system for EFL teachers in the secondary stage in Egypt was proposed by adopting successful systems from the UK, France, and Australia (Abd-El Rahman, 2006). However, there seems to be no consideration of the different contextual factors such as class, school, and educational context, or the different nature of teachers, students and teaching problems between different countries (Abdel-Karem, 2006). As a result, these imported programmes and systems from advanced countries working in the field of EFL teachers' PD, seem to be ineffective.

Importing programmes from other developed countries through doing comparative research between Egypt and other advanced countries is problematic. This was highlighted by Holliday (1994) who stated that the TESEP group of countries (comprises all those countries where ELT is part of tertiary, secondary, and primary education) take the conditions, facilities, and organizational structures of TESEP countries as standards to be applied universally without considering the limitations and deficiencies within some of the TESEP group. Furthermore, this type of research ignores 'the critical importance of the context within which teachers work in suggesting teacher PD' (Cameron, 1996: p.226). It seems that this type of research neglects the special nature of Egyptian class, the type of school, as well as the concerns, challenges and needs of individual EFL teachers. The specific context of the country plays an integral part in the effectiveness of teacher

PD when attempting to establish what may really suit the specific nature and work required in developing adequate and contextually relevant PD.

Gap in EFL teacher's PD research and neglecting the perspectives of PD stakeholders

There are two types of PD research are common in Egypt: ELT research in Egypt which improves the quality of teaching through experimental research that investigates the effectiveness of intervention programmes and the validity of some teaching methods on teaching's quality (Abdel-Rahman, 2006). The other type of research includes importing programmes from PD research of other developed countries (Shehab, 2006). The two types of PD research neglect investigating the perspectives of Egyptian PD stakeholders (Mostafa, 2000; El-Fiki, 2012). This trend has been criticized by (Assem, 2002; Abdurrahman, 2003) who stated that the majority of ELT research studies in Egypt deal with specific characteristics of English teaching, yet fail to explore the perspectives of supervisors and school principals. In the same vein, some argue that few studies investigate the perspectives of supervisors on teachers' PD (Good, 2003), where 'the social and the individual plans of human psychological activity are interwoven' (Donato, 2000, p.45). However, the supervisors could be 'an unwelcome visitor, a spy from the administration, or a source of ideas and possible support' (Bailey 2006: p.41), yet they have direct influence on PD. This is highlighted by (Gebhard, 1990, p.1) who states that 'the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction'. Besides, supervisors encourage 'collaborative inquiry among teachers' (Portin et al., 2009, p.52). Accordingly, the researcher thinks that it is important to acknowledge the perspectives of supervisors to gain more understanding about their beliefs, views, practices as well as have better communication with others in PD field.

School principals have an essential role in promoting effective PD. This is stressed by (Glanz, 2005; Holland, 2004; Lieberman and Miller 1990) who highlight the importance of school principals' role in promoting teachers' PD. Additionally, school principals are essential leaders of teachers' PD (Tallerico,2005; Lindstrom and Speck,2004). This is due to their responsibility in developing EFL teachers as Portin et al., (2009, p. 52) state that school principals took responsibility for 'weeding out individuals who did not show the capacity to grow'. This could be done through promoting the characteristics of effective principals and their supporting strategies in teachers' development (Blase and Blasé, 1999). Yet, the perspectives of school principals are ignored in Egypt and their role is limited to administrative implementation of MOE policies and decisions (Abdel-Karem,2006; Abdel-Daem, 2008; Ahmad, 2001). Accordingly, the importance of school principals' roles on the quality of PD inspired the researcher to identify their perspectives on PD in

general and on EFL teachers' PD experiences in particular. This may help gain an insight into their opinions, principles, practices and the reasons beyond their attitudes towards EFL teacher's PD.

Besides, neglecting PD stakeholders' perspectives in the Egyptian educational research includes also designers, training providers and parents (Abdelaleem,2008; Al Akha, 2004). The philosophy underpinning this trend is that training providers and designers of PD programmes seem to be part of the official MOE that should not be criticized (Abu-Nouar,1990; Al-Sakran, 2010). Furthermore, it is taken for granted that PD stakeholders (e.g. designers and training providers) have positive influences on EFL teachers' PD because they are the implementers of MOE policy, plan and design of PD (Al-Taher, 2003; Al-Zohere, 2008). Besides, parents have an influential role in teachers' PD, but educational research in Egypt has not focused on their impacts on the effectiveness of PD. (El-Azeb, 2004; Abdellah and Taher, 2007). Thus, the researcher is stimulated by these Egyptian educational studies to investigate the perspectives of these PD stakeholders on the effectiveness of PD as they have influences not only upon their knowledge and skills but also on their commitment, moral purposes and its effect upon the thinking and planning, as well as their attitudes towards teachers and the contexts in which they work.

To sum up, the current study attempts to fill the gap in research studies of EFL teachers' PD in Egypt. The current study uses a mixed methods paradigm to investigate the issue of EFL teachers' PD with the aim to overcome the gap created through the use of experimental research. Furthermore, the current study explores the effectiveness of EFL teachers' PD from a wider scope than simply suggesting ELT methods. This wider scope of research involves dealing with EFL teachers' experiences, the perspectives of some PD stakeholders on PD in general as well as their responses in consideration of EFL teachers' PD experiences. The results of this research aims to provide insight into how to achieve better EFL teachers' PD.

1.2.3. Gap in reformation of EFL teachers' PD in Egypt

The Egyptian MOE attempts to improve teachers' quality of performance through applying different types of in-service PD for EFL teachers. This includes: video-conferences and a cascade model of coaching and training teachers abroad, both of which are believed to be more influential in changing teaching practice and achieving better PD (Mohammed, 1998). However, no attention has been paid to investigate either teachers' experiences of PD or their needs, concerns, and challenges with PD. Some argue that it is a superficial structural type of reformation because it supports the inadequate traditional PD view that is based on changing the types of PD programmes and not a core reformation which develops an effective PD model based on teachers' needs, concerns and problems (Madboli, 2002; El-Taher, 2003; El-Azeb, 2004). In addition, others state

that new forms and activities of PD for Egyptian EFL teachers' are ineffective because they do not focus on teachers' needs and concerns (Atay, 2008, Abdelhafez, 2011, Ahmed, 2011).

It also has been argued that the MOE exerted much effort in teacher PD reformation, but that it was ineffective due to the negligence of contextual factors which hinder the effectiveness of PD (Nasser, 2002). The negligence of the contextual factors seems to be attributed to the focus of the MOE which is understood primarily as one that aims to set policies and import EFL teachers' PD from abroad. On the other hand, the ineffectiveness of applying a Western reform agenda has been discussed over the last twenty years (Holliday, 1994; Burns, 2005). Others argue that this is due to ignoring the importance of teachers' instructional experiences, and the school context, in planning, designing and setting aims and priorities for teacher PD in the creation of PD programmes (MOE, 2005). Thus, there needs to apply a radical development of PD opportunities and reformation that takes into account teachers' experiences of PD in their different functional contexts, including the class, the school, and PD opportunities. The current study attempts to fill the gap in the reformation of EFL teachers' PD through exploring the challenges of the current state of PD and thus this may enable the MOE, decision makers, designers of PPD programmes, and other involved parties of PD to create *a locally* designed EFL teachers' PD, one which may achieve the desired reformation of EFL teachers' PD.

1.2.4. Lack of bottom-up approach of EFL teachers' PD.

The top-down approach of Egyptian EFL teachers' PD is the dominant approach whereby the centralized authorities of the MOE and the designers of PD programmes are the only responsible parties for planning, management, organization, and designing of PD opportunities (El-Fikey, 2012). Although the involvement in the development/improvement process model of PD includes teachers in the process of curriculum development, PD programme design and school improvement to improve classroom instruction (Sparks and Loucks-Horsley, 1989), there seems to be some challenges which hinder teachers' involvement in the process of development and improvement in the Egyptian context. One of these challenges is what is known as the 'crab bucket culture' (Duke, 1994). This refers to the situation when teachers believe that they are independent of any external tasks outside class and their duties are limited to classroom teaching only (Little, 1988a; Moller and Katzenmeyer, 1996). Besides, the culture of the educational context in Egypt reduces the effectiveness of EFL teachers in the development of the EFL syllabuses, PD and the administrative decisions of their work and PD (Gahin, 2001). However, teacher participation in the development of school curricula and their PD, tightens the ties between curriculum and teaching through teachers' feedback about the curriculum and about ways of facilitating their improvement and development

according to contextual class practices (Clandinin and Connelly, 1992). Accordingly, teachers' involvement in the development of PD is needed because it allows for a more comprehensive understanding between different ideologies, centralization and decentralization, and top-down and bottom-up approaches in the educational structure (Haberman, 1992). This comprehensive understanding promotes the efficiency of EFL teachers' work and supports the excellence of their PD.

There is a debate between top-down or bottom-up approaches towards PD in which a growing number of voices argue against a top-down model (Furlong et al., 2000; Gale and Densmore, 2003; Goodson, 2003; Gleeson, Davies and Wheeler, 2005; Locke et al., 2005; Leaton-Gray, 2006). Reliance on hierarchies in the Egyptian PD field has inspired the researcher to conduct the current study in order to argue for a bottom-up approach model of teachers' PD, one which is neglected in the Egyptian context as highlighted by Abd-El Rahman (2006). The researcher proposes that this may help create greater involvement with teachers' experiences and perspectives in their PD and in their work, along with other stakeholders in the development of their PD. Day and Sachs (2004: p.7) indicate that 'teachers' role as active agents in their PD through the bottom-up model of PD will form an alternative discourse of democratic professionalism' which emphasizes collaborative, co-operative action between teachers and other educational stakeholders against the more dominant top-down professionalism. This may help to shape an effective PD domain and practice. In relation to the current study, the lack of a bottom-up approach to EFL teachers' PD inspired the researcher to consider teachers' experiences as a way of exploring Egyptian EFL teachers' PD in the field, and to combine an individualistic approach of acknowledging teachers' concerns, needs, abilities and beliefs within their class and work contexts. This approach is then combined with perspectives of stakeholders of PD opportunities on teachers' experiences. Moreover, teachers' experiences and perspectives through involvement in the development and improvement of their PD indicate a decentralized view through a bottom-up vision of developments in the field.

1.2.5. Neglecting EFL teachers' experiences in Egypt and its importance.

Teachers' experiences of PD have been more or less neglected in the Egyptian educational context (Mohammed, 1998; Aweed, 2003). This may be due to the view of teachers in the Egyptian context as Gahin (2001: p.21) observed: 'In a climate which is confounded by existing political, economic and socio-cultural imperatives in education, Egyptian teachers are often regarded as cogs in the wheel of education; essential for the continuity of operations but irrelevant for defining and understanding the process involved'. This means that Egyptian EFL teachers do what is requested

from the school management team and they have no say in any decision that is made and no expression nor discussion of their perspective or experience of their PD. This was highlighted by Liberman, (1995: p.2) who emphasized that: ‘teachers have been told often enough (or it has been taken for granted) that other people’s understandings of teaching and learning are more important than their own and that their knowledge gained from the daily work with students - is of far less value’. He states: ‘Outside experts have often viewed teaching as technical, learning as packaged, and teachers as passive recipients of the findings of objective research’ (ibid). This might be due to an assumption that teachers are naive learners and they do not have analogous knowledge to the educational experts or university professors no whatever their experiences are. With this in mind, the attitude is that taking teachers’ experiences into consideration in creating effective PD opportunities and their involvement in the developmental process will add more inadequacy and deficiencies than improvement (Assem, 2002). In addition, ‘Egyptian EFL teachers’ practical experiences in Egypt seems not to be acknowledged, as practical experiences is traditionally seen as the possession of experts, and teachers are considered as agents fulfilling others’ intentions and conduits of externally recommended knowledge’ (Gahin,2001:p.17).What makes the situation worse concerning neglecting teachers’ experiences of PD is that most EFL teachers research studies in Egypt focus on investigating teachers’ teaching methods and observable behaviours and then suggesting a programme based on a new teaching method (Saad and Salam,2002). Furthermore, in-service training in Egypt mainly focuses upon applying new techniques of teaching to achieve methodological change without any consideration to the teacher experience (Asseker, 1996). Thus, no concern whatsoever has been paid to teachers’ experiences of PD in either EFL teachers’ research studies or at the in-service training level.

Many studies assert the importance of EFL teachers’ experiences of PD in their different functional contexts in creating effective PD opportunities (Abdel-Rahman, 1995; Hustler et al., 2003; Adey et al., 2004; Day and Sachs, 2004; Hodkinson and Hodkinson, 2005; Atay, 2008). In harmony with this, and for many reasons, the current study advocates the consideration of teachers’ experiences of PD as a new trend of PD due to its importance as one of the core features of PD. Teachers’ experiences can promote the effectiveness of teachers’ PD as Edge and Richards (1993) observe that teachers actual teaching practice experiences are considered a vital force for teachers’ PD. Teachers use these experiences to form their understanding and knowledge of the world as well as using them to construct their own learning (Wilson and Cole, 1991). Exploring these experiences can provide PD with an essential element of identifying teachers’ knowledge and learning to construct new and effective knowledge and learning in the development of PD content.

Furthermore, teachers' experiences as adult learners have other influences on the effectiveness of teachers' PD in that they provide more insight into teachers' sense of identity; this allows them to define who they are, how they tackle the challenges presented to them, and how they approach learning' (Beavers, 2009: p. 27). In addition, 'teachers would be more committed to be the agents of their PD if they had more opportunities to say what they think and what they need through their own experiences of PD' (Gonzalez, Montoya and Sierra,2002). Moreover, sharing teachers' multiple experiences of PD is an essential component in the development of successful PD (Syed, 2008). This may be due to the fact that different and conflicting theories, views and perspectives about PD that come out of these experiences can then be integrated and may then provide a comprehensive view of perception and the knowledge structure within PD, gained through the help of teachers (James, 2001; Johnson and Onwuegbuzie, 2004). In addition, teachers draw upon their experiences of PD, their daily classroom teaching to make sense of curricula, dealing with class and school challenges which need to be understood and identified in order to explore teachers' attitudes and performance (Ferguson, 1991). Thus, teachers' experiences of PD may make an influential role in creating a better quality of PD.

1.2.6. Preliminary questionnaire results

The researcher conducted an exploratory pilot study to investigate the importance of teachers' experiences of PD and EFL teachers' working contexts of classes and schools in implementing effective teacher PD. This questionnaire was applied to one hundred EFL teachers from Giza and Cairo governorates, a mix of males and females with multiple years of experience. The results indicated the dissatisfaction and the negative attitudes of teachers towards PD opportunities. One of the major findings of the pilot study which reflects their seemingly negative attitudes of PD is that 96% of EFL teachers confirmed that there is a separation between theory and practice in EFL teachers' PD. In addition, 98% of EFL teachers complained that there is a conflict between their academic needs and the content of EFL teachers' PD. The most significant results of the preliminary questionnaire are presented in Table (1).

Table (1) The most significant results of the preliminary questionnaire

EFL Teachers' PD	No.	Items	Percentage of disagreement
The most significant results	1	PD opportunities offer effective specialized content.	98%
	2	PD opportunities promote general English language knowledge.	97%
	3	PD opportunities develop your teaching strategies.	94%
	4	Lecturing is an effective teaching strategy in PD.	95%
	5	The PD learning environment is a positive one.	90%
	6	Training providers are effective instructors.	92%
	7	Curriculum innovations are effectively applied.	87%
	8	Teaching workload promotes teachers' PD.	95%
	9	School principals support your PD.	88%
	10	Colleagues promote your PD.	94%

1.2.7. Problem of the study

EFL teachers' PD opportunities seem to be not effective enough to promote EFL teachers' PD (Aseem, 2002; Ahmed, 2011; Abdelhafez, 2010; Zuheer, 2012; El-Fiky, 2012). Although the MOE exerts efforts in improving EFL teachers' PD, the outcomes of these efforts are not probably up to the expected and the desired level for a majority of EFL teachers (ibid). Besides, according to the statistics of the MOE, over the last ten years the quality of EFL teachers (academically and professionally) deteriorated one year after the other (El-Fiky, 2012). Some have vague ideas about how PD might change for the better and the MOE has many initiatives and PD programmes and bodies which have been offered and established to improve matters, but they only add further layers to the complexity of the situation. The complexity of EFL teachers' PD seems to arise from the fact that there is a mismatch between the predominantly academic PD courses that teachers can follow, and the realities of school and classroom culture, exacerbated by the problems of schooling in general which generate enormous pressure on schools to achieve examination success. The picture is of a dysfunctional culture of schooling and inadequate provision of PD which have combined to create the problematic situation which affects all parties involved in education in Egypt. Thus, the researcher believes that the PD system for EFL teachers is flawed and the educational context in which teachers attempt to practice is also problematic.

Because of the current state of EFL teachers' PD in Egypt, the researcher was inspired to delve into EFL teachers' experiences of PD through looking at PD opportunities, class, and school

contexts with responses of stakeholders of PD in order to identify the factors that negatively influence the efficiency of EFL teachers' PD. This may provide an understanding of the problematic nature of teachers' professional lives in Egypt, through identifying the hindering factors that lead to PD ineffectiveness. The goal is to help pave the way towards a comprehensive and effective PD. It seems that the MOE's efforts and any other ideas about change and reformation of EFL teachers' PD needs to be grounded in a research-based understanding of the complex reality of Egyptian EFL teachers' work, lives and their learning through consideration of different teachers' actual experiences.

1.3 The theoretical position

The argument of the current study is based on that there are alternative ways of conceptualizing teacher PD through introducing teachers' current circumstances, difficulties and problems as a starting point then focusing on the teacher as an individual, rather than an amorphous group. After that, it is necessary to acknowledge that teacher PD is one of continuing learning. Thus, this stance enables the researcher to present the current thinking about teacher learning as situated and context sensitive. This argument seems to present a set of assumptions towards improving EFL teachers' PD reality that inspire the questions which the researcher asks and the kinds of answers the researcher expects to achieve as a result.

1.3.1 Identifying EFL teachers' current circumstances, difficulties and problems

EFL teachers have a complex task of teaching in which they face many challenges (Darling-Hammond and Youngs, 2002). For example, Goss (1999) states that Japanese teachers of English face inadequate preparation, lack of students' motivation and large class sizes. In Nicaragua, teachers lack adequate knowledge of TEFL concepts, critical understanding of language learning theories, effective linguistic skills, and teaching techniques (Chávez, 2006). Moreover, Cheng (2004) observes that Chinese teachers lack adequate knowledge of subject matter and methodology. In addition, Bress (2006) states that EFL teachers suffer from lack of time to prepare, unwanted classroom observations, and negative collegial relationships. Finally, Mousavi (2007) indicates that concerns of non-native EFL teachers about their different teaching language deficiencies form a major concern and prevent them from active teaching. Egyptian EFL teachers face many challenges which affect the quality of EFL teaching in Egypt. Abel-Daem (2008) and Fareh (2010) identify some of these factors: inadequately trained teachers and poor teaching methodology; low language proficiency of students; separation of teaching the four language learning skills and neglecting the whole language approach of their students; lack of emphasis on developing skills and supporting rote learning; inadequate assessment methods; ineffective textbooks and teaching materials; lack of

communication; and lack of ongoing exposure to English.

Accordingly, Egyptian EFL teachers are in no better situation than any other EFL teachers as they are affected by the complexity of educational context such as problems of centralization, and the low quality of trainers (Kozma, 2004). In addition, (Zaalouk, 1995) depicts the status of the Egyptian schools as suffering from shortage of space, buildings in bad repair, large class sizes that frequently consist of up to sixty or seventy students, and difficult access to schools in rural areas due to poor communication infrastructure. Moreover, (Gahin, 2001; Hiji, 2004; Hargreaves, 2001) refer to the low quality of Egyptian teachers and their lack of dedication to work, the inadequate pay which encourages private tuition, inadequate pre-service training and very limited in-service training. In addition, other contextual factors influence teacher quality, that includes: the tension of relationships between teachers and school administration; aggressive relationships between teachers and students; a mismatch between teacher purposes and students' expectations and needs; conflict between the MOE centralized policies and regulations; and teachers' needs (Abdel-Hafez, 2010). Thus, it appears that PD needs to begin with an assessment of teachers' current circumstances, difficulties and problems in order to have an effective influence in improving their ELT as well as providing effective EFL PD.

1.3.2 Teacher as an individual, rather than an amorphous group

Due to the fact that there are more individual concerns, problems and difficulties for EFL teachers, as well as the low proficiency of knowledge and performance level and other contextual factors, Hall and Loucks (1978) argue that teachers face different types of challenges and concerns about their PD. These concerns differ from one person to another. In line this with, EFL teachers as individual learners in the context of PD have many differences, needs, concerns, problems as well as various learning styles (Green, 1999; Guild, 2001; Mulroy and Eddinger, 2003). Furthermore, individual teachers' PD have various personal and professional needs during different phases of PD. For example, the personal and professional needs of expert teachers are totally different to the needs of novice teachers (Levine, 1989). Thus, teachers as individuals have several positions that function in different contexts as learner, instructor, and as a person; each of these identities are veiled and changeable (Urzua and Vasquez, 2008).

Creating PD opportunities that are based on the needs of teachers as professional individuals within the development process is important (Chance, 1984; Gahin, 2001). Specifically, current Egyptian PD programmes seem to be unsatisfactory due to the failure to provide teachers with opportunities to be actively involved in their own development, to reflect on their teaching experiences and to express their own experiences and perspectives of PD (Atay, 2008). Moreover,

the dominant traditional approach of in-service PD in Egypt does not consider the trainees' needs, which worsens the problem of inadequate training and contributes to the overall poor quality of teachers (Abdel-Rahman, 1995). Consequently, EFL teachers' concerns, problems and difficulties need to be treated individually which may then have a positive effect on the attitudes of EFL teachers. This positive impact is initiated from their positive reactions and being appreciated as individuals in the process of their PD.

1.3.3 Teacher development is a continuous learning process

For many reasons, the current circumstances, challenges and problems of Egyptian EFL teachers as well as considering teachers as individuals, speaks to the need for CPD (Continuous Professional Development). There seems to be a need to frequent investigation of the status-quo and the changeable nature of teachers and their discourses. This is due to the emergence of teachers' changeable nature as an essential factor in coping with the complexity of teaching in 'an age of cultural diversity and new technology where teaching needs to become more sophisticated, and different kinds of support and learning opportunities are needed to improve teachers' work' (Hargreaves,2001: p.158). Specifically, in the ELT field, teachers need to be competent in the English language and be updated with the current trends in teaching methods as well as the development of practical yet complex skills, and the enhancement of specific ethical values and attitudes (Villegas-Remiser, 2003). Besides, the continuous development in the field of information and information technology, and the continuous need to change the EFL syllabuses to include the new flow of information and knowledge, necessitates the need to focus on the continuous learning process for EFL teachers. In addition to this, BANA's regular curriculum interventions and the new teaching strategies which are added by the Egyptian MOE as a sign of developing EFL syllabuses (El-Fiky,2012), require continuous learning for EFL teachers in order to cope with these continuous developments.

The dominance of single-shot, one-day workshops in Egypt (Assem, 2002) make 'teachers' PD intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative' (Ball and Cohen, 1999: p.3-4). This failure seems to be attributed to the fact that teachers should develop professionally through a process of investigation and continuous learning (Hargreaves and Fullan, 1992). The type of investigation and continuous learning of teachers' PD focuses on identification of EFL teachers' needs and interests which are neglected, both personally and socially contextualized in their different contexts (Holland et al., 1998). Besides, neglecting the continuous learning process of teachers' PD causes inactive teachers who depend mainly on the initiations of MOE and the centralized administration to pursue their PD on

their behalf (Assem, 2002). The passivity of EFL teachers is omitted in the continuous learning process of teachers' PD because 'teachers are encouraged to become active learners who pursue continued growth in their knowledge, understandings and skills to support the development of themselves as ongoing learners' (Petrie and McGee, 2012: p.60). Thus, CPD is considered a vital and daily aspect of personal and professional identities because it provides purpose, collaboration, commitment, and community (Langer, 2000), all of which forms an effective element of EFL teachers' CPD.

1.3.4 Current thinking about teachers learning as situated and context sensitive

The dominant traditional model of EFL teachers' PD focuses on a content-centric trend which includes what needs to be taught in order to achieve students' outcomes (McLellan, 1996). This trend neglects teachers as learners, and the coherence between content and their nature, needs, concerns, challenges, problems, learning needs, and learning context (Naidu, 2009). In addition, many studies have omitted the psychological factors of EFL teachers and the socio-cultural factors of class and school contexts in PD learning (Breen, 2001). The negligent of EFL teachers as learners and their psychological and social contexts causes 'lack of harmony between teachers as learners and learning and teaching transaction is ineffective, inefficient and un-engaging teaching' (Spector, 2008:p.201).Some argue that teachers' methods of learning indicate that 'learning is not a transmission of theoretical and out of context knowledge from one person to another, but is a social process of co-operative structure of knowledge and learning, situated in a specific context and embedded within a particular social and physical environment'(Lave and Wenger, 1991: p.42). Others think that the psychological side of EFL teachers is indispensable and needs to be identified and addressed through their continuous learning process (Abdel-Hafez, 2010).Thus, effective teachers' learning is situated within a meaningful context and within the culture and the community in which learners live and work (Brown et al., 1989; Merrill, 2002; Utley, 2006); this includes identification and consideration of the psychological problems, needs and concerns of EFL teachers as teachers, individuals and learners (Madboli, 2002). Consequently, 'teachers' learning through their PD should be viewed as both a process of active individual construction and as a process of enculturation into the practices of wider society' (Cobb, 1994: p.13).

The inclusion of the individual and context in teachers' learning in PD opportunities provides several levels of teachers' learning analysis; psychologically through investigating teachers' experiences, perspectives, needs, concerns, problems and challenges (Ensour, 2001; Greeno, 2003) and socio-culturally through investigating teachers' classroom, school context and PD opportunities because teachers learn through these multiple contexts (Adler, 2000). Taking all of this into

consideration contributes to the idea that a strong research direction provides influential multiple views of teachers' learning and allow researchers to focus attention on individual teachers as learners, as teachers, as workers and on their participation in different professional learning communities (Putnam and Borko, 2000). The participation of the teachers and the context can promote the effectiveness of EFL teachers' PD which is highlighted by Kottler and Zehn (2000: p.3) who state that 'the inclusion of the teachers and the context can support PD efficiency for being aware of teachers' strengths and limitations' while exploring and supporting teachers' classroom context is considered a powerful and meaningful context of their learning and work (Sowder,2007; Merrill, 2002; Naidu, 2006). Furthermore, coherence of teacher PD experiences in their different contexts of teachers' work; class, school, PD, and community is necessary in developing alliances among them through analyzing the unwritten cultural norms to explicit regulations and policies. This may ensure that 'these experiences are supported by organizational values and operating procedures' (Elmore and Burney, 1997: p.15).

1.4 Research Questions and Aims

This section defines the research questions at this point of chapter one and not after the literature review for the following reasons. The research questions are accustomed to be part of the first chapter according to the standards of PhD and the reader expect to read about them in this chapter. Furthermore, identifying the research questions gives the reader more critical thinking in reading the literature review which ends up with the research questions of the current study. Besides, these research questions have strong links with aims of the current study and it proves to be a necessary to mention them before the aims of the study.

1.4.1 Research Questions

- 1. What are the factors that contribute to the inadequacy of EFL teachers' PD as based on EFL teachers' experiences of PD?**
 - 1.1. How do Egyptian EFL in-service teachers view their PD programmes based on their own experience?
 - 1.2. What are ELT class context factors that have hindering influence on Egyptian EFL teachers' PD?
 - 1.3. How do school context factors have negative impacts on Egyptian EFL teachers' PD?
- 2. What are the perspectives of stakeholders of PD (PD designers, training providers, supervisors, school principals, parents) on EFL teachers' experiences of PD?**

1.4.2. Aims of the study

The researcher's essential aim for conducting the current study is to explore EFL teachers' experiences of PD. Knowledge and skills transfer approach seems to be effective because it is a prevailing and dominant teacher PD trend in Egypt, however, there are many problems concerning the quality of EFL teachers (Mahmmoud, 2003; Abdel-Karem, 2006; Marcus, 2010). The current study identifies the problems of the quality of teachers from EFL teachers' experience along with responses from stakeholders of PD concerning EFL teachers' experiences within contextual framework of class and school. Teachers' PD needs to move beyond the knowledge and skill model to include personal as well as collaborative, in-school development. As a result, the researcher is motivated to conduct the current study to give the teachers a chance to tell their experiences as learners in PD, instructors in class, and as workers in schools from their own perspectives. Furthermore, areas of conflict and agreement between teachers' experiences and the responses of stakeholders of PD towards these views need to be identified. Therefore, there are four areas of interest for the current study which are derived out of EFL teachers' experiences. These areas are: identifying EFL teachers' needs, concerns, problems, challenges, and frustrations with PD programmes; providing insights into the influence of ELT class context factors on teachers' PD; identifying the contextual factors with the schools that hinder EFL teachers' PD; and investigating the perspectives of stakeholders of PD on teachers' experiences of PD.

1.4.2.1 Identifying EFL teachers' needs concerns, problems, challenges, and frustrations with PD programmes.

EFL teachers' needs, concerns, problems, challenges and frustrations with PD are neglected as a subject in the field of research in the Egyptian context (Salam and Saad, 2002). In addition, 'focusing on technical competence of teachers without considering teachers' discourse of morals, emotions, needs, concerns side within the context can make teacher PD an inadequate and limited opportunity' (Hargreaves, 1994: p.15). Furthermore, EFL teachers need to be able to identify their needs, concerns, problems to overcome the limitations of professional autonomy in Egyptian context, one which lacks positive reinforcement and encouragement (Madboli, 2002). Consequently, the current study aims at identifying the hindering factors that are related to PD programmes through exploring EFL teachers' experiences. The current study considers teachers' experiences in ELT as a 'coherent system with many influential variables, rather than a random conglomerate of teaching moves which is valuable in creating effective PD' (McIntyre and Hagger, 1992: p.271). Accordingly, the current study deals with EFL teachers' experiences as a representation of the many variables which affect the efficiency of PD. The individual and

psychological domains of EFL teachers' PD are two of the major variables which influence the quality of EFL teachers' PD. Thus, understanding the psychological domain of EFL teachers' PD may be able to help improve the effectiveness of PD and reduce teachers' resistance to any PD changes. This may be achieved through providing EFL teachers' PD that is more relevant to the teachers and that identifies EFL teachers' challenges and constraints.

1.4.2.2. Providing insights into how ELT class contextual factors influence teachers' PD.

The nature of the Egyptian ELT class with its different variables are not considered in teachers' PD and, the main focus of PD is fixed programmes without any connection to teachers' class experience (Soliman, 1990). A growing body of research demonstrated that PD which is developed in a form of fixed programmes, separately from teachers' experience in classroom practice contexts, has little impact on teachers' professional learning quality and does not promote their PD (Brophy, 1999; Timperley et al., 2007). On the other side, identifying teachers' personal instructional experience in class provides a greater understanding of the relationships between different variables of class context as well as the influence of each variable on the other in order to improve teachers' performance (Lockwood, 1999; Zeichner, 1993). Furthermore, the richness of social and psychological aspects of class life is necessary 'to draw attention to significant social and psychological variables which seem to be neglected in our current research in PD' (Breen, 2001: p.134). Others argue that failure to consider teachers' perspectives on their instructional practices and class context as a sensible issue in teacher PD, leads to passivity of teachers towards the development of new teaching practices (Visnovská, 2007). This informs the quality of teachers' professional learning (Alton-Lee, 2003; Kennedy, 1998; Nye, Konstantano Poulos, and Hedges, 2004). Thus, class contextual factors such as large classes may affect the efficacy of teacher PD (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006). Furthermore, Jiamin (2002) observes the complexity of large classes, control problems, ineffective learning, and a greater teaching workload make up some of the class factors that negatively affect EFL teachers' PD. Accordingly, the current study aims at providing more insight into the influence of ELT class context factors on teachers' PD and which may hinder the effectiveness of PD.

1.4.2.3. Identifying the school contextual factors hindering EFL teachers' PD

Although many studies have explored the effect of using different teaching methods on teachers' instruction in Egypt (Gad, 2005), no studies have been conducted, to the best of the researcher's knowledge, to investigate the influence of school context on EFL teachers' PD. This was highlighted by Abdel-Rahman (2006) who stated that there has been no investigation of the influence of school context on EFL teachers' PD in the Egyptian educational context. The researcher

believes that investigating school context is essential in any research that examines teachers' experience of PD as there are many school contextual factors that may act as obstacles for change and in the implementation of teacher PD. Furthermore, the separation of PD from the school context has a negative effect on the quality of PD particularly. This negative effect occurs where PD becomes an end in itself and unrelated to broader questions about the nature of school context (Assem, 2002). Contextual factors in teachers' workplace culture such as school leadership, teacher collegiality and teamwork and school leadership (Boyle, While and Boyle, 2004; Goddard, Goddard, and Tschannen-Moran, 2007; Printy and Marks, 2006; Tschannen-Moran, 2009) may affect the quality and usefulness of teacher PD. Thus, due to the complexity of challenges that have negative impact on the effectiveness of EFL teachers' PD in the Egyptian school context, the current study aims at identifying the school contextual factors that hinder EFL teachers' PD.

1.4.2.4 Investigating perspectives of stakeholders of PD on teachers' PD experiences

Investigating the perspectives of PD stakeholders on teachers' PD experiences takes the investigation of teachers' PD a step further. Through discussing other stakeholders' perspectives on teachers' experiences of PD, the study explores areas of agreement, conflict, reasoning, and ways of teachers' PD. By PD stakeholders, the researcher means all those who have impacts on teachers' PD such as PD designers, training providers, school principals, school supervisors and parents. To the best of the researcher's knowledge, this is the first attempt to investigate other stakeholders' perspectives on teachers' experiences of PD in the Egyptian context, one that aims at reducing tension and promoting working in an alliance where the complementarity of perspectives and roles is valued. The role of teachers as 'agents of change, whose equal partnership in defining and designing PD activities, is critical to the success of contemporary reform efforts with the role of other stakeholders' (Dass and Yager, 2009: p.102). Furthermore, 'it is fundamental to communicate effectively between different parties involved in PD, so it may lead to a feeling of ownership and easy implementation of teachers' PD' (Galabawa, 2001: p.9) and 'a shared vision that many people are truly committed to because it really reflects their own personal values' (Senge, 1990: p.206).

1.5 Significance of the study

Holliday (1994) distinguishes between two types of countries, i.e. BANA and TESEP. Holliday states that research study results are developed by the BANA group and the results are used to set standards for the conditions, facilities, and organizational structures of TESEP countries. There is no attention paid to the limitations and deficiencies present in TESEP group when transfer methodologies from BANA to TESEP. Accordingly, the ignoring of the differences between BANA and TESEP contexts caused different negative attitudes towards learning and lack of resources in

the second group (ibid). Within the context of the study, the researcher revisits the idea of BANA and TESEP communities, as defined by Holiday (1994), to argue that the current study contributes more to the TESEP communities than the BANA communities. Besides, the current study attempts to develop research which is *localized*. By this the researcher means a research study that represents Egyptian EFL teachers, their problems, concerns and needs, and the responses of Egyptian stakeholders of PD to these responses, as well as the Egyptian class and school contexts. This type of research contributes to a more acceptable change and reformation of PD programmes in the future because it reflects what EFL teachers need and desire. Further, the research identifies problematic issues which will be addressed and thus enhance the effectiveness of EFL teachers' PD.

The contribution of the Egyptian context adds to the broader base of knowledge that concerns the difficulty in improving oneself, teaching and PD. The following points illustrate why the Egyptian TESOL community is concerned with reading this study.

1.5.1. Revealing teachers' experiences of PD and their major role in the Egyptian PD context.

The current study explores a new perspective in understanding teacher PD other than the current teacher PD trend which is top-down, centralized, bureaucratic, and academic rather than professional, as seen from teachers' professional perspectives and realities (Assem, 2002). The researcher's experience of PD in Egypt has revealed the many opportunities offered that have been designed without any real knowledge base of what constitutes teaching in Egypt, and where PD decisions are made at higher levels, ignoring a main component of PD, namely, EFL teachers' experiences. EFL teachers' experiences represent the psychological domain of PD which enables the researcher to have a greater understanding of and insight into the challenges of EFL teachers' PD from EFL teacher's perspective. The researcher believes it is the first attempt to the best of her knowledge to investigate PD opportunities from a bottom-up approach where EFL teachers' experiences reveal a new view of EFL teachers' PD. Thus, the current study adds to the growing number of voices arguing against a top-down model of PD (Furlong et al., 2000; Gale and Densmore, 2003; Goodson, 2003; Gleeson; Davies and Wheeler, 2005; Locke et al., 2005; Leaton-Gray, 2006). Moreover, the current study provides more knowledge about Egyptian EFL in-service teachers' opinions, needs, interests, and working conditions, all of which are deemed necessary in order to develop a deep and comprehensive picture of PD in Egypt. In addition to this, EFL teachers plays a new and more active role through being responsible for their learning and for being active players in designing and improving their PD. Through voicing their experiences, EFL teachers are able to better develop professionally particularly as an outcome of applying effective PD based on

these experiences.

A summary of EFL teachers' experiences draw the attention and concern of the Egyptian designers and training providers for the following reasons. EFL teachers' experiences have the potential to enable designers of PD and the MOE to design more effective EFL teachers' PD, based on new representations of EFL teachers' perspectives and views. Besides, the designers of PD can overcome hindering factors of PD through suggesting new alternatives and solutions to eradicate problems that arise during the designing of PD opportunities to EFL in-service teachers in Egypt. Moreover, training providers understand EFL in-service teachers as adult learners with their attendant challenges, needs, concerns, problems, and frustrations as based on the experiences of EFL teachers of their PD programmes in Egypt. Thus, this knowledge of EFL teachers as adult learners enables PD providers to design better lesson plans, selects proper teaching methods and strategies, devises appropriate educational means and teaching activities as well as considers variations and differentiations in teaching styles in order to cope with the needs, abilities and expectations of the majority of EFL teachers. This's practically useful and better than the ready-made westernized, or imported, PD opportunities that neither suit teachers nor the Egyptian status quo.

1.5.2. Contributing to the debate of what constitutes an effective PD opportunity from teachers' experiences.

The current study reveals knowledge about the characteristics of effective EFL teachers' PD in Egypt. This provides knowledge about neglected, yet important domains of PD. These include affective, individual, academic, cultural, social, and institutional factors which enrich the PD process, yet currently are neglected by PD that focuses only on the academic domain. These PD domains can provide more insight into different factors which hinder and influence the effectiveness of teachers' PD. Moreover, teachers' views are revealed especially what they consider to be effective content, pedagogical practices, assessment, design, planning and application of effective PD. Knowledge about the characteristics of effective EFL teachers' PD consider the perspectives of parents, school principals and supervisors about these hindering factors of the effectiveness of PD. Furthermore, knowledge about the characteristics of effective EFL teachers' PD includes more insights into the role of class and contextual factors in PD effectiveness. Thus, this knowledge can provide designers of PD programmes and training providers with insights into what they should promote and what they should refrain from in the design, management and organization of effective EFL teachers' PD. Consequently, this rich data may enable us to constitute adequate EFL teachers' PD.

1.5.3. Providing knowledge of socio-cultural domains of PD.

Providing knowledge of the socio-cultural domain of PD may be achieved through investigating the psychological domain of individual teachers' experiences of PD and the socio-cultural aspects of different patterns of participation in different learning contexts, such as classroom, school and PD opportunities (Borko, 2004). This knowledge can provide more insight into teachers' attitudes towards their teaching performance and working conditions in the school, class instructional context as it relates to their PD. Furthermore, this knowledge provides more insight into situative perspectives of teachers' learning and PD, one in which we may get more understanding of teachers' learning within multiple contexts. This takes into account both the individual teacher-learner and the social systems in which they are participants. This may help provide more explanation to the behaviours, attitudes, and learning of teachers, and a greater understanding of the socio-cultural domains of PD.

The current study reveals knowledge about the importance of different contexts related to EFL teachers: PD, class, and school. The current study raises PD providers' awareness of the contextual factors affecting Egyptian EFL in-service teachers' PD. This awareness helps PD providers adapt their training techniques to suit the Egyptian ELT class context. They also are able to better plan, design, train, and assess teachers' knowledge and practices. Furthermore, the supervisors are better informed in terms of the knowledge that is gained about the contextual factors of class and school in order to supervise and guide teachers to the right teaching techniques and decisions in ELT class and school context. Furthermore, having greater knowledge about the socio-cultural domains of PD enable school principals to manage their schools and deal with ELT teachers in a better way as the school principals may have a comprehensive understanding about the culture and the challenges of the school day for EFL teachers from EFL teachers' perspectives. Additionally, the academics and the professional, as well as the designers of PD, gain a closer view of the reality of the ELT class and school and the educational contexts from the perspectives of EFL teachers. Thus, the socio-cultural domain of PD fills the gap between theory and practice as well as inform the higher authority of educational management of the MOE and policy makers to plan a reformation of PD which will combine different contextual factors in order to assert the possibility of EFL teachers' PD effectiveness.

1.5.4. Presenting more knowledge of the nature of the relationships between EFL teachers and stakeholders.

The current study can help identify points of conflicts and agreement between EFL teachers and stakeholders of PD through providing more insight, understanding, reflection, and knowledge

of the views and beliefs of stakeholders about EFL teachers' experiences of their PD. To the best of the researcher's knowledge this is the first attempt to investigate the views of the centralized authority in Egypt towards teachers' experiences of PD which are represented in PD stakeholders. Investigating the nature of the relationship between EFL teachers and stakeholders of PD likely improve the channels of communication between them, eliminating any misunderstanding, and eradicating any hindering factors which cause ineffectiveness of EFL teachers' PD. This may help clarify the different views between the two parties and therefore may help develop a better teacher PD. In line with this, the findings may help establishing CoPs (Communities of Practice) and PLC (Professional Learning Communities) which comprise of EFL teachers and stakeholders of PD and provide a forum in which they can reflect, discuss, and negotiate different issues, beliefs, and challenges around PD. This collaborative professionalism may enable them to resolve any problems, gain new insights, exchange experiences and knowledge, find solutions, and offer new alternatives to any hindering or problematic areas of PD. Further benefits include exploring new ways of applying changes and reformation that may eradicate any type of resistance and ineffectiveness of EFL teachers' PD. This has been highlighted by what Day and Sachs (2004: p.7) call 'an alternative discourse of democratic professionalism which emphasizes collaborative, co-operative action between teachers and other educational stakeholders against the more dominant top-down professionalism to shape effective PD domain and practice'.

1.5.5. Adding a new perspective of mixed method research in the Egyptian context.

The current study combines the use of questionnaires, focus groups, journal writing, and semi-structured interviews with some PD stakeholders. This mix of research methods has not been used extensively in Egypt in the investigation of Egyptian EFL in-service PD (Tolbah, 1999). This is due to the fact that the focus in investigating EFL teacher research studies in Egypt is based on designing a PD programme and investigating its validity using quantitative statistical methods of inquiry using experimental design (Seliem and Ali, 2010). The idea underpinning these trends is that it is a common belief in Egypt that research studies are based on empirical, scientific methods so as to have solid objective results concerning investigating any educational issue (Ghoneim,1998). Thus, the current study uses mixed research methods to provide a more comprehensive investigation of the problem of the study, making it a multi-strategy research study (Bryman, 2001). This provides more flexible research methods in investigating the problem of the study in order to 'know and use a variety of methods to be responsive to the nuances of particular empirical questions and the idiosyncrasies of specific stakeholder needs' (Patton, 2002: p. 585).

At the level of educational research, the present study offers some significant contributions. This current research can be considered a valuable addition to the existing body of research in Egypt, in the MENA region, and internationally as it addresses EFL teachers' PD experiences, needs, problems and concerns as adult learners, individuals and instructors. This study could serve as a strong basis for designing other research studies in the Egyptian context, be they qualitative or quantitative, that could help develop PD opportunities offered to teachers in different specializations such as Math teachers and Science teachers.

1.6. Outline of the study

The study contains eight chapters as follows:

Chapter I

The first chapter introduces the thesis by focusing on the issue of teachers' PD for Egyptian teachers of English. It outlines the study in terms of identifying the central problem it intends to understand, the study's aims and rationale, and the significance of the study for a variety of audiences.

Chapter II

This chapter sets out to identify, examine, and critique the literature and related studies concerning EFL teachers' PD. This enables me to construct an analytical framework for examining PD in Egypt with the aim of understanding the complex reality of Egyptian EFL teachers' work, lives and learning based on their experiences. This review informs the research questions, the design of the study, and analysis of the data. Additionally, this chapter provides concepts and categories which add further insight into the exploration of EFL teachers' PD and develops the rationale for the current study.

Chapter III

The aim of this chapter is to shed light on the background of the current study. In particular, it presents the current arrangements for PD through a theoretical lens. The chapter looks at different PD opportunities and the various agencies and governmental bodies responsible for and related to EFL teachers' PD. It also examines some of the main problems faced by Egyptian EFL teachers at pre-service and in-service levels. It argues that that the current situation of PD is driven by top-down directives, focusing on teachers acquiring academic knowledge, and yet is experienced as chaotic and unplanned.

Chapter IV

This chapter deals with the methodological framework of the current study. The chapter presents a rationale and a detailed description of the research methodology used to explore EFL

teachers' experiences of PD. It outlines the study's main philosophical assumptions, discusses the research strategy, design, and the methods used for data collection and analysis.

Chapter V

This chapter analyzes EFL teachers' experiences of different types of PD opportunities and the attitudes towards EFL teachers' experiences held by stakeholders, parents, school principals, designers, supervisors, and training providers of PD. In this chapter, the researcher reports the experiences of EFL teachers of PD opportunities, including content, pedagogical practices and management of teachers' PD programmes. This was done to answer the first sub-question: *How do Egyptian EFL in-service teachers view their PD programmes based on their own experience?* (Programme related factors). Some important concerns regarding Egyptian EFL teachers' PD provisions have been explored regarding the content, pedagogical practices, planning, organization, and some logistical issues of teachers' PD programmes.

Chapter VI

This is the second chapter of the analysis which discusses the findings of the data concerning the class and school context that is a result of surveying teachers' experiences and stakeholders' responses to teachers' experiences. In this chapter, the researcher reports the answers of two research questions; the class related contextual factors which influence PD and the question of: *'What are ELT class context factors that have hindering influence Egyptian EFL teachers' PD experiences?'* In addition, school-related factors which revealed its influences on teachers' PD through asking about *'How school context factors have negative impacts on Egyptian EFL teachers' PD?'* The two questions are derived from situated learning and social orientation of learning in emphasizing the influence of teachers' contexts of working and learning on PD. This chapter is divided into three sections; classroom pedagogy, school context as well as management of PD s' factors which hinder adequacy of teachers' PD.

Chapter VII

The main aim of this chapter is to discuss the data analysis findings of exploration of EFL teachers' PD. This is done through reviewing and interpreting the outcomes, then expressing their significance to the readers. This addresses the question: *'What are the factors that contribute to the inadequacy of EFL teachers' PD as based on EFL teachers' experiences of PD?'* The chapter is divided into five major domains around teachers' PD: academic, cultural, social, academic, affective, and institutional. Each domain includes specific factors which overlap and which contribute towards the complexity and ineffectiveness of EFL teachers' PD.

Chapter VIII

This chapter draws together the key findings and begins with a summary of the main theoretical contributions of this inquiry. The main implications of the study outcomes on practice are then discussed through offering some possible principles for practical reforms to bring about necessary changes that may improve the effectiveness of EFL teachers' PD. Finally, a number of potentially fruitful areas for future research are proposed in the conclusion.

1.7. Conclusion

This chapter has reviewed the key components of the thesis: the rationale of the study, the theoretical framework of the study, the problem, questions, aims, significance of the study, and outline of the study. The next chapter sets out to identify, examine, and critique the literature and related studies concerning EFL teachers' PD. This enables the researcher to construct an analytical framework for examining PD in Egypt with the aim of understanding the complex reality of Egyptian EFL teachers' work, lives, and learning based on their experiences and thus informs the research questions, the design and subsequent analysis of the data.

Chapter II

Literature Review

2. Introduction

This chapter identifies, examines, and critiques the literature concerning EFL teachers' PD. This enables the researcher to construct an analytical framework for examining PD in Egypt with the goal of understanding the reality of Egyptian EFL teachers' work, lives, and learning, based on their experiences. The chapter promotes the research questions, the study design, and the data analysis of the current study. Furthermore, the literature review informs the aim of the study which is to understand the problematic nature of teachers' professional life in Egypt, where PD is a major professional issue, as the difficulties teachers face are all tied in with the manifold problems of schooling. By exploring teachers' experience of PD and work at school as well as the relationships between them, the researcher hopes to provide evidence for what would otherwise be uninformed complaints and criticism. Additionally, the chapter provides concepts which add further insight into the exploration of EFL teachers' PD, as it aids in the development of the study's rationale.

This chapter is divided into several sections. The first explores the nature of EFL in-service teachers' PD and the theoretical background of this development. This is followed by a section that covers different issues concerning professionalism and EFL teachers' PD. The third section considers the core elements of EFL teachers' PD, while the fourth section tackles the effectiveness of teachers' PD. The fifth section deals with the nature of teachers' experiences with PD. The sixth section addresses EFL teachers' working contexts and the effect of class and school contexts on teacher PD, and the perspectives of various stakeholders. Finally, the chapter finishes with a critical review of two key studies which are the most closely related to this study. An analytical framework and research questions of the current study are also presented.

2.1. Nature of EFL in-service teachers' PD

In presenting and interrogating the theoretical background of the nature of EFL in-service for teachers, one may gain more insight into some of the specific beliefs and practices in the field. This approach provides historical and philosophical dimensions which pave the way to explore the nature of teachers' PD. The first section explores the theoretical background of the nature of teachers' PD by looking at the definition of, approaches to, models of, and significance of PD.

2.1.1. Definition of PD

There are different definitions for the concept of teachers' PD. PD has been identified as the formal and informal learning experiences of teachers. According to Fullan (1991, p.326-327), PD

is defined as being ‘the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement’. On the other hand, Elliott (1991: p.106) sees PD as more than teachers’ learning experiences: ‘PD is the individualistic and possessive process of acquiring techniques’. From another perspective, PD is defined by Richards and Farrell (2005: p.177) as: ‘the professional growth of teachers which improves teachers’ instruction and teachers themselves’. This often involves examining different dimensions of a teacher's practice through a basic reflective review (ibid). In the same vein, Mevarech, (1995: p.151) asserts that PD opportunities ‘are assumed to be important stimuli for teachers’ professional growth’. To expand the notion of PD, Hargreaves and Fullan (1992: p.7) argue that PD also involves the personal development of teachers, that is, ‘more than changing teachers’ behaviors (...) it also involves changing the person the teacher is (...) It is also a process of personal development’. The above definitions of PD suggest that there is no consensus as to a single definition of the term. In addition, these definitions of PD illustrate that PD includes references to teachers’ formal and informal learning experiences, their individualistic processes of acquiring teaching techniques, and professional growth.

According to Fullan and Hargreaves (1992: p.1), ‘little systematic attention has been devoted to understanding of the topic of teachers’ PD’. This highlights the notion that teachers’ PD is an elusive term because it has different interpretations. For example, Keiny (1994: p.158) understands ‘PD from a technical-developmental perspective, as a process where teachers acquire skills’ without precise identification of the process of professional growth. From another perspective, the OECD (organization for economic co-operation and development) (2009: p.49) refers to PD as: ‘activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher’. This definition limits PD to individual teachers and neglects the collegial trend of teacher PD. Similarly, it focuses on the academic features of the teacher, without clarifying the nature of the other characteristics of PD. Conversely, Evans (2002: p.131) defines teacher PD as ‘the process whereby teachers’ professionalism and/or professionalism may be considered to be enhanced’. This definition lacks the ‘ecological interpretation of learning to teach’ (Kowalchuk, 1999: p.71-82), where the contextual factors are not recognized in the process of teacher PD. Likewise, there is a sense of teachers’ passivity, as there is no emphasis on teachers’ initiatives or on their being active agents of their PD. Thus, there is a lack of a comprehensive understanding of the topic of teachers’ PD; some think it is as an individualistic rather than collegial trend. Others believe that PD is a professional process without any identification of the ecological interpretations of the influences that contexts have on PD.

In the Egyptian context, the definition of teachers' PD is limited to 'in-service days of workshops and is referred to as training' (Ahmed, 2007). The technical rational approach towards teachers' PD is adopted in Egypt where in-service teacher training includes only short courses on pressing topics such as using information technology (IT) in Education and Language Workshops (Maklad, 2008). This training is connected to obligatory, centralized and short-term workshops by the MOE and consists of a one-size-fits-all approach to training in-service teachers (MOE, 1996). Thus, the definition of PD as a continuous learning process is not acknowledged in Egypt, a concept contrary to Danielson's (1996: p.115) argument that 'continuing development is the mark of a true professional, an ongoing effort that is never completed'. As a result, the short learning process of the identification of PD in Egypt reduces teachers' effectiveness. This is due to the fact that continuity of PD improves teachers' ability to cope with the learning needs of their students (Diaz-Maggioli, 2003; Feiman-Nemser and Norman, 2000). Accordingly, it would therefore appear that in Egypt, a technically rational approach to PD is adopted, based on obligatory short workshops which are based on the MOE regulations and instructions.

From the researcher's point of view, and in an attempt to provide more conceptual clarity, teacher PD can be defined as a well-planned comprehensive and ongoing process which includes formal and informal professional opportunities for pre-service and in-service teachers and other PD stakeholders. These opportunities should enable participants to think critically as individuals in order to best reflect their knowledge, beliefs, attitudes, and teaching performance. Opportunities should be available for EFL teachers to express and discuss their own perspectives and experiences and to work collaboratively with other PD stakeholders in situated contexts in order to improve teachers' effectiveness thus raising student outcomes. This may occur through exploring advanced content, learning new skills, developing new insights and beliefs into their practice, and planning and implementing effective PD opportunities. In addition, more consideration should be given to the class, school and other contextual factors to guarantee effective implementation of teachers' PD. Thus, we can ensure that PD is seen as involving not only knowledge and skills development, but also the individuality of EFL teachers and an ecological development of PD that addresses core aspects and tackles the relationship between stakeholders and the context which should drive PD.

2.1.2. Importance of teachers' PD

Teachers' PD is an important domain of TESOL research (Richards, 1990, 1998; Richards and Farrell, 2005; Freeman, 1989). This is due to the fact that it has different effects on influential aspects of the educational process, including raising the proficiency of EFL teachers, promoting students' learning outcomes, and encouraging educational reform.

Raising the competency of EFL teachers

PD has a significant impact on the development of EFL teachers' competency as instructors. Changes in curriculum, teaching techniques, learning styles, and test systems are some of the areas which require teachers' PD (Ball and Cohen, 1999; Putnam and Borko, 1997). Moreover, changes in classroom practices involve not only a greater effort by teachers in learning new skills, but also illustrates the importance of PD (Ball and Cohen, 1999; Putnam and Borko, 1997; Wilson and Berne, 1999; Guskey, 2000). Additionally, PD can help teachers function effectively in their different roles during classroom teaching as facilitators, monitors, coordinators, and interpreters (Cook, 2000; Hedge, 2002; Wang, 2007). This enables teachers to help students cope with many different and challenging elements in the field of EFL, that is, teaching within the contexts of globalization, scientific progress and technological development (Woolfolk, 1998). The important influences of PD on the development of EFL teachers' competency seems to be achieved through improving teachers' knowledge, beliefs, practices and sense of self as asserted by many researchers (Sparks, 1994; Bissaker, 2001; Garet et al., 2001; Sandholtz, 2001; Ingvarson, Meiers and Beavis, 2005). Thus, teachers' PD is indispensable in raising teachers' competency as teachers' knowledge, teaching practices, and the different roles of teachers are constantly changing and developing.

The vital effects of PD on the development of EFL teachers' competency as learners is best manifested through the core PD which is based on the notion that teachers are learners who need continuous development. Therefore, PD affects EFL teachers as learners through providing up-to-date knowledge and skills. PD influences also the teachers as learners through the practical application of teaching strategies and the different ways of making the best use of their knowledge in class. This includes an understanding of the effects of teachers' sense of self, classroom practices, types of students, curriculum, and the school context (Johnson, 2009). Additionally, teachers' PD affects teachers as learners through the collaborative communities of learning opportunities (Bailey, 2009) 'where teachers as learners of teaching work together or with more expert individuals (supervisors or more expert teachers) towards a shared goal' (El-Fiki, 2012: p.78). As a result, PD has multiple effects on EFL teachers as learners as result of knowledge and practice gained through, and shared with, learning communities.

PD has significant effects on the development of EFL teachers' competency as individuals. This can be shown in development and changes of PD to some EFL teachers' instructional beliefs with regard to changes in TESOL field. PD emphasizes also the qualities of EFL teachers as adult learners through promoting teachers' leadership and making teachers responsible for their own

learning. Additionally, PD encourages EFL teachers to voice their needs, concerns, hopes and problems so they may engage positively as autonomous individuals and not only as instructors and learners in the PD environment. Furthermore, PD sustains critical thinking skills and creativity through different activities during the PD process. As a consequence, many characteristics and skills are promoted through PD that develops EFL teachers as individuals.

Critical engagement about the importance of PD

Karimi (2011) conducted a study which investigated the effects of PD in promoting EFL teachers' self-efficacy and their beliefs about teaching. This was an experimental study where the survey instrument known as "Teacher Sense of Efficacy Scale" was administered to two samples. An experimental group and a control group of EFL teachers were surveyed in a Pre-Test/Post-Test design. The Pre-Test on self-efficacy shows no significant difference between the two groups, then teachers received five PD courses (sixteen sessions each) that consisted of: In-service Training, Fellow Observation/Assessment, Development/Improvement Process, Mentoring, and Study Groups. The results showed that the experimental group of teachers achieved remarkably higher efficacy scores than the control group.

The researcher would argue, however, that the survey as the only data collection method is not a credible data collection technique. The study could have gained more rich relevant data from other qualitative data collection instruments such as semi-structured interviews and focus groups. The generalizability of the conclusion could also be challenged because the age range of the participating teachers was from twenty-one to forty-two years of age only. Additionally, there is an excessively narrow subject focus, because the effects of PD interventions could be attributed to more than self-efficacy and more variables could be added, such as the effects of PD on promoting students' learning outcomes. This would have resulted in a richer data analysis and the outcome of the study.

Promoting students' learning outcomes

Teachers' PD has a strong impact on students' learning outcomes for the following reasons: 'students' learning outcomes are affected by teachers' quality and PD, because on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment that are considered influential for students' futures' (Bransford, Darling-Hammond, and LePage, 2005: p.1). Improving students' learning outcomes has been connected to raising the competency of EFL teachers (Lockwood, 1998) because it has been argued that improving student learning outcomes is enhanced through developing teacher knowledge and skills (DEST, 2005a; Ewing, 2002; Garet, et al., 2001; Hawley and Valli, 1999). This enhancement is shown through providing

PD to EFL teachers, particularly with regard to recent developments in different educational areas such as new curriculum resources, new teaching technologies, and understanding and handling students, both academically and psychologically (Unit of Policies and Strategies Planning, 2008); all of these improve students' learning outcomes. Moreover, teachers' PD significantly enhances socio-cultural awareness, the linguistic and instructional needs of the students, as well as teachers' insights into their instructional practice (Harutunian,2007). As a consequence, students' learning outcomes are influenced with teachers' proficiencies as a result of effective teachers' PD.

Importance of EFL teachers' PD and educational reform

Teacher PD is considered an important domain of educational reform (NCERD, 2001). As Hansen and Simonsen (2001: p.172) state: 'the development and improvement of education is dependent on PD of teachers'; this has been confirmed by many studies (Darling- Hammond, 1999, 2000; Hawley and Valli, 1999; Little, 1993; Richardson, 1994). This has reinforced the idea that PD is one of the most important means for improving classroom instruction, raising the competency of teachers, and achieving better students' outcomes (Ball and Cohen, 1999; Cohen and Hill, 2000), as is the best means of changing teaching practices (Supovitz and Turner, 2000). In contrast, according to Wise et al. (cited in Singh and Shifflette,1996: p.1) ' many educational policies of the past 20 years, including teacher proof curriculum-test-based, instructional management, and student competency testing, were based on the assumption that education could be improved without improving the quality of teachers' development'. However, it has been noted that teachers' PD is a significant requirement in today's educational reformation for coping with rapid change and development in the field, one which needs highly qualified teachers (Bush, 2002). Further, PD is necessary to help teachers respond effectively to their shifting, multifaceted, and demanding duties and work tasks (Berliner, 2001; Darling-Hammond, 2000; Hawley and Valli, 1999; Joyce and Showers, 2002).

In the above section the researcher has demonstrated the importance of EFL teachers' PD on the proficiency of EFL teachers as instructors, learners, and individuals, as a way of promoting students' learning outcomes and educational reform. The following section illustrates different approaches to EFL teachers' PD.

2.1.3. Approaches of teachers' PD

There are different approaches to EFL teachers' PD. Hargreaves and Fullan (1992) suggest three main approaches to teachers' PD: as knowledge and skill development, as self-understanding, and as ecological change.

Teacher development as knowledge and skill development

Providing teachers with knowledge and skills is considered to be one of the oldest approaches to teachers' PD which enables teachers to teach effectively. This approach is still common in most governmental PD policies (Hargreaves, 1996; 1998; Shulman 1987). Knowledge and skill development as EFL teachers' PD, is the common approach in the Egyptian EFL context (Hiji, 2004). These knowledge and skills-focused PD programmes are designed by educational experts in the Egyptian context, including PD designers and some supervisors. This approach has been advocated by administrators who articulate that PD should be 'clearly focused, organized and more practical' (Little, 1989: p.165). In the same vein, Ahmed (2004, 2011) states that specifying knowledge and skills are basic elements needed in order to clearly achieve positive student outcomes; they apply directly to the requirements of teaching and can be a useful tool with which to evaluate teachers. The specification and focus of the traditional approach on students' learning outcomes are highlighted by researchers (Kutner et.al., 1997; Ingravson, 2002; Dall'Alba and Sandberg,2006) who indicate that the traditional approach of PD involves limited knowledge and skills that are closely tied to the directives of student learning outcomes only, and to the goals of the curriculum, in order to improve the quality of teaching aiming at promoting learner outcomes. Accordingly, this approach is still applied in PD. However, there are other disadvantages to this traditional method of EFL teachers' PD.

There are many debates about the effectiveness of the approach of teacher development as being one of knowledge and skill development. The researcher believes that EFL teachers' PD seems to have some drawbacks. First, there is no consideration to EFL teachers' academic and personal needs in these types of PD learning environments which are based on restricted obligatory regulations focusing on a limited number of skills and knowledge. In the same vein, this approach neglects teachers' identities: there is no opportunity for teachers to express their own visions and insights about their PD, to learn from each other, or to promote their professional learning (Little, 1989). The neglect of teachers' identity is enhanced through treating teachers as 'people to be trained and developed and not as people who can and should develop themselves' (Clark, cited in Fullan and Hargreaves, 1992: p.3). This is emphasized by 'the common belief that outside experts have often viewed teaching as technical, learning as packaged, and teachers as passive recipients of experts' knowledge' (Lieberman, 1995: p.2). In line with this, 'experts are seen as the knowledgeable party who decide on the knowledge and skills needed by the teachers' (Thompson, 2000: p.50). Thus, teachers' passivity in involvement of their PD, and the neglect of their expression of academic concerns, wants, problems, and needs, are part of PD in the traditional

approach. This is highlighted by a common belief that ‘teachers have been told often enough (or it has been taken for granted) that other people’s understandings of teaching and learning are more important than their own and that their knowledge - gained from the dailiness of work with students - is of far less value’ (Lieberman, 1995: p.2).

Further criticism of this approach of teachers’ PD is the workplace context of EFL teachers is not considered, as highlighted by (Tomlinson 1990; Lamb 1995; Roberts 1998; Brouwer and Korthagen, 2005). This means that the design of the content with its fixed and limited knowledge and skills is unproductive in changing teachers’ classroom practices because it disregards context. In the same vein, Sockett (1987) argues that this approach neglects the contextual, emotional, reflexive and iterative factors which are essentially important for effective teachers’ PD. Thus, this approach is considered a linear, non-situated view (Tuinamuana, 2011), which ‘overlooks the complexity of teachers’ work and the strongly-contextualized situations in which moral, social and political decisions about subject, person and groups are made and remade in the everyday life of teachers’ (Winter, 2000: p.155-156). From the point of view of the larger context of schooling and reformation, Windschitl (2002) argues that this prevailing approach of PD, based mainly on knowledge and skills of PD, is not adequate for the multifaceted demands of reform, the complex contexts of teaching and the transformation of schooling. Accordingly, EFL teachers’ PD is viewed as ‘a stable and fixed commodity, unconnected to the social or cultural context of the learners, to be consumed and then passed on in a simple series of learning transactions’ (Parr, 2004: p.4).

To sum up, there’s no consideration of EFL teachers’ academic and personal needs, wants, concerns, and problems in the PD they are delivered. Work contexts and the multifaceted demands of reform, the complex contexts of teaching and the transformation of schooling are also ignored. The researcher thinks that the rapid changes in the knowledge and skills required to cope with the latest developments in teaching, together with the demanding nature of change and reform, have led to greater criticism of this approach. Furthermore, the increased work duties of EFL teachers and the regular changes of their teaching roles caused them to disapprove of this approach even more. As a result, this paved the way for the emergence of new and more humanistic approaches to PD which take into consideration teachers’ personal, social, and contextual factors, and adopts a more critical stance towards the complexity of teachers’ work in the classroom and school environments.

Teacher development as self-understanding

Teacher development as a tool for self-understanding is an approach of teachers' PD that focuses on personal development. Fullan and Hargreaves (1992: p.1) state that personal development in teacher PD deals with 'changing teachers themselves and not only their behaviors is an attempt to develop personal qualities, commitment and self-understanding'. The psychological development of teachers as part of their personal development has also been highlighted as one important dimension of three other dimensions of teachers' development: 'professional expertise and career cycles' (Leithwood, 1992, p. 87). Thus, the personal development of EFL teachers is a continuous process because that concerns of three stages, or dimensions, of teachers' development (Nias, 1989). Furthermore, these dimensions illustrate the link between personal development and the necessity of understanding the self in order to achieve effective PD (Clandinin and Connelly, 1988). This may occur through the identification of specific needs and concerns of individual teachers, each of whom progresses through several positions that function in different contexts: as learners, as instructors, and as people. All of these create identities which are veiled and changeable (Urzua and Vasquez, 2008). Teachers' understanding of themselves as professionals is not only a strong indicator of their personal development, but also an important characteristic of teachers as adult learners. This is because they have 'persistent self-referentialism' which is manifested in how they talk about themselves whenever they speak of their professional actions and activities (Nias, 1989: p.5). This refers to teachers' needs to talk about themselves and to voice their experiences, beliefs, attitudes, and perspectives on their actions and activities in teaching, and their PD. In contrast, other researchers consider teachers to be passive officials who carefully obey orders from higher authorities without any discussion (Giroux, 1988). However, many studies agree that PD is ineffective if teachers' sense of self and their attitudes, experiences, and perspectives on their teaching and their PD are ignored (Cohen and Hill, 1998 and 2000; Kennedy, 1998; Wang, Frechtling and Sander, 1999; Jita and Mokhele, 2008). In harmony with this, the results of the studies which focus on teachers' deficiencies are important to be implemented. However, Simon and Tzur (1999: p. 255) argue that 'these deficit studies reveal essential domains in teachers' development which need to be considered but they don't promote the proceeding of the personal development'(ibid). In the researchers' opinion, ignoring teachers as individuals and as adult learners deprives PD of the humanistic orientation of self-expression and fails to provide greater understanding of teachers' selves, a component of PD which promotes personal development.

To summarize, there's an indication that the humanistic approach towards teachers' PD emphasizes the teachers' voice in relation to their experiences, beliefs, concerns, and needs as adult

earners and unique individuals. This may provide more insight and understanding of not only teachers' psychology, but also their roles and beliefs as teachers as highlighted by Pratt et al. (1998) who believe that personal development such as this has an impact in disclosing teachers' perceptions of how they understand their different roles and what they think is needed for them; this approach constitutes a basis for reflection on teaching practices. Furthermore, dealing with teachers as individuals rather than as an amorphous group promotes PD because imposing PD agendas may not achieve the desired and expected results. Dealing with teachers as individuals may be done through a practice in which: 'Teachers would be more committed to be the agents of their development if they had more opportunities to say what they think and what they need' (Gonzalez, Montoya, and Sierra, 2002: p.30). Consequently, teachers' needs may be met and this in turn may create teachers' satisfaction with their PD as illustrated by Lovett et al. (2008) who state that teachers' satisfaction with PD becomes influential through the mechanism of teachers expressing experiences, perspectives, needs, and hopes.

In the Egyptian context, these concerns and needs are neglected in EFL teacher PD programmes which are currently deemed to be unsatisfactory. This might be due to not providing teachers with opportunities with which they may be actively involved in their development, but also because they do not have the opportunity to reflect on their teaching experiences, or to express their own visions of their PD (Atay, 2008). This illustrates the weakness of providing PD opportunities that are not based on the personal development of teachers as professional individuals (Chance, 1984; Gahin, 2001). Thus, the current study focuses on teachers' experiences as a way to identify and understand teachers' selves as individuals who have specific concerns, problems, and needs throughout different stages of their career. The rich personal data on the teachers that are obtained a result of this study may enable different PD stakeholders to work more effectively towards enhancing teachers' PD and in dealing with any hindering factors that influence teachers' resistance to development as professionals.

Critical engagement with approaches of EFL teachers' PD

İyidoğan's study (2011) investigated the personal factors influencing experienced EFL teachers' decisions to become involved, with, or not, PD opportunities. Fifty-two EFL teachers from different state primary and secondary schools in two large Turkish cities were asked to fill out a questionnaire. Then, six teachers were selected to be interviewed with a more detailed questions based on the data from the first questionnaire, and which factored in their years of experience as well as their social and educational backgrounds. The data revealed that experienced EFL teachers' participation in PD is influenced by some transformations in the educational systems and the

teaching context. However, some teachers appeared to be determined to continue to participate in their PD being essentially motivated and devoted to their teaching.

The researcher argues that İyidoğan's study has some drawbacks. First, it has an excessively narrow scope due to its focus solely on the subject of personal factors and PD as self-understanding as an indicator of reasons for teachers' continuing, or discontinuing, taking advantage of PD opportunities. Moreover, the study has a flawed understanding of PD because the study does not take into consideration the different educational, class and school contexts as well as different PD stakeholders. Additionally, there may be confusion between the questions asked and the results of the study. The study explored the personal factors influencing experienced EFL teachers' decisions to be involved or not in PD opportunities; however, the results of the study indicate the influence of ecological change, such as some transformations in the educational systems and the teaching context.

Teacher development as ecological change

The ecological approach to PD has emerged as a result of focusing on the humanistic approach to perceiving teachers as individuals, while at the same time it fails to consider their working context: 'taking into account teachers on individual bases without any interconnectivity with the context discourses or other stakeholders complicated the process of envisioning a comprehensive adequate teachers' CPD' (Seliem and Ali, 2010: p.10). Furthermore, there is explicitly a humanistic approach, but implicitly the bureaucratic procedures prevent the functionality of any humanistic aspect in teachers' PD. This is indicated by Fullan and Hargreaves (1992, p.12) who state that 'the humanistic approaches of teachers' PD do not replace bureaucratic procedures of technical control in teachers' PD process, but disguise them as a therapy'. In addition, 'the process and success of teacher development depends very much on the context in which it takes place because the nature of this context can make or break teacher development efforts' (Hargreaves and Fullan, 1992, p. 13). Thus, 'understanding and attending to the *ecology* of teacher development should therefore be an important priority for teachers, administrators and researchers alike' (ibid).

Many contextual concepts are included in the ecological contexts of PD. These contexts vary according to the different interactions between teachers and the contexts in which they work. For example, the classroom is considered to be one of the PD ecological contexts. In the same vein, 'the context of class teaching can be a focus for teacher development' (Fullan and Hargreaves, 1992: p.13). The classroom context can be a strong indicator of the integration between the practical application of teachers' PD in the classroom, teaching regulations and policy, and school reform.

Another example of the ecological contexts of PD is the school. The school offers a working environment for teachers which can affect the efficacy of EFL teachers' PD in either a positive or negative way. For example, in the school context colleagues provide another important dimension of PD. The role of colleagues is important in the process of PD because the nature of relationships between EFL teachers is essential and can either motivate or negatively influence the degree of motivation and engagement with other EFL teachers' PD (Little, 1990). Thus, the classroom and the school comprise some of the ecological contexts of PD which have a positive or negative impacts on the effectiveness of EFL teachers' PD. This is highlighted by (Hargreaves and Fullan, 1992, p. 13) that the factors of the EFL teachers' working environment of class and school can 'help or impede' teachers' development.

It is this background of PD within an Egyptian context that inspired the researcher to conduct the current study, and to focus on the different contexts of EFL teachers' PD programmes. The researcher wants to look at the classroom and school in order to conduct an in-depth exploration of teachers' experiences and views of stakeholders of PD, and the different contextual factors which have an impact on the effectiveness of EFL teachers' PD in Egypt. Currently, it appears that EFL teachers' PD deals with teachers' PD as skills and knowledge development (El-Fikii, 2012) and so this current study aims to gain a more complex understanding of the subject. With this in mind, the study looks at the complexity of teachers' PD as a humanistic approach, through exploring teachers' PD experiences, and as an ecological approach, taking into consideration different contextual factors.

2.1.4. Models of EFL teachers' PD

There are different PD models which reflect different understanding of the core of EFL teachers' PD. For example, the common traditional model and some new models of teachers' PD such as the reflective model, the observation/assessment model, the self-directed model and involvement in a development/improvement process model of PD.

Traditional model of teachers' PD

The traditional PD model is a standardized centralized model which includes workshops, conference sessions, seminars, lectures, and other short-term activity types. It is based on the belief that PD is a way of increasing teachers' abilities and changing teachers' behaviors (Fenstermacher and Berliner, 1985). In line with this, some EFL teachers' PD offer short-term courses which provide teachers with potentially irrelevant information for their work and which is conducted on compulsory training days managed by the MOE training administration (Borko, 2004; Darling-Hammond, 1997; Ahmed, 2011). This has been criticized through the model which sees PD as a

long-term educational process full of associated sequences of experiences, and is identified by many researchers as being valuable because it ties previous knowledge to new experiences (Ganser, 2000; Craft, 2000; Dudzinskiet, et al., 2000). Another criticism of this model is that there is no link between this type of PD content, the classroom and school contexts; as Eraut (1994) and Jackson (1986) have noted, teachers' experience of their professional learning (teachers' PD opportunities) and work contexts (class and school contexts) can form or change the influence of teacher learning in a direct or indirect way. It has also been argued that this model of PD focuses on external change of behaviors and techniques rather than analysis and reflection. It is argued that effective PD should focus on problem solving and reflectiveness rather than on acquiring new techniques and changing teachers' behaviors (Guskey, 1997, 1999; Sparks, 1994, 1995). Thus, the traditional model is criticized for being too short, for providing content that is irrelevant to teachers' work, as well as the separation of PD from the ecological contexts.

Arguably, the traditional model has also been criticized for focusing on external changes of behaviors and techniques rather than analysis and reflection of teachers' experience. Besides, it is argued that effective PD focuses on teachers' experiences and reflectiveness rather than on acquiring new techniques and changing teachers' behaviors (Guskey, 1997, 1999; Sparks, 1994, 1995). This is due to the following: the exposure to knowledge solely through the traditional PD model, without reflection or analysis of teachers' experiences or perspectives, does not guarantee the integration of different types of knowledge or of theory and practice (Day, 1991). Additionally, Posner (1989: p. 22) believes that 'reflective thinking on experiences and analyzing these perspectives can help teachers to act in deliberate and intentional ways, to devise new ways of teaching rather than being a slave to tradition, and to interpret new experiences from a fresh perspective'. This has been supported by Diaz-Maggioli (2003: p.2) who states that 'EFL teachers' PD is not one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection and growth'. Accordingly, the current study focuses on reflection and analysis of EFL teachers' experiences of PD in an attempt to gain a greater understanding of the nature of current ESL teachers' PD in Egypt through reflective analysis of the teachers' experiences.

Egyptian EFL teachers' PD adopts the traditional model of PD which focuses on the 'chalk and talk' method of direct teaching in the form of short sessions. This form of direct teaching is based on workshops focusing on rote learning with a focus on teaching foundational knowledge (El-Fiki, 2012). According to Rodriguez (2000), this type of rote learning does not give proper consideration to practice, reflection and discussion. While it can promote teachers' awareness by

sustaining their knowledge and skills, it does not support what and how they teach (Shields, Marsh and Adelman, 1998; Weiss et al., 1998). Furthermore, by focusing on rote learning, it neglects active learning and critical-thinking techniques (Boyle et. al, 2005), ‘making it difficult to apply the PD content after attending an off-site workshop once’ (Elmore, 2002: p.25). Consequently, Fullan (2001: p.315) writes: ‘nothing has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when teachers returned to their classrooms’. Thus, the method of teaching of traditional model neglects practice, reflection, discussion, active learning, critical-thinking as well as what and how teachers teach.

New models of teachers’ PD

The reflective model

New models of PD seem to challenge the traditional, one-size-fits-all, context-separated approaches of teacher learning (Burbank and Kauchak, 2003; Little, 1993; Vescio et al., 2008). These new models that have been developed and promoted are more reflective, self-directed, participatory and collaborative (Hiji, 2004). For example, the reflective model includes three stages: pre-training (the current knowledge of the teacher), PD (theory and practice) and professional competence (the aim of the model) (Wallace, 1991), and is based on reflection as an important factor for promoting teachers’ professionalism (Schon, 1983, 1987). In this model, teachers are allowed to think critically about their past practices and experiences through class discussions and tasks (Abdel-Rahman, 2006).

The importance of the reflective model is illustrated through its positive impact on teachers’ perspectives and beliefs towards PD; as Kerwin-Boudreau (2008: p.ii) states, ‘reflection on practice function[s] as a major factor underlying changes in teachers’ perspectives and beliefs’. Additionally, this model has an influential impact on teachers’ experiences, as Bolitho (1991: p.5) asserts: ‘teachers’ reflections on the previous practices and experiences will promote construction of new perspectives and connections to achieve real meaning and achieve learning’. Furthermore, ‘it is inadequate for teachers to substitute their tacit recognition, judgments and skillful performances without reflection, which will lead to a change of their perspectives and promote their PD’ (Schon, 1983: p.50). Additionally, the continuous process of reflection is the opportunity for linking between thinking and interaction and between thought and action, towards a better understanding of teaching and learning (McAlpine et al., 1999) which, as claimed by Michael Eraut (as cited in Beaty, 1998), is an essential skill for teachers’ CPD. Thus, the reflective model of teachers’ PD has a positive impact on teachers’ perspectives, experiences, beliefs, and links between thought and actions which lead to enhancing teachers’ PD.

Critical engagement on the reflective model

Christodoulou's study (2013) investigated the influence of guided reflective practice in EFL teaching on the practice of five EFL university teachers in Cyprus. The study investigated teachers' perceptions of the impact of the guided reflective practice model. An action inquiry methodology, qualitative data collection, and analysis were employed in the course of the study. Data collection methods included reflective journals, reflective inquiry group meetings, dialogue observation sessions based on video-recordings, online chats, and holistic interviews. The outcomes of the study suggested a Collaborative, Appreciative, Reflective Enquiry (CARE) model for teacher development; this model has three elements that consist of collaboration, appreciativeness and reflectiveness. The CARE model of guided reflective practices includes a framework to conduct and implement reflection in the field of teachers' development.

The researcher would argue that the study has some flaws. First, there is a challenge to the generalizability of the conclusions because the study took place in one institution, the sample was small, and the data was non-numerical. The researcher also thinks that there is an omission of potentially relevant information related to the other contextual factors which influence the application of reflection in EFL teaching. This is because the study has massive and complex amounts of data to which no reference is made. Moreover, insufficient measures were taken to overcome the subjectivity of the researcher towards different data collection instruments which promote subjectivity. An example of this is the case study. Finally, the reflective model may not work effectively without the support of an observation/assessment model of PD.

The observation/assessment model

The observation/assessment model is another PD model that allows teachers to acquire feedback on their performance, which is essential in promoting teachers' proficiency and in improving their practice (Abdel-Rehem, 1991). Focusing on improvement in individual practice through observation and assessment in real class contexts will help to promote teachers' identity (Menges and Austin, 2001). This model seems to be more supportive of teachers' PD if it is combined with the reflective model in that observation/assessment can act as a source of data that teachers may then reflect upon (Abdel-Karem, 2006). In addition, 'a combination of observation, evaluation, supervision, or peer coaching, and reflection can be achieved through the implementation of reflection and analysis which are central means of professional growth' (Loucks-Horsley et al., 1987: p.61). Accordingly, this model promotes not only feedback and enhanced reflective practices, but also it increases the collaborative element of teachers' PD by offering opportunities for teachers to work with other colleagues or a supervisor in order to discuss their practices and

strengthen any points of weakness (Nicholls, 2001).

The self-directed model

A more individually guided model is a self-directed PD model which enhances teachers' autonomy through taking their own decisions and experiences, voicing their own perspectives, and making their own choices concerning their PD (Abdel-Daem, 2008). This model advocates teachers' differences and needs as individuals and thus provides them with opportunities to solve professional problems and voice their needs, concerns and perspectives; this is done through using their favourite styles of learning and through choosing the learning aims and activities in order to achieve this objective (Sparks and Loucks-Horsley, 1989). However, the researcher argues that teachers' individuality and self-directed models of PD do not only include teachers as individuals, but they also consider differentiated supervision which supports the effectiveness of the self-directed model. This is enhanced by Glatthorn (1984) who points out that the role of a teacher's individuality in raising teacher quality is supported through differentiated supervision which responds to individual needs and concerns in self-directed development.

Although many researchers confirmed the importance of the self-directed trend of PD which emphasize the culture of individualism (Huberman, 1992, 1993a, 1993b), some researchers consider the autonomous teachers' self-development to be an ineffective model of PD because it promotes teachers' own beliefs about effectiveness through inspiration from their experience as pupils (Hargreaves, 1993). However, the researcher argues that the process of self-development leads to teachers' reflections of their practices, and that this includes more comprehensive reflective experiences than their experiences as pupils. This seems to 'enrich teachers' new experiences through modification or enhancement because it is an opportunity to enter a process of mental growth spurred from within' (Feiman-Namser and Floden, 1986: p.523), that is, where teachers are supported in seeking their own growth through voicing their own experiences, perspectives, concerns and needs in reality. This model prioritizes teachers as individuals throughout the process of development. Yet different and conflicting perspectives of EFL teachers on the subject of PD provides a broader view of the topic, knowledge and skills which need to be addressed through the help of reflective, collaborative discussion among teachers, and between teachers and stakeholders of teachers' PD (James, 2001; Johnson and Onwuegbuzie, 2004).

Involvement in a development/improvement process model of PD

Involvement in a development/improvement process model of PD includes teachers' participation in the process of curriculum development, PD programme design, or improving the school environment in order to improve classroom instruction (Sparks and Loucks-Horsley,

1989). This model of PD enhances the teacher's role as an active player in the process of school reform in general, and PD programs in particular (Abdel-Rehem, 1991). Teachers who become leaders of their PD are more willing to apply reforms or improvements in a real class context through their instructional practices (Cooper, 1993; Darling-Hammond et al., 1995a). This seems to be supported by Kerwin-Boudreau (2008: p.64) who states that the development/improvement process model of PD has shown that 'when changes in teaching are driven by the teachers themselves and not mandated by others, changes in perspectives on teaching, learning and changes in practice are more likely to occur'. Another advantage of this model is that it stresses teachers' individuality as active players in their PD manifested through their 'teachers' role as individually-active agents of their PD and reflective practitioners, where teachers do the talking, thinking and learning' (Feiman- Nemser, 2001: p.1042). This type of PD creates more collaborative learning activities with colleagues (Langer, 2000), and includes discussions of different issues with stakeholders and educational experts in order to provide them with necessary knowledge and solutions; this allows teachers to face different teaching challenges and their PD (Taylor et al., 2005). Thus, this model enhances teachers' role as active players, leaders of their development, and positive change catalysts.

One advantage of teachers' participation in the development/improvement process model is shown through the strengthening of ties between PD and the work context; this is done through 'developing a site-based learning communities where PD is woven into the fabric of the school community, balanced at times with the cross-fertilization of new ideas from outside the school' (Taylor et al., 2005: p. 40). Arguably, the teacher's involvement in the process of development and school improvement is hindered by the 'crab bucket culture' (Duke, 1994) which refers to the situation where teachers believe that they are independent of any external tasks outside class and their duties are limited to class teaching only (Little, 1988a; Moller and Katzenmeyer, 1996); this hinders teachers' involvement in any type of school improvement, including their PD process. However, teachers' positive participation in their PD has positive effects not only on learners' communities, but also through promoting effective class practices. This is manifested through the development of school curricula and PD which tightens the ties between curriculum and teaching through teachers' feedback on the curriculum and about how to facilitate their improvement and development according to contextual class practices (Clandinin and Connelly, 1992). As a result, the development/improvement process model manifests the combination of teachers' reflectiveness, participation through individuality, as well as strengthening the ties within the work contexts through learning communities in schools, as well as improving class practices.

The researcher thinks that it is important for teachers to participate in the development /improvement process model because it can incorporate more than one model: it can emphasize the reflective model, the individually guided model and the job-embedded model. As such it acquires different advantages and avoids many disadvantages. Moreover, teachers' experiences and perspectives through involvement in the development and improvement indicate a decentralized view and a bottom-up vision of the development. Accordingly, teachers' involvement of PD allows for a more comprehensive understanding between different ideologies, centralization, decentralization, and top-down and bottom-up approaches in the educational structure (Haberman, 1992).

To summarize, the first section of this chapter explores definitions of, and the importance of PD. It also deals with the approaches and models of PD. The first section is essential because it provides a theoretical background to EFL teachers' PD through the inclusion of different definitions and emphasizing the importance of PD. Further, the first section offers more knowledge and awareness of the current status of PD in Egypt in terms of the approaches and models. The following section deals with professionalism, EFL teaching, and EFL teachers' PD.

2.2. Professionalism and EFL teachers' PD

This section deals with the definition of professionalism and discourses of professionalism. The definition and the discourses of professionalism reflected in teachers' PD trends leads the researcher to discuss an important question first: Is teaching considered a profession? Following this, the section looks at professionalism, and the discourses in relation to EFL teachers' PD. This is done because it is important to understand why and how the concept of professionalism is used in relation to teachers' PD. It is also important to develop teachers' PD that is based on their professionalism. Furthermore, it is essential to have more insight about the different discourses of professionalism debate and whether it is better to consider them competing discourses or mixing them in developing effective EFL teachers' PD.

2.2.1.EFL teaching as a profession

There is no consensus among researchers on the concept of teaching as a profession (Fullan, 2001; Lagemann, 2000; Troen and Boles, 2003; Day and Sachs, 2004; Hargreaves, 2001). It is considered a quasi-profession (Darling-Hammond, 1999: p.10), a service profession (Myers, 2008), and a craft profession' (Pratte and Rury, 1991). In the researcher's opinion, the current view of teaching in general, and the TESOL field specifically, is that teaching is a profession for a number of reasons. Firstly, teaching is based on methods and strategies that are organized by experts in the specialization of teaching, based on research and knowledge (Richards and Nunan,

1990). Secondly, teaching takes into consideration the functionality of standards of proficiency and ethics (Schön, 1983) which are all elements of profession. Furthermore, TESOL teaching is concerned with teachers' needs and PD, through which it provides opportunities to improve professional knowledge as well as developing skills (Raza, 2010). Additionally, professional knowledge of teachers is a strong indicator of the validity of the claim that teaching is a profession, as many studies have focused on the professional knowledge of teachers; this includes the professional knowledge of expert and novice teachers (Gatbonton, 2008; Tsui, 2003), teachers' professional knowledge and principles of practice (Breen et al., 2001). Generally speaking, 'TESOL teaching is regarded as a professional activity that requires specialized training' (TESOL, Inc., 2002: p.1).

2.2.2. Definition of professionalism

Professionalism is generally defined as being an expert in a specific field of knowledge or type of skill (Baggini, 2005), although there are different perspectives of this definition (Fox, 1992: p.2). For example, Hargreaves (2000) views professionalism as improving quality and standards of practice. Sockett (1993), in a similar vein, agrees that professionalism deals with quality of practice but also includes personality, dedication, subject knowledge, and pedagogical knowledge. Others view professionalism as successful expected behaviours of individuals (Tichenor and Tichenor, 2005). From another perspective, professionalism is considered as achievement of high standards (Boyt, Lusch and Naylor, 2001) which is manifested through individuals' attitudes and behaviours towards their jobs. Others view professionalism as professional autonomy referring to the ability of teachers to take decisions in their work to achieve success (Davies, 2000). To sum up, different perspectives of professionalism cover areas such as quality of practice, successful and expected behaviours, achievement of high standards and professional autonomy all indicate that there is a 'lack of consensus relating to the meaning of professionalism' (Hargreaves and Goodson, 1996: p.4). This is highlighted by Sachs (2003: p.6) who illustrate that 'there are different interpretations of professionalism'. Defining professionalism is difficult due to the different attitudes of the different parties involved in PD. In the same vein, Smyth et al. (2000: p.45) argue that 'professionalism as a concept has been used by stakeholders to have power over teachers, but has also been used by teachers as a weapon to maintain and/or regain some control over their work'. Thus, there are clearly diverging meanings and uses of the concept of professionalism from different stakeholders and from teachers themselves (Evans, 2008; Hargreaves and Goodson, 1996).

Professionalism is perceived as a multi-faceted concept which has an ideological nature (Kennedy, 2007). This ideological nature includes reflection on social and educational needs as

well as aspirations of an individual, group, class, and culture. This, in turn, provides beliefs that form the basis of the PD system, the teaching process and the educational system as a whole. Holroyd (2000: p.39) indicates that ‘professionalism is not some social-scientific absolute, but a historically changing and socially constructed concept-in- use’. Thus, professionalism is interpreted based on socially constructed, and geographical and cultural differences (Helsby, 1995; Hargreaves, 2000). The researcher believes that these differences concepts change over time and one needs to take this into consideration in understanding the concept of professionalism. Thus, the following section provides an outline of discourses of professionalism at different historical stages. The position of EFL teachers’ PD can also be traced through this historical development of professionalism. This may promote more understanding of the nature of PD in Egypt.

2.2.3. Discourses of professionalism

Hargreaves (2000: p.153) sees ‘the development of teacher professionalism as having four historical phases in many countries: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the fourth post-professional or postmodern age’. Accordingly, a number of different and competing discourses have emerged during the past twenty years in an attempt to determine what constitutes effective teachers PD. As Freeman (2009: p.14) argues, ‘PD trends have developed from a focus on training in knowledge and skills, to development of the individual teacher, to collective PD to a broader examination of a common professional learning process and alternative conceptualizations of what was being learned through that process’. The following section discusses different trends of teachers’ professionalism based on socially constructed, historically changing, culturally and geographically differing contexts. In addition to this, the researcher will present these different trends of professionalism in relation to teachers’ PD, which is the focus of the current study. This is because there is strong relationship between professionalism that is embedded in policies and practices of PD, and PD which promotes and involves changes to professionalism (Evans, 2008; Tang and Choi, 2009; Kirkwood and Christie, 2006). In addition, it is important to understand why and how the concept of professionalism is used in relation to teachers’ PD. In line with this, (McLaughlin, 1997) believes that reconstructing teachers’ professional development based on their professionalism is necessary. This enables us to have a clear understanding of the nature of teachers’ professionalism and how to promote effective teachers’ PD.

2.2.3.1. Pre-Professionalism and teachers’ PD

The first trend that deals with teachers’ professionalism is in the pre-professional age, where ‘teaching was managerially demanding but technically simple because its principles and

parameters were treated as unquestioned commonsense, so the teachers were only expected to carry out the directives of their knowledgeable superiors' (Hargreaves, 2000: p.156). Teachers' PD was based on trial and error until teachers responded with what was perceived to be a correct teaching behavior. This professionalism has been criticized as having no characteristics of real professionalism because of the restriction of management regulations which have to be addressed in teaching. Further, this type of professionalism is reflected in teachers' PD through the apprentice-expert model, in which a teacher acquires knowledge and skills through an in-service expert teacher. This type of teachers' PD produces a gap between theory and practice through neglecting the teaching practices of teachers (Hedgcock, 2002), and ignoring teachers' experiences, which represent an important reflection of reality (Coleman, 1996). It also overlooks the socio-cultural reality of teachers and the capacity for the implication of PD knowledge and skills to reality (Manen, 1977). This may lead to dissatisfaction (Kumaravadivelu, 2001) about this type of teachers' PD.

Further criticism of this type of teachers' PD is that 'it is a static approach to a dynamic profession, a profession that has changed radically over the past decade and which will most likely continue to change and develop well into the twenty-first century' (Wallace 1991: p.6-7). Furthermore, teachers have multifaceted tasks to perform through this quickly changeable and developing world of teaching; effective dynamic teachers' PD needs to cope with these changes (Biesta and Miedema, 2001). The researcher argues that this mechanical, static type of learning will not survive in the complicated world of contemporary EFL teaching where it is necessary to promote creativity and innovation among teachers and where there is a need within the socio-cultural context to fill the gap between theory of teachers' PD on the one hand, and teachers and reality on the other.

2.2.3.2. Autonomous professionalism and PD of individual teachers

This professionalism trend focuses on teachers' individuality and the challenging of PD its obligatory traditions. Teachers as professionals must have a talent, knowledge and skills to promote their work. Moreover, teachers are expected to have autonomy to make decisions that harmonize skill and knowledge (Goodlad et al, 1990). Thus, the autonomous type of professionalism is an essential element of teaching profession as Hargreaves (2000: p.161) mentions that, '[A]utonomy was considered as an important component of teaching profession'. The principle that teachers have the right to choose the methods they thought best for their students is emphasized. Teachers also gain much through pedagogical freedom. Accordingly, the influence of professional autonomy affects the concept of individuality of EFL teachers in relation to their teaching.

The trend towards teachers' professional autonomy has been promoted for several reasons. The individualistic trend of PD is derived from the idea that 'effective teaching is an individual characteristic rather than a body of professional knowledge and skills deliberately acquired' (Ingvarson, 1998: p.14). In harmony with this, teaching is considered an isolating profession and a secret enterprise, and thus, 'teacher PD is a solitary journey' (Little, 1990; Clark, cited in Hargreaves and Fullan, 1992: p.81; Connelly and Clandinin, 1995). This is the reason that EFL teaching has at its core of promoting teachers' autonomy which eventually turned the trend of EFL teachers' PD into an autonomous one. The importance of autonomy-focused PD for teachers in relation to higher learner outcomes has been asserted by Lovatt (2003) and Hattie (2004) who state that the influence of PD of teachers as individuals is more influential than the influence of socio-cultural context and students' background regarding higher learner outcomes.

On the other hand, the individualistic tendency of teacher PD is deficient as it increases isolation between teachers on the one hand, and between teachers and community on the other. Hargreaves (2000: p.161) states that 'this strategy insulated teachers from the community by keeping teachers on pedestals above the community, it isolated teachers from one another, and it subordinated teachers' professional learning to academic agendas, which often had only tenuous connections to their practice'. In line with this, teachers expressed their view of this type of PD as significantly reducing their confidence because teachers acquire knowledge and skills without considering the socio-cultural class and school context; this increases the gap between theory and practice (Lee, 2000).

In contrast, in support of the promotion of individualistic teacher quality and the influence of social-cultural factors, Rowe (2003: p.1) confirms that 'the quality of individual teacher is more important than socio-cultural factors which are considered 'clap-trap' in promoting students' learning; it is mainstream and ideologically-driven opinion and the quality of the individual teacher that matters and is considered highly significant in students' learning'. Another criticism of the lack of collegial collaboration in the individualistic PD is made by Giroux (1991: p.48-9) who advocates 'the need for learners to engage in collective efforts and to construct alternative democratic communities' because 'the commitment to collaboration and discussion among teachers as learners is important in enhancing the professional quality of teachers' (Lovatt, 2003: p.2). The researcher believes it is important to take into consideration this PD because teachers have different personal and professional needs, concerns and challenges. Only in this way, teachers will have opportunities to be initiators, responsible for their PD, and active agents of their PD. But it must be noted that collegial professionalism and collaborative PD is an integral part of achieving effective

PD as this next section illustrates.

2.2.3.3. Collegial professionalism and collective collaborative PD

The trend of collegial professionalism focuses on ‘creating effective professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity and to respond to the rapid changes and reforms effectively’ (Hargreaves, 2000: p.165) and emerged as a reaction to the focus on individualistic professionalism and other new challenges which as identified by Hargreaves (2000:p.154) being that of ‘growth and rapid change in curriculum scope; development of teaching styles and methods knowledge (...) changing structures, procedures and discourses of school management and leadership’. In addition, considering the negative impact of individualistic professionalism, Fullan and Hargreaves (1996) observe serious consequences emerging out of individual PD, such as unplanned reactions to teaching’s challenges, unorganized efforts of colleagues and inconsistency of keeping up to date with continuously demanding changes in knowledge and skills. Hence the tendency towards collaboration and collegiality teachers’ PD emerged in which, as Bejaard (2006) argues, the sociological perspectives in which teachers’ interact with one another form an integral part in developing teachers’ professional identity and improving their PD. Further, the influence of the tendency of PD collegiality has been extended to include school reform and improvement (Lieberman, 1986). Thus, collaborative PD tends to have more sociological and collegial perspective of EFL teachers’ PD.

Collaboration of PD may take many important forms. EFL teachers can start the conversation amongst each other in order to discuss any issue related to their teaching, students’ outcomes, the curriculum, systems of evaluation, and other topics in the weekly meetings with their supervisors. Moreover, EFL teachers’ community of practice (CoP) which supports teachers’ active role in their professional learning is another form of collaborative PD. CoP has been addressed by many researchers using different terms and situations: communities of practice as continuous inquiry and improvement (Hord, 1997); CoPs (Wenger, 1998; 2000); learning communities (Oxley, 2001); professional learning communities (Swick, 2001; Achinstein, 2002); communities of learning (Burns, 2002); and community learning networks (Chen, 2003). The importance of these collaborative forms of PD is derived from the fact that these communities can discuss and negotiate between the demands of the external policy of education and teachers’ own context and culture (McLaughlin and Talbert, 2006). Besides, different forms of collaborative PD provide social interaction between teachers and others in which they might analyse, reflect, and discuss different and diverse knowledge, perspectives, and experiences on any issue (Brown 1994; Lave and Wenger 1991; Gonzalez, 2010).

Collective collaborative or individualized EFL teachers' PD is a controversial debate. Kertesz (2007: p.415) advocates the notion of collective PD because 'it enables teachers to confront misunderstanding issues about teaching and to defend all teachers from an established informed standpoint against political and bureaucratic measures that threaten teaching and learning'. However, refining the repertoire of EFL teachers' professional learning is enhanced through individualized PD for teachers during teaching. This is due to the fact that teaching requires an individual type of PD that considers the importance for teachers to reflect upon their specific teaching performance, to identify and to solve teaching performance problems. In harmony with this, individual teachers' PD exemplified in reflection promotes EFL teachers' PD as Schon (1983: p.50) indicates: 'it is inadequate for teachers to substitute their tacit recognition, judgments and skillful performances without reflection, which will not lead to promoting their PD'. Alternately, Little (1993), Key (2006) and Light (2008) advocate teacher collaborative PD over the prominent formal traditional training because 'it provides teachers with an adequate opportunity to learn (and investigate, experiment, consult, or evaluate) embedded in the routine organization of teachers' work day and work year' (Little 1993: p.130).

Although the nature of the influence of the relation between the individual and collegial trends in teacher PD remains 'a black box' (Firestone and Pennell, 1993: p.489-525), they should not be separated (Clement and Vandenberghe, 2000). The researcher believes that teachers' collaborative PD is important because it reflects different personal and academic issues which can then create a comprehensive vision of effective PD. Furthermore, this trend provides opportunities for discussion and exchange of knowledge and experiences which is significant in improving teachers' quality. Furthermore, the researcher thinks that an individualistic PD enables EFL teachers to promote their specific personal and professional needs, concerns, and challenges. Moreover, EFL teachers have opportunities to be initiators, responsible for their PD and active agents of their PD. To conclude, the researcher believes these individualistic and collegial trends of PD are important as, together, they can compensate for weaknesses in each and can lead to an overall more effective teachers' PD.

2.2.3.4. New postmodernism or post-professional professionalism and teachers' PD

New postmodernism or post-professional stage of professionalism is characterized by conflict 'between de-professionalizing the work of teaching, re-defining teacher professionalism and professional learning in more positive and principled postmodern ways that are flexible, wide-ranging and inclusive in nature' (Hargreaves, 2000: p.175). This conflict has emerged as the result of different conditions that have led to change in the nature of teachers, teaching and,

subsequently, the nature of teachers' professionalism. As explained by Milliken (2004: p.12): 'rapid change in the social world which includes economic flexibility, technological complexity, cultural and religious diversity, moral and scientific uncertainty, and national insecurity has changed the nature of teachers'. Consequently, 'a struggle occurs between the postmodernism and modernism trends in teaching because much of what has been written relative to postmodernism is a critique of modernism' (Baumgartner et al., 2003: p.38). However, postmodernism is not only a criticism of modernism, but it is an educational philosophy which has certain criteria for knowledge and relationship with teachers. The researcher believes that the criticism of modernism is itself the beginning of a new trend not only in teaching, but also in every area of the educational system, and teachers' PD is an integral part of this system.

The following section deals with two important factors of postmodernism: advocating a bottom-up approach to teacher PD, and the emerging of teachers' professional standards. Both factors are closely related to the focus of the current study; firstly, this study adopts a bottom-up approach to teachers' PD, and, secondly, teachers' professional standards are a significant issue in the current Egyptian educational context, one that greatly affects teachers' PD.

Top-down or bottom-up approaches of teachers' PD

A prominent conflict within postmodernism professionalism relates to the choice of top-down or bottom-up approaches to teachers' PD. According to Bloland (1995: p.526) 'postmodernists criticized modernism's reliance on the development and maintenance of hierarchies'. This has inspired the debate between top-down or bottom-up approaches in which there is a tendency towards a growing number of voices arguing against a top-down model (Furlong et al., 2000; Gale and Densmore, 2003; Goodson, 2003; Gleeson, Davies and Wheeler, 2005; Locke et al., 2005; Leaton-Gray, 2006). This may help create more involvement by teachers whose experiences and perspectives are taken into account in PD and in their work with other stakeholders in order to develop their PD. Day and Sachs (2004: p.7) indicate that 'teachers' role[s] as active agents in their PD through bottom-up model of PD will form an alternative discourse of democratic professionalism' which emphasizes collaborative, co-operative action between teachers and other educational stakeholders against the more dominant top-down professionalism to shape effective PD domain and practice. In relation to the current study, this inspired the researcher to consider teachers' experiences as a way of exploring Egyptian EFL teachers' PD from a bottom-up approach and to combine an individualistic approach that acknowledges teachers' concerns, needs, abilities, and beliefs within the classroom and work contexts, together with the perspectives of stakeholders of PD on teachers' experiences.

Critical Engagement of top-down approach of teachers' PD

As an example of top-down approaches of EFL teachers' PD that attempt to overcome the challenges of EFL teachers' PD, the researcher discusses Zuheer's study (2013) from a critical perspective. This type of study is dominant in the Egyptian educational research context. The study aims at developing the quality of EFL teaching at Sana'a secondary schools as a method of fulfilling teachers' professional and specialist needs. The study applied an experimental design that included a training program based on the four professional needs of EFL teachers. EFL teachers' needs were determined after an observation checklist was made and following a literature review study. The program lasted for seven weeks with a sample of twenty-five EFL teachers. To measure the effect of the training program on EFL teachers' performances, a pre-post achievement test was used. The study results reported that there were significant differences between the mean scores of the experimental group of the study based on the observation checklist. The achievement test was in favor of the post administration due to the effect of the training program. Thus, the training program was successful at improving EFL teachers' quality of performance.

The researcher argues that the study determined EFL teachers' needs based on literature review studies, the perspectives of some experts, and the outcome of the pilot study's questionnaire. This resulted in an observation checklist which combined the samples' four needs; effective communication skills, reflection, integrating language skills, and intercultural competence. The researcher thinks that the flaw in the study is that Zuheer identified EFL teachers' needs without communicate directly with the participants of the study through structured-interviews, nor did he apply any types of needs questionnaires or teachers' assessments or any performance reports to explore EFL teachers' needs. Another drawback of the study is the excessively narrow subject focus. In other words, the improvement of teachers' needs won't be achieved through applying training programs alone, but the individualistic as well as the professional contextual factors of EFL teachers must be included as study variables in order to achieve a real picture of how effective PD is for EFL teachers. Additionally, the data collection methods need to be strengthened with qualitative data collection instruments. To summarize this type of study is an example of the prevailing treatment of EFL teachers' needs in the Egyptian context-mainly methodologically experimental and dependent upon designing a training program and proving its validity. This type of research, intervention-based, focuses mainly on top-down approaches to PD modifications without any attempt to include a bottom-up approach of PD.

Teachers' professional standards

Another significant struggle emerging from postmodernism professionalism is reflected in teachers' professional standards. This is one of the latest trends in the Egyptian educational field in general, and classroom teaching specifically, which consequently has an impact on teachers' PD. Standards have emerged in education due to 'new patterns of international economic organization where corporate and commercial power is extensively globalized; national economies are less autonomous; nations and their policies are market oriented and frantically competitive economically' (Hargreaves, 2000: p.167). This is due to the spreading of marketization culture in education wherein teachers have to deal with standards that are desired to assure the greatest achievement of learner outcomes at the least cost.

Although teachers are the positive players in promoting standards for teaching and learning, many teachers are not professionally developed to the point of being able to apply standards of teaching practices (Cohen, 1990; Elmore and Burney, 1996; Elmore, Peterson and McCarthy, 1996). Many teachers learned to teach using a model of teaching and learning that focuses heavily on memorizing facts without any emphasis on deeper understanding of subject knowledge, or of achieving specific standards (Cohen, McLaughlin, and Talbert, 1993; Darling-Hammond and McLaughlin, 1995; Porter and Brophy, 1988). Furthermore, 'teachers have had to deal with centralized curricula and testing regimes that have trimmed back the range and autonomy of teachers' classroom judgment, and a market-inspired application from the corporate sector, of systems of administration by performance management through targets, standards, and paper trails of monitoring and accountability' (Hargreaves, 2000: p . 168-169). This signals an important point, the linkage between standards and teachers' PD and it further indicates that standards cannot be implemented without effective teacher PD that enables qualified teachers to apply these standards to their teaching.

A further argument concerning professional teaching standards and its influence in promoting quality teacher PD has emerged out of postmodernism professionalism. Having standards is essential to improved teacher performance, and in teaching EFL in general (Ayeni, 2011). Similarly, professional standards promote a professional growth process (Darling-Hammond, 2001; Ingvarson, 2002; Lustick and Sykes, 2006). This can be seen in the claim that 'professional standards of teacher contribute to the professionalization of teaching and raise the status of the profession because they are explicit and public; they allow teachers to demonstrate levels of professional knowledge, professional practice and professional engagement' (AITSL, 2011a: p.2). However, there is also criticism of the effectiveness of teachers' professional

standards, some of which will be covered in the following section.

On the other hand, PD does not have commonly agreed upon standards for in-service training of teachers (Broad and Evans, 2006). Furthermore, Turner-Bissett (2001: p.144) states that 'teachers' professional standards can be problematic and need to be clearly stated to imply the requisite knowledge bases and their interconnections'. The fact that there are no agreed upon teachers' professional standards results from the conflict of interests between stakeholders. This hinders the adequacy of, and consensus with, teachers' professional standards. Consequently, this leads to the imposition of professional standards on teachers as a tool of control as Zuzovsky and Lipman (2006: p.48) indicate: 'the value of standards is not questioned. What is questioned is their imposition as controlling devices'.

The researcher believes that imposing PD standards ignores teachers' experiences, perspectives, needs, and interests. Doecke (2001: p.174) states that 'professional standards of teachers lack reconciliation between public and personal domains, and neglect issues of 'inclusivity' or 'exclusivity' with regards to ownership of standards, and disregard exploring of standards at the personal level with more focus on public rhetoric of government bureaucracies and professional associations'. Furthermore, teachers' professional standards are based on scientific technical approaches which ignore the essential social and emotional aspects of teachers' work (Hargreaves and Goodson, 1996). This can lead to teachers' resistance to professional standards; Foucault (1980: p.101) (cited in Anderson 2004: p.198), suggests that 'teachers' professional standards can be a hindrance, a stumbling-block, a point of resistance of teachers'. These standards pay no attention to teachers' needs or the learning context, all of which may result in poor teaching (Spector, 2008). Accordingly, teachers are more aware of their needs, problems, concerns and what they can do as well as provide the reality of teaching through their experiences of class teaching practices. Consequently, teacher participation in creating PD standards promotes their enthusiasm towards these standards and bridges the gap between theory and reality with a result being manageable standards. This can promote a higher quality of teachers' PD, a reduction of teachers' counter-resistance to the implementation of standards, and support efforts of reform.

The researcher thinks that understanding and considering the school contextual factors are essential in shaping and applying professional standards effectively. This is attributed to the fact that the applying standards without understanding context is exacerbated by 'the negative influences of panic and the obedience of teachers' professional standardization on school culture, which leads to a situation where the professional school culture has been exposed to dependency, compliance and even fear; and the approach may in some cases have depressed both standards of learning and

the quality of teaching' (Alexander, 2010: p.7). Professional teacher standards also have increased the gap between the sociality and materiality of teacher learning; Mulcahy (2012: p.121) argues that 'thinking performativity without social and individual views will cause a gap between knowledge and practice, the deterioration of teacher professional learning, and the neglect of important factors which promote teacher quality'. Thus, school contextual factors are necessary in applying effective professional standards.

In summary, the researcher thinks that PD standards for EFL teachers are important in the process of effective PD. However, two important elements need to be taken into consideration: teachers' participation in creating PD standards, and an understanding and consideration of contextual factors in the school environment.

In brief, it is essential to consider different trends of teacher professionalism and teachers' PD with a complementary view rather than choosing only one as the ideal approach. On the other hand, Whitty (2001: p.160) indicates that 'it is probably best to see all these various positions as competing versions of teacher professionalism for the 21st century, rather than seeing anyone as fitting an essentialist definition of professionalism and others as detracting from it'. Contrarily, the researcher argues that a postmodern view has an eclectic view towards the four discourses of professionalism because it deals with multiple perspectives and does not believe in absolutes. Thus, selecting the proper discourse of professionalism, or combining some of them, is acceptable. This may be achieved through dealing with teacher professionalism based on socially constructed, historically changing, and cultural and geographical differences. Accordingly, an exploration of the contextual factors of culture, society, school, class, PD opportunities and teachers, needs to engage with the proper discourse or mix of discourses of teachers' professionalism. This has inspired the researcher to conduct the current study that explores EFL teachers' PD as reflected through their experiences and which reveal their psychological as well as the work context. This, the researcher believes, will help improve the effectiveness of their PD in the Egyptian context

2.3. Critical elements of EFL teachers' PD

This section deals with the main elements of EFL teachers' PD. This includes: teachers' professional knowledge which represents the content of PD; PD pedagogical practices, which represents the teaching of PD; and teachers' professional learning, which represents PD learning and teachers' role. This section presents more information about the nature of EFL teachers' PD in terms of learning, knowledge and teaching, all of which promotes the researcher's understanding of the previous studies on the nature and characteristics of each of these basic components of EFL teacher PD.

2.3.1. Role of theory and teachers' professional learning (learning)

This section deals with teachers' professional learning as an integral part of teacher PD. The researcher discusses teachers' professional learning as skills learning from a behaviourist orientation, as an individual learning process from a cognitive orientation, as a personal construction process from a personal constructivist and humanist orientation, and as a situated and social construction process from a social learning orientation. The section concludes with a discussion of different contexts of teachers' professional learning, from abstract towards authentic learning, and an outline of the different roles of teachers within situated learning and their participation in PD and teacher communities.

Behaviourist approach to teachers' professional learning as skills learning

Teachers' professional learning as skills learning is a reflection of a behaviourist orientation of learning. It deals with the nature of teachers' learning as a change in the teacher's outer behavior, that is, their classroom teaching skills rather than reflection on the inner mental cognitive processes (Roberts, 1998; Stuart et al., 2009). In addition, within this orientation, the teacher is seen as a passive learner and it is the context that controls the learning process and not the individual (Smith, 1999). This type of learning promotes repetition and motivation of the occurrence of the right response of teachers as learners which is then exemplified through changing and producing the right behavior. This type of limited and mechanical knowledge application turns teachers' learning into the acquisition of mechanical skills without any creativity. This type of learning prevails in EFL teacher PD in Egypt where EFL teachers are supposed to change external teaching behaviors as a sign of professional skills acquisition and an indication of the occurrence of professional learning (El-Fiki, 2012).

Another point of criticism of this approach of teachers' professional learning is a lack of reflection and a disconnect with the social and cultural context of the learners. Hegarty (2000: p.456) criticizes the approach which considers professional learning as skills learning as 'it leads to an impoverished notion of teaching which reduces it to the unreflective application of rules devoid of insight and creativity'. In the same vein, Troudi (2005) emphasizes that reflection is needed in order to understand the way technical knowledge can be converted into the application of practical knowledge in classes. Moreover, it has been argued that this trend is inadequate because it views teachers' professional learning as separated from the social and the cultural context of the learners, 'a stable and fixed commodity, unconnected to the social or cultural context of the learners, to be consumed and then passed on in a simple series of learning transactions' (Parr, 2004: p.4). Thus, the researcher believes that it is difficult to transfer all the knowledge that teachers

need into external skills while neglecting other individual and contextual factors which influence teachers.

Cognitive teachers' professional learning as an individual process

This trend emerged as a reaction to the behaviorist orientation of learning and indicated a shift from focusing on the external behaviors of learners to focusing on the internal mental processes of learning. Verloop et al. (2001: p.442) suggest that '[R]esearch on teaching changed from studying teachers' behavior into studying teachers' internal processes of cognitions and beliefs underlying that behavior'. Furthermore, cognitive learning theories focus on the inner mental processes of information where learning depends on learners' efforts (Ormrod, 2008). The learners need to input, organize, store, retrieve, and find relationships between information and makes connections between old and new information, schema and scripts (ibid). In addition, the cognitive view of learning asserts that the individual teacher's ability to process their own beliefs through personal processes and reflecting on how their beliefs influence their teaching and thinking (Richards and Farrell, 2005). The cognitive perspective also emphasizes the importance of teacher's prior knowledge as an essential factor in acquiring and processing new learning (Hoban, 2002). This orientation stresses the importance of learner's (teacher's) learning as an individualized process without any external influences, and this promotes a more autonomous view of teachers as learners. However, according to Richards and Lockhart (1994), Bell and Gilbert (1996), teachers' professional learning cannot be separated from the impact of the social and cultural contexts of teachers' work.

As a criticism of the cognitive view of learning, Greeno (1997: p.12) argues that 'whereas the cognitive perspective attempts to explain processes and structures of learning at the level of individuals, the situated perspective focuses on interactive systems and the resulting 'trajectories' of individual participation'. This advocates the connection between learners and other external contextual factors which influence the learning process. Thus, it indicates 'the importance of considering links between learners and different contextual factors in the professional learning community' (Lave, 1996: p.7). A further criticism of the cognitive view of learning is that it is limited to the place where it occurs; Anderson et.al, (1996: p.8) argue 'from a cognitivist perspective the activity and learning are bound to the specific situations in which they occur'. This justifies 'the cognitivist idealization of classroom as a learning context which reflects an objective reality and can be manipulated using rationalist and symbolic logic' (Gardner, 1987 in Handley et. al, 2006: p.642). In contrast, from a situative perspective, learning in a professional community includes multiple and varied learning situations as elements of a system of social practices, and is

not restricted to specific situations or specific place (Forman, 1996; Saxe, 1991; Scribner, 1990). This can be clarified through a definition of teachers' learning contexts as participation in a social practice (Lave, 1988; Greeno, 1997) rather than being bound to any physical context or any specific situation.

Constructivist teachers' professional learning as personal construction

Teachers' learning is seen as a personal construction of learners where they act in a positive way to construct and control their learning according to their own perspectives (Williams and Burden, 1997). This type of teachers' learning includes the idea that teachers' prior knowledge is the basis for the construction of new learning through promoting the creation of new ideas, challenging old ones, and arriving at new conclusions (Fosnot, 1989). In the researcher's view, this orientation towards teachers' learning challenges the behaviourist concepts of the external control of learning and the passivity of teachers as learners who respond negatively to any influences acted upon them. Furthermore, genuine learning emerges out of considering learners' prior learning 'from questioning or reassessing our existing beliefs about the world' (Lester and Onore, 1990: p.41). This prior knowledge functions as revelation of the learner's identity based on learners' academic and practical experiences as well as teachers' attitudes (Kujawa and Huske, 1995). This provides us with an indicator of the importance of factoring in the teacher experience of professional learning.

Brooks, (1984) argues that teachers' experiences are emphasized by constructivism as a learning theory as it is based on the assumption that individuals use experiences and reflection to form their understanding and knowledge of the world as well as to construct their own learning (Wilson and Cole, 1991). However, 'transmission pedagogy pays no attention to learners' experiences as learners and it ultimately proves to be so disturbing for those affected by them—so threatening to their belief systems—that hostility is aroused and learning becomes impossible' (Coleman, 1996: p.11). In contrast, Lindeman emphasizes the importance of the experience of teachers as adult learners to the importance of textbooks as a main source of knowledge in traditional schools (Eduard Lindeman in Conner, 2000a). On the other hand, transmission pedagogy has been criticized because it leaves very little room for teachers' experiences as learners in PD opportunities because teachers are treated merely as implementers of professional theories (Giroux, 1988). The constructivist view of EFL teachers' learning is different from the cognitive interpretation in that the cognitive approach stresses the internal mental processes of learning, while a constructivist theory of learning focuses on learners as individuals, and on developing meaning and knowledge based on their experiences through interaction with the environment (Ertmer and

Newby, 1993). Thus, the constructivist view makes the theory more effective and advantageous because it fills the gap between knowledge and practice through situated learning tasks (Samaras and Gismondi, 1998). According to Niemi (2002), the constructivist theory of learning develops independence, inquiry, and reflection, which promote the teacher's expression of their perspective through their experiences around their learning needs, and in the discussion of the content of knowledge.

Thus, from the researcher's view, cognitive and constructivist orientations of teachers' professional learning share a focus on the internal processes of teachers as learners. They also stress the link between teachers' thinking and experiences; as Stuart et al. (2009: p.31) state, 'interaction between thought and experience: [that] both doing and thinking are essential for learning'. However, what appears to be missing from these orientations is a consideration of the contextual factors of teaching which impact on teachers' learning. As Daley (2003: p.2) asserts, '[I]t is important to understand the nature of teachers' learning and the interrelationships of knowledge, context, and PD to obtain more insight into teacher PD'.

Critical engagement of EFL professional learning

Evans (2015) conducted a study that explored the relationship between professional learning, teacher agency and school improvement, and the principal's role in promoting teacher agency in teacher professional learning. This study is an attempt to create an effective model for teacher professional learning. A qualitative case study methodology was applied in which the data collection instruments included an e-survey, individual interviews, a focus group with teachers, and the principal's reflective journal. The outcomes of the study identified five factors as major components of effective professional learning: time, agency, collaboration, school-based professional learning, and principal as lead learner. Further, effective teacher professional learning is promoted when there is a co-operative principal; when infrastructure supports professional learning; and when the school's strategic goals are associated with teachers' professional learning opportunities. The study suggests a reconceptualised model which represents ideal components of effective teacher professional learning.

The researcher then argues that the case study methodology has some weaknesses because it depends upon teachers' feelings and viewpoints without any quantifiable measurements. This creates unsolid data collection. It is also problematic that the researcher is the school principal who then plays an insider and outsider role in the process of the research. Thus, inappropriate measures were used to enhance the validity and the reliability of the conducting of the study. Additionally, choosing one of the researchers' friends as the interviewer was an inappropriate measure because

of obvious bias, one that affects Evans's role in direct communication with participants and influence the understanding of the issue of the research. Finally, the classroom context was ignored as an important element in teachers' professional learning as well as the interaction between teachers and others in the school context.

Situated teachers' professional learning and social construction

The focus on the individual and socio-cultural factors of teachers' professional learning is manifested in the situated learning orientation, which is considered 'an epistemological shift in understanding of the nature of learning completely away from the cognitive psychology perspective which asserted that learning was about individual accumulation of knowledge from one person to another' (Anderson et al., 1997: p.18). From a situative perspective, 'teacher professional learning is considered an interaction between individuals and their environments in which PD is the development of capabilities that occur as a consequence of situated social practices' (Knight et al., 2006: p.320). This is because 'the social context strongly influences how teachers may understand and respond to learning opportunities' (Timperley et al., 2007: p.25) and 'the social context of the classroom and patterns of participation has an impact on learning activities' (Borko, 2004: p.4). Thus, many researchers consider teachers' professional learning on the basis that 'it is socially constructed out of interaction between individuals and between individuals and contexts and thus learning outcomes are socially constructed' (Lave and Wenger, 1991: p.95). This is the reason that 'teachers' professional learning has been characterised as enculturation and construction due to the individual and socio-cultural features' (Driver et al., 1994 in Borko, 2004: p.4).

Understanding the socio-cultural context of teacher professional learning is beneficial. First, it enables teachers to reflect on the nature of knowledge and to voice their perspectives and experiences resulting from interaction with others in social contexts to acquire effective teacher learning (Soltis, 1981; Greeno, Collins, and Resnick, 1996). Besides, 'teachers' increased participation in social context of class and school indicates acquiring knowledge in and about teaching' (Adler, 2000: p.37). This implies 'the changes of the nature of teachers as learners towards full membership in the professional community' (Hmelo and Evensen, 2000: p.403). This has been asserted by Jonassen and Land (2000: p.71) who suggest that 'knowledge evolves as individuals participate in and negotiate their way through new situations'.

The following section summarizes teachers' professional learning contexts as outlined above from the perspective of abstract learning towards authentic learning. It sheds light on the importance of authentic learning contexts.

Learning contexts from abstract towards authentic learning

Situated professional learning has arisen following the rejection of the decontextualizing of knowledge and abstract instruction, which are seen as increasing the gap between theoretical instruction in class and the reality of work, and preventing the authenticity and the effectiveness of learning (Naidu, 2006; Herrington and Oliver, 2000). This shift is identified through a continuum of learning contexts (Schell, 2001) from abstract to authentic learning, in which, as Deissler (2007: p.25) states, ‘external constructivism represents traditional teaching where instructors are the knowledgeable experts and learners are passive recipients’. Moreover, ‘learning is an individual accumulation of knowledge and more abstract learning achieved’ (ibid). With regard to authentic learning, ‘there are CoPs and situated learning, in which learners are socially discussing the content of instruction and more authentic contextualized learning’ (Deissler 2007: p.25) (Fig.1).

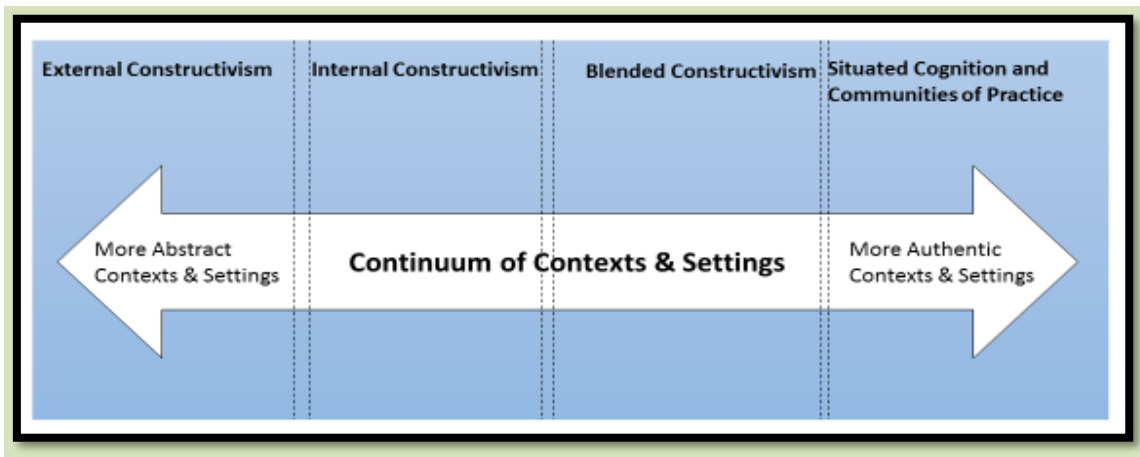


Figure (1) Continuum of Contexts and Settings (Schell, 2001)

Authentic learning allows the learner to acquire knowledge and processes through authentic and real activities such as socialization, visualization, and imitation, or through participation in tasks which are similar to real world applications (Hung, 2002). In contrast, Anderson et al. (1996: p.9) criticize the notion of authentic learning, indicating that ‘using abstract instruction with concrete examples is more effective’. However, Hung (2002: p.400) states that ‘it is essential to have social experiences with authentic experiences which adopts a problem-based learning approach to designing curriculum resulting in a higher level of thinking for the learner’. Moreover, the authentic activities and contexts in situated learning enhance learners’ motivation through providing a strong context for learning and filling the gap between theory and practice through the real application of knowledge rather than memorizing facts (Heeter, 2005). Additionally, authentic learning reflects a fully comprehensive view of the context which in turn encourages people to explore real world situations and solve problems (Brown, Collins and Duguid,

1989; Brown and Duguid, 1993; Collins, Brown and Newman, 1989).

Models of teachers' professional learning in situated learning

Many researchers have investigated the nature of teachers' professional learning from a situated perspective. The Clarke-Hollingsworth model of teacher professional growth (2002) indicates that teachers' professional learning takes place through reflected performance and interaction between the personal, practical, consequential, and the external domains that influence change. Additionally, Korthagen (2004) proposes the onion model of teacher professional behaviour, one indicating that teacher learning will be more effective if it is connected with the layers of environment, behaviour, competencies, beliefs, identity, and personal mission. All of these attributes have associated connections between the external and internal layers of the model. Furthermore, Korthagen's (2010) three-level model of teacher learning emphasizes that all knowledge has its roots in practical situations and is socially constructed, and that professional learning is a bottom-up process taking place in the individual. Moreover, Olson and Craig (2001) indicate the importance of the impact of personal, interpersonal, contextual and situational factors on teachers' knowledge, which enhance and promote teachers' practices. Generally, (Putnam and Borko, 2000: p.6) argue for 'the values of situating professional development experiences for teachers outside of regular classroom settings and in more authentic contexts as a way to encourage teachers to learn and change in powerful ways'.

Teachers' role in the social learning orientation of PD

The social learning orientation of PD which views teacher learning as situated and a social construction requires a more positive role to be developed for teachers in their professional learning (Sachs, 2000). This challenges the core of cognitive theory, according to which learners are seen as isolated individuals, depending on their internal cognitive resources in their learning, independent of context in the learning process (Brown, et.al, 1989; Lave and Wenger, 1991). From a situated view, 'teachers as learners learn through their involvement within a community or culture of learning, to understand and participate in its history, assumptions, and cultural values and rules' (Fenwick, 2000: p.250). This implies that learners are viewed as social actors who create meaning through real resources, activities and experiences from their different functional working contexts. In line with this, the active role of teachers as adult learners has been promoted through situated learning which regards adult learners as a source of valuable data that can transform the classroom from a source for transferring knowledge, from instructor to learners, to a resource for interpreting, challenging, and creating new knowledge (Stein, 1998). This is asserted by Kimble and Hildreth (2008) who demonstrate how adult learners discover, shape, and make explicit their

own knowledge through situated learning within a CoP.

The issue of CoPs and their importance in supporting the teacher's active role in their professional learning has been addressed by many researchers using different terms and situations: communities of practice as continuous inquiry and improvement (Hord, 1997); CoPs (Wenger, 1998; 2000); learning communities (Oxley, 2001); professional learning communities (Swick, 2001; Achinstein, 2002); communities of learning (Burns, 2002); and community learning networks (Chen, 2003). This importance is derived from the fact that these communities can discuss and negotiate between the demands of the external policy of education and the teacher's own context and culture (McLaughlin and Talbert, 2006). Furthermore, CoPs offers social interaction between teachers and others in order to participate in, analyse, reflect, and discuss different and diverse knowledge, perspectives and experiences on any particular issue, or issues (Brown 1994; Lave and Wenger 1991; Gonzalez, 2010). Consequently, teachers' professional learning becomes, as Handely (2006: p.642) states, 'an emergent, involving opportunities to participate in the practices of the community as well as the development of an identity which provides a sense of belonging and commitment'.

The researcher was inspired by the previous contexts of teachers' learning to investigate teachers' PD not only from an individualistic viewpoint, but also from the EFL teacher's different work and learning contexts. The current study explores EFL teachers' PD through a comprehensive analysis of the combination of the psychological conceptual frameworks of teachers as individuals with the social cultural dimension of teachers' different contexts. The psychological conceptual frameworks can be achieved through exploring learners' experiences and creating opportunities for learners to reflect, discuss and share their needs, concerns, knowledge, and skills within a community of practice. Furthermore, 'PD considers the individual as the unit of analysis to study learners' activities and their evolving knowledge and understanding' (Borko, 2004: p.4). With the combination of the social cultural dimension as a social unit of analysis of the different contextual factors of class and school, a more effective PD will be achieved. This may also promote reflective teachers who can participate with stakeholders within class, school and PD contexts in order to resolve tensions in theory and practice throughout, and with, the community of practice (Snow-Gerono, 2008). Thus, the current study identifies the nature of Egyptian EFL teachers' professional learning from different theoretical perspectives as well as from EFL teachers' experiences in order to investigate PD effectiveness for EFL teachers' professional learning.

2.3.2. Teachers' Professional Knowledge base (PK) (content)

This section involves definitions and types of teachers' PK which presents the main component of teachers' PD. This is followed by a discussion of how teachers' PK is co-constructed from a social constructivist perspective. This section explores the previous studies concerning teachers' PK.

Defining teachers' professional knowledge

According to Edelfelt (1980), one of the major problems facing teachers' education and PD is that there is no agreement on how to define and organize teachers' professional knowledge. As Verloop, Van-Driel and Meijer (2001: p.446) suggest, 'It is important to realize that in the label 'teacher knowledge', the concept 'knowledge' is used as an overarching, inclusive concept, summarizing a large variety of cognitions, from conscious and well-balanced opinions to unconscious and unreflected intuitions'. In an attempt to understand the nature of EFL teachers' PK, a number of research studies were carried out in the late 1990s and early 2000s (Borg, 2003, 2006; Freeman, 2002; Freeman and Richards, 1996; Johnson, 2006). Some studies provide analytical frameworks and classifications with which to define the nature of teachers' PK (Shulman, 1987; Marks, 1990, Meredith, 1995; Banks et al., 1996; Hegarty, 2000). However, debate continues about the effectiveness of these definitions of teachers' PK in relation to different contextual factors, as well as according to the different personal experiences, beliefs and needs of each teacher (Liakopoulou, 2011). This raises concerns about the nature of teachers' types of knowledge and teachers' involvement in deciding and framing their PK as well as the consideration of different contextual features; PK is neither static nor a fixed concept, but an elusive one which is affected by teachers as individuals and their different contexts.

Types of teacher knowledge

There are different types of teachers' knowledge identified in the literature: propositional knowledge (Torok, 2005); local knowledge (Smit, 2005); craft knowledge (Grimmett and MacKinnon, 1992); tacit knowledge (Zhang and Han, 2008); knowledge for, of and in practice (Cochran-Smith and Lytle, 1999); theoretical knowledge (Tamir, 1991); formal knowledge (Cochran-Smith and Lytle, 1999); pedagogical content knowledge (Shulman, 1986); and practical knowledge (Fenstermacher, 1994). However, there are two broad categories of teachers' knowledge: propositional knowledge, which is theoretical and is generated in the initial teacher preparation and in PD opportunities, while craft knowledge and local knowledge are practical and are generated by teachers and communities.

One of the types of teacher knowledge is propositional knowledge. This includes the formal knowledge which is provided to EFL teachers. This type of knowledge has a controversial structure because TESOL teacher educators cannot agree upon the effective structure or the importance of each type of knowledge (Munby et al., 2001). Some studies deal with the structure of teachers' knowledge (Grossman, 1987, 1988; Marks, 1990, Cochranetal, 1993; Meredith, 1995; Banks et al. 1996). For example, Day (1993) proposes four domains of EFL teachers' knowledge: content knowledge, pedagogic knowledge, pedagogic content knowledge, and support knowledge. Then, Shulman's (1987) knowledge model includes content knowledge, general pedagogical knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of the learner, and knowledge of educational goals and their philosophical bases. In an attempt to add more development to the EFL teacher's knowledge base, Richards (1998) offers six dimensions of EFL teacher knowledge base: theories of teaching; teaching skills; communication skills and language proficiency; subject matter knowledge; pedagogical reasoning and decision making; and contextual knowledge.

Additionally, Freeman and Johnson (1998) suggest that the EFL teacher's knowledge base includes: teacher as a learner; teachers' pedagogical thinking about teaching; subject matter; and language learning process. Further developments to Shulman's model have been done by Turner-Bisset (1999) who suggests that, to be effective, knowledge should include: content; curriculum; general pedagogy; models of teaching; belief systems; learner knowledge; self-knowledge; educational contexts; educational ends; and pedagogical content knowledge. Furthermore, Tarone and Allwright (2005) add the element of knowledge of the learners - their identities, needs, motivations and other related elements of the second language learner. Accordingly, there are different types of teachers' knowledge, yet there seems to be a concern about the practical validity of these transmissive propositional knowledges in the teaching context in comparison to craft knowledge (Samuel, 2009). Thus, the propositional knowledge has more importance in teachers' learning than practical craft knowledge.

Teachers' craft knowledge is 'the tacit, schematic, intuitive thinking on which classroom thinking depends' (McIntyre, 2005: p.357-382). Moreover, 'it is the knowledge that teachers develop through the processes of reflection and problem-solving that they engage in to carry the demands of their jobs. As such this knowledge is informed by each teachers' individual way of thinking and knowing' (cooper and McIntyre ,1996: p.105). Teachers' craft knowledge gained by teachers' daily experiences in classrooms is rarely articulated in any conscious manner. However, Cochran-Smith (1994) is of the opinion that craft knowledge is of greater importance than propositional knowledge, which is derived by teachers from their teaching contexts. In the same

vein, the post-structural view of PK argues against the transmission view of teachers' propositional knowledge and reinforces the importance of teachers' personal and craft knowledge as well as contextual knowledge (Grossman, 1987; Clandinin and Connelly, 1987). This type of practical craft knowledge is important because it includes those beliefs, insights, and habits that enable teachers to do their work in schools. In addition, practical craft knowledge is 'time bound and situation specific, personally compelling and oriented toward action' (Feiman-Nemser and Floden, 1986: p.512). This emphasizes the importance of teachers' practical craft knowledge which is derived from their experiences as individuals, teachers and learners, and which fills the gap between theory and reality. Although, teachers' craft knowledge is at the core of effective teaching, it is not valued and is not the focus of research (Day, 2006). Thus, it is essential to study and to enhance teachers' craft knowledge of teaching from teachers' perspectives to cope with the current educational climate of change which stresses the importance of teachers' continuous PD (ibid).

A further important type of teachers' craft knowledge is local knowledge, or knowledge about the context which is situated and socially negotiated (Raza, 2011). Situative theorists challenge cognitive theories that consider knowledge as the manipulation of symbols inside the mind and do not see it as related to local contextual knowledge: Greeno et.al. (1996: p.15) argues that '[K]nowledge is not just 'in the head,' if it is to be found there at all; rather knowledge consists in the ways a person interacts with other people and situations'. However, Robbins and Aydede (2009: p.3) state that 'the cognition model involves mental activity as dependent on the situation or context in which it occurs'. On the other hand, Freeman and Hawkins (2004) indicate that it is important to focus on teachers' work in relation to class and school contexts in dealing with teachers' PK. Teachers acquire more information and knowledge from different contexts and culture around them in order to reshape their PK which is in a continuous state of change (McMeniman et al., 2003); this emphasizes higher-order thinking processes rather than the acquisition of decontextualized facts, and consideration is given to the real lives of the participants (Choi and Hannafin,1995). This indicates the importance of local knowledge or knowledge about context as a type of teachers' PK.

The craft knowledge that teachers use in teaching is different than the propositional knowledge of research (Cochran-Smith and Lytle, 1990, 1993; Doyle, 1997; Eisner, 1995; Huberman,1985; Kennedy, 1999; Leinhardt, 1990). This creates a gap between the propositional knowledge that teachers study in their initial preparation and their PD and teachers' practical craft knowledge. This is attributed to the fact that teachers rarely use the propositional knowledge to improve their practice and to inform their efforts (Grimmett and MacKinnon, 1992; Huberman,

1989; Richardson and Placier, 2001). Besides, there is a constant concern that propositional knowledge has little impact on improving classroom teaching and learning (National Educational Research Policies and Priorities Board, 1999). Thus, the relationship between the propositional knowledge and the craft knowledge is weak in PD learning. This may be because some teachers believe that propositional knowledge has slight influence in practical teaching (Richardson and Placier, 2001). Accordingly, there appears to be a complex challenge in bridging the gap between the general and context independence propositional knowledge and the context-based, teachers' craft practical knowledge.

To bridge the gap between the general and context independence propositional knowledge and the context based teachers' practical craft knowledge, the co-construction of teachers' PK is illustrated through the social constructivism perspective that knowledge is shaped by interactions between people, cultures, and environments (Shunk, 2000). In line with this, Lave and Wenger (1991: p.40) advocate that 'learning should not be viewed as simply accumulation of abstract and decontextualized knowledge from one individual to another, but a social process whereby knowledge is co-constructed'. Moreover, Raza (2010: p.46) states that 'A social constructivist recognizes the significance of collaboration and communication using a shared language to clarify our ideas, receive feedback from others and interact with experts or peers'. This sheds light on two important points. First, it emphasizes the importance of culture and context in understanding and constructing teachers' PK (Derry, 1999; McMahan, 1997). Second, this stresses the importance of inter-subjectivity in the learning process, where social meaning and knowledge are constructed through discussion and interaction among different teachers with the participation of groups of stakeholders who share the same interests (Rogoff, 1990; Swan, 2005). This inter-subjectivity connects teachers' propositional, personal and craft knowledge with knowledge about context through collaboration and discussion among teachers and stakeholders. It also promotes the individual learners' perspectives and become less resistant to change within the perspectives of other members or stakeholders on situated contexts (Rogoff, 1990). This co-construction of knowledge indicates the complexity of teachers' PK (Freeman, 2002) because it is formed out of the teacher's experience as a learner (propositional or academic knowledge), and as a teacher (personal and practical craft knowledge), together with knowledge about local context (context knowledge) through interaction between culture, context and teachers.

The ineffectiveness of the horizontal categorization of EFL teachers' knowledge and the criticism of this being the cause of separation between theory and practice is debatable (Zhu, 2013). (see, Table, 2). In line with this, Richard (2011: p.16) states that teachers' knowledge bases 'are not

in any hierarchical relationship and there is an overlap among them'. The researcher argues that there is no interrelationship among the different categories of EFL teachers' knowledge base, and separation between propositional knowledge, practical craft knowledge and the contextual local knowledge are also distinct. Furthermore, it is impractical to divide knowledge base into categories. On the other hand, a hierarchical categorization of EFL teachers' knowledge approaches is suggested by Zhang (2009: p.162) as a way to fill the gap between theory and practice, 'a concentric circle form to describe EFL knowledge base; emancipating, practical and technical levels' (see Figure 2). The researcher argues that these circles of knowledge are abstract, with no details given as to the content, range and specifics of each circle of knowledge. Moreover, local knowledge, or contextual knowledge, critical or personal knowledge are not clearly positioned amongst these circles of knowledge.

Thus, it would seem that there is no clear definition of what teacher knowledge consists of and that any definitions which exist derive from academic institutions and policy makers (Hoban, 2002 and Kennedy, 2002) and are therefore dominant and restrictive. However, the researcher advocates what Tsui (2003: p. 246-257) suggests, and based on conducting an empirical study of four EFL teachers, that 'theorizing' is 'practicalizing'. This means to make theory a practice and to make practice a theory in an interrelated concept. The current study adds another dimension through the stress of the importance of EFL teachers' experiences and perspectives concerning their needs and concerns of professional knowledge as well as the involvement of PD stakeholders in order to reflect upon, and discuss, the definition, the structure and the organization of effective professional knowledge.

Table (2) EFL teachers' knowledge domains (horizontally) (Zhu, 2013, p.753)

Researcher	Categories of EFL teachers' knowledge base	Method
Richards (1998: pp. 8-12)	Theories of teaching Teaching skills Communicational skills Subject matter knowledge Personal reasoning Decision making Contextual knowledge	Literature analysis
Tsui (2003: p. 250-251)	Knowledge of the English language Pedagogical knowledge Language learning knowledge Knowledge of managing learning Other curriculum knowledge Knowledge about the learner	Empirical study
Andrews (1999, cited from Zhu Xiaoyan, 2004: p. 61)	Teacher language awareness (TLA) Subject matter cognition Knowledge of learners Knowledge of curriculum Knowledge of pedagogy Knowledge of context	Literature analysis and empirical study
Gong Yafu ([2016] in press)	Subject matter knowledge Pedagogical knowledge Pedagogical content knowledge Knowledge of the learners and their characteristics Knowledge of educational contexts Knowledge of the curriculum and educational ends	Empirical study
Han Gang (2011)	Pedagogical knowledge Theoretical knowledge Practical knowledge Educational knowledge	Empirical study

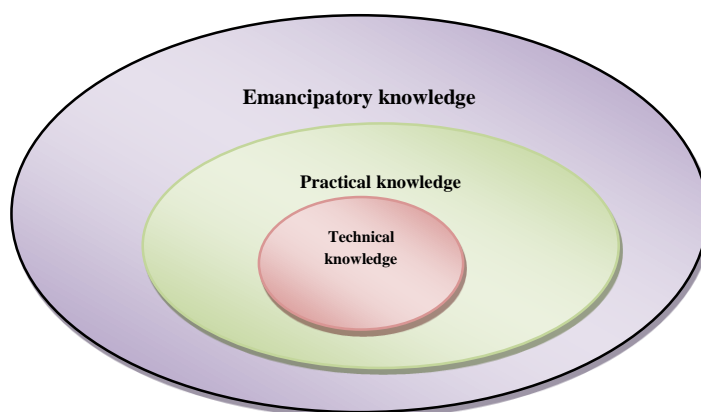


Figure (2) EFL teachers' knowledge base domains hierarchy (Zhang, 2009, p.162)

Critical Engagement about professional knowledge

Hashemian and Azadi (2014) conducted a study of ninety-four in-service teachers. This study aimed to categorize the knowledge of In-Service English Teacher (INSET) programs for English classes in Iranian high schools. Two questionnaires investigated teachers' views and their satisfaction with the programs. Descriptive statistics were employed to analyze the data. The materials were evaluated according to teacher satisfaction concerning the quality of the materials and how well they developed EFL teachers' knowledge and skills. Findings indicated that grammar, reading, vocabulary, and pronunciation skills were significantly improved, but speaking, writing, and listening were poor. Results stated the teachers were satisfied with the materials for teachers' knowledge, however, they were not satisfied with the materials for teacher skills. The outcome of the study indicates that Iranian EFL teachers need to develop their teaching techniques in order to have higher levels of professional development. Additionally, EFL teachers expected that PD programmes could provide them with the professional practices for better EFL teaching. Thus, the knowledge provided through PD programmes is essential, and this academic knowledge has an effect on the professional practices of classroom teaching.

The researcher argues that the study of Hashemian and Azadi (2014) has some drawbacks. First, only one data collection method, the questionnaire, was used. Then, the personal and the individualized views of EFL teachers were not explored. Besides, local knowledge or knowledge about the school or learning contexts was not investigated despite both being considered an important element of professional teaching knowledge. Thus, focusing on the questionnaire as a data collection tool to identify EFL teachers' satisfaction with their PD knowledge does not provide the study with a comprehensive perspective about the quality of the knowledge of PD.

2.3.3. PD pedagogical practices (teaching)

Transmission pedagogy emerges from a traditional theory of learning which promotes planned direct instruction of specific knowledge or skill with guided specific questions as a practice (Becker, 2000). In transmission pedagogy, training providers make the greatest effort in the teaching process and teachers just sit and listen as passive learners. Furthermore, the main aim of the training provider is to transmit to learners only targeted knowledge and required skills. In addition, training providers provide teachers with specific targets to be acquired, and the assessment of learning focuses on learning a hierarchy of knowledge or skill (Pratt, 2002).

Transmission pedagogy has many merits as it is useful and essential for beginning students who need to transmit knowledge and skills (Neilson, 1989). However, transmission pedagogy has several disadvantages as well. First, the knowledge is designed by experts from outside the specific school context which is best characterized as being abstract knowledge that increases the gap between theory and practice (Hedgcock, 2002). Additionally, learners are treated as a blank sheet of paper who have no preconceived ideas or predetermined goals (Feiman-Nemser, 2001). Thus, transmission pedagogy ignores the teacher's previous teaching experiences as adult learners and as instructors (Coleman, 1996). Additionally, transmission teaching turns knowledge into abstract and isolated forms which are separated from the real world and thus difficult to apply to real world situations (Tillema and Knol, 1997). Furthermore, transmission pedagogy of EFL teacher PD programmes is insufficient to create self-directing and self-determining teachers (Diamond, 1993). This is because teachers are passive learners who become accustomed with the method of teaching of the training providers (Drucker, 2000). In addition, teachers are treated as implementers of professional theories without any critical thinking or creativity with regard to their pedagogic knowledge (Giroux, 1988). It seems with good reason that most EFL teachers in Egypt are the product of teacher-centered instruction, fact-based content, repetition and un-related to reality practices. Accordingly, creating competent teaching instructors is probably important to the challenges of transmission pedagogy in PD and to apply a more effective pedagogy (Johnson, 2000).

From another perspective, many studies have developed, implemented, and researched constructive pedagogy; this is what is known as progressive pedagogy (Mintrop, 2001). For example, 'teaching for understanding' (National Research Council, 2000), a substantial body of work on learners' alternative conceptions (Andersson, 1991) and the use of demonstrations in learning and teaching (Latour, 1990). Constructive pedagogy enables teachers to voice their experiences of the topic and the content; a learning situation occurs where training providers and teachers discuss the topic of the content through dialogue, writing, drawings, or any other type of

representations (Windschitl, 2002). Constructivist pedagogy uses scaffolding processes where learners are guided from discussions of what is known, to understanding what is to be known. Training providers play different roles, in contrast to transmission pedagogy, as they become facilitators of learning and not simply transmitters of knowledge. They do this through being responsive, patient, critical and acting as guides for their learners (Gray, 2006).

Constructivist pedagogy has many merits. Firstly, constructivist pedagogy identifies the schemata of beliefs and knowledge and combines them with: the new content (Grossman, 1991); constructs connections between theory and practice through situated learning tasks (Samaras and Gismondi, 1998); incorporates new knowledge and experience from different educational sources based on co-operative learning, problem-solving tasks; and action research (Cochran-Smith and Lytle, 1993). Constructivist pedagogy also develops teachers' autonomy, reflectivity, and leadership through the process of encouraging them to voice their needs and organize their self-regulating activities, and through discussion of their PD's curricular contents (Niemi, 2002).

On the other hand, constructivist pedagogy has some drawbacks. Firstly, training providers face some challenges in applying constructive pedagogy in EFL teachers' PD. Training providers may be unable to customize the content to teachers with large class sizes as the schemata will be too enormous to be controlled. Further, there are no standardized tests and grades in constrictive pedagogy which will be difficult to implement in the Egyptian educational context culture. Additionally, as Gojkov (2011) stated, constructive pedagogy puts too much focus on the cognitive abilities of learners without considering the role of the contexts in which they work and which promote or hinder their learning process. Moreover, the affective dimension of the learners is neglected; however, feelings and wishes are essential in the learning process (ibid).

It seems that the primary challenge for training PD providers is the creation and reform of their own pedagogies rather than following a dominant pedagogy; of utmost importance is that the training suits the topic of the content, reflects EFL teachers as adult learners, and considers the nature of PD through understanding the class and school contexts around them. The most important factor of the selected pedagogy is to fill the gap between the propositional knowledge and the craft knowledge in order to present and promote useful PD teaching which may then be influential in promoting EFL teachers' PD. In addition, the focus of pedagogy needs to include not only propositional knowledge, but also craft knowledge which is mainly derived from the teacher's experience. The use of training providers to teachers' craft knowledge helps the teachers as learners to avoid repeating mistakes and to accept the corrective measures that need to be taken in order to achieve a high quality of performance. Furthermore, the connection between the craft knowledge

and the propositional knowledge tightens the tie between theory and practice in the field of EFL teaching. Thus, a more valuable consideration of PD content is given by teachers because the training becomes valid on a practical level and from a need to develop a high quality of teachers' performances.

The following section discusses the notion of effectiveness and EFL teachers' PD. This will provide more insights into the notion of effective teachers' PD. Identifying the core effectiveness of PD may promote an understanding of the comprehensive effectiveness of PD, the current status of PD in Egypt, and more awareness of expected factors that hinder the effectiveness of teachers' PD.

2.4. Effectiveness and teachers' PD

This section discusses effectiveness of teachers' PD and various definitions of effective PD and CPD as elements of effective PD. Moreover, factors that lead to ineffective PD are identified at the international level, in the Arab world, and in the Egyptian context. This section on the effectiveness of PD offers a vision that can be applied towards a definition of successful PD, the characteristics of effective EFL teachers' PD, as well as CPD. Furthermore, it provides more insight into different factors that hinder EFL teacher PD internationally, and in the Egyptian context.

Different definitions of effective PD

Despite differences in the definition of effectiveness of PD used across studies (Darling-Hammond and Youngs, 2002; Guskey, 2003), the search for effectiveness has produced many studies that aim to discover the general characteristics of productive, effective PD (Garet et al., 2001; Guskey, 2000, 2003; Killion, 1999; Pate and Thompson, 2003; Richardson, 2003; Shulman, 1987; Sparks, 1997; Sparks and Hirsh, 1997). However, there is little direct evidence on the extent to which these characteristics are related to effective teaching and increased student achievement (Garet, et al., 2001; Hiebert, 1999; Loucks-Horsley et al., 1998; U.S. Department of Education, 1999b). In contrast, other studies suggest that the most effective teacher PD results in the highest outcomes in students' learning (Kent, 2004). Further important characteristics are the integration of PD with general educational goals in order to improve teaching and students' learning outcomes in a coherent long-term plan (Hawley and Valli, 2006), and the combination of theory and application of practical strategies of teaching (Speck and Knipe, 2001) in order to achieve high student outcomes. The researcher therefore argues that effective teaching and increased student achievement are considered to be one of the characteristics of effective teachers' PD.

Teaching quality has long been considered a major criterion of effective EFL teachers' PD. This involves teacher competence, a high level of English, pedagogical skills and knowledge, and

knowledge about how languages are learned (Thomas, 1988, as cited in Cots and Arnó, 2005). Tellez and Waxman (2005) suggest that EFL teaching quality includes the teacher's ability to: use language analytically; be professionally engaged with the improvement of the curriculum; apply different assessment techniques; be effective in the use technology; and acquire a deep knowledge of classroom, school, and community contexts. Arguably, this focus on teaching qualities and teachers' behaviours has been criticized for neglecting teacher's personal beliefs, experiences, and attitudes towards teaching (Campbell et al., 2004). However, the researcher argues that teaching quality including teacher performance, beliefs and experiences is one of the main qualities of effective EFL teachers' PD. This is because it is the main goal of PD improvements and it is the mirror that reflects the excellence of teachers' performances, experiences, beliefs, and attitudes as well as a strong indicator of student outcomes.

To summarize, there are debates about the definition of effective teachers' PD whether it is related to better teaching or increased student achievement or teaching quality. However, the only agreed upon concept of effective teacher PD is the continuity of PD, as advocated by many studies (Raza, 2010; Gahin, 2001; Shehab, 2006), and referred to as Continuing Professional Development (CPD).

Continuing Professional Development (CPD) and effective PD

Continuing Professional Development (CPD) is a more comprehensive term than 'career development or staff development' (Glatthorn, 1995: p.41), and has been considered a fairly new trend in EFL teachers' PD (Raza, 2010; Richards and Farrell, 2005). CPD describes the opportunities and programmes that EFL teachers encounter 'once their period of formal training is over' (Richards and Farrell 2005: p.1) and it includes 'all the activities in which teachers engage during the course of a career which are designed to enhance their work' (Day and Sachs, 2004: p.3). CPD also helps teachers to reflect, review and document their learning and to develop and update their professional knowledge and skills. It may direct teachers' careers and helps teachers achieve their goals. Furthermore, CPD uncovers gaps in between teachers' skills, knowledge, and abilities and opens identifies further developmental needs.

CPD has mainly emerged due to the need to enhance teachers' competency, which is considered a long process of learning that focuses on continuing professional improvement and support (Craig, Karft and Plessis, 1998). The concept emerged due to the demand for increased professionalism to cope with the complexity of teaching in 'an age of cultural diversity and new technology, where teaching needs become more sophisticated, and different kinds of supports and learning opportunities are needed to improve teachers' work' (Hargreaves, 2001: p.158). The

demand of increased professionalism requires dealing with recent trends in teachers' PD in English proficiency and teaching methodology as well as the development of practical complex skills, and the enhancement of specific ethical values and attitudes (Villegas-Remiser, 2003). What tightens the link between CPD and professionalism is the fact that CPD ties previous knowledge to new experiences and perceives professional development as a long-term educational process full of associated sequences of experiences (Ganser, 2000; Craft, 2000; Dudzinskiet et al., 2000). Thus, effective EFL teachers' CPD has a strong connection with professionalism through up-to-date academic content (Shanker, 1996).

CPD is considered effective PD for several reasons; teachers' learning is socially situated and thus CPD of teachers forms an integral part of teachers' work context and of their professional social experiences (Roberts, 1998). Having more involvement by teachers and other groups of stakeholders in situated learning contexts is an integral part of CPD as pinpointed by Nicholls who defined 'CPD as the enhancement of knowledge, skills, and understanding of individuals or groups in learning contexts that may be identified by themselves or their institutions' (2000: p.371). This leads to greater satisfaction in relation to CPD activities which better reflect teachers' needs and expectations (Lovett et al., 2008; Nielsen, Barry, and Staab, 2008; Nir and Bogler, 2008). Consequently, 'teachers are encouraged to become active learners who pursue continued growth in their knowledge, understandings and skills to support the development of themselves as ongoing learners' (Petrie and McGee, 2012: p.60). Thus, CPD is considered a vital and daily aspect of personal and professional identities because it provides purpose, collaboration, commitment, and community (Langer, 2000) all of which form an effective element of EFL teachers' CPD.

Critical Engagement about CPD

In 2013, Hardy and Melville conducted a study of variable competing ways of CPD practices in England. The study analyzed the experiences of eighteen teachers from a comprehensive secondary school in the British Midlands. The analysis was based on exploring the teachers' learning practices and the conditions of these practices in light of Pierre Bourdieu's concept of contested social practices. The outcomes of the study revealed that there are competing approaches of administration of CPD, spotlighting on enhancing test scores and styles of learning of teachers. There are administrative/managerial, critical, test-oriented, situated, individualistic and collaborative CPD approaches which created a multi-faceted selection of contradictory practices. The study showed the conflicting tasks of working contexts of teachers that resulted in internal and external contested practices in these contexts. The research suggests the need to develop better conditions contributing to more educationally oriented, critical, situated, and collaborative CPD.

The researcher argues that Hardy and Melville's (2013) study stresses the link between the effectiveness of CPD and the appropriateness of EFL teachers' working conditions and contexts to be conducive to applying a more educationally-oriented, critical, situated and collaborative CPD. Although the issue is important and reveals the importance of linking teachers' working conditions to the effectiveness of CPD, there are some drawbacks to the study. First, the study relied on interviews with a small sample of teachers. Moreover, explaining the effectiveness solely through Pierre Bourdieu's concept of contested social practices did not allow the interpretations of other concepts which might have added more insight into CPD effectiveness. Additionally, the researcher challenges the generalizability of the conclusion because the study was conducted in only one secondary school which makes it difficult to generalize the conclusion of the study.

To summarize, there are different definitions of EFL teachers' PD whether related to better teaching, increased student achievement, teaching quality, or continuity of PD. This debate creates a more controversial issue about the efficiency of EFL teachers' PD and which elements need to be included in order to achieve the targeted efficiency.

The multi-dimensional nature of teachers' PD causes many debates about its effectiveness (Ahmed, 2011) as demonstrated in many studies conducted in developing and developed countries, which identified the inadequacy of most teacher PD (Eleonora, 2003). Many researchers have investigated diverse forms of PD activities, identifying the dilemmas, conflicts and limiting circumstances that affect their success (Glazier, 2009; Hibbert, Heydon, and Rich, 2008; O'Sullivan, 2002; Tillema and Kremer-Hayon, 2002; Yamagata-Lynch, 2003; Yamagata-Lynch and Haudenschild, 2009). Teachers' PD does not always lead to professional learning, in spite of the fact that this is the main aim of PD (Easton, 2008; Fullan, 2007a). The researcher argues that the effectiveness of teachers' PD is a controversial issue which varies from one country to another according to the unique nature of each country's teaching, teachers, classroom, and school contexts. The following section discusses the ineffectiveness of teacher PD at the international level, in the Arab world, and in Egypt.

Factors of ineffectiveness of PD on the international level

At the international level, ineffective EFL teacher PD can be attributed to many issues; in the UK, a lack of coherence caused by ignoring the value of a conceptual framework in planning and execution, leads to fragmented goals, inappropriate instructional strategies, and inadequate evaluation outcomes (Fullan and Stiegelbauer, 1991). Similarly, the ineffectiveness of Taiwanese EFL PD has been attributed to a lack of: coherent course structure, realistic classroom courses and activities, and the availability of teaching resources and support systems for teachers (Chu, 2003).

In Turkey, most EFL teachers' PD programmes do not provide enhancement for implementation of new pedagogical practices in the classroom or for theory and practice for in-service programmes (Dalgolu, 2004). Elsewhere, some Nicaraguan EFL teachers lack significant knowledge of TEFL concepts, have a low level of performance, and an inadequate understanding of language learning theories (Chávez, 2006). In line with this, the intensive theoretical coursework of teachers' PD, together with lack of opportunities to learn practical skills has adversely influenced the proficiency level of EFL teachers (Dill and Stafford, 1994). In the USA there is lack of critical understanding, application, and reflection in the teachers' PD programmes (Howlett, 2005). In the context of Indonesia, English teachers blame the weaknesses of their proficiency in English language subject matter on the ineffectiveness of the content of the PD programmes (Wati, 2011). All of the above outline different concerns with the effectiveness of teachers' PD worldwide. In the Arab world there are different views on what effective teachers' PD means.

Factors of ineffectiveness of PD in the Arab world

The reasons for weak, or failing teachers' PD varies from one Arab country to another as the characteristics that influence its effectiveness vary according to (and are complicated by) different educational discourses (Guskey, 2003). However, there is a shared sense of dissatisfaction with the quality of teachers' PD in most Arab countries (Salam and Saad, 2002). In the following review, the researcher outlines cases of teachers' PD in the Arab world, and highlight problematic areas.

In Lebanon, the absence of a specific policy on teacher development has resulted in a lack of criteria for the development and the selection of educational aims (Hammod, 2002). In Qatar, there is a lack of coordination between the different bodies responsible for teachers' development resulting in confusion concerning the content and the duration of the different programmes (Al-Amir, 2002). Moreover, in Saudi-Arabia there is no differentiation of teachers' needs in the design of the content of teachers' PD opportunities (Alaqail, 2005). In the context of Kuwait, there is no theoretical framework for designing the programmes due to the view that teaching is a talent and there is no need for training or preparation for it (Al-Mofarg et.al, 2007). The situation in Tunis is that there are no clear aims of the professional bodies or institutions which are responsible for teachers' training (Taemah, 2004). With regard to Khartoum, there is a gap between theory and practice in teachers' PD programmes (Osman, 1992). Concerning Jordan, feedback from trainees is neglected by PD trainers, and there is no emphasis on the effectiveness of using technology in the classroom (AL-Wreikat and Bin Abdullah, 2010). Overall, the ineffectiveness of some teachers' PD programmes in the Arab world can be mainly attributed to the fact that there is no

proper planning, organization and management of teachers' PD opportunities (Nasser et.al, 2010).

Factors of ineffectiveness of teachers' PD in Egypt

This study on the effectiveness of teacher PD in the Egyptian domain is an attempt to understand the complexity of the PD process through exploring it from a bottom-up approach. The core of the researcher's argument addresses the view that the current system of EFL teachers' PD in Egypt is seriously flawed, and the educational context in which teachers attempt to practice is also deeply problematical. The picture is of a dysfunctional culture of schooling, and of inadequate provision of PD. This affects all parties involved in education in Egypt. Some have vague ideas about how PD might change for the better, but if these, and any other ideas, that concern change are to be effective, they should be grounded in an understanding of the complex reality of Egyptian EFL teachers' work, lives, and learning. Thus, the current study explores the views of EFL teachers about their PD experiences and the factors that hinder the effectiveness of these PD experiences in PD programmes, classrooms and schools. Further, the stakeholders reveal their own perspectives on EFL teachers' views of their PD.

2.5. The nature of the EFL teacher experience and PD

EFL teachers' experiences are discussed in this section as representative of the psychological side of EFL teachers' PD. The types, stages, importance as well as the role of reflection in the teacher experience are presented. This section offers further information about the psychological domain of EFL teachers' PD based on EFL teachers' experiences.

2.5.1. Teachers' experience and effective PD

The current study explores EFL teachers' PD opportunities through investigating their experiences. Research indicates that teachers' experiences include essential factors in creating effective PD opportunities (Wilson and Berne, 1999), for a variety of reasons. First, teachers' experiences contain teachers' beliefs and knowledge as well as their perspectives about education, all of which are considered influential in designing effective PD (Kujawa and Huske, 1995; Prosser, 2006). Second, it has been ascertained that different dimensions of teachers' experiences, as Beijaard et al. (2000) indicate, that the nature of teachers' current knowledge of PD is multifaceted through an active and joint relationship between received knowledge from PD programmes and knowledge constructed through practice, reflection, and beliefs (Borg, 2006; Crandall, 1993, 2000; Day, 1991; Yates and Muchisky, 2003). Thirdly, teachers' experiences reveal the status of practical teaching in classroom (Atay, 2006; Burbank and Kauchak, 2003) as well as the effects of their personal social life as individuals (Hargreaves and Goodson, 1996; Acker, 1999; Ball, 2003; Day, et.al, 2007). Finally, teachers' belief systems are a significant element in teachers' PD which may

be explored through teachers' experiences as learners, teachers, and as individuals (Kindsvatter, Willen, and Ishler, 1988; Richards and Lockhart, 1996). Thus, teachers' experiences contain important multi-dimensional elements that have an impact on their PD and influence its effectiveness. These elements involve: previous and current knowledge; current knowledge of PD as well as teachers' perspectives about their teaching, education, school context and PD; teachers' belief systems; and the status of practical teaching in class, as well as their personal social life. Considering teachers' experiences can provide rich data which may help to gain greater understanding of the complex nature of Egyptian EFL teachers' PD.

2.5.2. Types of teachers' experiences of PD

There are different types of teachers' experiences of PD. These include formal experiences, such as seminars and workshops, and informal experiences such as joining teaching groups online (Ganser, 2000). A further classification of teachers' experiences encompasses previous and new teachers' experiences in each PD opportunity; Ganser (2000), Craft (2000), and Dudzinskiet et al. (2000) state that PD is considered a process which combines a connected series of experiences which includes previous knowledge and new experiences. Thus, the two ways in which PD experiences can be defined are: formal and informal, and previous or new. The current study explores teachers' experiences in three types of PD opportunities; workshops and video-conferencing, non-specialists, and training teachers' abroad. These experiences include previous, new, and formal PD experiences.

2.5.3. Teachers' experience stages

Some studies attempt to use teachers' experiences in order to understand teachers' development through organizing them into stages. In a qualitative analysis of elementary school teachers, Burden (1990) (cited in Sprinthall et al., 1996) reported on three phases of teachers' experiences: a survival phase which refers to year one, an adjustment phase from two to four years, and a mature phase from five years onward. Additionally, Huberman (2001) attempts to divide teachers' PD according to years of experience in order to gain further understanding and insight into the nature of each stage. He refers to five stages of years of teaching: career entry (one to three), stabilization (four to six), the divergent period (eight to eighteen), a second divergent period (nineteen to thirty), and a disengagement period, which describes the years of teaching until the fifties. There are, however, other classifications of experiences to promote better insight into teachers' PD. Fessler and Christensen's study (1992) (cited in Sprinthall et al.), in which on hundred and sixty teachers were interviewed, recognizes eight levels of teaching experience. The first four levels of pre-service, induction, competency building, and enthusiasm and growing, are

characterized by enthusiasm and activation. The following four levels include career disappointment, a steady and inactive career, relaxation and retirement, which are characterized by a decline in career satisfaction.

The researcher argues that the above mentioned models that look at teachers' experiences as a method for a deeper understanding of teachers' PD have a number of weaknesses. The EFL teacher's experience does not necessarily lead to knowledge and proficiency (Tsui, 2003, 2005) and thus we cannot agree that having experience is an indicator of being professionally developed. In harmony with this, these models deal with teachers' careers as fixed series of changes (Nasser, 2002); however, this may differ between individual teachers. In the same vein, these models fail to identify the mechanism of change (Kerwin-Boudreau, 2008). Furthermore, the previous studies are not empirical in nature and they are not based on working hypotheses that can be tested using observation and experiment. Thus, the results of the previous studies lack a proper response to the dynamics of research problems and do not include contextual differences. Additionally, the studies ignore teachers' experiences in other functional contexts in class, school, or in PD opportunities, all of which can provide more insights into the effectiveness of PD (Mohammed, 1998).

2.5.4. Importance of teachers' experiences as adult learners and instructors

Effective PD is accomplished through the inclusion of teachers' experience in PD opportunities as learners and as instructors; their experiences may contribute to the design of the content and the instructional process of teachers' PD to present effective learning opportunities which are tied to the reality of teachers' practices and knowledge (Armour, 2010; Borko, 2004; Darling-Hammond and Bransford, 2005). Furthermore, 'examining teachers' experiences as teachers and as learners enables understanding of teachers as individuals to uncover our most deeply embedded allegiances and motivations as teachers' (Brookfield, 1995: p.32).

Importance of teachers' experiences as adult learners

It has been argued that teachers' experiences as adult learners are an important factor in their PD (Beavers, 2009; Knowles, et. al ,2000). However, based on the researcher's experience as an EFL teacher, these experiences are often neglected. As a consequence, a growing body of research indicates, teacher PD -developed in a form of fixed programmes independently of the participating teachers' experience as adult learners -has a negative impact on teachers' professional learning quality and does not promote PD (Brophy, 1999; Stallings and Krasavage, 1986; Timperley, Wilson, Barrar, and Fung, 2007). This highlights the importance of teachers' experiences as adult learners as an additional face of PD learning; as Knowles states: 'teachers as adult learners have accumulated a reservoir of life experiences that is a rich resource for learning' (Knowles in

Merriam et al., 2007: p. 84).

Teachers' experiences as adult learners have other influences on the effectiveness of teachers' PD other than as a resource of data; 'they provide more insight into teachers' identity, allowing them to define who they are, how they tackle the challenges presented to them, and how they approach learning' (Beavers, 2009: p.27). Furthermore, the experiences of adult learners promote problem-based learning and the direct application of knowledge, which are the main characteristics of teachers' learning as adult learners (Knowles, 2001). Additionally, 'teachers' daily experiences reflect their learning needs and concerns which occur as part of adults' everyday life experiences' (Merriam, 2001: p.8). The researcher thinks that teachers' experiences as adult learners can reveal not only more theoretical and practical experiences, but also the teacher's needs, concerns, and problems.

Importance of teachers' experiences as instructors

It has been argued that teachers' daily experiences in the classroom are the most effective source of teachers' PD (Abdal-Haqq, 1996; Baker and Smith, 1999; Darling-Hammond, 1998; Dudzinski et al., 2000; Ganser, 2000; McLaughlin and Zarrow, 2001). This is due to the fact that teachers' daily experiences in their practice, the classroom context, shape their understandings, and their understandings shape the quality of professional learning (Alton-Lee, 2003; Donovan et.al, 1999; Nye et al., 2004). Furthermore, teachers' practical daily experience is influential in acquiring important skills such as classroom management, which can only be learned through experience in the classroom (Beaty, 1998). In line with this, neglecting the important resource of knowledge resulting from teachers' practical experiences in class may have a negative influence on their learning and the effectiveness of their PD. Thus, the researcher agrees with Trotter who states that '[I]n PD, teachers' experiences within the classroom must be respected and utilized, and their practical knowledge cannot be ignored' (Trotter, 2006: p.14). Consequently, teachers' experiences are considered to be indicators of teachers' understanding of teaching, practical experiences in class, and factors that promote or hinder the effectiveness of their PD (Soliman, 1990).

Critical Engagement about teachers' experiences

Gonzalez et.al (2002) conducted a qualitative study of EFL teachers' needs in their professional work in Medellín, Colombia. The study aimed to identify EFL teachers' needs through their experiences. The sample consisted of two groups of public school teachers and two of private school teachers. The data collection method was a questionnaire and focus groups. The outcomes of the study stated that EFL teachers experience needs from three different perspectives: as workers, as instructors, and as learners. The study confirmed that EFL teachers' experiences as workers,

instructors, and learners need to be dealt with through effective PD programmes in order to explore ways of fulfilling EFL teachers' needs.

The researcher argues that the generalizability of the conclusions is challenged because the study did not include language school teachers. Moreover, potentially relevant information is omitted by not including EFL teachers' needs as individuals which are part of their needs as learners and instructors. Additionally, there is an excessively narrow subject focus through the omission academic teachers' experiences and needs and the pedagogical practices of their PD opportunities. Finally, it is preferable to use a data collection instrument which promotes EFL teachers' recall of their needs and experiences through something such as journal writing.

To summarize, teachers' experiences as adult learners and instructors guide designers of PD in framing problems and developing solutions which need to then be addressed through PD opportunities; teachers understand the work the best, and what is required in order to improve their performance (Lockwood, 1999). Additionally, teachers can not only reveal what is more than their theoretical and practical experiences but also, they may reveal teachers' needs, concerns and problems which may be a valuable source of knowledge to PD designers. The previous benefits of EFL teachers' experiences and their essential role in developing effective teachers' PD are promoted through EFL teachers' reflections on their experiences.

2.5.6. Role of reflection on teachers' experiences

Teachers' reflections of their experiences in the classroom and with PD plays an important role in PD. This has been highlighted as reflecting on teachers' experiences is a sign of learning; experience without reflection is not learning (John Dewey, 1933; Richards and Farrell, 2005). In line with this, Osterman (1990) states that reflection is an integral part of the learning process because more understanding and meaning occurs from experience. This learning process occurs through reflection of teachers' past and current practical experiences (Andersen et al., 2000) (in Moon, 2004). Additionally, reflecting on experiences enables teachers to construct knowledge because it 'holds invaluable promise for developing new understandings and producing new knowledge about teaching and learning' (Hamilton and Pinnegar, 1998: p.243). It would seem, therefore, that promoting teachers' reflection on their experiences leads to learning and the construction of new knowledge both of which are strong indicators of teachers' PD.

Reflection on EFL teachers' experiences contributes to developing teachers' role. The teacher's role in the development of PD has changed from being one of invisible clerks and technicians/marketers (Guerrero, 2010) to a more active role in which they reflect critically on their experiences. Subsequently, they construct knowledge about different components of their teaching,

learning and PD and continually develop their concept of effective teaching (Schunk, 2012). In addition, reflection offers teachers opportunities to explore points of weaknesses and enables them to suggest different solutions and action plans (Ginsburg, 1988). This can be achieved through providing ‘three essential factors of occurrence of reflection: practical experience, a meaningful knowledge base, and interaction with other human beings’ (Stones, 1994: p.310).

Interaction with other human beings as one of the essential factors of reflection highlights the importance of reflexive dialogue with others. In line with this, Stones (1994) suggests that collaboration with colleagues is an essential factor for promoting teachers’ professional growth through reflection. This reflexive dialogue with the self and in collaboration with others results in developing teachers’ awareness of practice and knowledge (Day, 1999; Prawat, 1991). Interaction between teachers and others in reflexive dialogue can promote the occurrence of new experiences and perspectives on teaching and support teachers’ development. Additionally, reflexive dialogue with others can reveal important factors related to class and school contexts. Thus, the teacher’s active role includes internal mental thinking about their experiences with external involvement with others to discuss and voice their reflections.

The importance of being a reflective teacher, is cited by Darling-Hammond and McLaughlin (1995: p.597) who state, ‘professional development today should provide occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy and learners’. This idea inspired the researcher to provide Egyptian EFL teachers with an opportunity to reflect on their experiences in an attempt to voice their perceptions and concerns about their PD experiences. Moreover, the current study identifies PD stakeholders’ views on teachers’ visions to achieve a better understanding of the nature of PD and problems of Egyptian teachers’ PD. This involves a consideration of not only the teachers’ individual perspectives but also the socio-cultural-based contexts as another unit of analysis, including PD opportunities, classroom and school contexts. The following section deals with the classroom and school factors as indicators of the social-cultural domains of teachers’ PD.

2.6. Teachers’ working contexts

This section represents EFL teachers’ working contexts, including class, school contexts as well as PD stakeholders. This constitutes a representation of the social side of EFL teachers’ PD. School environment is considered the overarching term which includes different teachers’ working contexts with the different factors that promote or hinder effective teacher PD. These contexts, which influence teachers’ knowledge, learning and development, have been identified by Eraut (1994), who states that there are three contexts which play essential roles: the academic context,

which provides theoretical knowledge; the school context, which presents knowledge of organizational norms; and the classroom context, where teachers take decisions about teaching according to their past knowledge and memory. In addition, teachers' informal learning can occur both outside and inside the school, both of which are influential in promoting teachers' practice (Nias,1989). The current study explores teachers' experiences of their PD through PD opportunities, class and school contexts because they are more related to the focus of the current study and, based on the researcher's working experience as an EFL teacher in Egypt, appear to be more influential in teachers' learning and development.

Many studies have focused on the nature of teachers' work (Eraut, 1994; Hargreaves and Goodson, 1996; Huberman, 1993; Jackson, 1986; Johnson, 1990; McLaughlin, 1993; Scribner, 1999; Talbert and McLaughlin, 1996), yet few studies focus on the nature of teachers' work in relation to their PD in Egypt (El-Azeb, 2004). In spite of the fact that our knowledge of the influence of teachers' work context on teacher learning and PD effectiveness is limited, it is important, as Lieberman (1995: p.592) notes, 'to deepen our understanding of how teachers acquire the experience that encourages them to grow and the influence of the context of school in accomplishing effective PD reform'. Additionally, Johnson (1990: p. xvii) 'identified work structures, standards, norms, and practices [that] enable and encourage teachers to do their best work and enable them to be developed'. She states that 'investing in teacher learning' through the work context is an essential factor which promotes teachers' development and no other single factor can create high quality teachers' (ibid, p. 249). Accordingly, 'teachers' working contexts vary and are considered a nested environment within teachers' work and have great influence on their learning and development' (Scribner, 1998: p. 6).Consequently, there is a need to focus on the work contexts of teachers to promote teachers PD, since as Eraut (1994) and Jackson (1968, 1986) have noted, teachers' experience of their professional learning (teachers' PD opportunities) and work contexts (class and school contexts) may form or change the influence of teacher learning and development in a direct or indirect way.

2.6.1. Class context

According to Hiji (2004), the influence of class contextual factors in the Egyptian context has rarely been taken into consideration, if at all. Despite the reform efforts implemented by the MOE in Egypt to promote teachers' PD, the current approach is ineffective due to problematic contextual factors. The Egyptian MOE expects teachers to apply their PD without any obstacles, assuming that the different contexts in which teachers' work, functions in harmony with PD regulations. Furthermore, there is no consideration of teachers' practical (experiential) experiences

through which teachers connect the theoretical knowledge gained from PD with the context of their real teaching world. In line with this, Borg (2003) asserts that there is a need to conduct more research into EFL class contexts, where we trace the link between teachers' PD cognition with the realities of class teaching.

There has been a shift in dealing with teachers' professional learning and development that provides more focus on the influence of teachers' work contexts (Cochran-Smith and Lytle, 1999). According to Flores and Day (2006: p.230), 'the influence of workplace (...) played a key role in (re)shaping teachers' understanding of teaching, in facilitating or hindering their professional learning and development, and in (re)constructing their professional identities'. Moreover, class context influences the effectiveness of PD in improving English teaching, as learning is influenced by the interaction between teachers and other contextual variables. It is therefore essential to consider the influence of class context on the effectiveness of teachers' professional learning and development.

Class context and its influence on teachers' professional knowledge

Class context affects teachers' learning and development because 'the spontaneous quality of classroom teaching has important consequences for acquisition and use of professional knowledge' (Jackson, 1968: p.119). A further significant aspect of class context is interaction, as this provides teachers with knowledge of students' traits, competencies, and learning roles, and how to deal with each student according to his/her level of acquisition (Burns,1996). In line with this, teachers' practical experiences in class are a source of knowledge which affects teachers' decision-making with regard to responding to students' learning targets. Additionally, Fullan (1990) indicates the importance of teachers' professional knowledge in class to cope with students' distinct characteristics, and with class management issues and to promote high quality student outcomes.

Class context and its influence on teachers' practical knowledge

The classroom has an impact on teachers' practical knowledge (Joy and Showers, 1988). Hargreaves (1994 cited in NCSL Report, 2006: p.4) indicates that 'there is a very strong relationship between teachers' performance in classrooms and the promotion of their practical knowledge and professional learning'. It has been argued that a teacher's class is considered a teacher's PD base (Thiessen, 1992), where teachers can gain professional craft knowledge. Brown and McIntyre (1992) state that this professional craft knowledge guides a teacher's daily actions in the classroom, while, according to Yinger and Hendricks-Lee (1993) teachers' working craft knowledge is based on the class context in which they work more than the individual domain. Thus,

teachers' practical knowledge and PD connect strongly to classroom practice (Carter, 1990).

Teachers' craft knowledge is acquired from teachers' practical knowledge and is a continuous process (Wallace, 1996). This type of knowledge can be acquired from implementing theoretical knowledge and skills gained through PD, such as dealing with classroom discipline, organization of learning, management of learning resources, motivating students, and enacting the curriculum (Tsui, 2003). As Kwakman (2003: p.153) states, 'by doing and experimenting, teachers not only gain new experiences but apply new ideas as well, so they really put effort in improving their own professional practices within the classroom as is most significant from a professional point of view'. These professional practices produce new practical knowledge and skills which can be followed by reflection on practice (King and Newmann, 2000; McLaughlin, 1997; Moore and Shaw, 2000; Retallick, 1999).

To sum up, class context has an impact on teachers' professional and practical knowledge and their development of skills and abilities. Classroom-based teacher development promotes the connection between teachers' PD and class context because teachers gain practical knowledge more than theoretical, and therefore, depend on procedural knowledge that is often acquired unreflectively. 'This type of procedural knowledge form teachers' experience[s] about the most effective practices to achieve better student outcomes' (Beijaard et al., 2000: p. 753). This provides us with a vision about the importance of class context in teachers' PD. It is not only its influence in acquiring and using professional, personal and procedural knowledge and skills of PD elements, but also, it shows the validity of the content of teachers' PD through its application in real class teaching and implemented in the real class context. In addition, class context represents a source of rich reliable data on the effectiveness of teachers' PD, the implementation of the process of change and other contextual factors that hinder or promote teachers' PD effectiveness.

Other classroom contextual factors which affect teachers' PD

Other contextual factors in the classroom which determine the effectiveness of teachers' PD include aspects such as class size which the researcher has experienced as an EFL teacher. Some of these class factors are connected to students, classroom environment, and resources such as class size, and the convenience of teaching materials (Desimone, 2009; Lamie, 2004). These contextual factors determine the success or the failure of the activities that improved teaching and developed teachers professionally (Ganser, 2000). Thus, the current study does not search for solutions to the challenges of EFL classes, but attempts to thoroughly investigate the effect of EFL classroom issues on the effectiveness of EFL teachers' PD. This is because EFL classes may affect the effectiveness of class teaching which is considered an important factor in teachers' PD. Furthermore, the current

study investigates the influence of EFL class factors on EFL teachers' PD; these factors include: EFL teachers, PD stakeholders, as well as PD opportunities, class and school contexts, as different variables in the classroom. For this reason, the current study investigates teachers' experiences of those class factors which influence the effectiveness of their PD development, in an attempt to understand development which 'is stimulated by more deliberate considerations of daily experiences, intensive examinations of fundamental classroom processes, or committed efforts to change how the classroom works' (Thiessen, 1989: p.101).

Large class teaching

Defining the concept of large class varies from one country to another. For example, in Egypt a large class has sixty students, and in UK a large class consists of thirty students. Moreover, there are other variables that determine how large a class is. First, teachers decide the size of the class depending upon the regular size of the class that they teach (Coleman, 1989c). Second, the content of the course determines teachers' decisions about the size of the class. For example, when teaching focuses on transmission of factual knowledge, hundreds of students may not be problematic (Obanya et al., n. d.). However, EFL teaching requires different skills and the larger size of classroom becomes a problem (LoCastro, 1989). Third, there are many other variables which influence the definition of a large class such as the age, level, and motivation of the students as well as the size of the class (Todd,2006).

The previous literature review indicates that large classes have at least forty to sixty students. For example, Dixon (1986) states that the minimum size of large class is forty students, Hayes (1997), and indicates that the large class is comprised of fifty or more students. Touba (1999) states that a large class is sixty students, and Finocchiaro (1989) mentions that a large class is sixty-five students. Thus, there is no definite criteria for defining large class size. But the researcher believes that the class size is important because it affects learning quality.

The effect of class size on the quality of learning is a controversial issue. Some argue that large class size has a negative effect on the quality of learning. However, there is a dearth of research studies that indicate that large classes negatively affect the quality of learning (Allwright, 1989a, 1989b). Moreover, large classes do not provide an ideal work context for EFL teachers because teachers cannot offer quality teaching nor an effective learning environment for the students of such classes (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006). Furthermore, Harmer (2000) states that large classes are a source of complexity for teachers and students as well as the course of teaching and learning. Additionally, there are some problems in teaching large classes such as: less efficient learning; few opportunities for learners to speak in class (Ur, 1996); class management and

space problems (Woodward, 2001); problems of organizing activities, intimidating atmosphere (Harmer, 1998); reliance on lectures and drills; no sense of community problems (Hubbard et al., 1983); avoidance of some activities and monitoring problems (Peachey, 1989); students can't see/hear (Long, 1977); noise problems, organizational, pedagogical, and affective problems (LoCastro, 1989, Locastro, 2001); time for student presentations, giving attention to individuals problem and marking load problems (Watson Todd, 1999); teacher discomfort (Coleman, 1989d); learning names of the students, increased use of the mother tongue and giving feedback problem problems (Dudley-Evans and St. John, 1998); focus on the action zone problem (Shamim, 1996); assessment problem (Sabandar, 1989); getting feedback from students, physical challenge, control challenge, losing students' attention; and evaluation challenge and effectiveness of learning's challenge (Hayes, 1997). Furthermore, Jiamin (2002) mentions the complexity of large classes: control problems, ineffective learning, and a higher teaching workload. Specifically, EFL teachers face many challenges due to the nature of EFL teaching; Zhao (2004) indicates that language teachers neglect teaching some activities due to the difficulty of conducting them in large classes. Besides, reading, speaking, writing, and listening activities require more time and effort by teachers in order to ensure that students achieve acceptable levels. This is a major challenge in large classes. Furthermore, correcting writing texts and assignments on an individual basis is very complex for most EFL teachers of large classes.

Controversially, other research studies indicate that large classes can provide better learning contexts. Many teachers of small classes do not perform well because they don't use different teaching methods such as teachers of large classes who have greater challenges to deal with (Sharpson et al, 1980; Galton and Simon, 1980). In line with this, 'the number of students is not the critical factor, rather it is how good teaching principles are implemented' (Kerr, 2011: p. 5). Good teaching design is not the only factor for successful large class teaching, but also, there are some characteristics of large classes that may contribute to effective teaching. For example, large classes have more individualistic abilities and better chances for creativity than small classes (Hess, 2001). Furthermore, large classes increase student autonomy and self-motivation because teachers have no time to work with every student. Besides, students learn in groups and this promotes co-operative learning. In the same vein, Li and Jiana (2009) indicate that large classes offer more interaction among the students. In addition, large classes have more enthusiastic and energetic interactions between students and teachers. This is due to what Zhichang (2001) states, and that is, large classes contribute to more critical arguments because there are more students' thoughts generated. Thus, the benefits of large class teaching encourages teachers to solve problems and challenges of large

class teaching.

These types of problems and challenges have been dealt with through many studies in an attempt to find solutions and new tactics to overcome these problems. For example, Pu (2008) refers to taking care of the good and the bad students. Furthermore, Zhang (2008) promotes keeping good control of the class. Additionally, Wang (2009) focuses on developing contemporary teaching strategies. Furthermore, some researchers (Gao Yan 2009, Peng and Dayu 2009) advocate applying different assessment techniques for the students. Furthermore, Gang and Anqi (2007) state that using modern teaching methods such as the Internet may be one resolution to large class problems. Besides, Juan (2007) and Jianping (2002) mention conducting communicative and task-based language methods of teaching seem to promote learners' use of language. Thus, some efforts and recommendations have been examined, and made, to solve the challenges of large classes. However, there are other class variables which may affect the quality of teaching and student achievement other than the large size of the classroom.

In the Egyptian context, the challenge of large classes has not been researched well enough as indicated by (Bahanshal, 2013). There are not enough literature review studies that explore the challenges of large classes in Egypt in comparison to studies conducted of the developed world. Moreover, the large class challenge is not considered to be at the core of EFL teachers' PD in Egypt (Ahmed, 2011). Thus, the negative effects of large classes, as illustrated in the previously mentioned literature review, is obvious in EFL classes. The challenges of how large classes negatively influence EFL teaching, teachers' quality, and PD comes because these challenges have not been addressed by educational researchers, particularly from the point of view of the PD of EFL teachers. Accordingly, the current study focuses on the constraints of the Egyptian classroom contexts that hinder the effectiveness of EFL teachers' PD. The current study fills the gap in the literature review concerning this aspect of PD. Thus, the current study attempts to explore the constraints of contextual issues through reviewing the experiences of EFL teachers, and the responses of stakeholders concerning these experiences.

In the following the researcher will discuss two large class studies from a critical perspective:

Critical Engagement about Large class challenges

Carpenter (2006) conducted an exploratory study to identify effective teaching methods for the large class environment. An introductory level retailing class of one hundred nine students from a variety of academic majors (retail merchandising, business administration and communications) was selected for the study. The student learning outcomes were set as the criteria for determining the appropriateness of the teaching method, and many teaching methods (lecture, lecture/discussion

combination, jigsaw, case study, team project) were applied. Evaluation was conducted in the large class environment. Students were given a pretest and posttest using multiple-choice questions to assess their knowledge before and after using the teaching method. Additionally, a survey was conducted on the students to collect information on student feelings about large versus small classes and their perspectives of the teaching methods. A repeated measures ANOVA procedure was used to explore differences in the students' mean scores between the pretests and posttests for each of the teaching methods examined in the study. The findings of this study demonstrate that 51% of students prefer small class sizes (less than fifty students). Besides, the lecture/discussion teaching method was the most favoured among students because discussion enabled them to be active learners in the class.

The researcher argues that Carpenter's study has some limitations in its study of overcoming the challenges of large class. First, EFL teachers are totally ignored in the study. The teachers did not voice their concerns or problems even with regard to teaching using different methods in large classes. Additionally, the control and management of the class are very important variables which need to be assessed during the use of modern teaching methods. Furthermore, using mixed data collection methods with the students would be better than using the survey alone in order to provide more in-depth information on the qualitative stance.

Another Critical Engagement with Large class challenges

Koenig, et al., (2015) conducted a study about student preferences for small and large class sizes and their reasons for preference. The study conducted a survey among one hundred sixty-two students asking their preferences for enrolling in a large (seventy-five students) or small (thirty-five students) section for different courses. There were additional questions about students' assumptions about large and small classes. The findings of the study indicated that students preferred smaller classes for major-related courses than for general education or non-interesting required courses, even though the strength of the preference changed relying on the order of the questions. Furthermore, the findings of the study stated that the open-ended questions revealed that students prefer small classes due to the professor-student interaction and the effective learning context. However, the students enjoyed large classes in terms of having more students and having less responsibility.

The researcher argues that Koenig, et al.'s study (2015) has some drawbacks. The study focuses on exploring students' opinions and preferences without identification of their learning outcomes. The variations of students' learning outcomes would have added another level of interpretation to their reasons for class size preference. Moreover, the opinions of the teachers as

instructors were not part of the study, although their opinions in general are important as well as their responses to students' preferences. Furthermore, the survey did not code the open-ended questions well as the researcher states in the limitations of the study. This indicates that there are some negative points in the analysis of the open-ended items. Additionally, the researcher could have checked the transcripts of the open-ended responses with the students to assure their exact meanings. This would have enriched the clarity of data analysis and reduced the ambiguity of some of students' responses as indicated by the researcher in the limitations of the study. Finally, the use of survey as the only data collection tool weakens the objectivity of data analysis. The researcher thinks it would have been better to use semi-structured interviews with the students to get more in-depth data about their preferences of large classes and the reasons beyond them.

2.6.2. School context

The following section will deal with school context, educational reform and teachers' PD. In addition to this, other areas will be discussed, including school culture, teachers' participation in PD, teachers' communities and collaboration, PD stakeholders, and professional learning communities (PLC).

School context and teachers' PD

Teachers' school context and its influence on teacher activities, behaviours, learning and development have often been overlooked by education reformers (Darling-Hammond, 1998; Jackson, 1968; Johnson, 1990), and by researchers investigating the content and practice of TESOL teachers' PD (Wallace 1991; Woodward 1991; Ur 1996; Richards and Nunan 1990; Bartels 2005). This is despite the fact that many researchers asserted the significant role that the class and school contexts play in promoting effective professional development (Reynolds, 1996; Duff and Uchida, 1997; Flores and Day, 2006; Parkinson, 2008; Smit and Fritz, 2008).

According to Louis et al. (1995), school context is the most influential factor in achieving effective teachers' PD. The nature of the relationship between teachers' learning in PD opportunities and their work context is 'valued and its ignorance causes the direst impact in our most challenging environments' (Scribner, 1999, p.241). School context has a negative or positive influence on the effectiveness of teachers' PD according to the relationship between teachers themselves, and between teachers and PD stakeholders, in the context. In line with this, Barth (1990, p.51) emphasizes that 'the professional growth of teachers is closely related to relationships within schools, between teacher and principal, between teacher and teacher'. However, the researcher believes there are some factors other than EFL teachers' relationships with PD stakeholders within the school context which influence the effectiveness of teachers' PD and these vary

according to the nature of that context.

Other school contextual factors and EFL teachers' PD

According to Avalos (2011, p.12) 'there are various macro conditions of school context which affect the effectiveness of teachers' PD; the nature and operation of educational systems, policy environments and reforms, teacher working conditions as well as historic factors' that determine what is accepted or not as suitable forms for PD (Louis et al., 1995). Thus, one of the important factors of effective teachers' PD is to enhance the connection between PD and teachers' work context, and the incorporation of PD in the school context (Houghton and Goren, 1995; Corcoran, 1995; Darling-Hammond and McLaughlin, 1995; Louis, et al., 1995). Additionally, Scribner (1999: p.253) indicates additional influential factors: 'leadership, organization and allocation of resources, and faculty norms'. It is therefore clear that there is no one list of school contextual factors which influence teachers' PD but a variety, including factors which support or hinder teachers in their participation in PD.

The degree of support varies in supporting teachers' learning and PD according to the degree of support or hindrance of the school context which influence teachers' PD (Reynolds, 1996). According to Beijaard et al. (2004: p.113) 'the teachers' workplace is a landscape which can be very persuasive, very demanding, and, in most cases, very restrictive'. Factors which have a negative impact on teachers' participation in PD include having no experience of taking collaborative decisions, having strict contextual boundaries, having insufficient resources or funding for PD, and having no effective PD organization or management (Darling- Hammond 2005; Rice 2002; Schepens and Aelterman 2007; Doolittle, Sudeck, and Rattigan 2008). Furthermore, the attitude of some school principals towards PD may be a hindering factor of EFL teachers' PD; Bollough, et al. (1997) state that over-centralized control and negative attitudes of principals can have a negative influence on teacher PD, as well as a school context that does not support teachers' innovative ideas. Furthermore, collegiality plays a role between school effectiveness and PD adequacy. Thus, there is a strong link between collegiality, as Turner-Bisset (1997) points out, in effective schools with adequate teachers' PD.

There are some other contextual factors which can hinder or support teachers' PD. For example, the integration of PD with educational reform inquiry can be a hindering factor to the effectiveness of PD through the strict organizational context of school, or a positive factor towards commitment to learning goals and collaboration in school (King, 2002). In harmony with this, policy reform contexts may be supportive or hindering to teachers' development (Borko, Elliot, and Uchiyama, 2002) as has been argued about the negative influence of standards-based and

accountability on the effectiveness of teachers' PD (Boardman and Woodruff, 2004; Cochrane-Smith, 2001; Delandshere and Arens, 2001; Sandholtz and Scribner, 2006; Skerrett, 2010). This is due to restriction of PD effects and the dominant control of regulation on the way PD functions (ibid). Thus, the researcher thinks that there is a need to take into consideration not only school contextual factors, but also the different educational contextual factors of policy and educational reform in order to integrate a comprehensive vision supporting the reasons of effective or ineffective teachers' PD within these multi-dimensional contexts.

School context, school reform and EFL teachers' PD

It has been argued that 'teachers' PD occurs where the tension between institutional imperatives and individual prerogatives exists, between the conditions necessary to attempt systemic change and the conditions that engage individual teachers in their work' (Little, 1993: p.141). This conflict between school contexts and teachers' PD choices may be resolved through considering PD as the starting point of any school reform, as it has been stated that 'there is a strong trend for teachers' PD to cease[s] to be an afterthought to systemic reform if state and local reform efforts are to succeed' (Houghton and Goren, 1995: p. 23). However, according to Newmann and Wehlage (1995), research studies have asserted that neither improving teachers' PD nor policy reforms is able to meet the current educational challenges. These challenges have occurred due to neglecting the influence of school context and culture which hinder the achievement of planned goals of school reforms and that of teachers' PD due to the negative influence school culture has on change (Everard and Morris, 1990; Gray, 1985). The researcher believes it is important, therefore, to take teachers' PD as an ecological approach which emphasizes not only school reform, but also school context, teacher culture, community, and collaboration (Zhao and Zeng, 2009) in order to have a more comprehensive vision of the different contextual factors which impact on the effectiveness of teachers' PD.

School culture and EFL teachers' PD

Definition of school culture

School culture is defined as 'a model of the mentality or philosophy of a system used by a group of people in their work and interpersonal relationships' (Krecic and Grmek, 2008: p.61). Different studies refer to school culture 'as an indicator of the school's ethos and social environment (traditions, beliefs) which covers the operation of the administrative and organizational structures, and how these interact to facilitate or constrict teacher workplace learning' (Avalos, 2011: p.6). In the same vein, Hodkinson et al. (2008: p.28) indicate that 'culture is considered a social phenomenon that has been formed through interaction between the individuals

and the operational contexts of an organization'. In line with this, Nias, (1989) states that school culture includes conceptions, norms, and values shared by the participants which lead to a specific way of working. Thus, the agreed upon definition of school culture among different studies is that school culture is an interaction between teachers and school context through shared values, norms of participants in the school context with expectations of the community of schools and instructions and based on the curricula used, together with the physical environment (Dufee and Aikenhead, 1992).

School culture and teachers' PD

School factors are mainly connected with school culture because school culture means 'interaction and networking among teachers, and about the relationship between teachers and school administrators' (Cho, 2014: p.15). School culture establishes the significance of teachers' instruction through determining the main beliefs, objectives and principals which construct directives for teachers during their work (Krecic and Grmek, 2008). It is not only instruction but also 'school context which affects teachers' learning, because effective schools have cultures that value continuous learning and encourage all staff to reach progressively higher levels of performance' (Department of Education and Training, 2005: p.13). In line with this, it has been argued that 'school culture encourages and supports teacher learning through creating opportunities of PD and providing a stimulating context for teacher change has been found to be essential in generating educational reform' (Harbison and Rex, 2010: p.268). 'Both teachers' instruction and professional learning and development are influenced by what is called 'hidden pedagogies' of school culture that contribute significantly to the formation of culturally based attitudes, preference, and dispositions which have their own momentum' (Hatton, 1987: p.60). Thus, school culture influences teachers' thinking, knowledge, and behaviours and plays an important role in teachers' instruction, professional learning and PD (Rosenholtz, 1991; Peterson and Deal, 2002; Peterson, 2002).

School culture has a mutual strong relationship with teachers' development. Many researchers indicate the strong influence of school culture on teachers' effectiveness, professional motivation and development (Bredeson, Fruth and Kasten, 1983; Johnson, 1990; Lortie, 1975; Rosenholtz, 1989; Rosenholtz and Smylie, 1984; Seashore-Louis and Miles, 1990). This is due to the influences of norms, traditions, beliefs and concepts that school culture reflects on teachers' decisions of applying their PD and school context's influences on teachers' beliefs, perspectives and attitudes on their PD. From another perspective, the main purpose of PD involves dealing with culture as an integral part of teachers' working contexts; as Fullan (cited in Guskey and Huberman

1995: p.260) asserts: 'PD is primarily about 'reculturing' the school, not about 'restructuring' its formal elements.' Moreover, Guskey (2000: p.16) indicates that '[I]n some cases, PD involves learning how to redesign educational structures and cultures' towards achieving the central purpose of PD which is to enable teachers to cope with the continuous demands of change'. Consequently, the researcher believes that Egyptian EFL teachers' PD ignores the influence that school culture, as a part of school context, has on the efficiency of PD opportunities. To the best of the researcher's knowledge, the researcher believes that there is a gap in the previous studies of PD in Egypt about the influence of culture and other school factors on the effectiveness of EFL teachers' PD in Egypt. Thus, the current study deals with this issue in an attempt to explore the influence of the school culture on the effectiveness of PD in Egypt.

School culture and teachers' participation in PD

School culture influences teachers' participation in their PD. This can be illustrated through comparative studies of school cultures that show the influence of beliefs, traditions, and work organisation on teachers' participation in pedagogic exchanges (Jurasaitė-Harbiton and Rex, 2010; Melville and Wallace, 2007; Muijs and Harris, 2006; Sato and Kleinsasser, 2004; Snow-Gerono, 2005). This type of influence can be shown through the cultural enhancement of teachers' participation in professional learning activities through motivation, appreciation and dealing with their beliefs (Leithwood et al., 1999). In addition to this, teachers' participation in their professional learning and PD enhances their leadership roles (Harris, 2003), and leads to a strong sense of belonging to the process of PD and forming a professional identity (Day, 1999).

'School cultural elements have a deeper influence in developing teachers to be participative leaders where all teachers feel part of the change or development and have a sense of ownership' (Harris and Muijs, 2003: p.6) This participative leadership is promoted in collaborative school contexts and teacher leaders main task is to promote collaborative cultures in school, and to support other teachers' PD (Caine and Caine, 1994, Little, 2000; Griffin, 1995). Furthermore, school culture influences teachers' participation and leadership in their PD through the concept of 'knowledge-creating schools' (Hargreaves, 1999: p.123). This 'concept is formed through schools continuously creating new knowledge by reconstructing existing behaviour, perspectives, culture and beliefs' (Brinklow, 2004: p.5). Thus school culture which supports teachers' participation and leadership in their PD not only 'provides teachers with reconstruction and reculturing of the current school contextual factors but also promotes an effective teaching culture which is inclusive, genuine, ongoing, and focused on critically examining practice to improve student outcomes' (Seashore et al., 2003.p.3).

Collaborative school culture and teachers' communities

Collaborative school culture plays a role in teachers' PD because 'it is important for a teacher's professional growth, for satisfying their professional needs and also for the quality of work in a classroom and in a school' (Krecic and Grmek, 2008: p.62). Research has also shown that, in collaborative culture, teacher motivation is higher and pupil results are better (ibid). Furthermore, spreading collaboration between staff enhances support across the school both inside and outside class boundaries (Harris, 2003) with each other and with stakeholders of PD and with administration in order to acquire the best quality of teaching (Fullan, 1993). This is manifested through professional communities, where teachers participate with others in the school community to work in different collaborative activities which promote their development as professionals to enhance the quality of teaching (Newman and Wehlage, 1995).

The nature of collaboration in school culture is enhanced through a situated view which considers occurrence of learning through teachers' collaboration within 'a community or culture of learning, interacting with the community and learning to understand and participate in its history, assumptions, and cultural values and rules' (Fenwick, 2000: p.250). Situated learning theory considers the community of practices as collaborative cultural contexts in which 'an individual develops the practices (including values, norms and relationships) and identities appropriate to that community' (Handley et al., 2006: p.642). These collaborative communities enhance teachers' learning; as McLaughlin and Talbert (2006) argue, these communities can discuss and negotiate between the demands of the external policy of education and their own context and culture. The collaborative community also provides interaction opportunities between teachers and others to participate in dialogue, to reveal different and diverse perspectives on any issue (Brown 1994; Lave and Wenger 1991). Furthermore, the collaborative community allows a combination of practice with analysis and reflection as well as the practitioner's knowledge and cultural knowledge to share the implicit insights and the shared knowledge from the experiences among participants in a learning opportunity (Jacobson, 1996; Gonzalez, 2010). Consequently, a collaborative school culture is considered effective for teachers' learning and development as indicated by Gruenert (2005: p.43) 'collaborative school cultures'- schools where teacher development is facilitated through mutual support, joint work, and broad agreement on educational values (Fullan and Hargreaves, 1996; Little, 1990) - have been presented as the best setting for learning for both teachers and students'.

Critical engagement with collaboration and teachers' culture

In this section the researcher will critically describe the study of Krecic and Grmek (2008). The study used questionnaires to collect the perceptions of five hundred forty-two Slovene elementary and grammar school teachers as related to the value of co-operative learning in contrast to individual forms of learning. Furthermore, an evaluation of teachers' PD was done based on their responses to the questionnaire. The outcome of the research was that elementary school teachers stressed the importance of group learning more than grammar school teachers. Moreover, the perspectives of teachers on the importance of group learning differed when they were grouped according to their years of experiences. However, the research fails to discern a linear pattern of the results concerning the influence of years of experiences on teachers' perceptions about co-operative learning. Additionally, the contradictions among teachers' culture was evident and the study suggested the support of teachers' PD in stimulating teachers to co-operate and to develop the culture of team.

The researcher argues that the study is flawed as its data collection method (questionnaires) was inadequate for the study goals, and the comprehensive rich data about the issue of perceptions and understanding of the teachers' culture. Furthermore, lacking was evidence to support a conclusion regarding the influence of experience on teachers' perceptions about co-operative learning. Additionally, there are insufficient details to assess teachers' culture. Finally, there is a possible confusion about correlations about the value of teachers' experiences, and the quality or quantity of the years of experiences.

Stakeholders of teachers' PD and collaborative school culture

Centralization is a dominant pattern of educational administration in Egypt (El-Fiky, 2012). However, there has been a paradigm shift in the educational context in which political, economic, social, and cultural aspects reflect decentralization in the transformation of the information age (Senge et al., 2000). Additionally, (Leu, 2005: p.14) states that 'decentralization has been a response to growing democracy in many countries and the strengthening of civil society; in the education sector it is a response to the relative ineffectiveness of top-down policies and centralized attempts at 'expert-driven' educational reform'. Consequently, there has been a change in educational perceptions in Egypt in which there is a tendency towards more decentralization because of previous ineffectiveness of individual and centralized efforts in raising the quality of education (Watson and Reigeluth, 2008). In addition, Goodlad (1997) affirms that accomplishing changes in school improvement occurs through constantly involving participation from different stakeholders from schools, universities, schools of education, and communities. As (Pickeral et al.,

2009) indicate, the improvement of schools and education is a shared responsibility of all stakeholders in the educational context.

For a number of reasons, the participation of stakeholders with teachers in the process of teacher PD is essential for the accomplishment of the effectiveness of the PD program (Lieberman and Miller, 2008). First, a supportive context consists of ‘effective communication between participants results in a shared and comprehensive vision and feeling of ownership and easy implementation of teachers’ PD’ (Galabawa, 2001: p.9). Second, the partnership between teachers and stakeholders from the planning stage to application and modification stages is an important process in fulfilling PD aims and in accomplishing change (Lambert, 1984). Finally, as identified by Day (1993), partnerships with different stakeholders in the educational contexts support opportunities for reflection in order to develop teachers’ professional learning. Thus, the community of teachers along with others is promoted as demonstrated by Penlington’s (2008) practical practice theory which supports the important role of teachers’ dialogue with PD stakeholders and teachers in different situated contexts. This is considered the backbone that connects improvement of developmental activities in teachers’ learning and development.

An example of collaboration between teachers and stakeholders of PD in school culture is manifested in Professional Learning Communities (PLC) which is an essential factor for effective PD. This is based on the two following assumptions: knowledge is situated in the day-to-day experiences of teachers, and is best understood through critical reflection with others who share the same experiences (Haar, 2003; Vescio, Ross, and Adams, 2006). This type of collaboration is neglected in the Egyptian context of teacher PD (El-Fiki, 2012) with all the advantages that are included through its implementation. Many research studies (Little, 2003; McGrath, 2003; Berry et al., 2005; Bolan et al., 2005) confirm that PLCs can contribute to the effectiveness of teachers’ PD because they represent a strong factor in teachers’ PD as teachers learn through situated learning and apply what they learn. Besides, PLCs enhance teacher communities (Hord, 1997; Fullan, 2001; Snow-Gerono, 2005) which support shared values and visions between teachers and other stakeholders (Bolam et al., 2005; DuFour, 2004; Feger and Arruda, 2008; Hord, 1997; Kruse, Louis, and Bryk, 1994), and serve as a commitment to improvement (Reichstetter, 2006).

PLCs support teachers’ professional learning through shared personal practice, group discussion and evaluation of their practices, needs and knowledge, which then create strong ties among teachers, motivates discussion through reflection on professional practice, and creates rich data based on other teachers’ expertise (Louis, 2006). Moreover, PLC spreads the culture of collaboration (Bolam et al., 2005; Feger and Arruda, 2008; Kruse, Louis and Bryk, 1994), which is

important in supporting effective teachers' PD because collaboration enables teachers as professionals to do more, rather than work in isolation (DuFour and Eaker, 1998). This is due to the fact that when 'teachers participate in continuous collective professional opportunities of discussion and feedback on teaching practices, design classes together, teach each other, etc. [this] has been found in successful schools and is missing in unsuccessful schools' (Little, 2003: p.914). Moreover, PLCs focus on examining outcomes in order to improve student learning (DuFour, 2004; Feger and Arruda, 2008; Kruse, Louis, and Bryk, 1994; Louis, 2006), as teachers respond to data that 'require[s] mutual accountability and changing classroom practices because it helps motivate teachers to see what is happening and what they need to do collectively' (White and McIntosh, 2007: p.32). Furthermore, PLCs enhance supportive and shared leadership (Feger and Arruda, 2008; Hord, 1997; Kruse, Louis, and Bryk, 1994; Louis and Kruse, 1995; Mitchell and Sackney, 2006) because PLCs are often viewed as a foundation for developing teacher leaders (Caine and Caine, 2000). The researcher believes that collaboration between teachers and stakeholders may promote the effectiveness of PD through what Assem (2002) states, and that is that decision-making and shared leadership enables teachers in the promotion of their PD.

Consequently, the current study investigates the perspectives of school principals, parents, supervisors, and training providers on teachers' experiences of PD. The study limits its scope to these stakeholders because, based on the researcher's sixteen years of experience as an EFL teacher, they are the most influential groups involved in the Egyptian field of teacher PD. Furthermore, they have vivid experiences and perspectives which can contribute to the improvement of PD. Additionally, these stakeholders are the planners (supervisors and university staff) and the implementers of PD. This includes training providers and school principals as well as parents who have a powerful influence on the educational process.

The researcher argues that the current study aims to reveal the source of controversial issues between the two major players of teachers' PD; the EFL teachers and stakeholders of PD and to explore the two separated worlds of EFL teachers and PD stakeholders that the researcher has experienced through her work. In addition to this, transforming teacher PD into a strong culture may be improved through the involvement of various groups from both the school community and the university; these include university professors as training providers and designers of PD. It is hoped, therefore, that this study can contribute towards a greater understanding of the complexity of the current situation of ineffectiveness of teachers' PD in Egypt, revealing the nature of challenges and the hindering factors of PD in PD opportunities, class and school contexts. Furthermore, the current study can provide a greater emphasis on the need to introduce a more

collegial-based, school and classroom-centred PD, through examining the social-cultural circumstances of schools through the perspective of teachers' experiences as well as stakeholders' views about these experiences.

2.7. Conclusion

2.7.1. Critical review of two key studies that inform the current research project

The two following studies are closely related to the current study because of their shared motivation for study, focus, and research methods. They provide insight into the current research process such as data collection and data analysis methods. The present study aims to fill the gaps identified in the critical review.

Study 1: Meng, J. and Tajaroensuk, S. (2013). An Investigation of Tertiary EFL Teachers' Problems in Their In-service Professional Development. *Journal of Language Teaching and Research*, 4(6), pp. 1356-1364.

Meng and Tajaroensuk conducted a study of fifty-five EFL teachers, including twenty-nine from the Department of College English Teaching and twenty-six from the School of Foreign Languages at Guiyang University. The data was collected from questionnaires and semi-structured group interviews to which were responded by all EFL teachers. Twelve teachers only were selected for a semi-structured interview on the basis of purposiveness and availability. The motivation of the study was similar to mine in that they investigated the problems that tertiary EFL teachers may have in their in-service professional development and the suggestions that they made for helping to solve these problems.

Quantitative data analysis was conducted on the fifty-five teachers' responses to the questionnaire. Furthermore, the open-ended questions in the questionnaire and the semi-structured group interview were analyzed qualitatively. By analyzing the data, the researcher explored current challenges and suggestions for improvement concerning tertiary EFL teachers in-service PD. Some of these problems include the restraint of programs, the discontinuity of programs, and the unsuitability of programs, etc. The study suggested that cooperation with colleagues should be employed in their in-service PD. Furthermore, the need to design practical programs or develop a model was suggested. Additionally, further studies are needed to solve these problems, and the appropriateness of the solutions of these problems should be examined. Moreover, the study provides an example of what could be achieved in terms of representation of data; the authors managed to identify some of the complexities that EFL teachers face in their PD, and at the same time presented the teachers' suggestions as how to overcome these complexities.

The researcher argues that Meng and Tajaroensuk's study has some limitations in overcoming the challenges of EFL teachers' PD. First, the class and school contexts were totally ignored in the study. Besides, the perspectives of PD stakeholders on EFL teachers' responses were not explored. Additionally, there was no use of a reflective method of data collection such as journal writing which would have enabled the participants to think reflectively about their experiences of PD before participating in semi-structured interviews. Finally, the suggestions for improvement of EFL teachers' PD were not examined.

Study 2: Swain, J., Monk, M. and Ghrist, M. (2003). The Overseas In-service Egyptian Teacher Education Programme: Distal and Proximal Reflections on Policy and Change. *Journal of In-Service Education*, 29(1).

Swain et al. conducted a study about the Overseas In-service Egyptian Teacher Education Programme. The research questions focused on the origins, aims and the impact of the policy on teachers. Besides, the opinions of policy makers and implementers of policy were investigated as well as lessons to be learned and the directions of future policy. Two main data collection methods were used to answer the research questions: reviewing policy documents and conducting interviews with Egyptian Government officials who write the policy. These included administrators such as local authority inspectors and advisors, senior government advisors such as senior subject inspectors who advised on policy and eighteen participating teachers from different parts of Egypt who participated in the overseas programme.

The research outcomes show the perspectives and the attitudes of PD stakeholders from three perspectives. The policy makers and senior government advisors were devoted to the programme success and think that teachers represent key roles in the success of the programme. Furthermore, the local advisors and inspectors were less keen on working together with the teachers. Additionally, the teachers were not aware of the right way of applying of the policy in their classes and unconscious about its advantages as well as they saw the MOE as the center of control in the programme. The study suggested a middle management that offered sustaining and guidance to the programme. Moreover, the importance of approaching the perspectives of teachers with the policymakers was deemed essential for the success of the PD programme because teachers are the agents of change.

The researcher argues that Swain's study has some limitations in revealing the nature of the Overseas In-service PD programme. First, the class and school contexts were totally ignored in the study. Moreover, the perspectives of teachers as individualized adult learners were not explored. Additionally, the researchers did not make use of the questionnaire or journal writing as a method

of reflective data collection that enabled participants to think reflectively about their experiences of the programme before participating in semi-structured interviews. Moreover, the PD stakeholders may have been unable to express their opinions about the programme and the policy freely because the Egyptian context forbids criticizing the nature of anyone's work because doing this can result in administrative penalties. The biggest limitation of the study, from the researcher's opinion, was that it failed to describe how this type of medium management could work in the educational context.

2.7.2. The analytical framework of the current study

As a conclusion to the literature review chapter, it is important to begin the literature review by presenting and interrogating the theoretical background to the nature of EFL in-service teachers, to gain more insight into, and understanding of, some of the specific beliefs and practices in the field. This approach provides historical and philosophical dimensions which pave the way to explore the nature of teacher PD. The first section explored the theoretical background of teachers' PD through the following: the definition, approaches, models and significance. In presenting and interrogating the theoretical background of the nature of EFL in-service for teachers, one may gain more insight into some of the specific beliefs and practices in the field. This approach provides historical and philosophical dimensions which pave the way to explore the nature of teachers' PD. Then, discourses of professionalism and EFL teachers' PD was discussed in relation to EFL teachers' PD because of its importance in helping us to understand why and how the concept of professionalism is used in relation to teachers' PD. Moreover, it is significant to develop teachers' PD that is based on their professionalism. Thus, the different discourses of professionalism's debate of being competed or being mixed in developing effective EFL teachers' PD are presented.

Next, the main core elements of EFL teachers' PD was discussed. This section dealt with the main elements of EFL teachers' PD which are: teachers' professional knowledge which represents the content of PD; PD pedagogical practices which represents teaching of PD; and teachers' professional learning which represents PD learning and teacher's role. This section presented more information on the nature of EFL teachers' PD in terms of learning, knowledge, and teaching which promotes the researcher's understanding to the previous studies of the nature and characteristics of each of these basic components of EFL teachers' PD.

The following section discussed effectiveness and teachers' PD through the different definition of effective PD, and CPD as an element of effective PD. Furthermore, factors of the ineffectiveness of PD at the international level, in the Arab world, and in Egypt were identified. This section of effectiveness of PD provides more enlightenment about the different hindering

factors of EFL teachers' PD at different levels, both internationally and locally. Besides, it offered a vision of the characteristics of effective EFL teachers' PD. Later, EFL teachers' experiences was discussed as a representative of the psychological side of EFL teachers' PD. The section discussed teachers' types of experiences, stages, the importance of, as well as the role of, reflection was presented. Teachers' experiences are a representative to the psychological domain of PD. Afterwards, EFL teachers' working contexts; class, school contexts as well as PD stakeholders are explored as a representation of social side of EFL teachers' PD. The physiological domain of PD and the social domain of PD play major roles in investigating the challenges of EFL teachers' PD in Egypt.

The current study adopts an analytical framework developed from the different theories and professional dimensions that meet within the domain of EFL teachers' PD, which have been discussed above, in an attempt to achieve an in-depth exploration of EFL teachers' PD through teachers' experiences.

The researcher's main argument

EFL teachers' PD opportunities seem to be not effective enough to promote EFL teachers' PD (Aseem, 2002; Ahmed, 2011; Abdelhafez, 2010; Zuheer, 2012; El-Fiky, 2012). Although MOE in Egypt exerts some effort to improve EFL teachers' PD, the outcomes of these efforts are not up to the expected or desired level of a majority of EFL teachers (ibid). Moreover, the quality of EFL teachers has deteriorated year after year over the last ten years, according to MOE statistics (El-Fiky, 2012). Some have vague ideas about how PD might change for the better and the MOE has many initiatives and PD arrangements and bodies which have been established to improve matters, but they only add further layers of complexity. The complexity of EFL teachers' PD seems to arise from the scenario that there is a mismatch between the mainly academic courses that teachers can follow and the realities of school and classroom culture, exacerbated by the problems of schooling in Egypt in general. This generates enormous pressure on schools to achieve examination success. The picture is of a dysfunctional culture of schooling and inadequate provision of PD which has created the problematic situation in which all parties involved in education in Egypt suffer. Thus, the researcher thinks that the PD system for EFL teachers is flawed and the educational context in which teachers attempt to practice is problematic.

The current approach to Egyptian EFL teachers' PD is flawed because it positions teachers as consumers of new knowledge and skills and believes that this model is sufficient enough to raise standards of teaching and therefore student achievement. Thus, this causes damage to EFL teachers' psychological and individual domains as instructors, learners, and

individual. Furthermore, there is a separation between the theoretical content of PD and the reality of EFL teaching in the classroom and the school. In addition to this, other factors are explored in the current study. The researcher's starting point is that the current PD in Egypt does not help teachers develop. Thus, the current study explores the ineffectiveness of EFL teachers' PD through EFL teachers' experiences and PD stakeholders within EFL working contexts of class and school. The current study may suggest improvement to the effectiveness of EFL teachers' PD upon exploring the hindering factors of PD. Accordingly, there may be alternative approaches of PD which appear to work better in other contexts, which may in turn improve the effectiveness of Egyptian PD. These approaches of PD favour tailoring PD to teachers' active roles as agents of their PD, teachers' immediate class needs, or whole school improvement initiatives that are more collegially based.

Consequently, the researcher was inspired to delve into EFL teachers' experiences of PD in PD opportunities, class, and school contexts with responses of stakeholders of PD to identify the factors that influence negatively the efficiency of EFL teachers' PD. This is occurred through investigating the complex nature of Egyptian EFL teachers' PD in the course of exploring the individualized, autonomous and more humanistic physiological dimension of teachers' PD. In addition to this, the exploration of the socio-cultural and contextually based dimension of teachers' experiences of their PD: the class and work contexts are also explored. This may provide an understanding of the problematic nature of teachers' professional life in Egypt, identifying the hindering factors that lead to PD ineffectiveness, and paving the way towards a comprehensive and effective PD. It seems that the MOE's efforts and any other ideas about change and reformation of EFL teachers' PD need to be grounded in an understanding of the complex reality of Egyptian EFL teachers' work, lives and learning through consideration of different teachers' experiences, PD stakeholders' views within consideration of PD opportunities, class and school contexts. Thus, it is hoped that this can lead to an understanding of EFL teachers' PD in Egypt and to see if there is a case for introducing a more collegial-based, school and classroom-centred PD.

2.7.3. Research Questions

The research questions of the current study have been informed by theory, as outlined above, that combines the socio-cultural and contextually based orientation of PD together with the more individualistic autonomous approach. The first main question of the study is: *'What are the factors that contribute to inadequacy of EFL teachers' PD as based on Egyptian EFL teachers' experiences of PD?'* This main question is divided into three sub-questions: *'How do Egyptian EFL in-service teachers view their PD programmes based on their own experiences?'* This focuses on

programme related factors. The second sub-question deals with classroom contextual factors which influence PD: *'What are ELT class context factors that have hindering influence on Egyptian EFL teachers' PD?'* (classroom related factors). In addition to this, school related factors are identified and their influence on teachers' PD is revealed by asking the following question: *'How do school context factors have negative impact Egyptian EFL teachers' PD?'* (School related factors). The three sub-questions are derived from situated learning and social orientation of learning in emphasizing the influence that teachers' contexts of working and learning have on PD, and in thinking of the learning process as a result of the interaction between the individual and others.

The second question focuses on the perspectives of stakeholders: *'What are the perspectives of PD stakeholders (PD designers, training providers, supervisors, school managers, and parents) on EFL teachers' experiences of PD?'* The current study tends to reveal stakeholders' perspectives on teachers' experiences in order to stress one of the important sources of conflict and resistance teachers have towards their PD. Besides, it emphasizes the importance of examining and understanding the type of communication between these two important parties towards understanding effective teachers' PD. The type of communication and understanding between teachers and PD stakeholders causes a shared and comprehensive vision and 'feeling of ownership and easy implementation of teachers' PD' (Galabawa, 2001: p.9) in a supportive context.

The following chapter will provide context and background for the study by outlining the current status of Egyptian EFL teachers PD.

Chapter III

Context of Egyptian EFL Teachers' PD

3. Introduction

The aim of this chapter is to shed light on the background of the current study. In particular, it examines Professional Development (PD) in Egypt through addressing the different PD opportunities and the various agencies and governmental bodies responsible for, and related to, Egyptian EFL teachers' PD. Based on the literature review, the analytical framework which the researcher developed using different studies and theories as discussed at the end of Chapter 2, this chapter examines PD in Egypt and attempts to understand the reality of Egyptian EFL teachers' work, lives, and learning based on their experiences. This analytical framework informs the research questions, the study design and the data analysis. The chapter then provides the background of the arrangements for PD in Egypt as well as background information about EFL teachers' PD in Egypt. The Ministry of Education (MOE) exerts a lot of effort in order to promote EFL teachers' PD in Egypt, but there are many concerns about the effectiveness of the PD. Thus, the current research attempts to investigate the PD from EFL teachers' experiences and stakeholders' views of teachers' experiences, in order to gain a thorough understanding of factors that hinder the efforts of the MOE, and that produce an inadequate system of PD.

The chapter is divided into five sections: Education System in Egypt; Higher Education in Egypt; Teacher Education in Egypt; EFL Teachers' PD; and Types of Teachers' PD.

3.1 Education System in Egypt

This section examines the education system in Egypt and its strong link to teachers' PD. First, it highlights the nature of the education system in Egypt and its various phases. Secondly, the section looks at higher education in Egypt in terms of its structure, weaknesses, and challenges. Third, the researcher will provide a clear picture about the type of experiences that EFL teachers have in terms of their formal education as well as the nature of their instructional work at schools. Finally, more information is presented about the nature of the educational context that is considered the administrative context of EFL teachers' PD.

3.1.1 Nature of the Educational System in Egypt

The educational system in Egypt is centralized and hierarchical, with the Ministry of Education at the top (Gahin, 2001). The Ministry of Education (MOE) is responsible for planning, budgeting, implementation, and follow-up of educational policy. In addition, it also administrates the curricula, textbooks, and educational aids, and selects teaching staff (UNESCO International Bureau of

Education, 2007). Additionally, the International Bureau of Education, affiliated to UNESCO (2010), wrote a report highlighting the role of the Egyptian MOE and Higher Education. The MOE collaborates with other local educational institutions and organizations in order to assure that its plans conform to those of other educational organizations.

The MOE divides the administration of education into three levels in Egypt: macro administration, micro administration, and school-based administration. Macro administration is represented in the educational directorates where every governorate has one macro administration which carries out the educational policy at the governorate level (National Center for Educational Research and Development, NCERD, 2001). Micro administration is represented by an educational body that supervises some schools at specific destinations, and implements educational policy at the school level. Finally, school administration is an educational body that implements educational policy at the school level; this is governed by the principals of schools and some administrative staff.

Two centres supervise curriculum development in Egypt: The Curriculum Centre for Instructional Materials Development (CCIMD) and The National Centre for Educational Research and Development (NCERD). Four bodies oversee the evaluation of education: Central Administration for Inspection (CAI), The National Centre for Examinations and Educational Evaluation (NCEEE), Subject Counselors and Supervisors, and The Financial and Management Inspectors. Furthermore, in 2007 the MOE established the “Professional Academy for Teachers”. This academy is in charge of design, planning, coordination, monitoring, and evaluation of Professional Development activities for teachers and educational leaders.

3.1.2 Structure of the Educational System in Egypt

In the National Report on the development of education in Egypt (2008), the education ladder was sketched. The phases of the education system in Egypt comprise of pre-university and university education. First, the pre-university education consists of kindergarten, primary school, preparatory school, and secondary school. The pre-university level has three types of schools: governmental schools, private schools, and experimental schools which have recently been named official schools. Second, the university education level of education offers bachelor’s degrees in different fields of knowledge.

It is important to shed light on the educational stages at schools and universities in Egypt because they are the working environment in which teachers work. Furthermore, this provides us with a general background that helps in understanding the types of experiences that teachers face as students as well as their different hierarchical positions as teachers of different educational stages

(primary, preparatory, secondary, and university). The novice teacher usually works at primary schools, the more advanced teachers work in the preparatory stage, and the expert teachers work at the secondary stage. Although the primary stage is important and needs more experienced teachers, newly graduate EFL teachers work at primary schools (Ahmed, 2007). The table below shows the education type and students' age requirements in pre-university and university education.

Table (3) Educational Entry Requirements

Education Type / Age Requirements	Kindergarten Education	Primary Education	Preparatory Education	Secondary Education (General or Technical)	University Education (4-year degree)
Students' Entrance Age	Four years old	Six years old	Twelve years old	Fifteen years old	Eighteen years old
Students' Exit Age	Six years old	Twelve years old	Fifteen years old	Eighteen years old	Twenty two years old
Study Duration	Two years	Six years	Three years	Three years	Four years

3.1.3 Challenges of Egyptian Education System

Egypt has the largest education system in the Middle East and North of Africa (MENA) and has grown rapidly since the early 1990s (Ibrahim, 2008). The system enrolls over 16 million students and employs over 1.2 million teachers, administrators, and other staff at the pre-university level alone. Moreover, there is a high public and private expenditure on education by international standards (World Bank, 2007). In spite of the efforts exerted by the MOE since 1990, there are still many challenges facing the process of educational reform. Two of these challenges are non-enrolment, and a high level of school drop-out rates of students, particularly in certain rural areas and among poor and helpless groups (Ministry of economic development, 2008). In addition, the system of assessment needs to be reformed as pre-school assessment procedures and exams of different primary and preparatory levels do not seem to be well designed. Further, the secondary stage exam focuses mainly on assessing students' ability to memorize and recall facts (Hargreaves, 1997, 2005).

Egyptian education has been characterized as 'undemocratic', 'teacher-centred', 'authoritarian', and 'highly competitive' (Hargreaves, 1997). Moreover, it consists of mechanistic learning and teaching methods, examination-driven instruction, politicization, red tape that hinders the achievement of the important targets of education, limited resources, and centralization (Gahin,

2001). In addition, the educational system suffers from the following concerns; it lacks funding which is reflected in deteriorating school buildings, overcrowded schools and classrooms; there is a weak supply of libraries and a lack of educational technology such as computers; shortage in schools and inadequate laboratories for preparatory and secondary schools; poorly paid teachers; a highly centralized examination system; an educational culture which is marked by fear and dissatisfaction, rote learning, lack of critical and creative thinking; and high levels of private tuition (Badrawi, 2006; Ahmed, 2007; Al-Zohere, 2008; Soliman and Abd Elmegied, 2010). That is why the education system requires instantaneous reform in order to help Egypt compete with developed countries in the field of education.

One of the greatest challenges the MOE faces is the lack of effective human capital as an outcome of the educational process. Human capital refers to ‘a broad range of knowledge, skills and capabilities needed for life and work, including those related to capability in successful living and are engendered through quality education’ (World Bank, 2007a: p.1). The total number of teachers working in Egypt at the end of 2003 was 807,385 for all pre-university education stages. The MOE attempted to increase the capacity for training centres to educate 18,500 EFL trainees out of the 807 385 teachers (UNESCO International Bureau of Education, 2007). This is done with the aim of improving the quality of EFL teaching, an area of education that is characterized by teachers' low proficiency in the target language. Moreover, the main target of teaching is that students achieve a 100% success rate by the end of the year, whether the students deserve to pass exams or not (Ibrahim, 2008). In addition, improving the skills that are needed for employment for pre-service teachers remains a challenge with an increased gap between the demand for skilled teachers and the supply of unskilled teachers (Ministry of Education, 2006). These challenges require improving the knowledge base, the skills, and the social conditions of teachers in order to achieve an effective quality of performance (Ministry of Education, 2007).

3.2 Higher Education in Egypt

Egyptian higher education includes public and private technical colleges and universities (World Bank, 2010). Technical colleges offer two-year degrees leading to an associate degree. Universities offer, at minimum, four-year degrees leading to a bachelor's degree, as well as post-graduate degrees. It has been reported that higher education enrolment rates rose from 18.1% to 32.6% in Egypt by 2006 (World Bank, 2006).

Despite having higher education, it has been revealed that the country's current needs are not being served well. Consequently, there are calls for far-reaching reform in order to help Egypt's economic and social progress flourish (World Bank, 2010). Strong human resources, consisting to

a large extent of university professors in many educational and research disciplines, and some institutions known for their long experience in higher education, are known to be the strengths of this system (Said, 2001).

On the other hand, there are two main weaknesses characterize the Egyptian educational system: staff shortages and the low efficiency. Said (2001) describes this system as having ‘limited financial resources, over-crowding, inadequate infrastructure, under-trained faculty members in some areas, poor instructional materials and equipment, and lack of modern education technology as shown in the low quality of graduates’ (p. 23). Despite the efforts exerted by the government to improve the Egyptian education system, this status has not changed much. In fact, the quality of Egyptian public sector schooling is reported to have worsened in the last two decades (Daily News Egypt, 2010). Accordingly, the Egyptian higher education system faces a number of challenges as follows: in its system-wide governance and management; the quality and relevance at the university level; the quality and relevance at the middle technical level; and fiscal sustainability of publicly financed enrolment (Said, 2001).

The above section has shown how the education system in Egypt at both the pre-university and university levels is structured. It also indicated some of the challenges and weaknesses that face the education system in Egypt. The next section spotlights integration and continuation programmes in teacher education in Egypt. This will reveal some of the factors related to teacher education and its link to teachers’ PD. It also pinpoints some of the problems facing teacher education in Egypt in general.

3.3 Teacher Education in Egypt

Faculties of Education in Egypt are the main public institutions in charge of preparing teachers for different specialties-academically, pedagogically and culturally. There are twenty-six Faculties of Education in Egypt that offer two preparation programmes: integration and continuation (Badrawi, 2010). The Integration Programme is offered to graduates of the General Certificate of Secondary Education (GCSE), referred to as the High School Certificate in the European Educational System. The Integration Programme offers academic, pedagogic, and cultural courses to students and trains student teachers. After successful completion of four years of full-time undergraduate study, students become teachers in a specific school subject. The Continuation Programme is offered to those who hold a university degree in any specialization and would like to be trained as teachers; this programme takes one full-time year or two part-time years (Said, 2001). The Continuation Programme grants university graduates, who are not graduates of faculties of education, an educational diploma that enable them to work at schools as teachers. In addition,

Teaching Methods, Psychology, Pedagogy, Educational Technology and Foundations of Education are some of the courses offered. For example, graduates of Business Administration who take this educational diploma are able to work as Math teachers in the school system, a graduate of College of Arts from the History Department can take this diploma to work as a history teacher in the schools.

3.3.1 EFL Teachers' Preparation in Egypt

It is essential to examine current EFL teacher preparation in Egypt because it is the initial stage of professional training which provides teachers with knowledge, skills, behaviors, and attitudes that they need in order to work effectively (Nasser, et al., 2010). Moreover, understanding teacher preparation provides insights into the nature of graduate teachers and their academic background; this is an important step in understanding how to promote the function of teachers' PD in a way that it will accomplish more successful PD programming (Abdelaleem, 2008). Furthermore, there is a strong link of mutual effectiveness between teachers' preparation and EFL teachers' PD. As stated by Darling-Hammond (2006), the nature of effective initial teacher training with subsequent support through effective teachers' PD leads to the enhancement of teachers' professionalism. Thus, the researcher believes it is essential to present a picture of EFL teachers' preparation because it is concerned with the prior knowledge, background, and experiences that all teachers have in common and which subsequently affect their PD.

English Departments at Faculties of Education throughout Egypt offer students the English Language Teaching (ELT) which generates graduates of English Language Teachers. The ELT programme lasts for four years of full-time study, with two semesters per academic year. This programme aims to prepare students to be EFL/ELT teachers in primary, preparatory, or secondary schools. It prepares them pedagogically, culturally, and academically (Gahin, 2001). Within University English Departments, three programmes are offered: Basic Education, General Education, and Non-Specialists Programme. Graduates of Basic Education teach English to primary pupils; graduates of General Education teach English to preparatory and secondary students; (Abdel-Hafez, 2010); and graduates of the Non-Specialists Programme (i.e. full-time unspecialized teachers at schools) teach English to all levels- primary, preparatory, and secondary students.

3.3.2 Problems Facing Egyptian EFL Teacher preparation

EFL teachers' knowledge base in Egypt has some weak points. These weak points are mostly attributed to the inadequate solid preparation of Egyptian EFL teachers' programme (ELT) (El Okda, 1998). For example, student teachers lack knowledge of classroom management (ibid). Language teacher educators lack awareness of the content knowledge, general pedagogical

knowledge, curriculum knowledge, and pedagogical content knowledge of teacher preparation programme (Hamad, 1999). Moreover, Obeid (2010) stresses that the course content of student teachers lacks coherence, clear standards for design of content, and the lack of coordination between faculty members. In addition to this, the assessment of student teachers' knowledge and performance lacks standardized observation forms that can be used by school supervisors or faculty members (Abu-Rahmah, 2001). Besides, student teachers have no opportunity to check their previous knowledge base in order to create well-designed ELT courses (Abdelaleem, 2008). See Appendix 3 for the content of ELT and non-specialist programmes which reveals that core knowledgebase areas are missing and which need to be given more attention.

Teaching practice is another dimension of EFL teachers' preparation in Egypt that requires development. For example, the teaching practice programme offered to student-teachers is inadequate and ineffective and does not achieve its goals due to the gap between theory and practice (Abdel Haq, 1997). Furthermore, Mostafa (1999) reveals that pre-service teachers need to be trained in linguistic skills, academic areas, teaching English, language skills, methods and approaches of teaching language, cross-cultural, and professional skills in order to promote their teaching practice. Moreover, there is a need for more teaching practice as lecture-style teaching has a negative impact on EFL student teachers' achievement and teaching skills (Ahmed, 2011). Furthermore, little attention is given to computer technology training in teachers' preparation, yet it is an essential part in the teaching practice for student teachers in Egypt (El-Okda, 2005). Thus, teaching practice related problems add to the problematic nature of EFL teacher preparation in Egypt.

Adding to these problems, the quality of university teaching staff seems, for good reasons, not to be up to the expected proficiency level. This has been highlighted by Obeid (2010) who also identifies a number of other problems which are related to the university teaching staff of EFL teacher preparation programmes. First, courses overlap due to the lack of coordination of the content between university professors. Second, student teachers are negatively affected by the absence of their university professors who are absent due to their participation in university projects. Third, university professors do not do what they preach as they tell their students to use online learning while they are using lectures themselves. Moreover, UNESCO (2009) asserted that university members of staff at Faculties of Education have at least MA or PhD in their specialized areas of education, but they do not have the required qualities to work as teaching professions. Besides, there is a lack of institutional assessment of teaching staff and weak procedures by quality assurance units at universities; quality assurance and assessment are considered a *trial activity* in a formal way (ibid). Additionally, there are some challenges faced by university staff which reduce their

efficiency as researchers, and consequently, as more knowledgeable and expert instructors due to the following reasons; ineffective research culture between different institutions; lack of well-equipped laboratories; weak research funding; lack of support through conducting research; high workload of teaching for university staff; and the emigration of brilliant university staff abroad (ibid). Moreover, there is a lack of cooperation between the academic supervisor of the partner teaching practice schools and the schools' administration. This has a negative influence on the student teacher's positive attitude towards their study at the preparation programme.

Some other problems in Egyptian teacher preparation include the lack of co-ordination between specialized academic and pedagogic teaching staff, lack of communication between teachers and students, teachers' non-commitment to the office hours, and absence of the academic mentoring (Badrawi, 2010). Other problems include attracting the right kind of people to become teachers and developing teachers into effective instructors (Shoeb, 2015). This can be attributed to the gap between theory and practice and lack of communication between staff members and student teachers (Badrawi and Badrawi, 2010). This may lead to more ineffective educational reform as stated by El-Okda (2005), Nasser et al. (2010), and El-Diab, (2001) who confirm that more awareness needs to be given to the problems of teacher preparation as a prerequisite for any educational reform. This justifies why the education policy in Egypt focuses on preparing and training teachers to gain knowledge of varied educational, professional, and cultural experiences since the early 1990s (ARE report, 2000).

3.4 EFL Teachers' PD

It is important to that teachers develop professionally on a regular basis for a number of reasons. First, teachers, cornerstones of the educational process, need continuous PD in order to help reform education (Al-Alaya'a, 2008). Additionally, globalization, scientific progress and technological developments have had an impact upon teachers' duties in a way that necessitates developing instruction, knowledge, and skills needed for highly qualified teachers (Asseker, 1996). Furthermore, the National Conference for Developing Teacher Preparation and Training (1992) recommends preparing in-service teachers professionally to be able to implement the developed curriculum (cited in the National Conference for Gifted and Talented Pupils, 2000). Furthermore, Table (4) shows that half of the teachers working at the MOE are graduates only from a faculty of Education. Consequently, teacher training becomes a more necessary issue.

Table (4) Teachers' Qualifications in Egypt 2006-2007

Teachers' Qualifications in Egypt	Total No. of Teachers at the Pre-university Education	No. of Holders of University Degrees in Education	No. of Holders of University Degrees (not in Education)	No. of Holders of Postgraduate Degrees in Education	No. of Holders of Postgraduate Degrees (not in Education)
(2006-2007) UNESCO-IBE	809.892	415.028	138.239	3.529	5.713

There is a focus on promoting effective PD in order to achieve highly qualified teachers, and improving their financial status is a central point for the educational reform plans (Al-Ahram Al-Taalymi, 20 Nov. 2004 in El Baradei and El Baradei, 2004). Accordingly, the MOE in Egypt (2004) developed a strategy for teachers' development by recruiting more and better prepared teachers in order to enhance Egyptian education in general, and teachers' quality in particular. The MOE strategy includes the following: improving teachers' financial status by increasing their annual income, increasing the number of qualified teachers in Egyptian schools, particularly in primary schools, 'enabling teachers to share and exchange their experiences with other teachers in developed countries, providing in-service teachers with training in order to improve the teaching and learning process at school' (Gouda and Banks, 2005: p.1). Thus, some institutions are established to organize, train and develop EFL teachers within the centralized leadership of the MOE.

3.4.1 Goals of Teachers' PD

The MOE is mainly responsible for teachers and their PD in Egypt according to Law No. 139 in 1981, as amended by Act No. 233 which stated the responsibility of the MOE in dealing with standards, teachers' qualifications, training needs and programmes (Mina, 2001; UNESCO, 2004), as well as determining salaries and incentives for teachers and administrators (El Baradei and El Baradei, 2004). Besides, the Central Directorate for In-Service Training (CDIST) along with other 14 training sites are accountable for training in-service teachers from different subjects (UNESCO-IBE, 2010). These different bodies are working towards achieving the goals of EFL teachers' PD.

The major legitimate goal of the MOE for teachers' PD is to create a system for the management of the human resources to develop qualified teachers who are capable of achieving the message of the MOE's message which is, maximizing the outcome of the human capital on the national level (The strategic plan of Education, 2012). Besides, there are some sub-objectives to achieve effective teachers' PD aimed to promote EFL teachers' quality as stated by the MOE (2008); that is, increasing the numbers of teachers at all levels of education, teachers' CPD, and the creation

of the Professional Academy for Teachers. Additionally, there are other teachers' PD targets as follows: new knowledge to teachers, promoting teachers' professional skills, sustaining professional values and promoting teachers to offer high quality education (ibid). The MOE exerts a lot of effort to achieve this main goal, yet there seems to be many challenges and concerns of EFL teachers' PD which hinder the attainment of this goal. Thus, the current study explores the challenges of EFL teachers' from EFL teachers' perspectives through investigating their experiences as teachers, individuals, and adult learners in their different working contexts.

On the other hand, many researchers suggest their own targets of effective teachers' PD as follows:

- Promoting novice teachers to do their work efficiently and increase their self-efficacy (Al-Akha, 2004).
- Modifying the points of deficits in pre-service preparation (Saeed, 1992).
- Modernizing and developing teachers' experiences through providing the recent educational and psychological theories as well as the effective teaching methods and latest teaching techniques (Al-Deeb, 2007).
- Developing teachers' specialized academic knowledge (Al-Khatib, 2001).
- Providing teachers with centralized educational policies, solution for society problems and informing their duties (Abu-Hasseb Allah, 2002).
- Supporting teachers' job promotions (Mohammed, 1998).
- Changing teachers' negative attitudes towards teaching (Salam and Saad, 2002).
- Providing teachers with opportunities to experiment and apply educational theories in class as a way to connect theory with practice (Ibrahim and Al-Mosand, 2004).
- Enhancing teachers to use self-directed development and life-long learning (Hassan, 2001).
- Developing teachers' moral attitudes to be transferred to their students (Gad, 2000).
- Developing teachers' aptitudes to their new duties and responsibilities (Hiji, 2004).
- Raising teachers' social position and supporting their job satisfaction (Rashed, 2002).
- Promoting teachers' problem solving with regard to educational problems (Al-Safee, 1995).
- Encouraging teachers to work and co-operate with their colleagues (Shwaa and Saeed, 1995).
- Encouraging teachers to be innovative and creative in their work (MOE, 2004).

All the above goals are derived from research recommendations that have identified as ways to develop teachers' PD. The researcher thinks that the targets of the recommendations of research seem to be effective other than the targets of MOE. However, these goals require great effort and

time to make the required changes and development in teachers' PD in Egypt.

3.4.2 Teachers' PD Experts and Teaching staff

The MOE assigns experts to be responsible for designing and organising teachers' PD. These experts are subject consultants and professors at Faculties of Education in local universities (MOE, 2004). Additionally, there is a large number of PD training providers who are responsible for teaching different courses who are university academic staff and school supervisors (Diab, 2001). There are no specific criteria for selecting designers and programmes organisers but it is desirable that the majority are faculty members as this classification of expert is commonly believed to be more knowledgeable than others (Al-Azeb, 2004). As for the PD training providers, they are selected mostly from universities, and some supervisors come from the MOE (Shehaab, 2006). Thus, the current study investigates the current status of EFL teachers' PD, classroom and school contexts in order to track the effectiveness of the MOE PD strategy, goals of PD, PD experts, and other reform plans which were suggested by the MOE through EFL teachers' experiences.

3.4.3 Institutions Dealing with Training and Developing Teachers in Egypt

The current study attempts to shed light on the progress of the above-mentioned goals and the effectiveness of the following organizations responsible for EFL teachers' PD in Egypt as illustrated in the Figure3: The Central Directorate for In-Service Training (CDIST), Professional Academy for Teachers (PAT), Centre for Developing English Language Teaching (CDELТ), British Council in Egypt, and the National Agency for Quality Assurance and Accreditation of Education (NAQAAE).



Figure (3) Institutions Dealing with Training and Developing Teachers in Egypt

3.4.3.1 The Central Directorate for In-Service Training (CDIST)

CDIST was established according to Law no. 700 in 2001. It is considered the official institution affiliated to the Egyptian MOE which is mainly responsible for planning and managing technical as well as administrative training for in-service teachers at the MOE (Hiji, 2004). CDIST represents the centralized official authority of the MOE responsible for teachers' PD through 14 in-service training centres in 14 different governorates in Egypt (Shehab, 2006). Mubarak Educational City is another organization dealing with teachers' PD, under the supervision of the MOE, and was established in March 2000 (Mansour, 2003). It deals with upgrading professional levels of Math and Science supervisors and training non-specialist EFL teachers (ibid). These centres transfer the training service to the trainees' sector, identify the training needs from central planning, implement the plans and the programmes of the central training, and monitor the training administrations (ibid). Thus, the aims of CDIST are to promote teacher performance to a high quality of standards, provide different PD opportunities, qualify teachers to be critical and creative, design plans for PD in the light of the training needs of the MOE's strategic plans, and implement comprehensive quality reform in the different education sectors (Al-Azeb, 2004).

3.4.3.2 Professional Academy for Teachers (PAT)

In 2008, PAT was established, by Presidential Decree, as a solution for solving the problem of unqualified teachers (UNESCO-IBE, 2010). This law includes the establishment of the academy as well as some developmental projects such as the Cadre System and comprehensive development for teachers (ibid). The academy is one of the MOE institutions which works in tandem with faculties of education to develop teachers professionally. The focus of the academy is manifested in the provision of teachers with teaching licenses after completing some training programmes and passing tests (El-Fiky, 2012). The PAT has implemented the Cadre System which is a special PD system that furthers career promotion of teachers based on merit rather than seniority through teachers testing but not training of teachers (Al-Sakran, 2010). Additionally, 'teaching assistants' positions came into being through PAT academy where graduated teachers get a teaching job and conduct all teachers' duties with less paid salaries and contracts of short duration (ibid).

In Egypt, the Teachers' Cadre Law was developed to improve the quality of teachers by providing career support tied to teachers' performance, and promotion in teaching. The Cadre System allows teaching assistants' to be promoted after passing some cadre tests within two years of beginning teaching for the sake of getting a teacher's job in MOE (El-Gabas, 2009). Other teachers can be promoted through Cadre system tests to senior teacher positions, to expert teacher, to head-teacher position (ibid). In March 2011, the MOE cancelled the Cadre law because it only

assesses teachers' knowledge and neglects their skills as it does not develop or add any type of knowledge or skills for teachers (MOE, 2011). Currently, the MOE applies the previous teacher assessment system; teachers can be promoted through their annual reports by school principals and the supervisors as well as through attending a compulsory training programme.

3.4.3.3 Centre for Developing English Language Teaching (CDELTA)

CDELTA was established in 1977 to develop EFL teaching in Egypt. It is affiliated with the Faculty of Education at Ain-Shams University in Cairo. It works collaboratively with the MOE to organize teacher preparation and PD programmes for university and teaching staff according to the standards of teaching EFL agreed upon by the MOE (Asharkawy, 2000). Additionally, it is responsible for conducting research on EFL teaching, producing an academic refereed journal, conducting academic research studies, holding seminars, hosting international speakers, and organizing the annual National Symposium in March at Ain-Shams University Guest House (Asamary, 1997). Besides, as the researcher learned through her experience as an EFL teacher, the centre is used mainly as a library which includes many TESOL MA and PhD theses.

3.4.3.4 British Council in Egypt

The British Council is considered one of the important institutions for teachers' PD in Egypt (Hamad, 1999). The British Council (<http://www.britishcouncil.org/eg/en>) provides many EFL teachers with PD opportunities that are available on their website. The British Council offers: the Certificate in English Language Teaching for Adults (CELTA), a practical course which provides initial training in teaching English to adults; Testing Teacher's Knowledge (TKT) which focuses on important teaching knowledge and promoting skills of primary, preparatory, secondary and adult learners teachers; and prepares students for, and conducts, the International English Language Testing System (IELTS), an English test that assesses the language ability of learners who need to study or work in English-speaking countries. Additionally, it presents PD reading opportunities through a new monthly e-newsletter that helps teachers update their knowledge with global news about ELT, as well as useful websites, articles, and ELT book reviews. Furthermore, it provides English language courses to improve the four language skills of reading, writing, speaking, and listening. (<http://www.britishcouncil.org/eg/en/english>) (Adapted from the United Kingdom's international organization for cultural relations and educational opportunities' official website, 2012).

3.4.3.5 National Agency for Quality Assurance and Accreditation of Education (NAQAAE)

NAQAAE was established as an independent organization for education quality including teachers' quality (El-Meghraby, 2012). Based on the Presidential Decree number (82) for the year

2006, this agency was created and financed by World Bank as one of quality assurance and accreditations projects (ibid). NAQAAE plays the role of the external supervisor to evaluate the quality of teachers' PD in the light of the standards of quality and assurance (Al-Nakah, 2012). The mission of NAQAAE is 'to assure the quality of education institutions, continuous improvement and efficient performance consistent with their mission statement and objectives, as well as insuring public confidence through independent, impartial and transparent operations' (Barakawi, 2006: p.4).

The conceptual framework of NAQAAE is based on 'responding to global changes, reflecting the country's development plans, market needs and employment expectation, co-operating with regional and international agencies to achieve a mutual recognition, cooperating with the stakeholders'(ibid:p.7).This 'conceptual framework enables setting the standards of accreditation, acknowledging of academic freedom, providing impartial technical support without interfering with institutional QA process, and evaluation is based on assessment of learning outcomes'(ibid: p.7).This conceptual framework also gives more attention to the quality and standards of the education in general and teachers' proficiency through training and PD opportunities.

More encouragement was provided to the quality of EFL teachers to be committed to continuous improvement. This is considered an integral part of the self-improvement of the schools. Accordingly, some standards of NAQAAE were created to enable the teachers to be developed professionally. The standards of NAQAAE (2009) concerning teachers' PD include teachers' reflection and evaluation of their practices to promote their proficiency, teachers' accomplishment of CPD programmes. This also helps in raising teacher's quality; promoting teachers' participation in collegial activities to exchange experiences with their colleagues, and supporting teachers' knowledge and skill development in academic and cultural dimensions of their work (Abu Mosalem, 2012).

To guarantee teachers' quality, NAQAAE uses different means to achieve teachers' PD: information technology in informing teachers about the programmes, participation in international conferences about quality and improvement .As examples of these PD activities, the conference of quality standards in Islamic countries in Malaysia, 2008 and workshops such as workshop of outcomes of the educational process in Cairo, December 2009; designing CD to train teachers as external supervisors on different ways of standards assessment; conducting video-conference sessions and applying different sessions of distance training to spread the culture of quality and accreditation (NAQAAE, 2010). These different PD activities were applied to reward the good performance. However, 'important work remains to be done at the institutional level in moving

beyond compliance, and to strengthen the internal quality culture and management capacity’ (World Bank, 2010: p.33).

3.5 EFL Teachers’ Training/Development in Egypt

The terms ‘training’ and ‘development’ programmes of EFL teachers’ are interchangeably used in Egypt. For this reason, every programme which qualifies teachers to a higher level of performance is considered ‘training’ and ‘training’ is considered ‘development’ (Al-Atroushy, 2001). On the contrary, Freeman (1989) argues that training and development are different: teacher training work on building specific aspects of teaching; whereas, teacher development promotes attitudes and awareness. In relation to teacher development and training, there is a common view which considers the function of training to impose certain strategies, while development deals with the negotiation of attitudes and beliefs to accomplish its function as stated by Bowen (2004). Egyptian EFL teachers think that development is a type of work and not an attitude towards work (Tawfeek, 1994). This is because the common and prevailing PD opportunities (i.e. training workshops, video-conferencing and non-specialists programmes) are compulsory by MOE (El-Sahem, 1999). Considering teachers’ PD as an attitude to work is more effective rather than a type of work because ‘individuals aim to use their knowledge and skills to develop working practice for themselves and for others’ (Beaty and McGill, 2001: p.185).

3.5.1 Types of Teachers’ PD

There are different efforts of MOE in Egypt to improve teachers’ knowledge and skills, raise their efficiency performance standards through different in-service EFL teachers’ PD such as workshops, video-conferencing and training teachers’ abroad (NCERD, 1996). MOE aims at achieving qualifying, remedial, innovative and promotional goals out of these PD opportunities (Saddah, 1993). The current study focuses on a number of EFL teachers’ opportunities as shown in Figure (4) below: non-specialists teachers, training teachers abroad, training workshops and video-conferencing. These PD opportunities represent different types of programmes with different aims that help getting a comprehensive view about EFL teachers’ PD programmes in Egypt.

Non-Specialist Teachers’ Programme	Training Teachers Abroad	Training Workshops	Video-Conference Training
<ul style="list-style-type: none"> • 4 years of study • Degree granting • Language requirement: None 	<ul style="list-style-type: none"> • One year • Non-degree granting • Language Requirement: IELTS Score of 6.5 	<ul style="list-style-type: none"> • 1-5 working days • Non-degree granting • Language requirement: None 	<ul style="list-style-type: none"> • 1-5 working days • Non-degree granting • Language requirement: None

Figure (4) EFL teachers’ PD opportunities investigated in the study

3.5.1.1 Non-Specialists programme

A number of factors forced MOE in Egypt to appoint a number of unqualified teachers to meet the needs of a great shortage in Egyptian in-service EFL teachers: increasing numbers of students at the different educational stages (Abd-El Hamid, 1999) as well as the increase in the demand for education, teaching English to primary school pupils starting from Year One in 2003/2004 instead of Year Four in 1994/1995 (Kouchouk, Al-Mofty and Gaber, 2008). Despite the appointment of 100.000 teachers, 40.0000 teachers are still needed (The National Conference for Developing Teachers' Preparation, Training and Caring, 1996). Consequently, the government appointed more EFL teachers who are not TEFL specialists to the extent that 65% of primary and preparatory EFL teachers are non- specialists (Unit of Policies and Strategic Planning, 2008).

Many of the unqualified non-specialist Egyptian EFL teachers lack training in effective instruction and experience in communicative teaching methods, and have correspondingly low levels in both subject matter knowledge and pedagogical skills (Hargreaves, 1997; El Naggar et al., 2001; Gahin, 2001; National Centre for Research and Development, 2004). Additionally, the way in which their linguistic proficiency is prepared is inadequate as 89% of non-specialist Egyptian EFL teachers indicated their direct need for training in pronunciation skills (Abou-Huggar, 1995). Moreover, they need to study pedagogy with an emphasis on the practical application of theoretical notions in general teaching skills (Stones, 1981). Thus, in an attempt to improve the level of non-specialist EFL teachers' performance in teaching, MOE made non-specialists programme mandatory for them (i.e. Ministerial Decree No. 275 in 2/11/1993). This university-based programme qualifies teachers who are not graduates of English to obtain a BA degree in ELT. The Egyptian MOE sets the following conditions to join the non-specialists programme: holding a university degree in a specialization other than English, spending three consecutive years in teaching English and a performance evaluation of teachers not less than 'very good' in the last two years (Assem, 2002).

The non-specialist programme is considered a qualifying programme to promote teachers' efficiency (Shehab, 2006). It provides the same courses taught to TEFL students for four years. Once teachers graduate, they get a B.Ed. degree in TEFL. This programme is available in Ain-Shams and Helwan; two of the biggest universities in Greater Cairo. During the non-specialist programme, each academic year is divided into two semesters; in the first semester, courses run from October to January, whereas it runs from February to May in the second semester. Non-specialist EFL teachers can transfer from one academic year to a higher one only if they pass these courses or fail in two courses at most per year (Helwan University, 1999). No language requirements

are needed to enroll in this programme. For description of the non-specialists courses, see appendix (3).

3.5.1.2 Training teachers abroad

One of MOE strategies to achieve higher standards of education is to provide opportunities for teachers to share and exchange their experiences with other teachers in developed countries through training teachers abroad (MOE, 2004). Thus, training teachers abroad is one of the foundations of educational reform in Egypt (Shehab, 1997). There is a belief in Egypt that the best teacher training can be achieved through interacting with and being exposed to the way other teachers teach in foreign countries (Swain et al., 2003). It is also believed that studying methodology courses and other teaching-related courses in a foreign advanced academic context under the supervision of foreign trainers helps teachers to develop professionally (ibid). Moreover, Mostafa (2000) argues that this programme aims at modernizing teachers' skills and updating their knowledge about the most recent levels of educational systems in the developed countries.

Therefore, a training programme was launched in 1993/1994 to allow Egyptian EFL teachers to upgrade their skills, teaching methods, systems of education, and new trends and technologies (Kouchouk, Al-Mofty and Gaber, 2008). Teachers are trained in universities which are selected by the Egyptian Cultural Bureau in the UK, USA, France and Ireland (ibid). This programme was initially three-months long and includes both university and school-based components (ARE Ministry of Education, 1996). Starting from 2006, it was extended to nine months so that teachers could make the best use of the academic environments around them.

There are two different types of programmes offered to Egyptian EFL in-service teachers in two UK universities. The researcher has chosen M.Sc. TESOL course in one of UK universities offered at another UK University which is designed to train teachers for nine months. This course discusses general teaching methods and strategies. As a requirement of joining the programme, non-native speakers of English need to pass IELTS Test with a general score of 6.5, and a minimum of 6.0 in each band to be enrolled in both programmes (Course guide of Egyptian Educators' Programme at a British University, 2011). (see, Appendix4).

Research about Egyptian in-service teachers who received professional development at different universities in London for a twelve-week duration showed that teachers' experience was enriching in terms of school visits, course work, study groups and group discussions (Monk et al., 1999). However, teachers were unable to use the newly-acquired teaching skills and styles in the Egyptian context because of the nature of the Egyptian education context (ibid). The Egyptian context seems to be resistant to accept the new teaching methods that teachers acquired from the

UK universities.

3.5.1.3 Training workshops

Training workshops is another type of EFL in-service teachers' PD opportunities in Egypt. Based on the researcher's experience as an EFL teacher for sixteen years in different governmental schools in Egypt; primary, preparatory and secondary, these workshops are either given by Egyptian TEFL/TESOL methodology lecturers at public universities, or by American English consultants/teacher trainers or school supervisors. These workshops do not require any language proficiency level by teachers to take part in them; all they need is to be teachers of English in a public school in Egypt. These workshops address a specific topic in TEFL/TESOL methodology such as classroom management, classroom interaction, lesson planning or group work. Other training workshops that the researcher attended addressed how to teach a new series of English books or stories. These training workshops can last from one day to a maximum of five days; five hours each. It is compulsory for EFL teachers and supervisors to attend as those who are absent are administratively penalized by MOE.

There are different bodies which provide the training workshops under the supervision of the MOE.

Providers of Training Workshops (Supervised by MOE)				
Central Directorate for In-Service Training (CDIST)	Training Unit in Schools	Training and Development of Teachers at Research Centres	Training University Teachers	Training of Cultural Centres and Funding Bodies

Figure (5) Providers of Training Workshops (Supervised by the MOE)

A. Central Directorate for In-Service Training (CDIST)

CDIST, through its twelve affiliated training centres, its training departments in the educational directorates, and its educational administration carry out 'different teachers' training workshops: Rehabilitation, Refreshing, Induction, Transferring, Supervisory and language teaching programmes' (Al-Atrosby, 2001: p.12).

- Qualifying training includes training programmes for improving teachers' quality such as decentralized training projects for in-service EFL teachers, 1999.
- Refreshing training is interested in renewing and refining the experience of qualified teachers in the area of professional specialization such as the spectrum programme for improving English language levels of specialist and non-specialist EFL teachers.

- Induction training prepares and directs the novice teachers and the teachers who will work abroad, including basic a methodology programme for non-specialist EFL teachers 1989.
- Transferring training deals with the training of teachers who are interested in switching from teaching one course to another in a subject area that needs more teachers. One of these is the BELI programme for non-specialist teachers.
- Supervisory training includes upgrading teachers to different positions other than teaching.
- Practical training includes training mathematics, science, industrial, agricultural, commerce, art education, music and home economics labs, secretarial, and school nutrition.
- Language teaching training in Arabic, English, French, and German for teachers of religious education teachers

B. Training units in schools

Training units in schools were established upon the ministerial decree No. (254), dated 19/10/2001, which was modified as the ministerial decree No. (48), dated 18/1/2001. The organization of work inside the school training unit encompasses the supervisor of the Training Unit and other teachers according to seniority and specialization. School-based training was established in Egypt due to the discontinuity of the one-shot training of the central administration and because it is more economical (Hegy, 2004). Furthermore, training units improve the relationship between teachers and increase teachers' awareness of the importance of improving their PD (El-Hamamey, 1999). Although school-based teacher training is effective and sustainable (Kaewdang, 2002), the number of trainees in Egyptian schools is very low and training providers in the school units need intensive training to acquire the needed skills for management of the training and evaluation units (Kouchouk, Al-Mofty and Gaber, 2008).

C. Training and development of teachers at research centres

There are different educational institutions such as the National Development and Educational Research Centre (NDERC), the Developing Curriculum and Educational Material Centre (DCEMC), the National Evaluation and Exams Centre (NEEC), and the Centre of Developing English Language Teaching (CDELTA) which all contribute to teachers' training and development. These research institutions conduct some studies concerning teachers' PD, focusing on suggested programmes to apply to teaching methods (Abdurrahman, 2003). However, there is no integrated or continuous training with the training of the central administration of teacher training (Abdelaleem, 2008). Thus, the role of these institutions is mainly conducting research and not teachers' training. Thus, this creates a gap between research-based results and practice in the field of ELT.

D. Training teachers at university

Training teachers in universities is considered important because many research studies are conducted in universities as a main source of effective teachers' PD (Kouchouk, Al-Mofty and Gaber, 2008). Furthermore, universities support effective PD services through faculties of education and their enhancement of teachers' training and assessment (World Bank, 2007). Additionally, the co-operation between the MOE and universities in teachers' training is shown in non-specialists programme which is considered a teachers' PD programme. Besides, holding conferences to promote teachers' PD such as CDELTA conference at Ain-Shams University, is considered another aspect of co-operation between MOE and universities. The current study investigates this area to reveal what EFL teachers' experiences regarding this issue.

E. Training of cultural centres and funding bodies

The MOE co-operates with different funding bodies and international organizations to improve EFL teachers' PD such as working with Fulbright Organization, the American Institution for International Development and the British Council (Assem, 2002). For example, in 1990, the researcher attended an English teaching workshop at an American institution through co-operation with the MOE. Another example is represented in the training of 1500 EFL teachers, inside and outside Egypt, on using the technique of active learning in teaching as a method of working more effectively. This was funded by the European Union. Furthermore, the British Council in Egypt plays a great role in developing EFL teachers' PD through training ministry of education candidates or EFL teachers who will be trained on the overseas training programme, specifically the IELTS test. It also provides courses on British life and culture.

3.5.1.4. Video-conference training

The MOE introduced Video-Conference Training in 1997 in an attempt to improve teachers' training. The total capacity for the network centres is around 8000 trainees and the average network operation capacity is 2664 hours per year (Training Department, 2004). This has taken the form of the National Network for Distance Training (NNDT) via video-conferencing (Swain et al., 2003). This innovative technique has been used to overcome the problem of having large numbers of teachers as well as having teachers in remote areas where it is difficult to reach the location of the central training. This has been asserted by Luck and Laurence (2005: p.4) who stated that 'the interactive conferencing technologies employed allow many people at remote locations to see and hear each other face-to-face, and in real time, while sharing all types of information including data, documents, sound, and graphics'. This video-conference training does not require any language proficiency level by teachers to take part in it; all they need is to be teaching English in a public

school in Egypt.

The benefits of these training sessions as highlighted by Sliwka (2003) can be used to promote teachers good practice and improve teachers' PD. Additionally, video-conference sessions are interactive which allows teachers across Egypt to participate in real teacher training. This promotes consistency in delivering the programmes and saves time (Abdelhamid, 2010). Besides, Gouda and Banks (2005: p.2) highlighted that 'it overcomes the weakness of the training facilities in the traditional training centres, to train a large number of teachers, to access the service of training to all the provinces and the remote areas, thus providing stability for teachers by being trained where they work'. Moreover, Sharpe (2000) highlights that sharing ideas, instant feedback, peer support, and face-to face interaction with the training providers leads to effective teachers' PD. Furthermore, Lee and Hutton (2007) pinpointed that video-conferencing offers active learning through collaborative and substantive discussions.

3.6 Conclusion

This chapter presented an overview of the background to the current study. In particular, it addressed the different PD opportunities and the various agencies and governmental bodies responsible for and related to EFL teachers' PD in Egypt. The description of the Egyptian context of teachers' PD does not end here, however. This will be developed further through examining EFL teachers' experiences of their PD through different contexts, PD, classroom and school, as well as stakeholders' perspectives on teachers' experiences. Moreover, it examines PD in Egypt and provides an understanding of the reality of Egyptian EFL teachers' work, lives and learning based on their experiences. In the following chapter, the researcher will address the methodology employed in this study. This will include the researcher's research stance, her role, how the informants were identified, how she obtained and analyzed the data, as well as the limitations of her approach.

Chapter IV

Methodology and Research Design

4. Introduction

This chapter deals with the methodological framework of the current study to explore EFL teachers' experiences of their PD. The first section deals with the philosophical assumptions of the research stance which guided me to adopt a mixed method approach for the current inquiry. The second section deals with the research strategy and the reasoning for the mixed approach used and is followed by a discussion of the researcher's dual role as a researcher and an insider. The fourth section is concerned with research procedures including sample selection and ethical considerations. The fifth section deals with development of the research instruments, data collection and data analysis. Finally, the limitations of the research are outlined.

4.1 Research Design

Research design refers to 'the strategy whereby the different components of the research project are integrated in a cohesive and coherent way and it is a means to structure a research project in order to address a defined set of questions' (Trochim and Land, 1982: p.2). The current study adopts Creswell's framework of research design (2003) including philosophical assumptions about what constitutes knowledge claims, strategies of inquiry and detailed procedures of data collection and analysis. This research design framework (See Fig.6) is developed to be appropriate for investigating EFL teachers' PD and to respond effectively to the research questions. This will be illustrated through the following paragraphs.

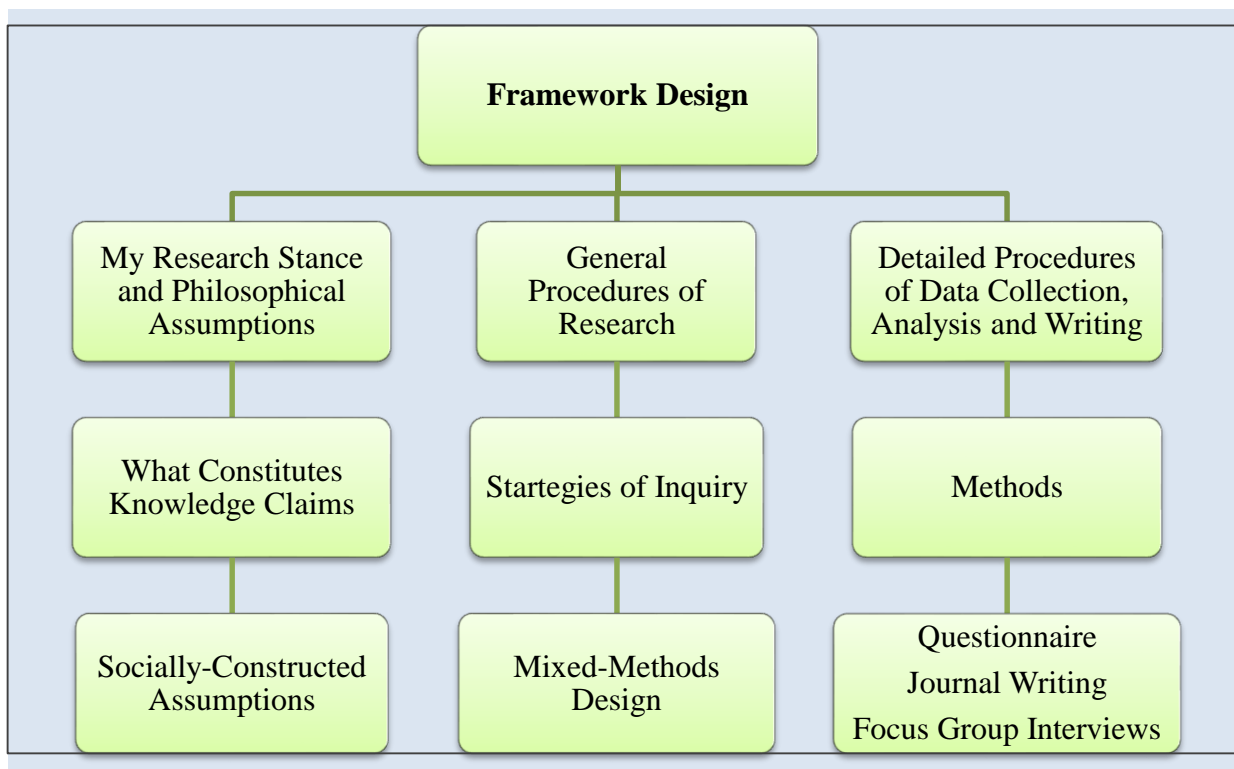


Figure (6) Design of the research (adapted from Creswell, 2003)

4.1.1. The research stance and the philosophical assumptions

The current research stance is based on the view that EFL teachers' PD is effective if it starts from EFL teachers themselves, their work, their lives and their contexts. This is due to the fact that individuals are complex entities with feelings, thoughts, beliefs, wants, desires, and value systems that influence their understanding of the reality around them within the context. As Byrne (2001, p.2) highlights, the importance of linking the research stance with philosophy 'The research stance needs to be illustrated with a philosophy because the philosophy includes the assumptions of the current study'. This is 'influential in providing the researchers with stability and direction as they are moving towards understanding the research process' (Crotty, 2003: p.6). Thus, the current research stance is based on the philosophical assumption outlined in the following section.

4.1.1.1 The ontological stance

The ontological stance includes some 'claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact each other' (Blaikie, 2000: p.8). The current study adopts an anti-foundationalist ontology, which assumes that the world does not exist independent of our knowledge of it (Grix, 2002), and that social phenomena and their meaning can only be understood through the social actors. From there we can detect that there is no objective statement about the real world because the real world is socially constructed and its understanding depends on interpretations of the

experiences of different social actors (Marsh and Furlong, 2002). This was highlighted by Trochim (2006: p.241), who stated that ‘there is not a single unique reality aside from our perceptions as each of us experience a different reality from our own point of view’. Thus, ‘reality is regarded as the product of processes by which social actors together negotiate the meaning of actions and situations’ (Blaikie, 1993: p.96).

In the current study of EFL teachers’ PD, the researcher presents ‘a specific version of social reality, rather than one that can be regarded as definitive’ (Bryman, 2008, p.19). These different versions of reality are shaped through the different people in this world of reality. As human beings are different complex entities that influence their recognition of the reality around them, reality is whatever people consider it to be based on their own perception of it (Lincoln and Guba, 1985). Therefore, these realities are characterized by being abstract, multifaceted, contextually-bound and subjective.

The individualistic experiences not only influence human beings’ understanding of the meanings of the world, but also their social interaction with others in the same context (Gonzalez, 2009). Accordingly, to acquire rich data the current study investigates the different experiences of EFL teachers who experienced different PD opportunities. Every EFL teacher presents a version of reality through their experiences with the different PD contexts of class, school and programmes. Furthermore, these individualistic versions of reality present a wide range of EFL teachers as individualized and not as an amorphous group.

In this regard, the anti-foundationalist ontological stance is adopted by the researcher to have not only EFL teachers’ perspectives as social actors, but the perspectives of stakeholders on PD as well. This is an attempt to gain a comprehensive view of reality because there is no absolute truth, as truth varies from one individual to another according to the quality and the quantity of the available information (Guba and Lincoln, 1996, Richards, 2003). This was asserted by Crotty (1998: p. 8-9), who indicated that ‘different people may construct meanings in different ways, even in relation to the same phenomenon’. Accordingly, the current study explores EFL teachers’ PD experiences through seeking the perspectives of EFL teachers, and stakeholders of PD opportunities in different contexts, to reveal the changeable, multiple, socially-constructed realities (Berger and Luckmann, 1966) whose meaning and truth are constructed through the individuals’ involvement with realities, both contextual and others (Lave and Wenger, 1991).

To sum up, the ontological stance of the current study is anti-foundationalism, which assumes that there is no single unified reality and that life is defined by the personal experiences of different social actors, as has been previously explained. The researcher links what she thinks can be

researched (the ontological stance) to what (the epistemological position) and how we can know about it (the methodological approach knowledge) and how to go about acquiring it through a mix of quantitative and qualitative paradigms. This link has been suggested by Greco and Sosa (1999) as clarifying the ontological-epistemological relationship as well as the logical organization of the current research because ‘ontology logically precedes epistemology which logically precedes methodology’ (Hay, 2002: p.63).

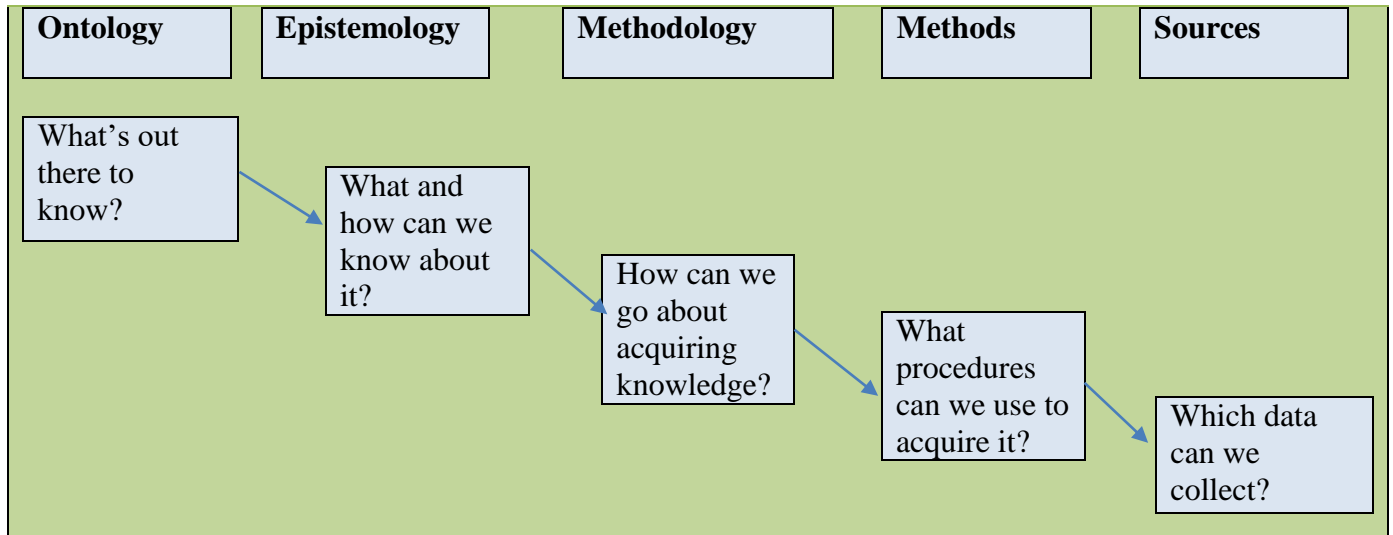


Figure (7) The relationship between the building blocks of research (Hay, 2002: p.64)

4.1.1.2. The epistemological stance

The epistemological stance adopted in this study is social constructionism, which is defined as ‘the claim that the content of our consciousness, and the mode of relating we have to others, is taught by our culture and society; all the metaphysical qualities we take for granted are learned from others around us’ (Owen, 1992, p.386). This illustrates the core of social constructionism, which is based on the fundamental role that culture and context play in understanding what happens around us and the formation of knowledge in relation to this understanding (Derry, 1999). Consequently, this important role of culture and context provides specific identification of social reality, knowledge and meaning.

Social constructionism as an epistemology ‘helps us to generate knowledge and explanations about the ontological components of the social reality around us’ (Mason, 1996: p. 13). This can be illustrated through socially constructed assumptions which underscore that reality cannot be discovered but is constructed through human activities (Kukla, 2000). Furthermore, ‘the idea that society is actively and creatively produced by human beings and social worlds are interpretive nets woven by individuals and groups’ (Marshall, 1994: p.484) sheds light on the importance of intersubjectivity, where social meaning and knowledge are constructed through discussion and

interaction among different individuals with the participation of groups of stakeholders who share the same interests (Rogoff, 1990; Swan, 2005). Moreover, social constructivism ‘recognizes the significance of collaboration and communication using a shared language to clarify our ideas, receive feedback from others and interact with others’ (Raza, 2010, p.6).

In social constructionist epistemology, knowledge is generated from individuals’ interaction with others in the social-cultural context. In line with this, Burr (1995: p.62) indicates that ‘knowledge is constructed through the daily interactions and communication between people in the course of social life that our versions of knowledge become fabricate’. Additionally, the social constructionist epistemology ‘relies on the participants’ views of the situation being studied and the participants develop a subjective meaning of their experience directed towards a certain object’ (Lincoln and Guba, 2000: p.168). This subjective meaning does not reflect an absolute truth but rather varies depending on the individuality of the informants, and creates different realities. The experiences of EFL teachers in the current study are reasonably accurate, similar to what Hammersley (1991, p.61) called ‘their likely truth’. This is why the researcher interpreted and analyzed every word in the data, investigating its explicit and implicit meaning in an attempt to draw a picture of the true reality out of the multiple realities of the informants.

In this study, EFL teachers’ PD is explored through their experiences, where meaning is socially constructed through exploring the different views of the participants in the different contexts of PD: programmes, class and school. It is an attempt to explore different individuals’ knowledge and meanings of their PD through their experiences within their social realities. Secondly, stakeholders’ responses to EFL teachers’ PD experiences are investigated to discover the interaction among the different social actors which enlightens our research data. Thirdly, using methodological triangulation in the data collection (questionnaire, journal writing, focus group and semi-structured interviews) provides rich data on different socially-constructed views. Accordingly, this interplay of different EFL teachers’ experiences in different PD opportunities, along with the exploration of stakeholders’ perspectives of PD, enables the researcher to explore the social reality and gain greater understanding of the meaning, knowledge and nature of social reality.

4.1.1.3. The theoretical perspective

It is important for any research to adopt a theoretical perspective, which, according to Crotty (1998, p.13), ‘expresses the philosophical stance that lies behind our chosen methodology, how it provides a context for the research process, and how it grounds its logic and criteria’. As its theoretical perspective the current study uses interpretivism, which is considered a major anti-positivist stance. Interpretivism focuses on ‘culturally derived and historically situated

interpretations of the social life-world' (Crotty, 1998: p. 67). Thus, the interpretive approach aims to have more insights into the context of the participants of the study and to understand the way actions take place from an insiders' view, as well as why they have happened (Maxwell, 1996). Moreover, within the interpretive paradigm, 'knowledge is viewed as being socially constructed and it endorses pluralism and eclecticism as different conflicting theories and perspectives which can be integrated and constructed within and with the help of the group' (Johnson and Onwuegbuzie, 2014:p.14).As a result, interpretivism supported the current research investigation of the context of the participants of PD, the class and school environments, and those aspects which hindered the effectiveness of EFL teachers' PD. Furthermore, this context has been explored from inside, through the EFL teachers' experiences as well as the stakeholders' perspectives. The researcher's role in the interpretivist paradigm is to 'understand, explain, and demystify social reality through the eyes of different participants' (Cohen et al, 2007: p.19) with consideration of their different social contexts.

4.1.1.4. Methodology

The current study used mixed methods to acquire answers to the research questions; it focuses on explanation, understanding and interpretation in the exploratory current research to reveal the complex nature of EFL teachers' PD. The mixed methods promote understanding of and offer more insight into the phenomena of complex social relationships (Mertens, 2003; Teddlie and Tashakkori, 2003) as well as providing responses to the complex questions (Sosulski and Lawrence, 2008). Additionally, the use of mixed methods emphasized 'discovery and justification and facilitated a discovery-justification-discovery cycle' (Currall, et al., 1999: p.29). In the current study, the quantitative approach facilitated discovery of the unsatisfactory factors of EFL teachers' PD and the qualitative approach presents an explanation as to how and why these factors occur. It is believed that the mixed methods approach can unravel the complex nature of EFL teachers' PD and their different domains: social, cultural, academic, affective, and institutional.

4.1.1.5. Research methods

The current study combines both qualitative and quantitative methods, with the collection and analysis of quantitative data (questionnaire) followed by the collection and analysis of qualitative data (journal writing, focus group and semi-structured interviews). The two approaches can be combined because 'they share the goal of understanding the world in which we live' (Haase and Myers, 1988: p.130). This combination can also provide greater understanding of complicated social phenomena by identifying that complexity through comprehensive findings (Morse, 1991)

which guide decisions about practice (Gidding and Grant, 2006). Furthermore, mixing methods strengthens the deficits of using qualitative or quantitative approaches alone (Greene et al., 1989, Rossman and Wilson 1991). Greene et al, (1989: p.268) suggest that ‘mixing paradigms in this design is acceptable and even encouraged because of its ability to maximize the possibility of discovering inconsistencies’. Furthermore, mixed methods provide more flexible research methods in investigating the problem of the study to ‘to be responsive to the nuances of particular empirical questions and to reveal the idiosyncrasies of specific stakeholder needs’ (Patton, 2002: p.585).

Additionally, Greene et al. (1989) indicates that there are five reasons for conducting mixed methods research: triangulation, complementarity, initiation, development, and expansion. The current study uses mixed methods for triangulation of data to help overcome researcher subjectivity, invalid ways of interpreting, as well as the contradictions of the results (Robson, 2006; Mertens, 2003). Complementarity is applied to the current study as the oral data from the focus group complements the written data from the journal writing. This provides more opportunities for the informants of the current study to express themselves clearly. Furthermore, mixed methods expand the data through using focus group. In addition, the journal writing data provides more explanation and justification of the data from the questionnaire. Thus, using mixed methods means greater validity and reliability of the findings (Patton, 1990), increases the trustworthiness of the data collected (Glesne and Peshkin, 1992) and enables the researcher ‘to answer a broader and more comprehensive range of research questions because the researcher is not confined to a single method or approach’ (Tashakkori and Teddlie, 2003: p.5).

4.2. Research strategy

With regard to the strategies of inquiry, Fouche (2002: p.271) argues that a research strategy refers to ‘the option available to the researcher to study certain phenomena according to certain ‘formulas’ suitable to their specific research goal’, which is important for interpretative research. The current research makes use of the sequential explanatory design strategy of mixed methods research (see Fig.8), which consists of two different phases: quantitative followed by qualitative (Creswell et al., 2003). The purpose of this design is to use qualitative data to help explain and interpret the findings of a mainly quantitative study (Creswell, 2003). It can be especially useful when an unexpected result emerges from a quantitative study (Morse, 1991).

The research strategy is characterized by the collection and analysis of first quantitative data (questionnaire) and then qualitative data (journal writing, focus group and semi-structured interviews). This is followed by the collection of data from semi-structured interviews with some stakeholders of PD to investigate their views of PD and their perspectives on the teachers’

experiences (see Fig.9). The straightforward nature of this design is one of its main strengths and ease of implementation because of its clear steps, separate stages and easy description and report of the findings (Creswell, 2003). In addition, the analysis of the quantitative data offers a general understanding of the research problem, which is illustrated and justified by the qualitative data through investigating in depth the informants' perspectives (Rossman and Wilson, 1985; Tashakkori and Teddlie, 1998; Creswell, 2003).



Figure (8) Sequential explanatory mixed methods design (Creswell and Clark, 2007)

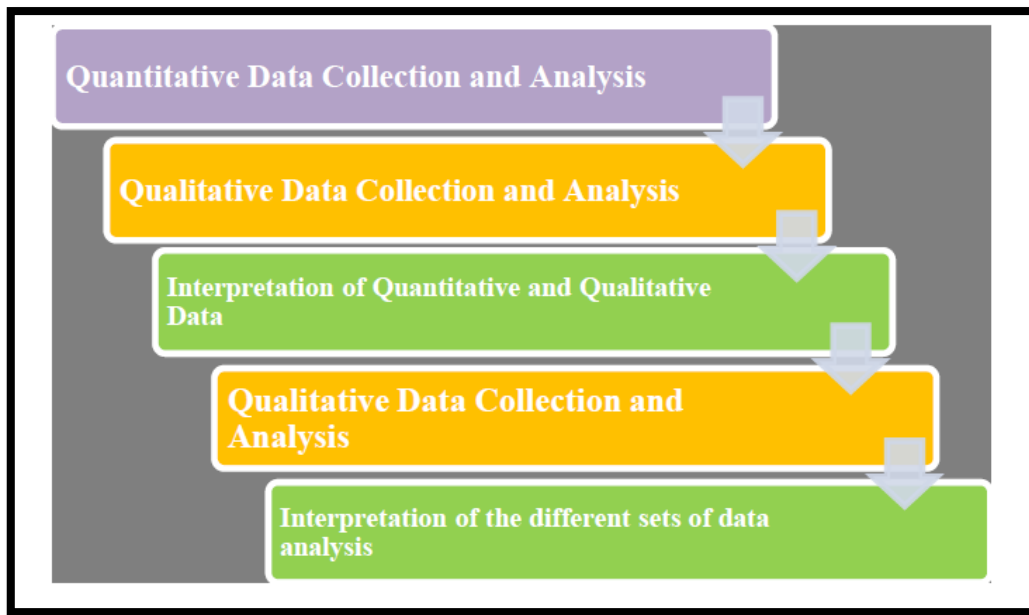


Figure (9) Sequential explanatory mixed methods design of the current study

4.3. The researcher's dual role as a researcher and teacher

As an EFL teacher for ten years, the researcher considers herself not only a researcher, but also an insider, by which the researcher means a member of the community in which the current study took place. The researcher shared with the informants of the current study their experiences in teaching and PD. This stance adds more complexity to the researcher's role as a researcher because there may be bias concerning the results. In an attempt to solve this matter, the researcher interviewed stakeholders of PD to provide the research with more objectivity. Stakeholders of PD

can be considered the other party for EFL teachers' PD as they are the people to whom most of the complaints and criticism are addressed. Additionally, the researcher asked the PD stakeholders about their views of PD opportunities in general and then about their perspectives of some aspects of PD which resulted from the responses of the EFL teachers. The procedures of data triangulation using mixed methods added more objectivity to and more explanation of the quantitative informants' responses. Additionally, the researcher selected EFL teachers with different teaching experiences, of different gender and academic background, and from different districts of governmental schools.

The role of insider gave the researcher the advantage of having a strong contextual background. The researcher chose an issue in which she had been immersed for sixteen years, namely the context of TESOL in the Egyptian educational system and more specifically the PD of EFL teachers. In line with this, it is expected that the researcher and the phenomenon being studied are closely connected (Guba and Lincoln, 1994; Denzin and Lincoln, 1994). Many qualitative researchers believe that the best way to understand any phenomenon is to view it in its context in order to see what is going on and to be flexible in inquiry, allowing the questions to emerge (Trochim, 2006). Furthermore, being an insider in the current study helped the researcher understand the responses of some teachers, their hidden motives and their fears, as some of them stated that everything was great and they did not have any problems. The researcher fully understood their fear because she comes from the same context where EFL teachers are not allowed to express yourself freely. The researcher had to hide her identity in dealing with PD stakeholders, but the researcher had to reveal her identity in dealing with EFL teachers. This was decided that this is the best approach of data collection. Once the researcher informed the EFL teachers that she is an EFL teacher like them, that there was no need to be afraid to express themselves and that the researcher was doing this research so that their needs, concerns and problems could be voiced and dealt with, they trusted her, and the journey of exploring EFL teachers' PD could start. As a result, the participants of the current study drew a picture of the reality not only of their PD, but also of their ELT classes and the school context. Generally speaking, they drew themselves as Egyptian EFL teachers.

4.4. Procedures of Research

4.4.1. Selection of the participant group

The participants of the current study are Egyptian in-service teachers of English in Cairo and Giza Governorates, which together represent Greater Cairo. These teachers were selected according to two criteria: purposiveness and accessibility (Silverman, 2001). The mixed methods sampling

of the current study is a consequence of the combination of a purposiveness and accessibility sample for the quantitative part and an intensity and homogeneous sample for the qualitative part. This may promote generalizability and quality of the research (Kemper, Stringfield and Teddlie, 2003).

The researcher selected 300 EFL teachers for the quantitative part and she divided them into three groups: 100 teachers of the non-specialist programme, 100 teachers of video-conferencing and workshops, and 100 teachers of training teaching abroad. (For more information about these PD programmes in Egypt, see Fig.4 in Chapter III). The researcher named the groups according to the type of PD opportunity that they attended and experienced. These questionnaire respondents were of different gender and academic background, had varying years of experience and came from different districts of governmental schools, the aim being to get varied, rich and deep data concerning their experiences of PD (see Table 5).

Table (5) Informants Profile in the current study

Sample	Gender	Teaching experience	Anonymous names of School	Academic background
Group of Non-specialist teachers	50 male 50 female	50 teachers who work as EFL teachers (divided into different categories according to years of teaching experiences: 0-3, 4-7, 8-10, more than 10) 50 teachers with no EFL experience.	They work in different governmental schools in Cairo and Giza	They have different university degrees They teach other subjects, not English Some of them are engineers, lawyers, accountants.
Group of Video-conferencing and Workshops	50 male 50 female	25 Novice teachers (0-3 years) 25 Experienced teachers (4-7 years) 25 Experienced teachers (8-10 years) 25 Experienced teachers (more than 10 years)	They work in different governmental schools in Cairo and Giza	BA in Literature and Translation, English department, Faculty of Arts. BA in Arts and Education, English department, Faculty of Education.
Group of Training teachers abroad	50 male 50 female	25 Novice teachers (0-3 years) 25 Experienced teachers (4-7 years) 25 Experienced teachers (8 to 10 years) 25 Experienced teachers (more than 10 years)	They work in different governmental schools in Cairo and Giza	- BA in Literature and Translation, English Dept., Faculty of Arts. - BA in Arts and Education, English department, Faculty of Education. - MA in TESOL, English department, Faculty of Education

The researcher next selected the sample for the qualitative part of the study using intensity and homogeneous sampling. The researcher used homogeneous sampling to understand and describe a particular group in-depth (Cohen and Crabtree, 2006). In addition, ‘intensity sampling can allow the researcher to select a small number of rich cases that provide in-depth information and knowledge of a phenomenon of interest’ (Patton, 2001: p.3). The scheme for selecting the qualitative sample of EFL teachers was based on the full completion of the close-ended questions and full responses to the open-ended questions of the questionnaire, as well as the richness of the data provided in the open-ended questionnaire. The researcher formed three groups of twenty

teachers each, which represented the three categories of the different PD opportunities, to write journal entries. Then, using the same technique of scoring for richness of data, the researcher selected 5 teachers from each group and formed three groups of teachers, representing the different PD opportunities, for the focus group interviews.

Finally, the researcher conducted twenty semi-structured interviews with some stakeholders of EFL teachers' PD. They were selected according to the relationship of their jobs to the EFL teachers' PD, the degree of their involvement in the teachers' PD and their accessibility.

Table (6) Research questions, research instruments and participants

Research Question	Research	Participants
1. What are the factors that contribute to the inadequacy of Egyptian EFL teachers' PD as based on EFL teachers' experiences of PD? 1.1 How do Egyptian EFL in-service teachers view their PD opportunities based on their own experiences? 1.2 What are the ELT class context factors that have hindering influence on Egyptian EFL teachers' PD? 1.3 How do school context factors have negative impacts on Egyptian EFL teachers' PD?	EFL teachers' Questionnaire	1. 100 EFL teachers of the non-specialist programme. 2. 100 EFL teachers of Video-conferencing and Workshops. 3. 100 EFL teachers of Training teachers abroad.
	Journal Writing	1. 20 EFL teachers of the non-specialist programme. 2. 20 EFL teachers of Video-conferencing and Workshops. 3. 20 EFL teachers of Training teachers abroad.
	Focus Group	1. 5 EFL teachers of the non-specialist programme. 2. 5 EFL teachers of Video-conferencing and Workshops. 3. 5 EFL teachers of Training teachers abroad.
2. What are the perspectives of PD stakeholders (PD designers, training providers, supervisors, school managers, parents) on EFL teachers' experiences of PD?	Semi-structured interviews	1. 5 parents 2. 5 school principals 3. 5 training providers 4. 5 supervisors 5. 5 training providers and designers of PD

4.4.2. Ethical considerations

Ethical consideration is an important aspect for the researcher as ‘a researcher who is involved in face to face relationships with other human beings in whom ethical problems of the personal as well as the professional are bound to arise’ (Soltis, 1989: p.127). In line with this, Chilisa (2005: p.675) highlights the importance of ‘codes of conduct concerned with protection of the researched from physical, mental, and/or psychological harm including ensuring anonymity of the researched and confidentiality of the responses’. What made the situation critical for the researcher is that some PD stakeholders were afraid to voice their views in general about PD and on some areas of PD in specific according to the responses of the EFL teachers. The researcher tried to challenge this fear and concern because the researcher understood that they were afraid of administrative penalties which forbid criticism within the administrative educational context. As a response to this challenge, the researcher ensured that participants would remain anonymous throughout the research. Furthermore, the researcher hid her identity as an EFL teacher and she presented herself as a researcher during her dealings with the PD stakeholders. This is due to the fact that the researcher realized through her experience as an EFL teacher that PD stakeholders do not feel at ease in their interactions with EFL teachers who are considered a source of problems and complaints in their work. These ethical procedures helped the stakeholders voicing their concerns and perspectives for others to promote a possibility of change and development. At the same time, the researcher clearly indicated that the participants had the right to withdraw or refuse to take part in the research (Reynolds, 1979).

Ethical issues were taken into consideration during the data collection phase according to Pring (2000) and BERA guidelines (2004) through the following procedures: first, the participants in this study were informed of its purpose and the nature of participating, as they signed consent forms before the data collection process. The researcher also informed the participants of their right to withdraw for no or any reason and at any time. The researcher gave her contact details to all participants of the study and she encouraged them to let her know if there was anything at all that she could help with. Furthermore, the researcher tried to establish a friendly atmosphere which facilitated the data collection process. For example, throughout the focus group sessions, the researcher discussed their concerns. Additionally, the researcher encouraged some of them to write freely about everything they felt, experienced and perceived in their PD, class, school and life contexts.

Glesne and Peshkin (1992: p. 125) state that ‘the only way of making sure that research is as ethical as possible depends on the researcher’s continual communication and interaction with the

informants involved'. Thus, according to BERA guidelines and the Data Protection Act, the researcher returned the transcripts to the participants to check the accuracy of their expressions and make sure that this was what they meant. The researcher ensured that the data was kept secure and agreed that she would provide the participants with copies of any reports or other publications arising from their participation. Consequently, although most of the EFL teachers were concerned at the beginning, once the researcher started the discussion about ethical considerations generally and those of BERA specifically, they began to feel secure and involved in the process of providing data.

4.4.3. Methods of data collection

In an attempt to comprehensively and accurately answer the current study questions, the researcher collected data as shown in Fig. 10 below. The questionnaire was used to help identify and reveal the importance and priority of unsatisfactory factors that hinder EFL teachers' PD. After that, the journal writing was used to gain an explanation of the results of the questionnaire. The journal writing was conducted before the focus group to provide the study informants with the opportunity to recall, reflect on and write about the how and why of the ineffectiveness of EFL teachers' PD through their experiences. This was followed by the focus groups which were used to gain further insights into the data gained; they offered an opportunity for the teachers to discuss with the researcher and with each other the different issues concerning the ineffectiveness of their PD. The researcher then made an analysis of the data obtained through the different methods of data collection. After that, the researcher conducted some semi-structured interviews with stakeholders of the teachers' PD, asking about their views in general as well as their perspectives on the EFL teachers' experiences. The researcher did this as she wanted to clarify the other side of the EFL teachers' PD, to be more objective and to delve deeper into the complex nature of EFL teachers' PD by linking it to different stakeholders involved in different contexts related to EFL teachers' PD.

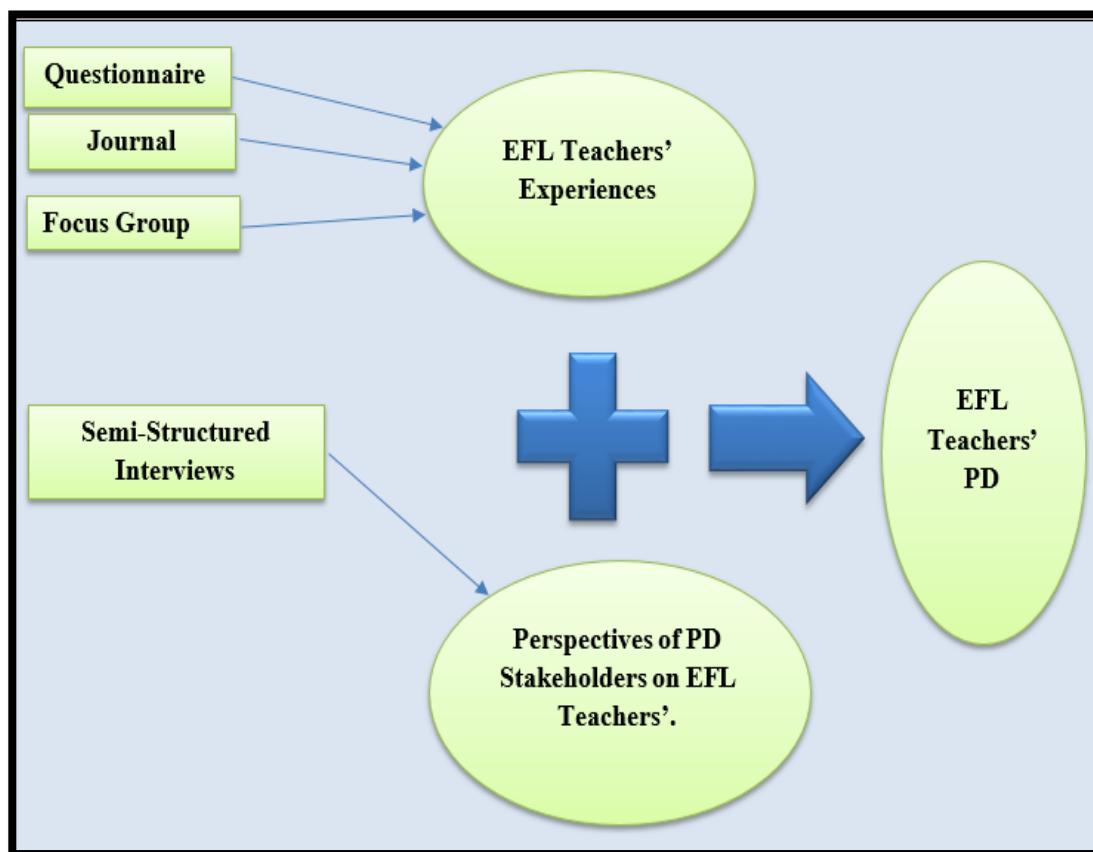


Figure (10) The process of data collection of the current study

4.5. Development of Research Instruments

4.5.1. Questionnaire

The design of the questionnaire is deductive, and includes four main sections: teachers' PD opportunities, class context factors influencing the adequacy of teachers' PD, school factors impacting on the effectiveness of teachers' PD, and other factors related to effective EFL teachers' PD. The first three parts include close-ended questions dealing with teachers' experiences in PD opportunities, the pedagogical practices of EFL teachers' PD opportunities, and class and school contexts. The fourth part of the questionnaire consists of open-ended questions to consider the factors that impact on the effectiveness of their PD opportunities. Three hundred EFL teachers were asked to fill in the questionnaire and were divided into groups according to the type of PD opportunity that they had experienced, their gender, experience, academic background and school. The questionnaire was conducted over a period of one month. The researcher had no difficulty in finding participants, as she has many colleagues who are EFL teachers and they, in turn, helped her find the rest of the sample according to the previously-mentioned criteria. The researcher also went to the Final Examination Marking Centre (Al-Saeedea School) to find more EFL teachers who agreed to complete the questionnaire as they were marking preparatory certificate exams.

4.5.1.1. Advantages of using questionnaire as a data collection instrument

The questionnaire is utilized in the current study for a number of reasons: ‘they provide anonymity, are extremely resourceful and are exclusively capable of gathering a large amount of information rapidly in a processable form’ (Dornyei, 2007: p.251), questionnaires are easy to analyze, and most statistical analysis software can make effective analysis of their data (Hochstim and Athanasopoulos,1970; Moser and Kalton, 1971). A questionnaire is an appropriate data collection instrument for large sample sizes (Clausen and Ford, 1947; Goode and Hatt, 1962; Ruckmick, 1930). The questionnaire is a known data collection tool and people are familiar with it (Berdie et al., 1986). Besides, a questionnaire requires less effort in conducting than other data collection methods (Cahalan, 1951; Jahoda, et al., 1962).

The vast majority of research projects in the behavioral and social sciences involve at one stage or another collection of some sort of questionnaire data (Dornyei, 2003). Using the questionnaire with the focus group has an effective advantage in evaluation teachers’ professional programmes, as illustrated in Panyan et al. (1997). Moreover, using the questionnaire with journal writing provides a significant contribution to the investigation of teachers’ reflectivity towards their experience in teachers’ PD programmes specifically and in their whole life as teachers and individuals (Bain et al., 1999).

4.5.1.2. Questionnaire design

The researcher used five-point Lickert type response format items in the first three parts of the questionnaire, dealing with teachers’ experiences in PD opportunities, class and school contexts. The close-ended items show the percentage of agreement/disagreement. Each of the five responses has a number from 1 to 5 for scoring purpose. After designing the questions, the researcher designed the agreement response formats [strongly agree (5), agree (4) neither agree or disagree (3), disagree (2) and strongly disagree (1)]. Lickert-type response format was used in the questionnaire to collect meaningful and detailed statistical information (Kothari, 2008). It provides the participants with extensive feedback than a simple closed question and it is easier to quantify (Cohen et al., 2000). The Lickert-type response format is an uni-polar scale which has only one multiple degree construct scale as it is more familiar and easier for the participants to respond to different parts of the questionnaire (Wang, 2007). The researcher selected close-ended items for different reasons: they are quick to answer, easy to code and there is a clear-cut response for each participant (Galloway, 1997). For example, *School-principals are supportive of EFL teachers’ PD*: the participants should choose one answer only.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(5)	(4)	(3)	(2)	(1)

On the other hand, the fourth part of the questionnaire includes open-ended questions. They are unstructured questions that participants can answer in a different number of ways. The open-ended questions provide greater freedom of expression, and participants can qualify their answers (Galloway, *ibid*). For example, ‘Why did you enroll in the Non-specialists’ teachers’ PD programme?’: any answer is acceptable.

As for coverage and sequence, the researcher created a sequence for the topics taking into consideration that the questions asked first should not influence the results of the following questions. The questionnaire is divided into four sections representing the different areas the study investigates. The primary consideration is that the topics adequately cover all of the information needed to answer the research questions. The questionnaire starts with the demographic questions, as they are easy to answer (Dillman, 2000). This first section contains four subsections relating to gender, levels of experience, academic background, and schools where the teachers work. The second and the third sections include closed questions: the second section addresses the EFL teachers’ PD programmes, while the third section focuses on class context factors which influence EFL teachers’ PD and the impacts of school context on the effectiveness of teachers’ PD. The fourth section consists of open-ended questions to consider the factors that impact on the effectiveness of EFL teachers’ PD programmes. (See Appendix 5 for the questionnaire.)

The wording of an item is of crucial importance because the way that a question is written influences the response (Sudman and Bradburn, 1982). Thus, the researcher adopted five key principles of item construction suggested by Sudman and Bradburn (1982, p.187) ‘in questions and items wording; neutrality, clarity and simplicity, specificity, single questions and brevity’. The wording of a question is influential in providing clear-cut responses (Rasinski, 1989; Schuman and Presser, 1981). In addition, minor changes in question wording can produce more than a 25 percent variation in participants’ views (Payne, 1951; Rasinski, 1989). The questionnaire of the current study was written first in English and then translated and conducted in Arabic. This was done to provide clear cut data; with the informants answering in Arabic there was less chance for misunderstanding of the wording in English. The researcher worked as a translator for more than ten years in translating educational research papers and translated the questionnaire into Arabic. The questionnaire was also double checked by two Egyptian TESOL assistant professors.

Finally, the questionnaires were in most cases distributed to the participants in a face-to-face situation, although some were sent via e-mail to some participants.

4.5.1.3. Piloting of the questionnaire

'Due to the complexity of questionnaire design, it is vital to pilot questionnaire before the real version' (Leung, 2001: p.190). Even in a small study, piloting can save valuable research time as it is better to deal with any problem at this stage before real implementation of the questionnaire (University of Portsmouth, 2006). The idea is to test the questionnaire on a small sample of the same participants who will be completing the final questionnaire (Leung, 2001). It is advisable not to carry out questionnaire piloting on people who might be members of the current study (Cano, 2000), as the participants of the questionnaire are less likely to give the same response the second time round. The researcher therefore selected a sample of participants who were not part of the sampling of the main study to avoid questionnaire fatigue, following the same criteria of sampling selection used in the study. It is difficult to give an exact number for the pilot group but it is advisable to pilot about 5-10% of the final sample number (Galloway, 1997) or to have a sample of a few participants or colleagues to complete the piloting of the questionnaire (The Survey System's Tutorial, 2000). The researcher sent the questionnaire to 20 EFL teachers who had experience of attending different teachers' PD programmes, from mixed backgrounds, schools, years of experience, and gender, to conduct the piloting of the questionnaire. Then, few teachers responded to the questionnaire. Thus, the researcher realized that it is better to distribute the questionnaires by hand at the Final Exam Marking Centre where I found many EFL teachers who were willing to complete it.

The piloting of a questionnaire is conducted to improve its quality (Cano, 2000). Piloting checks and modifies the questionnaire, research question and strategy as well as providing introductory data (De Vaus, 1993). Moreover, piloting a questionnaire improves its internal validity (Peat et al. 2002; Huxham, 2005). Accordingly, the researcher asked the piloting sample to provide their feedback so that she could modify points of doubt and change complex questions. The researcher also measured the timing of questionnaire completion to check its suitability.

Some changes were made as a response to the piloting in order to make the questionnaire clearer. First, some words were changed. Secondly, some items were omitted and others shortened. However, most participants expressed their satisfaction with the questionnaire, especially the open-ended part, as they could relate it to real factors that hinder their progress at the professional and personal level. The researcher did not later add the results of the piloting to the results of the questionnaire because of the changes that occurred.

The piloting of the questionnaire led to changes in the methodology of the current study. This is due to the fact that some practical issues arose during the piloting process. First, the researcher recognized that more questionnaires needed to be distributed to more participants than she had anticipated because she faced a problem in the response rate. In addition, sending e-mails to most of the participants was not a good option as most of the EFL teachers did not have time to respond to their e-mails. Thus, the researcher realized that it would be better to distribute the questionnaires by hand. Furthermore, the timing of distribution of the questionnaire turned out to be problematic because most EFL teachers were busy working during their school day. Accordingly, the researcher went to the Final Exam Marking Centre, where she found many EFL teachers who were willing to complete the questionnaire. This was the only place where the researcher could find groups of EFL teachers and they had some free time.

4.5.1.4. Validity of the questionnaire

The validity of a questionnaire is the degree to which the questionnaire is actually measuring what it should be measuring (Black et.al, 1998). According to Berdie et al. (1986), The researcher measured the validity of the questionnaire to achieve the best responses. There are different types of validity: face validity, content validity, criterion validity/predictive validity and concurrent validity (Trochim, 2006). The researcher used both content validity and face validity in the questionnaire by e-mailing the questionnaire to five TEFL/TESOL specialists to check the questionnaire items for validity. Some useful suggestions were made, such as shortening some statements, focusing on one factor only in addressing the item, adding the e-mail of the participants to the questionnaire to contact the participants selected for the focus group, and adding some items to the section of the teachers' PD opportunities to provide a more comprehensive picture of its reality.

4.5.1.5. Reliability of the questionnaire

The reliability of a questionnaire is the ability of the questionnaire to give the same result in similar circumstances to assess its consistency (Williams, 2003; Norland, 1990). The researcher applied test-retest reliability, or 'stability reliability', to measure the reliability of the questionnaire in the three different PD opportunity groups; the researcher conducted three questionnaires on 30 participants of each of the PD groups. After two weeks, the same questionnaires were again distributed to the same groups. The researcher collected the six questionnaires, added the scores on six separate spreadsheets under the titles of questionnaire of PD1, time1, questionnaire of PD1, time 2. The correlation of scores can serve as an evaluation of the questionnaire's stability. The researcher checked the questionnaires for reliability and found

that the questionnaires could be considered reliable (0.94), (0.89), and (0.92).

4.5.2. Journal Writing

Journal writing is used in the current study, after the questionnaire, as one of three qualitative data collection methods. The selection of the qualitative sample of EFL teachers was carried out based on participants' completion of the questionnaire, responding to the open-ended responses fully. The researcher then formed three groups of twenty teachers, representing the three categories of the different PD opportunities, to write a journal. The journal writing lasted for a whole month, during which teachers wrote a considerable amount, enough to reflect on their experiences of their PD opportunities and different contexts. The researcher faced many difficulties in conducting the journal writing as she had to phone and e-mail the informants regularly every week to encourage them to write, as they are busy teachers and not used to reflecting and writing about their work experiences. The researcher also agreed to pay others to write their journal at the same rate per hour as their private tutoring sessions; this was to compensate for the time spent writing instead of giving more private tutoring and increasing their income.

Journal writing was used in this study as a research instrument to provide more explanation and justification to the quantitative results and as a tool for the participants to communicate with the researcher freely through writing. The researcher adopted some types of suggested journal writing questions from Richards and Farrell (2005); these included describing, learning, reaction, performance, organizational results, justifying and improving questions to provide more justification and explanation of the questionnaire results, using more 'how' and 'why' questions. See Appendix 6 for a list of the questions. For example, learning questions included 'To what extent are you satisfied about what you learn in PD opportunities? Why?' In addition, questions about the teachers included 'What are your problems of learning?' and 'What are the causes of the problems?' Some general questions were also asked, such as 'What are the factors that promote or hinder the continuation and progress of your PD programmes?' These different types of questions varied in relation to the research questions as well as to the findings from the quantitative data analysis.

Journal writing is used in the current study for a number of reasons. It is a record of individuals' experiences with objective and subjective aspects, but it can also reveal thoughts and feelings (Holly, 1989). Journal writing as a qualitative data collection tool was an appropriate choice to reveal the EFL teachers' experiences of PD opportunities, their concerns, feelings, needs, problems, thoughts etc. and the factors that hinder their continuity and progress. According to LaBoskey (1993: p.24), 'Journal writing is a declaration of some hidden factors inside the

individuals and is used as a way for teachers to express issues that they cannot tell their colleagues or inform the researcher in a face to face communication'. This can provide rich source of data which increases the variation possibilities of experiences of journal writing (Smith, 2006). Furthermore, reflection has come to be widely recognized as a critical element in the professional growth of teachers (Calderhead and Gates, 1993); in this study the reflection process occurred through the EFL teachers writing about their experiences and thinking about what they learned in the PD opportunities and the influence of their class and school working contexts on the effectiveness of their PD. Based on the researcher's experience as an EFL teacher, journal writing is a convenient data collection tool in the Egyptian educational context, where the teachers are afraid of voicing their needs and concerns. Bartlett (1990) believes that journal writing can reveal the strengths and shortcomings of EFL teachers and, according to Holly (1989) raises the value of the possibility of conducting personal-professional journal writing. Accordingly, using teachers' writing in the form of journals, and their conversation in focus groups, will not only enrich the emerging data, but also enhance their PD as well (Lieberman and Miller, 2001).

4.5.3. Focus Group

Focus groups were employed in the current study as part of the qualitative aspect of the mixed methods design. Focus groups usually involve a small homogeneous group of about six to twelve people focused on the discussion of a particular topic (Johnson and Christensen, 2004; Morgan, 1998). The current study had three focus groups, with five participants each. Each group represented a specific EFL teachers' PD that teachers had experienced. However, in total twenty teachers were asked to volunteer to guarantee that fifteen teachers attended the focus group meetings at a convenient time. The fifteen participants were selected from the 60 teachers who wrote the Journal. This gave a variety of teachers the opportunity to discuss their experiences orally and to focus on particular PD opportunities as much as possible. The researcher held three meetings; these were audio-taped, translated into English and transcribed. Each meeting lasted for an hour.

Questions for the focus groups are designed as follows. The researcher tried to follow the principles of clear and simple questions; colloquial Arabic was used as in everyday conversation and open-ended questions were asked. Each question aimed at only one thing, as suggested by Cheng (2007), to avoid confusion. These questions used more 'how' and 'why', as they are a triangulation of the journal writing data, as well as providing more justification and explanation of the questionnaire data; they also offered participants a different way of expressing themselves orally to provide deep rich data other than writing. The researcher followed Krueger's organization of the focus group meeting (1998: p.12); questions in the focus group are usually

sequential following four types of questions:

- Opening questions where each participant introduces himself/herself within 30 seconds to 1 minute.
- Introductory questions which establish participants' connection with the discussed topic for no longer than 5 minutes.
- 1-2 transfer questions which realistically connect participants to the discussed topic within no longer than 7-8 minutes.
- 2-3 key questions, the cores of focus group meeting, which require a longer time for discussion, between 10-15 minutes.
- Specific questions that last for 10-15 minutes.
- Closing questions where participants make conclusion for 3-5 minutes.
- Final questions to provide suggestions about the discussed topic for 3-5 minutes.

This sequence of organizing the focus group meeting helped the researcher to 'create a funneled shape which allowed me to obtain the personal perspectives of each participant in the first section and other opinions related to the discussed topic in the final section' (Morgan, 1997: p.33). (See Appendix 7 for the focus group questions of the current study). The framework provided a good time management for the focus group because the researcher had a time limit for each question. Furthermore, this framework enabled the researcher to control participants' responses without being diverted to talk about different issues. Moreover, it was useful in data transcription, translation and analysis because the researcher wrote the different steps of the focus group in outline schedules under subheadings: core, specific, conclusion questions and suggestions. This sequence of questions made the translation, transcription as well as the analysis of the data easier.

To investigate validity, the researcher used the Focus Group Discussion (FGD) method to detect the face and content validity of focus group questions (Krueger and Casey, 2000). The researcher conducted three discussion groups; each group consisted of three EFL teachers with a mix of both male and female, with different levels of experience, mixed academic backgrounds and in different schools. The main objective of the group meetings is to identify that teachers' understanding of the concept of the questions (Alipour, 2007). Each meeting lasted for an hour. The focus group discussions are audio-recorded and noted. The discussion dealt with the following; the ambiguity of the questions in each domain and how to modify them, the comprehensive nature of the questions to a specific issue, other issues teachers expected to be included in the questions and other suggestions to improve the questionnaire. Finally, the researcher made the necessary modifications upon the feedback of the participants.

With regard to conducting the focus group meetings, the average number of participants per group was 5 EFL teachers. After registering participants and discussing the relevant seating arrangements, the group ground rules were established. These included not talking over one another, turning off mobile phones and audio-taping the meeting. The researcher asked each participant to introduce himself/herself to facilitate transcription of the discussion later on. The researcher then described the outline of the current study and the focus of the focus group, encouraging participants to speak to one another, rather than to her. The researcher asked the participants the questions according to the framework of the focus group and made sure that the conversation was balanced and focused on the topic of the current study. The researcher slowly took on a more active role, challenging what had been said and encouraging further debate. Additionally, the researcher followed what McConnell (1998: p.2) recommends during the meetings: ‘to explore the views of the teachers briefly, to encourage participants to express their views spontaneously, to offer a safe environment in which participants can express their views, and provide participants with support and empowerment during the conversation’.

The importance of this type of data collection is what Maykut and Morehouse (1997: p.104) state: ‘using the dynamics of group interaction to gain information and insights that are less likely to be gained through individual interviews or participant observation’. On the other hand, focus groups provide subjective data analysis, so they are not suitable where results need to be generalized over larger populations, but they are influential in collecting rich data about participants’ experiences and practices (Morgan 1998). In addition, focus groups can be more efficient than interviews as they focus on certain specific issues (Morgan, 1997). The core of focus groups is that the collective and individual responses provide more in-depth and rich material that differs from any other methods (Glitz, 1998). So, using focus groups in the current study gives the most needed data as they are unique in their precise use of group interaction to produce data (Barbour and Kitzinger, 1998). Thus, the researcher used the focus group in the current study to provide different, deep and rich types of data.

4.5.4. Semi-structured interviews

The researcher conducted semi-structured interviews with some PD stakeholders to explore their views about the effectiveness of PD opportunities in general as well as their views about EFL teachers’ experiences of their PD. Stakeholders of PD were selected according to the related nature of their jobs to teachers’ PD, the degree of involvement in the context of teachers’ PD, and their accessibility. There were different groups of stakeholders -5 parents, 5 school principals, 5 supervisors, 5 training providers and designers of PD -and the researcher asked each group

different sets of questions related to their views of EFL teachers' PD in general and other questions about their perspectives on the EFL teachers' responses about the effectiveness of their PD (see Appendix 8). Exploring stakeholders' views about PD opportunities in general as well as their perspectives on EFL teachers' experiences provides greater objectivity as well as different views of reality. The semi-structured interviews also show some of the influences which impact on the effectiveness of PD from the PD stakeholders' views in general.

There are different styles for conducting semi-structured interviews (Sarantakos, 1993: p.246-255; Seliger and Shohamy, 1995: p.167; Cohen, Manion and Morrison, 2000: p.312) but the researcher chose a guided, individual, neutral, unstandardized, personal oral style. At the beginning, it was critical and challenging for the researcher as she is one of the EFL teachers with experience of PD as organized by the stakeholders. However, the researcher did not disclose her identity as an EFL teacher and she tried not to interfere too much to collect stakeholders of PD responses which can provide a clearer picture of the nature of EFL teachers' PD. At the same time, the stakeholders of PD were reluctant to talk to the researcher but the researcher managed to convince them that their identities and their jobs would remain anonymous and that her PhD was being studied abroad and not in Egypt. Later, the researcher managed to create a comfortable atmosphere between them and her, explaining that this interview was a way to find a link between their views and the EFL teachers' experiences and to focus on the hindering factors and the problematic areas of PD. The researcher conducted the semi-structured interviews in Arabic and recorded them using a digital voice recorder to be stored on files on her laptop. It took the researcher two months to conduct the 20 semi-structured interviews due to the difficulty of meeting some stakeholders. Most of the semi-structured interviews were conducted at the 'Teacher's club' in Giza, where most of the PD stakeholders spent their afternoon doing managerial working for the teachers' syndicate. With regard to the parents' interviews, the researcher conducted them at 'Giza club', where they spent their evenings with their children.

The researcher selected semi-structured interviews for the current study for the following reasons. First, the researcher followed Kajornboon's advice (2005: p.6): 'the researcher can prompt and probe deeper into the given situation and can explain or rephrase the questions if respondents are unclear about the questions'. According to Black and Champion (1976: p.57-360), semi-structured interview is an attempt to 'provide insights into the discursive nature of social reality as well as to provide insights into unexplored dimension of a topic'. In addition, Cohen, Manion and Morrison (2000: p. 267) clarify that 'the semi-structured interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable'.

Additionally, the researcher chose the semi-structured interview because it is a flexible tool which provides different ways to collect verbal and non-verbal data (Cohen et al., 2007). It is more flexible than a structured interview in that the researcher 'does not have to stick to a thorough interview guide' (Kajornboon, 2004: p.75).

Conducting interviews with the stakeholders of PD was a challenging task for the researcher because, according to what most EFL teachers stated in the data collection stage which preceded this stage, they are representatives of the official centralized authority of EFL teachers in the educational field in general. There was also the risk that the PD stakeholders would be defensive about the EFL teachers' negative comments about PD opportunities, rather than exploring the competing influences and the hindering factors of the effectiveness of PD opportunities or revealing their own thinking about what might be ideal. Thus, the researcher had to hide her identity as an EFL teacher and present herself as a researcher. The researcher asked the stakeholders about their views about the effectiveness of PD opportunities in general: points of strength, points of weakness, their suggestions, and the EFL teachers' role in this regard. The researcher also asked them their views on the EFL teachers' responses. Furthermore, in an attempt to respond to the threat of bias here, the researcher conducted some interviews again with other stakeholders, asking them about their general perspectives on PD areas which had been explored with the EFL teachers, without informing them of the EFL teachers' responses. Interestingly, there were no differences in their responses in the two types of interviews.

To check the validity of the semi-structured interviews, where validity is 'the extent to which an account accurately represents the social phenomena to which it refers' (Hammersley, 1990: 57). The researcher sent the questions of the semi-structured interview to 10 of the PD stakeholders to check their face as well as content validity. The feedback of stakeholders of PD was helpful, especially in re-framing some of the general questions which addressed their common views about the effectiveness of PD opportunities. The researcher also conducted 5 interviews with PD stakeholders as a trial for the actual interviews and this lasted an hour each. This was a good opportunity for the researcher to realize the different nature of conducting semi-structured interviews with officials and people in authority and the conducting interviews with EFL teachers. Furthermore, the researcher re-worded and shortened some of the questions and she deleted some of them. The previous procedures improved the validity of the questions of the semi-structured interview.

4.5.5. Trustworthiness

Reliability is a concept to evaluate quality in a quantitative study with the ‘purpose of explaining’; thus it would be misleading to use reliability to evaluate quality in a qualitative study, as the purpose of the study is ‘generating understanding’ (Stenbacka, 2001: p.551-552). This might be achieved by what Wolcott (1994) calls 'rigorous subjectivity' with the purpose of getting the evaluation of the data 'differently contoured and nuanced' (Richardson, 1994: p.521). On the other hand, validity is not appropriate for qualitative research (Creswell and Miller, 2000). The researcher therefore checked the validity and reliability of each method separately (Tashakkori and Teddlie, 2003) according to its own paradigm. This is confirmed by Healy and Perry (2000), who stated that the quality of a study in each paradigm should be judged by its own paradigm terms. So, the idea of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness (Mishler, 2000), which is ‘defensible’ (Johnson 1997: p. 282) and promotes confidence in the findings (Lincoln and Guba, 1985). The researcher checked the validity of each data collection instrument separately, as has been previously explained under the relevant section of each data collection instrument: questionnaire, journal writing and semi-structured interview.

There are four elements in assessing trustworthiness in qualitative paradigms: credibility (in preference to internal validity), neutrality or confirmability (in preference to objectivity), consistency or dependability (in preference to reliability) and applicability or transferability (in preference to external validity/generalisability) (ibid).

‘Trustworthiness in qualitative inquiry aims to support the argument that the inquiry’s findings are worth paying attention to’ (Lincoln and Guba, 1985, p. 290). The researcher tried to apply the four elements of trustworthiness mentioned above to the current study. Credibility is one of the most important factors in establishing trustworthiness as it seeks to ensure that the study measures what is actually intended (ibid). This was achieved through what (Erlandson et.al, 1993) indicate about selection of effective research methods which are familiar in the culture of participating and contextual factors. In addition, triangulation of methods is employed in the current study through the use of different methods, which adds credibility to the findings; using Journal writing and focus group (ibid). Furthermore, being an EFL teacher for sixteen years helped the researcher to judge the honesty of the participants’ responses as well as choosing ‘different types of informants to achieve credibility’ (Skenton, 2003, p. 63–75).

With regard to neutrality, there is difficulty in ensuring real objectivity and researcher’s subjectivity is expected (Patton, 2002). To avoid this, the researcher followed a number of suggestions to increase objectivity. The researcher identified her position as a researcher, including

her beliefs and attitudes. The researcher also made a detailed transcription of the data from the different data collection tools to allow reliability of the research results. Moreover, the researcher included the PD stakeholders' perspectives on the EFL teachers' comments of their PD experiences to increase the objectivity of the data regarding the EFL teachers' experiences as a counter argument. Furthermore, the researcher hid her identity from the PD stakeholders the fact that she was an EFL teacher. Finally, the researcher reminded herself of the concepts and attitudes as a researcher.

Transferability is concerned with the extent to which the findings can be applied to other situations (Merriam, 1998). The researcher followed what Firestone (1993) states about providing background data to establish the context of the study and detailed description of the phenomenon of the study to allow its comparison to other contexts. Furthermore, an accurate presentation of data collection and analysis has been complemented with the presentation of a comprehensive sample of participants from different groups representing different PD opportunities; this helps to achieve transferability, according to Ritchie and Lewis (2003), in that 'it allows other readers informants in similar situations to relate the findings of the current study to their context' (Bassey, 1981: p.75). The findings of the current study deal with EFL teachers' experiences of their PD in general. It is a comprehensive view of the challenging factors in different PD, class and school contexts. The researcher believes that the findings of this study may be useful to teachers of other languages in the Egyptian context, such as teachers of French, or EFL teachers in experimental schools. This is due to the fact that 'the diversity of the characteristics the sample represents, the detailed description of the context, and the level of abstraction in the data analysis' (Ahmed, 2011: p.117) may have positive influences on other samples in the same context.

With regard to consistency, Lincoln and Guba (1985: p.300) use consistency 'in qualitative research to closely correspond to the notion of reliability in quantitative research'. To achieve reliability in the data collection and analysis, the researcher achieved consistency through 'the use of in-depth data collection methods, in-depth methodological description of research design, data collection process and evaluating the effectiveness of the process of inquiry' (Skenton, 2003: p.71-72).

4.6. Data analysis process

The data was quantitatively analyzed with regard to the questionnaire as well as qualitatively analyzed, according to the four research methods of data collection: questionnaire, journal writing, focus group and semi-structured interview. The analyses provide thick layers of description and insightful views about the participants' experiences of EFL teachers' PD

programmes: as Holliday (2002: p.110-115) states, ‘the data, commentary and argument are the building blocks of thick description’. Thus, the researcher conducted the data analysis in the sequence shown in Figure 11 below: first questionnaire, then journal writing and focus group, and finally the semi-structured interview. The researcher used content analysis and Radnor’s analysis method, which provided her with rich in-depth details. The different themes, categories and sub-categories enabled the researcher to answer the research questions. This will be discussed in the following two chapters of data analysis.

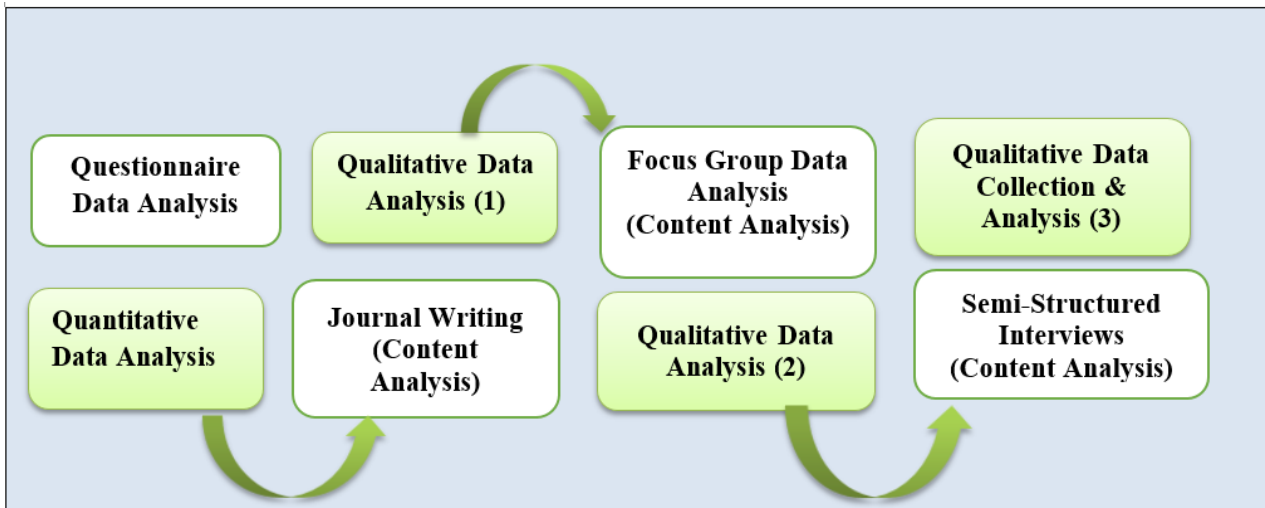


Figure (11) The analysis process of the current study

5.6.1. Questionnaire data analysis

Analysis of the questionnaires was tackled by entering the data in SPSS (version 15.0 for Windows) to generate descriptive statistics of the numerical data. Numerical data was dealt with by describing the different distributions and range of responses to each variable. The first step of handling the Lickert-type response format is to create the variables on SPSS by which the researcher means the items of the questionnaire. Then, the researcher coded the Lickert-type responses in the ‘value labels’ section of the SPSS as follows: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5 and the “value labels” will ascribe text labels to the numbers. After that, the researcher combined all ‘strongly agree’ and ‘agree’ responses to denote the agreement category and ‘strongly disagree’ and ‘disagree’ to denote the disagreement category. To analyse for simple percentages, the researcher used “Frequencies” command (choose Analyse then Descriptive Statistics, Frequencies) in SPSS. The researcher created three separate sheets based on the three PD programmes; non-specialists, training teachers’ abroad, as well as video-conferencing and workshops. The tables of questionnaire data analysis percentages for the three PD groups are in appendix 10.

Furthermore, visual representations were created to compare percentages of agreement frequencies to give a more appropriate format to the data (see Figures 13, 15, 18 and 20 which represent the graphs in Chapters Five and Six). These three clustered bars were created through comparing the percentages of agreement of the three investigated PD programmes using SPSS. For example, in figure (13), the numbers 1-18 correspond to the first 18 questionnaire items which are related to the programme related factors (specialized courses, instructional courses, practical courses-----) on the X axis. While, the Y axis represents the number of the participants in the current study. The graphs show the representation of the 18 items of the questionnaire in the three investigated PD programme as clustered bars. This may help clarify the comparison of agreement among the three PD groups concerning the different item of the questionnaire.

The open-ended questions were distributed into different groups representing the responses of each PD opportunity under investigation. They were analyzed qualitatively in the following sequence. First, the researchers divided the questionnaire according to the three investigated PD opportunities and read through the responses to find some emerging themes. The researcher then created a category for each emerging theme through grouping some comments or units of meaning. The researcher also carried out coding where she labeled each comment or unit of meaning with one of several categories in a Word document, with responses in one column and the categories in the next column. After that, the researcher divided each category into smaller sub-categories to comprehensively view the trends in the data and the main issues raised by the informants. The researcher also made some comments about the frequency of occurrence of the theme and she identified the related categories as well as the common emerging themes. Finally, the researcher wrote a descriptive text including the informants' comments. The quantitative data is the basic data which enabled the researcher to identify the priority and importance of the factors which have negative impacts on EFL teachers' PD opportunities as well as allowing other unsatisfactory factors to emerge from the data in response to the open-ended questions.

4.6.2. Journal Writing data analysis

To analyze the journal writing data the researcher used content analysis, which revealed themes and categories which insightfully provided different interpretations of EFL teachers' PD. Content analysis is defined as an analysis method for 'the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns' (Hsieh and Shannon, 2005, p.1278). It was selected for a number of reasons.

Content analysis enabled the researcher to investigate large amounts of data in a simple organized way (GAO, 1996). It can be a useful technique for exploring and describing the focus of

EFL teachers as individual, group, institutional, and social contexts (Weber, 1990). It also allows inferences to be made which can be more supportive than using other methods of data analysis (Stemeler, 2001). Additionally, the views and experiences of the informants are revealed in a better way by the researcher and the readers of the study through their reflections about themselves and their contexts (Berg, 2001). Moreover, the content analysis is a useful means of data analysis because it 'examine the extent to which the results are related to other measures' (Shapiro and Markoff, 1997: p.35).

The process of content analysis of the current study followed the following steps. The journals were written in Arabic and were translated into English by the researcher and then checked by two specialized translators, who revised them in comparison to the Arabic version for validation. The translators made slight changes and the researcher then started the analysis the texts.

The researcher decided first what she want to know, which was to identify the unsatisfactory factors hindering EFL teachers' PD as well as to justify and explain how and why this occurred. This actually provided clearer answers to the research questions. The researcher used these factors as coding units, where a certain idea can take the form of text chunk (Minichiello et al., 1990). This occurred through adding some of these text chunks in coding units of pre-determined categories of PD, class and school and some of them had emerging categories. Some text chunks are included in more than one category. Finally, the researcher coded all the journal writing texts, taking into consideration the possibility of mistakes, so she was always careful in rechecking coding consistency. The researcher tried to read the pre-determined and emerging themes and categories thoroughly, making links between categories and the new emerging categories. The researcher was careful in presenting the data to achieve a balance between description and interpretation, as this 'provides sufficient description to allow the reader to understand the basis of an interpretation, and sufficient interpretation to allow the reader to understand the description' (Patton, 2002: p.503-504).

4.6.3 Focus group data analysis

The recorded meetings were transcribed into Arabic; a colleague helped the researcher transcribe 10 out of the twenty meetings and the researcher did the rest. It took a considerable time to carry out this procedure: approximately one month. The researcher sent the informants copies of the transcribed texts in Arabic for validation and a few changes were made. The researcher then spent another month translating these transcribed texts from Arabic into English. The researcher sent her translation to two specialized translators to check and they returned it to her with slight modifications (see Table 7 for part of the focus group transcript). The researcher then started the analysis of the data.

The focus group data was analyzed using descriptive/interpretive analysis. The focus group meetings were divided into three groups which investigated EFL teachers' PD. The researcher used Radnor's method (2001) of content analysis to analyse the data as it is logical and sequential in reaching categories and themes. This method of content analysis starts with ordering the topics and the categories which emerge from reading the data several times. Some categories may be clearly stated and others embedded implicitly in the responses. Each broad category is divided into sub-categories. Then, reading for content allows the content to be coded in topic categories so that each statement can be allocated to a specific category. In cases where a piece of data fits into more than one category, it should be coded in all the suitable categories. After the complete analysis, the researcher started to compare the findings of the focus group meetings with those of the journal writing in an attempt to integrate the two findings' categories and themes. The researcher found some repeated themes across both sets of data.

The researcher had three types of EFL teachers' PD opportunities with large amounts of data, posing a difficult task. The researcher resolved it by stating the most prominent findings of each type in an integrated way. For example, 'Content' themes were divided according to the most important categories in the data related to the three PD opportunities. The interview questions with stakeholders were based on the themes emerging from the journal writing and focus group discussions. The interview data was based on the PD stakeholders' perspectives on EFL teachers' experiences. Thus, a complete analysis of the EFL teachers' experiences was carried out, then collection and analysis of the semi-structured interview data occurred.

Table (7) A sample focus group transcript

Part of focus group transcript

The researcher: Reflecting on your experience of EFL teachers' PD, what seems to discourage you from continuity and progress in EFL teachers' PD? Why?

Mona: I think that PD is a problematic area for me. I really think it is useful for me as English teacher, but...there are many hindering points which affect its effectiveness. I think that the timing of the PD is always not appropriate for me.

The researcher: How timing is considered inappropriate for you?

Ahmed: Yes, the PD opportunities start at the mid of the November of each academic year where we are very busy with our many classes every day. We have to cancel some classes when we have PD sessions. This causes problems with the parents who complained that their kids did not take English for two days or so.

The researcher: Who else complain about the timing of PD opportunities other than parents?

Omar: Yeah, it also considers a problem for us because cancelling classes means more work of teaching added to a limited time of the term. We don't have any other choice; we face more hard work in a very stressful timing.

Rasha: I agree with that, we don't have any choice. If we refused to attend the PD opportunity, we would have administrative penalties which cut some of our salary and postpone our promotion.

The researcher: What are your suggestions concerning modifying or altering this hindering factor of timing?

Ayman: It's really ridiculous; we spend the whole summer doing nothing at schools. Why don't think of providing PD opportunities at summer?! This is really too much work need to be done in the academic year with a heavy curriculum which needs to be explained in a limited time. I think that summer time is a very good timing for PD occurrence because there's no teaching and we spend more time doing nothing in the school.

The researcher: Yes, Nour, you can continue?

Nour: Absolutely, the timing is not good. It is not only the winter or the summer, but it is also the timing of PD in the school day. How do they expect a mother who has three children to stay till seven and eight p.m. three days a week? We are supposed to start our lectures at 3 p.m., a rush hour with a very heavy traffic jam, at a remote place such as Helwan University. Also, most of us are full-time teachers; we start our work at 7 a.m. and finish at 3 p.m. and we are supposed to start our lectures in a different place after an hour travel at least 4 p.m. We are supposed to have 4 hours of studying. I think the PD opportunities need to be occurred in free days when we have no school day.

The researcher: Did you try to complain about that to any of PD stakeholders, such as the designers of the programme or to the school principals ?

Omar: hhhhhh, do you think they care about us. Actually, they don't care about what is appropriate for us. We have complained a lot without any response.

Rasha: PD stakeholders of designers, providers of PD as well as the supervisors and school principals live in a completely different world than our real world.

The researcher: What do you mean that they live in a different world, Rasha?

Rasha: They did not feel or even care about our problems or the negative effects of their decisions upon our work or even our personal life. There's no assessment feedback form about any PD opportunities that I have attended for 5 years. They think that we have to obey their orders whatever our problems or our concerns.

The researcher: Do you think that there is a gap between theory and practice in PD? Why?

Ahmed: Yeah, we can't apply what we have been taught in PD sessions because there are many problems in this regard.

The researcher: What kind of problem do you mean?

Omar: School principals refuse that we apply any type of educational innovations because this annoy many parents who think that this will affect negatively on their children's achievement.

Mona: Of course, We ourselves as EFL teachers we don't think that the content of PD opportunities that we have experienced so far are needed in the class pedagogy.

4.6.4. Semi-structured interview data analysis

The researcher transcribed the 20 recorded files of the interviews with the help of another researcher. The researcher transcribed half of them into Arabic and the other researcher did the rest. The researcher then sent the transcribed texts to the PD stakeholders to check their meanings and some changes were made according to their feedback. After that the researcher spent one month translating the transcribed texts into English (see Table 8 for an extract from a semi-structured interview transcript). The researcher sent the Arabic and the English transcribed texts to two specialized translators for checking.

The researcher used the same analysis procedures as those of the focus group data, using Radnor's method (2001), and she divided the data into smaller units of meaning through coding and labelling these units of meaning under sub-categories which are distributed under major categories. This is due to the fact that the responses from the stakeholders were to be added to the findings resulting from the analysis of the EFL teachers' experiences as counter argument, and others were added to support other EFL teachers' PD data findings. Finally, the researcher attempted to make conclusions about the data and achieve variables and connections among the different themes to answer the research questions. Thus, the interview data analysis went through three different stages of data reduction, data display and conclusion (Miles and Huberman, 1994). Finally, the researcher combined the findings of the EFL teachers' PD experiences with the perspectives and views of the stakeholders to answer the research questions and provide implications and suggestions for further research. The findings also provided the researcher with a comprehensive view of the nature of the EFL teachers' PD and its connections with class and school contexts through different domains: social, affective, cultural, academic and institutional.

Table (8) A sample of semi-structured interviews transcript

A Sample of Semi-structured Interviews Transcript with a PD Designer

Part I

Researcher: What is your view about the effectiveness of PD opportunities?

PD Designer: I think they are very good opportunities for EFL teachers to develop professionally. We are working on developing these opportunities so it fulfills teachers' needs.

Researcher: How you develop the PD opportunities?

PD Designer: We are experts in this field. I designed PD opportunities for more than fifteen years. We are the ones who put the standards which we should follow and we make the planning and the design of the PD programmes. The Ministry of education decides the general policy and it is fully up to us to plan and design the way we like.

Researcher: Do you have any institution or body which supervise your work?

PD Designer: Of course not, we are professionals in this field and it would be really inappropriate if they assigned any institution to supervise our work. This is due to the fact that we are university professors and we have the highest academic degree which is PhD as well as we have the highest degree of knowledge and skill in PD field.

Researcher: What are the points of strength in this field?

PD Designer: We regularly develop PD opportunities with the latest knowledge and practices in the international world of research in this field. Also, we try to adopt the latest successful PD programmes abroad to have another successful context for them in Egypt.

Researcher: What are the points of weaknesses?

PD Designer: It is very limited and it is mostly due to the delay of MOE in applying our suggestions and recommendations.

Researcher: What do you think is the area which needs improvement?

PD Designer: I think EFL teachers are not aware of the importance of these PD opportunities for them. There should be a kind of awareness sessions for them to be more enthusiastic, continuity and progress in this matter.

Part II

I will provide you with some probes and I kindly ask you to tell me about what you think about them concerning their effectiveness in the PD field? Why do you think some EFL teachers have problems in these areas?

Probes:

1.Specialized courses

PD Designer: We are fully aware of what EFL teachers need to study. We are experts in this field and knowledgeable university staff. Teachers don't know what is better for them. We decide for them according to our knowledge and experiences without even the need to search in books or the research studies. We have our own criteria to develop them professionally.

2. Educational courses

PD Designer: I agree that there is a lack of teachers' educational knowledge of students. We don't focus on this aspect in teachers' PD as we have other points of cognitive weaknesses which need more consideration. This is more important and relevant to the content of English language teaching.

3. Instructional courses

PD Designer: We design the content of the PD so that it includes what EFL teachers need to know and apply in classrooms. Anything else teachers feel that they need is their own responsibility to do it themselves. Actually nobody learns how to teach, it comes gradually through years of experiences.

4. Practical courses

PD Designer: English teaching is a theoretical more than practical study. So, we focus on theory and knowledge more than practice and application. The practicality which teachers seek is something that can be gained through their experience in teaching and it does not need to be mixed in theory of the content.

4.6.5. The Procedure Section

The first step of coding is to have a look at the data, research questions and the literature review. Checking the previous elements provides the researcher with an area from where she could start coding. For example, how do Egyptian EFL in-service teachers view their PD programmes from their own experiences? What are ELT class context factors that have hindering influences on Egyptian EFL teachers' PD? And how do school context factors have negative impacts on Egyptian EFL teachers' PD? offer the researcher with a clear classification of the data under three huge themes of PD programmes, class context and school contexts. Then, the researcher decided to distribute the data analysis into two chapters; chapter 5 includes PD programmes and chapter 6 contains class and school contexts.

The second step deals with the determinations of codes and categories through gradual examination of the data. Coding and categories were a little bit challenging for the researcher but she decided to check the reliability of the coding through referring back to the research questions and the literature review. Moreover, the analysis of the categories of the questionnaire promotes the data analysis process by working as pre-existing categorical frame. Some of the categories fit in the coding frame of the questionnaire and other categories have been added out of the qualitative analysis of the journal writing and the focus group.

The coding was conducted based on highlighting of each unit of meaning which belongs to the exact central meaning (Graneheim and Lundman, 2004). Then, all the highlighted units are to be added in a column. After that, a shortening of the meaning unit occurred maintaining its core. Then, codes were added to every meaning unit. Finally, these codes are grouped into sub-categories which subsequently are grouped into the three main categories of PD programmes, class and school contexts. (See tables 9,10 and 11) How the theme under 'Pedagogical practices' is developed.

Table (9) How the theme under ‘pedagogical practices’ is developed (Journal writing)

Data Type	Transcripts /Notes	Condensed Texts	Codes	Sub-categories	Major category
Journal Writing (1)	<i>‘There is a tension between teachers and the professors as teachers are afraid of the power of the professors and the professors treat the teachers in disrespectful way unless they buy their books’</i>	Tension between teachers and training providers in PD opportunities.	LE	Learning Environment	Pedagogical practices
Journal Writing (2)	<i>‘Co-operative learning is not used in PD because training providers don’t want to exert more effort in organizing or discussing the course among the different groups. Also, I think that they are afraid of class control and management through discussion’</i>	There is no co-operative learning in PD opportunities.	TS	Teaching strategies in PD opportunities	Pedagogical practices

Table (10) How the theme under ‘pedagogical practices’ is developed (Focus group)

Data Type	Transcript/Notes	Condensed Texts	Codes	Sub-categories	Major categories
Focus group (1)	<i>‘The PD session is a very boring one with no fun at all as if we are in the military service! If there are any movement/side talks in the row where we are seated, the professors ask all the teachers in the row to leave the lecture immediately or select one of them to be an example of punishment and deprive him/her from attending classes and the final exam’. (LE/PP/FG/Eman/Translation).</i>	There is a negative learning environment in PD	LE	Learning Environment	Pedagogical practices
Focus group (2)	<i>‘Using lecturing in teaching translation is not effective as the training providers use direct translation from English into Arabic adding more efforts on their part as well as no effort is exerted on our parts as learners. This is a weak strategy as it does not develop our translation skills of paraphrasing, adaptation to L1 conventions and textual features and parallel-text use’. (TS/PP/FG/Hader/Translation).</i>	lecturing as a teaching strategy is of little value.	TS	Teaching strategies in PD opportunities	Pedagogical practices

**Table (11) How the theme under ‘pedagogical practices’ is developed
(Semi-structured interviews)**

Data Type	Transcripts /Notes	Condensed Texts	Codes	Sub-categories	Major category
Semi-structured Interview (1)	<i>‘We are fully aware of the best way to deal with teachers. There are some strict regulations that organize the learning environment. We can’t allow teachers more flexibility otherwise we will not be able to control them and we will lose our effectiveness’</i>	The relationship between teachers and their training providers of PD.	LE	Learning Environment	Pedagogical practices
Semi-structured Interview (2)	<i>‘Selecting the teaching strategy is decided by us as training providers and we have our own reasons and targets to be achieved. I think that teachers don’t have much experience and knowledge to decide which teaching strategy is relevant for their teachers’ PD programmes’</i>	Teaching strategies and the training providers	TS	Teaching strategies in PD opportunities	Pedagogical practices

All the codes under the (PP) code are collected from the Journal writing, Focus group and the semi-structured interviews transcripts. For example, Teaching Strategies (TS), Teaching Activities (TA), Educational Material (EM), Learning Environment (LE), Teachers’ assessment (TAS), Assessment feedback in teachers’ PD (ASF) and Evaluation of PD and TP (ETP). It is shown that coding is not a linear process, but need a long process of modifications and revisions. Besides, sometimes one unit of meaning can be comprised under two codes. Accordingly, the researcher can decide which more appropriate sub-category is for it. Furthermore, there are some units of meaning which fit no sub-heading to be included. Thus, a new deduced sub-category is added to the data analysis.

The data is presented through some categories under three themes of PD opportunities, class and school contexts. These categories are divided into several sub-categories (See, table 12). The researcher presented each sub-category starting from the questionnaire result, subsequently the journal writing and the focus group units of meaning are to be followed. Then a presentation of the official comments of PD stakeholders to be included. On the other hand, there are some sub-categories which are not pre-determined (top-down data) and not included in the closed-ended questions questionnaire. Thus, these categories are to be added as inductive sub-categories (bottom-up data). The two types of sub-categories under each category are considered helpful in answering the research questions. The researcher meant to present the sub-categories whether inductive or

deductive to achieve a comprehensive, deep and rich insight about every specific sub-category which are derived from different tools of data collections as well as from different parties of PD opportunities (See, table 13, the coding agenda of the current study). Moreover, the coding appeared after each comment in the data analysis chapters as (*SC/DC/FG/Momen/Translation*). The first code refers to the sub-category, the second code refers to the main category, the third code refers to the data collection tool, followed by the pseudonym of the participant and the researcher added 'translation' at the end to indicate that the comments have been translated from Arabic into English.

Table (12) The categories and sub-categories of the current study

Main Category	Categories	Sub-categories
Design of the content (DC)	<ol style="list-style-type: none"> 1. PD different courses (PD) 2. Short/Long Duration of PD (SLD) 3. Timing of Professional Development (TPD) 4. Selection and Entry Requirements of PD (SER) 5. Participation of Teachers in PD (PTD) 	<ol style="list-style-type: none"> 1.1 Specialized Courses (SC) 1.2 Educational Courses (EC) 1.3 Instructional Courses (IC) 1.4 English Target Language (ET) 1.5 Practical Courses(PC)
Pedagogical practices (PP)	<ol style="list-style-type: none"> 1. Teaching Strategies (TS) 2. Teaching Activities (TA) 3. Educational Material (EM) 4. Learning Environment(LE) 5. Teachers' assessment (TAS) 6. Assessment feedback in teachers' PD (ASF) 7. Evaluation of PD and TP (ETP) 8. Preparation of training providers(PTP) 	
Logistical Issues of PD (LIP)	<ol style="list-style-type: none"> 1. Location and access of teachers' PD (LPD). 2. Physical environment of teachers' PD (PE). 3. Organization of the schedule of teachers' PD (OS). 	
Teachers' Attitude towards Teachers' PD (TAT)		
Class Pedagogy (CP)	<ol style="list-style-type: none"> 1. Teachers' workload and time pressure (TW) 2. Private Tuition(PT) 3. Separation between PD and Class Pedagogy(SCP) 4. Large Class (LC) 5. Professional Development and teachers' relationship with students (PDTR) 	<ol style="list-style-type: none"> 3.1 Curriculum innovations (CI) 3.2 PD and quality standards (PDQS)
School Context (SC)	<ol style="list-style-type: none"> 1. School Principals (SP) 2. Supervisory Practices (SUP) 3. Collegiality Within Schools (CWS) 4. Power Of Parents(POP) 5. School Facilities (libraries) (SF) 	
Management of Professional Development (MPD)	<ol style="list-style-type: none"> 1. Professional Development and Ministry of Education's decisions (PMD) 2. Centralization (CEN) 3. Bureaucracy (BUR) 4. Favouritism (FAV) 5. Co-ordination between university and schools (CUW) 6. Personnel/Employment/Job-related Issues 	<ol style="list-style-type: none"> 6.1 EFL teachers' promotions(TP) 6.2 Getting a teaching job (GT)

Table (13) The coding agenda of the current study

The data collection tool		The investigated PD opportunities	
Q	Questionnaire	NN	Non-specialist
JW	Journal writing	TT	Teachers training abroad
FC	Focus group	W	Workshops training
SS	Semi-structured interview	VD	Video-conference training
OEQ	Open Ended Questions		
The stakeholders of PD			
DP	Designer of PD	TP	Training providers of Professional Development
SU	Supervisors	POP	Power Of Parents
SP	School Principals		

4.7 Limitations

The current study was limited to 300 EFL teachers of three different categories of PD opportunities, 100 non-specialists, 100 training teachers abroad and 100 video-conferencing and Workshops. The researcher also has a relatively small number of EFL stakeholders of PD (20) in comparison to other studies. Consequently, the limitation of the sample number is due to the difficulty and time-consuming analysis process of qualitative data. Additionally, the current study is limited to Cairo and Giza (Greater Cairo) and to governmental schools only. Furthermore, the stakeholders of PD are only convenience sample. Furthermore, the groups of EFL teachers' PD opportunities are divided into three groups according to their experiences in a certain PD opportunity. The current study divides the groups of PD so that they can provide the researcher with specific focused responses about every PD opportunity.

4.7. Conclusion

In this chapter, the researcher presented an overview of research method through presenting the philosophical assumptions and mixed methods which lead to adopt a mixed method approach of the current study. In addition, the researcher presented a detailed account of the research procedures, the data collection, analysis processes, and trustworthiness of the research process. In the following chapters of the analysis, the researcher will present the findings that emerged in response to the questions of the current study.

Chapter V

Analysis of EFL Teachers' PD Opportunities

5. Introduction

This chapter presents an analysis of the EFL teachers' experiences of different types of PD opportunities and the stakeholders' (i.e. parents, school principals, designers, supervisors and training providers of PD) views in general of PD opportunities as well as their perspectives on of EFL teachers' PD experiences. In this chapter, the researcher will present the findings related to the EFL teachers' experiences of PD opportunities, including content, pedagogical practices, class and school context as well as management of teachers' PD programmes. This will help answer the first research sub-question, shedding light on programme-related factors: *How do Egyptian EFL in-service teachers view their PD programmes based on their own experiences?*

5.1 Content design of teachers' PD opportunities

This section reports the findings related to the content design of teachers' PD opportunities. Some of these findings were related to the different PD courses available; whereas others emerged inductively from the data analysis, such as the duration of PD programmes, selection and entry requirements of PD programmes, timing of PD programmes, and teachers' participation in PD design. See Fig. 12.

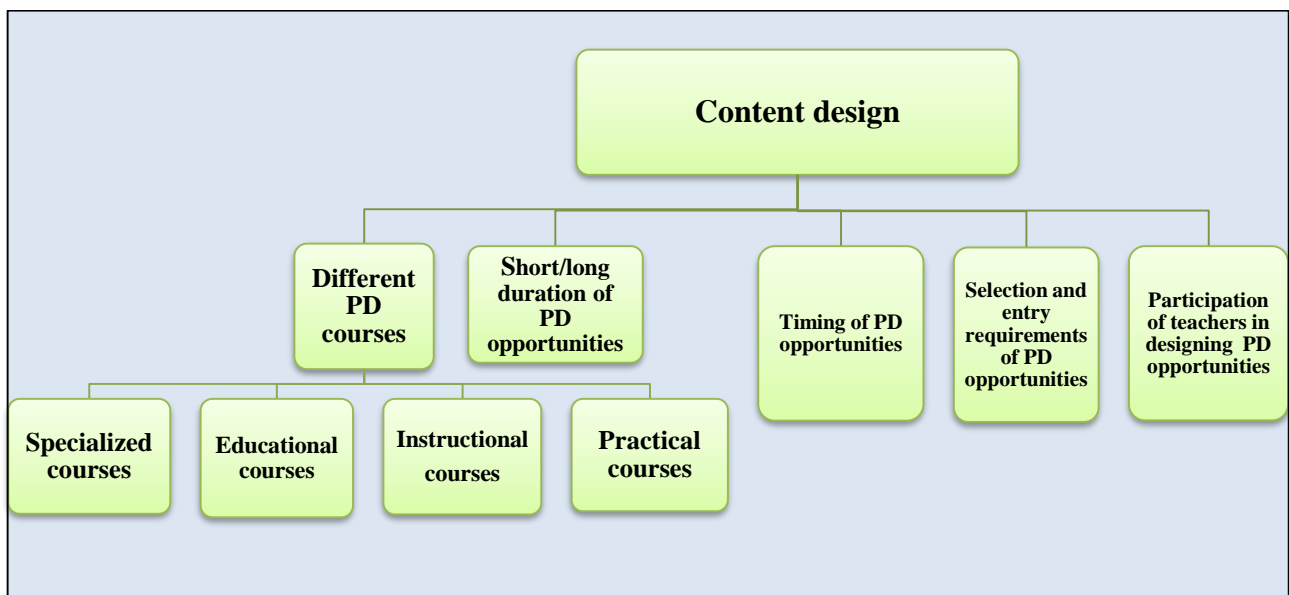
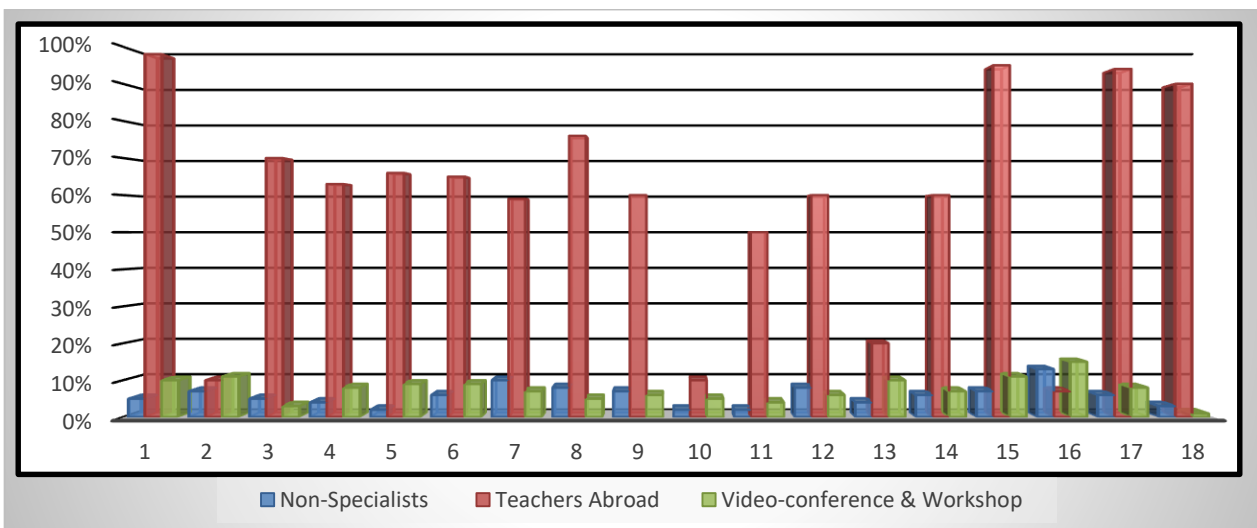


Figure (12) Categories of the findings of content design of PD opportunities



**Figure (13) Percentage of agreement frequencies of programme-related factors
(Content Design)**

The statistical analysis of the questionnaire items which represent the programme-related factors throughout the three PD opportunities shows that there is a noticeably large agreement among the respondents of the questionnaire concerning the effectiveness of EFL teachers' training abroad. Furthermore, there is a noticeable disagreement among the respondents concerning the non-specialists as well as video-conferencing and workshop programmes. See Fig. 13.

5.1.1. Different PD courses

This category includes a number of subcategories: specialized courses, educational courses, instructional courses and practical courses.

5.1.1.1. Specialized courses

This category includes EFL teachers' concerns about the specialized courses taken as PD opportunities. It also includes the responses of the PD designers regarding the EFL teachers' concerns. Most of the questionnaire respondents (95% of the non-specialist group, 90% of the workshops and video-conference group) (SC/DC/Q) responded negatively about the effectiveness of the specialized courses. This is further illustrated through their comments about the reasons for their dissatisfaction. Amna, from the non-specialist programme, stated:

It is really confusing. What are the advantages of studying Shakespeare, Charles Dickens and Wordsworth? I worked as a non-specialist EFL teacher for six years without any knowledge about these Drama, Novel, and Poetry courses. These courses were not beneficial to my teaching in class. They imposed what they wanted not what we actually need. (SC/DC/FG/Amna/Translation).

Due to their wish to have more knowledge about specialized courses that they really need in their teaching, many teachers studied these courses enrolled in another four-year degree after the completion of the four-year non-specialist PD programme in order to be more qualified and competent as an English teacher. For example, Amal said:

Most of non-specialists EFL teachers enroll in the faculty of Arts programme to study more specialized courses such as phonetics, stylistics and linguistics. This programme deals with what we need as specialized EFL teachers. We cannot enroll in this programme till we have a degree of BA in education, English department from the non-specialist teachers' programme. This takes 8 years to study what we really need. (SC/DC/FG/Amal/Translation).

90% of the workshop and video-conference informants disagreed about the effectiveness of specialized courses. In this regard, Kamal stated:

I don't think that there is any specialized course during my attendance to these two PD opportunities. All what we have are fragmented issues which are related at large to some new regulations and procedures to be applied during teaching which are imposed by MOE. (SC/DC/Q/Kamal/Translation).

Momen, from workshop and video-conference group, commented:

The specialized issues of ELT are not addressed adequately because they are always connected to curriculum change. They did not provide us with any knowledge about how to deal with the new content. All what we achieved at the end was copies of the new curriculum. (SC/DC/FG/Momen/Translation).

The teachers reported that the specialized courses that they studied proved to be ineffective for their PD. This is shown in their responses to the questionnaire item and their views expressed above. They seem to believe that the specialized courses do not meet their professional development needs/expectations. In addition, the teachers revealed that the specialized courses they study via video conference and workshops are fragmented. They also believe that the imposed MOE regulations and curriculum change contribute to making these PD opportunities ineffective.

All of the PD designers interviewed had different comments. The responses of the designers of the programme concerning their views of the specialized courses in general were positive and they praised their effectiveness and the high quality of the content:

We are fully aware of what EFL teachers need to study. We are experts in this field and knowledgeable university staff. Teachers don't know what is better for them. We decide for them according to our knowledge and experiences without even the need to search in books or the research studies. We have our own criteria to develop them professionally. (SC/DC/SS/DP/Translation).

The data revealed that the stakeholders of PD have positive views about the specialized courses of PD in general. Stakeholders of PD continued to praise the high quality of selecting the specialized

content and they ignored totally EFL teachers' negative experiences of the content of specialized courses of PD. What makes the situation worse is that EFL teachers' views are disregarded and they are considered as naïve learners; whereas the stakeholders' views are seen as superior experts and more influential in the field. However, the EFL teachers have different roles as learners, instructors and individuals, which confirms the importance of their experiences as an essential unit of PD analysis to study their needs and overcome their concerns (Borko, 2004). A further important issue was revealed: namely the subjective selection of PD content without any objective criteria or research-based justification. This raises more questions about the validity of the PD content.

5.1.1.2. Educational courses

Based on the respondents' transcript of their BA degree in the non-specialist PD programme, it is clear that there are nine educational courses out of fifteen courses in Arabic in the last two years of the BA degree. This shows that more emphasis is given to educational courses in Arabic than to English major courses in the last two years. In line with this, the questionnaire results show that 93% of the non-specialist group agreed that the programme lacks helpful educational courses (EC/DC/Q). An example of this view is expressed by Maha as follows:

There are more educational courses than specialized ones in the non-specialists programme, especially in the third and the fourth years. We are in a bad need of more specialized courses that strengthen our linguistic foundations as they we are about to graduate as EFL teachers with many weaknesses in language proficiency. (EC/DC/JW/Maha/Translation).

In addition, some teachers believe that the information included in these courses is not only excessive, but much of it is unnecessary as well. For example, Nour added:

We have quite large amount of educational information to study and we have to study and memorize them to pass tests. What is the point of memorizing loads of information about the stages of the development of the embryos as a part of the developmental psychology course? What is the benefit of studying when embryos will have skin or nails? I would like to tell the professors that I am a teacher and not a doctor. (EC/DC/FG/Nour/Translation).

With regard to the educational issues in workshops and video-conference PD opportunities, 88% agreed that the two programmes do not provide useful content (EC/DC/Q). Most participants expressed the need to know how to deal with their students in class. Yahya said:

I always find difficulty in dealing with some students who failed the course and are studying the course for the second time. The educational courses I studied did not teach me how to deal with these students psychologically. (EC/DC/FG/Yahya/Translation).

In addition, Magda commented thus:

Some parents insist on enrolling their kids in normal classes although they have special needs. I really find it hard to deal with these students who cannot cope with the pace of their colleagues. I have never heard about this inclusive education before. I think we need more knowledge of how to deal with these cases. (EC/DC/JW/Magda/Translation).

In addition, 90% of the EFL teachers who responded to the questionnaire agreed that training teachers abroad does not provide them with helpful educational courses (EC/DC/Q). For example, Khaled said:

We find it difficult to deal with learners who hate English language because of bad previous experiences with some teachers. We need to know how to deal with this issue. (EC/DC/JW/Khaled/Translation).

In addition, Rabab commented on the issue of classroom control at the secondary school as follows:

The learners at the secondary stage are really difficult to control. We are not well-prepared at the Teacher Education Programme at university or in PD courses offered to in-service teachers. We really need to know how to deal with such a problem. (EC/DC/FG/Rabab/Translation).

In this regard, Nour said:

I think we need a specialized course in dealing with the Egyptian learners psychologically as well as more information about ways of dealing with their different social nature putting into consideration the large class size and the nature of Egyptian learners. (EC/DC/JW/Nour/Translation).

With reference to the high socio-economic background of Egyptian students at some schools, Esraa commented thus:

I found difficulty in dealing with my students who come from high class backgrounds and most of them did not want to exert more effort to learn and are picky about everything. I did not have any knowledge of how to deal with them and I faced many problems with their parents. (EC/DC/FG/Esraa/Translation).

From the PD stakeholders point of view, a senior mainstream supervisor said the following:

I think that dealing with the different learning abilities and linguistic backgrounds is one of the critical challenges which the teachers face in their daily classroom practices. This is due to the fact that teachers have low quality of performance. (EC/DC/SS/SU/Translation).

In agreement with this, a PD designer commented as follows:

I agree that there is a lack of teachers' educational knowledge of students. We don't focus on this aspect in teachers' PD as we have other points of cognitive weaknesses which need more consideration. This is more important and relevant to the content of English language teaching. (EC/SS/DC/DP/Translation).

In contrast, another PD designer at university said:

We focus on the educational courses more than the major courses as this is the focus of the programmes of Faculty of Education. Teachers need more knowledge about pedagogy than knowledge of phonetics, stylistics...etc. On the other hand, the English Dept. at the Faculty of Arts focuses on major courses as it is not concerned with teacher preparation. (EC/DC/SS/DP/Translation).

Many issues were revealed through these comments on EFL teachers' pedagogic needs. Their educational needs differ from the PD designers' perceptions of what should be taught and this widens the gap. Teachers face some challenges in dealing with their students and need to be equipped with educational strategies. However, the stakeholders seem to believe that knowledge of students is not that important in comparison with other important ELT courses. Additionally, teachers who have been trained abroad expressed their dissatisfaction with the educational and educational courses in the UK because they do not deal with the real nature of Egyptian students or the Egyptian context. This raises a debate about the validity of the PD abroad and its applicability to the Egyptian context. Furthermore, the discrepancy between the two views of PD designers (i.e. those who work at school and those who work at university) about the importance of educational and/or major courses, is reflected in the content of PD opportunities offered to EFL teachers.

5.1.1.3. Instructional Courses

This category deals with the instructional courses which focus on improving different aspects of English Language Teaching (ELT). First, the researcher will introduce the results of the investigation into the efficiency of the EFL teachers' PD through the experiences of the EFL teachers of PD opportunities that promote knowledge of general English language. Then, the different aspects of ELT speaking, writing, reading, listening, translation, grammar and vocabulary will follow.

5.1.1.3.1. EFL Teachers' Target Language Knowledge

EFL teachers' target language knowledge is neglected throughout the different PD opportunities investigated (98% disagreement of promoting target English language knowledge in PD opportunities of non-specialists, 90% disagreement of training teachers' abroad, and 95% of

workshops and video-conference) (ETL /DC/ Q). This was highlighted for different reasons by the informants of the study.

With regard to non-specialist teachers, Mohy confirmed that,

Most of my colleagues of non-specialist teachers have low level of English as target language because we are accountants, engineers, lawyers...etc. who don't study English in their initial preparation at universities. We just know the basics of secondary stage English level. We don't have any help in improving our English level in the PD. (ET/DC/JW/Mohy/Translation).

Two more examples of this view are presented below. First, Sara said:

I'm an engineer. I need the non-specialist programme to help me improve my level in English language in general; then I need to know how to teach it as EFL. We should have specific modules based on our current level of English language. (ETL/DC/ FG /Sara/Translation).

In harmony with this, Nour added:

I really want to know how to write an essay but I'm not good in writing a paragraph myself. This programme doesn't help us either as students or teachers as they should have analysed our linguistic needs and problems in grammar, vocabulary, sentence structure...etc. and show us the right way to do it. (ETL/DC/FG/Nour/Translation).

Similarly, Yasser commented thus:

We need to be divided into groups according to our current professions and prior knowledge. The programme designers should consider the variations of our jobs as some of us are already English teachers and others are teachers of other subjects and others are not teachers at all. (ETL/DCFG//Yasser/Translation).

With regard to training teachers' abroad, some participants disagreed with the effectiveness of the content of training teachers abroad in relation to improving the target language. A sample comment is that of Alaa:

I expected to study English language course by native English speakers, but unfortunately improving the target language was not part of the course of training teachers abroad. I also would like to have more opportunities to deal with British tutors in an attempt to improve my level of English specifically fluency and competency. I was ashamed as I struggled to understand what they meant during teaching the courses. I have a problem with listening comprehension in English as I have not listened to a native English speaker before. (ETL//DC/JW/Alaa/Translation).

The workshops and video-conference informants explained why they felt the need to improve their target English language, as represented by Assem below:

It is very expensive to take English course in British council or the American university. We really need to improve our English as a target language. I answered yesterday two sentences wrong in the grammar and I can't pronounce some words correctly. This is embarrassing and made me lose self-confidence that I can teach English. (ETL/DC/FG/Assem/Translation).

Further reasons are revealed by other participants; for example, Maha:

I always escape writing any new sentences in my lesson planning notebook for fear of making grammatical or stylistic mistakes. I'm also not confident about the correct way of organizing the sentences in a paragraph. In addition, I always stop writing after three sentences and I struggle adding more sentences. (ETL/DC/FG/Maha/Translation).

From the stakeholders' point of view, there is agreement among the PD designers that the EFL teachers' level of English is low:

The non-specialists programme is based on the same courses of the pre-service EFL teacher-preparation programme. If they need any help in improving their level of English, this should be their own effort individually or by enrolling in a general English course in the British Council. I think they should not have enrolled in the programme from the beginning as long as their level of English is not strong enough. (ETL/DC/SS/DP/Translation).

Knowledge and use of the target language are low, as reported by most participants. Therefore, EFL teachers' level of English proficiency needs to be assessed prior to enrolling in any course so that PD designers can design and improve the content of all PD programmes accordingly. These findings also raise a question about the validity of the selection criteria in EFL teachers' PD and the importance of teachers' proficiency of English as a target language as well as the language of studying, communication and teaching.

5.1.1.3.2. Teaching the different aspects of ELT

With regard to the courses which are related to teaching the different aspects of ELT, namely speaking, writing, reading, listening, translation, grammar and vocabulary, 94% of the respondents of the questionnaire from the non-specialist programme believe that the teaching skills courses are ineffective (IC/ DC /Q). Most of the informants claimed they lack sufficient knowledge of the facts, concepts and different skills of teaching English. As Alaa said:

We have one teaching skills course which is poor in content. For example, in the final year, we addressed some traditional known concepts about teaching such as how to stand in front of the students and the importance of using blackboard in teaching. There is no deep discussion of the challenges that we already face as teachers such as how to apply the new teaching techniques in a large classroom or how to deal critically with teaching the content

(IC/DC/JW/Alaa/Translation).

From another point of view, some teachers of the non-specialist programme expressed their need to know how to teach the different skills of English as they have never taught English; Yasser stated the following:

I really need to know how to teach English. I'm a lawyer and I did not teach before. It is really embarrassing to stand in front of students and you don't know how to teach them. I tried to explain for my students in the new school how to write, but I did not do it properly. I feel frustrated. (IC/DC/FG/Yasser/Translation).

In line with this, 94% of the informants of the workshop and video-conference group expressed their dissatisfaction with the teaching skills courses. As an example, Waheed said:

The teaching content of workshops is not efficient. This is the reason why few teachers attend these workshops. We need more knowledge about using analytical tools of criticism and ways of inquiry to deal with EFL curriculum. We are not able to deal with non-routine tasks of teaching or with new ideas and tasks. (IC/DC/JW /Waheed/Translation).

In line with this, Osman commented on video-conference training,

I don't know how to teach speaking. I did not know that there are strategies to teach it. I thought it comes naturally through students' experiences of learning English. I also really need to know how to teach reading comprehension. This is really what we need to learn and not what they imposed in PD (IC/DC/FG/Osman/Translation).

Regarding training teachers' abroad, most participants agreed that the instructional courses abroad are effective, as Ahmed confirmed.

I think that I had valuable methodology courses in this programme. We had some interesting major courses such as TESOL Methodology, Language and the Learner and Second Language Teaching Curriculum. It really enriched my knowledge. (IC/DC/JW/Ahmed/Translation).

However, the questionnaire percentages of agreement were not high concerning the effectiveness of the instructional course (see the table of questionnaire percentages in Appendix 10); approximately 93% of participants from non-specialist & workshop and video-conference groups agreed that the instructional courses are effective. Egyptian EFL teachers who have been trained abroad believe that the teaching of different aspects of ELT is excellent, but these methods and techniques will not work in the Egyptian context. As Omnia said:

The methods and techniques for teaching reading and writing will never work in large Egyptian classes. This is why I think that this knowledge is good, but it is too idealistic to the reality of Egyptian classes.

(IC/DC/FG/Omnia/Translation).

Ahmed also stated:

These instructional strategies are impossible to be conducted in the Egyptian classes. For example, we don't have time to do such activities because the curriculum has much information which needs to be explained in a limited time. Furthermore, we don't have linguistics and phonetics labs to teach students these skills. Some of the schools don't have even electricity for the cassette player to be used in class to teach listening. (IC/DC/JW/Ahmed/Translation).

There are three important issues that need attention. First, there is a gap between what teachers need and what is imposed in the PD opportunities. The teachers need to know how to teach and they are aware of their points of weakness, but their needs are not met in the PD design process. Second, it seems that little note is taken of the teachers' experience and perspectives on the implementation of these courses in the non-specialist programme as a criterion in selecting what they need to know in instructional courses. Some experienced teachers think that the instructional course is an easy course, while novice teachers find it difficult. Finally, theory and practice seem separate, as shown in the content of training teachers abroad and methodology courses; this highlights the importance of context in designing the content of PD.

From the stakeholders' point of view, most PD designers offer PD opportunities that are based on their conceptions of what English teachers need and not the actual needs.

We design the content of PD so that it includes what EFL teachers need to know and apply in classrooms. Anything else teachers feel that they need is their own responsibility to do it themselves. Actually nobody learns how to teach, it comes gradually through years of experiences. (IC/DC SS/DP/Translation).

The above data indicates that most designers do not take teachers' views, needs and concerns into consideration while designing PD opportunities. These findings raise the issue of self-directed PD and the need to pay more attention to its importance for EFL teachers and facilitate the means to promote EFL teachers' involvement in self-directed PD.

5.1.1.4. Practical Courses

The practical courses deal with teaching practices and the development of ELT skills. Approximately 95% of the non-specialist informants agreed that the practical courses promote neither their ELT skills nor their teaching practices (PC/DC/Q). As Osama said:

The non-specialists programme doesn't provide us with knowledge about lesson planning and practical knowledge to deal with large class management effectively. We need practical examples, application and follow-up to enable

us to work in real class (PC/DC/FG/Osama/Translation).

Radwa also commented:

It is really ridiculous that they did not provide us with any practice to design a test or ways of providing feedback, and they are expected that we are going to do it right. How come! (PC/DC/JW/Radwa/ Translation).

Momen further indicated that:

Teachers' practice at schools is part of the programme. There is no actual practice because the school principals of the training schools did not allow us. Furthermore, we have to be absent from our original schools where we work as full-time teachers to teach in the training schools. Why they did not come to assess our teaching in our original schools? Additionally, there is no continuous follow-up by university supervisors who are responsible for our teaching practices. (PC/DC/FG/Momen/Translation).

Although the courses are meant to focus on training and theory in practice, the informants of the workshop and video-conference training had doubts about the adequacy of practical courses (92%). Waleed commented on this issue as follows:

I have a problem of applying the activities in one class duration. This is due to my lack of training on time management. Moreover, I know in theory some teaching strategies, but I failed to apply them in class. I think there is a need to do more practice to support our teaching practices. (PC/DC/JW/Waleed/Translation).

Wafa made the following comment:

I attended a video-conference about how to design a lesson plan in theory. My colleagues and I expected that there is a practical part. However, the training provider asked us to practice it in our schools. I failed to do it correctly because I have never had proper training or appropriate feedback on it. (PC/DC/FG/Wafa/Translation).

Most Egyptian EFL teachers agreed that the practical courses of training teachers abroad have valuable content, but the knowledge and skills developed are not particularly helpful for their students because school principals, parents and supervisors will not allow teachers to put them into practice. As Rabab said:

This is an excellent programme with excellent training and knowledge. However, I think that it is impossible that my school principal, supervisor, parents or a student will allow us to attempt to apply any of these knowledge and skills in our classes. (PC/DC/JW/Rabab/Translation).

Based on the above data, it is clear that teachers struggle with the low practical value of the content of teachers' PD. Many teachers expressed their frustration because their training and

practices are neglected. This is emphasized by the gap between theory and practice and the impact of this upon their self-confidence and their attitudes towards teaching. In addition, the problems of teaching practices of non-specialists revealed one of the major deficits of this programme: that the teaching practice in training schools is not taken seriously. Finally, some PD stakeholders seem to prevent teachers from applying the teaching strategies which they learned abroad.

From the perspective of most PD designers, there is a genuine belief that practical knowledge and skill development can be achieved through more years of teaching and that there is no need for further knowledge or the application of that knowledge. The following comment expresses their perspective:

English teaching is a theoretical more than practical study. So, we focus on theory and knowledge more than practice and application. The practicality which teachers seek is something that can be gained through their experience in teaching and it does not need to be mixed in theory of the content. (PC/DC/SS/DP/Translation).

Further reasons were mentioned by three of the PD designers:

MOE thinks that this kind of knowledge should be established at the initial teachers' preparation and it is not a concern to teachers' PD programmes at all as this is one of the basics of teachers' preparation and it does not need any development after establishing its basics at initial preparation level as teachers develop this knowledge mostly from work experience. (PC/DC/SS/DP/Translation).

Teaching for years does not necessarily indicate that learning occurs. Furthermore, it does not imply that what needs to be known or trained has been achieved. Additionally, teachers' preparation and PD should not be separated but seen as an integrated unit which has one main focus; namely, EFL teachers' quality. There is a need to consider that theory and practice mutually inform, and together constitute, 'a dialectical praxis' (Elliott, 1991: p. 46) to promote effectiveness of PD opportunities.

5.1.2 Duration of Teachers' PD

The duration of teachers' PD is one of the emerging categories of PD content design. The two most commonly-reported PD opportunities by the participants are workshops and video-conferences, which last for a day or two. The teachers reported that these PD opportunities have little effect on improving their knowledge and skills. This is because, unlike the non-specialists programmes, which have a longer duration of four years, these short activities do not promote a continuous learning experience.

Ayman commented on this as follows:

Duration of workshops and videoconference training is not long enough to provide us with what we really need. Attending a day or two every five or six months will have little or no influence upon our teaching. We need to live the experience of learning for a long period of time. (SLD/DC/JW/Ayman/Translation).

With reference to the long duration of the non-specialist programme, during which the respondents work and study full time simultaneously, the majority of my informants agreed that the duration was too long. As an example of this view, Mohammad commented:

The non-specialists programme is four years long. What we really need can be taught in two years' time or less. That's why a lot of my colleagues don't want to be enrolled in this programme because of its long duration. (SLD/DC/FG /Mohammad /Translation).

Additionally, Maha added:

It is really hard to work and to study for four years on full-time basis. Furthermore, we have to pay for the books, transportation to and from the university, and other financial issues. The biggest difficulty is the psychological stress between study, work and your personal duties as a mother, a wife and your children. (SLD/DC/ JW/Maha/Translation).

The training teachers abroad group expressed their satisfaction with the nine months' duration of the programme. Rabab said:

I think that nine months is ok. We really enjoyed this programme. However, we miss our families and friends (SLD/DC/FG/Rabab/Translation).

From the formal point of view, four out of the five PD designers agreed:

The duration of teachers' PD programme varies according to the value of the certificate the teachers are entitled to achieve at the end of the programme. To be specialized EFL teachers, they have to study for four years. On the other hand, the training of MOE takes a day or a week maximum as it is a kind of guidance to what is supposed to be done in teachers' handling of the curriculum (SLD/DC/SS/DP/Translation).

The majority of informants believe that the local PD opportunities are either too short or too long, which does not seem to work well for the EFL teachers' status and does not fulfill their expectations of a continuous learning process. This turned out later to be one of the factors which hinder teachers' enrollment, continuity and progression in their PD opportunities.

5.1.3. Timing of PD Opportunities

The timing of PD opportunities is one of the categories that emerged from the data analysis. The informants have difficulty deciding whether or not to attend PD opportunities because of the

inconvenient timing. They are afraid of administrative and financial penalties from the educational administration; they are also concerned about the impact on their work commitment and personal life. In line with this, the majority of the informants confirmed that, if they had to attend the teachers' PD programmes and the timing was not convenient, they would just sign the attendance sheet and then go home or return to school. Respondents from the workshop and video-conference group had a number of complaints about timing; for example, Ahmed said:

They choose an inappropriate time to hold such programmes either at the beginning of the year or at the revision times at the end of the school year or at the end of a very long and tiring school day of 7 hours' work. (TPD/DC/JW/Ahmed/Translation).

In a similar vein, Alaa noted:

We feel reluctant to attend these PD sessions as the timing is inappropriate for us. To avoid any administrative penalties, we try our best to sign in the attendance sheet and leave before the session ends to return to school or to give some private tuition sessions. (TPD/DC/JW/Alaa/Translation).

Another respondent, Amira, said:

MOE chooses the inadequate timing of the programmes. For example, we have long free time during the summer holiday as we have to go to school and stay there for 7 hours every day without doing anything waiting to sign the attendance at the end of the day. Once the school year begins, all the training programmes occur at the same time without any consideration to many things which need sorting out at the beginning of the scholastic year that we need to organise. We can attend these programmes during summer holiday. (TPD/DC/FG/Amira/Translation).

Nour from the non-specialist group also commented,

How do they expect a mother who has three children to stay till eight p.m. three days a week? We are supposed to start our lectures at 3:00 p.m.; a rush hour with a very heavy traffic jam, at a remote place such as Helwan University. Besides, most of us are full-time teachers; we start our work at 7:00 a.m. and finish at 3:00 p.m. and we are supposed to start our lectures in a different place after an hour travel at least 4:00 p.m. We are supposed to have 4 hours of study. (TPD/DC/FG/Nour /Translation).

From the formal point of view, the majority of the PD designers believed that the timing is convenient for the following reasons:

Teachers' PD programmes are connected basically to the teaching process, so teachers should be able to apply the theoretical issues which they learn in the sessions in their classrooms. Furthermore, we can help them solve any problems they encounter during teaching process. So, teachers' PD programmes should be held during the scholastic year. In addition, there are

new regulations and decisions which MOE issued concerning the learning process which should be informed to teachers using teachers' PD programmes during the scholastic year. (TPD/DC/SS/DP/Translation).

Teachers and stakeholders have different perspectives about the inappropriate timing of teachers' PD. The problem is that there seems to be no consideration of teachers' work conditions or their personal commitments. Furthermore, the reasons that the PD designers mentioned can be fulfilled with a better management of timing as well as more consideration of teachers' concerns, problems and needs. Many of the informants asserted that the inadequate timing of PD causes the teachers' low attendance rate, and poor progress in their development. According to the findings of the current study, it also causes many family problems for the female teachers and their husbands; this is likely to be a hindering factor for any female teacher to continue her PD because of the attitude of the middle-eastern society, which does not allow women to be away from home late or all day.

5.1.4. Selection and Entry Requirements of PD

It emerged from the data from the teachers that the selection and entry criteria for any of the PD opportunities offered to Egyptian EFL teachers are neither objective nor comprehensive. For example, Alaa said:

I need to obtain 'excellent' in my annual teaching evaluation for two consecutive years to enroll in training teachers' abroad programme. This is not a reliable criterion as most of these annual reports are signed by the school principals as a compliment to their preferred teachers only. Unfortunately, the real criterion also is a recommendation letter from an important figure in the educational administration as a favouritism criterion to allow you to attend the programme. (SER/DC/FG/Alaa/Translation).

The majority of the teachers agreed that there are important enrollment criteria which are neglected in the teachers' PD programmes, such as formal education and years of experience. In agreement with this, the majority of the training teachers abroad group complained about the neglect of previous formal education as a criterion of enrollment in the programme. As Hamdy said:

There is no consideration to many MA and PhD holders of teachers as a preference factor in selection of sending teachers abroad although the programmes in which they are enrolled abroad are postgraduate diploma or M.Ed. in TESOL. This can be more effective to the teachers who have ambition to pursue their academic progress. (SER/DC/FG/Hamdy/Translation).

The majority of the non-specialist group were of the same opinion. Maha said:

We come from different backgrounds of formal education; some of us are lawyers, engineers, teachers of geography, history or arts...etc. We are of different English proficiency levels. Furthermore, some of us are teachers of

other languages and others are English teachers for years. We are all studying the same courses and enrolled in the same programme. I think that specific formal educational background should be one of the criteria for enrollment in the programme. (SER/DC/JW/Maha/Translation).

With regard to the years of experience as a criterion of enrollment in teachers' PD programmes, the non-specialist group agreed that the experience factor is not considered. Amal said:

We have to study the same courses offered to Faculty of Education students. The experience of teaching and being adult learners did not make any difference to the decision-makers or the designers of the programme or even to the university professors who are the training providers of the programme. (SER/DC/FG/Amal/Translation).

Furthermore, Fathia made the following comment:

I taught English for 12 years so what is the need to attend teaching practice. This is meant for trainee teachers who didn't work as English teachers, but not for me. (SER/DC/JW/Fathia/Translation).

With reference to the experience factor, the majority of the informants in the workshop and video-conference training group disagreed about mixing the novice teachers with the expert teachers, and commented on the lack of consideration of the experience criterion. To support this view, Abdelhamid said:

Studying with novice teachers causes resistance to change inside us as expert teachers. We are not fossilized teachers and the designers of the programme do not respect the long years of experience by mixing us with the novice teachers. There is a hidden conflict between us. Each group tries to hide any point of weakness and to show off any point of strength in front of the other group. (SER/DC/FG/Abdelhamid/Translation).

In relation to this, the non-specialist teachers complained that their work experience is not considered in the teachers' PD programme. Omar commented as follows:

Two years of working in the field of teaching is not an enough criterion for enrolling in the programme or an indicator to assess our background. Everybody knows that some colleagues have never taught before and they presented fake experience certificate to the university admission office. (SER/DC/JW/Omar/Translation).

With regards to the IELTS test as an English language admission criterion, the majority of the training teachers abroad group agreed that the test is not sufficient to assess the different aspects of teachers' experiences, knowledge and skills to be able to join the programme abroad. Two examples of this view are presented; Magdy said:

We need a comprehensive assessment of our knowledge and experience as the IELTS test is not a good indicator to assess teachers' level and experience of

teaching. (SER/DC/JW/Magdy/Translation).

Similarly, Rabab commented:

I had many colleagues, who have problems with the pace of answering the IELTS test, but they are really excellent teachers and they should have opportunities to be trained abroad. (SER/DC/FG/Rabab/Translation).

From the formal point of view, some PD designers responded to the EFL teachers' previous concerns about selection and entry requirement as below:

Admission criteria are more than enough for us as designers of the programme to select the proper candidates for the programme enrollment as we need to allow the majority of teachers to be enrolled in the programmes. If the teachers need more complicated procedures, they can design their own programmes. (SER/DC/SS/DP/Translation).

Based on the informants' responses, years of experiences and formal education are important criteria for selecting candidates for the PD opportunities. This can promote teachers' reflection, prior knowledge and skills. These prior knowledge and skills are the corner stone upon which designers can select the content of PD. Besides, not having objective and valid criteria of selection caused teachers' negative attitude towards the PD programme because anyone can be enrolled and take others' rights and chances to be professionally developed. Additionally, according to the comments of the designers, the notion of one-size-fits-all PD seems to prevail; although the informants' responses suggest this is inadequate. Quality and selective entry requirements are two important factors PD designers should consider.

5.1.5. Participation of Teachers in PD Design

Teachers' participation in the design of PD is one of the emerging categories of the data analysis. The informants of the current study believe that the PD programmes are of little value. A sample example of this view is given by Ahmed:

I feel that the PD programmes are useless imposed programmes that do not benefit us personally, academically or professionally. We really do not want to attend these useless programmes. (PTD/DCJW/Ahmed/Translation).

With reference to teachers' participation in designing the workshop and video-conference training, the majority of the informants confirmed that they have no role in this. Ahmed continued:

We do not participate in designing the workshops or the video-conference. This causes some kind of de-contextualization as we are more aware of what we need to know and the challenges of our work context which need to be considered in designing the PD opportunities. (PTD/DC/JW/Ahmed/Translation).

Amer agreed:

We do not have a say in designing the content of PD, but everything is enforced by PD designers who have never worked as teachers before. Moreover, they don't even ask us about our needs, challenges, concerns face to face, but through a questionnaire or survey which rarely occurred as if we do not exist at all. (PTD/DC/FG/Amer/Translation).

Moreover, the majority of the EFL non-specialist group agreed that EFL teachers do not participate in designing the content of their PD programmes. As Hesham said:

The PD designers agreed that the content of the non-specialist programme is the same content of initial teachers' preparation programme without any opportunity of teachers to participate in shaping the content that they really need. We are different from college of education students who have no say in designing the PD. (PTD/DC/FG/Hesham/Translation).

Three PD designers regarded teachers' participation in deciding the content of their PD as unacceptable. A sample example of this view is the following:

Teachers' participation in the content design of teachers' PD is unacceptable as they don't have the same knowledge and experience in teaching English like the university professors or the educational experts or even the supervisors. (PTD/DC/DP/SS/Translation).

The findings of the current study revealed that there seems to be no participation of EFL teachers in their PD design nor consideration of assessing their needs and concerns. Teachers' own beliefs, and their theoretical and practical experiences as adult learners need to be taken into consideration while designing PD opportunities. Teachers are more aware of the reality of teaching in classrooms with its needs and challenges as well as the nature of the school context. Furthermore, as individuals, they have their commitments, concerns and problems which need to be considered. The different roles played by EFL teachers in their pedagogical practices, teaching strategies, teaching activities, educational materials, learning environment, and evaluation of PD should encourage PD designers to provide opportunities for teachers to participate in their PD design prior to these courses.

5.2. Pedagogical Practices of EFL Teachers' PD Opportunities

Pedagogical practices deal with the process of teaching of PD opportunities. This section presents the data from the informants of the three groups of PD investigated. The pedagogical practices of teachers' PD include different sub-sections: teaching strategies, teaching activities, educational materials, evaluation of the teachers' PD programmes, assessment feedback, learning environment of EFL teachers' PD opportunities, preparation of training providers of PD and EFL teachers' attitudes towards their PD. (See, Fig.14.)

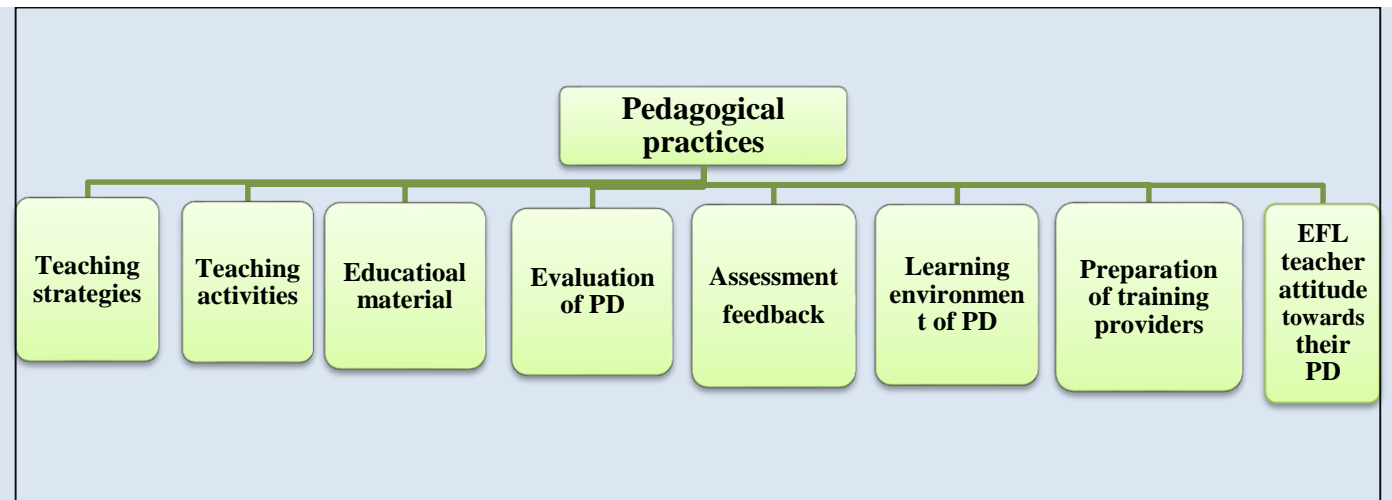


Figure (14) Categories of the findings of pedagogical practices of teachers’ PD opportunities

The data was analyzed for percentages and frequencies of agreement regarding the pedagogical practices as one of the programme-related factor. The statistical analysis of the questionnaire items which relate to the programme-related factors throughout the three PD opportunities shows that there is a noticeably large agreement among the respondents of the questionnaire concerning the teachers’ training abroad. Moreover, there is noticeable dissatisfaction among the respondents concerning the non-specialist as well as the video-conferencing and workshop programmes. (See Fig. 15.)

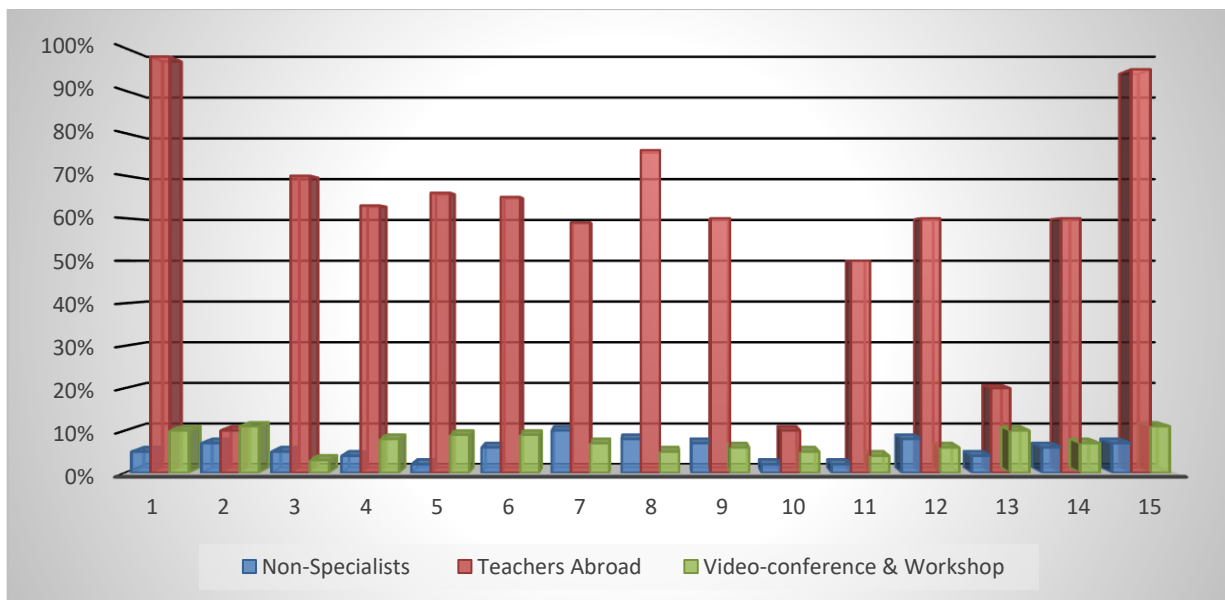


Figure (15) Percentage of agreement frequencies of programme-related factors (Pedagogical Practices)

5.2.1. Teaching Strategies in Teachers' PD

The findings of the current study indicate that 97% of informants of the non-specialists and 91% of the workshop and video-conference group agreed that discussion as a training technique is discouraged in the PD opportunities (TS/PP/Q/Translation). In addition, lecturing is the most dominant teaching strategy. Other teachers also commented on their experiences of lecturing and the nature of other teaching strategies that are used by PD training providers, as shown below.

With regard to the effectiveness of lecturing as a teaching strategy, 97% of the informants of the non-specialist programme disagreed that lecturing was effective in their PD (TS/PP/Q/Translation). Esraa stated:

The training providers used lecturing in teaching grammar as a discrete set of rigid rules. This does not help improve our understanding of grammar. The reason behind this could be that lecturing is not the effective teaching strategy in teaching grammar as it focuses on memorization and drilling of the rules and not understanding the application of the rules. (TS/PP/FG/Esraa/Translation).

In line with this, Mohamed from the non-specialist group added:

Lecturing is a horrible strategy because we are not allowed to talk at all or discuss or even ask about a point that we did not understand. We have been at training teachers' abroad last year and lecturing was conducted in a completely different way. You had the opportunity to ask, discuss and have comprehensive feedback on your questions. (TS/PP/FG/Mohamed/Translation).

In harmony with this, 95% of the video-conference and workshop group also agreed that lecturing as a teaching strategy is of little value (TS/PP/Q). Hader from the workshop programme added:

Using lecturing in teaching translation is not effective as the training providers use direct translation from English into Arabic adding more efforts on their part as well as no effort is exerted on our parts as learners. This is a weak strategy as it does not develop our translation skills of paraphrasing, adaptation to L1 conventions and textual features and parallel-text use. (TS/PP/FG/Hader/Translation).

In line with this view, Kamilia from the video-conference and workshop group said:

Although we are using advanced electronic media through video-conferencing, the teaching strategy is still lecturing without our participation from in discussion with overloads of more information in a limited time. (TS/PP/JW/Kamilia/Translation).

With regard to using co-operative learning as a different teaching strategy, 93% of the non-specialist group and 98% of the workshop and video-conference group stated that they did not experience this teaching strategy (TS/PP/Q/Translation). The following are some of the responses of both groups. Amnah from the workshop group stated:

Co-operative learning is not used in PD because training providers don't want to exert more effort in organizing or discussing the course among the different groups. Furthermore, I think that they are afraid of class control and management through discussion. (TS/PP/JW/Amnah/Translation).

Abd-Allah from the non-specialist group also commented:

Co-operative learning means wasting time for training providers because they want to teach us loads of information in one lecture. (TS/PP/FG/Abd-Allah/Translation).

From the formal point of view, the majority of training providers commented on the relevance of teaching strategies of PD programmes; as one said:

Selecting the teaching strategy is decided by us as training providers and we have our own reasons and targets to be achieved. I think that teachers don't have much experience and knowledge to decide which teaching strategy is relevant for their teachers' PD programmes. (TS/PP/SS/TP/Translation).

As mentioned above, lecturing was reported as the most dominant teaching strategy, but informants' comments show that this strategy is not considered as effective as discussion in delivery of PD content. However, lecturing can be effective when it is used by trained English speakers who interact with the teachers. Teachers want co-operative learning and discussion strategies to be used in the delivery of their PD opportunities. The findings of the current study also indicate another important issue, which is the way of using the teaching strategy. Some of the informants of the current study indicated the usefulness of lecturing in teaching through their training abroad; however, the same teaching strategy seems to be problematic in the Egyptian context. This raises a concern about the quality of the training providers, their efficiency in applying the teaching strategies, and the influence of the class context, bearing in mind that EFL teachers are adult learners, in applying effective teaching strategies.

5.2.2. Teaching Activities in Teachers' PD

93% of the non-specialist group and 91% of the workshop and video-conference group (TA/Q/PP) agreed that they did not have different activities in PD. Freeman (2002: p.76) stressed the importance of conducting different activities in PD to develop teachers' skills, but the responses of the informants revealed that most PD practice is limited to listening to the lecturer. In line with this, Banan said:

The workshop programmes do not provide us with varieties of activities. This does not consider the differences of learning styles because some of us are visual learners, others are auditory and some are kinesthetic learners. Moreover, this turns the lecture into a boring learning opportunity. (TA/PP/JW/Banan/Translation).

According to Tamer:

There are no activities in the programme. This is because the training providers think that lecturing is the best strategy in the world. Moreover, doing nothing, but listening for more than an hour is not effective because this does not take into account the differences in style, types, time and pace of learning. (TA/PP/JW/Samir/Translation).

From the stakeholders' point of view, an example of the training providers' view is the following:

Teaching activities don't exist in teachers' PD programmes as all the teaching is based on lecturing only. We think this may be because teachers themselves as adult learners will refuse conducting other activities in teaching other than lecturing as an indicator of disrespect of their age. Furthermore, we use this technique which proved to be effective in teaching adult EFL teachers for ages. (TA/PP/SS/TP/Translation).

The main issue here is that there is a difference between teachers' and training providers' beliefs about the importance of different teaching activities in the process of teachers' PD. The majority of the informants in the focus groups expressed their desire to have different activities in teachers' PD programmes. In addition, another category of teachers wanted the chance to be responsible for creating teaching activities in teachers' PD programmes. On the other hand, training providers think that there is no time to conduct activities and they seem to think that activities are not effective in working with adult teachers. Thus, this suggests that teachers' needs, concerns and perspectives as adult learners are not considered, with the result that there are contradictory beliefs of stakeholders and EFL teachers.

5.2.3. Educational Materials in Teachers' PD

Most informants agreed that the most dominant educational material in teachers' PD programmes is the textbook. 88% of the non-specialist programme respondents agreed that there are no effective educational materials in PD (EM/Q/PP). In line with this, Shereen said:

There is no variation in the educational materials of the programme, only textbooks are used. There are no other supplementary materials. This hinders our progress as it neglects the differences of our learning styles. (EM/PP/JW/Shereen/Translation).

In line with this, 91% of the informants of the workshop and videoconference group stated in the questionnaire that the educational materials are ineffective (EM/Q/PP). In this regard, Hana

confirmed:

Although the workshops and video-conference need more educational material than others, there are no handouts to be distributed. It is difficult to have nothing related to what you are listening to except a blank sheet of paper. (EM/PP/JW/Hana/Translation).

With regard to using multi-media, 96% of the non-specialist respondents agreed that audio-visual materials are not available in PD opportunities (EM/PP/Q). The majority believed that applying multimedia instruction in the programme would promote their skills and increase their knowledge. As Afaf said:

Books and books and books! There is no chance of using even CDs, cassette tapes, web-based courses, online tutoring...etc. The use of different multi-media instruction will encourage us to know more about the content that we are handling as they will provide us with different sources of knowledge which can promote the development of our skills. (EM/PP/JW/Afaf/Translation).

Ayman from the non-specialist group stated:

Although we study Drama and Novel, we have never watched any of the plays or the novel that we studied. There are no audio or visual CDs or videos or any online websites to enhance our study for the way we can apply different teaching methods in class. Actually, we miss a lot without these educational materials. (EM/PP/FG/Ayman/Translation).

Furthermore, Gehan from the video-conference group claimed the following:

The video-conference is based on using the internet; we rarely have any multi-media instruction. Training providers taught in a very traditional way of lecturing. The video-conference functions as a link for teachers in different governorate to communicate and see each other only. This is not an effective way to use video-conference because we can have great benefit out of it as educational material like Teachers' TV. (EM/PP/JW/Gehan/Translation).

From the stakeholders' point of view, one of the training providers of PD commented thus:

We are not used to use these new modern technological innovations in teaching and it takes a lot of time to be prepared. We have many courses to teach. Teachers can enjoy their time at home watching these videos and CDs. (EM/PP/SS/TP/Translation).

As reported by the training providers, the Ministry of Education does not pay them well so they do not care much about good preparation and the selection of proper educational material. They also said that they have many courses to teach. This raises a question about the monitoring of training providers as they do not have any type of supervision. Training providers need monitoring as a source of PD for them, as well as higher salaries to work well. At the same time, the majority

of the informants expressed their need to use modern multimedia instruction in their different PD programmes. These needs are not fulfilled in school or university contexts, which are not well-equipped with videos, CDs and other technological innovations of teaching. However, better preparation on the part of the training providers could help fill this gap and fulfill teachers' needs.

5.2.4. Learning Environment in Teachers' PD

The learning environment is stressful and boring in most teachers' PD programmes. As Ayman said:

Many of my colleagues have their own ways of escaping from this discouraging atmosphere of learning through one of the following excuses: going to the toilet several times, or presenting false excuses to leave early or sleeping inside the session. (LE/PP/JW/Ayman/Translation).

In line with this, 98% of the respondents of the non-specialist group agreed that there is a negative learning environment in PD (LE/PP/Q). Eman said:

The PD session is a very boring one with no fun at all as if we are in the military service! If there are any movement/side talks in the row where we are seated, the professors ask all the teachers in the row to leave the lecture immediately or select one of them to be an example of punishment and deprive him/her from attending classes and the final exam. (LE/PP/FG/Eman/Translation).

Munir added:

There is a tension between teachers and the professors as teachers are afraid of the power of the professors and the professors treat the teachers in disrespectfully unless they buy their books. (LE/PP/JW/Munir/Translation).

In line with this, 99% of respondents from the non-specialist group agreed that the training providers are not willing to help (LE/Q/PP). As Abdelhamid said:

It is not allowed to ask questions during the lecture. At the end of the lecture, the training providers have no time to discuss or answer any questions. However, there is no support for us during the learning process as most of us are afraid of studying and examination in English language for the first time. (LE/PP/FG/Abdelhamid/Translation).

A supportive learning environment is needed as it helps learners to understand the materials and the challenges they face in the learning process (McLoughlin & Oliver, 2000). In this regard, 95% of the respondents from the training teachers abroad group agreed that there is a positive learning environment and 93% agreed that teachers are helpful (LE/PP/Q). However, the majority of the respondents are concerned about their learning support. As Mona said:

The modules are challenging for us and we need support to push us forward. As this is a totally new learning environment in a different country. We are

afraid to fail especially the learning process is completely different and this is the first time to make assignments. (LE/PP/FG/Mona/Translation).

From the stakeholders' point of view, the majority of training providers have specific beliefs about the learning environment. A sample comment is the following:

We are fully aware of the best way to deal with teachers. There are some strict regulations that organize the learning environment. We can't allow teachers more flexibility otherwise we will not be able to control them and we will lose our effectiveness. (LE/PP/SS /TP/Translation).

The findings of the data revealed that supportive relationships between teachers and the training providers are weak. This is due to the common belief that to be effective professors need to be strict and able to control the class. However, the humanist approach to class management, which supports learners in every stage of the learning process (Curtis, 2008), is missing from the Egyptian context. Additionally, arguing or discussing any point with the professors is not encouraged as they have the power of knowledge and it is not appropriate to even ask questions during class. In harmony with this, most informants agreed that strict rules in class management indicate the efficiency of the training providers.

5.2.5. Teachers' Assessment in PD

Although effective and appropriate assessment systems are essential to accomplish individual improvement and organisational effectiveness (Stronge, 1991), 99% of the informants of the non-specialist programme agreed that the current assessment system is inadequate (TAS/PP/Q). Some examples of these views are as follows: Maha said:

I got a pass grade in some courses as I wrote what I understand while others got 'very good' and excellent' as they wrote what they have memorised word by word from textbooks. (TAS/PP/JW/Maha/Translation).

The findings of the current study indicate that teachers' assessment in the PD programme lacks variety and assesses memorization. This is confirmed by the following view of Esraa:

I suffered a lot as a short-memory teacher because the essay questions are the main type of exam questions and the only criteria of success is memorization and writing as much as you can to guarantee a good mark. (TAS/PP/JW/Esraa).

In addition, Magda commented as follows:

One of my colleagues is a lawyer who always gets excellent as he has a great ability to memorize, despite his inability to write a paragraph in English correctly from his own mind. (TAS/PP/JW/Magda/Translation).

Finally, Eman commented on having no clear criteria in advance for the assessment so that teachers can practice and study in a less stressful environment:

There are no clear criteria to provide us with a chance to practice the exam question types or the elements needed in the essay questions. So, we don't know whether what we have written in the exam is right or wrong or what is the expected mark. (TAS/PP/JW/Eman/Translation).

In relation to the assessment of the workshops programme, 91% of the respondents agreed that the assessment is inadequate (TAS/PP/Q). In line with this, Rasha made the following comment:

There is no assessment of our comprehension of the materials discussed in the sessions. Majority of teachers don't pay attention at all to what is taught as having evaluation is their only motivation to listen and understand the content of the programme. (TAS/PP/FG/Rasha/Translation).

Although, the usage of different assessment techniques in the learning process will ensure the real level of acquisition of the learners (Ellis, 1994), the majority of the respondents indicated that it is inadequate to apply only one technique for assessment in the non-specialist programmes. In line with this, Souaad confirmed the following:

There should be different types of questions in the exams to measure different learning abilities formally and informally and not written examination only. (TAS/PP/JW/Souaad/Translation).

In line with this, Omarah said:

It is one type of question which is the essay question in all the exams. What makes it more challenging is that there are no criteria for writing and there are no assignments as a form of formative assessment before the summative exam. (TAS/PP/JW/Omarah/Translation).

The data analysis also revealed that there is a lack of follow-up assessment in practice. The majority of informants (99%) from the non-specialists agreed that there is no follow-up evaluation of the teaching training course in practice. As Rasha said:

There is no follow-up assessment in practice in teaching training course to the real application of what we have been taught in theory. So, there is no modification of our teaching practices or ways of overcoming unexpected challenges through the application of the new material. (TAS/PP/FG/Rasha/Translation).

In the same vein, Essam said:

There is no follow-up assessment in teaching practice. As a result, to guarantee success, you should build strong relationships with the university professors and the co-operating teachers at schools who are responsible for

our final mark in the teaching practice course through presents, services and a lot of hypocrisy as there are neither criteria nor objectivity in their evaluation. (TAS/PP/JW/Essam/Translation).

Similarly, Nagy made the following comment:

One of the professors told us that he put the marks for class visits and the years' marks in haphazard way. As he could not recognise most of the non-specialist teachers and there is no time to assess the teachers in practice. (TAS/PP/JW/Nagy/Translation).

From the stakeholders' point of view about the inadequacy of the assessment system, 4 out of 5 training providers expressed their views, as in the following example:

I think the current system of evaluation of teachers' PD programmes is effective because it includes questions about every part of the studied courses. This will provide the opportunity for the teachers who study well to get the best grade. Depending on easy questions only enables teachers to write comprehensively about all what they have acquired. In addition, memorization is not the only assessed part of teachers' knowledge as they can add their own knowledge to the essay questions. (TAS/PP/SS/TP/Translation).

There are different dimensions of the assessment system which show its inadequacy and irrelevance, such as lack of follow-up assessment in teaching practice in the teacher training course and the inadequacy of using only one type of question in the exam. The responses of the stakeholders defended the current assessment system, revealing the beliefs of the training providers. This indicates the need to address the training providers' beliefs and update their knowledge about the recent trends in teachers' assessment. The culture of the training providers needs to be addressed because they impose what they want on the teachers without any other consideration of the teachers or the results of research in assessment.

5.2.6. Assessment feedback in teachers' PD

93% of the non-specialist teachers and 90% of the workshop and video-conference group confirmed that the training providers rarely provided feedback (ASF/PP/Q). Heba from the non-specialist group said:

The university professors are busy at all the times! To get an answer to our important questions in the lectures or to ask for further explanation during the lecture or any type of inquiry after the lecture is very rare. (ASF/PP/JW/Heba/Translation).

This is pinpointed by Omarah who commented as follows:

I considered myself a very lucky person if I can ask the professors about any vague point of the course after the session. A lot of my colleagues ran after the professors to enquire about the different issues of the course which need more

clarification. Maybe one or two could get the feedback of the professors on their way to their offices or to another lecture. (ASF/PP/FG/Omarah/Translation).

In the same vein, Alaa from the workshop and video-conference group added:

Asking the training providers is considered a shameful thing to do in the PD. Some of training providers become angry and kick you out of the session, others make fun of you. This is a cover to their ignorance and inability to explain and discuss the vague points that I was asking about. (ASF/PP/JW/Alaa/Translation).

In addition to this, 92% of the non-specialist group and 94% of the workshop and video-conference group agreed that peer response feedback is not relevant, (ASF/PP/Q). Bader from the non-specialist group commented:

We need an expert to respond to our inquiries as most of us lack knowledge and skills! As a result, we don't trust to ask any colleague about feedback. (ASF/PP/JW/Bader/Translation).

Similarly, Alyaa from the workshop group added:

We have bad cultural beliefs in Egypt which involve distorting any attempt of your colleagues to be better than you. This is out of envy and hate of others' success. This will prevent considering any peer response feedback. Moreover, it will cause more stressed and hateful relationship among teachers in case of giving proper feedback to your peers. (ASF/PP/JW/Alyaa/Translation).

In contrast, 95% of the respondents of the training teachers abroad group agreed that peer response feedback is effective (ASF/PP/Q). As Rasha commented:

We trust other colleagues' feedback response. Egyptians are not knowledgeable enough but, we have many other international knowledgeable peers. Most of them are really helpful ones. (ASF/PP/FG/Rasha/Translation).

From the stakeholders' point of view, three of the five training providers shared the following view:

I agree with the teachers that there is no objective real feedback on their inquiries. This may be due to many reasons: limited session time, large class, a lot of irrelevant questions to the content that we are handling. In addition, we lack the conversation between the instructor and the learners in the Egyptian education as argumentation is one of the forbidden tasks in the teaching process. (ASF/PP/SS/TP/Translation).

Although feedback is one of the most influential factors in learning and achievement (Hattie and Timperely, 2007), it rarely occurs in Egyptian EFL teachers' PD, according to the findings of the current study. Feedback enables teachers to have better understanding of the content of the PD

opportunities as well as to correct any confusing concepts. Neglecting such an important factor can hinder the effectiveness of teachers' PD. Furthermore, the findings of the current study indicate the impact of culture on feedback, as illustrated by the participants of the current study: cultural beliefs make peer response feedback unacceptable in Egypt, but it is welcomed abroad. This suggests the need to consider culture and teachers' beliefs in teachers' PD as well as to include them in any attempt of PD reform.

5.2.7. Evaluation of PD and Training Providers

85% of the non-specialist group and 90% of the workshop and video-conference group agreed that they are not asked to evaluate PD. Reham, a non-specialist, commented:

They don't consider us as human beings who have the right to say their opinions about what they are studying or about their needs, concerns or challenges. (ETP/PP/JW/Reham/Translation).

Hazem from the workshop group added:

Everything is imposed in PD by the power of centralization. Moreover, training providers and PD designers know everything and we are ignorant. They may be aware of what is going on in the heads of millions of EFL teachers in Egypt. This is really ridiculous! (ETP /PP/FG/Hazem/Translation).

EFL teachers' views are being ignored, as 95% non-specialists and 91% of the workshop and video-conference group agreed that they have never been asked to provide feedback about their training providers. The majority of the informants expressed their dissatisfaction regarding the fact that their feedback about the training providers is ignored. The training providers did not answer the researcher's question about not being evaluated by the teachers, although one of them laughed and said:

Evaluation of teachers to the training providers occurs in the UK, but never in Egypt (ETP/PP/FG/TP/Translation).

The above training provider's comment is significant. The researcher thinks that expressing your opinion about training providers should not be forbidden. The training providers' beliefs seem, with good reason, to be one of the challenges that MOE needs to deal with. Spreading the belief that their effectiveness emerges out of EFL teachers' satisfaction with the quality of their work is really important. Additionally, the importance of teachers' feedback about the training providers' performance could be an important indicator of the providers' quality as well as a strong motivation for them to work better to satisfy teachers' needs.

5.2.8. Preparation of Training Providers

The findings of the study indicate that 97% of the respondents agreed that training providers are inadequately prepared (PTP/PP/Q). As Banan said:

One of my colleagues keeps correcting the pronunciation of the phonetics professors. He proved to us that he is more effective than the professors. So, we asked our colleague to teach us the course in private tuition lessons. (PTP/PP/JW/Banan/Translation).

Osama commented:

The professors have their own ways to escape explaining the lectures because they are not prepared to teach the course. For example, the professor keeps talking about their great contribution to knowledge, very personal experience, their travels abroad, asks us to memorize the book word by word without discussion in any point or leaving the lecture as a reaction of any trivial matter confirming that the whole course has been explained. (PTP/PP/FG/Osama/Translation).

Preparation of training providers is an issue that needs attention, for many reasons, as mentioned by Khaled in the following extract:

Training providers talk most of the lecture about personal topics which are not even relevant to the content of the sessions. We feel bored and keep looking at our watches to show our desire to leave the session. Furthermore, we sometimes feel confused about the mixture of different topics to which we are forced to listen in the sessions. (PTP/PP/JW/Khaled/Translation).

In line with this, 94% of the video-conference group agreed that the training providers are not well-trained (PTP/PP/Q). However, the majority of the respondents believed that the training providers are well-prepared, if they got their PhD from a European university or if they are foreign.

Kamel commented thus:

The training providers from the American university or any foreigners are effective and well-prepared training providers. I have never seen effective training providers from MOE supervisors or the university professors. (PTP/PP/JW/Kamel/Translation).

In contrast, 94% of the respondents of the training teachers abroad group agreed that the training providers have adequate preparation and excellent training (PTP/PP/Q). Khaled highlighted the following:

They provided us with everything to make their work a successful experience for us; knowledge, practice, educational materials, training, resources...etc. The most important thing is that they do not have the stress of the workload that we all suffer from in Egypt as university professors and teachers. (PTP/PP/FG/Khaled/Translation).

One of the three training providers made the comment below:

I think that there is no need to train training providers who are experts in their field. For example, the university professors who teach the non-specialist programme do not need any training as they teach the same content at the undergraduate level. A similar case is that of the supervisors in schools who work daily among teachers. (PTP/PP/SS/TP/Translation).

The findings of the current study reveal the importance of training and preparation as well as PD for training providers. Another important issue is the preference for foreign training providers either because they are native speakers of English or because they are really effective. Furthermore, university staff members are preferred as training providers, because they work in a higher position than teachers or because they are really well-trained. Regardless of their validity, these preferences in the educational context seem to be rooted in the Egyptian culture. Thus, assessing the validity of the training providers does not depend on their actual efficiency in EFL teachers' PD, but on the bias of their nationality or position.

5.3. Logistical Issues of PD

Some of the logistical issues of PD, not mentioned in the questionnaire, emerged from the data analysis, and these may affect the motivation for PD of the majority of teachers in a negative way. They include location and access of teachers' PD, the physical environment of teachers' PD and the organization of the schedule of teachers' PD (see Fig. 16).

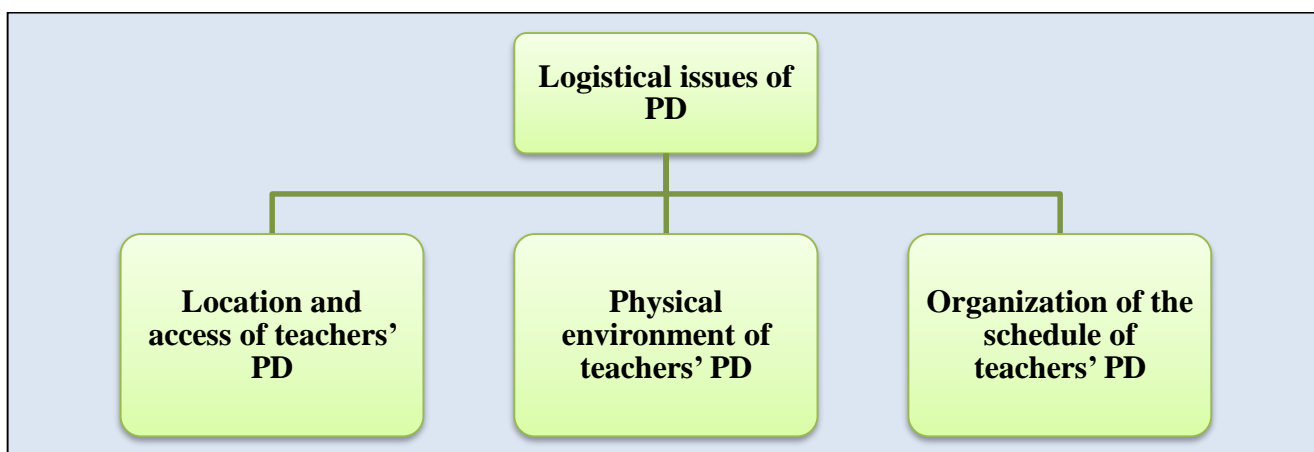


Figure (16) Categories of the findings of some logistical issues of teachers' PD

5.3.1. Location and Access of Teachers' PD

Analysis of the data indicated that most of the teachers are not satisfied with the location of teachers' PD programmes as the non-specialist programmes are held in two remote universities: Ain-shams and Helwan. Other PD programmes are also usually held in remote schools far from the schools where the teachers work. Thus, the location of and access to the programmes have the

potential of promoting or hindering the effectiveness of the PD. The problems relating to location and access of TPD are mentioned in the following quote by Ayman:

After working for five hours as an EFL teacher at school, I had to attend a PD diploma in Helwan University. I had no time to go home or to eat or drink or to breastfeed my one-year old son as I need to catch up with the session at two o'clock. Using the microbus, the bus, the Nile ferry, and walking for some time, this journey should normally take an hour, but actually it takes two hours or even more as there is always traffic jam; they are not on time and overcrowded. After finally reaching the university, I had to attend four hours of lectures. Being physically tired, I found it very difficult to pay attention and concentrate in my classes. (LPD/LIP/FG/Ayman/Translation).

Amira from the non-specialist group said:

Helwan University is located in a remote area in the desert of east Cairo where we have to attend three days of lectures in the faculty of education. It takes us an hour to travel from the city centre in a very crowded underground during the rush hours. (LPD/LIP/JW/Amira/Translation).

Taghreed from the workshop and video-conference group stated that:

The MOE cuts 250 L.E. from my salary for not attending the video-conference session. I am supposed to go there three days at Six of October City which is far away-three hours travel from the school where I work. I could not do it and they did not leave me a choice. (LPD/LIP/FG/Taghreed/Translation).

From the stakeholders' point of view, four out of five of the training providers agreed that location and access are problems for teachers, as indicated by the following quote:

I agree that there is a problem in the location and access of some teachers' PD programmes. I personally think that we can overcome this problem by designing internet-based programmes, conducting the lectures and providing teachers with the material, feedback and the evaluation online. (LPD/LIP/SS/TP/Translation).

The remote location is one of the rare issues on which the current study found agreement between the EFL teachers and the stakeholders of PD. Furthermore, the inappropriate location and access show that the designers 'did not pay attention to some of the problems which can prevent the effectiveness of the programme' (Levy, 1997: p.201). Actually, in the current study, it is the CDIST departments in MOE which are responsible for deciding on the locations of PD; they need to consider not only EFL teachers' circumstances, but also the training providers' circumstances in deciding the location and facilitating access.

5.3.2. Physical Environment of Teachers' PD

Lack of adequate facilities is one of the emerging sub-themes of the logistical issues in teachers' PD programmes, with the teachers pointing to the inadequate physical environment. One view is

expressed by Ahmed as follows:

The light of the training rooms was not good and there were a lot of teachers in a small room with a small window. In addition, we had to sit in the students' wooden desks which are small and completely uncomfortable for adult teachers. (PE/LIP/JW/Ahmed/Translation).

In line with this, most of the teachers were not satisfied with the physical arrangement of the training room. Regardless of any kind of special arrangement, what the teachers need is a comfortable place where they can study. As Hesham said:

Most of the workshops are held in classrooms of primary or preparatory students where the desks are not suitable for adults as they are made for young learners. Moreover, there is an inadequate lighting in most classrooms. (PE/LIP/JW/Hesham/Translation).

Similarly, most informants in the video-conferencing group complained about the poorly organized layout of the training rooms, because this type of programme needs to provide a screen which broadcasts the sessions to the different governorates; for example, Fahmy said:

The network connection is weak most of the time; the desks are of small size as they are class desks or uncomfortable long wooden benches. Besides, the technicians are not well-trained in dealing with the technical problems of the network because they stand in front of the camera for a long time to adjust the location of the teachers in the screen. (PE/LIP/FG/Fahmy/Translation).

In addition, many respondents from the non-specialist group complained about the unavailability of lecture halls/theatres in the university campus as they share the same campus with pre-service EFL teachers. Mona said:

We waited for ages till the undergraduate lectures finish so that we can have a place to take the lectures. There needs to be more organization to the places and the punctuality of the beginning and the end of each lecture. (PE/LIP/JW/Mona/Translation).

From the stakeholders' point of view, one of the training providers made a comment:

The teachers try to make excuses for themselves in order not to attend the sessions. Thousands of teachers attend the sessions in the same classroom of young learners and nobody complained about it. (PE/LIP/SS/TP/Translation).

The findings of the current study indicate that the adequate preparation of the training rooms provides the teachers with a positive attitude towards their PD. Therefore, more attention needs to be given to providing appropriate and well-equipped training rooms to make the lives of trainees easier.

5.3.3. Organization of the Study and Exam Schedules of Teachers' PD

Most teachers from the non-specialist programme complained about the three sessions that lasted six hours. This was because they were taking the programme at the end of their teaching day which lasts from 4-6 hours, and, additionally, had to travel for an hour to the university to attend the session. An example of this view is expressed by Maha below:

I am extremely tired at the beginning of the sessions and I sometimes sleep during the sessions. I did not have any energy to complete the third session at all. (OS/LIP/JW/Maha/Translation).

Moreover, the exams of the non-specialist programme occur at the end of each term, at the same time as the student school exams. This poor organization of the schedule makes the situation stressful for the teachers. The majority of the non-specialist group complained that the timing of the exams was very challenging for them. Hani said:

We have our exams at the same time of examination of our kids and our students. This is really a hard time for us as we still have great responsibilities towards our kids and our students. (OS/LIP/JW/Hani/Translation).

In addition, Mona commented thus:

I have to leave my kids at my mum's house so that I can study and I pay a lot of money for some teachers to revise for my children. (OS/LIP/JW/Mona/Translation).

Moreover, Hamdan said:

The stupid timing of this programme exams caused a great financial loss for me as I had to apologize for not being available to revise to all students in private tuition because I need to revise for my examinations as well. (OS/LIP/JW/Hamdan/Translation).

The stakeholders commented that they are not responsible for deciding the study or the exam schedules for teachers: that this is mainly the responsibility of the administrative department of examinations at MOE.

In summary, it would appear that, for most informants, little attention has been paid to their professional lives and domestic responsibilities vis-à-vis the schedules of study and exams. This adds more stress and internal conflicts among teachers as they have commitments towards different parties at the same time. This again contributes towards negative attitudes towards PD, with many EFL teachers postponing their enrollment in the PD programmes because of the bad organization of the schedule of study and exam as they prefer to avoid conflict between the duties of their work, study and private life.

5.4. Teachers' Attitude towards Teachers' PD

Teachers' attitude towards PD is a category that emerged from the data analysis. The majority of the respondents agreed on the importance of PD programmes for personal reasons. However, they also had serious concerns about it, believing that their personal learning objectives had not been achieved. Two examples of this view are the following; from Heba from the non-specialist group:

Irrespective of the ineffectiveness of the current non-specialist programme, nobody denies the importance of teachers' PD programmes in general, but where are they? I did not experience any effective one. I enrolled in the programme as I need to work as EFL teacher in Gulf countries and they offered jobs for EFL specialist teachers. I had the certificate now, but I did not learn what I need. (TAT/ OEQ/Heba/Translation).

And from Ahmed:

The only field of work that everyone can join is teaching English as any university degree holder can join the non-specialists programmes to be EFL teacher then he can find a job in any private school. However, PD is important to get a job, I warned my friends not to enroll in this programme as it is a waste of time and there is not what I need to know. (TAT/OEQ/Ahmed/Translation).

The majority of the training teachers abroad respondents agreed that the current programme is effective, regardless of the applicability of the content and practice to the Egyptian context. Rabab said:

It is a good PD programme. It is important to have a look at the educational systems and the academic levels of EFL teachers abroad despite our inner negative feeling that there is a great gap between the Egyptian real context and the context abroad. (TAT/OEQ/ Rabab/Translation).

In addition, Emad commented:

We have a great deal of knowledge and practice in this programme as EFL teachers. I know that their world is too ideal for us to be applied in Egypt, not just in TESOL and education but in different aspects of our Egyptian context. (TAT/OEQ/Emad/Translation).

Most of the informants agreed that the two most common teachers PD programmes - workshop and video-conference - do not focus on their PD but are mainly a way to inform teachers of the centralized decisions of the MOE. Furthermore, the fragmented content of PD results from the changes in the ELT curriculum and the new policies and decisions of MOE. In line with this, Ahmed said:

Most of the training sessions of workshop or video-conference programmes are not concerned with improving our performance in class, but the main focus is to tell us about the new decisions of MOE concerning teaching ELT. MOE neglects the main focus of these PD opportunities which is to promote our PD. It is not helpful for my needs as an EFL teacher at all. I consider it administrative decisions propaganda. (TAT/OEQ /Ahmed/Translation).

From the stakeholders' point of view, two comments concerning teachers' attitudes from the PD designers' opinions are the following:

With respect, EFL teachers can't judge what is important and what is not important for them as they are not experts in education. We as university professors and programme designers are more knowledgeable and more aware than EFL teachers. (TAT/SS/DP/Translation).

In line with this, another designer of PD commented thus:

Informing teachers about the new MOE regulations in teachers PD programmes is considered the core of teachers' PD in Egypt. This is what the teachers really need to know and apply in the classes and this is what MOE wants to apply out of its own vision about teachers' development. This is considered a CPD for teachers and any other types of sessions are considered marginal and not important for us. (TAT/SS/DP/Translation).

PD programme designers should take into consideration teachers' experiences of the importance PD and the reasons behind their negative attitudes in order to provide more effective PD programmes; teachers as learners need to feel the importance of these programmes and have positive attitudes towards them.

5.5. Conclusion

In this chapter, the researcher presented the findings of the data analysis concerning the hindering factors related to EFL teachers' PD programmes, which include content, pedagogical practices, and some logistical issues. The comments of designers and training providers of PD regarding EFL teachers' experiences have also been presented. Ignoring the teachers' experiences, which include their concerns, needs, and challenges, appears to cause more of these hindering factors. Furthermore, having no communication with stakeholders creates a gap between what they think is better for the teachers and what teachers think is better for them. Additionally, the influence of educational culture on the beliefs of EFL teachers and stakeholders is also discussed. This contributes to the framework of the current study, which highlights starting from EFL teachers' experiences and promoting their communication with stakeholders to promote effective PD and overcome the hindering factors.

The following chapter will continue to address the hindering factors of teachers' work and life on the one hand and the class and school contexts in Egypt on the other hand; this will provide more insights into the factors which hinder teachers' continuity and progression.

Chapter VI

The Teachers, the Classroom and the School Contexts

6. Introduction

This is the second data analysis chapter which reports the findings related to the class and school contexts through the teachers' experiences and the responses of stakeholders to teachers' experiences, as well as their views about PD opportunities in general. In this chapter, the researcher answers two research questions related to class-related contextual factors and school-related factors which have an impact on teachers' PD: '*What are ELT class context factors that have hindering influences on Egyptian EFL teachers' PD?*' and '*How do school context factors have negative impacts on Egyptian EFL teachers' PD?*'. The two questions are derived from situated learning and the social orientation of learning and from a consideration of the learning process as a result of the interaction between the individual, others, and the context. Thus, it is an attempt to understand what happens in class and school contexts, why this happens, and the impact of contextual factors on the effectiveness of PD opportunities. This chapter is divided into two sections: classroom pedagogy, and school context factors which hinder the adequacy of teachers' PD.

6.1. Teachers' classroom practice/pedagogy

Classroom life is at the heart of teachers' professional lives. It is the stage where teachers can put into practice what they have been taught effectively in their PD opportunities. Teachers' working conditions and class pedagogy have a considerable influence on teachers' PD (Sparks and Loucks-Horsley, 1990; Zeichner and Hoeft, 1996). Therefore, teachers' PD needs to take class context into consideration and respond to the difficulties that teachers face. Thus, the researcher reported the findings showing the different factors in teachers' working conditions in class that affect teachers' PD to see its influence on EFL teachers' PD. (See Fig.17).

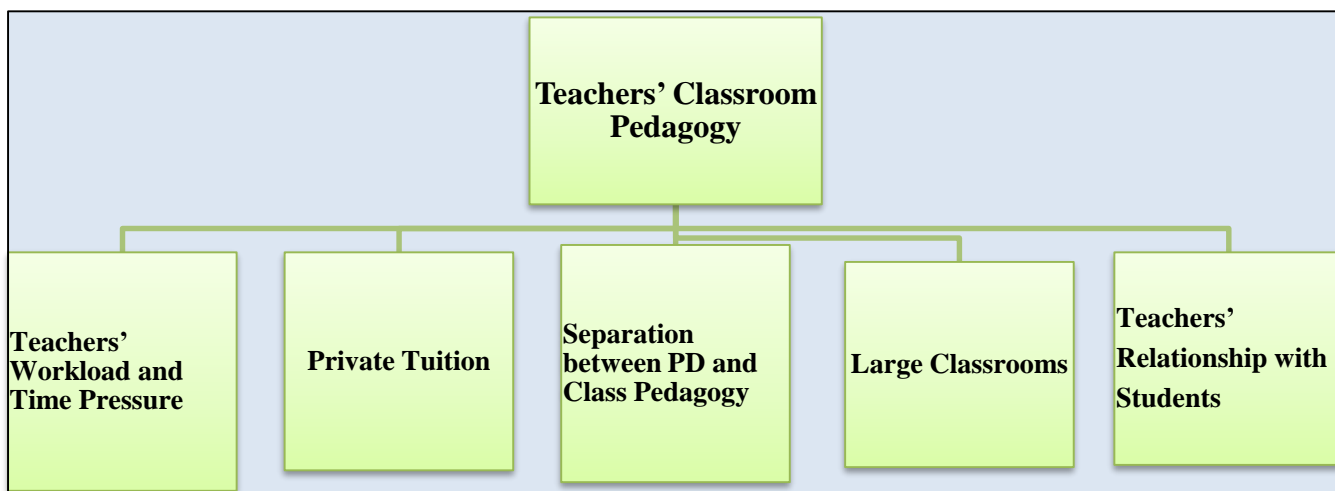


Figure (17) Findings of the categories of teachers' classroom practice/pedagogy

Percentages and frequencies of agreement with items related to this category were calculated and are shown below. The statistical analysis of the questionnaire items relating to the class-related factors for the three PD opportunity groups shows that the respondents from the training teachers' abroad show their agreement that there are some hindering factors in class pedagogy that hinder its effectiveness. There is also noticeable agreement of some obstacles in class pedagogy hindering the efficiency of PD opportunities among the respondents of the non-specialist group, as well as the video-conferencing and workshop programmes. (See Fig. 18).

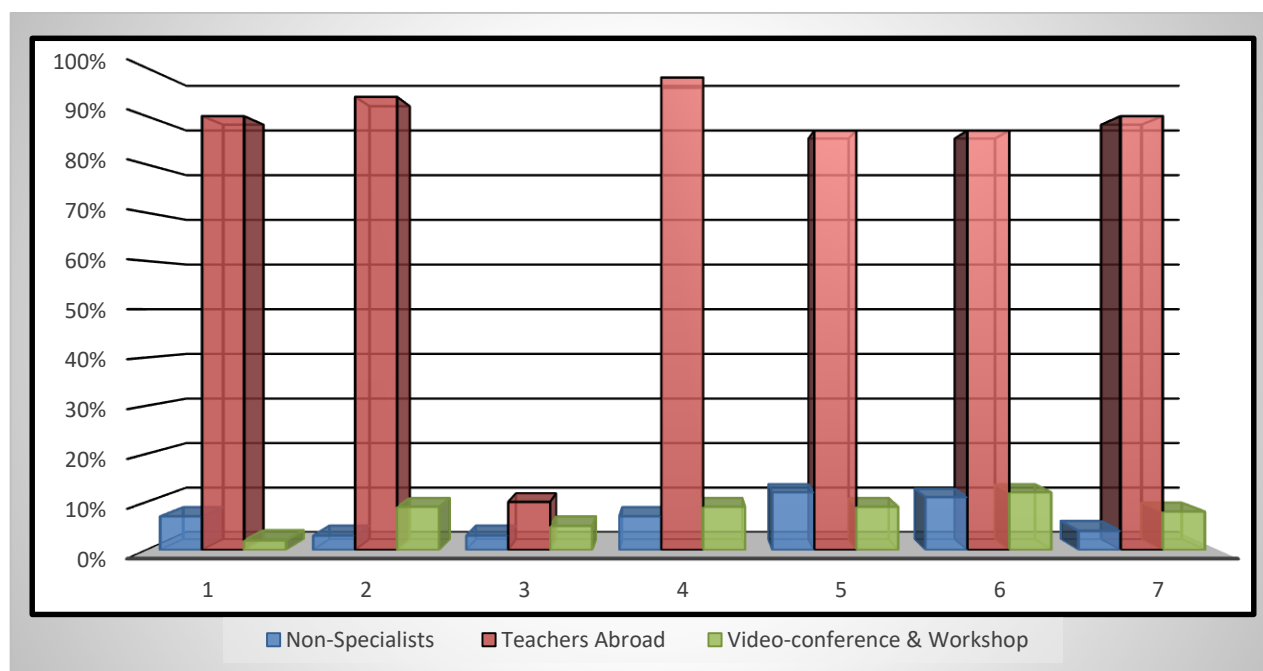


Figure (18) Percentage of agreement frequencies of programme class-related factors

6.1.1. Teachers' Workload and Time Pressure

Many of the participants complained of being stressed as a result of time pressure and workload through the different dimensions in their class work; they teach nine classes, forty-five minutes each, on a daily basis, doing a variety of tasks inside the class. This workload does not give teachers the chance to develop themselves inside schools and they become more isolated in their classes during the school day. This workload has a negative influence on teachers' attitude towards their PD. Respondents of the different groups (97% of non-specialists, 93% of the training teachers' abroad group, and 96% of the workshop and video-conference group) agreed that workload prevents the continuity and progression of their PD inside school. One of the aspects of this workload is the long hours of teaching. In line with this, Rasha commented:

We work for 8 classes a day at least. We don't have time even to prepare for classes that we have to deliver. Thus, we prepare our classes at home. Furthermore, we have to teach an obligatory after-school session for two hours in the school according to the regulations of MOE. Thus, it is 9- hour work every day in total. There is no chance at all to do PD inside schools. (TW/CP/JW/Rasha/ Translation).

The regular absence of teachers is another factor that increases the workload, as teachers have to work as supply teachers to cover for their colleagues. In this regard, Mona said:

Every day, we work two to three extra classes as supply teachers. There is no break for five minutes to relax out of continuous teaching. I have no chance to ask my senior teacher about some confusing points in the syllabus. (TW/CP/FG/Mona/Translation).

Moreover, some of the teachers have to work in two schools: half the day in one school and the other half in another school. Ahmed said:

I have to work in a preparatory school for 4 hours and the other 4 hours in a secondary school as there are not sufficient EFL teachers. This adds more stress to my workload as every school expect from me to fulfil my administrative and extra-curricular activities as a full-time teacher. Talking about any PD inside schools is useless as we are teaching non-stop as mechanical machines and there is no time for anything else. (TW/CP/JW/Ahmed/Translation).

A second problematic aspect is the complexity and diversity of teachers' workload. In reference to this, Banan commented:

A lot of things need to be done in the 45 minutes of each class; controlling the class, writing the lesson on board, making sure that all 70 students have written the lesson, explaining the lesson, asking students comprehension questions, doing the workbook activities, making sure that every student has written the right answers then at the end check and mark their homework and class work. No time for any PD in schools at all. (TW/CP/JW/Banan /Translation).

Moreover, Sara said:

No way can any PD be done in schools. We have no time to teach and MOE expects that many duties of teaching, marking...etc. can be done in the 45 minutes. However, the actual class time is less than 30 minutes as most students are not punctual and teachers find it difficult to take over the class at the right time. (TW/CP/JW/Sara/Translation).

Third, covering the EFL syllabus in a limited time increases the teachers' workload. Most of the participants complained that they have too much information to be covered during a strictly controlled time and they are under great pressure to cover as much content as possible. This adds more stress to their work and creates more negative attitudes towards PD as they simply have no energy to do anything else.

In this regard, Maher said:

To be honest, we don't care about any PD. All what we care about is to complete the syllabus at the right time. More and more vocabularies and grammatical rules need to be covered in a limited time to enable students to practice for examinations. We are in a rush to explain as much as we can in each class in order to complete teaching the syllabus on time. (TW/CP/JW/Maher/Translation).

In relation to this, Yassen stated:

I don't allow any of my students to ask or discuss any point about the syllabus. I'm under great time pressure. The supervisor may recommend administrative penalties against me in case I did not stick to the distribution of the syllabus across the specified schedule. I don't think at all of doing any PD on school days; maybe sometime during the summer holidays. (TW/CP/FG/Yassen/Translation).

A fourth aspect, teachers' marking of students' written exam papers on a monthly basis, during mid-year exams and final exams, is another factor which leads to more workload and time pressure. There were different comments about this type of workload, with Munir saying the following:

There is no time to correct 600 papers of homework and workbooks daily. There is no time to provide students with proper feedback. We just put a red mark very quickly to indicate that we have marked these papers. This happens at our home after school and some of us ask students to put the red marks themselves while checking workbooks. Moreover, we mark properly for 6 students in case any visitor or a supervisor ask for a sample of students' work. (TW/CP/OEQ/Munir/Translation).

With regard to the marking of exams, Nora commented:

They expect that we can invigilate students during their exams from 9:00 -15:00, then we start marking from 16:00 – 21:00. For the school exams, this lasts for 15 days. They forget that we have our own families and our kids need somebody to take care of them and study for them as well. (TW/CP/FG/Nora/Translation).

Alaa commented on the marking of the final General End-Of-Stage Certificates: Primary, Preparatory and Secondary.

We have to invigilate students in other completely remote schools. This requires travelling for 2 hours at least to reach the school. We have two choices; allow students to cheat in the exams or be ready for physical harm from the parents who normally wait at the school gates if we did not allow their children to cheat in exams. In addition, we have to travel back to the main school where the marking starts after examination. (TW/CP/JW/Alaa/Translation).

In reference to the teachers' workload during final examination time, Ragab commented:

We have to travel to another governorate for invigilating the final secondary certificate exams. We have to stay inside schools and every teacher uses students' desks as beds to relax. Then, we have to go to Cairo for the marking which lasts for 20 days at 40 degrees' temperature without a fan in very uncomfortable desks among more than 100 teachers in a tiny open area. (TW/CP/OEQ/Ragab/Translation).

The results of the study indicate that teaching workload and time pressure influence many different aspects of the ELT process negatively. Most participants do not do their work properly and they have many concerns about the administrative and supervisory penalties imposed on them. Teachers also have a very stressful class environment full of many teaching duties. Thus, there is no time for any involvement in PD inside school as they are 'locked' inside their classes. Furthermore, teachers are unable to prepare well for their lessons or to reflect on their practical experiences to design a better lesson in the demanding class context. As a result, the quality of what to teach and how to teach remains at an unsatisfactory level.

Although MOE appointed a number of teachers as assistants on a contract basis for a temporary period, they have ended up being appointed as main class teachers, as there is a shortage in the supply of teachers, which reached 70,899 teachers in the primary level in 2005/06, mainly in English (MOE, 2011). Additionally, 15% of the appointed assistant teachers have no formal education qualification (National Strategic Plan for Pre-University Education Reform in Egypt, 2007-2012).

To support this view, Amal said:

Assistant teachers turned out to be an attempt from MOE to overcome the problem of EFL teachers' shortage by appointing EFL teachers with a cheaper salary and they have to do the same tasks as the other EFL teachers. There is no relation at all to the definition of teachers' assistants and the nature of their work. (TW/CP/FG/ /Amal/Translation).

From the stakeholders' point of view, four out of the five supervisors commented on the nature of teachers' workload and time pressure. The following is a sample comment:

I was a teacher one day and I had to do the same workloads as any EFL teacher. I think the new generation of teachers are lazy and don't want to exert more efforts in class. We always listen to this series of complaints. My advice to them is to work hard and to do their best. We were in your shoes one day; we were excellent EFL teachers and developed ourselves professionally at a time where we did not have one of the current EFL PD opportunities. (TW/CP/SS/SU/Translation).

The findings of the study indicate that there is a generation gap in attitudes and perspectives between EFL teachers and supervisors who were EFL teachers a long time ago. Little consideration is given to the change of teachers' duties and the requirements of a more developed and advanced syllabus. Furthermore, there seems to be no consideration of the human side of teachers, who have concerns and challenges in their work, and no attempt to solve them. PD in such a stressful ELT context needs more attention, at the same time as suggesting that there should be a comprehensive school reform to include teachers, syllabus and supervisors, to overcome the different challenges.

6.1.2. Private tuition

Private tuition is one of the influential factors reported by the findings which influenced teachers' workload. Assaad and Elbadawy (2004) stated that, although technically illegal, private tuition has become increasingly widespread in different educational stages in Egypt, but the phenomenon has not yet been formally studied. There are three types of private tuition classes: small groups of 15 students at schools which follow MOE rules and regulations; small groups from 5-12 in one of the students' houses; and groups of 20-30 in private educational centres. These types of private tuition classes add more workload and time pressure to the teachers. However, private tuition seems to be the main source of extra income to fulfill teachers' living needs. This has been highlighted by the findings of the current study: 99% of the non-specialist group, 95% of the training teachers abroad group and 97% of the workshop and video-conference group agreed that private tuition hinders their PD.

Omar said:

My salary is 300 L.E. and my flat rent is 500 L.E. adding to this the food, clothes and utility bills. I can't live without giving private tuition. (PT/CP/OEQ/Omar/Translation).

In addition to this, Esraa added:

It is ridiculous that they expected us to attend PD opportunities instead of giving private tuition. We don't care about PD and we always escape attending it or signing the attendance sheets and sneakily leave. PD will not feed our children or fulfill their basic needs. As you know our salaries are not enough. (PT/CP/FG/Esraa/Translation).

Furthermore, Hamid stated:

The hour of private tuition is equivalent to 50 L.E. How much will the MOE pay for us to improve our teaching performance per hour? We are not provided with a good salary to leave private tuition and go to read or listen to or do any activity to develop ourselves professionally. We have a lot of financial commitments. (PT/CP/JW/Hamid/Translation).

Teachers give private tuition for an additional 4-5 hours during the working week as well as at the weekend. This creates more time pressure on the teachers. Khalid commented thus:

We cannot live without giving private tuition. Our salaries are very low although this adds more workloads to our school day (PT/CP/FG/Khalid/Translation).

From the stakeholders' point of view, all the PD supervisors have the same view of private tuition. As one supervisor said:

Private tuition seems to be a very challenging problem in the educational system. Teachers are likely to be greedy human beings who want to collect as much money as they can. Teachers escape attending PD opportunities and we have thousands of false excuses. We are doing our best to apply more restrictions and administrative penalties to prevent private tuition and to force teachers to attend PD opportunities regularly. (PT/CP/SS/SU/Translation).

The findings of the current study indicate that EFL teachers have financial concerns and challenges as parents who are responsible for feeding their children. This raises the issue of providing proper teachers' salaries to motivate not only their quality of performance at schools, but also their PD. Additionally, the data revealed the beliefs of some stakeholders of PD, who used the word 'force' when talking about EFL teachers' attendance of PD. The stakeholders seem to treat EFL teachers as young learners rather than seeing them as adults who have financial responsibilities towards their families. Moreover, EFL teachers are mature enough to be treated without the use of 'force'. There seems to be a gap between teachers' realities and the views of supervisors, which

needs to be addressed to achieve successful PD.

6.1.3. Separation between PD and Class Pedagogy

Most respondents to the questionnaire - 90% of the non-specialist group, 85% of the training teachers' abroad group and 85% of the workshop and video-conference group - agreed that there is a separation between PD and class pedagogy. An example of this view is expressed by Kamel:

In my case, there is a separation between PD and class pedagogy because what we have in PD does not relate to class pedagogy and what we have in class pedagogy does not relate to PD. Curriculum innovations of comprehensive evaluation system and using computer in teaching are examples of this type of separation. (SCP/CP/FG/Kamel/Translation).

6.1.3.1. Curriculum innovations

Curriculum innovation means any curriculum change that requires modification and development in teachers' performance in class. In relation to this, 96% of the non-specialist group, 85% of the training teachers abroad group, and 91% of the workshop and video-conference group agreed that curriculum innovations are not effectively applied. Most participants claimed that curriculum innovations are introduced without any proper teachers' preparation or training for effective implementation. This seems to be a missing function of PD, which needs to be actioned through training teachers in how to apply these curriculum innovations. In this context, Amer made the following comment about the comprehensive evaluation system as a curriculum innovation:

The comprehensive evaluation system as a curriculum innovation needs a lot of written work to be done by students and marked by teachers without any modification to the quality of learning. However, it is proved by many researchers that it is effective. They did not train us on the right way and they started implementing it in the mid of the term. (CI/CP/OEQ/Amer/Translation).

In addition, Mohsen said:

Everybody complains about the disadvantages of such a system; parents, students and teachers. It added more workload for teachers without any progress in the students' results or achievement level. We should be trained about it in PD sessions before its sudden application. They forced us to make it applicable and effective. (CI/CP/FG/ Mohsen/Translation).

Using computers in ELT is considered a curriculum innovation in Egypt because it is a new change which requires teachers' development. Most informants agreed that the application of IT in teaching EFL is not effective. However, Morrison, (2003: p.29) indicates that 'the power of IT helps create learner-centred learning which is personalized, fresh, just-in-time, authentic, solution-centred, relevant, rich, interactive'. In relation to this, Azza stated:

The current English curriculum is not designed to apply IT as curriculum innovation. Moreover, some teachers do not know how to use computer in teaching because they have not been trained to do so in PD opportunities. (CI/CP/JW/Azza/Translation).

In line with this, Momen added:

I was confused in front of my students because I did not know how to connect the projector to the computer. I was embarrassed when one of my students laughed and told me let me do it for you. Why did not they train us to use this multi-media equipment effectively? Where is the school PD? (CI/CP/FG/Momen / Translation).

From the stakeholders' point of view, two of the supervisors commented on this view, with one saying the following:

Teachers seem to resist any change and refuse to accept any curriculum change. They keep giving excuses because they don't want to exert any more efforts in teaching. Using computers in teaching is not a big deal and I don't think it needs any training. Children use it at home without any training. (CI/CP/SS/SU/Translation).

The findings of the current study show that EFL teachers' PD is connected to class pedagogy, curriculum innovation and teachers' training needs. There are also different perspectives between EFL teachers and their supervisors about their needs for computer training. Stakeholders of PD seem to believe that EFL teachers resist applying curriculum innovation as a type of change. From another perspective, teachers think that there seems to be no preparation for curriculum innovations in teachers' PD. It seems with good reason that teachers not only need to be trained in curriculum innovations, but also in how to overcome any challenges in applying these curriculum innovations in the ELT class.

6.1.3.2. PD and Quality Standards

Most participants of the current study (86% of the non-specialist group, 90% of the training teachers' abroad group, and 80% of the workshop and video-conference group) agreed that PD does not promote standards and quality in class pedagogy. In line with this, Omar commented:

A Quality standard is an important issue in the Egyptian educational fields. We have many standards to follow in ELT. However, PD did not deal with the way to apply these standards effectively in the context of our class. (PDQS/CP/OEQ/Omar/Translation).

Walaa added:

I attended many PD workshops about quality standards. There is no single statement about teachers or class pedagogy standards. The main focus was about building safety, library equipment, cleaning toilets and other facilities. (PDQS/CP/JW/Walaa/Translation).

In the same vein, Fathia stated:

I worked in quality assurance committee in the educational directorate. The basic focus of the PD sessions was how to complete the needed documents of applying quality standards as quick as you can. We went to schools and filled many papers with the school principals and we asked some EFL teachers to complete their papers themselves. However, we should work as monitors and check class, school and teachers' work in reality. No attention is given to applying quality standards in reality or in ELT class pedagogy. (PDQS/CP/JW/Fathia/Translation).

From the supervisors' viewpoint about teachers' perspectives of the separation between PD and quality standards, three of five have the same view, as represented below:

Teachers should stop waiting for us to help them. They should help themselves and read more about applying quality standards in ELT. They should play a part in their PD by developing themselves and to raise standards of their performance in class. (PDQS/CP/SS/SU/Translation).

The findings of the current study revealed that it is important for supervisors to play a role in PD by guiding teachers to the right way of applying quality standards in their ELT context. This seems effective in promoting EFL teachers' efforts and their confidence in having appropriate PD help, specifically as supervisors are the ones who assess their class practices. Additionally, the attitude of stakeholders of PD is unsupportive as they seem to believe that EFL teachers are an additional burden of work in the field of quality standards. Thus, there are a number of good reasons why the role of stakeholders of PD, and specifically of the supervisors of PD, needs to be modified from that of transmitter of knowledge to a facilitator and guide who promotes EFL teachers' PD.

6.1.4. Large Classes

Egyptian classroom density has risen to between 70 and 80 pupils per classroom (Nasser et al., 2010). This rapid increase in classroom density is considered a factor that hinders the achievement of high quality education for all (NCERD, 2001). Data analysis revealed that large classes are a hindering factor in applying PD theory and practices, as 99% of non-specialists, 95% of the training teachers' abroad group, and 99% of the workshop and video-conference group agreed. This view is supported by Alaa:

It is very challenging if not impossible to explain 'If conditionals' grammar lesson for example to 70 students within 45 minutes and make sure that everybody got it right, providing time for them to write the notes on the board and marking their notebooks. I don't have any attitude towards applying any new method of teaching or evaluation. I can hardly explain what is needed in chalk and talk way. (LC/CP/OEQ/Alaa/ Translation).

Most informants agreed that smaller class provide an effective learning environment where teachers can gain new knowledge and skills and maintain quality of teaching. A smaller class size allows for discussions, regular feedback to students, and active problem-solving as well as the ability to apply new knowledge and develop skills (Davies, 2000).

In line with this, Yassen pointed out:

How they expect from us as teachers to apply what we are learned from PD courses. They don't recognize the challenges we are facing to cover the basic syllabus with direct instruction methods. It took me ages to keep them silent to start teaching the lesson every day and I cannot take the risk of any failure to implement the newly-gained knowledge and skills. (LC/CP/JW/Yassen/Translation).

From the stakeholders' point of view, four of the five supervisors had similar views, as in the following sample comment:

Having smaller class is not the only alternative to improve the quality of instruction, and large class size does not lead to poor education. The most important issue which affects quality teaching is teacher's effectiveness and his attitude towards applying new knowledge and skills, specifically the capacity to create a culture for organising large classes in such a manner that guarantees adequate learning. Teachers have always excuses to defend themselves and blame others. (LC/CP/JW/SU/Translation).

The two perspectives of teachers and stakeholders are important in dealing with large class size and its impact on the quality of teaching and more positive impact on applying recent PD trends. There is a need to shift the focus of PD from concerns of class size to the investigation and promotion of teachers' awareness as to the kinds of teaching methods which can be effective in small and large classes. Dealing effectively with large class is considered a new issue which has emerged from the data analysis and is influential in addressing the problems of large class teaching and PD. Besides, developing EFL teachers professionally to deal with large class seems to be one of the essential requirements of coping with many of ELT class challenges and to improve the quality of EFL teachers' performance.

6.1.5. PD and Teachers' Relationship with Students

98% of the non-specialist group, 96% of the training teachers' abroad group, and 93% of the workshop and video-conference group agreed that a poor relationship between students and teachers hinders the application of PD. Most teachers in general and EFL teachers in particular find it difficult to deal with students. The problem started in the 1960s with the success of the play 'School of trouble makers', which was followed by a series of comic films which made fun of Egyptian teachers, resulting in a lack of respect for the teaching profession. EFL teachers are

supposed to apply PD effectively in this learning context, and a number of teachers made comments about this as illustrated below.

The major concern of any novice or expert teacher is how to deal with students. Khalid said:

Students are like little monsters. I don't expect any respect from them. I think that providing them with new knowledge and practices will result in losing class control. They will interrupt me and make fun of my new technique of teaching (PDTR/CP/FG/ Khalid/Translation).

In addition, Mahmmoud said the following:

I have been teaching for 10 years now. It is so difficult to deal with students especially in secondary stage. I had high blood pressure out of the stress in dealing with students which start with the first week of teaching. They don't deserve exerting any efforts in class. I don't change my traditional style of teaching and I try my best to apply all what I have been taught in PD in private tuition. This is due to the fact that students in private tuition listen to me in respectful way and are motivated to learn. (PDTR/CP/JW/Mahmmoud/Translation).

Most informants claimed they had a bad relationship with students. They stressed that they are willing to help, but students' carelessness in class and their rudeness prevent teachers from applying new knowledge and techniques to enhance their learning outcomes. The participants offered several examples of students' bad behaviour, with many stating that they are exposed to physical harm from secondary school students; as Ragab said:

Students destroyed the glass of my car because some of them failed in the exam. They did this because I informed their parents about this. I aimed at having more co-operation with parent to help students to pass. (PDTR/CP/FG/Ragab/Translation).

Azza reported the following incident:

They threw stones at me on my way home as I did not allow them to cheat during the exam. (PDTR /CP/OEQ/Azza/Translation).

Advocating the same view, Ali commented thus:

They fought with me after school and I have been long hospitalized and I couldn't work again in the same school. I have been transferred to another school. The reason is that I told them off and prevented them from jumping over the walls to escape from school during school day. (PDTR /CP/FG/Ali/Translation).

What makes the situation worse is that MOE encourages students to report about any teacher's bad behaviour or beating. Although this is one of students' rights, Hamid said:

MOE provides more power to students. Now, I have to do my best in order to gain my students' satisfaction so that they do not tell lies about me. Some of them forced me not to teach in one of my classes as they were not in the mood to learn. I did what they asked me otherwise they will tell lies about me to the school principal. (PDTR/CP/JW/Hamid/Translation).

In most cases, students tell lies about teachers, as clarified by Rasha below:

They report to the school principal, to the police and to the tax bodies accusing teachers of forcing them to take private tuition, in case you report to their parents their bad behaviour or their bad academic level or do anything against their will (PDTR/ CP/ OEQ /Rasha/Translation).

From the stakeholders' point of view, some supervisors commented on the teachers' relationship with students, blaming teachers, as in the following sample comment:

EFL teachers are the main reason for the bad relationship between teachers and students. They are greedy and make the best use of our children's needs of the highest grades to success by forcing them to take private tuition. Teachers punish students who refuse to take private tuition physically and/or psychologically. This is the main reasons for students' aggressive reactions against them. They tried to make more use of the situation by stating that they don't apply PD in their teaching because of the students' behaviours. I think because they want to explain the syllabus differently at private tuition and have more money. (PDTR /CP/SS/SU/ Translation).

To sum up, the findings of the current study indicate that teachers' relationship with students is seen differently by different people: teachers do not apply the new theories and practices learnt during their PD because of the bad behaviour of the students; however, supervisors blame teachers and private tuition for forcing students to take private tuition sessions to earn more money. Additionally, most informants indicated that the bad relationship between them and their students affects not only teachers' performance in class, but also teachers' attempts to apply any PD innovation, as they are afraid that students will complain to the school administration that they did not understand the lesson and, falsely, that teachers change their style of teaching to force them to take private tuition. Thus, it seems that there is miscommunication and different views of realities among students, EFL teachers and supervisors. Collaboration, discussion, revealing of each party's concerns and challenges are important in resolving EFL teachers' relationship with students and its subsequent impacts.

6.2. School context

School context has a major influence not only on the quality of teacher instructional practice and student learning experience (Beijaard, 2005; Rosenholtz, 1989), but also in determining the quality of teachers' PD, according to the analysis of the informants' responses. This section deals

with the hindering factors of PD in the school context from teachers' experiences as well as the views of PD stakeholders towards teachers' experiences. This includes school principals, supervisory practices, collegiality within school, the power of parents, school libraries and management of PD (see Fig.19).

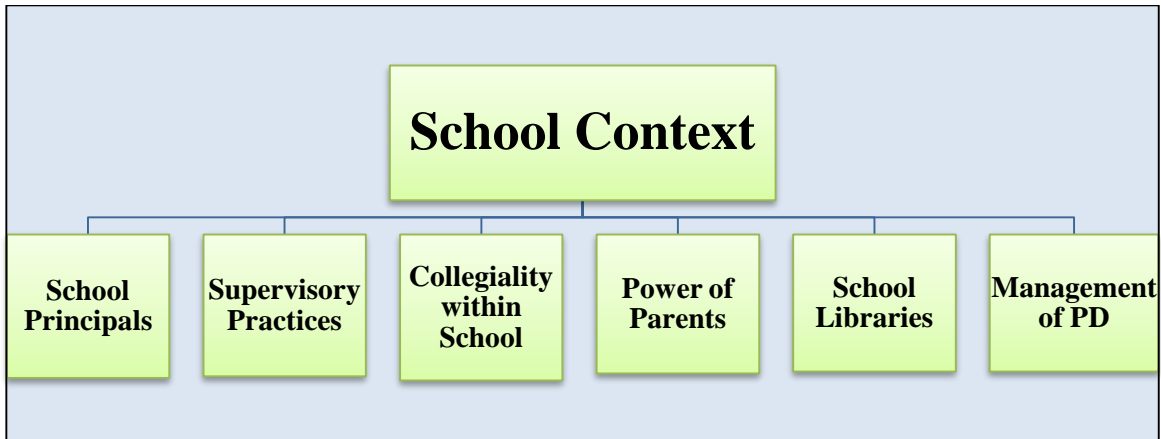


Figure (19) Categories of the findings of school context

Percentages and frequencies of agreement with regard to school-related factors are presented below. The statistical analysis of the questionnaire items which represent the school-related factors for the three PD opportunities shows that the respondents from the teachers' training abroad group agree that there are some factors in the school context that hinder PD effectiveness. There is also noticeable agreement among the respondents of the non-specialist and the video-conferencing and workshop programmes. (see Fig.20).

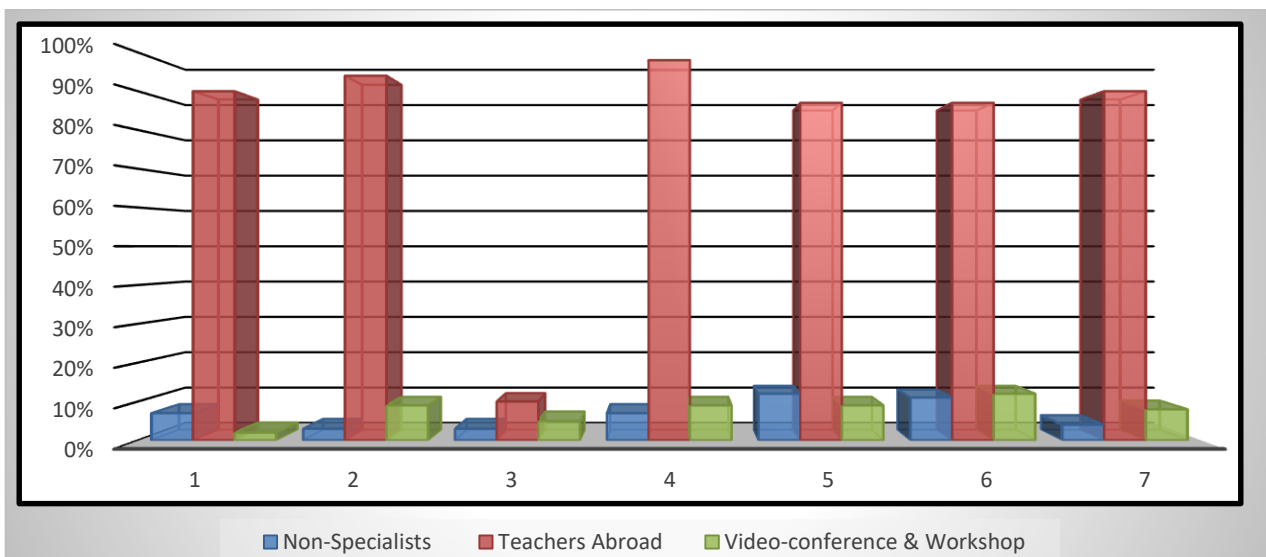


Figure (20) Percentage of agreement frequencies of school-related factors

6.2.1. School principals

The findings indicate that school principals focus on the strict enforcement of rules and regulations of the school system without any flexibility towards EFL teachers. 90% of the non-specialist group, 85% of the training teachers abroad group, and 93% of the workshop and video-conference group confirmed that school principals do not support teachers' PD.

In the same vein, Ahmed said:

The principal asked me to get the MOE approval on taking one day off to attend the PD programme. It took me a while to do it because of the red-tape. Then, he asked me to get the approval of the Higher Ministry of Education which I did. However, taking one day off at least to attend the PD programme is officially approved by law and he has the power to take this decision. At the end, he refused to approve my request indicating that the conditions of school work don't allow that I take one day off. (SP/SC/OEQ/Ahmed/Translation).

Hala commented thus:

I had a very bad relationship with the school principal since I started the non-specialists programme because I need to attend the lectures. He refused to adjust the school schedule for one day to allow me two hours early leave to attend the lectures at the university. He kept making fun of me that it is hopeless to think that I could be a university professor one day and that I would be a school teacher till I die. (SP/SC/JW/Hala/Translation).

In addition, according to the informants' comments, some principals asked teachers to get permission from MOE to allow them to attend the end-of-term exams of the non-specialist programmes. With regard to this, Esraa said:

Some school principals insisted that exam leave for the non-specialists' programme would be considered as unpaid sick leave instead of being paid exam leave by law. This will deduct a large amount of money from our salary as well as how can we get a fake sickness certificate from hospitals and we are not sick. (SP/SC/FG/Esraa/Translation).

Another dimension of the principals' stance against teachers' PD is represented in their assigning of more administrative duties to teachers to force them to give up their PD. Yasser commented as follows:

More administrative duties have been assigned to me by the school principal since I have enrolled in the PD programme such as writing the lists of names of all students in all the classes on a computer in a word document. (SP/SC/JW/Yasser/Translation).

The principals also resist any attempt from teachers to apply new methods or teaching strategies in class, especially the training teachers' abroad group. 99% of the respondents of this group confirmed that the school administration hinders their application of any new practices. As Ragab

said:

They did not allow me to apply anything I have learned in the training teachers' abroad programme even the nice treatment to students puts me in troubles with my colleagues fearing that I'm planning to attract their students to give them private tuition. (SP/SC/ OEQ/Ragab/Translation).

Hamedy added:

My school principal advised me to erase what I have learnt in the training teachers' abroad programme from my memory as nothing will work in here as we are in Egypt and not in UK. Besides, he mentioned that the last thing he needed in the school is disturbance of the stream of work as more problems will be resulted out of that between me, the students and the parents. (SP/SC/JW/Hamedy/Translation).

In harmony with this, Alaa commented further:

The principal referred me to the school investigator and I had 5 days cut from my salary as I tried discovery learning in my class. My charge was that I violated the rules of teaching and wasted class time. (SP/SC/FG/Alaa/Translation).

In support of this view, Doaa said:

They are afraid of the ghost of change! I put myself in troubles with school principal and parents for trying to apply new teaching strategies in class. (SP/SC /OEQ/ Doaa /Translation).

Representing the principals' point of view, four out of five agree with specific view, the following a sample comment:

As school principals, our duty is to make sure that all teachers are inside schools from 7:00 -15:30 and sometimes till 17:00 at supplementary school sessions. We are under great pressure from the higher administrative authority which asserts on regular attendance of teachers as a criterion of school effectiveness. Otherwise, we have administrative penalties. Teachers' PD will not save us from penalties or salary deduction. (SP/SC/SP /Translation).

The findings of the current study raise the importance of having communication between school principals and EFL teachers about the importance of PD within a supportive school context. School principals seem to be in need of their own PD to raise the quality of their school management and resolve the challenges of EFL teachers' PD and ELT. Once again, it appears that more communication between interested parties, and more consideration of the needs of different teachers are required if PD is to have any positive impact on teachers and school context. The positive impacts of PD are likely influence improvement, reculturing and restricting of the different dimensions of school system.

6.2.2. Supervisory practices

Although Price and Sellars (1985: p.21) indicated that ‘excellent supervisors use basic principles of clinical supervision in that they are collegial, non-directive and supportive rather than coercive in style, and seek to foster professional autonomy in learners’, many of the informants of the current study complained about the quality of supervisory practices. 89% of the non-specialist group, 93% of the training teachers abroad group, and 86% of the workshop and video-conference group agreed that supervisors do not help promote their PD. As Maha said:

The supervisors rarely come to schools to evaluate teachers. They stay in the principals’ office to sign our lesson plans without even reading them as there is no written feedback to the way we prepare lessons. (SUP/SC/OEQ/Maha/Translation).

In line with this, Bader added:

The habit of most supervisors is to make surprising observation visits in class. They used to interrupt me during my teaching, asking me to hand him a piece of chalk and allow him to explain the lesson. He asked me to sit down among students to observe his perfect teaching style. After he finished, he left without telling me any kind of feedback about my performance. We need a supervisor who attends whole class session or even part of it and gives me feedback about my performance. The most important of all not to show off in front of my students and let them lose confidence in my teaching. (SUP/SC/JW/Bader/Translation).

Rasha narrated the following experience with the supervisory practices she received:

I met my EFL school supervisor for six times during three years without having any influence on improving my teaching performance. He was mainly interested in doing his routine work such as checking my lesson preparation notebook very quickly and signing it to prove that he attended my class. What makes the situation worse is that there is no comprehensive system for evaluating teachers’ performance because the current system relies only on reports from school supervisors about teachers. (SUP/SC/FG/Rasha/Translation).

Supervisors are more fault-finders than coach or guide. In this regard, Manal said:

The supervisors’ main task is to search for mistakes. In my case, they kept reading my lesson plan for 15 minutes then, they asked me to leave my notebook for an hour to search for any mistakes as he believed that there is no teacher on earth who can write a completely correct lesson plan. They don’t try to guide you or recommend a task or even to modify your deficits. We don’t have the culture of reflective practice for ourselves or peer reviewing or supervisory performance in the Egypt context. (SUP/SC/FG/Manal/Translation).

In addition, Sara added:

Having no criteria for assessment and no real supervisory practices frustrated us as working properly or not, being effective or not are of equal value, but keeping the supervisor and the principal happy is what matters even by doing things wrongly. (SUP/SC/JW/Sara/Translation).

In compliance with this, Noha said:

Having no real supervisors who assess and guide us using objective criteria is very frustrating. If there was a comprehensive regular system of assessment of my performance, I would definitely try to improve my level to keep my job. But, hardworking teachers may get 'good' in their reports and weak, lazy and careless ones may get 'excellent' for having good relationship with the supervisor. (SUP/SC/JW/Noha/Translation).

From stakeholders' point of view, most supervisors highlighted their workload, as illustrated in the following sample comment:

Being a supervisor is a difficult work to do as you need to visit five schools where you need to supervise at least 20 teachers during 7 hours which is the school schedule for supervision. I think good teachers know themselves very well. They don't need any assessment or guidance. As for other non-qualified teachers, they will not appreciate our guidance or feedback. (SUP/SC/SS/SU/Translation).

Supervisory practices seem to concentrate on the routine administrative tasks of the supervisors. The frustration that EFL teachers feel relates to their needs to be guided and given feedback on their performance. The supervisors indicate that good teachers do not need their feedback and non-qualified ones will not listen to them. This is not a good excuse for inadequate work; their main duty is to help and guide teachers regardless of their level.

6.2.3. Collegiality within School

Collegiality within school plays an important role in developing teachers' PD as 'there is a focus on creating a community of learners in which there is a shift from teaching in isolation and one-on-one mentoring to school-wide collaboration and conversation' (Middleton, 2000: p.52). However, 95% of the non-specialist group, 82% of the training teachers abroad group and 85% of the workshop and video-conference group agreed that there are no good relationships between colleagues. They suggested many reasons for this: there is great conflict between teachers at schools, as expressed by Ayman below:

This is a rat race. All teachers become very greedy. They seek more and more students in their private tuition groups. Teachers work in conflict between each other for the sake of having more students without any consideration to collegiality. (CWS/SC/OEQ/Ayman/Translation).

This conflict is shown in teachers' stress and fear of each other. In line with this, Rasha said:

I don't go to the university to attend the programme fearing that one of the supply teachers attracts a student or more in my class to his/her private tuition group. If they did so, they will prevent me from the source of financial income that helps me feed my children. (CWS/SC/FG/Rasha/Translation).

Moreover, being a non-specialist is a point of weakness among specialized teachers of English; non-specialists have to show their effectiveness among specialized English teachers so that they can maintain their income from private tuition. As Heba said:

The non-specialist teachers are new rivals in the field of private tuition groups. They have to work harder to demolish the stigma of being non-specialists and ensure their effectiveness (CWS/SC/JW/Heba/Translation).

The bad relationship with colleagues in schools is reflected in the PD opportunities. 88% of the non-specialist group, 90% of the training teachers abroad group and 94% of the workshop and video-conference group agreed that colleagues do not promote other teachers' PD. In this regard, Hesham said:

Teachers of other subjects keep discouraging me and making fun of me as it is too late for me to become a student again. They are called the enemy of success who unfortunately hinder the progress of non-specialists in their PD. (CWS/SC/OEQ/Hesham/Translation).

Furthermore, Heba commented:

The teachers don't help each other in the non-specialist PD programme. They refused to lend me their books to photocopy them and rejected giving me copies of some sessions which I did not attend for personal reasons. They did not answer any of the questions that I asked trying to understand some confusing points. (CWS/SC/FG/Heba/Translation).

From the supervisors' point of view, the majority clarified their views, as illustrated in the sample comment below:

Teachers' collegiality is very critical in the Egyptian schools' culture because it is based on individuality and competitiveness as the only alternative to success. I think that working collaboratively to professionally develop themselves will never work in EFL teachers' context as it is not only the cultural beliefs, but also the competitiveness in the field of private tuition and earning more money. (CWS/SC/SS/SU/Translation).

The findings of the current study indicate the significance of considering the cultural domain in PD when reflecting on teachers' collegiality. Clearly collegial relationships among teachers need to be improved to promote teachers' quality, a more conducive working environment and better student learning outcomes. Discussing the different beliefs of other stakeholders and colleagues and

encouraging more collaborative work may help promote effective EFL teachers' PD.

6.2.4. Power of Parents

Although students have better learning outcomes when their parents are more involved in participation at school (Dauber and Ebestein, 1993), the majority of the informants of the current study complained about parents' involvement in educational context in general and in school and class contexts in particular. 90% of the non-specialist group, 88% of the training teachers abroad group, and 95% of the workshops and video-conference group agreed that parents hinder the effectiveness of teachers' PD.

The power of parents is an influential factor in non-specialist teachers' attendance of PD in particular. This is due to the fact that most of the participants prefer not to take the day off to attend one of the three days of non-specialist programme because of their students' parents. Hagar said:

Parents complain against teachers in case of attending any training outside school thinking that this will delay the progress of teachers' coverage of the curriculum and will negatively affect their children's learning. (POP/SC/OEQ/Hagar/Translation).

Similarly, Omar said:

Parents do not believe in supply teachers' teaching and ask the principal of the school to force the main class teacher to re-explain the lesson again. This creates more time pressure on us. (POP/SC/FG/Omar/Translation).

Furthermore, parents are not keen on having a non-specialist teacher for their children, in your child's class is something undesirable for parents. Even after being a specialist in teaching English, the non-specialist teachers are still viewed as inefficient teachers from parents' perspectives as Laila commented:

After obtaining our BA degree as specialized English teachers, parents keep justifying any bad results in English because I was enrolled in the non-specialist programme. There is no belief in the non-specialist programme as effective programme. (POP/SC/JW/Laila/Translation).

Parents' role is an important concern for all teachers in general and EFL teachers in specific. This is because parents are involved in everything concerning their children's education. Mona said the following in this regard:

Parents interfere in everything: the teaching method, the exam results, the homework, the reason for teachers' absence...etc. (POP/SC /FG/ Mona/ Translation).

In addition, parents constitute a major factor causing the gap between theory and practice in PD, as they complain about the teachers' application of any new technique of assessment or teaching methods, believing that this is a waste of time and it affects negatively their children's learning. In this regard, Alaa said:

I stopped applying any new techniques in teaching because of parents' continuous complaint to the principal that this will confuse the students. They don't believe in any method except direct instruction. (POP/SC/FG/Alaa/Translation).

From the stakeholders' point of view, parents have different comments about EFL teachers and their PD. A sample comment is as follows:

I think that EFL teachers are the main obstacle on the way of teaching and learning improvement. They treat our children in a bad way for the sake of having more financial income of the private tuition. They use inhuman physical and psychological punishment tools in case our children refuse to join their private tuition. Furthermore, they escape school attendance stating that they are developing themselves professionally. We are in a bad need to protect our children from these devilish creatures. (POP/SC/SS/POP//Translation).

Another parent commented:

I think that initial teacher education at universities is more than enough to have effective EFL teachers. I don't believe in PD because English teaching is the same all over the years, the same grammatical rules and vocabularies. Attending PD is a waste of time which delays our children's progress in the syllabus. (POP/SC/SS/POP/ Translation).

With regard to applying PD knowledge and skills, one of the parents commented:

We used to learn English in Egypt for years using the same method and the same assessment. Trying to change any pedagogical practices inside class will disturb our children because they have more than one way of teaching. This is the last thing that we want for our children. (POP/SC/SS/POP/Translation).

The findings of the current study reveal that the teacher-parent relationship is one of the critical factors in the ELT context in Egypt for different reasons: teachers see parents as a hindering factor to their teaching process and do not believe in their PD, while parents think that they need to protect their children from the tyranny of teachers. According to the findings of the current study this conflict of interests between EFL teachers and parents causes many challenges to both parties; EFL teachers seem to suffer from parents' involvement in their work and parents want high grades for their children. It seems with good reasons that school context with its stakeholders need to be considered in designing teachers' PD because this includes important social and cultural factors that need to be addressed to achieve effective teachers' PD.

6.2.5. School facilities (libraries)

The findings of the current study show that 96% of the non-specialist group, 93% of the training teachers abroad group, and 92% the workshop and video-conference group agreed that school libraries do not help them to professionally develop. In line with this, Heba commented:

We don't have section in our school library for English teachers. All what we have is some stories in English for students to read. (SF/SC/JW/Heba/Translation).

In line with this, Ayman added:

Most of the library books are from the 1970s and don't relate to English teachers' PD. (SF/SC/FG/Ayman /Translation).

From the stakeholders' point of view, three out of five school principals commented on this, with the following as an example:

We don't recommend having any books in English as teachers escape doing their duties and go to the library to read. If they borrowed the books to be read at home, they would take ages to return them. They can go to the British Council or the American University in Cairo (AUC) libraries to read whatever they want. School for teachers means teaching only and school libraries means books for students only to read. (SF/SC/FG/SP/Translation)

The findings of the study reveal the view of school principals regarding limiting the use of school libraries to students only, as well as their attitude towards the teachers' desire to read for professional development. Thus, school culture and beliefs of school principals need to be developed as well as EFL teachers' attitude towards reading as part of their self-development. Libraries are likely to play an important role as reading in their preferred areas can promote teachers' professional development.

6.3. Management of Teachers' PD

Data analysis revealed the emerging theme of management of EFL teachers' PD, which was not included in the questionnaire or the focus group or the journal writing questions. This theme includes a number of management factors which influence the effectiveness of EFL teachers' PD, according to the responses of the informants of the current study. This section sheds light on PD and MOE decisions, centralization, bureaucracy, favouritism, co-ordination between the different parties (schools, universities and training schools), and personnel/employment/job-related issues (see Fig.21).

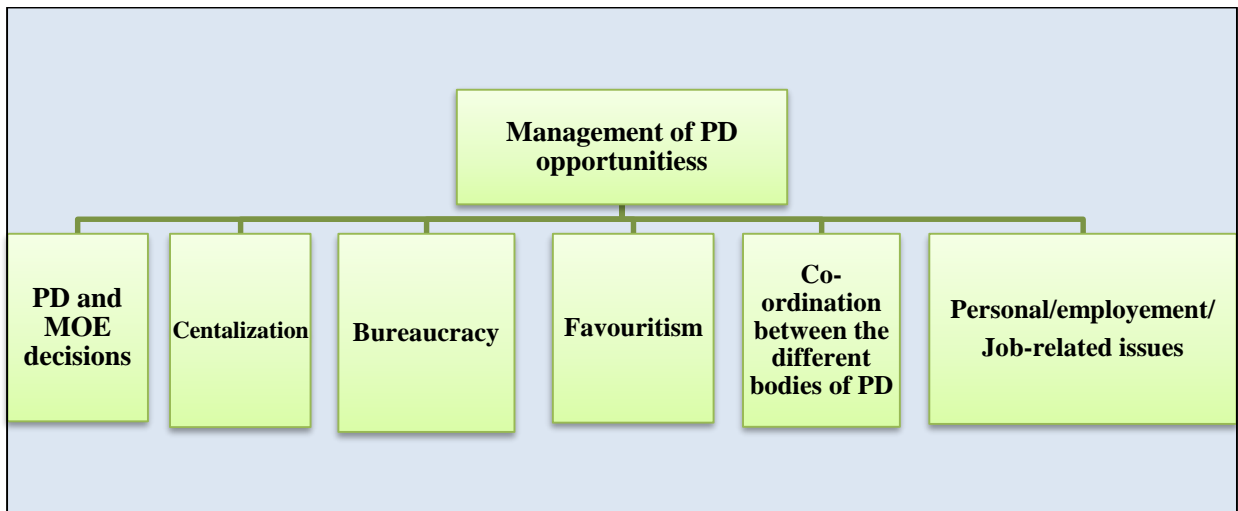


Figure (21) Emerging categories of the findings of PD management

3.1. PD and MOE decisions

The findings revealed that MOE decisions are separated from the reality of teachers' PD. However, MOE decisions need to be attached to the reality of EFL teacher because PD is considered as a complex social practice in a form of a policy, a research product and process, and as an influential factor of teachers' work (Hardy, 2012). For example, MOE indicates the importance of providing PD for teachers and reforming their financial and social status in the society (NCERD, 2001); however, MOE focuses on only one aspect in implementing its decisions, namely the academic domain, with complete separation from the realities of teachers and PD, class and school contexts. In line with this, Nabil stated:

Many nice decisions without any changes or actions have been taken to improve our status or our PD. Additionally, they are in a world and we are in another world as most of their decisions are not related to reality of teachers' world. (PMD/MPD/OEQ/Nabil/Translation).

For further indication, Mohab claimed the following:

MOE decisions are political more than educational. The main target is to satisfy World Bank and USA to provide them with more and more money. They don't have their own plan to change or modify teachers' current status or their PD based on realities of teachers' work. They implement others' plan in a more de-contextualized trend. (PMD/MPD/FG/Mohab /Translation).

Most informants agreed that MOE decisions are inconsistent and changeable over a short period of time. To support this view, Ola said:

Every minister of education lasts for a short period of time which is not enough to complete the suggested implementation of his decisions. Once a new Ministry of Education is appointed, he changes totally the previous strategy and starts a completely new one as a proof that he is more efficient than the previous Ministry of Education and so on. The only victim of this inconsistency is the

students more than the teachers. (PMD/MPD/JW/Ola/Translation).

Three supervisors made comments similar to that expressed below:

MOE decisions are the main guide to PD. I think that teachers don't understand how the MOE decisions are planned, designed and applied. Thus, it is useless to take teachers' experiences, opinions or perspectives concerning this important matter. (PMD/MPD/SS/SU/Translation).

The findings of the current study revealed that, through its top-down decisions, MOE neglects teachers' views, experiences and their different working and learning contexts of PD, class and school. It seems that the only focus of MOE decisions is on the academic domain of PD, as some informants stated. However, PD has social, cultural, institutional, affective and individual domains which need to be considered. These domains create comprehensiveness and integration between different variables which enable PD stakeholders to create effective PD.

6.3.2. Centralization

Decentralization is a current universal trend and a strong dominating strategy in education (Karlsen, 2000). However, centralization is a common feature of the Egyptian educational system (NCERD, 2001). Most participants agreed that MOE decisions are highly centralized and do not allow the educational districts to adjust any decisions according to local needs. To support this view, Hesham said:

Every decision should be taken by the MOE and should be applied without any type of flexibility or adjustments otherwise the officials at the local level will be punished for that. (CEN/MPD/OEQ/Hesham/Translation).

Laila commented further saying:

It is a nightmare if you try to adjust any MOE decisions according to your circumstances. The MOE decisions are taboo which nobody can argue about them. For example, I asked to have a one week off for examination in the non-specialists programme. They did not approve it. They informed me that I have a week off in July and not in June we can't change MOE decisions for any reason. (CEN/MPD/FG/Laila/Translation).

Hani commented on the reasons for this:

There are several reasons for the inability to adjust MOE decisions: the absence of considering EFL teachers needs and problems. They try their best to make everything complicated in teachers' lives. Moreover, there is no supportive solid system at schools to apply decentralization. This discourages many of my colleagues to enroll in any PD opportunities as they know that they will add more stress and concerns in their life (CEN/MPD/JW/Hani/Translation).

Most school principals are against decentralization. A sample comment is the following:

Decentralization will not work in the Egyptian context because this can cause chaos among the different administrative sections in the MOE. This is due to the fact that different decisions will be taken concerning one issue. Besides, teachers will have their own ways to violate the decision to the best of their interest only without consideration to what is best for their work. (CEN/MPD/SS/SP/Translation).

The findings show that the centralized approach is dominant not only in the EFL teachers' PD, but also in the Egyptian education system as a whole. There are two views in this regard: firstly, EFL teachers seem to be struggling to change or modify MOE centralized decisions according to their stressful or difficult status; secondly, the stakeholder of PD advocate centralization as it means effective organization and a better style of management than decentralization. It seems with good reasons that the centralization is a critical cause of the conflicting views and beliefs of EFL teachers and stakeholders of PD. This is due to the fact that centralization creates a gap between EFL teachers and the higher authorities of MOE.

6.3.3. Bureaucracy

The findings of the current study indicate that the PD management experienced by the teachers is of the organizational type, 'which is characterized by centralized control and legal forms of authority, hierarchical structures of responsibility and decision-making as well as externalized forms of regulation and accountability measures' (Freidson, 2001: p.9). Most participants agreed that the inflexible bureaucracy influences their PD negatively. To support this view, Mona said:

I had to go to 6 different administrations in the educational directorate and I had almost 10 signatures from different officials and 5 stamps to take one day off from school to attend the sessions of the non-specialists programme. However, MOE approved this day off to encourage teachers to be more specialized. (BUR/MPD/OEQ/Mona/Translation).

Besides, Ragab commented:

What about having one of the officials is off for any reason, you have to wait till he returns to have your request approved. This can take ages because on every step on the way of getting approval to your request, you find an absent official. I waited for two months to get a signature from an official in a series of 10 signatures to attend an educational conference in USA. At the end, I missed this conference. (BUR/MPD/FG/Ragab/Translation).

From PD stakeholders' view, most supervisors do not think that there is bureaucracy. One of them commented thus:

I disagree with what teachers called bureaucracy of the educational system. I think that this is the organization of hierarchical structures of the system. It is

there for many years and accomplished successful influences in administrating the educational system. (BUR/MPD/SS/SU/Translation).

Most of the informants indicate that bureaucracy is the antagonist of teachers' PD, as there is a lack of communication between teachers and other governmental agencies in dealing with issues of enrolment and taking leave for PD attendance and examinations. Thus, the structured inflexible bureaucracy causes administrative obstacles, which hinder teachers' desire to enroll in PD opportunities.

6.3.4. Favouritism

According to the findings of the current study, favouritism, special treatment and conflict of interests prevail in the Egyptian administrative system in the educational context, as there are no clear criteria for many aspects of teachers' work such as promotion or evaluation of teachers' performance at school. Additionally, there are no solid criteria for selecting candidates for training teachers abroad or to attend conferences and workshops at hotels, both of which have more advantages than other teachers' PD programmes. Furthermore, knowing important people or giving gifts or bribes are the keys to getting approval for any request or appeal and sometimes to prevent other teachers from taking your rights. Most participants expressed their dissatisfaction about the state of favouritism prevailing in PD and the resulting inequality of rights; as Hossam said:

Having a signed business card from an important figure works like magic actually everywhere in Egypt and not only in the PD sector to help you do what you want and to take your right. My friend went to training teachers' abroad programme despite not getting excellent in their annual reports while other colleagues of excellent reports were unable to go. (FAV/MPD/OEQ/Hossam/Translation).

Most of the participants complained about the harsh treatment from different officials at both school and university; they ask to be treated fairly like their colleagues. To support this view, Heba commented:

We should be treated as human beings. Long line-ups, insulting replies to your question, the famous saying 'come tomorrow'. If you have a business card from an important figure or give an envelope with sum of money with your application, then you will be treated as a human being and you will have your rights. Despite having all the required conditions for enrolment in this programme, I had my application approved to enroll in the non-specialists PD programme after paying 500 L.E. in an envelope to the official. (FAV/MPD/FG/Heba/Translation).

Commenting on the spread of favouritism, Mona added:

This is the cancerous disease spreading in most if not all Egyptian institutions and not only the educational context. Unfortunately, you have to pay a bribe to

the officials or present a business card from an important figure in the educational field. Furthermore, you can keep begging the official for his signature, then at the end, s/he will tell 'you can come tomorrow' in a way that begging is not enough to have your request approved. I had to buy a gift for the official to approve my request of adding my name to video-conference training list because they missed it and the general inspector confirmed that my name is in the list of candidates. (FAV/MPD/JW/Mona/Translation).

From PD stakeholders' view, most supervisors do not think that there is favouritism. One of them commented thus:

Favouritism does not exist at all in the educational context. Teachers try to make fuss about nothing when the rules and the criteria of selecting candidates for PD don't match what they hope for. It is a matter of conflict of interests between educational administration from a side and teachers from another side. I can assure you that we treat every teacher fairly. (FAV/MPD/SS/SU/Translation).

The findings of the study stated that the contradicting views between EFL teachers and supervisors show a gap between stakeholders' views and reality as well as an issue of mistrust between them and the teachers. Favouritism causes concerns and frustrations for many teachers in PD; supervisors are separated from the realities of teachers and ignore this serious cultural problem for fear of administrative penalties.

6.3.5. Co-ordination between University and Teachers' Workplaces

Lack of co-ordination between university and EFL workplaces is one of the emerging findings revealed in the data analysis. This creates concerns for teachers, as there are many administrative problems for the teachers to enroll, to take exam leave and to take a day off to attend the different PD opportunities. To support this view, Fatma said:

More than 17 signatures and 8 stamps must be done in one document to have one day off. This is done during 10 days of going forward and backward between the university officials and the MOE officials. There is no co-ordination between university and schools concerning our status. (CUW/MPD/OEQ/Fatma/Translation).

In line with this, Ayman added that ignoring teachers' work schedule and assigning lectures at the same time is another example of lack of co-ordination between university and schools:

The university forces us to attend the lectures for three days at any time suitable for the university professors while we have to work at school from 7:30 till 15:30. In addition, 10% of the course marks are allocated for attendance (No more than 25% absence is allowed to attend final exams). (CUW/MPD/JW/Ayman/Translation).

In relation to the EFL teachers who work in places other than schools, the situation is different, as there is no legal support in the labor laws for them to take one day off for study, and some places prohibit studying and working at the same time. Most teachers show their dissatisfaction with this, as illustrated in the following comment from Zeinab:

We have to take many days as unpaid sick leave to attend the very important lectures and to attend examinations as I'm an engineer in a company and there is no right for us to have any holidays for studying. There needs to be a kind of co-ordination between university and our work. (CUW/MPD/FG/Zeinab/Translation).

There is also a lack of co-ordination between the university and the training schools which are responsible for the teaching practice which is part of the non-specialist programme. As Hala said:

We spent many weeks after training started till we find the school that has been allocated. They always chose a school which is near the university staff members who supervise us whatever its location according to our houses. This adds more stress as we have to attend our schools first then move to the training school in a very limited time, less than an hour most of the time. (CUW/MPD/OEQ/Hala/Translation).

Similarly, Aliaa from the non-specialist programme commented:

The schools don't allow us to attend the teaching practice classes in other schools. This teaching practice course is very vital for our teaching performance. The university needs to arrange with our schools so that we can attend the teaching practice. (CUW/MPD/FG/Aliaa/ Translation).

From PD stakeholders' view, most supervisors think that there is a positive co-ordination between university and teachers' workplaces as follow:

There is co-ordination between university and teachers' schools. EFL teachers make a lot of fuss about nothing. Maybe one or two faced administrative problems which may rarely happen. I can assure you that MOE does its best to facilitate and co-ordinate everything related to teachers' PD between university and schools. (CUW/MPD/SS/SU/ Translation).

The findings revealed that lack of co-ordination between universities, schools, training schools and the educational directorates has a negative influence on EFL teachers' enrolment, progress, and continuity in different PD opportunities. This is due to the fact that EFL teachers face many struggles and challenges in satisfying the procedural requirements of different bodies and parties. Thus, there is a need to cooperative framework which involved PD stakeholders, EFL teachers and different contexts at the PD plan, design and implementation to have a more comprehensive view of reality and a more co-ordination between university and teachers'

workplaces.

6.3.6. Personnel/Employment/Job-related Issues

This section includes an important category which is personnel/employment/job-related issues; teachers' promotion and job opportunities. The findings of the current study revealed that teachers' promotion and job opportunities are the main motivators for most EFL teachers to professionally develop. However, there is no guarantee that they will achieve either aim, even after enrolling in the PD programmes. This seems to be an important hindering factor of EFL teachers' PD.

6.3.6.1. EFL Teachers' Promotion

Promotion is one of the strong motivators for enrolling in PD programmes, specifically the non-specialist programme. Most participants agreed that there is a lack of criteria for EFL teachers' promotion. Ayman said:

Some of the graduates of the non-specialists' programme have not been yet promoted and others are waiting for years till there is a free position to be promoted. However, other teachers have been promoted to schools in distant areas. (TP/MPD/OEQ/Ayman/Translation).

Most informants expressed their dissatisfaction with the promotion scheme; they find themselves either having to accept or reject the promotion and return to their original schools with the same salary. The promotion does not take into consideration EFL teachers personal conditions. In line with this, Fawzia stated the following:

I'm 55 years old and I worked as an EFL teacher for more than 20 years. They refused to promote me to the first senior degree till I become a specialist EFL teacher. I studied for four years and held the degree of being a specialist EFL teacher. Now, they promoted me and I have to work in another governorate which is three hours travel from my home. I'm a mum of four and I'm not young. They informed me to accept that or to stay at my school without being promoted. (TP/MPD/FG/Fawzia/Translation).

In harmony with this, Banan said:

There are no clear rules for promotion and no consideration to our personal life and our family circumstances. I'm a mother of three who has been promoted in a school in Fayoum while I live with my family in Helwan. Four years of studying in PD programme have gone with the wind. (TP/MPD/FG/Banan/Translation).

This leads to teachers' frustration and helplessness. As Walid commented:

I refused to be promoted. I'm a preparatory school teacher who lives in Giza, why do I have to work in a rural area which is 50 km away from my home. I wasted four years of my life struggling as a full-time teacher and a learner in

vain. Moreover, I lost many of private tutoring lessons because of this PD programme. All this was for the sake of promotion. Now, I did not waste my time in this PD programme. (TP/MPD/JW/Walid/Translation).

From PD stakeholders' point of view, a sample example representing the majority of officials' common agreement about EFL Teachers' Promotion and PD:

It is ridiculous in the first stance for teachers to connect their PD to being promoted. PD should help teachers be better and more effective teachers. Additionally, MOE distributes teachers to be promoted according to the free positions of senior teachers in different directorates. I think that teachers ask for too much in being promoted and having a very near school to their homes. (TP/MPD/SS/SU/Translation).

The findings of the current study clearly show that teachers' promotion is an important consideration when teachers enroll in different teachers' PD, particularly for the non-specialist group. It seems that no attention is paid to teachers' personal conditions and no attempt made to adjust promotion decisions to guarantee teachers and MOE satisfaction.

6.3.6.2. Getting a Teaching Job

The percentage of unemployment in Egypt, which in the first quarter of 2012 was reported at 12.6%, has increased. This unemployment rate refers to the people who regularly look for jobs (World Bank, 2012). Most informants of the non-specialist programme indicate that their major motivation for enrolling in this programme was to get a job; many of them expressed their concerns about not getting a teaching job in private or governmental schools after four years of university studies. As Magda said:

This will make it 8 years of university study and getting 2 B.A. degrees without finding a job. All what we seek is to find a job as a teacher in any governmental or private schools. (GT/MPD/JW/Magda/Translation).

Moreover, Laila added:

I graduated as an engineer and I did not find a job for 4 years, then my friends advised me to be enrolled in the non-specialists programme to have a better job opportunity as an EFL teacher. I'm very upset as I did not find a job for more than a year now. (GT/MPD/FG/Laila/ Translation.)

The informants' major concern is that there is no guarantee of finding a teaching job after getting a BA degree in the non-specialists programme, Walid said:

We don't have a choice. It is difficult to find a job anyway. I think it is an attempt to find a job and it is better than doing nothing and being unemployed forever. I wish MOE can guarantee a job for us which will be an excellent motivation to progress in the programme. (GT/MPD/JW/Walid/Translation).

Most supervisors commented on this issue as represented by the sample example as follows:

Getting a job is not one of MOE obligations for teachers to professionally develop themselves. This is their internal motivation and the MOE and PD sectors can't guarantee these hopes for them. (GT/MPD/SS/SU/ Translation).

According to the findings, there is no consideration of teachers' internal motivation to enroll in different PD programmes, although the participants claimed that this is one of the main factors that encourages them to persist with their PD and to overcome the various challenges.

6.4. Conclusion

This second part of data analysis deals with the exploration of class and school factors that have a negative impact on the effectiveness of EFL teachers' PD opportunities through the teachers' experiences. In addition, the responses of supervisors, school principals and parents towards EFL teachers' experiences of their PD have been presented. Different aspects of class pedagogy which are seen as hindering factors are revealed: teachers' workload and time pressure, private tuition, professional development and quality standards, large classes, and teachers' relationship with students. Additionally, a number of school-related factors have been explored: supervisory practices, collegiality within schools, school principals, the power of parents, and school facilities. These findings confirm the need to take the social, cultural, and institutional domains into consideration when planning, designing and implementing EFL teachers' PD. Furthermore, the findings suggest that PD includes not only the academic domain, which is the sole focus of MOE, but also a combination of affective and individualized domains with social, cultural, and institutional domains. These two chapters of data analysis present an integrated view of EFL teachers' PD, which includes EFL teachers, stakeholders and the different contextual factors of PD, class and school. It is an attempt to delve deeply into the system of PD and explore the hindering factors. This will help the researcher suggest areas where PD needs to be reformed to surmount the different challenges.

The following chapter draws together and discusses the key findings, based on the interpretation of the data generated by the investigation and analysis of the possible answers to the research questions. It is an attempt to provide more insights into the factors which hinder EFL teachers' PD effectiveness from EFL teachers' experiences of PD.

Chapter VII

Discussion Chapter

7. Introduction

The main aim of the current study is to explore Professional Development experiences of EFL teachers in Egypt, focusing specifically on the factors that may lead to the current status of inadequate EFL teachers' PD. In particular, the researcher seeks to answer to the main question: *'What are the factors that contribute to the inadequacy of EFL teachers' PD based on EFL teachers' experiences?'* According to the researcher's experience as an EFL teacher, and substantiated by the data analysis of this current study, there is a disconnection between mainly 'academic' courses that teachers can follow and the realities of school and classroom culture, exacerbated by the social pressures on schools to achieve examination success.

Thus, in an attempt to further explore the main research question, the researcher reported in Chapter 5 the EFL teachers' experiences with PD opportunities, including content, pedagogical practices and management of teachers' PD programmes. This was intended to answer the first sub-question: *'How do Egyptian EFL in-service teachers view their PD programmes based on their own experiences?'* (Programme related factors). In chapter 6, the researcher addressed teachers' experiences within the class and school contexts to find answers to the second and third sub-questions: *'What are the factors in ELT classroom context that have negative influences on the PD of Egyptian EFL teachers?'* (Class related factors), and, *'How do school context factors have negative impacts on Egyptian EFL teachers' PD?'* (School related factors). The third sub-question is derived from situated learning and social orientation of learning, that emphasizes the influence that working contexts have on teachers in relation to the process of learning on their PD courses. The third sub-question is an attempt to gain a better understanding of reasons for the ineffectiveness of many PD programmes, and the complex relationship between EFL teachers' PD, academic courses, and the contexts in which these experiences are embedded.

Furthermore, in Chapter 6, the researcher examined the perspectives of a number of PD stakeholders on EFL teachers' experiences of PD. This framed the second question of the current study: *'What are the perspectives of PD stakeholders (PD designers, training providers, supervisors, school managers and parents) on EFL teachers' experiences of PD?'* The findings of the current study indicate one of the important sources of conflict between the teachers and the stakeholders and highlights the lack of communication between these two important parties involved in PD, particularly with regard to what constitutes effective EFL teacher PD. In this chapter, the researcher will draw together the key findings from the data generated from these

questions.

7.1. Summary of the findings from the data analysis

Table 14 illustrates the two main research questions together with the three research sub-questions, as well as the categories and subcategories of the interpretation of the data. It can be seen from this table that the main categories anticipated in responses to the questions were the following: programme related factors; classroom related factors, and school related factors. Then, two further categories emerged from the data analysis, namely some logistical issues of PD, and the management of PD.

Table (14) Summary of the findings of the current study

Main research question	Research sub-questions		Main Categories	Sub-Categories
1. What are the factors that contribute to the inadequacy of Egyptian EFL teachers' PD based on EFL teachers'	How do Egyptian EFL in- service teachers view their PD programmes based on their own experiences?		Programmes related-factors	<ol style="list-style-type: none"> 1. Specialized courses. 2. Educational courses. 3. Instructional courses. 4. Practical course.
			A. Content of teachers' PD	
			B. Pedagogical practices of teachers' PD	<ol style="list-style-type: none"> 1. Teaching strategies. 2. Teaching activities. 3. Educational materials. 4. Learning environment. 5. Teachers' assessment. 6. Teachers' feedback. 7. Evaluation of PD and training providers. 8. Training of training providers.
			Some logistical issues of PD.	<ol style="list-style-type: none"> 1. Location and access of teachers' PD. 2. Physical environment of teachers' PD. 3. Organization of the schedule of teachers'

	What are the ELT class context factors that have negative influences on Egyptian EFL teachers' PD?		Class related factors	<ol style="list-style-type: none"> 1. Teaching workload. 2. Time pressure. 3. Private tuition. 4. Separation between class pedagogy and PD. 5. PD and quality standards. 6. Large class 7. PD and relationship between teachers and students.
	'How do school context factors have negative impacts on Egyptian EFL teachers' PD?'		School related factors	<ol style="list-style-type: none"> 1.School principals 2.Supervisors 3.Colleagues 4.Power of parents 5.School facilities
			Management of EFL teachers' PD.	<ol style="list-style-type: none"> 1. PD and MOE decisions. 2. Centralization. 3. Bureaucracy. 4. Favouritism. 5. Co-ordination between the different parties of schools, universities, training schools. 6. Personnel/employment/ 7. Job- related issues.
	2.What are the perspectives of PD stakeholders (PD designers, training providers, supervisors, school managers, parents) on EFL teachers' experiences of PD?		<ol style="list-style-type: none"> 1. Culture-related factors. 2. Institution-related factors. 	

It could be argued on the basis of the findings from the data that EFL teacher PD is potentially much more effective if it originates from the EFL teachers themselves, and is based on their real work, their lives, and their working contexts. This is supported by the strong and extensive evidence that illustrates EFL teacher dissatisfaction, that is, their claim that the current

PD for EFL teachers is not working for them. This discontent appears to have its roots in difficulties in teachers' lives and in the schools themselves, as well as 'the system' and 'societies' views about ELT education. This finding is enhanced through the theoretical framework of the current study based on the assertion that there are alternative and effective ways of conceptualizing teacher PD. This argument is illustrated through challenging the current system of EFL teachers' PD by introducing teachers' current circumstances through their experiences as a starting point, and focusing on teachers as individuals rather than an amorphous group. Following that, the need for teacher PD as a continuing process of learning is stated at the theoretical framework, encompassing all aspects of teachers' lives: as teachers, individuals, and learners. Thus, this standpoint enables the researcher to present the current thinking about teacher learning and development as situated and context sensitive. The current study is an attempt to understand the complex nature of EFL teachers' PD through EFL teachers' experiences and presenting a new way of looking at EFL teachers' PD. This new way of looking at EFL teachers' PD comes from a bottom-up approach that is based on EFL teachers' experiences and views about their PD, in collaboration with stakeholders of PD. Further, this new perspective encourages more consideration of EFL teachers' contextual working factors of classroom, school, and the educational system as a whole.

7.2. Domains of EFL teachers' PD

Arguably, the factors affecting PD cannot be fully comprehended by viewing them in a disjointed way, but rather by understanding the dynamic and influential interrelationship among them, as well as with a number of other elements within the context which reflects the complexity of current EFL teachers' PD. Thus, the researcher presents the discussion of the findings of the current study through different domains: academic, institutional, cultural, social, and affective, in order to show the interplay between EFL teachers as individuals, teachers, and adult learners and the different academic, social, cultural and institutional contexts around them.

The core of the current study is the comprehensive understanding of the complex nature of EFL teachers' PD through EFL teachers' PD experiences and the influences of class and school contexts around them. Thus, different hindering factors can be combined to illuminate how different domains influence each other. So, in the current study the culture domain affects the social domain, as well as the academic domain is affected by the institutional domain. Accordingly, it can be argued that the total sum of experiences of PD by EFL teachers is larger than simply class and school elements; it goes deep inside the different domains of society and educational policies promoted by the Ministry of Education.

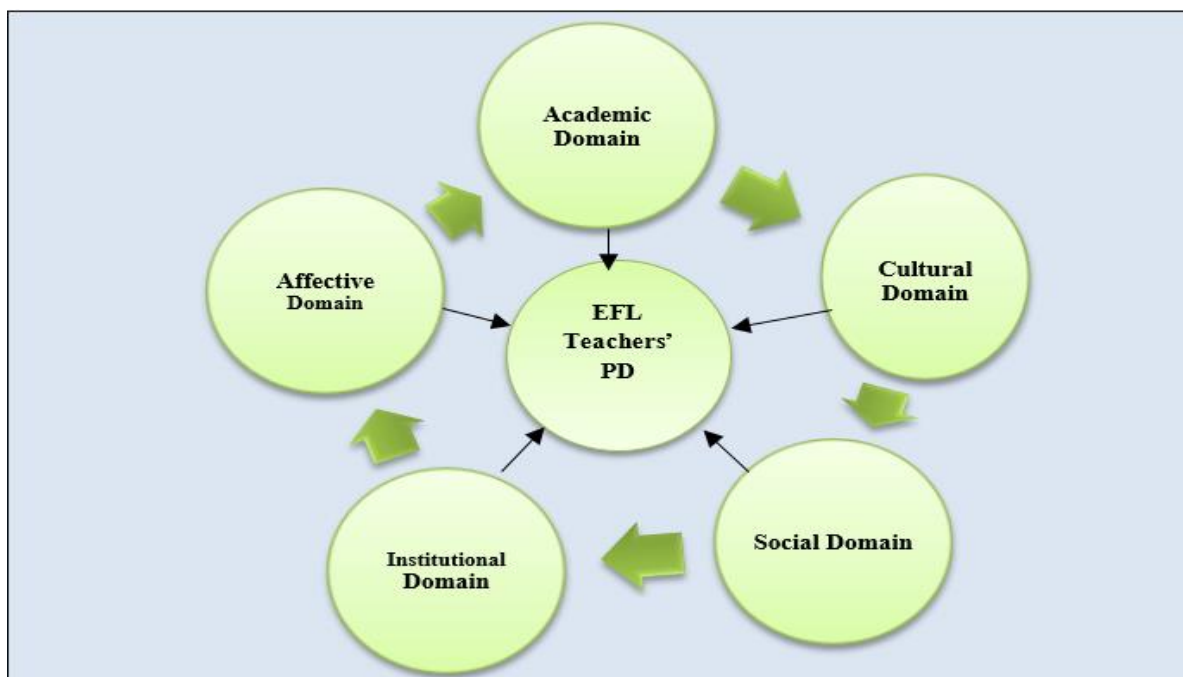


Figure (22) The different domains of EFL teachers' PD

7.2.1. The academic domain of teachers' PD (content and pedagogical practices of PD)

The academic domain deals with the experiences of Egyptian EFL teachers' PD of their PD opportunities from an academic point of view. In this section, the key findings from the data related to the academic aspects of PD for EFL teachers are drawn together, focusing on the most distinguishing characteristics of each type of PD. This is followed by a discussion of important outcomes of the study, as well as the most significant findings of the content and the pedagogical practices of EFL teachers' PD.

7.2.1.1. Short periods of teachers' PD and EFL teachers' continuous learning process

The MOE provides in-service EFL teachers with PD opportunities in order to improve their competency and level of performance (Hegy, 2004). According to the findings of the current study, the aim of the MOE's efforts to the PD EFL teachers was not fulfilled. Importantly, the findings of the current study highlight the feelings of Egyptian EFL teachers about the two prominent types of PD opportunities in the form of workshops and video-conferencing; both of these they felt were ineffective due to their short duration. The reason for this is because training workshops and video-conference programmes, which are considered the major formal EFL teachers' PD opportunities, last only one to three days at most. In line with this, (Ahmed, 2011) states that over the years, Egyptian EFL teachers' PD programmes have been regarded as short-term training which provide teachers with information that is unconnected to their work. Although some defend the effectiveness of short in-service teacher training courses in dealing with updating specific aspects of teachers' work, there are many reasons for rejecting it, based on the responses

of the informants of the current study according to their own experiences in EFL teachers' PD in Egypt.

According to the participants of the current study, short PD opportunities for Egyptian EFL teachers proved to be unsatisfactory as teachers encounter many weaknesses in their teaching of English. Importantly, according to the responses of the informants, there is an expectation for teachers' PD to serve as an alternative to the ineffectiveness of their initial training in faculties of education, so they expect it to be a continuous process of learning rather than guidance and updating on certain aspects of their work. This has been highlighted by the MOE (2011: p.4) that observes EFL teachers' weaknesses as graduates of Schools of Education: 'EFL teachers did not achieve the required level of competency in the following areas in their initial training: error analysis, inflectional and derivational morphology, language functions, linguistic phenomena and transformation, language phenomena and transformation, parts of speech, phonological processes, politeness and formality, sentence types and structures, strategies for teaching skills, and word semantics'.

What makes the situation worse is that a large proportion (65%) of primary and preparatory school EFL teachers are not TEFL specialists, i.e. they are not graduates of Schools of Education (Unit of Policies and Strategic Planning, 2008). In particular, the way in which their linguistic proficiency is prepared, is inadequate: in a survey, 89% of non-specialist English teachers indicated a direct need for training in pronunciation skills (Abou-Huggar, 1995). In addition, they need to study pedagogy, with an emphasis on the practical application of theory to their general teaching skills (Stones, 1981). Additionally, many Egyptian English teachers lack training in effective instruction and experience in communicative teaching methods, and have correspondingly low levels in subject matter knowledge and pedagogical skills (El Nagggar et al. 2001; Hargreaves, 1997; Gahin, 2001; National Centre for Research and Development, 2004). Thus, the informants believed there is a need for a continuous learning process as an indispensable factor in effective EFL teaching, because CPD modifies and improves the deficits of their initial training.

Furthermore, the importance of an effective continuous learning process for EFL teachers was asserted by the informants of the current study who confirmed that the Egyptian MOE keeps changing the curriculum at short notice, and many new regulations, teaching strategies, and innovative ways of ELT teaching and assessment are imposed. This increases EFL teachers' dissatisfaction with the short duration of PD and increases the need to consider a continuous process of learning for EFL teachers. In line with this, there is a need for a professional approach

to recent trends in teachers' PD in English proficiency and teaching methodology, the development of complex practical skills, as well as the enhancement of specific ethical values and attitudes (Villegas-Remiser, 2003). These areas are in a continuous state of change because of the complexity of teaching in 'an age of cultural diversity and new technology, where teaching needs become more sophisticated, and different kinds of supports and learning opportunities are needed to improve teachers' work' (Hargreaves, 2001: p.158). Therefore, these continuous multi-dimensional and changeable aspects of ELT teaching and different kinds of academic knowledge required by ELT teachers need more than one-shot PD programmes to be addressed well. This is because more time is needed in order to achieve the required influence, development and change in teachers' performance (Lee, 2011). Thus, it is important to define education and development for EFL teachers as a continuous learning process (Fullan,1987).

The findings of the current study stress the importance of continuity of teachers' PD as part of a continuous learning process and is consistent with research studies discussed in the literature review chapter under the heading of *CPD as a characteristic of effective PD opportunities*. Besides, Joyce and Showers (2002) argue that providing continuous learning PD opportunities will increase teaching and learning effectiveness to nearly 90%. In a similar vein, Steadman et al. (1995: p.6, in Stuart et al., 2009) confirmed that while 'education helps you decide what to do...Continuous training helps you to do what is necessary more consistently, effectively and efficiently'. In line with this, Supovitz and Turner (2000: p.975) indicate that 'effective teaching results can be achieved when PD provides continuous learning experiences for teachers'. In addition, Bolam (1987) highlights the ineffectiveness of one-shot deal in-service courses in influencing teachers' classroom practice because there will be no follow-up mentoring in schools. CPD has been usually used to achieve broader education reform agendas (Day and Sachs, 2004) or to serve specific national priorities for teacher development that has been decided by a central authority (Craft, 2000), but it should be dealt with in a wider context as a continuous learning process for teachers. Accordingly, it seems that EFL teachers need CPD as explicitly stated in the literature review studies, the results of the current study, and the researcher's argument in favour of CPD effectiveness in order to overcome many challenges of EFL teachers' PD.

7.2.1.2. Self-directed EFL teachers' PD

The analysis of the data revealed that one of the causes of EFL teachers' dissatisfaction with their PD experiences in their PD opportunities is that any attempts towards self-directed teachers' PD is hindered. This is due to several reasons according to the informants of the current study; there is no trust in EFL teachers' capacity to take responsibility for their learning because

there is a belief that experts, supervisors, and training providers are the knowledgeable party who decide what knowledge and skills are needed. In other words, though teachers are the essential part of PD, they are not included in the process planning or implementation. What makes the situation worse is the belief in the passivity of teachers as learners whose knowledge, perspectives and experiences are of such low estimation that they are believed to be incapable of leading their own PD. As Dadds (1997: p.33) notes, 'Tragically, however, many [teachers] come with a convincing feeling that what is inside them is not valid because it is 'only personal' to them. Somewhere along the line, many have learnt to seek the expert outside, but deny that there may be a potential 'expert' within'. Furthermore, common belief in Egypt is that this perception of the inability of EFL teachers to be autonomous and develop themselves professionally, leads to a lack of confidence in teachers' beliefs about themselves being capable of promoting, managing and organizing their professional learning. Finally, the participants of the study stated that the dominating view of Egyptian education culture does not encourage studying formally or informally after the first university degree on a self-directed basis. Moreover, the attack of the school community has been confirmed through the responses of the informants of the study who report on any attempts of self-directed PD as resulting in the community mocking teachers' attempts of self-development and not providing them with any kind of support, guidance, or feedback from supervisors, school principals, even their colleagues, or any member of external school community.

Self-directed PD by Egyptian EFL teachers is not supported according to the responses of the participants in the present study, despite being reported as essential in implementing any innovation (VanEekelen and Boshuizen, 2006), and being one of the basic factors which determines the success of teachers' PD programmes (Hall, 1997). In addition, self-directed teachers' PD is characterized as being efficient (Shanker, 1990; Rice, 1992; Butler, 1996) because teachers are responsible for their PD and programmes reflect their interests; they have opportunities to think about their teaching, thus raising standards. Thus, this promotes teachers' autonomy according to a comprehensive definition of autonomy as teachers' needs for personalized PD, freedom, reasoning and reflection (Benson, 2001; Ashwell, et al., 2002). It may be concluded that self-direction promotes the culture of individualism (Huberman, 1992, 1993a, b) through providing teachers with more choices to deal with their PD (Smith, 2008).

However, other studies criticized the effectiveness of self-directed teachers' PD as what discussed in the literature review chapter under the heading of *a self-directed PD model*. Furthermore, the influence of having little or no feedback opportunities from others is considered a disadvantage of self-directed teachers' PD (Gaible and Burns, 2005). In the same vein, Hargreaves

(1993: p.52) considers the autonomous teachers' self-development as 'aheresy because it promoted teachers' own beliefs about the effectiveness of the outdated views of educational perceptions which are stimulated from teachers' experience as pupils'. In line with teachers and other stakeholders' perspectives, Mushayikwa and Lubben (2009) emphasized that having a keen desire to learn is one of the essentials of teachers' PD, but it is not enough without the support of external community in critical points. It would be difficult for teachers to continue to progress in their self-directed PD without this kind of external support. However, it seems reasonable that self-directed teachers' PD is an indispensable part of their PD. This is because it is not only promoting teachers' autonomy and individualism, which has been asserted by many researchers as being more influential than the influence of socio-cultural context and students' background regarding higher learners' outcomes (Lovatt and Mackenzie 2003; Hattie, 2004), but also it supports teachers' self-efficacy and self-trust being influential experts of their PD.

7.2.1.3. Context of EFL teaching reality and training teachers abroad

Sending teachers abroad is a type of EFL teachers' PD in Egypt which aims at promoting teachers' skills and knowledge and provides them with effective opportunities to gain experience in the latest trends in teaching methods as well as the latest technology (ARE Ministry of Education, 1996). However, this is not the case as reported by many participants of the current study, because the findings of the current study reveal the inadequacy of training teachers abroad for EFL teachers' PD. Most participants of such programmes reported their satisfaction with most of the facets of the programmes except one core point which has turned their general attitude to rejection rather than acceptance: the ineffectiveness of the programmes applicability in the Egyptian context. According to the participants of the current study, this fundamental point focuses on the gap between the knowledge and skills newly acquired abroad and the reality of Egyptian practices. Furthermore, the resistance of school principals in particular to apply any of the new practices is another obstacle. In line with this, having no opportunity to apply newly acquired knowledge and skills on ELT class teaching may hinder implementation of changes in the curriculum and instruction (Browne and Meuti, 1999). Consequently, the researcher can argue here that the separation between the content of training teachers abroad, and the reality of ELT class and school contexts, causes resistance to the implementation of change through hindering the application of the newly acquired knowledge and practices, whether it comes from teachers' themselves or from the context around them.

It may be argued further that there are many issues that need to be resolved before applying advanced knowledge and practices in Egyptian classes, such as the lack of resources.

Through the researcher's experience as an EFL teacher, it became apparent that it is difficult to focus attention on using ICT (Information and Communication Technologies) in teaching English when most of the students sit on the floor during school days because there are no available desks for them. Similarly, it is challenging to apply the teaching methods of collaborative teaching among 80 students in one class, with a session that lasts only 45 minutes, with many tasks to be completed. Further, this scenario is almost impossible without teachers trained to deal with large classes through professional development. On the other hand, the Egyptian educational policy-makers ignore or resist the necessity for adaptation of PD to the context, or modifying the context to improve teachers' PD. This is because they believe that adopting imported ideas from abroad would increase the quality of EFL teachers (MOE ,1996). However, some researchers (Levin, 1997; Johnson et al., 2000b) point out that importing new ideas from abroad in order to reform education may not work in a different context, and it often turns out to be blind copying of a good idea to the wrong context. In consequence, there is resistance in the school context to accept any changes from abroad as confirmed by most of the participants of the current study. In agreement with this, (Johnson et al., 2000a; Swain et al., 2002) report that in the Egyptian context there is no willingness at the school level to apply any new knowledge or practices from abroad through teachers' training abroad.

To sum up, the researcher discussed the importance of class and school contexts and its influence on the effectiveness of PD in the literature review under the headings of *Teacher development as ecological change, class context and school context*. In the same vein, the results of the current study are consistent with the literature review studies. Consequently, the researcher believes that neglecting the class and school contexts, policies, educational facilities, and sources when applying any imported PD opportunities could cause loss of many advantages that can be gained from the international interactions among teachers and other educational and academic contexts. Besides, considering EFL teachers' working contexts overcomes resistance to any PD change (Smith et al., 2003).

7.2.1.4. Non-specialist teachers' PD and teachers' experiences

The analysis of data revealed that 90% of non-specialist EFL teachers are not satisfied with their non-specialist teachers PD. This is attributed to several reasons which are dealt with throughout the discussion chapter in different sections, but the main reason for their dissatisfaction is the nature of the programme and teachers' experiences as reported in their responses. According to the responses of the informants of the current study the non-specialist programme is meant to be a graduate programme designed to professionally train non-specialist EFL teachers. However,

the teachers study the same courses that are taught to TEFL undergraduate students for four years. The main objection to this type of PD is further illustrated by the informants who state that the non-specialists programme deals with them as an amorphous group. What makes the situation worse is that the MOE forces non-specialist EFL teachers to enroll in this programme, otherwise they will not be allowed to work as EFL teachers anymore and will have to return to work in their main specialization, such as Geography or History teachers, according to the Ministerial Decree No. 275 (2/11/1993). This is done without considering their differences or needs, as well as dealing with them in the same manner as undergraduate EFL student teachers who study the same courses taught to student teachers at Schools of Education.

The responses of the informants clarified what they meant by being treated as an amorphous group. This is attributed to having no consideration of teachers' teaching experiences, academic backgrounds, their age, their majors at the undergraduate level, or their basic academic needs, concerns, and interests, as well as their points of weaknesses and how to improve them. For example, non-specialist EFL teachers are a mix of novice and expert teachers at the same level of the programme. Moreover, teachers' prior knowledge of ELT, academically and practically, is not considered as non-specialist EFL teachers enrolled in this programme are a mix of different university degree majors and with differing years of teaching EFL experience, including some who did not teach EFL at all. It is reasonable to recognize how essential it is to differentiate between these two categories of non-specialists, because the non-specialist EFL teachers who worked for years have completely different knowledge and experience than the ones who have never worked as EFL teachers before. Although both of these types of teachers are not EFL majors, there is a gap between them which needs to be dealt with, thus more attention and consideration must be paid to this issue by PD designers. An essential factor is recognizing how prior knowledge and experience of ELT are influential in the selection of and prioritizing of issues of content design in PD programmes.

Arguably, the different experiences of non-specialist EFL teachers as teachers, adult learners and individuals are not considered in the non-specialists programme according to the findings of the current study. Being an essential element of effective teachers' PD has been stated by Diaz-Maggioli (2003). Teachers' PD experience is the source of their needs, concerns and problems and must be continuously identified throughout the teachers' career stages on a differentiated basis at each stage in order to promote effective PD. The results of the current study are in harmony with what is discussed in the literature review chapter about the importance of EFL teachers' experiences under the headings of *The nature of teachers'*

experience and teachers' PD, Importance of teachers' experiences as adult learner and Importance of teachers' experiences as adult learners and instructors. Besides, teachers' experiences of ELT are a valuable source of data on teachers' knowledge, needs, concerns, problems and challenges (Stein, 1998; Wilson and Berne, 1999). Additionally, teachers' practical experiences in the classroom 'must be respected and utilized, and their practical knowledge cannot be ignored in their PD' (Trotter, 2006: p.14), and are the most effective sources of teachers' PD (McLaughlin and Zarrow, 2001). This is attributed to the fact that these experiences reflect their knowledge, practices beliefs, their own understanding of the ELT process, thus enabling the development of effective teachers' PD (Nye, et.al, 2004). Furthermore, the individualized identities of teachers which can be revealed through teachers' experiences promote a developed version of teachers' PD. 'This allows teachers to develop their qualities and promote self-understanding', as asserted by Fullan and Hargreaves (1992: p.1).

The researcher thinks it is important to stress the need of non-specialists PD programmes to take into consideration EFL teachers' differences in years of experience, prior academic backgrounds, and other embedded differences through their career development in order to establish more effective PD. The specific needs, problems and concerns of individual teachers are reflected in different contexts as learners, instructors, and as individuals (Urzua and Vasquez, 2008). Furthermore, recognizing the function of teachers' differentiations reduces intellectual risks of academic challenges and enables teachers to work at their own pace in their PD (Steyn, 2005).

7.2.1.5. Content of teachers' PD programmes

This section focuses on the study's key findings related to the content of teachers' PD programmes in Egypt. It includes the following sections: EFL teachers' target language knowledge, design of the content of EFL teachers' PD, and teachers' academic needs.

EFL teachers' target language knowledge

Being non-native speakers of English, EFL teachers have concerns about the English language as a target language, according to the informants of the current study. A majority of the informants show their dissatisfaction with PD opportunities due to its neglecting to deal with English as a target language as one of the fundamental knowledge bases for EFL teachers. This can be illustrated in the responses of 90% non-specialist EFL teachers who complained that they have several target language deficiencies, namely, in writing, speaking and pronunciation, listening comprehension, and reading comprehension skills. All of these deficits hinder their performance in class. Besides, 80% of EFL teachers from teachers who are trained abroad, and who represent the best category of EFL teachers according to the Egyptian MOE (Assem, 2002), expressed their

dissatisfaction at having hardly any opportunities to talk with native speakers of English in order to improve their language proficiency as they always study and live as a group of Egyptians on a university campus. They expected that studying at this programme would improve their English fluency. Furthermore, 96% of EFL teachers from workshop and conference programmes indicated their low level of English to the extent that they speak Arabic during class teaching as their level of English is not proficient enough to teach EFL in English. Furthermore, 89% of EFL teachers from the previous category stated their low level of four language skills. Additionally, a majority of the informants from different PD programmes indicated their need to be professionally developed in four language skills, especially listening, writing and speaking.

The low level of English proficiency of EFL teachers occurs for several reasons. There are no specific criteria for enrolling in EFL initial training except for students having more than 90% of the total of Arabic, English and French courses in the GCSE (General certificate for secondary education) stage. This does not seem to be a proper indicator of EFL teachers' proficiency in English. Moreover, there is no focus on developing the English proficiency of EFL student teachers during their initial training, with the exception of a grammar and essay writing course. Neither of these courses seem to be considered as important as courses that focus on theatre, the novel, or English civilization. This is because one can pass grammar and essay writing course with less than 30% and it represents 2% of the total score. What makes the situation even worse is that EFL teachers expect PD opportunities to help modify and improve English proficiency, and yet this does not seem to be the focus of EFL teacher PD opportunities in Egypt.

From the researcher's point of view, it is reasonable to expect that EFL teachers should be proficient in English language. This is a key requirement of being an EFL teacher, and it is considered one of the essential knowledge bases of EFL teachers (Chaudron, 1988). The researcher argues that English language is the corner stone of having efficient EFL teachers. With this as a prerequisite it then enables EFL student teachers to study academic courses of ELT specialization such as drama, novel, teaching methods, and other courses. Additionally, the English language is essential because the ELT process is conducted using English as a target language in the classroom. This is due to the importance of using the target language in ELT as an authentic language for communication, as well as a prominent factor in promoting students' language acquisition (Klanrit and Sroinam, 2012).

Studies in the literature review are in harmony with the results of the current study and the ignorance of English as a target language in EFL teachers' PD opportunities. Regrettably, some studies stated the ignorance of English as a target language in PD opportunities. (Schrier, 1994;

Tsui, 2003) indicate that there seems to be no focus on teachers' knowledge base of EFL teachers' proficiency of the target language. Similarly, the target language is not probably considered in EFL teacher training (Johnson, 1990; Richards, 1998). Additionally, many researchers argue that the target language proficiency of EFL teachers does not seem to be satisfactory (Guntermann, 1992; Murdoch, 1994; Sadtono, 1995). Accordingly, the researcher thinks that EFL teachers' proficiency of the target language is essential to EFL teachers in Egypt especially that they are non-native speakers of English, and English proficiency is a means of communication in teaching and essential in PD opportunities. Furthermore, English as an important component of EFL teachers' knowledge bases needs to be considered. In the same vein, some studies consider target language as a major component of EFL teachers' knowledge base (Richards, 1998, Trappes-Lomax, 2002).

Design of the content of EFL teachers' PD

There are two major issues which are discussed here concerning EFL teachers' PD design: standards and designers of EFL teachers' PD efficiency, as well as EFL teachers' participation with designers of PD in selecting the content of PD. From the researcher's point of view, and according to the findings of the current study, these two issues illustrate major reasons for the current state of Egyptian EFL teachers' PD beyond the ineffectiveness of the content of the PD on offer.

The current research reveals EFL teachers' dissatisfaction with the content of different courses in a number of EFL teachers' PD programmes that have been investigated. This is based on the findings of the data generated from the majority of the informants who expressed their dissatisfaction with the content of the subject matter knowledge. EFL teachers felt the coursework lacked rigour in terms of facts, concepts and different ways of teaching English in non-specialist programmes, workshops and video-conferencing. In addition, other informants of the current study complained about large amounts of information within the educational subjects which contained an unnecessary repetition of themes.

The majority of the informants who took workshops and video-conferencing programmes reported on the fragmentation of topics based mainly on discussing separate issues of teaching English. Moreover, the majority of EFL teachers graduating from non-specialist programmes, as well as the informants who experienced workshops and video-conferencing programmes, agreed that the content is not organized in a chronologically logical way, e.g. from difficult to easy, as well as from previous to new knowledge. Additionally, the majority of the informants from non-specialist programmes, workshop and video-conferencing agreed that there is no balance in the content of teachers' PD programmes, meaning that many important elements were not ascribed equal weighting and importance. In other words, the content was not balanced equally among

different categories of courses. For example, there is an imbalance between the content of the topics on educational courses and specialized courses, between practice and theory domains of PD, class management and other themes on methods of teaching, as well as between new regulations, innovation issues in ELT, and teachers' beliefs.

The findings suggest that the main source of dissatisfaction with the content of teachers' PD, for the majority of the informants who took different PD opportunities', stems from the following reasons: the MOE relies on the knowledge and experience of PD designers which include university staff, educational experts, and school supervisors. It was revealed from the responses of PD designers that they are seen as the only responsible party for deciding the content and they prioritize their own criteria based upon their knowledge and experience as they consider themselves to be the knowledgeable experts in the field. Moreover, the responses of the participants of the current study revealed that the content is separated from the realities of EFL teachers' needs, concerns, problems, their working contexts requirements, and the nature of Egyptian ELT class. Additionally, the findings of the present study reveal the conflict of perspectives and values between EFL teachers and stakeholders of PD on the content of PD. Thus, the types of knowledge of EFL teachers need and want seem to be challenged by designers, according to the study, resulting in an improper selection of PD content.

The results of the current study align with the literature review as discussed under the headings: *EFL teachers' professional knowledge, definitions and types of teachers' professional knowledge*. This is followed by a discussion of how teachers' professional knowledge is co-constructed from a social constructivist perspective and another section on stakeholders of teacher PD and collaborative school culture. The findings of the literature review and discussion of the different models of EFL teachers' PD may clarify that there is no clear definition of what teacher knowledge consists of and that any existing definitions are derived from academic institutions and policy makers (Hoban and Kennedy, 2002), and are therefore dominant and restrictive. However, the researcher advocates what Tsui (2003: p. 246-257) suggests through conducting an empirical study of four EFL teachers on the subject of 'theorizing' and 'practicalizing'. This means to make theory a practice and to make practice a theory in a harmonization between them in order to achieve proper content of PD. Accordingly, the findings of the current study add a new dimension of restructuring Egyptian EFL teachers' PD content through focusing on the importance of practice next to theory in EFL teachers' PD as a method of achieving effective EFL teachers' PD.

The researcher also believes that there is a need to re-structure the content of PD opportunities which focuses only on propositional knowledge as reflected in the findings of the current study. The

propositional knowledge needs to include practical knowledge and knowledge about the context in a way which involves EFL teachers' needs, concerns, and problems. Thus, EFL teachers will be more involved as active players in the design of their PD content because the content will be a reflection of their own identities, their needs, and concerns. Teachers will be more committed to accept changes of PD if this is taken into consideration. Besides, the nature of the Egyptian ELT class context and the school context are essential elements in the proper design and application of EFL teachers' knowledge bases which have been acquired from their PD opportunities. This co-construction of knowledge indicates the complexity of teachers' professional knowledge (Freeman, 2002) because it is based on teacher's experiences as learners (propositional or academic knowledge) and as teachers (personal and practical knowledge), together with knowledge about local context (context knowledge) through the interaction of culture, context, and teacher.

Subjective standards of designing the content of PD

The findings of the current study reveal that there is another problem concerning the content of EFL teachers' PD. There appears to be no agreed upon, clear-cut, and objective standards for designing PD content. This is attributed to what informants of the current study reported as being the dominance of EFL teachers' PD designers who are not being challenged on their competency or their standards, as well as the way they construct PD content. This finding seems to be one of the important contributions of the current study in that it reveals the controversial issue of the way PD content is selected, and which is probably considered one of the major causes of ineffectiveness of EFL teachers' PD in Egypt. Moreover, this point raises many related questions, namely about the validity and credibility of designers' subjective standards for designing the content of PD, as well as the relative importance of collaboration of EFL teachers with designers of PD in selecting the content of PD. These important points will be discussed in the following sections.

The issue of standards of PD has been discussed in the literature review under the heading '*Teachers' professional standards*'. There is a debate about the standards and its influence on EFL teachers' PD. It seems that it is important to link standards and teachers' PD because standards cannot be implemented without effective teachers' PD, which in turn produces qualified teachers who are able to apply these standards in their teaching. Some argue for standards and state that teachers' professional standards promote the professional growth process of teachers (Darling-Hammond, 2001; Lustick and Sykes, 2006). Others state that imposed professional teaching standards are used as a controlling tool over teachers (Zuzovsky and Lipman, 2006). Furthermore, Doecke (2001: p.174) states that 'professional standards of teachers lack reconciliation between public and personal domains, and neglect issues of 'inclusivity' or 'exclusivity' with regards to

ownership of standards, and disregard exploring of standards at the personal level with more focus on public rhetoric of government bureaucracies and professional associations’.

The findings from the present study contribute to the debate on the importance of professional standards in teachers’ PD. The researcher believes that standards are important, but teachers need to be involved in creating these standards. This is because teachers are more aware of their needs, problems, and concerns and what they can do about them. Further, teachers reflect the reality of teaching through their experience of classroom teaching practices. This has been highlighted by Hargreaves and Goodson (1996) who state that standards lack the essential social, individual, and emotional aspects of teachers’ work, all of which are important in order to take account of teachers’ experiences of class teaching practices. Consequently, teachers’ participation in creating PD standards promotes teachers’ enthusiasm towards these standards and fills the gap between theory and reality to form manageable standards. This can promote quality of teachers’ PD, reduce teachers’ counter-resistance to the implementation of standards, and support efforts of reform. Additionally, it seems reasonable to assume that understanding and considering school contextual factors is essential in shaping and applying standards effectively as they represent another aspect of the reality of ELT and teachers’ challenges. Hence, neglecting the previously-mentioned issues will lead to ‘considering standards as a hindrance, a stumbling-block, a point of resistance of teachers’ (Anderson, 2004: p. 198) in citing Foucault (1980: p.101), which are derived from the subjective views and personal interests of the PD designers only. Thus, currently imposed EFL teaching standards promote teachers’ resistance to interact positively with content that does not represent them or their ELT challenges or concerns. It further reinforces teachers’ dissatisfaction with these standards which do not appear to be based upon known research results or taking their views into account, and increases their beliefs about the lack of validity of the content of their PD.

The importance of collaboration between EFL teachers and PD designers in selecting the content of PD

There are number of issues which illustrate the ineffectiveness of content design of PD in Egypt which can be attributed to the following reasons. According to the findings of the current study, the content of PD does not rely on any solid, valid, objective, or credible standards but only on the personal interests of the designers of PD. This seems to be a hindering factor of the PD’s content adequacy. According to the findings of the current study, PD designers state that they do not even follow the research guidance on selecting content such as Ornstein and Hunkin’s (2009) content design model of scope, sequence, continuity, integration, articulation and balance as influential aspects of designing content. Furthermore, PD stakeholders indicate that they don’t

follow the research results concerning PD focus according to the findings of the current study. This situation is exacerbated by the fact that EFL teachers' knowledge base is probably not the focus of Egyptian educational research (Abdelaleem, 2008). Besides, EFL teachers' perspectives, experiences, and participation in their PD has possibly been neglected (Abdel-Hafez, 2010). Consequently, it seems likely that PD stakeholders subjectively and solely design the content of PD and their standards. This is highlighted by Freeman and Johnson (1998: p.398) who commented that '...in-service teacher educators has focused more on what teachers need to know and how they could be trained than on what they actually know, how this knowledge shapes what they do, or what the natural course of their professional development is overtime'.

The findings of the current study indicate that teachers' collaboration with PD designers is an essential issue concerning the selection of PD content which may in turn affect the effectiveness of their PD. The findings of the current study agree with the literature review under the heading of *'Involvement /improvement process model of PD'* which includes the importance of teachers' involvement in the process of curriculum development, PD programme design, and school improvement in improving classroom instruction as highlighted by Sparks and Loucks-Horsley (1989). However, some studies argue against teachers' participation in designing PD content stating that teachers are not knowledgeable enough to participate in this task as Clark (cited in Fullan and Hargreaves, 1992: p.3) indicates; teachers are viewed as 'people to be trained and developed and not as people who can and should develop themselves'. From the researcher's point of view, EFL teachers have more to contribute through their participation in the process rather than factual knowledge. First, as adult learners, according to Wenden (1991: p.12-13), 'Adults form 'self-schemata' about capabilities and limitations, degree of personal control over academic achievement, reasons for success and failure at different tasks, and expectancies for the future', which then enables designers to answer two essential questions related to design of the content: 'What do teachers know? And what do teachers need to know?' (Cole and Knowles, 2000: p.5). Secondly, teachers' beliefs about PD opportunities are important in order to identify a more comprehensive view of what constitutes effective content of teachers' PD (Dubin and Olshtain, 1996).

Third, EFL teacher participation in designing the content focuses on the important areas of ELT class practices, challenges, needs, and aspects that hinder the application of content in the real classroom environment. This representation of practical knowledge reflects the validity of the content through applying the theory of the content and fills the gap between theory of the content and the ELT class context (Kwakman, 2003). Finally, there is the psychological element of EFL

teachers as adult learners that stems from their participation in selecting the content of their PD and which seems to have strong impact on the effectiveness of PD. This is illustrated by EFL teachers as adult learners; one of whose characteristics is to be involved in the process of their learning as an additional part of their experiences (Knowles, 1989), and 'EFL teachers have internal self-motivation to learn which is more influential than any external agenda' (Schemidt, et al., 1996: p.41). Thus, through teachers' participation in selection of their PD content, teachers would take responsibility for their learning and would be the agents of their development (Gonzalez, et al., 2002). Accordingly, and in congruence with the current study findings, it seems that the positive impact of EFL teachers' participation in the selection of their PD content selection can lead to attaining every teacher's ideal about PD. This means, 'The best teacher that I personally can be' (Head and Taylor, 1997: p.250), teachers with their own visions, perspectives, and experiences embedded as a representation of their own selves as teachers, adult learners, and as individuals.

7.2.1.6. Current transmission pedagogy of EFL teachers' PD

The findings of the current study confirm the dominance of transmission pedagogy in the investigated EFL teachers' PD opportunities. The core of transmission pedagogy has emerged from a traditional theory of learning where there is direct instruction strategy on specific elements and guided practice on ways to answer some questions related to the transmission of subject matter (Becker, 2000). The responses of the informants of the current study indicate their discontent with the transmission pedagogy of PD in Egypt. For example, training providers are the only source of knowledge, there are no considerations of different participants' learning styles, and the focus is on the one teaching strategy, direct instruction. Additionally, there seems to be few group activities conducted, there are no variations of educational material using ICT, and the focus is on textbook or some handouts. In addition, the assessment and evaluation system is inadequate according to the informants. Finally, there are no opportunities to give feedback on any issues and to express views about the inappropriateness of evaluation system.

The responses of the informants indicate that EFL teachers are dissatisfied with the current pedagogical practices in PD opportunities as investigated in the current study. The findings of the current study are in harmony with the discussion of the literature review about the transmission pedagogy under the headings of '*traditional model of PD, teachers' professional knowledge, teachers' professional learning*' and specifically with the section of '*PD pedagogical practices*'. Although transmission pedagogy has many advantages, such as its relative importance for novice learners, based upon transmission of knowledge from training providers to learners, and fundamental for learners to create their own knowledge via a transaction pedagogy (Nielsen, 1989),

it seems that it may be unsuccessful in the Egyptian EFL teachers' PD according to the informants' responses. In line with this, many researchers express their discontent with the current in-service teacher training for applying the traditional model of transmitting knowledge (Atay, 2006, 2008; Burns, 2005; Darling-Hammond, 1996; Freeman and Johnson, 1998; McDonough, 2006; Richards, 2008; Zeichner, 2003). This can be attributed to a number of reasons. Transmission pedagogy does not consider teachers' experiences, beliefs, needs or challenges (Feiman-Nemser, 2001). Additionally, these transmission approaches are organized by educational experts who are distanced from the reality of ELT teaching and classroom contexts. As a result, this not only promotes the gap between theory and practice, but also obliges EFL teachers to acquire knowledge in fixed and fragmented forms which then make it difficult to apply the knowledge in the ELT class context. The researcher believes that such a pedagogical practice of PD probably does not promote uniqueness as it is based on restricted obligatory regulations of PD, declining learning differentiations, and ignoring variations of teaching strategies of teachers, as well as increasing the gap between theory and practice.

Transmission pedagogy and EFL teachers as active learners

The findings of the current study indicate the passivity of EFL teachers as adult learners because of transmission pedagogy and direct instruction which have negative impact on teachers' PD effectiveness. The findings of the current study are in agreement with the literature review studies under the headings of '*Importance of teachers' experiences as adult learner*' and '*EFL teachers' professional learning*' and '*PD pedagogical practices*'. Although direct instruction is effective with learners of low achievement and disadvantaged backgrounds who need more explicit instructional teaching (Muji and Reynolds, 2000), it seems to be ineffective for EFL teachers as they become passive and rely on training providers which in turn has a negative effect on their learning skills (Ahmed, 2007). The passivity of EFL teachers contradicts the nature of teachers as active adult learners who are internally motivated to learn more, to be involved, and to take responsibility for their learning with theory promptly applied into practice (Merriam, 2001). Besides, it has been asserted through constructivism pedagogy the importance of 'involvement of instructors and learners in a community in which learning is the result of interactions, reflections, and experiences' (Howard et al, 2000: p.457). In line with this, teacher PD occurs through working actively with their peers in different activities in learning communities as a way to achieve more insight into teaching and learning (Darling-Hammond and Bransford, 2005; Shulman and Shulman, 2004), and to apply knowledge in real contexts in order to achieve effective PD (Gray, 2006). Accordingly, Schulman and Shulman, (2004: p.260) highlight that 'effective teachers' PD is

achieved through context of learning communities where teachers are actively working with others to create a common vision through their discussion and reflections on their teaching and learning processes, and practices in a collaborative way'. Consequently, it seems that transmission pedagogy has a negative impact not only on EFL teachers' role as active learner, but also on the effectiveness of their PD.

Transmission pedagogy and particularity

According to the informants' responses, they are not satisfied with teaching methods of PD which rely on lecturing only. There seems to be no attention to focus on teachers' different learning styles as PD training providers are probably biased towards the premise that one teaching method suits all. This is illustrated through the responses of the informants of the current study about PD training providers use of lecturing that focuses on delivering many facts without any opportunity for reflection, discussion, or analytical thinking. In line with this, Cohen (1990) states the disadvantages of using the lecturing method: problem solving, decision making or transfer of learning, and not addressing the different needs of learners. In line with this, lecturing leads to fact-based subject matter, memorization of learning facts, and repetition practice for skills mastery. It can be argued that using lecturing only as the method of teaching in EFL teachers' PD seems to prove ineffective. Moreover, the researcher believes that using only one specific method of teaching, whether it is lecturing or something else, neglects teachers' needs as learners who have different learning styles and aims, as well, it gives no consideration to variations in their class and school contexts. Thus, it seems that PD training providers' pedagogy which focuses on only one method of teaching causes ineffective teacher PD pedagogy. This is highlighted by (Kumaravadivelu, 2001) who states that effective pedagogy should express particularity through being proper and responsive to learners in order to enable them achieve their aims within specific institutional context surrounded with certain socio-cultural environment.

Transmission pedagogy and practicality

The findings of the current study indicate the informants' dissatisfaction with the teaching activities of PD opportunities. This can be attributed to PD training providers' lack of variety of activities according to the responses of the participants of the study. EFL PD training providers teach many advanced theories of ELT developed in foreign countries which have been introduced in the new national curriculum. These include Co-operative learning and Communicative Language Teaching (CLT). However, these have not been applied in PD sessions according to the responses of the informants of the current study. On the other hand, in relation to not applying co-operative or critical activities in PD sessions, training providers' respond that they believe they do not have

enough time for preparation for the PD sessions and these teaching activities are not applicable due to the unique nature of EFL teachers as adult learners. Thus, the gap between theory and practice of the content of PD raises an indicator about the importance of having mentors and assessment of the training providers as a means to assess their performance and provide guidelines and modifications whenever necessary.

Additionally, according to the findings of the current study, PD assessment is based on a theoretical assessment of written essay questions without any practical assessment of the teachers. In line with this, Assem (2002) states that teacher PD, being an integral part of the educational system, is based on theoretical assessment only. According to the researcher's experience as EFL teacher, emphasizing the theoretical assessment directs every element of the pedagogical practices of PD opportunities towards focusing on theory and neglecting the practice. According to the responses of the informants in the current study, there is only one type of written exam question, and that is the essay question. Having one type of exam question seems not to be an efficient assessment indicator to learning occurrence as some informants complained about this matter. Moreover, there is no regular feedback or follow-up from the training providers. The feedback may occur through quick answers to one or two questions of the many teachers' questions after the lecture and on the way out of the class, according to the informants of the current study. Accordingly, the quality, type and function of PD assessment which is part of transmission pedagogy are probably not adequate for EFL teachers' PD in Egypt.

The transmission pedagogy contradicts the attitude of some training providers of PD who discuss critical questions about the theoretical content as well as instructors' practices with teachers, and making class teaching a source of investigation (Cochran-Smith and Lytle, 1999). Thus, critical thinking enables teachers to construct their own theory of teaching through reflective learning that is based on theory with practical exploration of the validity of practice (Eraut, 1994). Additionally, using varieties of teaching methods in PD opportunities promotes more understanding and positive attitudes of teachers towards their learning process (El-Fiky, 2012). Moreover, focusing on assessment of practice in PD helps clarify the similarities and the contradictions between new and old practices which then promotes teachers' insights towards the connection between theory of the content with teaching and learning (Ball, 1990). This may likely reduce teachers' resistance towards any innovative practices and minimize any challenges or contradicting beliefs that teachers can face during ELT in class. The researcher believes that it seems for good reasons that having varied teaching methods, follow-up, and assessment of practice of PD combine particularly and practically for EFL teachers' PD. This can be achieved through

enabling teachers to incorporate theory as well practice all that they have learnt through applying theory in practice (Kumaravadivelu, 1999b).

Teaching practice between theory and practice

According to the findings of the current study, teaching practice course in non-specialists programmes has some drawbacks. This is attributed to having no regular supervision and mentoring from the university staff who are assigned to supervise non-specialist teachers during their teaching practice in schools. Besides, lack of co-ordination exists between the schools where non-specialists work and the visiting schools where they are trained. Additionally, lack of co-operation exists between the colleagues of the visiting schools and the non-specialist teachers who are trained in the training schools. Moreover, most school principals tend to reject any training teachers in their schools because they think that their teaching will delay the regular classes of the schools. In addition, some non-specialist teachers prefer to give private tuition lessons rather than attend teaching practice in schools. Accordingly, the teaching practice course seems to be ineffective for EFL teachers, although this is the only way to be practically trained as EFL teachers, and to develop professionally in ELT. Furthermore, this may create a gap between what EFL teachers theoretically learned about ELT and what they are supposed to be trained on and apply in real class settings.

Transmission pedagogy and pedagogy of possibility

Arguably, there is a link between theory and practice because they have an impact on each other. This is because theory derives its importance from the extent of its practicality within the ELT context. Furthermore, practice is considered a strong indicator of the validity of theory. Eraut supports this view by asserting that understanding theory is influenced by practice because its meaning may be affected by its application in preceding different contexts (Eraut,1994). He further contends that practice is affected by the degree of intellectual theoretical efforts (ibid). Additionally, Freeman (2002) indicates that practicing the application of theory allows teachers to understand contradictions between theoretical recommendations based on research and classroom practice. As a consequence, the learning process seems to be more effective through a frequent series of observation, reaction, practice, and assessment of EFL teachers to develop their knowledge, investigate their concerns, and provide them with feedback and suggestions to improve their performance quality (Kumaravadivelu, 2001).

To sum up, the issue here is not only about particularity and practicality of EFL teachers' PD pedagogical practices only, but also it includes the impact of context. The *PD pedagogical practices section* in the literature review indicates that transmission pedagogy has some flaws and constructive pedagogy has some drawbacks as well. The researcher thinks that there needs to be a

pedagogy of possibility where EFL teachers are developed as individuals and their working contexts of class and schools are considered. This is highlighted by Giroux (1988, p.134) who states ‘the need to develop theories forms of knowledge and social practices that work with the experiences that people bring to the pedagogical setting’. The researcher thinks that the findings of the current study spotlight the probability of ignoring the influence of class and school context EFL teachers’ PD. However, it is believed from a situated perspective that ‘EFL teachers’ learning as adult learners is shaped through interaction between the context, culture and tools in the learning situation’ (Hansman,2001: p.45), as adult pedagogy goes further than constructivism in moving into interaction between different contextual factors. Accordingly, pedagogy of EFL teaching needs to combine particularity, practicality, and possibility in order to function well in the EFL class and to fulfill the quality of teaching performance as well as to promote high outcomes of teachers as learners through PD opportunities.

The following section will deal with the cultural factors of EFL teachers’ PD as part of school context.

7.2.2. Cultural domain of teachers’ PD

The culture domain focuses on the clashes between the two cultures of PD -EFL teachers and PD stakeholders. To do so the researcher looks at the traditional beliefs system of stakeholders in PD and effectiveness of EFL teachers’ PD, EFL teachers’ beliefs and its influence on teachers’ work and PD effectiveness.

7.2.2.1. Clashes between two cultures of PD; EFL teachers and PD stakeholders

The findings of the current study reveal that there are two different cultures: cultures of EFL teachers and another culture of stakeholders in PD, especially designers of PD and training providers. This is illustrated through the responses of stakeholders about the experiences of EFL teachers and the responses of the EFL teachers about their PD. For example, PD training providers think that doing activities in PD opportunities is inappropriate and is considered a waste of time and disrespectful of EFL teachers’ as adults. EFL teachers, however, are dissatisfied with the lack of activities in their PD pedagogical practices. In addition, PD training providers defend their focus on lecturing as the only available and the easiest method of teaching because they have other important courses to prepare, especially because the PD opportunities are not well paid, so they spend limited time on preparation. Meanwhile, EFL teachers are dissatisfied with the use of the lecturing method only and having no opportunity for discussion, asking questions, or having any type of feedback. Moreover, PD designers think that EFL teachers’ beliefs, experiences, and learning needs are not important because EFL teachers are not expert in this field and they are

not aware of the latest trends in the field of being professionally develop. The PD designers' attitude is that they are the only ones who can select essential PD content for EFL teachers' PD. However, it seems that ignoring EFL teachers' experiences with their rich dimensions, as well as the socio-cultural dimension of EFL teachers' PD, causes several inadequacies in their PD. Increasingly, the researcher believes that there is probably evidence of dispute between those who advocate the importance of EFL teachers' experiences and the responses of different stakeholders in PD about these experiences. The researcher argues that highlighting the argument between the two major parties of PD, EFL teachers and stakeholders in PD, displays one of the major contributions of the current study towards having a greater understanding of the nature of EFL teachers' PD in Egypt.

The clash between EFL teachers and PD stakeholders can be attributed to the following reasons. The responses of the informants asserted that Egyptian educational culture is an individualized culture which does not encourage collective, co-operative work. Moreover, the domineering centralization authority of EFL PD designers and training providers, as the only experts in this field, added more complexity to the dispute between the EFL teachers and PD stakeholders. Additionally, a common belief is derived from the Egyptian educational field and from the outcomes of the informants of the current study, and that is that EFL teachers are passive learners, clerks who should obey orders and regulations without questioning anything. Through the researcher's as an EFL teacher, and with the support of the findings of the current study, the researcher thinks that there is a miscommunication and duality of views between EFL teachers and stakeholders of PD, especially PD designers and training providers. This leads to losing ties, connections, and collaboration between the two major parties of PD.

It has been asserted that there is a consistency between the findings of the current study and the results of other studies in the literature review specifically the '*School culture and teachers' participation in PD*', '*Collaborative school culture and teachers' communities*' as well as '*Stakeholders of teacher PD and collaborative school culture*' concerning the importance of teachers' collaborative work with PD stakeholders: PD designers and training providers. The findings of the present study suggest that EFL teachers and PD stakeholders can gain more understanding through what is called 'Dialogue between two cultures'. In line with this, Mid-continent Research for Education and Learning (McREL, 2003) indicates that PLC between teachers and others promotes teachers' professional learning through collaborative discussion and evaluation of their personal practices, needs, concerns and knowledge which leads to stronger ties among teachers and others and provides rich data about other teachers' knowledge, practices,

concerns and needs. Furthermore, PLC enhances supportive and shared leadership (Feger and Arruda, 2008; Hord, 1997; Mitchell and Sackney, 2006) because PLCs are often viewed as a base for developing teachers' leadership (Caine and Caine, 2000) through which teachers can promote their PD (Assem, 2003). Additionally, the data suggests that EFL teachers' PD conditions that could eradicate the hindering factors and promote the positive factors, may be achieved through collaboration between EFL teachers and stakeholders of PD. This has been highlighted by Snow-Gerono (2008) who suggests that this may be accomplished through the reflective teacher who can work collaboratively with educators to resolve tensions in theory and practice, to guide adequate PD which can be accomplished through the community of practice.

7.2.2.2. Traditional beliefs system of stakeholders in PD and effectiveness of EFL teachers' PD

The results of the current study reveal some traditional common beliefs in the EFL teachers' PD context which may hinder the effectiveness of EFL teachers' PD in Egypt. These beliefs are derived from the responses of parents and other stakeholders about EFL teachers' experiences. For example, the responses of the informants of the current study asserted that there is a common belief among school principals and parents in the Egyptian educational context that there is no need to pursue further studies after university graduation in order to improve teachers' PD. This is due to the notion that initial teachers' preparation at universities is more than adequate to qualify effective EFL teachers (Abeed, 2006). In contrast, it is argued that initial teacher training and teachers' PD have complemented essential functions in improving and maintaining the quality of teaching and learning in schools (Harland and Kinder 1997; Craft 2000; Harris 2002). Furthermore, another belief that emerged from the informants of the current study is that the real teachers' PD can be evaluated through counting teachers' working years of experience. However, experiences are not necessarily indicators of occurrence of learning (Diab, 2001). This is considered one of the obstacles encountering a better understanding of teachers' PD because having work experience does not necessarily mean that one has developed one's self professionally. The study outcomes indicate negative views of many school principals and parents who feel that attending PD instead of working in a class seems to be regarded as neglecting EFL teachers' responsibilities, thus, a waste of time. Moreover, some school principals have reported through their responses that they believe that workshops and video-conference sessions, which are the most dominant types of teachers' PD in Egypt, function basically as informative channels to communicate with teachers about the new regulations and decisions issued by the MOE. In contrast, EFL teachers' responses in the current study indicate frustration with the current status of workshops and video-conference

sessions and suggest that the teachers have more expectations of their function as one that will enable them to be professionals in their field. Moreover, the informants of the current study complained about their struggles with the hindering common beliefs of parents and school principals concerning the functionality and importance of EFL teachers' PD for them.

Based on the findings of the current study, it seems that the Egyptian MOE aimed at developing EFL teachers' PD, but the MOE seems to struggle to achieve any progress according to the responses of the participants in the current study. This seems to be attributed to not dealing with changing beliefs of parties involved in PD process and exerting more efforts on obligatory applications of any type of change or reform. The researcher believes that attempting to change beliefs of EFL teachers and other PD stakeholders seems imperative in achieving effective PD opportunities and in reducing the resistance to change from the involved parties of PD. This has been highlighted by Claxton (1999) who states that beliefs as a part of culture is essential in reducing the conflict and resistance to change and reform from both parties: EFL teachers and other stakeholders of PD. One of the informants mentioned a significant metaphor in relation to the resistance of stakeholders in PD beliefs to effectively developed PD: *'Stakeholders of PD are fossilized, they become fossils. They will not understand the significance of change and reform in PD. It is better to wait till they die, then we can work on promoting the change and reform of EFL teachers' PD'*. Although the researcher fully understands what the informant means and the tone of despair that he used in expressing his comment, the researcher argues that the beliefs will not change by the death of the persons whom the informant perceives as 'fossilized', but through challenging these beliefs in order to be replaced or altered.

'The Stakeholders of teacher PD' and 'collaborative school culture' sections in the literature review are in agreement with the findings of the current study concerning the need to challenge the stakeholders' beliefs to achieve effective PD. Challenging stakeholders' beliefs about PD is important in order to achieve a more insightful understanding of EFL teachers' PD. In line with this, Pajares (1992) argues that beliefs need to be challenged to prove their ineffectiveness and then they can be altered. This is due to the static nature in any resistance to change, as 'People grow comfortable with their beliefs, and these beliefs become their-self so that individuals come to be identified and understood by the very nature of the beliefs, the habits they own' (ibid: p. 317). Furthermore, hostility is aroused among EFL teachers and PD stakeholders as they think that new beliefs in PD is what Coleman (1996) calls a violation to themselves through opposing the MOE in whatever contradicts with their beliefs system, which leads to resistance to any new beliefs. Although changing beliefs need more efforts, reflection and discussing as if a person is an 'open a

window that has been painted shut', as Yero (2002, p.10) stated, it is an indispensable step towards achieving better understanding of EFL teachers' PD (Mohamed, 2006).

7.2.2.3. EFL teachers' beliefs and its influence on teachers' work and PD effectiveness

EFL teachers' beliefs are neglected in teachers' PD according to the participants' responses. According to Moini (2009: p.3), 'The belief system consists of the information, attitudes, values, theories, and assumptions about teaching, learning, learners, and other aspects of teaching'. These elements seem not to be considered in EFL teachers' PD in Egypt because there are some traditional common beliefs which affect EFL teaching, as well as imposing any type of innovative reform or change in PD without reflecting on EFL teachers' beliefs, according to the responses of the informants of the current study.

According to the findings of the current study, EFL teachers have some specific beliefs about teaching TESOL. Some of these beliefs are shown through the responses of the informants of the current study, such as not using English language in communication because some teachers think that it is forbidden as we are Arab and we should communicate only in Arabic language. In line with this, some other teachers think that it is against the spirit of Islam to teach cultural aspects of western fashion in some units; imitation of fashion is not acceptable in our culture according to some of the responses of the informants of the current study. Conversely, other EFL teachers believe that American or British training providers in PD programmes are the best because they are native-speakers and subsequently, they refuse to attend any Egyptian-taught PD. Moreover, some EFL teachers believe that teachers' PD workshops at hotels as venues are the most effective ones because the opulent surroundings must translate into a high quality PD workshop. Additionally, other EFL teachers believe that the content of teachers' PD is theory which should not be used in real class because it is too idealistic to be applied there. Consequently, teachers' beliefs system has an impact on EFL teachers' understanding of their teaching practices, as well as implementing and applying their PD. The findings of the current study are in agreement with the literature review under the section of '*School culture and teachers' development*' concerning the influence of beliefs on EFL teacher's work. This has been highlighted by (Turner-Bisset, 1999; Silva, 1999; Murphy, 2004; Li, 2008; Li and Walsh, 2011). Many researchers believe that EFL teachers' beliefs have an influence on teachers' understanding and taking decisions about their teaching, and their class interaction. Moreover, teachers' beliefs affect EFL teachers' acceptance of any innovation and strategy of teaching which may be provided through PD opportunities. Thus, many studies have been conducted to examine teachers' beliefs about teaching, learning, learners, and the influence of these beliefs on teaching practices, and learning outcomes (Richardson, 1996; Eisenhart et. al.,

1998; Tillman, 2000). In line with this, the focus on teacher behaviors has been criticized for neglecting teachers' own beliefs and attitudes towards teaching and the subjects they teach because these are more important criteria to teaching quality than obvious behaviours (Campbell et al., 2004).

The findings of the current study are in agreement with the literature review under the section of *School culture and teachers' development*; concerning the many beliefs which could negatively affect the effectiveness of teachers' PD. Teachers' PD is influenced by teachers' beliefs as there is an active relationship between knowledge from teachers' PD programmes and teachers' beliefs. This has been asserted by many researchers (Vygotsky, 1986; Day, 1991; Freeman and Johnson, 1998, 2004; Yates and Muchisky, 2003; Borg, 2006) who state that teachers' beliefs determine their perceptions and judgments of class practices, what is important to know and how to teach basic knowledge acquired through PD. In addition, presenting any change, new knowledge, new skills, teaching techniques or methods, is implemented successfully through teachers' development of their beliefs. Teachers' beliefs can be changed through teachers' PD in full, as Kern (1995) indicates, that teachers' beliefs have been changed in French instruction courses, or partly, as in Peacock (2001), who asserted that teachers' beliefs can undergo some change in professional training. This change of beliefs 'depends mainly on the development of teachers' beliefs which takes different perspectives into account; change through training, adaptation, personal development, local reforms systematic restructuring, and growth or learning' (Clarke and Hollingsworth, 2002: p.948). Consequently, teachers' acceptance of change without resisting can be fostered through development of their beliefs through discussion and negotiations, reflection and acting through a community of learning with an attachment to mental as well as physical and cultural contexts (McLaughlin and Talbert, 2006).

To sum up, changing beliefs may be achieved through making individuals identify them and understand where they come from, followed by a process of continuous personal reflection (Richards, 1996; Crandall 2000). Furthermore, an ongoing discussion with other professionals in the field, for example colleagues in CoPs or PLCs, or among EFL teachers and other PD stakeholders with the goal to exchange perspectives, experiences, beliefs towards different issues is an important part of developing a more effective PD experience for EFL teachers. These discussions may raise more awareness, reflection, challenge their beliefs and exchange experiences, knowledge and skills. The outcomes of these types of discussions are new knowledge, new beliefs, new insights, new understanding, and better communication between EFL teachers and stakeholders of PD. As a result, the belief system of EFL teachers and stakeholders of PD seems to be developed

and altered gradually, and supported through a professional dialogue rather than being challenged directly.



Figure (23) Processing of beliefs of EFL teachers and stakeholders in PD

7.2.3. The social domain of teachers’ PD

This section addresses teachers’ relationships with stakeholders as represented by parents, school principals, training providers, school supervisors, colleagues and students.

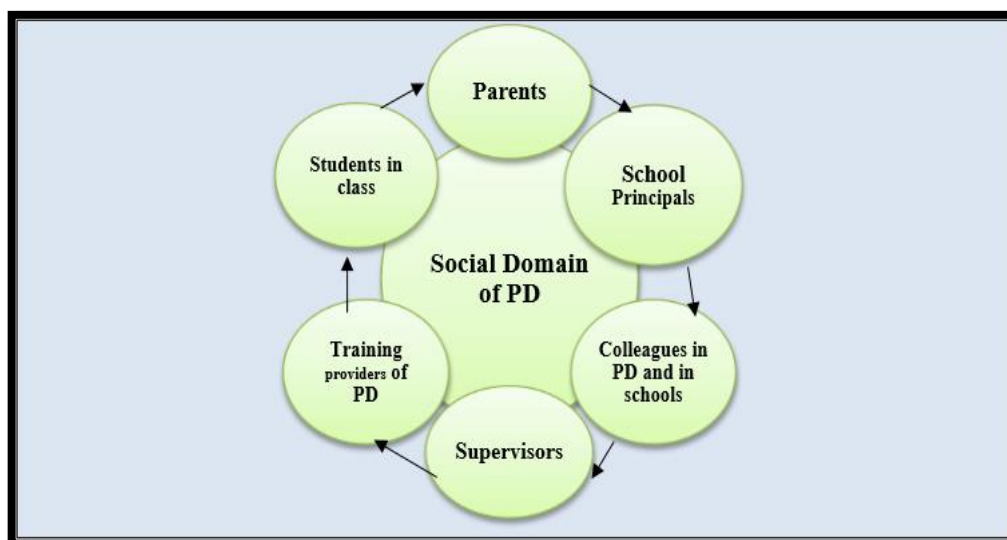


Figure (24) Inter-relationships between EFL teachers and stakeholders of PD

7.2.3.1. Teachers’ stressful relationships with parents

The findings of the current study reveal that the relationship between EFL teachers and parents is a stressful one and may have a negative impact on EFL teachers’ PD. Some of the informants consider parents as being too pushy with expectations of their children’s high results. Additionally, a majority of EFL teachers are not satisfied with parents’ involvement in their

decisions concerning selecting different learning and teaching strategies, techniques or methods to guarantee the best learning outcomes for their children. Besides, parents interfere in EFL teachers' exam questions, assessments, and the students' marks according to the responses of the informants of the current study. Furthermore, the current study shows that the relationship between EFL teachers and parents becomes ambivalent because of private tuition. For example, some parents ask certain EFL teachers to give their children private tuition to guarantee better results for their children. On the other hand, they attack other EFL teachers for giving private tuition. They do this because they want to guarantee effective instruction for their children in class. However, In the 1990s, Egypt's MOE surveyed 18,000 pupils in the primary and preparatory stages of education with no statistically significant correlations between private tutoring and achievement (Fergany, 1994). Accordingly, it appears that parents are not a supportive group for EFL teachers' ELT.

The current study reveal that the main reason for the tense relationship between EFL teachers and parents is the conflict of interests between them. Parents do not seem to agree with the value and the importance of teachers' PD because the most important issue for them is the regular attendance of teachers on a daily basis at school to teach their children without interruption. This leads parents to reject teachers' PD thinking that it will waste the time allocated for syllabus coverage and consequently affect their children's progress (Assaad and Elbadawy, 2004). Moreover, according to the responses of parents in the current study, parents view EFL teachers' PD as something that does not add to their students' learning but they see its main aim as being one that allows EFL teachers to spend some time outside school hours in order to give more private tuition. Additionally, parents' responses in this study indicate that competency of EFL teachers is evaluated through years of experience and that they believe only weak teachers need to be professionally developed. Hence, it seems that conflict of interests may be promoted through allaying parents' beliefs that EFL teachers' PD is unnecessary, and thus preventing any parental attempts to prevent teacher attendance or applying any of PD's theoretical or practical innovations, or developing their assessment system.

The results of the current study concerning the relationship between EFL teachers and parents adds more to the field of Egyptian educational research, and is considered context-specific type of findings. It seems that stressful relationships between EFL teachers and parents is completely different than what has been stated in many studies about this type of relationship. For example, Keyes (2000) indicates the importance of parents' involvement in their children's learning as one of traditional authority that can motivate teachers and promote their children's learning outcomes. On the other hand, Aydin (2012) states that parents are one of the demotivating factors in EFL

teaching process because they do not care about their children's learning, nor their challenges, concerns or difficulties. From another perspective from another study (Reynolds, 2005) encourages teachers to involve parents in their teaching and share the responsibility of their children's learning. However, it seems that Egyptian EFL teachers are suffering from the involvement of parents in their teaching strategies, methods, as well as their assessment. In addition, parents are likely to play a negative role in hindering EFL teachers' PD effectiveness theoretically, through attacking EFL teachers' attendance of PD opportunities, or practically, through complaining against teachers' attempts to apply new ideas gained through PD. Consequently, the researcher believes that the current study contributes to the literature review studies and the educational research in Egypt. This is asserted through identification of the stressful and ambivalent relationships between EFL teachers and parents, one that seems to make parents one of the important stakeholders who hinder teachers' PD effectiveness.

7.2.3.2. EFL teachers' relationships with school principals and conflict of interests

The findings of the current study indicate that most school principals do not believe in the importance of teachers' PD. Besides, the school principals seem to be a hindering factor towards the effectiveness of EFL teachers' PD according to the findings of the current research. This can be illustrated in school principals' behaviors towards EFL teachers who seek their PD; they impose more administrative duties on EFL teachers who have enrolled in any teachers' PD in an attempt to add more workload and force them to give up the idea of developing themselves professionally, according to the informants' responses. However, school principals are supposed to promote teachers through specifying time to discuss and enhance their PD, through working together and reflective investigation about their PD (Johnson, 1990; Bryk et al., 1993). Moreover, school principals do not include PD attendance as part of teachers' annual reports that are used to determine teachers' promotion and pay rise. On the contrary, the findings of the current study reveal through the responses of the school principals that they better appreciate EFL teachers who are not doing teachers' PD because they are more obedient to their orders and more committed to attendance and working at schools. In line with this, Sharaf and Hassan (2003) argue that school principals are most likely to use bureaucratic strategies in order to hinder enhancement of professional growth of teachers in Egypt. Consequently, school principals' attitudes towards teachers' PD influences the effectiveness of these programmes in a manner that negatively affects teachers' participation in different PD activities (Gurr et al., 2006).

The findings of the current study contribute to the literature review studies and the educational research in Egypt because the study reveals the nature of relationships between EFL teachers and

school principals concerning their PD. This type of conflict of interests between school principals and teachers' PD seems to be attributed to school principals' duties that conflict with EFL teachers' attending PD opportunities. When EFL teachers had to leave class early or take leave, or have days off, to ask permission to attend teachers' PD sessions, this would cause a shortage of teaching staff and more problems between school principals and other teachers who needed to teach extra classes to address the shortage. What makes the situation worse is that school principals do not exert efforts to mediate between EFL teachers' needs to attend their PD opportunities, and their own duties, according to the findings of the current study. In contrast, 'school principals can create conditions which ensure that teachers' professional growth is part of school culture and context' (DuFour and Berkey, 1995: p. 2-6). Additionally, many studies state that there is a strong relationship between school principals and teachers' participation in PD activities (Scribner, 1999; Youngs and King, 2002; Gurr, et al., 2006; Printy, 2008). Thus, it seems that school principals do not welcome the involvement of their EFL teachers in their PD opportunities. The perspective of school principals is likely to show one-sided view and probably an unawareness of the importance of PD opportunities in raising the quality of teaching in the school as well as their inflexibility in taking decisions that favor EFL teachers' PD.

7.2.3.3. EFL teachers' relationship with training providers

One of the important findings of the current study is the tension between training providers and EFL teachers which may be considered a significant factor contributing to the ineffectiveness of EFL teachers' learning environment and PD. This is clearly stated in the participants' responses where university professors are the training providers, especially in the context of university-based teachers' PD programmes. According to the informants, university professors use a very strict policy when they deal with EFL teachers, as teachers are not allowed to ask or argue about any educational or non-educational issue. This strict policy is shown in severe punishment for violation of the session code, by expelling them from the session or from the entire course, or depriving them from attending the final exams, or taking their university ID to prevent them from entering the university.

The findings of the current study add more insights into the nature of relationship between EFL teachers and their training providers. This can be ascribed to the fact that instructors of adults face some challenges that have specific nature, more than any other instructors (Jarvis, 2001; Knowles et al., 2005). According to the informants' responses some of these challenges are attributed to: the inability of the training providers to control large classes; the underestimation of teachers' identities and abilities; using different ways to hide training provider's lack of practical

knowledge which EFL teachers have; the lack of culture of expressing opinions and democracy in the Egyptian educational context as a whole; and the lack of the training providers' knowledge of how to deal with adult learners. Thus, it seems that training providers are probably unable to deal with EFL teachers as adult learners and as experienced teachers. Furthermore, the issue of the inability of training providers to deal with adult learners raises an inquiry about the quality of the training providers, their own PD and their assessment as instructors. The researcher thinks that the proficiency of training providers seems to be an essential issue in EFL teachers' PD which is most likely neglected in the design of PD opportunities and according to the responses of informants of the current study.

The evidence of the current study shows that training providers treat EFL teachers as *tabula rasa* that have no background in ELT teaching or learning, thus neglecting the diversity and rich experiences of adult learners. However, adult learners have '...life experiences, education, and personalities [which] increase with age and shape their outlook on educational experiences, past and present which influence their perspective on future educational events, including their motivation to engage in PD activities' (Lawler, 2003: p.16). In this respect, Abu and Fabunmi (2005) state that adult learners need to be treated as intelligent and experienced people who have the right to express their opinions in an encouraging and respectful atmosphere. In addition, training providers treat EFL teachers as passive learners, according to the findings of the current study, who have no right to argue or inquire about any issue. However, Billington (1988) claims that intellectual freedom, creativity, active involvement, and regular feedback mechanisms are considered some of the important characteristics of effective adult learn.

Additionally, training providers decontextualized EFL teachers' learning through focusing on transmission pedagogy and neglecting any practical activities or assessment. In line with this, some studies of adult learning focus on the learner as an autonomous individual who is disconnected from their social context (Knowles, et al., 2005). While other researchers in the field of adult learning argue that learning 'rarely occurs in splendid isolation from the world in which the learner lives... it is intimately related to that world and affected by it' (Merriam et al., 2007: p.5). Furthermore, Jarvis' model of adult learning process states that 'learning and action are inextricably intertwined' (Larsen, 2012: p.3) and indicates that Jarvis' model of learning process 'connects the whole person (body, mind, self, life history) with an experience encountered in a social context'. Accordingly, the researcher thinks that the findings of the current study contribute to the literature review studies and the educational research in Egypt through asserting the importance of mixing the individualistic and context trends in the learning environment which is

important to ensure the occurrence of learning and supporting positive relationships between EFL teachers and their training providers takes place. This has been highlighted by Lieb (1991) who states that establishing good relationships with participants, reinforced by encouraging the correct behavior and performance, retention by emphasizing knowledge and, transference by application of knowledge in practice and focusing on the importance of social context, will lead to the creation of an effective learning environment in order to improve the quality of the learning process, as well as improve relationship between EFL teachers and their training providers.

7.2.3.4. Collegiality among EFL teachers

The findings of the current study contribute to the literature review in the educational research in Egypt that studies the nature of collegiality in the TESOL context. The responses of the informants of the current study reveal that there is a fragmented relationship among EFL teachers through working in schools and through learning in their PD opportunities. This type of relationship could be attributed to several reasons according to the responses of the informants of the current study: teachers are not a homogeneous group as they come from different learning backgrounds with different experiences, ages, types and levels of formal education. Furthermore, due to cultural norms, there is a fear of '*losing face*' among teachers, which implies that it is better not to ask questions and to look knowledgeable rather than appear ignorant in front of others, especially in schools and in their PD. This attitude may lead to very few opportunities for exchanging knowledge or experience, especially between novice and experienced teachers, and specialists and non-specialist EFL teachers, as well as among EFL teachers as learners in PD opportunities or in school contexts.

What makes the situation worse is the prevailing attitude of an individualistic and competitive culture in the Egyptian educational context according to the findings of the current study. EFL teachers give priority to their personal goals over the goals of their colleagues and do not promote co-operative learning or joint methods of working. Moreover, competitiveness amongst teachers in their goals to collect increasing numbers of students for private tuition sessions, adds more tension to the collegiality among them. This was asserted by Abdellah and Taher (2007) who state that a competitive learning environment has prevailed in the Egyptian educational and work contexts. In line with this, Hofstede (2001: p.909) states that, 'in individualist cultures people are autonomous and independent from their in-groups; they behave primarily on the basis of their attitudes rather than the norms of their in-groups, and exchange theory'. As a result, it can be argued that fragmentation among colleagues in schools as teachers and as learners may be attributed to the lack of the concept of co-operation among them, which is expressed through their

individualistic and competitive behaviors towards each other as teachers as learners.

The importance of collaboration among EFL teachers has been highlighted in the discussion of literature review in the current study under the headings of *'teachers' role in the social learning orientation of professionalism'* and *'collaborative school culture and teachers' communities'*. Moreover, the findings of the current study stress the importance of collaboration among EFL teachers. Collaborative practices among EFL teachers are considered a core of effective PD. This notion has been asserted by many researchers (Little, 1987; Hargreaves and Dawe, 1990; Clement and Vandenberghe, 2000; Achinstein, 2002; Chan and Pang, 2006) who state that promoting co-operation among teachers is essential to their PD through establishing networks of relationships through which they may reflectively share their practice, revisit beliefs on teaching and learning, and co-construct knowledge. In line with this, collaboration in learning situations among EFL teachers may promote their PD as McKeachie (1986) states that co-operative learning promotes critical thinking skills and metacognitive learning strategies which cannot be promoted by listening to lectures only. In addition, learners argue that cooperative learning assists each other's learning, provides opportunities for learners to develop skills through working in groups, and supports more positive attitudes towards learning experience (Kerka,1990; Slavin,1990). Furthermore, there is an important psychological dimension to co-operative learning through social interaction and support from colleagues of each other at the educational and the personal levels; stress and burnout can be reduced to a minimum (Maslach and Leiter, 1999; Nias, 1999; Schwarzer and Greenglass,1999). Thus, grounded in the assumption that teacher growth does not happen in isolation, it is important to consider learning communities where participants engage in meaningful activities through collaborating with peers to co-construct knowledge about teaching and learning (Shulman and Shulman, 2004; Darling-Hammond and Bransford, 2005). Further, participation in communities of practice which involves co-construction of meaning and mutual relationships through a shared enterprise will engender teacher growth (John-Steiner,2000; Wegner, 1998).

7.2.3.5. Relationship between supervisors and EFL teachers

The findings of the current study reveal that relationships between EFL teachers and supervisors seems to be weak; supervisors do not enhance teachers' PD through supervision in schools according to the informants' responses. Many comments from participants of the current study illustrate that supervisors do not provide them with feedback about their performance. Some supervisors do not make any classroom visits and are prepared to sign teachers' lesson preparation notebooks at the principals' office without entering the class. Other supervisors come to schools

twice a year to sign teachers' annual reports. It seems that supervisors care more for administrative papers rather than doing assessments and attending to the practical dimension of their work as supervisors. Additionally, 'a state of cold war' allegedly exists between teachers and supervisors as demonstrated through the participants' comments. According to the informants of the current study, EFL teachers think that supervisors do not work hard enough to promote their PD, while supervisors think that teachers are lazy workers, ignorant, and that they make up excuses for deficiencies in teaching performance. Although Glickman (1985) found supervision to be an important process in education aiming at improving the quality of teaching and learning, supervisors who responded in the current study state that they do not have time to observe all the teachers as there are many teachers and many schools to be observed with an increasing load of administrative duties to be completed. From a different perspective, Egyptian EFL teachers in the current study report that supervisors have more knowledge and experience than them, and EFL teachers expect to benefit from their supervisors' feedback. Accordingly, it seems that the weak supervisory practices of guiding and assessment, which are not based on teachers' real supervision, causes frustration among EFL teachers, especially the ones who rely on supervision as the only alternative to developing their practical performance in the class context.

The findings of the current study are in harmony with the literature review studies concerning the importance of effective supervisory practices in PD. Supervisory practices play an important role in enhancing the quality of work contexts and providing feedback to teachers and as a source of guidance and feedback (Griffin et al., 2001). However, 'many teachers feel the greatest barrier to teacher growth is that supervision seems to be in-service of enhancing the purposes of summative evaluation than empowering teachers and improving instruction' (Abdulkarem, 2001: p.22). This attitude has been reflected in the responses of informants of the current study who believe that supervisors come to search for shortcomings and give them bad evaluations in their annual reports, or to seek administrative penalties for their weak performances. For example, some informants reported that supervisors visited the class in order to show their mastery of teaching and to search for any type of errors that the respondents committed during teaching. Other informants stated that the supervisors rarely expressed their satisfaction with any task that is done in class. Other informants confirmed that some supervisors visited the class for five minutes without observing any teaching, then signed the lesson preparation and left immediately. Thus, it appears that it is important to identify teachers' perspectives and expectations of supervisory practices as a way to accomplish effective supervision (Firth, 1997), and to eliminate the nature of reluctant supervision and dysfunction relations between teachers and supervisors (Pool, 1994; Sullivan and Glanz,

2000). This will then help prevent students' struggles resulting from teacher dissatisfaction with their supervisors, all of which influences their work context (Csikzentmihalyi and McCormack, 1986; Rozenholtz, 1989). Further, it is important to enhance the nature of supervision as evaluative technique to improve points of weakness in teacher performance (Reitzug, 1997). Accordingly, the researcher believes that the relationship between EFL teachers and their supervisors is likely to be improved as supervisory practices meet with teachers' expectations, strengthen the channels of communication between EFL teachers and 'more experienced teachers' in knowledge and practice, by which I mean the supervisors.

7.2.3.6. Teachers' relationships with students in class

There seems to be a bad relationship between teachers and students according to the responses of the participants in the study. This could be attributed to different reasons according to the informants of the current study: teachers' PD does not provide teachers with cognitive or social knowledge of students which is reflected in teachers' ignorance of how to deal with students, and understanding their nature. Additionally, teachers seek enrolment of more and more students for their private tuition practice as a way of increasing their income using any type of physical harm or psychological pressure to force their students to take private tuition. Furthermore, mass media, through potentially its plays and films makes heroes out of disrespectful students, especially the play of '*class troublemakers*', specifically the ones who do the most harm to their teachers. Moreover, the MOE encouraged students and their parents to report against any bad behavior or malpractice of teachers in order to satisfy the public. Thus, hostile relationships between EFL teachers and their students affects students' behaviors, motivation, and achievement (Davis et al., 2003), as well as the quality of teaching. Arguably, the findings of the current study agree with the literature review studies in relation to the importance of promoting positive relationships between EFL teachers and their students; hostile relationships between EFL teachers and their students further creates a negative attitude of EFL teachers towards their teaching.

This type of relationship between EFL teachers and their students is double-egged according to EFL teachers as they believe that students are the source of trouble, yet at the same time, they represent a source of more income, according to the informants of the current study. This type of relationship may hinder the effectiveness of the quality of teaching because teachers avoid teaching effectively in class seeking more private tuition which then turns the learning environment into an informal education market (Hartmann, 2007). Moreover, teachers seem to avoid more interaction with students for fear of more trouble in class. Consequently, as Elbaz (1983: p.5) observes, 'teachers' practical knowledge of students' learning styles, interests, needs, strengths and

difficulties, and a repertoire of instructional techniques and classroom management skills becomes very weak' as it is based mainly on daily experience and interaction with students. Furthermore, EFL teachers seem not to implement any of their new knowledge and skills in class as a way of avoiding trouble with students and their parents who then complain about any change in their pedagogical practices, fearing reduction of students' understanding and learning outcomes. This cycle may cause ineffectiveness of teachers' practice of any theory taught in their PD opportunities, and this weakening EFL teachers' knowledge of their students' diversity, identities and their differentiation as well has a negative influence on the quality of teaching.

7.2.4. The affective domain of teachers' PD

The outcomes of the current study demonstrate that the affective domain is perhaps not considered in EFL teachers' PD. However, teachers' affective factors have a positive impact on improving the quality of teaching and learning as well as the enhancement of the effectiveness of teachers' PD (Gonzalez, 2009). The current study highlights a number of important affective factors such as motivation and stress as the most critical to teachers' PD. There are some repeated phrases in the participants' responses that indicate the neglect of affective domain in EFL teachers' PD programmes. These comments include: *'They do not care about us'*; *'They impose the regulation without discussing [it with us]'*; *'They hinder [the] fulfilling [of] my motivation'*; *'They treated us like children'*; *'They do not respect us'*; *'I'm very frustrated'*; and other similar comments. These feelings were expressed in addition to other feelings of frustration by EFL teachers, and may explain their perceptions of fragmented, stressed, weak and bad relationships between teachers and other stakeholders and their students, as previously discussed in the social domain section.

7.2.4.1. Stress and EFL teachers

Stress is one of the prominent affective qualities reported by many of the informants. This seems to be attributed to the following reasons according to the findings of the current study. Most participants of the current study commented that there is a psychological burden of anxiety, frustration, indifference and burnout due to a high workload of teaching in class. This workload includes: instruction hours, syllabus coverage and the centralized distributed curriculum, excessive amounts of correction of students' written work for more than 70 students on a daily basis, large class management, and evaluation of mid-term and final terms of students' examinations. In addition, EFL teachers seem to suffer from an additional workload of giving private tuition as well as having other commitments towards their families. Another significant demand on EFL teachers' time and effort is working as full-time learners in EFL non-specialists and post-graduate programmes, or attending workshops and video-conferences during or after the school day.

Arguably, the researcher thinks that all these duties and responsibilities would cause too much stress for any person to cope with. This is the reason behind the reporting of some informants that many of their colleagues have high blood pressure and diabetes due to the stressful nature of their work as EFL teachers.

The findings of the current study report that there is another stressful task of being adult learners taking teachers' PD in addition to their daily work as a teacher. EFL teachers have to study and attend PD sessions on a regular basis, otherwise they will not be allowed to take exams by the end of the year. Thus, the two duties of being full-time EFL teachers and full-time adult learners need to be juggled - the work as an EFL teacher and the task of developing professionally. It seems that EFL teachers' PD does not deal with teachers' stress, ways to manage stress, or eliminate its negative influence on teachers' learning outcomes as adult learners in PD programmes. This is because the informants' responses in the current study state that they do not find any kind of support, only strict demands of assignments and research, without any flexibility from management.

The findings of the current study agree with the literature review studies: Teaching is one of the most stressful jobs in relation to other jobs (Adams, 2001). In line with this, 'in recent years, it has become a global concern, considering that about as many as a third of the teachers surveyed in various studies around the world reported that they regarded teaching as highly stressful' (Borg, 1990: p.105). In agreement with the findings of the current study, some researchers indicate that work overload is one of the most stressful experiences for teachers (Fimian 1987; Adams 2001; Kyriacou 2001; Austin et al., 2005). In support of these research findings, some EFL teachers reported that the main sources of stress are time stress, undesirable classroom observations, and weak collegiality (Bress, 2006). Interestingly, Ramsden et al. (2007) argued that a heavy academic workload is one of the factors that contributes to efficient learning and teaching. What makes the situation worse is the constant tension between teachers on one side, and school principals, supervisors, parents, and students on the other. Thus, it seems that the seemingly unsupportive prevailing working conditions are dominant factors in the findings of the current study and which have a negative effect on EFL teachers' ELT.

Stress has serious negative influences on EFL teachers' well-being: physically, behaviorally, mentally, and emotionally (Wilson, 2002). Some of the participants confirmed that they have high blood pressure and diabetes after two to three years of teaching due to stress and excessive workload. Additionally, some of the informants of the current study confirmed feeling burnout and exhausted every school day. This has a negative impact on their quality of teaching.

This has been highlighted by Vandenberghe and Huberman (1999) who state that stress and burnout have a negative effect on the effectiveness of teaching and learning. Moreover, issues of workload and pupils' bad behaviors are two of the most important responses of the informants of the current study which reflect in the bad attitudes of teachers towards their work as EFL teachers. This has been confirmed by Barmby (2006) who states that workload and pupil's behavior factors discourage teachers from joining the profession or push them to leave teaching. Besides, the bad relationship between students and teachers becomes worse because of teachers' stress which may affect not only students' learning outcomes, but also their safety and well-being in the class (Mousavi, 2007). The researcher believes that stress likely causes EFL teachers to behave in an uncontrollable manner which may explain the incidents of some students being unintentionally killed by severe beatings by their teachers in class as reported in the Egyptian. Thus, the findings of the current study reflect that EFL teachers struggle with well-being -physically, behaviorally, mentally and emotionally - due to ELT class contextual factors.

It seems that stress has a negative effect not only EFL teachers' quality of teaching and students' learning, but also EFL teachers' progress and involvement in any type of PD opportunities, according to the informants of the current study. It is difficult for any EFL teachers to think of joining any PD opportunities in this demanding work context. If they risk and take PD, the proportion of their success and real development probably is weak because they can hardly manage their duties as EFL teachers; all of this causes more stress and burn out to a seemingly unbearable degree. Accordingly, EFL teachers' working conditions often result in stress which is then probably not factored in to PD opportunities. Neglecting the affective domain of teacher stress suggests a hindering factor to the effectiveness of EFL teachers' PD.

7.2.4.2. EFL teachers' motivation

The findings of the current study indicate that there seems to be a lack of teacher motivation towards EFL teachers' PD. Lack of motivation is probably the cause of EFL teachers being less inclined to continue and progress in their PD, especially in the seemingly frustrating and complex contexts of teaching, learning, and development, according to the participants' responses in the current study. According to the informants of the current study, the only motivation EFL teachers report is the internal motivation of getting a teaching job as EFL teachers in schools, or becoming a staff member at a university, or even having lunch at one of the luxurious hotels at a conference. These are the only reported motivational factors that have an influence on teachers' PD in Egypt. On the other side, there are no external motivations that influence teachers' PD except being promoted, which is a seemingly difficult thing to achieve according to EFL teachers' responses

in the current study. However, MOE policy and regulations seem to act as a barrier against teachers' internal and external motivation for PD especially because there seem to be some challenging factors in the failure of management in fulfilling a promise to teachers of getting jobs or being promoted. This acts as a demotivating factor and takes a negative toll on the personal conditions and lives of EFL teachers in many respects. Furthermore, financial incentive has probably not been considered in PD as an external motivator, yet it turns out that it is an important and hindering factor in teachers' PD, as majority of teachers prefer giving private tutoring and earning more money rather than wasting time attending PD programmes, as the informants of the current study reported. Moreover, teachers' stressful relationships with parents, school managers, supervisors, colleagues, and students seem, with good reason, to have a negative effect on their motivation to continue to develop professionally.

Consistent with the literature, the findings of the current study demonstrate that EFL teachers feel demotivated because of excessive workloads, lack of financial incentives, and lack of training opportunities (Wangchuk, 2007). Sugino (2010) identified five factors that may demotivate teachers: students' attitudes, teaching material, teaching method, working conditions including facilities, and human relationships. Additionally, Bevan (1991: p.28-29) 'conducted research on whether issues like career development and performance, pay systems, stress and peer support, as well as school management, had an impact on teachers' motivation'. The findings of the current research showed that all the above criteria seem to have a strong influence on teachers' motivation at work. Thus, it seems that there are more demotivating factors for EFL teachers which indicate the influence of negative contextual factors that hinder their progression through PD. Consequently, it is seemingly important for those funding and designing teacher PD to pay attention to the need for increasing teachers' motivation as 'motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity' (Dornyei, 2001: p.7); this will strengthen will and determination of EFL teachers to further develop themselves professionally.

7.2.5. The institutional domain of teachers' PD

This section tackles planning, organization, and management of teachers' PD programmes as participants' responses indicated that planning, organization and management in teachers' PD programmes seem to be contributing factors that explain the inadequacy of teachers' PD programmes, as represented in the model below.

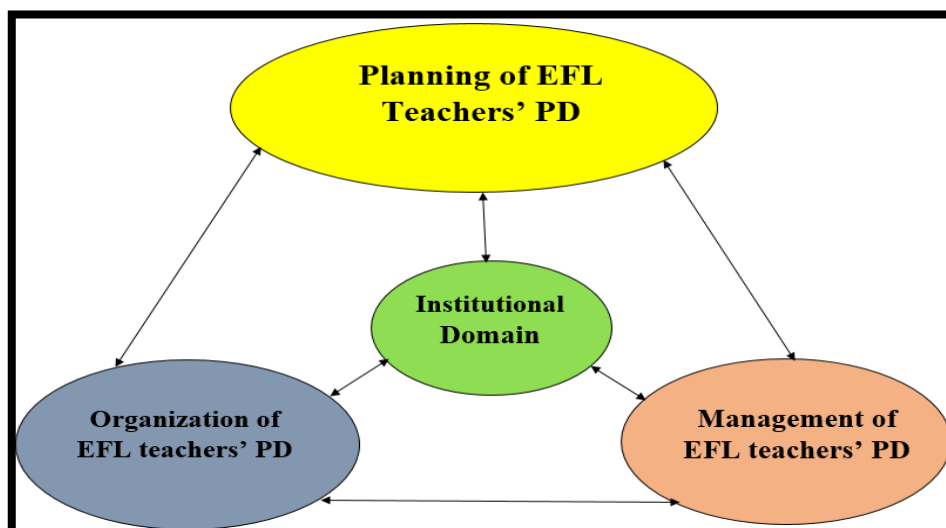


Figure (25) The Institutional Domain of EFL teachers' PD

7.2.5.1. Planning of teachers' PD opportunities

This section addresses the subjectivity of educational policy and teachers' PD opportunities and the disparity between Egyptian educational reform and EFL teachers' beliefs and cultural contexts. It also sheds light on the disparity between the educational decisions and the co-ordination between the different sectors of teachers' PD.

7.2.5.1.1. The subjectivity of educational policy and teachers' PD programmes

In reference to educational policy, the responses of the study asserted that the subjectivity of the interference of the educational policy is probably not contributing positively to the quality of teachers' PD programmes. This seems to be illustrated through the attempts of some ministers of education to adopt their own subjective interventions in EFL teachers' PD. These ministers appear to make these interventions successful through imposing their reforms on EFL teachers and the teaching context in order to aggrandize their work. One example is workshops that have been held through the use of video-conferencing. Many informants reported that they had to travel between three to four hours to attend a workshop through video-conferencing because they do not have computers or internet connections in their schools. However, video-conferencing is supposed to have been established as an attempt to provide EFL teachers PD opportunities in their schools (Kouchouk et al., 2008). In contrast, video-conferencing seems not to function properly and actually added more troubles for EFL teachers, according to the informants of the current study. In agreement with this, Shokrey (2010) reported that Ahmed Zaki Bader, the former minister of education, said that the Egyptian educational policy lacks credibility and objectivity. Every minister of education comes with his or her own vision, strategies, and adapted systems which s/he strives to make appear as successful as possible (ibid), though these 'imported systems or policies' may

not be applicable in certain educational contexts.

The subjectivity of interventions of educational policy in Egypt take another dimension through the imposition of changes for political reasons without considering or consulting EFL teachers or their context. According to the findings of the current study, some EFL teachers complained about the interventions of the MOE educational policy through imposing Cadre System as a PD opportunity, a system which includes neither training nor assessment of teachers' knowledge and skills. Despite teachers' complaints, the core issue is that the MOE imposed the Cadre System for political reasons without considering its effectiveness. The Cadre system results were '*the greatest*' in the first year of application in the teacher development system that was based on instructions mandated by the Minister of Education that his newly adapted system of teachers' PD should be successful (Nasser, et al., 2010).

The necessity of making the teachers' Cadre system a successful programme was due to the fact that in 2006, USAID agreed to financially support the MOE educational policy reform agenda with the former Minister of Education, El Gamal. The agreement was to establish a professional Teacher's Cadre in exchange for increased private participation of USAID in publishing and the production of textbooks in order to improve quality (The Telegraph News, 2009). This seems to be an imposed and imported agenda of reform from USAID which is not connected to Egyptian EFL teachers' realities or their actual professional development. The main aim of applying the reform of Cadre system is to find a fund for production and publishing for students' textbooks, so they had to adapt this system which is imposed by USAID. Being not derived from EFL teachers' work and development context or social realities, the MOE has cancelled the cadre law in March 2011 because it assesses teachers' knowledge without skills, as well, it does not develop or add any type of knowledge or skills for teachers (MOE, 2011).

Thus, it seems that the findings of the current study are in harmony with the literature review studies in relation to the importance of having objective educational policies which include EFL teachers and their working contexts. The current study reveals that policy suffers from subjectivity through the application of ministers' decisions for their own personal benefit in order for them to achieve a renewable position in the MOE, or through applying external political agendas to reform EFL teachers' PD. These two cases probably ignore EFL teachers and their context, thus there is likely a series of continuous failures in any attempt to reform EFL teachers' PD according to the researcher's experiences as an EFL teacher, and the findings of the current study.

7.2.5.1.2. Disparity between Egyptian educational reform, teachers' beliefs and cultural context

Most informants in the current study complained about the ineffectiveness of most teachers' PD since the beginning of application of the Cascade Model of PD. However, the MOE continues to apply the Cascade model, or, 'training of the trainers', which is seemingly an ineffective type of EFL teachers' PD within Egyptian educational culture. This is the situation of one's colleagues becoming one's training providers. According to the informants of the current study, dissatisfaction seems to be ascribed to the following reasons: bad collegiality and competitiveness among EFL teachers, and teachers underestimate their colleagues' role as their training providers believing that training providers should for first choice be American or British citizens, then university staff, then educational experts, or 'supervisors'. Consistent with this the findings of the current study, Mpabulungi (1999) indicates that the Cascade model is ineffective because the training content could be changed as it is transferred through many different levels of personnel. Additionally, the Cascade model is inadequate as it comes from a top-down process and there is no focus on teachers' needs from a bottom-up process. Further, there is no participation or commitment on the part of the teachers (McDevitt, 1998). Thus, Johnson (1996) argues that teachers' PD programmes need to be designed as highly-contextualized and socially-constructed opportunities to fill the gap between theory and practice with realistic teachers' expectations. Accordingly, the researcher believes with good reason that the efforts of the MOE in reforming EFL teachers' PD seem to have some drawbacks which are characterized by neglecting EFL teachers' beliefs and cultural contexts according to the findings of the current study. Consequently, the efforts of the MOE's reform of PD does not seem to have been successful because policy makers need to be aware of teachers' belief systems and the culture of context before applying any type of reform in order to have less resistance, and more acceptance to change.

7.2.5.1.3. Disparity between the educational decisions and the co-ordination between different sectors of teachers' PD

Most informants in the current study complained about the disparity between educational decisions and the co-ordination between different sectors of teachers' PD. However, centralization is a dominant and domineering characteristic of the Egyptian educational context (Swain; Monk, and Ghrist, 2003). According to the findings of the current study, it seems that the disparity between the educational decisions and the co-ordination between different sectors of teachers' PD are a result of the following: a lack of comprehensive rational planning, frameworks, shared standards between EFL teachers and stakeholders of PD, and rational thinking about EFL teachers' PD opportunities. This may cause contradictions, confusion and conflict between the different bodies involved in EFL

teachers' PD which hinder rather than facilitate the administrative arrangements for EFL teachers to attend their PD opportunities. In line with this, the decisions of educational policies in Egypt are taken before conducting any research or following the negative consequences of previous decisions taken without any connections to contexts of realities (Mina, 2001). This possibly causes difficulties in applying the procedures of enrolment as well as attendance criteria, continuity and progression of the programmes, according to the findings of the current study. For example, a teacher's difficulty in getting permission from school to attend a session at the non-specialist programme where university professors insist on attending more than 75% of the sessions in order to fulfill the exam requirements; this ignores the fact that schools give teachers permission to attend lectures for one day a week only. This causes conflict in applying regulations between different sectors of PD such as university and at the school level, which causes chaos and confusion for EFL teachers.

The findings of the current study contribute to the literature review studies and educational research in Egypt because the study reveals the impact of conflicts in applying regulations among different institutions that are concerned with PD. In the same vein, the World Bank (2002b) reports that the absence of coordinated linkage between the different institutions in the educational sector increases negative attitudes of teachers that dissuades them to enroll in teachers' PD programmes due to the complexity and conflicting demands in the administrative decisions. Thus, it seems that there is a disparity between the educational decisions and lack of co-ordination between different sectors of teachers' PD which in turn may add another hindering factor to the effectiveness of EFL teachers' PD.

In summary, the planning of teachers' PD opportunities faces some challenges relating to the subjectivity of educational policy and teachers' opportunities for PD, and the disparity between Egyptian educational reform and EFL teachers' beliefs and cultural context, as well as an observable, or perceived disparity between the educational decisions and the co-ordination between the different sectors of teachers' PD. Thus, the researcher believes that it is important for policy makers to be professionally developed in the subject of proper planning. In addition, policy makers need to take into consideration EFL teachers' beliefs, concerns, work and study in the PD context, and the contributing impacts on the effectiveness of EFL teachers' PD.

7.2.5.2. Organization of teachers' PD opportunities

This section addresses the organization of some logistical elements and organization between the different bodies involved in teachers' PD.

7.2.5.2.1. Organization of some logistical elements

The findings of the current study indicate that the organization of PD opportunities is seemingly inappropriate due to some logistical issues, according to the informants. This may be attributed to the following factors according to the informants of the current study: improper timing for PD opportunities, short teachers' PD sessions, inappropriate exam timing, problems of location access and physical environments of EFL teachers' opportunities. For example, most teachers' PD programmes occur during critical teaching times in the school year, i.e. at the beginning or at the end of the school term when it is most important for teachers to make proper arrangements for the beginning of teaching, or completing, the syllabus, and revising for exams. In addition, most of the sessions are held after 6 hours of school day and an hour travelling to a different location, and with no time left to fulfill teachers' responsibilities towards their families, especially female teachers. Moreover, timing of exams in the non-specialists programme coincides with school exams. This is a time period during which teachers gain most of their income through private tutoring and revise with their students for the final exams. They also need to spend some time for revision with their children during the exam time.

The findings of study contribute to the literature review studies and educational research in Egypt as they reveal the impact of selecting the wrong time to offer PD opportunities on PD effectiveness. In the same vein, many empirical studies indicate that proper timing of PD is a common critical factor that teachers face in continuous professional development (Carney, 2003). Moreover, Wan (2011) states that the school should offer the correct time for assisting teachers' CPD by allocating CPD activities to be conducted within school hours and providing teachers with more flexible schedules so that they may be able to attend PD opportunities outside school. Additionally, mutual organization and co-operation between schools, such as teachers' working contexts, and the universities and other institutions offering PD, seem to be influential in organizing the appropriate times for attending, conducting, and examining in the context of PD opportunities. Furthermore, taking into consideration common personal circumstances of EFL teachers is essential in selecting the proper timing of PD opportunities. Consequently, if designers of teachers' PD and educational policy makers do not take the nature of work or the personal life of teachers into consideration, this will result in more seemingly ineffective PD.

7.2.5.2.2. Organization between the functions of different teachers' PD bodies

The findings of the current study indicate that there are many different bodies responsible for the enhancement of teachers' PD. The informants of the current study complained about the many organizations of PD that have no influence on, or any organizational co-ordination, amongst

themselves, or, between them and MOE. None of these seem to have a mutual contribution to the promotion of teachers' PD, according to the responses of the informants of EFL teachers and stakeholders. The Central Directorate for In-Service Training (CDIST) is the representative of the centralized MOE which depends on the centralized educational policy of the MOE. The other organizations and centers, such as Professional Academy for Teachers, CDELTA (Centre for Developing English Language Teaching), the British Council in Egypt, and the National Agency for Quality Assurance and Accreditation of Education (NAQAAE) have their own targets which seem to be separate from the context of EFL teaching or EFL teachers. Similarly, other educational research institutions such as the National Development and Educational Research Centre (NDERC), the Developing Curriculum and Educational Material Centre (DCEMC), the National Evaluation and Exams Centre (NEEC), and the Centre of Developing English Language Teaching (CDELTA) contribute to training and development research. These research institutions focus on conducting studies concerning EFL teachers' pedagogical practices in their classes based on experimental research and focus on the selection appropriate teaching methods (Abdurrahman, 2003). Although there are different bodies of EFL teachers' PD in Egypt, there seem to be neither mutual co-operation nor co-ordination between these institutions, nor a commitment to function in fulfilling different comprehensive targets in order to promote EFL teachers' PD.

The findings of the current study contribute to the literature review studies and the educational research in Egypt because they reveal that organization of different teachers' PD bodies do not appear to function properly in collaboration with each other. It seems that having some organizations of PD without a supreme council or general administration of PD to monitor them, it is unlikely to produce organized collaborative efforts for the promotion of PD. This seems to be ascribed to having no strategic plans, mutually shaped standards of EFL teachers and PD stakeholders, or frameworks which can organize these different educational bodies clarifying specific responsibilities, functions and duties for each within a comprehensive strategic system of EFL teachers' PD. Additionally, as Taha (2010) cites the failure inside the MOE to organize different sectors to fulfill their duties according to the quality assurance report of some departments of the MOE, one of which is the Central Directorate for In-Service Training (CDIST), according to the report of NAQAAE report (2010). Furthermore, the lack of culture of co-operation and an absence of strategic plans within the Egyptian educational institutions causes contradictions in decisions (Abdelaleem, 2008). As an example of the disorganization between different bodies that engage in PD is that EFL teachers' PD programmes are often held at the same time, or two teachers' PD programmes are organized for the same issue (ibid).

In conclusion, organization of teachers' PD opportunities faces some challenges on the organization level, including some logistical elements and organization between the functions of different teachers' PD bodies. Thus, the researcher believes it is essential for different organizations that engage in EFL teacher PD to organize and collaborate amongst each other in order to have a comprehensive, complementary type of work with which to overcome the challenges of EFL teachers' PD and to sustain effective teachers' PD.

7.2.5.3. Management of teachers' PD

This section includes a discussion on the centralization and decentralization of teachers' PD opportunities, favouritism, accountability, and funding and resources in teachers' PD programmes.

7.2.5.3.1. Centralization and decentralization of teachers' PD programmes

Many of the study informants agreed that centralization is one of the main characteristics of EFL teachers' PD management in Egypt as the MOE, a highly-centralised institution, is responsible for regulations and decisions concerning PD in official schools. The findings of the current study have revealed that the centralization of EFL teachers' PD seems to be one of the factors which does not contribute in the promotion of EFL teachers' continuity and progression in PD programmes. This could be attributed to the following factors, including the impossibility of attempting to modify or appeal against any decision or regulation of the MOE about EFL teachers' PD. What makes the situation worse is that there is possibly a gap between the MOE decision-makers and the local community of EFL teachers, with their specific needs, concerns and attitudes. Thus, the findings of the current study confirm that EFL teachers struggle through long, complicated, and time-consuming series of procedures in case they need an exception or modification to a certain regulation according to the nature of their work, or for personal reasons.

The findings of the current study corroborate what the literature review observes, and that is the negative impact of centralization on the effectiveness of PD. In line with this, Lewin and Stuart (2003) confirm that a centralized administrative structure can harm rather than improve teachers' practices and performance. In harmony with this, it has been asserted that 'decentralization increased efficiency, more systematic equity, and/or greater participation and responsiveness of government to citizens' (Agrawal et al., 1999: p.23-65). However, Coleman (2003) asserts that the ineffective application of decentralization will disrupt the political legitimacy and the reliability of educational policy as well as the providence of public services. In contrast, 'decentralized teacher PD is less authoritarian and more participatory, emphasizing responsibility and accountability at the school level and attempting to generate a community of learning at the school level that interacts in an inclusive manner with the surrounding community' (Leu, 2004:

p.3). Thus, it seems that decentralization of teacher PD may provide opportunities for teachers to express their needs, perspectives, and concerns from a more bottom-up approach which can connect policymakers with the realities of teachers, classroom, and school contexts, and increase the flexibility and positive impact of EFL teachers' PD opportunities.

7.2.5.3.2. Favouritism, accountability, and teachers' PD programmes

The findings of the present study highlighted an important problem for teachers in the form of favouritism in the management of teachers' PD. This seems to be ascribed to having no transparency and accountability in applying the three main drivers for the enrolment in optional teachers' PD programmes. These influential motivations are: getting a job as an EFL teacher, travelling to an overseas teacher PD programme, and being promoted at work. This may result in a lack of motivation, frustration, and depression, according to the responses of most of the informants of the current study, especially when this is the consensus that is revealed after completing the required programmes. Moreover, some school principals favour some EFL teachers more than others when it comes to appointing who will attend teachers' PD programmes, regardless of whether they are the candidates for these PD opportunities, or they are not professionally efficient enough to be promoted. This could be attributed to the teachers being the principal's friends, or relatives of important figures in the MOE, and the lack of supervision of, or standards, for principals' decisions. Thus, it seems that unequal treatment and lack of transparency in decision-making might be a source of frustration and de-motivation, especially in opportunities for training EFL teachers' abroad or EFL teachers' having access to PD opportunities, or being promoted. However, this source of inequality needs to be removed through establishing transparency in relationships and applied procedures at the organizational level, through the political, the promotional systems, and at the level of career success (Ferris et al., 1989; Judge and Bretz, 1994).

The findings of the current study have concurred with the literature review studies. In line with this, favouritism in particular seems to be a cause for negative feelings for teachers. This leads to job dissatisfaction and even leaving the profession (Abu-Nouar, 1990). A number of researchers found similar outcomes in their studies (Esteban and Ray, 1994; Montalvo and Reynal-Queyrol, 2005) and state that favouritism reduces positive social welfare especially when the two individuals are on equal terms; the result increases teachers' frustrations and creates bad feelings among teachers. Thus, we can see the importance of using organizational accountability efficiently as recommended by Levitt et al. (2008: p.7) who argued that, 'secure compliance with organizational rules and standards; effective governance and accountability arrangements provide feedback to increase effectiveness of performance'. Accordingly, a better performance of teachers is applied,

appreciated, and rewarded fairly through accountability and transparency of educational policy management; this will promote better teaching practices, and enhances professional collaboration through teachers' and support teachers' PD (Louis et al., 2005).

7.2.5.3.3. Funding and resources in teachers' PD programmes

The findings of the current study indicate that EFL teachers and PD stakeholders perceive a lack of funding in teachers' PD programmes. There seems to be different facets to the lack of funding according to the responses of the informants in the current study: libraries at schools and universities are not well-equipped to develop teachers' PD, and training rooms or classes do not suit the number of the participants where sessions are held. In addition, there is no variation in the educational materials of the programmes as there are only textbooks and handouts and no ICT materials. Furthermore, lack of maintenance of video-conference networks disturbs the effectiveness of the programme. In addition, having no maintenance funding for computers at schools prevents teachers from using them in a way that enables an effective use of IT, and prevents further avenues of PD for teachers. Moreover, some training providers complained about the low financial rewards for their teaching in teacher PD programmes. Additionally, lack of financial incentives for teachers of EFL teachers' PD has a negative effect towards their desire to attend; they prefer to escape from attending PD opportunities and to use the time to give private tuition, which means more income.

The findings of the current study correspond to the literature review studies in relation to the challenges that face educational Egyptian funding and also the funding of teachers' PD. Although Egypt has the largest budget for education in the MENA (El-Baradei, 2000), the Egyptian educational system has been marked with under-funding (El Baradei, 1994; Soliman and Abd-Elmegied, 2010). Furthermore, in-service training suffers from inconsistent funding (Razik and Zaher, 1992). In agreement, Swain, et al. (2003: p.62) state that 'the socio-political distance between the bureaucracies and budgetary provision of MOE in Cairo and the daily classroom routines of the teachers creates mirages of expectation'. This could be attributed to the assumption that the public budget of the MOE is insufficient to cover the different sectors of teachers' PD as reported by the informants of the current study. This is contradicted by the fact that Egypt receives large international aids and grants from the USA, the World Bank, and UNESCO to improve education, but there is no proper management of the available budget. As Ammar, (2008) indicates, there is irrational spending of the international grants from the World Bank or UEAID, such as booking very luxurious hotels as venues for attending PD programmes. However, millions of pounds were spent on establishing places for training teachers such as *Mubarak educational city*

and the *Professional Academy for teachers*, neither of which are used for EFL teachers' PD opportunities.

Furthermore, the misallocation, lack of organization and budget management among the different departments of the MOE may be the cause for the EFL teacher training budget being the smallest of all programme budgets (Zahir et al., 2006). In line with this, most teachers' PD programmes that have been formulated from grants were found to be invalid due to the low priority dedicated to teacher PD fund management, and then not being implemented within the policy framework (UNESCO, 2006). Additionally, there is seemingly no role for the private sector in the provision of more funding. However, Wolter (2001: p.125) stresses that the private sector can promote the quality of the educational system, and argues that 'additional private expenditure usually strengthens elements of competition, which are welcomed by many as they are expected to increase the productivity and performance of the educational system'. Thus, proper organization and management of PD funding are needed in order to achieve proper allocations to the budget for funding, offering better facilities, and salaries to the parties involved in PD.

To summarize, the researcher believes that there are some flaws in the planning, management, and organization of EFL teachers that creates some factors that hinder the effectiveness of EFL teachers' PD. These hindering factors indicate the need to focus on EFL teachers as individuals with the realities of their contexts, and necessitates proper planning, organization and management as well as more co-operation and co-ordination between different parties, bodies, and organizations as a way forward in the promotion of effective EFL teachers' PD.

7.3. Conclusion

A number of important factors have been revealed through the discussion of the main findings of this study of EFL teachers' PD opportunities in Egypt. These factors are derived from different facets of the whole society: from the teachers, principals of schools to the educational policy makers, and the nature of the Egyptian context. This discussion has clarified the extent to which these programmes are influenced by the multi-faceted nature of the society, including contextualization, social sensitivities, and reflection about the teachers' life, both academically and personally. It seems that the Egyptian MOE attempts to improve the quality of PD. However, no tangible changes are observed according to the findings of the current study. MOE works on a single dimension of subjective planning, uncooperative organizations, centralized management, and with transmissive pedagogical practices and a traditional model of PD. This produces a dysfunctional culture of schooling with inadequate provision of PD. The researcher could argue here that the MOE's efforts and any other ideas about change need to be grounded in an understanding of the

complexity of the reality of Egyptian EFL teachers' work, lives and learning through considering their multi-faceted experiences. Furthermore, more consideration of contextual factors appears to be required along with more collaboration between EFL teachers and other PD stakeholders. This provides a deeper understanding of the problematic nature of PD in Egypt, and identifies how to overcome hindering factors as well as paving the way towards a comprehensive process of change and reformation of PD in relation to other educational factors.

In the following chapter, the researcher will conclude by discussing the implications of the findings of Egyptian EFL teachers' PD. In addition, the researcher will provide suggestions for future research for EFL teachers and teaching in the Egyptian context.

Chapter VIII

Implications for Practice and Recommendations for Further Research

8. Introduction

This chapter draws together the key findings of the study and begins with a summary of the main theoretical contributions to the body of research in the field of PD for EFL teachers in Egypt. The main implications of the study outcomes for the practice of EFL teachers' PD are then discussed, offering some possible interventions for practical reforms that may help to bring about necessary changes. These changes may improve the effectiveness of EFL teachers' PD. Finally, a number of potential areas for future research are proposed in the conclusion.

8.1. Main theoretical contributions of the current study

In the current study, the researcher explored EFL teachers' experiences of their PD through analyses of EFL teachers' experiences of different PD opportunities. Moreover, in an attempt to be objective and to draw a comprehensive picture of EFL teachers' PD, the researcher analyzed the perspectives of some stakeholders in PD. This has been achieved through investigating the views of the different parties involved in various aspects of PD; these include the EFL teachers and the PD stakeholders. Thus, the findings of the current study contribute to the body of knowledge that examines the nature of EFL teachers' PD through investigating different contexts, namely, the classroom and school contexts, and the major players - stakeholders - in EFL teachers' PD. The findings highlight many factors that hinder the effectiveness of EFL teachers' PD as well as reveal different domains of PD, such as social, academic, affective, institutional, and cultural domains which all have some influences on the effectiveness of EFL teachers' PD. Some of these findings are important, and original, thus adding to the field of teachers' PD research. Additionally, the study adds knowledge, particularly in relation to the aspects of perceived resistance to change in the field of EFL teaching on the part of the teachers. Moreover, the outcomes of the present study uncovered some deep-rooted reasons for the failure of EFL teacher PD in Egypt, beyond EFL teachers' passivity towards PD, change, or any attempt of PD reforms.

The current study adds deeper knowledge and understanding towards the importance of EFL teachers as major players in their PD. Thus, the current study contributes to the growing number of voices that argue against a top-down model of PD (Furlong et al., 2000; Gale and Densmore, 2003; Goodson, 2003; Locke et al., 2005; Leaton-Gray, 2006). The experiences of Egyptian EFL teachers (including the researcher's experience) of the PD opportunities in Egypt demonstrate that opportunities are offered without any real knowledge of what constitutes teaching in Egypt, and

where PD decisions are made at higher levels, ignoring a main component of PD, namely, EFL teachers' experiences. EFL teachers' voices are able to provide more knowledge about EFL teachers' experiences, needs, interests, and working conditions; all of these are necessary for an in-depth picture of EFL teacher PD in Egypt. Teachers' voices connect their PD to the context of their reality, and demonstrate the individuality of EFL teachers. This in turn offers the potential that through providing more opportunities for teachers to work collaboratively with others, and share their knowledge, as well as enhance their leadership roles within supportive school cultures and contexts, their PD will be more effective, and classroom success will follow suit.

The current study presents greater insight into the nature of the relationship between EFL teachers and stakeholders in the context of EFL teacher PD. This knowledge identifies points of conflict and disagreement between these groups. It adds more understanding about the lack of communication between stakeholders and teachers concerning their PD, and provides insight into the nature of the EFL teacher's work in the classroom and school context. This knowledge promotes a greater understanding of the centralized authority in Egypt EFL education and highlights the importance of co-operation and communication between policy makers and teachers. This may help creating what Day and Sachs (2004: p.7) 'an alternative discourse of democratic professionalism which emphasizes collaborative and co-operative action between teachers and other educational stakeholders against the more dominant top-down professionalism to shape effective PD domain and practice'. Thus, the current study suggests some of the practical interventions that may promote creating this type of democratic professionalism (see: section 8.4 for intervention strategies).

The current study provides knowledge that concerns the importance of different contexts as related to EFL teachers, particularly in the classroom and school context. This adds a new way of looking at Egyptian EFL teachers' PD, as it no longer restricts the concept of EFL teachers' PD to solely the academic domain of knowledge. It is wider and more comprehensive through including EFL teachers' context and culture. In line with this, Merriam and Caffarella (1999: p.22) posit that 'adult learning does not occur in a vacuum', but that it is shaped by the context, culture, and tools in the learning situation. This is manifested in what Craft (1996: p.37) stated that 'teachers' PD needs to consider how teachers learn as individuals and also as members of a school'. Thus, having knowledge and connections with the classroom and school can promote EFL teachers' PD because these are the sources from which EFL teachers' development have emerged and could potentially flourish. In the same vein, Fullan and Hargreaves (1992: p.13) state that 'the seeds of development will not grow if they are cast on stony ground'. As a result, more knowledge about class and school contexts may help EFL teachers' PD to flourish.

Finally, the current study provides more knowledge and understanding about the nature of EFL teachers' PD in Egypt. The findings reveal that many PD opportunities do not help teachers develop professionally. However, there are many efforts made by the MOE in this area. The reason for failure is because of the way that the MOE positions teachers as consumers of new knowledge and skills and believes that this is sufficient to raise standards of teaching and therefore student achievement. Besides, the MOE separate PD from the contexts of classrooms and schools. The current study suggests that there are alternative approaches which appear to work better contexts that favour tailoring PD to teachers' immediate classroom needs and holistic school improvement initiatives, specifically those that are more collegially based. These alternatives may work in the current, and seriously flawed PD system, as well as the deeply problematic educational context. Thus, the current study presents a new look at understanding EFL teachers' PD in Egypt by moving beyond a knowledge and skill model to include personal, collaborative and school-based development.

8.2. Implications of the current study and action principles of PD reform

As discovered in this study, it is important to focus on the different factors that lead to ineffective EFL teachers' PD. The situation here is problematic and complicated because the introduction of radical or any top-down, externally imposed alternatives to the current status quo will be resisted. Hence, there is a need to conduct a gradual long-term reform of the whole system because of multiple factors that hinder success within the classroom, school and PD contexts. PD should operate within a whole educational and political system and cannot be executed piecemeal.

Additionally, there is a need to start from where people are at present. By this, the researcher means EFL teachers and stakeholders of PD, because assessing the position of each party and their perspectives and experiences of PD should be the starting point to an effective reform. This start should involve a distinctive discussion between EFL teachers and PD stakeholders in an effort to change beliefs and create a shared vision of effective teachers' PD. Thus, this reform can deal with the deep-seated problems of teacher education provision in Egypt, and from there, a movement shall be created towards good quality of PD through people and context involvement.

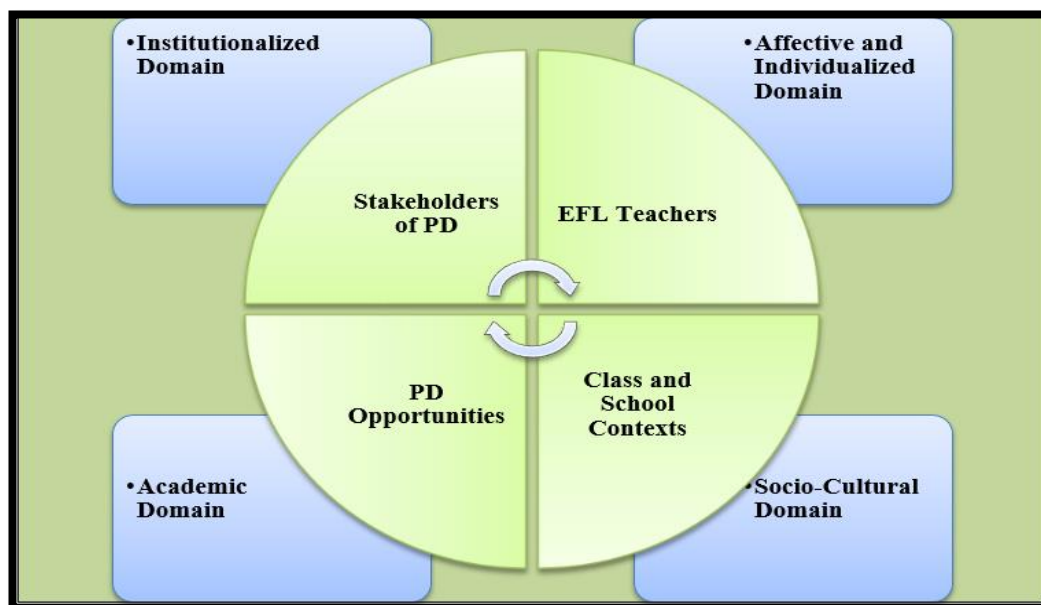


Figure (26) Suggested gradual long-term process of PD reform

8.2.1. Affective and Individualized Domain of PD Reform

The current study provides insight into understanding teacher PD from a different perspective than what Assem (2002) identified as the current Egyptian teacher PD trend which is top-down, centralized, bureaucratic, and academic-focused rather than professional; this is as seen from teachers' professional perspectives and realities. Additionally, the current study reveals the previously neglected psychological aspect of individual EFL teachers who face many challenges and dilemmas in their PD and their teaching, which has a significant influence on the effectiveness of their PD. Thus, there is a need to humanize teachers' PD through exploring and considering teachers' experiences, and providing them with different opportunities to express their views of their PD and its related classroom and school contexts. Consideration of teachers' individual and affective domains promotes understanding of teaching in general and adequate teachers' PD in particular (Strom, 1991). The different ways to humanize EFL teachers' PD comes through considering teachers' concerns, promoting teachers' motivation, encouraging teachers' leadership, and through collaboration.

Teachers' Concerns

The current study reveals new knowledge about Egyptian EFL teachers' concerns as learners, as instructors, and as individuals regarding aspects of their work that creates more stress and burn out. Teachers' stress is closely connected to teachers' concerns which are some of the major root causes of anxiety or uneasiness specifically due to the disparity between the duties of teachers and their ability to cope with these duties and demands (Kyriacou, 2001). These concerns vary from teaching and work concerns to individual concerns. Accordingly, EFL teachers'

PD designers need to apply Teacher Concern Checklists to consider teachers' different academic concerns and problems before designing the content and the trends of EFL teacher PD programmes (Ghaith and Shaaban, 1999). Furthermore, PD designers and policy makers need to conduct meetings with teachers' representatives, through supervisors' work, with the goal of identifying EFL teachers' personal and academic concerns. Besides this, more consideration and flexibility of working conditions at schools needs to be applied in order to cope with the individualistic concerns of teachers as PD learners and as teachers.

Teachers' Motivation

Teachers' motivation towards their work in general, and PD in particular, needs to be promoted by stakeholders of PD in order to support teachers' efforts, to address their concerns, as well as to promote more involvement in their PD. This can be achieved through providing more financial incentives, career promotion and getting a job as specialist EFL teachers. These are considered external forces to create more commitment to their PD, which vary in their effectiveness from one teacher to another (Stout, 1996). Consequently, there is a need to promote the internal forces of motivation also through school principals' and colleagues' encouragement of EFL teachers to accomplish their own goals that comes from within themselves, and to provide enough flexibility in schools to enable teachers to fulfill these goals.

Teachers' Leadership

EFL teachers need to have the opportunity not only to express their experiences, perspectives, needs, and concerns, but also to be involved as leaders in different aspects of their PD and the school organizational system (Spillane, Halverson and Diamond, 2001). This is attributed to what Huber (2004: p.667) states that teachers' leadership 'is required to create the internal conditions necessary for the continuous development and increasing professionalization of teachers'. Consequently, decision-makers of educational policy and designers of EFL teachers' PD need to promote teacher leadership in the PD context in particular, and in the schools' context in general, to enhance EFL teachers' quality of performance. This can be accomplished through some guidelines for school principals and educational administrators through what Leithwood et al. (1999: p.811-812) suggest: 'Distributing the responsibility and power for leadership widely throughout the school; sharing decision making power with staff;; altering working conditions so that staff have collaborative planning time; ensuring adequate involvement in decision making related to new initiatives in the school; and creating opportunities for staff development'.

Accordingly, EFL teacher leadership can be directed at building a collaborative effort towards PD rather than an individual one, meaning that teachers can move from isolation to working collaboratively with their colleagues and other stakeholders in the school context. While this move requires a change of attitudes and wider school culture, it is achievable given the good will of all involved.

EFL Teachers' Collaboration

One of the important findings of the study is the evidence of teachers' collaboration as one of the neglected factors that contributed to the ineffectiveness of teachers' PD in Egypt, according to the informants. The notions of collegiality and collaboration among EFL teachers are characterized by a weak presence and being prone to stressful factors in the Egyptian context. However, teachers' collaboration with colleagues promotes sustaining a 'body of technical knowledge about what teaching practices are likely to be effective' (Olson et al., 1991: p. 23). This interaction can foster practical skills culture among teachers, enabling them to express their perspectives on their work and development as well as enhance their effectiveness (Jackson, 1968). In addition, the quality of relationships among teachers plays an influential role in enhancing teachers' quality and development as well as students' learning outcomes (DuFour et al., 2005; Graham, 2004; Stoll and Louis, 2007; Lieberman, 2008; Vescio et al., 2008). Therefore, effective PD needs to provide teachers with opportunities to work together and to discuss their PD experience as a means of achieving a positive impact on improving the quality of PD, as well as their teaching effectiveness. This cannot be achieved through PD opportunities or teachers' efforts alone, but there is a need to gradually change the schools' lack of collaborative culture. In line with this, collegiality and collaboration depend mainly on school culture as it is based on the collective rather than the individual development of teachers. This may be achieved through the enhancement, or encouragement of teachers to become initiative leaders and to work collaboratively with others in school (Lieberman, et al, 2000). As a result, effective collegiality needs to be attached to the change of the school culture as well as teachers' efforts and PD opportunities.

8.2.2. Social-cultural domain of PD reform

Collaborative School culture

Schools need to examine their culture because school improvement cannot be based on individual efforts but instead should be based on collaborative practices (Louis and Marks, 1996). Thus, it has been highlighted that school culture needs to be changed to promote professional collaborative practices to overcome the hindering factors (Goodlad, 1984; Leonard and Leonard, 2003). These hindering factors are represented in a toxic school culture where 'there is a lack of

shared purpose, collaboration is discouraged, and there are hostile relations among staff' (Peterson, 2002: p.11). Regretfully, this is precisely the situation that the current study reveals about school culture in Egypt. From the researcher's point of view, changing the school culture will take gradual steps of reform where practical steps can be taken and procedures established, as well as attempts be made to encourage all parties involved to see these changes as positive and to accept this constructive reform.

The importance of professional school collaborative cultures has been advocated in developing teachers' quality through teacher motivation, positive collegial relationship, and school improvement (Hall and Hord, 2001; Maehr and Midgley, 1996; Stoll and Fink, 1996), and through the efforts of school principals and administrators to enhance this cultural development (Stake, 1987). This may be accomplished through encouragement of team work, taking initiative, sharing responsibility, promotion of decision making, and enhancement of leadership (Katzenmeyer and Moller, 2001; Pellicer and Anderson, 1995) and through promoting collaborative tasks among EFL teachers in their work, and seeking their shared vision in dealing with any work issue.

Additionally, there is a need to support effective teachers' PD through promoting the cultural domain of the school as Fullan (1993) (in Guskey and Huberman 1995: p.260) believe that 'PD is primarily about *'reculturing'* the school, not about *'restructuring'* its formal elements'. Effective PD can serve to promote collaborative school culture through the establishment of effective teacher communities that promote teachers' PD (Caine and Caine, 2000). Taking effective action to build professional communities can enhance more development in less time, according to Copland and Knapp, (2006) (cited by Naylor, 2007: p.4) through 'building trusting relationships among professionals in the school; creating structures and schedules that sustain interaction among professionals; helping to frame joint work and shared responsibilities; modeling, guiding and facilitating participation in professional communities that value learning; promoting a focus on learning and associated core values'. Furthermore, enhancing professional communities in EFL teachers' PD will probably lead to more collaboration and the exchange and sharing of others' views. This long-term gradual reform will take time, but it will also guarantee the process of change in teachers' beliefs, as well as developing human qualities which are essential factors in establishing an effective culture of teachers' collegiality and working collectively, as illustrated by (Stake, 1987).

Teachers' Learning within Class and School Context

The socio-cultural aspects of teachers' PD are highlighted in the current study as one of the important indicators of ineffective teachers' PD through revealing the impact of the classroom ,

school culture and the negative contextual factors that have an impact on, and explain, inadequate teachers' PD. Raising the awareness of socio-cultural aspects of teachers' PD provides more knowledge about contextual perspectives of teachers' learning and PD, provides better understanding of teachers' learning within multiple contexts, and takes into account both the individual teacher-learners and the social systems in which they are participants. This may help provide a further explanation of the behaviours, attitudes, and learning of teachers, and a deeper understanding of the socio-cultural aspects of PD. Accordingly, there is a need to connect PD efforts to classroom teaching and school contexts.

Consequently, this may be done through integration between the socio-cultural contexts where teachers work in order to identify the different factors that hinder PD, and to find ways to overcome them. Furthermore, there is a need to identify teachers' experiences, beliefs and perspectives about EFL teaching and their PD as stated by Zheng (2011: p.2), who believes that 'teachers' beliefs are context-dependent; it is important to examine the socio-cultural context when investigating teachers' beliefs'. Hence, EFL teachers' learning, experiences, and beliefs need to be integrated with classroom and school aspects, as well as with teachers' behaviours, attitudes and learning. This will develop a better understanding of teachers' needs, as well as suggest solutions to the hindering factors within these cultural and other specific contexts.

PD designers need to adopt a new understanding of teachers' learning that takes into account the social-cultural contexts around the teachers in their PD process and their individual needs. This may be achieved through considering EFL teachers' learning as 'a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching' (Adler, 2000: p.37). The classroom context can be a powerful factor in EFL teachers' practices through applying what has been studied in PD to class teaching practices and monitoring what works best for students. Besides, there is a need for contextualized teachers' learning through having different PD learning environments that include many different forms of experiences: social, cultural, physical, and psychological, to achieve teachers' learning aims. In addition, it is important to know what this knowledge means to teachers through identifying their academic needs and what they really need to know. This can increase the effectiveness of PD through filling the gaps between theory of PD and practices of the classroom and school contexts.

8.2.3. Institutional Domain of PD Reform

The findings of the current study in relation to the institutional domain represent some unsatisfactory factors related to school, stakeholders of PD, and other educational context factors

which cause ineffectiveness of PD. Some of these concerns relate to planning, organization, and management of teachers' PD being major contributing factors to the inadequacy of teachers' PD programmes. The researcher does not advocate a top-down reform to address these issues but rather an approach of working in collaboration between EFL teachers and other PD stakeholders, taking into account sensible suggestions and recommendations of the current study which would really help in conducting a comprehensive reform of the school system, with PD as an integral part.

Stakeholders in PD

The current study provides a deeper understanding of stakeholders' resistance to applying PD effectively as demonstrated by the results of the current study. For example, school principals hinder the efforts of EFL teachers in applying the theoretical part of their PD. Furthermore, parents attack any change of teaching strategies. Arguably, there is a need for a comprehensive school reform which can create an effective framework for different stakeholders because their work in PD deals with different aspects of school reform. Besides, special training sessions for PD stakeholders are necessary. School principals, designers and training providers of PD, need to update themselves with recent school reform procedures with an emphasis on new concepts of EFL teachers' PD. Additionally, this training can provide school principals, designers and training providers of PD with more skills and knowledge about the different techniques, training needs, procedures, and duties as a way of achieving successful reform. Additionally, these PD sessions for stakeholders should include discussions with their trainers as well as EFL teachers in the form of COP to include top-down and bottom-up discussions and negotiations about the effectiveness of this reform and what needs to be done to make it a success. Thus, the comprehensive school reform, which includes PD, should alter the cultures and structures of different aspects of class teaching and school organization, including PD for teachers.

School Principal's Role

School principals' efforts need to be combined collaboratively with teachers and other stakeholders in order to promote not only teachers' collegiality and leadership, but also to help building better relationships amongst them to sustain teachers' development. The current study revealed that the school principals' practices towards EFL teachers' PD are unhelpful. In the same vein, according to Bullough et al. (1997), dictatorial principals have negative impacts on the effectiveness of teacher professional programmes. Furthermore, school principals' effective school management is dependent upon the efforts of the school team of EFL teachers as administrators (Spillane, 2005), because they distribute a series of individual actions among school team members

who will then work collaboratively within the school's organizational context (Lashway, 2003). Thus, there is a need to have a form of distributed leadership in schools between school principals and EFL teachers which includes 'shared leadership among people in different roles; leadership is situational rather than hierarchical; and authority is based upon expertise rather than formal position' (Wallach et al., 2005: p. 2). This distributed leadership is achieved through working collaboratively within schools where EFL teachers and school principals are actively involved in investigating any hindering factors of PD, as well as taking effective decisions to overcome them.

Parents' Involvement

Parents' involvement in the educational process is considered one of the hindering factors of successful PD according to the findings of the current study. Thus, there is a need to involve parents as an effective force in teachers' PD. This may be done through holding meetings for parents with PD stakeholders, explaining the importance of teachers' PD, and the role it plays in helping achieve better students' learning outcomes. Besides, there is a need to show them that there are practical procedures and control of supervisors on the effectiveness of EFL teachers' use of techniques and strategies in teaching. Additionally, it is practical to show the parents improvement in students' marks due to using different teaching and assessment techniques. Finally, there is a need to attempt to rebuild trust between EFL teachers and parents through holding weekly casual meetings to ensure that teachers do their best for their children. Further, parents and EFL teachers can exchange reports on strong and weak points that they noticed during the term, specifically of EFL teachers' performances as well as the level of their students on monthly bases. This will likely help both parties to strength their mutual trust and to ensure parents that EFL teachers are professionally developed and committed to aiming for the best test scores and academic results for their students.

8.2.4. Academic domain of PD reform

Selection of the content reform

There are many serious knowledge deficits in the field of PD. This may be attributed mainly to the inappropriate selection of the content of the investigated opportunities of PD as seen in this study. Therefore, there is a need for comprehensive reform of content selection of PD that takes into consideration EFL teachers' perspectives and needs as stated by Kujawa and Huske (1995). For example, according to the results of the current study, EFL teachers need a course in 'General English', specifically the participants of non-specialist programmes. Moreover, PD designers need to keep updated with knowledge about research-based results, identifying the

effective components of the content of knowledge for teaching and ways of designing adequate curricula that can then promote in-service teachers' quality of performance (Freeman, 2002, Richards, 1998).

Additionally, designers of PD need to have a strategic plan for content selection which is based on research results as well as their practical experiences in the field. This may be done through forming PLCs made up of representatives from both sides who will reflect, discuss, and share their knowledge and experiences of PD. This participatory approach to the design and content of PD has been proven to guarantee a comprehensiveness of different perspectives, as well incorporating visions of teachers' needs through a collaborative team of teachers, administrators, and designers of PD (Fullan, 2007). Furthermore, there is a need to train PD designers in the ways of selecting content that will enable them to apply criteria of selection which is based on the realities and needs in the Egyptian PD context. Additionally, the selection of content should focus on addressing the deficits of PD as well as EFL teachers' needs and concerns in order for designers to modify these areas, improve motivation and change teachers' resistance of acceptance of PD.

Pedagogical Practices of PD Reform

The current study reveals important insight into the deficits of the dominant, and domineering methods of transmission pedagogy as well, the study provides a common agreement among participants about its ineffectiveness. Moreover, there is a common vision among training providers of PD that they do not believe in the effectiveness of pedagogies whether constructivist or any other pedagogy according to the findings of the study. This may be due to their disconnectedness to the realities of Egyptian PD classes and the training providers' belief in the effectiveness of pedagogical practices which are their own practical experiences in classroom teaching. Thus, training providers do not use the PD taught pedagogical approaches in class practices and consider these pedagogical approaches as theory which is artificially transplanted and to be studied in PD only according to the current study. This is probably attributed to the nature of pedagogical practices of PD which are based on a methods-based pedagogy. This approach does not seem to take into account the reality of learning and learners because it does not tackle local teaching conditions in the class and school (Allwright, 1991) and it appears to be based on Western knowledge and contexts. Accordingly, teachers' PD design needs to promote the adoption of post-method pedagogy.

The ineffectiveness of the pedagogical practices seems to be attributed to the conflict between EFL teachers' personal teaching practices and the imposed methods-based pedagogy (Kumaravadivelu, 2003). There is a need to incorporate an anti-method pedagogy that takes the social- cultural context into consideration as Macedo (1994: p.8) states, 'to free us from the beaten

path of methodological certainties and specialisms'. Besides, according to Freeman (1991), there is a lack of consideration of teachers' knowledge and practical experiences through methods-based pedagogy. In line with this, this methods-based pedagogy is currently imposed in the Egyptian context without providing teachers any opportunity to experiment and explore the effectiveness of this style of pedagogy. In harmony with this, Brown (2002: p.10) argues that 'methods are not based on empirical study as they are too artful and intuitive'. Hence, the concept of method involves theorizers constructing 'knowledge-oriented' theories of pedagogy post-method involves practitioners constructing 'classroom-oriented theories' of practice' (Kumaravadivelu, 1994: p.29).

Thus, teachers' PD needs to go beyond methods-based pedagogy teaching, knowledge, and practice to a method that has a closer connection with the realities of teaching. This may be accomplished through the following recommendations: designers of EFL teachers' PD should support teachers in identifying the effective teaching practices by providing them with opportunities to construct their personal theories by testing, interpreting, and judging the usefulness of professional theories by experts (O'Hanlon, 1993); and the consideration of teachers' practical experiences have to be an essential pre-requisite (Giroux, 1988). In general, PD designers and training providers need to follow the 'three-dimensional system; parameter of particularity (sensitivity to individuality of teachers), parameter of practicality (integration between theory and practice), and parameter of possibility (consideration of contextual factors)' (Kumaravadivelu, 2003: p.37) if they wish to achieve effective pedagogical practices.

This change in PD pedagogy and PD opportunities should be applied gradually by offering training to the training providers through the universities. In addition, EFL teachers need to be informed about the importance of this pedagogical change through reflecting upon practice and discussing it with colleagues and other stakeholders. Additionally, there is a need to train teachers about how they can test, interpret, and judge the effectiveness of the pedagogy designed by experts. Accordingly, this change to a post-method pedagogy may be fruitful and acceptable because it allows EFL teachers to express themselves and in turn, value their PD.

8.3. The integration between different domains of PD reform

The current study provides further insights into important domains of teachers' PD: the psychological, affective, and individualized domains of EFL teachers' experiences, the socio-cultural, and the academic and institutional domains of different patterns of participation in different learning contexts, such as classroom, school and PD opportunities. A combination of individual-context framework of teachers' PD may be applied to identify the current status as well as preferred forms of their PD context and variables (Fraser, 1999). It is also important to have more

objectivity and comprehensiveness as an approach to understanding teachers' process of learning and PD, as Caires and Almeida (2005: p.112) state: 'the interactive and distinctive nature of the process of teachers' learning is influenced by the interplay between individual and contextual variables'.

This can be done through the School-Level Environment Questionnaire (SLEQ), which is one of the most influential instruments used to identify teachers' attitudes and perspectives of school contexts (Fraser, 1999). The questionnaire can be used to evaluate teachers' school context and to investigate any hindering factors and may help in the design of school-based interventions for the improvement of school contexts for teachers (ibid). Furthermore, it is important to apply the Work Environment Scale (WES) of EFL teachers, PD designers, supervisors, and PD training providers in an effort to evaluate teachers' perspectives of different dimensions of their school work environment (Moss,1986).Thus, employing the School-Level Environment Questionnaire (SLEQ) and the Work Environment Scale (WES) may gain a clearer and more holistic picture of what hinders teacher performance, and may consequently help teachers to overcome any contextual obstacles.

8.4. Intervention Strategies

Based on the findings of the study, the researcher proposes some suggestions that may help develop EFL teachers professionally in Egypt. These suggestions are in a form of 'Suggested Framework to Promote Effective EFL Teachers' PD Programmes' (See Figure 27). The suggested framework includes some interventions strategies which currently need to be addressed. These intervention strategies include interventions strategies to address teachers' individual factors such as classroom, school, management, and educational system factors.

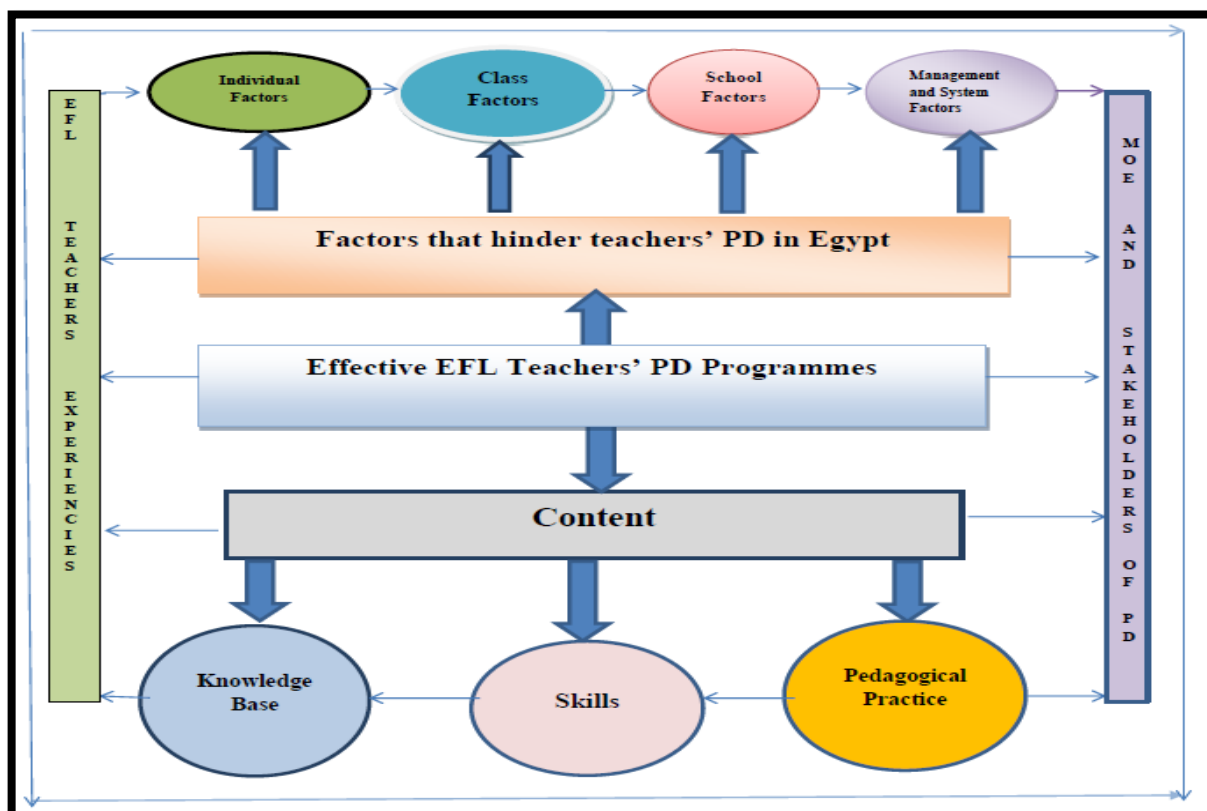


Figure (27) The researcher's Suggested Framework to Promote Effective EFL Teachers' PD Programmes

8.4.1. Interventions strategies to address teachers' individual factors

The following intervention strategies attempt to handle factors that hinder EFL teachers' PD at the individual level. These strategies may improve some of the individual concerns, problems, and different needs that are revealed in the current study.

- To sustain EFL teachers' voicing their experiences, teachers' views on initial teacher education programmes should be reported to the Dean of College of Education with the purpose of forming a committee that could review initial teacher education programmes. Furthermore, teachers' views of their PD programmes need to be reported to a committee of PD stakeholders who may then modify different aspects of EFL teachers' PD in order to achieve more positive and desired outcomes. In addition to this, a teachers' profile can be created to include teachers' feedback about their teaching and PD challenges and may incorporate ways to overcome these disadvantages. This profile can be used as a basic element in the teacher's annual assessment report at year-end.
- To improve academic standards of EFL teachers, the latest educational resources for EFL teachers should be provided to motivate EFL teachers' reading, listening, and speaking with the purpose of developing them professionally. This initiative educational resources should

have its own budget which is allocated by the MOE. In addition to this, EFL teachers' boards may be created where teachers could post their latest and most favourite EFL resources (posters, magazines, articles, and teaching tips) that could improve academic and professional standards of teachers.

- To increase EFL teachers' motivation, PD competitions can be held at the MOE level and school level among EFL teachers to encourage teachers to develop themselves professionally. This could be made through some financial incentives and the publication of their names and photographs in school and local newspapers. These incentives may improve EFL teachers' internal and external motivation towards their PD.
- To support EFL teachers' initiatives and PD participation, "Teacher of the Month" awards can be given to excellent EFL teachers and their achievements highlighted in the school daily assembly. EFL teacher candidates for this award need to initiate new ideas and pioneer effective pedagogical practices in their teaching. Furthermore, this award could be given to teachers who outstandingly participate in their PD activities. In addition, this award may be specified for outstanding EFL teachers' exceptional achievements at the school level. These interventions represent an attempt and incentive to make teachers keen on developing themselves professionally.
- To promote collaborative PD among EFL teachers, a PD group at the school level can be created where teachers can exchange their best practices. This PD group could potentially meet for an hour on a weekly basis at the school, and provide a refresher for EFL teachers with which they could share recent knowledge and newly applied practical applications in ELT teaching. This group should be headed by the head of the English department at school and who should report to the school principal.
- To improve EFL teachers' collegiality, a monthly social event can be held for EFL teachers where they can go for an outing to socialize and practice their English speaking and listening skills. This will help create a family atmosphere and improve collegiality that would then support teachers psychologically and socially.
- To promote participation among schools in the field of EFL teachers' PD, there is a need for collaboration with other schools. The school principal needs to free up teachers' time so that they may attend and/or deliver workshops
- To support the resolution of EFL teachers' PD concerns, a committee can be developed at the school level where teachers' unsolved problems and concerns may be addressed. This committee should be paid overtime as an incentive for EFL teachers to attend. Teachers'

problems and concerns should be documented, reported and solved by this committee.

8.4.2. Intervention Strategies for Class Factors

The following intervention strategies attempt to handle factors that have a negative effect on EFL teachers' PD at the class level. These strategies may develop some of the challenges that EFL teachers face in the classroom setting as revealed in the current study.

- To deal with the challenge of limited teaching time and EFL teachers' duties, more EFL teachers may be recruited to give teachers the chance to balance their teaching load, administrative duties, and professional development. Furthermore, teachers need to be supplied with a number of coping strategies that could possibly help them cope with the curriculum to be covered and the time pressure of delivering it. In addition to this, having two teaching assistants per class will help teachers teach and manage classroom as well as they will then share with the teachers some of the teaching duties.
- To deal with the challenges of large class size in Egyptian ELT, teachers have to be qualified well enough to apply good strategies to deal with the problem of large classes. Using supervisors themselves to conduct a workshop will be more realistically than foreign EFL experts who do not teach in the Egyptian classroom. Foreign EFL experts tend to give unrealistic solutions to the problems of large classes. Furthermore, PD opportunities should focus on providing teachers with strategies that help EFL teachers deal with different Egyptian students. This will help them with their classroom management strategies and teaching strategies as well.
- To improve the teaching strategies of EFL teachers, the MOE should collaborate with excellent Egyptian university professors who teach methodology courses and who are aware of the Egyptian classroom context. This allows experts to train teachers on the latest teaching methods that suit the Egyptian context. This is more realistic than a foreign expert who could have solid theoretical background, but is totally unaware of what might work in the Egyptian classroom, and what might not work. Egyptian professors also understand the cultural issues that students and teachers might encounter and it is hoped that they may be able to come up with solutions for any issues that might arise. Moreover, formal procedures need to be taken that will allow the teachers to experiment with new teaching strategies that have been learned in PD sessions. Furthermore, supervisors need to follow this type of practical application and guide teachers appropriately.
- To promote EFL teachers' assessment, the MOE should provide teachers with training workshops on how to assess students well using the current comprehensive evaluation

systems, and how to effectively use students' portfolios to show their work. Furthermore, EFL teachers need to be trained on using IT in teaching and for assessment. Thus, the school has to organize workshops in IT tailored to develop EFL teachers' use of computers.

- To prevent the phenomenon of private tuition which has a negative influence not only class teaching quality, but also PD effectiveness, EFL teachers' salaries need to be raised to a reasonable level so that they stop giving private tuition and pay more attention to the PD opportunities offered by the MOE. In addition, the MOE has to impose strict measures for teachers who will then be reported for giving private tuition. Consequently, this will improve the performance of teachers in class.
- To overcome EFL teachers' resistance to change, a number of PD opportunities could be organized to spread the culture of accepting change. Furthermore, supervisory practices have to encourage the culture of accepting change and report it to the school principal. Teachers who do not follow the new changes need to be engaged in discussions about the reasons for not applying the required changes. In addition to this, reports of teachers are to be presented to the supervisors and the PD designers about their teaching experiences at class, their academic needs, and concerns. Finally, series of effective workshops need to be held to discuss reports of teachers and to provide the best solutions, suggestions, and managing any hindering factors on the way of accepting and applying changes in teaching and PD.

8.4.3. Intervention Strategies for School Factors

The following intervention strategies attempt to deal with the hindering factors of EFL teachers' PD on the school level. These strategies may overcome some of the school challenges that EFL teachers face as revealed in the current study. The strategies include interventions strategies of school principals, supervisors, PD designers, training providers of PD, parents, collegiality and facilities of PD.

School Principals' Intervention Strategies

School principals are one of the hindering factors of the effectiveness of EFL teachers' PD. Thus, some interventions strategies need to be taken to overcome their negative influences on PD.

- School principals have to be aware of the importance of EFL teachers' PD. Thus, the MOE should provide specific training workshops for school principals as a method to help them understand the value and importance of PD to teachers and the educational process. This will possibly promote the role of school principals as a strong positive influence in successful teachers' PD.
- The MOE is required to take some procedural actions to show the importance of EFL

teachers' PD. As a result, the MOE has to impose some strict policies and procedures to deal with cases where principals do not permit teachers to attend their scheduled PD opportunities. Furthermore, teachers need to have a strong channel of communication with the higher authorities of the MOE to report any incident in which their school principals have not given them permission to attend PD session

- The MOE should liaise with school principals, giving them prior notice, to facilitate teachers' applications of new teaching strategies and methods and to consider this part of their annual evaluation. Furthermore, school principals need to react as a strong defense barrier against unacceptable interventions of parents in EFL teachers' decisions about their teaching practices and assessment.
- To improve the channel of communication between EFL teachers and school principals, there need to be a casual meeting between teachers and school principals where both parties can discuss their concerns, problems, and expectations. These meetings may establish a common ground of agreement between them. This can improve the channel of communication between them and they can discuss and negotiate any issue related to teachers and the teaching process as well as classroom and school concerns.

Supervisors' Intervention Strategies

Supervisors are one of the factors that hinder the effectiveness of EFL teachers' PD. Thus, some intervention strategies are required to surmount supervisors' negative influences on PD.

- Supervisors should have their own PD to cope with the latest changes in the field of ELT and to be able to deal with EFL teachers' challenges in their teaching. Hence, the MOE needs to collaborate with Egyptian/Foreign EFL experts and consultants to organize training programmes to train supervisors on the latest supervisory practices that empower teachers to make changes for the better which will have a positive impact on teachers in particular, and the educational process in general. Furthermore, the MOE needs to have special training for supervisors to update them with the latest trends in supervisory practices.
- The supervisory reports of EFL teachers should have structured procedural steps and standards that should be followed by the supervisors. This will prevent supervisors' subjectivity. The MOE should impose a follow-up system where quality is ensured through experts who inspect supervisors' reports concerning teachers who are observed in the classroom environment. Furthermore, the MOE has to impose some strict policies and procedures to deal with cases where supervisors have unfairly written a report against any teacher for personal reasons.
- Channels of communication between EFL teachers and supervisors need to be improved to

overcome the current gap between them. Hence, supervisors need to form a community of practice where they can work, discuss, and negotiate any concerns and challenges of EFL teachers in class. Furthermore, schools and teachers need to have a strong channel of communication with the MOE so that they will be enabled to report any concerns relating to supervisory practices at their schools without penalty.

PD Designers' Interventions Strategies

PD designers are one of the obstructing factors in the delivery of effective EFL teachers' PD. Accordingly, some interventions strategies need to be taken to surmount the negative influence of this group on EFL teacher PD.

- The nature of EFL teachers' PD is one that requires designers to combine new perspectives to cope with the different challenges that affect PD effectiveness. First, PD designers need to consider EFL teachers' PD as a continuous learning experience, as a way for teachers to cope with the quick change of pace of knowledge and curriculum innovations. Second, PD designers should provide consecutive retraining and upgrading of PD programmes to promote EFL teachers' PD. Third, PD designers need to use different types of PD programmes such as online PD programmes for EFL teachers. This will promote individualistic PD and will help overcome the problem teachers have of lacking enough time to attend PD programmes. This would also be a good way for teachers to share their expertise and experience more systematically through online chats with each other. Finally, PD designers need to give more attention to the non-educational university degree teachers who are enrolled in EFL teacher programs, that is, in the non-specialist programme. This is because this group of teachers has less knowledge, skills and pedagogical proficiency and practices in comparison to EFL teachers who are graduates of faculties of Education. Thus, the programme for the non-specialist is required to have specific unique characteristics to cope with the specific nature of its candidates as EFL teachers.
- PD designers need to focus on EFL teachers' needs, problems, and concerns. Thus, they need to focus on the nature of the initial education of EFL teachers and analyze its current or ongoing problems. Furthermore, an analysis of the teachers' needs after finishing this stage is required as a base for establishing effective PD programmes. This is because the initial education reflects EFL teachers' academic backgrounds. Moreover, checklists for PD assessment that concern teachers' needs, and expectation, can be applied among EFL teachers in the process of the preparation of PD courses. This will give an opportunity for PD designers to tailor courses to address EFL teachers' concerns and needs as well as their

expectations. Furthermore, there needs to be a development of close relationships with programmes and the real classroom and school contexts. This will enable PD designers to tackle the realistic challenges of PD that EFL teachers face in their PD and throughout these different contexts.

- The selection of content for PD programmes requires more intervention strategies. For example, the content of PD programmes needs to be selected based on recent research that is objective, reliable, and adheres to standards. Furthermore, a variety of PD experiences, based on the recommendations of research studies and academic studies should be selected to provide effective content for PD courses. Moreover, to ensure the quality of course content, some form of accreditation may be arranged in partnership with leading foreign institutions, as well as piloting the content before the application of the content to see if it works in the Egyptian context. Besides designing flexible PD programmes, it is necessary to enable EFL teachers to attend courses at different and convenient times. In addition, providing feedback channels with EFL teachers, supervisors and training providers is mandatory in order that programmes may be modify to solve or circumvent any type of obstacles in PD programmes as well as to examine their outcomes. Additionally, designers of PD should follow a framework of PD and a conceptual framework in the process of designing the content of EFL teachers' PD.

Training Providers of PD Interventions Strategies

Training providers are another hindering factors of the effectiveness of EFL teachers' PD. Thus, some intervention strategies need to be taken in order to surmount their negative influences on PD.

- Selection of training providers needs to be based on the outcomes of PD, and providers' academic research as well as their real world experiences. This can be achieved through a mandatory probationary period as the first stage of employment. Furthermore, the EFL teachers' assessment feedback of their training providers needs to be considered part of the official assessment of training providers.
- PD sessions need to be conducted for PD training providers as well their provision of PD, as well as inductions to PD training. This will ensure that trainers can effectively teach PD courses. Furthermore, a thorough study of the nature of adult EFL teachers and their types of learning as well as their characteristics needs to be addressed by training providers.
- Creating strong partnerships between EFL teachers and training facilitators is necessary in order to facilitate the learning process for EFL teachers. This may be achieved through

having extra-curricular activities such as socializing, and collaboration between EFL teachers and their training providers.

- Being a PD training provider should be considered an academic specialization and a permanent paid position. This will increase its importance, maintain, or raise standards, and in turn this will raise the overall effectiveness of training providers and their courses. The reason for this change is because some training providers in the current study consider this task to be an undesirable burden in addition to their university academic courses.

Parents Interventions Strategies

Parents are one of the negative influences show to decrease the effectiveness of EFL teachers' PD. Accordingly, some interventions strategies need to be taken to surmount this negative influence.

- One suggested intervention strategy is to have school principals hold special meetings with parents to discuss any emergent issues. The power of parents needs to be minimized, appropriately, by the school administration so that parents do not affect teachers' attitudes towards PD opportunities. This is because many EFL teachers don't attend PD opportunities because they believe it will prevent conflicts with parents because of their school absences on training days. Regular parents' meetings will diminish the power of parents in Egyptian culture, or will convince parents of the value of PD for EFL teachers who are working with their children. Furthermore, another possible intervention strategy that could help minimize parents' power over teachers' PD is to have PD opportunities held during non-academic days and compensate teachers financially for their time. This compromise could have a positive impact on the flow of the teaching schedule and lessen parents' intervention around teaching issues.
- School principals should advocate, with firmness, on behalf of teachers in regular parents' meetings with regard to PD issues. This will make parents aware of the importance and value of PD to the teachers who learn new strategies and techniques that could possibly help ease and facilitate their children's learning, and subsequent acquisition of English as a foreign language. Moreover, an after-school academic support activity with parents is another intervention strategy that can soothe parents' worries about their children. Besides, there is a need to change the policy of the MOE and make it more balanced between EFL teachers and parents. The MOE needs to deal with the negative issues brought forward by both parties and treat teachers and parents on an equal footing.

Collegiality-related intervention strategies

Collegiality is one of the obstructing factors that influence the effectiveness of EFL teachers'

PD. Thus, some intervention strategies need to be undertaken in order to surmount these negative factors.

- Schools need to nurture a collegial teaching environment where teachers support each other to be more competent and gain more self-confidence. The researcher thinks having a resident supervisor for each 3-5 schools would help support co-operative activities and make full use of strengths that could be used to benefit others. Furthermore, this scenario could promote collaborative activities and strategies dealing with teachers' PD at school.
- There is a need to hold casual meetings with EFL teachers, their colleagues, and the coordinator of the course to deal with EFL teachers' weaknesses and to promote their PD through discussion of their academic and practical challenges. This needs to be in a safe, encouraging, or supportive environment.
- In relation to collegial issues among teachers at schools, the researcher thinks the MOE needs to organize some training workshops by educational psychologists and social specialists who can provide teachers with strategies that could improve teachers' morale around issues that have to do with their colleagues. This could possibly help teachers get rid of professional jealousy, the inclination for some to position themselves as superior, and it would lessen any harmful, unproductive criticism. This might intimidate some, or encourage better behaviour, and it makes them stop unprofessional behaviors with colleagues.

Facilities-Related Intervention Strategies

PD facilities are one of the negative influential factors of the effectiveness of EFL teachers' PD. Some of these facilities include lack of libraries, lack of computers, and inappropriate, or no, places for teachers to go in order to attend PD opportunities. Thus, some interventions strategies require to be taken to overcome this negative influence on PD.

- The MOE should provide more money to update schools' outdated libraries to help teachers develop themselves professionally by reading, listening to, and watching the latest resources so that they may be able to improve their teaching performance.
- Interlibrary loans of books and educational resources among Egyptian schools could be another intervention strategy that helps address this issue. This will minimize the cost and disseminate knowledge among teachers and students.
- The MOE needs to increase the PD budget allocated to PD facilities. This will help select proper places for PD sessions other than school classes which are inappropriate often, even in practicalities such as adequate seating for adults. This will have a great impact on EFL teachers' motivation and attitudes towards attending PD sessions.

- Developing computer and multi-media resources means and providing latest video-conferencing equipment for effective PD communication, without interruptions.

8.4.5. Intervention Strategies for Management and the Educational System

The Management and Educational System is one of the obstructing factors of the effectiveness of EFL teachers' PD. Thus, some intervention strategies need to be taken to overcome their negative influences on PD.

- The MOE and school centralized decisions need to take teachers' working conditions and teachers' PD into consideration while making decisions. This will require creating a PD Committee at the school level and another one at the MOE level. These two committees can liaise with each other and report any obstacles they might face. This will have a positive impact that will enable teachers to attend PD opportunities and make full use of them; otherwise, these PD opportunities will be futile.
- Teachers' PD needs to have a mentoring and quality assurance committee at the MOE level that has strict rules and regulations for the selection of teachers for their internal and external PD opportunities. This will minimize bureaucracy in general and the culture of favouritism in particular. In this way, every teacher at school will be given a fair chance to attend PD opportunities, with no place for inclusion or exclusion of teachers based on favouritism.
- The PD committee at the MOE needs to liaise and coordinate their efforts with university professors who plan, design, and implement teachers' PD opportunities. Teachers' needs and concerns should be assessed to design PD opportunities that meet teachers' PD needs and address their concerns. This will ensure that teachers' PD opportunities are effective and worth the time spent and the efforts exerted.
- The MOE needs to impose decisions to appoint all graduates of Faculties of Education with a total grade of "Good", or higher, into Egyptian schools. Faculty of Education graduates whose total grade is less than "Good" should be appointed as teaching assistants for three years to obtain experience in the field before being considered competent. After three years, the performance of these teaching assistants should be assessed, then based on this assessment they can be hired as school teachers. This will ensure a fair recruitment process based on efficiency and quality.
- In reference to addressing ineffective teacher promotion, a committee should be created at the MOE level where every teacher who meets the promotion criteria will present a portfolio (including all teaching assignments, reports, administrative roles, etc.) which will be used to assess his/her performance. The committee will make a decision whether to promote the

teacher or not based on this portfolio. This will ensure a fair promotion process that is based on teacher efficiency and quality of teaching and professional development applied to teaching practices.

- There needs to be more co-ordination between schools and universities due to the fact that some PD programmes are held at universities. This coordination may resolve many problematic issues for teachers regarding the timing of PD sessions.

8.5. The researcher’s practical suggestions to improve EFL teachers’ PD.

Some practical interventions that the researcher suggests in order to improve EFL teachers’ PD are as follows; a EFL Teachers’ Work Environment Questionnaire, a PD Evaluation Form, and a conceptual framework for designing EFL teachers’ PD programmes.

8.5.1. The researcher’s EFL Teachers’ Work Environment Questionnaire

Table (15) The researcher’s EFL Teachers’ Work Environment Questionnaire

NO.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The school working conditions are positive.					
2.	Teachers have cooperative relationships with their colleagues.					
3.	Colleagues promote PD of their colleagues.					
4.	School management appreciates teachers’ work as EFL teachers.					
5.	School management provides incentive for teacher’s administrative help.					
6.	School management have flexible management procedures towards work emergencies.					
7.	School administration supports teachers’ PD efforts.					
8.	School location is of a reasonable distance to teacher’s house.					
9.	Students respect you as a teacher.					
10.	Students behave well towards each other.					
11.	Students have a positive attitude towards your teaching.					
12.	The workload is suitable to the allocated teaching time.					
13.	The imposed curriculum innovations are effective.					
14.	There is an effective training system to curriculum innovations.					
15.	The different educational materials are available.					

16.	The system of students' examinations is adequate.					
17.	Teachers have effective relationships with students' parents.					
18.	Parents promote teacher's PD.					
19.	Teachers have adequate relationships with supervisors.					
20.	Supervisors support teacher's PD.					
21.	Teacher's salary is appropriate to life demands.					
22.	The PD programmes designed by MOE are suitable.					
23.	The PD content is appropriate to teacher's individual academic needs.					
24.	Teachers have a positive attitude towards their job as EFL teachers.					
25.	Teaching fits with teachers' lifestyle and family responsibilities.					
26.	Teacher's PD fits with teachers' lifestyle and family responsibilities.					
27.	Teachers have a proper teaching promotion in the teaching career.					
28.	The school facilities which promote your teaching are effective.					
29.	MOE has proper policies towards appointing more EFL teachers.					
30.	I consider myself as an effective EFL teacher.					

The 3rd section: Open-ended questions about EFL Teachers' Working Environment

1. What was your experience of teaching English?

2. To what extent do you feel your teaching objectives have been achieved?

3. What barriers might impede your teaching in class?

4. What challenges do you face during your school day?

5. What are your suggestions to overcome any obstacles that you face during your school day?

8.5.2. PD Evaluation Form

Table (16)The researcher's PD Evaluation Form

The item	The Evaluation			
1. The quality of the content of PD.	○ Excellent	○ Good	○ Fair	○ Poor
2. The usefulness of the developed skills.	○ Very useful	○ Somewhat	○ Minimal	○ Not at all
3. The quality of the pedagogical practices.	○ Excellent	○ Good	○ Fair	○ Poor
4. The adequacy of the educational materials.	○ Very adequate	○ Somewhat	○ Minimal	○ Not at all
5. The performance of the training provides.	○ Excellent	○ Good	○ Fair	○ Poor
6. The practicality of the presented knowledge.	○ Very practical	○ Somewhat	○ Minimal	○ Not at all
7. The relevance of the content to your needs as EFL teacher.	○ Very relevant	○ Somewhat	○ Minimal	○ Not at all
8. The appropriateness of the location of the PD programme.	○ Very appropriate	○ Somewhat	○ Minimal	○ Not at all
9. The suitability of the timing of PD programme.	○ Very suitable	○ Somewhat	○ Minimal	○ Not at all
10. The positivity of the learning environment at the PD programme.	○ Excellent	○ Good	○ Fair	○ Poor
11. The enhancement of collaborative work among the EFL teachers as learners.	○ Excellent	○ Good	○ Fair	○ Poor

8.5.3. Conceptual framework of designing EFL teachers' PD programmes.

To design effective EFL teachers' PD programmes, PD designers need to follow the steps the researcher has identified through the current research (See: Fig. 28):

1. Identifying EFL teachers' academic needs and concerns.
2. Identifying teachers' class and school working conditions.
3. Identifying recent research trends in EFL teachers' PD programmes.
4. Holding meetings with representatives of supervisors, training providers and EFL teachers to discuss the agenda of PD courses and identifying their expectations and perspectives.
5. Determination the aim of the PD programme.
6. Selecting the model and the characteristics of the PD programme.
7. Specifying the different stages of the PD programme.
8. Selecting the content and the activities of the PD programme.
9. Choosing the best teaching strategies and the required educational materials with the co-operation of the training providers.
10. Providing the training providers and the supervisors with series of inductions so that they may become well prepared to teach the PD programme effectively.
11. Piloting the PD programme for six months at least.
12. Conducting evaluation of PD programme from the EFL teachers' point of view, and the different PD stakeholders, including supervisors, training providers, and the designers themselves.
13. Applying any type of modifications to the PD programme.
14. Apply the PD course to all the teachers.
15. Finally, following up and assessing the effectiveness of PD programmes and applying the necessary modifications.

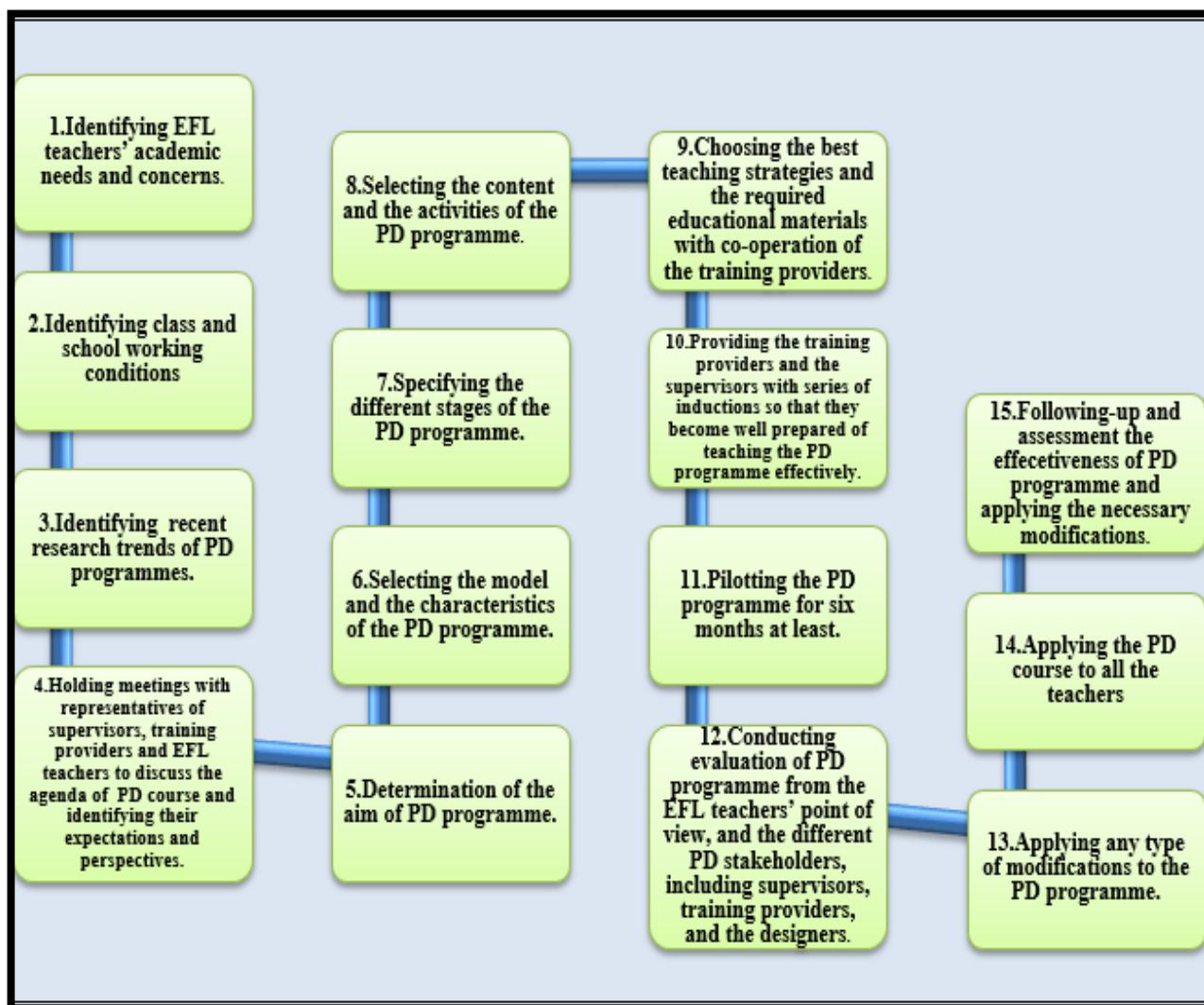


Figure (28) The researcher's conceptual framework of designing EFL teachers' PD programmes

8.6. Recommendations for future research

The current research has provided rich data and highlighted a number of suggestions for further research, as detailed below.

8.6.1. Qualitative research

The current study shows the dominance of quantitative approaches in educational research in Egypt. There is a need to conduct more qualitative research in the Egyptian context in general, and PD context in particular, for different reasons. Qualitative research provides a different type of data other than quantitative research, as Lincoln (2000) claims, qualitative research includes an interpretive and naturalistic approach where the phenomena are investigated in their context with different interpretations of those who are involved in it. Furthermore, Shank (2002: p.11) indicates that qualitative researchers are 'discoverers and reconcilers of meaning where no meaning has been clearly understood before'. Moreover, Evered and Louis (1981: p. 385) highlight that

quantitative studies deal with ‘inquiry from the outside’ while qualitative studies tackle ‘inquiry from the inside’. Thus, it is important to consider the qualitative research in the Egyptian educational research field.

8.6.2. Mixed method research

More research on in-service EFL teachers’ PD using a mixed method research methodology should occur in order to obtain a more comprehensive picture of the current PD. This mix of research methods has not been used extensively in Egypt in the investigation of PD for Egyptian in-service EFL teachers (Tolbah, 1999). This is because the focus in investigating EFL teacher research studies in Egypt is based on designing a PD programme and investigating its validity using quantitative statistical techniques of inquiry through an experimental/quasi-experimental design (Seliem and Ali, 2010). The idea underpinning these trends is that it is a common belief in Egypt that research studies are based on the scientific method that will result in solid objective results concerning investigating any educational issue (Ghoneim,1998; Mahmmoud, 2003). Accordingly, there is a need to use mixed research methods to provide a more comprehensive investigation through multi-strategy research (Bryman, 2001) which provides more flexibility in investigating the problem of the study ‘to know and use a variety of methods to be responsive to the nuances of particular empirical questions and the idiosyncrasies of specific stakeholder needs’ (Patton, 2002: p.585).

8.6.3. Teachers’ knowledge of general English

The current study reveals many deficits in knowledge and skills of EFL teachers’ general level of English. More research is needed to investigate the difficulties and challenges with EFL teachers’ writing, speaking, listening, and reading English based on assessing their knowledge and skills through class observations and analyses of samples of their work. This can enhance creating effective interventions and modification to PD sessions to enable EFL teachers to have an excellent level of general EFL and its four core skills. Furthermore, the proficiency in teachers’ knowledge of general English may create solid bases for EFL teachers to cope with studying academic courses in non-specialist programme and other PD opportunities. Finally, teachers’ knowledge of general English will enhance EFL teachers’ self-efficacy in teaching as most of them complain about their low-level in general English skills-writing, speaking, listening, and reading.

8.6.4. Criteria for content research

The current study reveals many deficiencies in the content of some EFL teachers’ PD. The researcher thinks there is a need to conduct further studies into the approved criteria of content and

knowledge base selection as created by EFL teachers, stakeholders of PD, and the MOE designers of PD. Furthermore, there is a need to conduct more studies to confirm the validity of the selected criteria and their effectiveness through the application of PD as well as assessing its influence on students' learning outcomes.

8.6.5. Experienced and novice EFL in-service teachers' beliefs and practices

There is a need to explore novice and experienced Egyptian EFL teachers' perspectives on their beliefs and practices. This can promote the trend of EFL teachers' differentiation such as needs, concerns with learning pace and other factors within the Egyptian context. Furthermore, connecting beliefs and practices can provide further insight into EFL teachers' decisions and attitudes towards their teaching and PD.

8.6.6. The influence of PD programmes on teaching practices and follow up

The current study indicates that EFL teachers' PD lacks follow-up, and the element of reflection. There is a need to conduct more studies to identify the influence of PD on teaching practices through investigating what EFL teachers transfer from PD into the real application of class practices. This may enhance the identification of the extent of the effectiveness of the PD as well as its connection with students' learning outcomes. Additionally, this study will probably reveal the different skills that EFL teachers have already mastered and those that need more attention.

8.6.7. Effectiveness of training providers

The current study shows a general ineffectiveness of training providers of PD. Thus, there is a need to design training programmes for training providers that will prepare them adequately to teach EFL teachers' PD. For example, the training providers need to be trained how to use different teaching strategies effectively. Moreover, they need to be trained on how to work with EFL teachers as adult learners. These training programmes can be enhanced by being combined with PD goals (Villgas-Remiser, 2003), and equipping training providers with the essential knowledge and skills needed with regular assessment of their performance.

8.6.8. Supervisory practices

The current study explored the nature of supervisors' practices in class and PD. There is a need to design a PD programme to professionally train supervisors in the different supervisory practices and provide them with up-to-date knowledge and skills about supervision. This will enable supervisors to be developed effectively. Further research is needed to investigate the effect of different supervisory approaches on enhancing supervisors' knowledge and skills of supervision.

8.6.9. Relationship between EFL teachers' initial training and teachers' PD

The current study advocates the need for conducting studies to explore the nature of the relationship between EFL teachers' initial training and teachers' PD, as well as the influence of each on EFL teachers' quality of performance. This may provide more knowledge and understanding about the link between EFL teachers' initial training and teachers' PD as well as investigating ways of supporting and integrating them. Furthermore, this seems to create a comprehensive system of EFL teachers' education that combines EFL teachers' initial training and PD.

8.7. Reflexive Comment

The researcher's view has changed as a result of doing this PhD research in a number of ways. First, the researcher realized that some stakeholders of PD, especially supervisors, school principals, and designers of PD, are satisfied with the current status of teachers' PD in Egypt. For example, some of them were reluctant to answer the researcher's questions and they tried to provide the researcher with a bright picture of the reality of PD at the beginning of the current research. After telling them that the study seeks to reveal the hindering factors to the effectiveness of quality of PD in order to improve it, they replied that nothing will be changed and everything is organized in a proper way in PD field. This was a surprising fact for the researcher. This made the researcher certain that stakeholders of PD are not connected to the realities of EFL teachers as adult learners, instructors, and individuals, as well that this constituency is *miles away* from understanding EFL teachers' concerns and challenges with PD. Thus, it was much safer for them to criticize EFL teachers through their own comments than to voice any of their own concerns of teachers' PD in general, or to agree with the negative responses of the participants of the current study.

Second, throughout the researcher's experience of doing this research, the researcher believes that teachers' PD in the Egyptian context is in need of combining both the top-down model and the bottom-up to be effective. This is due to the strong influence of the MOE centralization which may negatively affect any intervention from the bottom-up model of EFL teachers' PD. Besides, EFL teachers lack the awareness of administrative procedures that may contradict their hopes and desires to become school managerial and administrative staff later on. Consequently, creating a better channel of communication between the MOE and EFL teachers through integration of the top-down model and the bottom-up model of EFL teachers' PD may improve the effectiveness of PD. The researcher thinks that EFL teachers have a great desire to voice their concerns to the higher officials at the MOE. However, the MOE needs to begin to make initiatives to facilitate this kind of mutual agreement and discussion between them and the EFL teachers in order to surmount any challenges

with effective EFL teachers' PD.

Third, the power of parents on not only the educational system, but also on EFL teachers' PD was an unexpected surprise for the researcher. Fourth, EFL teachers have identified the major points of weaknesses in their PD and recommended some possible interventions to improve the situation. These were unexpected reactions from the point of view of the stakeholders who regard the teachers as unqualified and lacking sufficient knowledge and experience to contribute to the planning and development of PD opportunities.

Fifth, the school context is another factor that hampers Egyptian teachers' PD. Therefore, the researcher found that the many red-tape procedures at schools should be eliminated to facilitate teachers' PD and make it a positive experience. Moreover, the cultural specifics of Egyptian teachers' PD need to be taken into consideration in order to address the many concerns that rise during the planning, design, and implementation of PD opportunities. Addressing these culture specifics will help minimize the strong criticism of the different bodies towards futile PD opportunities. Furthermore, Egyptian EFL teachers' negative attitudes towards the effectiveness and value of PD, needs to be changed gradually into a positive one. The researcher thinks this change process needs some time, but commitment to change will help make it successful. Not only teachers' PD culture specifically, but also the socio-economic context of Egypt has adverse consequences on teachers' PD. For example, due to teachers' low salaries in Egypt, teachers resort to giving private tuition to gain more money to support themselves financially. This economic condition makes teachers prefer private tuition over attending PD opportunities.

Sixth, in response to the examiners' comments regarding the lexis of failure in the texts of the current research tools (i.e. 'hinder' and 'negative'), the researcher had to conduct some more semi-structured interviews with some stakeholders in which the lexis of failure has been removed (See appendix 8). The stakeholders were questioned on the same original questionnaire constructs without being in a defensive position about teachers' perspectives. Stakeholders' experiences and perspectives concerning teachers' PD in Egypt were elicited about their general views of EFL teachers' PD without referring to teachers' perceptions of the same issues. For example: *'What is your view about the effectiveness of PD opportunities?'* The analysis of the stakeholders' interviews revealed similar findings to the ones in which the lexis of failure used in the previous version of the interview questions. Some of the most prominent findings revealed that stakeholders attacked and blamed EFL teachers for being part of the problem contributing to ineffective PD opportunities.

The researcher discovered that there is a one-sided view where stakeholders blame Egyptian EFL teachers for making their PD ineffective. Furthermore, the researcher clarifies that her starting point at the beginning of conducting the current study, and her incentive for conducting the current study, was the prevailing dissatisfaction with PD; in that context the researcher tried to explore the reasons for this dissatisfaction through looking at EFL teachers' experiences as well as PD stakeholders. Thus, it is appropriate to use words such as 'hinder' and 'negative' in the research tools when investigating EFL teachers' unsatisfactory experiences.

Consequently, the lexis did not affect the responses of EFL teachers as the findings of the current study confirm that there are many challenges with EFL teachers' PD. Additionally, the lexis of failure did not affect the responses of stakeholders of PD as more semi-structured interviews were conducted investigating their views about EFL teachers' PD in general, and their responses did not alter. Thus, the use of a lexis of failure enabled the researcher to understand that teachers' PD is marked by a blurred vision and misunderstanding of the nature and the work context of both EFL teachers and stakeholders. Therefore, this blurred vision and misunderstanding needs further attention and action to move teachers' PD process in Egypt forward.

8.8. Conclusion

The researcher attempted to present a comprehensive picture of EFL teachers' PD in Egypt through investigating EFL teachers' experiences, as well as other stakeholders' perspectives on EFL teachers' views of their PD. Based on the researcher's experience as an EFL teacher, she keeps remind herself that there should be a better way for EFL teachers to develop professionally and effectively, and for the provision of better PD opportunities. This view has been fully supported by the outcomes of the present study. In addition, a connection has been created between EFL teachers' views and stakeholders' perspectives that promotes a better understanding of top-down and bottom-up approaches within different contextual variables of classroom, school, and PD. Thus, more consideration needs to be given to the EFL teacher's PD process by linking it to different aspects of school reform, and to enable the creation of a solid framework to develop class, school, and PD contexts which the study shows, are closely-linked.

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Appendices

Appendix (1)

Consent Form

Graduate School of Education

University of Exeter

I have read and understood the research aims and purposes. I understand that my participation in this research is entirely voluntary and I may withdraw my participation at any time. I have the right to refuse permission for the publication of any information about me. All the information I provide will be confidential and for study purposes only. I am also aware that my participation in the study will be anonymous.

(Signature of participant) **(Date)**.....

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher. If you have any concerns about the research that you would like to discuss, please contact:

Contact phone number of researcher(s): 01142221091

The researcher: Lameya Rezk

E-mail: lmh207@exeter.ac.uk

Appendix (2)

Ethical Approval Form

STUDENT HIGHER-LEVEL RESEARCH



School of Education and Lifelong Learning

Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS
You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, then have it signed by your supervisor and 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/guides.php> and view the School's statement in your handbooks.

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: Lameya Mahmoud Abdeltawab Rezk

Your student no: 560027272

Degree/Programme of Study: PhD

Project Supervisor(s): (1) Malcolm MacDonald
(2) Nick Givens

Your email address: lmh207@ex.ac.uk

Tel: 07956256313

1

Chair of the School's Ethics Committee
last updated: September 2007

Title of your project:

Investigation into Egyptian EFL In-Service Teachers' Professional Development:
Surmounting the Challenges

Brief description of your research project:

My research project relates to Egyptian EFL in-service teachers' professional development in terms of the following: (1) the adequacy of their professional knowledge base, (2) the effectiveness of their pedagogical practices in fostering continuity and progression (3) the identification of the factors which promote or hinder the continuity and progression of professional development and (4) the development of a proposed framework to promote Egyptian EFL in-service teachers' professional development

Give details of the participants in this research (giving ages of any children and/or young people involved):

The participants of this study will be Egyptian in-service teachers of English in Cairo and Giza governorates. These teachers will be selected according to two criteria: purposiveness and accessibility (Silverman, 2001). The participants will be in-service teachers of English of mixed gender, mixed academic background, different years of experience and different schools to help collect varied rich and deep data which express the perspectives of most EFL teachers towards TPD programmes. Samples in mixed method design vary in size dependent on the research strand and question from a small number of cases to a large number of units of analysis (Teddle & Yu, 2007).

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs)

a blank consent form can be downloaded from the SELL student access on-line documents:

First, the participants in this study will be informed of its purpose and will be asked to sign a consent form to ensure voluntary participation. Second, to ensure participants' confidentiality and anonymity, the researcher will not mention the names of the participants; pseudonyms will be used. Third, the researcher will ask volunteer teachers to sign a form to confirm that they give their consent to participate in the research. Fourth, to show the accuracy of the research report, the researcher will

return the transcripts of the participants' conversation as they may believe that alternative conclusions could be supported by the data. Fifth, the researcher will ensure that the data is kept securely. Sixth, the Data Protection Act confers the right of private citizens to access any personal data stored in relation to them; hence the researcher will give the participants the right of revisiting their recordings and to confirm that this is what they really mean. Seventh, the researcher will get permission of the school administration to conduct the class observation. Eighth, the researcher will debrief the participants with the findings at the conclusion of the research and provide them with copies of any reports or other publications arising from their participation. Finally, the researcher will attempt to correct what they judge to be wrong, to change what they condemn as unjust.

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:

Quantitative questionnaire will be used then journal writing will be applied. Focus groups will also be used in order to gain further insights into the data gained from the previous methods in a sequential explanatory design strategy of mixed methods research. Voluntary participation of the participants will ensure that there is no harm for any one of them.

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.):

The recorded focus group interviews and the completed questionnaires will be securely stored with the researcher and for the research purposes only.

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):

I don't think that there are any political or ideological conflicts that may arise during my study.

This form should now be printed out, signed by you below 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.

I hereby certify that I will abide by the details given above and that I undertake in my dissertation / thesis (delete whichever is inappropriate) 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: Lameya Rezk date: 6/3/2009

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: 1/4/2009 until: 31/9/2010

By (above mentioned supervisor's signature): M. N. Rezk date: 31/3/2009

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occurs a further form is completed.

SELL unique approval reference: D/08/09/44

Signed: Sahar J. Ali date: 01/04/2009
Chair of the School's Ethics Committee

This form is available from
<http://www.education.ex.ac.uk/students/index.php> then click on On-line documents.

Appendix (3) Non-specialists' PD programme courses

Year I courses	Year II courses	Year III courses	Year IV courses
<ul style="list-style-type: none"> • Essay and Reading comprehension • Translation • Phonetics and • Grammar • Drama and Criticism • Novel and Prose • Poetry and criticism • -European language • Arabic language • -Introduction to Behavioural and educational sciences 	<ul style="list-style-type: none"> • Essay and Reading comprehension • Translation • Phonetics and Grammar • Drama and Criticism • Novel and Prose • Poetry and criticism • European language • Arabic language • Introduction to behavioural and educational sciences • Civilization and history of language and literature 	<ul style="list-style-type: none"> • Essay and Reading comprehension • Translation • Phonetics and Grammar • Drama and Criticism • Novel and Prose • Poetry and criticism • Education and problems of Arab society • Education foundations • Teaching methods • History of education • Curriculum and educational media • Educational psychology • Developmental psychology • Years marks • Teaching practice 	<ul style="list-style-type: none"> • Essay and Reading • comprehension • Translation • Phonetics and Grammar • Drama and Criticism • Novel and Prose • Poetry and criticism • Education foundations • Teaching methods • Comparative education • Curriculum and educational media • Developmental psychology • Social psychology, Health education and Psychological health • Years marks • Teaching practice

Appendix (4)

Training teachers' abroad programme at UK University

Compulsory courses

- TESOL Methodology
- Language and the Learner
- Second Language Teaching Curriculum
- Research: Foundations, Assumptions and Praxis
- Research Methods (Part One) Sources of Knowledge
- Research Methods (Part Two) Conceptualizing
- Research Methods (Part Three) Planning Research

Optional courses

Optional courses may include:

- Evaluation and Design of TESOL Materials
- Language in Use
- Language Testing
- Online Language Learning
- Teaching Text Across Borders
- Techniques and Processes of Teacher Education and Supervision for TESOL
- TESOL for Young Learners
- Theory and Practice of Second Language Learning
- Language Awareness for Second Language Teachers
- Investigating Individual Learner Differences
- Language and Culture Pedagogy

(Course Guide of MSc. TESOL, UK University, 2011)

Appendix (5)
Questionnaire about EFL teachers' PD programmes

Dear participant:

This questionnaire was designed to explore your perspectives regarding PD opportunities that you have experienced. It is part of a research project I am carrying out to investigate factors that affect your PD experiences from your own experiences on three levels; PD level, class level and school level.

Thanks for your support.

Section (I): Personal Data

Name:

Gender: Male Female

Years of experience: (1-5 years) (5-10 years) (More than ten)

School: Governmental Experimental Private Languages

Qualification: BA in Education MA in Education PhD in Education Other

Email:

Mobile:

Please read the following statements carefully and put a tick under the response which represents point of view of PD that you have experienced.

Section (II) Content design of EFL teachers' PD opportunities

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	PD opportunities offer effective specialized courses.					
2.	PD opportunities present helpful educational courses.					
3.	PD opportunities promote how to teach speaking.					
4.	PD opportunities help you in teaching listening.					
5.	PD opportunities develop your teaching of reading.					
6.	PD opportunities support how to teach writing.					
7.	PD opportunities help you in teaching grammar.					
8.	PD opportunities promotes your vocabulary teaching.					
9.	PD opportunities develop how to teach translation.					
10.	PD opportunities promotes general English language Knowledge.					

11.	PD opportunities help you in class management.					
12.	PD opportunities help you design a lesson plan.					
13.	PD opportunities support your practices of teaching.					
14.	PD opportunities help you deal better with students.					
15.	PD opportunities support your interpretation of the curriculum.					
16.	PD opportunities develop your teaching strategies.					
17.	PD opportunities promotes your awareness of Feedback.					
18.	PD opportunities offer ways of designing a test.					

Section (III): Pedagogical Practices of PD Opportunities

NO.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Co-operative learning strategy is used in PD.					
2.	Discussions are encouraged in PD.					
3.	Lecturing is an effective teaching strategy in PD.					
4.	There are different activities in PD.					
5.	Effective educational materials are used in PD.					
6.	Handouts are distributed in PD opportunities.					
7.	Audio-visual materials are available in PD.					
8.	Learning environment is a positive one.					
9.	Training providers are approachable to teachers and willing to help.					
10.	Effective assessment tools are used in PD.					
11.	Training providers provide feedback.					
12.	Peer review is used in PD to improve learning.					
13.	Teachers are asked to provide feedback about PD.					
14.	Teachers are asked to provide feedback about their training providers.					
15.	Training providers are well-trained.					

Section (IV): ELT class, school context and EFL teachers' PD opportunities

NO.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Teaching workload prevents PD inside school.					
2.	Private tuition hinders teachers' PD.					
3.	There is a separation between class pedagogy and PD.					
4.	Curriculum innovations are effectively Applied.					
5.	PD promotes standards and quality in class.					
6.	Large class prevents application of PD.					
7.	Bad relationship between students and teachers hinder the application of PD.					
8.	School principals support your PD.					
9.	School principals support PD application.					
10.	Supervisors promotes your PD.					
11.	Good relationships with colleagues are prevailed in schools.					
12.	Colleagues promote your PD.					
13.	Parents encourage your PD.					
14.	School libraries help you to be professionally developed.					

Section (V) open-ended questions about EFL teachers' PD

1. What was your experience of PD opportunities?
2. To what extent do you feel your personal learning objectives have been achieved?
3. What barriers might impede your implementation of PD in class?
4. What other factors hindered your PD on school level?

Dear participant,

I may need your participation in another stage of this project including doing a journal writing and focus group. There is no compulsion for you to participate and you may at any stage withdraw your participation. Any information which you give will be used solely for the purposes of this research project, and all information you give will be treated as confidential. If you wish to participate in the journal writing and focus group or both, please give me your contact details below.

Name: **Telephone number/Mobile:** **Email:**

Thank you for your cooperation

Appendix (6)
Journal Writing Questions

Thank you for taking the time to write about your experiences of PD opportunities that you have experienced. You can express freely without any restrictions and be assured that your names will not be mentioned in the PhD thesis. Please feel free to e- mail or phone me on my attached personal contacts for any clarifications if the need arises.

1. How did you find your experiences in EFL teachers' PD? Why?
2. Do you think that your learning objectives have been fulfilled? Why?
3. How did you find the PD courses? What needs to be omitted? What needs to be added?
4. How did you consider yourself being a qualified teacher? What are your points of weaknesses that need to be sustained by PD?
5. To what extent did you find PD helpful in promoting your English language teaching skills?
6. How did you find your experience in the way the training providers teach in PD? Why?
7. How did you find school contexts' role in promoting EFL teachers' PD? Why?
8. How did you find the effectiveness of MOE in management of EFL teachers' PD? Why?
9. To what extent EFL teachers' PD expressed your needs, concerns, problems, and challenges? Why?
10. How did you think the hindering factors of PD can be surmounted? Why?

Appendix (7)

Focus Group Questions

Thank you for taking the time to meet with me today. Our interview should last about an hour. Please feel free to ask for any clarifications if the need arises. I'd like you first to briefly introduce yourself.

1. Reflecting on your experience of EFL teachers' PD, what seems to discourage you from continuity and progress in EFL teachers' PD? Why?
2. What types of PD courses do you find inadequate? Why?
3. What are the aspects of ELT that need to be promoted in EFL teachers' PD? Why?
4. Please comment on your level of general English language knowledge and competency.
5. What do you think about the pedagogical practices of EFL teachers' PD? Why?
6. Do you think that there is a gap between theory and practice in PD? Why?
7. What are the hindering factors that cause effectiveness of PD in class context? Why?
8. What do you think about the effectiveness of the role of the following stakeholders; designers of PD, training providers, supervisors, parents in promoting EFL teachers' PD? Why?
9. What do you think need to be modified, altered or changed in EFL teachers' PD? Why?
10. Please comment on the importance of your role in EFL teachers' PD, Why?

Appendix (8)

Semi-structured interviews questions for stakeholders of PD

These semi-structured interviews have been designed to further explore the effectiveness of teachers' PD opportunities from the stakeholders' perspectives. These semi-structured interviews aim at getting the views of PD stakeholders towards PD opportunities in general as well as their perspectives of stakeholders of PD on teachers' experiences to provide a comprehensive view about challenges and difficulties encountering effectiveness of teachers' PD.

As a general question for the following categories of PD stakeholders, I asked them about their views in general about:

- 1-What is your view about the effectiveness of PD opportunities?
- 2- What are the points of strength in this field?
- 3-What are the points of weaknesses?
- 4-What do you think the area which need improvement?
- 5-How can you see the role of EFL teachers in the effectiveness of this process?

Then, I addressed the following questions to each group separately seeking their responses.

1. Questions for designers of PD

Q.EFL teachers are not satisfied about some factors related to teachers' PD and they considered them as hindering factors to the effectiveness of teachers' PD. What do you think?

Probes:

1. Specialized courses
2. Educational courses
3. Instructional courses
4. Practical courses.
5. Duration of EFL
6. Timing of EFL teachers' PD
7. Selection criteria and entry requirements of EFL teachers' PD.
8. Having no participation of teachers' in designing their PD opportunities
9. Negative attitude towards their PD

2. Questions for training providers of PD

Q.EFL teachers are not satisfied about some factors related to teachers' PD and they considered them as hindering factors to the effectiveness of teachers' PD. What do you think?

Probes:

1. Teaching strategy of lecturing
2. Teaching activities
3. Varieties of educational materials
4. Unsupportive learning environment
5. Assessment system of teachers' PD
6. Assessment feedback from training providers
7. No evaluation of PD opportunities or the training
8. Well-preparation to PD's training providers
9. Location and access of teachers' PD
10. The physical environment of teachers'

3. Questions for school principals

Q.EFL teachers are not satisfied about some factors related to teachers' PD and they considered them as hindering factors to the effectiveness of teachers' PD. What do you think?

Probes:

1. School principals
2. Colleagues at schools
3. School libraries
4. Centralization
5. Favouritism
6. Co-ordination between university and teachers' workplaces.
7. Teachers' promotion.
8. Getting a teaching job

4. Questions for parents

Q.EFL teachers are not satisfied about some factors related to teachers' PD and they considered them as hindering factors to the effectiveness of teachers' PD. What do you think?

Probes:

1. Parents' interference in their teaching practices and assessment techniques.
2. Parents are a hindering factor of the effectiveness of their PD.
3. Parents don't realize the importance of attendance of their PD.

5. Questions for supervisors

Q.EFL teachers are not satisfied about some factors related to teachers' PD and they considered them as hindering factors to the effectiveness of teachers' PD. What do you think?

Probes:

1. Organization of the study and exam schedules of teachers' PD
2. Workload and time pressure
3. Private tuition
4. Curriculum innovations
5. Quality standards in their PD.
6. Large class
7. Bad relationships with
8. Supervisory practices
9. MOE decisions are de-contextualized and neglect teachers' needs and concerns
10. Bureaucracy

Appendix (9)
Table of data analysis coding

The code	Meaning of the code
DC	Design Content
SC	Specialized Courses
EC	Educational Courses
IC	Instructional Courses
PC	Practical Courses
ETL	English Target Language
PC	Practical Courses
SLD	Short/Long Duration of PD
TPD	Timing of Professional Development
PTD	Participation of Teachers in PD
PP	Pedagogical Practices of PD
TS	Teaching Strategies
TA	Teaching Activities
EM	Educational Material
LE	Learning Environment
TAS	Teachers' assessment
ASF	Assessment feedback in teachers' PD
ETP	Evaluation of PD and TP

PTP	Preparation of Training Providers
LIP	Logistical Issues of Professional development
LPD	Location and access of PD
PE	Physical environment of teachers' PD
OS	Organization of study and exam schedules
TAT	Teachers' attitude towards teachers' PD

CP	Class Pedagogy
TW	Teachers' workload and time pressure
PT	Private Tuition
PDQS	Professional Development and Quality Standards
LC	Large Class
PDTR	Professional Development and teachers' relationship with students
SC	School Context
SUP	Supervisory Practices
CWS	Collegiality Within Schools
SP	School Principals
POP	Power Of Parents
SF	School Facilities
MOP	Management of Professional Development

PMD	Professional Development and Ministry of Education decisions
CEN	Centralization
BUR	Bureaucracy
FAV	Favouritism
CUW	Co-ordination between university and schools
TP	Teachers' promotion
GT	Getting a teaching job

The data collection tool		The investigated PD opportunities	
Q	Questionnaire	NN	Non-specialist
JW	Journal writing	TT	Teachers training abroad
FC	Focus group	W	Workshops training
SS	Semi-structured interview	VD	Video-conference training
OEQ	Open Ended Questions		
The stakeholders of PD			
DP	Designer of PD	TP	Training providers of Professional Development
SU	Supervisors	POP	Power Of Parents
SP	School Principals		

Appendix (10)

Percentages of Questionnaire data analysis

The questionnaire item	The theme	The category	The sub-category	Non-specialists PD Programme	Training teachers' abroad	Video-conference and Workshop trainings
PD opportunities offer effective specialized courses	Program me related factors	Content design	Specialized courses	95% disagree	98% agree	90% disagree
PD opportunities present helpful educational courses			Educational courses	93% disagree	90% disagree	88% disagree
PD opportunities promote how to teach speaking			Instructional courses	95% disagree	70% agree	97% disagree
PD opportunities help you in teaching listening				96% disagree	63% agree	92% disagree
PD opportunities develop your teaching of reading				98% disagree	66% agree	91% disagree
PD opportunities support how to teach writing				94% disagree	65% agree	91% disagree
PD opportunities help you in teaching grammar				90% disagree	59% agree	93% disagree
PD opportunities promote vocabulary teaching				92% disagree	76% agree	95% disagree
PD opportunities develop how to teach translation				93% disagree	60% agree	94% disagree
PD opportunities promote general English language knowledge				98% disagree	90% disagree	95% disagree
PD opportunities help you in class management			Practical courses	98% disagree	50% disagree	96% disagree
PD opportunities help you design a lesson plan				82% disagree	60% agree	94% disagree
PD opportunities support your practices of teaching				96% disagree	80% agree	90% disagree
PD opportunities help you deal better with students				94% disagree	60% agree	93% disagree
PD opportunities support your interpretation of the curriculum				93% disagree	95% agree	89% disagree
PD opportunities develop your teaching strategies				87% disagree	93% agree	85% disagree
PD opportunities promote your awareness of feedback				94% disagree	94% agree	92% disagree
PD opportunities offer ways of designing a test				97% disagree	90% agree	99% disagree

The questionnaire item	The theme	The category	The sub-category	Non-specialists PD Programme	Training teachers' abroad	Video-conference and Workshop trainings
Co-operative learning strategy is used in PD	Programme related factors	Pedagogical practices	Teaching strategies	93% disagree	90% agree	98% disagree
Discussions are encouraged in PD				97% disagree	94% agree	91% disagree
Lecturing is an effective teaching strategy in PD				97% disagree	90% disagree	95% disagree
There are different activities in PD			Teaching activities	93% disagree	98% agree	91% disagree
Effective educational materials are used in PD			Educational materials	88% disagree	87% agree	91% disagree
Handouts are distributed in PD opportunities				89% disagree	87% agree	88% disagree
Audio-visual materials are available in PD opportunities				96% disagree	90% agree	92% disagree
Learning environment is a positive one			learning environment	98% disagree	95% agree	90% disagree
Training providers are approachable to teachers and willing to help				99% disagree	93% agree	91% disagree
Effective assessment tools are used in PD			Teachers' assessment	99% disagree	90% agree	93% disagree
Training providers provide feedback			Teachers' feedback	93% disagree	86% agree	90% disagree
Peer review is used in PD to improve learning				92% disagree	95% agree	94% disagree
Teachers are asked to provide feedback about PD programmes			Evaluation of PD&TP	85% disagree	94% agree	90% disagree
Teachers are asked to provide feedback about their training providers				95% disagree	90% agree	91% disagree
Training providers are well-trained			Training of training providers	97% disagree	94% agree	94% disagree

The questionnaire item	The theme	The category	The sub-category	Non-specialists PD Programme	Training teachers' abroad	Video-conference and Workshop trainings
Teaching workload prevents PD inside school	Class related factors		Teaching workload and time pressure	97% agree	93% agree	96% agree
Private tuition hinders teachers' PD			Private tuition	99% agree	95% agree	97% agree
There is a separation between class pedagogy and PD			Separation between class pedagogy and PD	96% agree	85% agree	86% agree
Curriculum innovations are effectively applied				96% disagree	85% disagree	91% disagree
PD promotes standards and quality in class			PD and quality standards	86% disagree	90% disagree	80% disagree
Large class prevents application of PD			Large class	99% agree	95% agree	99% agree
Bad relationship between students and teachers hinders the application of PD			PD and relationship between teachers and students	98% agree	96% agree	93% agree
School principals support your PD	School related factors		School principals	90% disagree	85% disagree	93% disagree
School principals support PD application				85% disagree	87% disagree	99% disagree
Supervisors promote your PD			Supervisors	89% disagree	93% disagree	86% disagree
Good relationships with colleagues prevail in schools			Colleagues	95% disagree	82% disagree	85% disagree
Colleagues promote your PD				88% disagree	90% disagree	94% disagree
Parents encourage your PD			Power of parents	90% disagree	88% disagree	95% disagree
School libraries help you to be professionally developed			School facilities	96% disagree	93% disagree	92% disagree