

6-2012

Primary English Language Teachers' Perceptions On Professional Development Programs In Public Private Partnership Schools In Al - Ain, United Arab Emirates

Jamila Khamis Saif AlHassani

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جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAEU Faculty of
Education

United Arab Emirates University
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Department of Curriculum and Instruction
Master of Education Program

**PRIMARY ENGLISH LANGUAGE TEACHERS' PERCEPTIONS ON PROFESSIONAL
DEVELOPMENT PROGRAMS IN PUBLIC PRIVATE PARTNERSHIP SCHOOLS IN
AIAIN, UNITED ARAB EMIRATES**

By

Jamila Khamis Saif AlHassani

A Thesis Submitted to
United Arab Emirates University
In Partial Fulfillment of the Requirements
For the Degree of
Master of Education
Curriculum and Instruction: English Language Education

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By

Jamila Khamis Saif AlHassani

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June 2012

"It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get."

Andy Hargreaves and Michael Fullan (Educational theorists)

ABSTRACT

This study intended to examine primary English language teachers' perceptions towards professional development programs in Public Private Partnership (PPP) schools. It aimed at identifying to what extent these teachers thought these programs helped them improve as ESL teachers. The data was obtained through conducting focused-group interviews and a survey. The study took place in Al-Ain Educational zone during 2010-2011. The interview sample included 18 female and male teachers and the survey sample included 30 out of 60 out of 17 PPP primary schools in Al Ain. The study found that one-shot workshop PD model in PPP was perceived negatively by English language teachers while models that encouraged collegiality and collaboration among teachers have been highly appreciated. It was also found that many of the PD programs might not be very successful due to the lack of content focus, coherence, negligence of ESL teachers' needs and incompetent trainers. The study suggested implementing principles of high quality PDs to enhance teachers' motivation therefore their perceptions. The study also highly recommends taking language teachers' needs as well as utilizing variation of effective PD approaches into consideration.

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Dedication

To my beloved children

ACKNOWLEDGEMENT

It is a pleasure to thank those who made this thesis possible, my supervisor Dr. Sadiq Abdulwahed Ismail whose encouragement, guidance and support enabled me to develop an understanding of the subject.

I owe my deepest gratitude to Dr. Christopher Morrow for his guidance and support to construct all data-collection tools for the study.

I would like to show my gratitude to Dr. AbdulRahman Al-Mukhlafi , Dr. Hamid Alawidi and Dr. Ali Ibrahim who have been always there to provide support, feedback and advice.

I am heartily thankful to my friend Mr. David Miles for all the proof reading and the support he has always offered.

I am forever indebted to my family, my friends and my colleagues to support and encourage me.

CHAPTER I

Introduction

1.1 Introduction and Background

There is no doubt that the current educational climate is driven by a predominant concern with student achievement. Thus, in any educational reform, improving the students' performance is always the ultimate goal, and as there is an established connection between teaching quality and students' outcomes; there are constant calls for developing teachers' performance. This entails that teachers must be equipped with sufficient knowledge, skills and awareness in order to carry out their jobs.

Nevertheless, calls on professional development evolve concerns on the quality of such programs. Short-term or one-session workshops, trainings, seminars, lectures, and conference sessions are the mainstay of the traditional professional development model. (Smith & Gillespie, 2007). Villegas-Reimers (2003) refers to professional development as the development of a person in his or her professional role and as formal and informal experiences that range between workshops, meetings and reading publications. According to Luneburg (2011), high-quality professional development refers to rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers whose competence, expectations, and actions influence the teaching and learning environment. Thus, logically, development programs that fail to address teachers' needs are unlikely to succeed. And this applies for educational reforms as a whole, while their success depends mostly on teachers' performance. This instigated research on establishing characteristics of high quality of professional development programs.

The United Arab Emirates (UAE) is located on the Arabian Peninsula and, like other Gulf states, has seen a massive increase in wealth over recent decades in consequence of the development of the oil industry which rapidly has brought enormous and rapid changes in most sectors, including education (Clarke, 2006). Since 1971 (the year of independence) schools administrators, academics, and other observers of the UAE educational system have acknowledged, with concern, the poor quality of instruction and learning and resulting outcomes (Banna, 1997). Teaching methods on the whole are traditional and based on rote memorization. Moreover, a dependence on textbooks as the main resource for learning through memorization has been identified as inadequate (Banna, 1997). Innovation on the part of teachers is often viewed as very difficult because of the demands of complying with a centralized curriculum and evaluation system enforced by administrators and school inspectors (Gardner, 1995). Teachers in the UAE rely mostly on explanation and discussion with little use of small group, individualized, lecturing, or role-playing methods (Suwaidi, 1997, p 4-5). Concerns have also been expressed about students' performance which has been identified as a number of years behind that of students in other national systems.

Controversially, some scholars think that there is another reason behind lack of professional activities in the UAE schools. For example, Gardner (1995), states that "the high turnover of expatriate staff prevents UAE schools from developing a cadre of experienced teachers upon which quality programs can depend." Because "expatriate teachers are trained in their home countries, the UAE cannot exert control over their training or qualifications or provide for some common basis of experience" (Gardner, 1995).

There have been attempts from the side of Ministry of Education to provide regular in-service professional development workshops to support teachers and to develop these teachers' practices. Their training sought to ensure teachers' understanding of the curricula and a consistent implementation all over the country (Banna, 1997). It is worth noting that the

training provided by the Ministry of Education is always in the form of short courses of two to three days duration (Banna, 1997). Many schools on the other hand, take the initiative of providing teachers with in-service Professional Development training sessions and make sure that teachers are involved either by attending or by organizing training events in the school. Teachers in the UAE are required to undergo on average 30 hours of professional development each academic year which is a requirement for their final teacher evaluation report. Nevertheless, the UAE educational system still faces considerable challenges.

Despite these individual efforts, the UAE's education system has come in for some rather severe criticisms (Clarke, 2006). Mograby (1999) has reported that the problems in the UAE school system can be lack of clear missions and goals, closely related to the study programs and curricula, inappropriate methods of teaching and learning and having inflexible curricula and programs which lead to high drop-out rates and long duration of study. In 2011, the Minister of Education has presented that the current situation is not very different from what Dr. Mograby's report in 1999. The Minister points out that public education in the UAE still face challenges such as: unattractive schools and lack of conducive environment, inadequate learning resources, rote learning, limited number of Emirati teachers and teacher training is based on virtual classes rather than hands-on experiences (ECSSR, 2011). According to the recent statistics (2007/2008), there are 1,178 public and private schools in the UAE including 684,967 students and 60,144 administrators and teachers (ECSSR, 2011).

In response to this situation, the leadership in the UAE has realized the necessity for educational reform. The education system is no longer comprises the UAE ambitious goals (ECSSR, 2011). Starting from 2006, educational councils in the UAE have been established in the major cities: Abu-Dhabi, Dubai and Sharjah. These councils have initiated various professional development programs and experts from all over the world have contributed in

the education reform. The desired results of this education reform program are preparation of students for the labor market and providing teachers with qualifications to guarantee quality education (ECSSR, 2011).

Abu-Dhabi Educational Council (ADEC), established in 2006, has assigned international educational companies to operate the schools in the Emirate of Abu-Dhabi; which includes three educational zones or districts: Abu-Dhabi, Al-Ain and the Western zone. The Public-Private Partnership (PPP) was initiated as a pilot project in September 2006 in advance of implementation of the New School Model. As stated in ADEC official website, the initiative is intended to use the expertise of private school operators to enhance public schools operations. Generally, private operator teams work onsite at schools to support teaching and learning in the classroom. Primarily aimed at pedagogical reform, the operators seek to change teaching methods and raise performance of students. At a minimum, these teams consists of; a management advisor, an English as a Second Language (ESL) trainer, and teacher advisers representing core subjects such as English, Mathematics, Science, and ICT. These teams are contracted to work with each school for a minimum of three years; however, in some of the early pilot schools this partnership has been extended and additional contracts have been issued due to the positive results claimed to be achieved.

The private operators are all established international educational companies, who have demonstrated extensive experience in implementing the teaching and leadership methods ADEC wishes to deploy in the public sector. Some of the most important objectives of the PPP program objectives mentioned in ADEC's website include: improving the quality of learning and student outcomes, improving the quality of teaching, by introducing different teaching methods, improving English language skills, and focusing on increasing the skill levels and performance of all teachers. A key aim of ADEC is also to raise the percentage of

Emirati teachers in the profession. To summarize, the main goal of these companies is to raise the level of learning and teaching in school in each of the three districts.

Each school has an operator team assigned to it and each team has the responsibility for meeting Key Performance Indicators (KPIs). Each team is monitored on an annual basis and contractual compliance and meeting of the KPIs are ensured. Financial penalties are levied if KPIs are not met. To meet their obligations, these operators run professional development programs and seek to raise teachers' awareness and performance.

Over the last five years, teachers of all subjects have been offered weekly training sessions by the school operators usually delivered by a trainer from within the team. English language, Science and Mathematics teachers have been working with subject advisors, who coach and monitor the teachers in their daily routines.

1.2 Teacher education in the UAE

A very important issue to consider when questioning professional development is how Emirati teachers qualify to be teachers. Emirati English language teachers are recruited when they hold a basic credential which is BA degree in education or English language literature and recently in TESOL. Most of these teachers start their teaching career inadequately prepared for their teaching career (Albanna, 1997). Most teachers complete a four-year university course which emphasizes the study of academic subjects; including a course in educational theory and methodology, which is not related to practice or school experience (Albanna, 1997). Teachers, who are graduates of the Education College in the UAE University, complete some teaching practice in their final semester, which still fails to prepare them to handle the majority of classroom issues.

It is worth mentioning that an overall teacher training program is delivered at the Higher Colleges of Technology's (HCT) institute. The HCTs' program, as reported by Clarke (2006), has been developed specifically for the UAE's teaching needs. The qualifications are: Bachelor degree in Education, - English Language Teaching in Schools (ELTS) and Early Childhood Education (ECE), which have been developed in collaboration with the University of Melbourne, Australia (Higher Colleges of Technology official site, 2012).

According to Clarke (2006), students in the HCTs are prepared with up-to-date knowledge of educational theory which qualifies them to practice the skills they have learned at their college in actual classroom situations throughout their duration of the programs. This hands-on approach to learning gives student teachers the teaching skills they need to excel in their future careers. With willingness to embrace change, education graduates make a strong contribution to the continuous improvement in the quality of education, and are helping to lead the development of the nation (Clarke, 2006). HCT's Teacher Education Philosophy is built upon a model of learning that emphasizes the close relationship between theory and practice (Clarke, 2006). HCT students spend a total of 160 days in schools over the course of the degree. Therefore, students are required to study educational theories in college, reflect upon and adapt them for use in UAE schools. They are encouraged to use models of critical reflective practice to form a coherent pedagogy of teaching (Clarke, 2006). Despite the success of the HCT graduates, the number of the teachers graduating is still considerably small.

1.3 Statement of the Problem

During the last five years, great efforts have been exerted and huge sums of money have been spent to transform the education system into a system ready for the 21st century. Taking into consideration the community, the culture and teacher education in the United

Arab Emirates, such development requires long time frames, few immediate or concrete returns, and complex organizational systems.

Public-Private Partnership (PPP) companies have been initiated to lead the change. English language teachers along with other colleagues have experienced different PD programs which are intended to improve their teaching methodologies and transfer them to future teachers who are capable of revolting the education system in the Emirate of Abu-Dhabi. However, resources and training maybe presented far from being responsive to ESL teachers' needs. Sometimes, their training may even be limited to theory and it neglects the practical side of it (Elmore, 2002). For a satisfactory and effective teacher training program, it is absolutely essential that teachers, as the most valuable human resource in the educational systems, should be improved properly and should perceive that training as effective and a source of empowerment (Elmore, 2002). They need a wide variety of ongoing educational opportunities to improve their teaching skills. Meanwhile, in recent years there has been a community demand for high-quality teaching, which is critical for quality of education that teachers strategically develop their own professional competence within the school PD program. Unfortunately, despite the fact that ADEC and the PPP recognize its importance, the professional development currently available to teachers is described by many teachers as inadequate.

This study is an attempt to describe the PD programs and teachers' perceptions within different PPP schools in Al Ain. This study is not designed to directly evaluate the impact of PPP PD programs as the practices vary from one company to another. Instead, it is an attempt to determine whether PD programs are effective from the perspective of English language teachers through answering the following questions:

1. What are professional development programs and models provided for English language teachers in PPP schools?

2. How do teachers perceive the effectiveness of PD programs on enhancing their teaching of English and the students' results?

1.4 The purpose of the study

This study intends to shed light on teachers' perceptions towards professional development programs run in their schools and to what extent they think these programs have helped them improve as ESL teachers. PD programs in the Emirate of Abu-Dhabi take place in various forms depending on the type of the Public Private Partnership (PPP) company. The research will describe what teachers think of these programs and may highlight what they believe an effective PD program for English language teachers should be like.

1.5 Significance of the study

This study springs from its main goal of understanding the perceptions of English language teachers towards PD programs which are presumed to negatively affect their willingness to participate in PDs, and; consequently affect their performance in the classroom (Elmore, 2002). Continuous in-service professional development should enhance teachers' performance; nevertheless, it is not clear whether PD offered for English language teachers in PPP schools are appreciated or not. The study will assist decision makers to decide upon what kind of professional development programs should be operated for English language teachers within the Emirate of Abu-Dhabi to enhance English language teachers' teaching skills and methods and enhance teachers' involvement in PD sessions. The study will provide Abu-Dhabi Education Council with information they might need to consider when designing a PD program for teachers. Moreover, the study is significant in the way teachers are approached for the first time since the initiation of the PPP project. The project has almost come to an end

and we should reflect on its consequences, and approaching teachers' perceptions towards PD training is one way to learn from the experience.

1.6 The Study Plan

The first chapter includes an introduction of the issue, statement of the problem, purpose of the study, and its significance. The second chapter presents literature review of professional development significance for teachers and for education reform, its characteristics and professional development models. The third chapter describes the methodology of how data were collected and analyzed including: research method, sample, instruments, and analysis. The fourth chapter presents the analysis of the data collected. The fifth chapter provides summary, conclusions, and recommendations to build an effective PD for English language teachers in the Emirate of Abu-Dhabi.

1.7 Operational definitions

Professional development (PD): professional development refers to a comprehensive, sustained, and intensive approach to improving teachers' effectiveness in raising student achievement.

Public-Private Partnership (PPP): a pilot project initiated by Abu-Dhabi Education council in September 2006 in advance of implementation of the New School Model. This project intended to use the expertise of private school operators to enhance public schools operations. The private operators are established international companies, who have demonstrated extensive experience in implementing the teaching and leadership methods ADEC wishes to deploy in the public sector. The private operators include: CfBT Education LLC, Sabis, Mosaica, Nord Anglia, Cognition, School Improvement Partners (SIP), Specialist Schools and Academy Trust (SSAT), Beaconhouse, and TaaleemEdisonLearning (TEL).

The PPP pilot project was officially launched in September 2006, with 27 Grade KG-5 schools and four operators. By the start of the 2009 2010 school year, this number has expanded to include 176 public schools and 9 private operators.

New School Model (NSM): The New School Model is a new approach to learning that is believed to meet existing challenges in the public school sector to drive tangible and specific improvements in education delivery. The New School Model is grounded in two core beliefs: that all students are capable of learning, and that the teacher is responsible for student learning.

Chapter II

Literature review

II.1 Introduction

There is a great pressure placed upon teachers in the profession these days to update their knowledge and to keep abreast of current thinking in education. As the world and generations change, so does knowledge of different aspects of education. Research into second language acquisition has progressed, as well many changes in technology, curriculum and assessment methods. Teachers need ongoing renewal of professional skills and knowledge as the knowledge base of teaching constantly changes (Richard & Farell, 2005) to be able to keep up with 21st century's requirements. They added that it is crucial that schools and organizations provide opportunities for in-service training that ensures long-term development of the teachers.

Professional development, in a broad sense, refers to the process of obtaining the skills, qualifications and experience that allow people to make progress in their career (Gusky & Huberman, 1995). Day (1999: p 4) explains that "professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom". Professional development includes activities designed to support a professional career. Such activities may contain individual development, ongoing learning, and in-service education, as well as syllabus writing, peer teamwork, study groups, and peer coaching or mentoring (Richard & Farell, 2005). These "professional development activities should be meaningful and valuable, and not just empty credit hours earned to put on a resume" (NSDC, 2010).

11.2 Professional development for teachers

Many education systems around the world are engaging in serious and promising educational reforms. One of the key elements in most of these education reforms is the professional development of teachers. It has been widely accepted that teachers are only one of the variables that need to be developed in order to improve their education systems, but they are also the most important change agents in these reforms (Villegas-Reimers, 2003). In his study, Villegas-Reimers, (2003) notes that there are many hard-working teachers and educators that need professional development opportunities, not only because they promote the recognition of their work as professionals, but also because new opportunities for growth, exploration, learning, and development are always welcome. This double role of teachers in educational reforms – being both subjects and objects of change – makes the field of teacher professional development a growing and challenging area, and one that has received major attention during the past few years (Villegas-Reimers, 2003).

The professional development of teachers is a broad area which “includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles” (Fullan, 1990, p. 3). It also refers to “the professional growth the teacher acquires as a result of his/her experience and systematic analysis of his/her own practice” (Villegas-Reimers, 2003). Glatthorn (1995, P.41) defines teacher professional development as the professional growth a teacher accomplishes as a result of gaining increased experience and examining teaching systematically. Other researchers like Heideman (1990, p. 4) emphasize that the professional development of teachers goes beyond a merely instructive stage. He asserts that “Teacher professional development implies adaptation to change with a view to changing teaching and learning activities, altering teacher attitudes and improving the academic results of students. He adds that the professional development of teachers is “concerned with individual, professional and organizational needs”. “It is the process by

which teachers, whether alone or accompanied, review, renew and further their commitment as agents of change, with moral teaching aims. Moreover, they acquire and develop knowledge, competencies and emotional intelligence that are essential to professional thinking, planning and practice students throughout each stage of their teaching lives” (Day, 1999, p. 4). The National Staff Development Council (NSDC) (2010) confirms that “teacher professional development must involve comprehensive, sustained and systematic learning experiences that are based on identified needs of teachers, and result in improved instructional effectiveness and increased student achievement and performance out comes.”

After a review of current literature on exploring teacher training and teacher professional growth, Marcelo (2009) explains that a new perspective that interprets the professional development of teachers has emerged. This new perspective is characterized by the following aspects:

1. The teacher is regarded as someone who learns actively while being involved in specific teaching tasks, through evaluation, observation and reflection;
2. Teachers learn over time. Thus, experience is considered to be more effective if it allows teachers to link new experiences with former knowledge.
3. It associates training situations with classroom practices; the most effective experiences for professional teacher development are those based on the school and which are connected to the daily activities carried out by teachers;
4. Professional teacher development is directly related to school reform processes;
5. The teacher is viewed as a reflective practitioner, someone who continues to acquire more knowledge through reflection of his/her own experience;

6. Professional development is conceived as a collaborative process, although there may be room for isolated work and reflection;

7. Professional development can adopt different forms in different contexts.

Therefore, there is no single professional development model that is effective and applicable to all schools. Schools and teachers should evaluate their own needs, beliefs and cultural practices in order to decide which professional development model seems more beneficial to them (Marcelo, 2009).

The term continuing professional development (CPD) has been widely used to refer to ongoing education and training for the professions (Blandford, 2000). Teacher development, staff development and professional development are associated concepts related to continuing professional development. Day (1999) clarified the distinction between these terms and continuing professional development. He states that most definitions of professional development stress the acquisition of subject or content knowledge and teaching skills as the main purpose. He argues that the emphasis should be on the nature of CPD as a continuing process for improvement in addition to the knowledge and skills gained. This ongoing process can be of any kind; education, training, learning or supportive activities engaged in by teachers alone or with others (Day, 1999), CPD enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, attempting to improve the quality of learning and teaching (Day, 1999). In short, CPD focuses on fostering individual competence to enhance practice and so facilitate dynamic changes in education (Blandford, 2000).

11.3 Quality teacher Professional Development

PD programs have proved that they can deepen teachers' knowledge and provide opportunities for up to date practices. Borko. (2004) asserts that research provides evidence

that high-quality professional development programs can help teachers intensify their knowledge and alter their teaching. As most research highlights the significance of professional programs to upgrade the teachers' practices, investing more money in professional development seems very meaningful. However, spending more money on existing professional development that does not take the nature of the teacher learning into account, is unlikely to have any significant effect, on either the knowledge or skill of teachers, or on the performance of students (Broko, 2004). PD programs designers should consider teachers self efficacy as well as the efficacy of change. The teacher must believe that the change will improve teaching, ease some teaching tasks, and improve student learning as well as considering the school culture in addition to curriculum (Broko, 2004).

Professional development has been defined as a systematic attempt to bring about revolution in the classroom practices of teachers (Gurskey, 2002). This revolution comes in the form of a changing of attitudes, practices and beliefs, all of which contribute to higher learning outcomes for students. Most teachers measure success by their pupils' behaviors and activities and they are attracted to professional development in the belief that it will develop their knowledge and teaching skills (Gurskey, 2002). A review of current literature offers six domains which describe the basic principles of high quality staff development.

High quality staff development is *Teacher-Driven*. Barth (1990) suggests that collegiality is one of the most important steps in achieving effective school improvement. In a collegial environment, teachers will talk about their teaching in a concrete and precise manner. Teachers will observe each other practicing the art of teaching and provide feedback which leads to reflection by the teacher (Goals 2000, 2001). One of the key characteristics of high quality staff development is that it is *ongoing and sustained* (Darling-Hammond et al., 1995; Goals 2000, 2001). Activities which are offered over longer durations tend to have greater impact than those typically classified as one-shot workshops (Guskey & Sparks,

2004; Clarke and Hollingsworth, 2002). Longer, focused workshops training allow the participants to share work, develop new teaching strategies and collaborate with peers which contribute to strengthen learning experiences for children (Birman et al., 2000). Extended professional development activities promote a richer environment for the participants and allow teachers to develop clear connections between the material presented and their classroom experiences (Birman et. al. 2000).

Effective professional development models are those delivered in a manner that are *School-Based and Job-Embedded*. If teachers are to embrace the changes that professional development proposes, a sustained daily opportunity to practice its benefits must be available. School-based and job embedded professional development is viewed by a number of researchers as one of the greatest improvements that can be made in schools (Darling-Hammond et al., 1995; Goals 2000, 2001). Schools must become an active learning environment for teachers as well as for the pupils (Sparks, 2002). The current system provides few opportunities for teachers to engage in learning about their profession (Elmore, 2002). Efficient professional development is primarily school-based and built into the daily work of teachers (Desimone et al., 2002). Effective professional development is *Content-Focused*. The degree to which professional development was focused on content knowledge has been directly related to teachers' reported increases in pupil knowledge and skills (Birman et al., 2000). However, teachers do not connect general (one-shot workshop) professional development activities to student performance improvement (Desimone et al., 2002). As educational standards are increased, it is extremely important that educators develop a highly complicated understanding of subject content. Content focused professional development leads to greater subject understanding.

Garet et al (2001) suggest that staff development must focus on improvement in learning for all students. High quality staff development is *Driven by Student Needs*.

Professional development should use student data to determine teacher learning priorities (Garet et al., 2001). Teachers should be given the opportunity to request professional development activities which address specific pupil needs (Goals 2000, 2001). Elmore (2002) takes the suggestion one step further by advocating that professional development must be connected with issues of instruction and student learning in the context of the teacher's actual classroom. An examination of student performance should eventually lead the way for effective professional development (Gurskey, 2003). One last key component of high quality professional development is that it should be *Adult Learning-Focused*. Teachers, as adult learners, should have adequate opportunities for learning. The field of education is one of the few professional areas where on-the-job training has not been highly regarded (Elmore, 2002). Deep understanding is required to teach in today's classrooms and this can only be gained through learning-centered experiences (Darling-Hammond et al., 1995). The adult learning process relies heavily upon a collaborative model which allows participants to work with colleagues in the actual classrooms. Teachers must be given the opportunity to share successes and reflect on failures (Elmore, 2002 & Gurskey, 2003).

U.S. Department of Education (2006) demands that high-quality professional development should include activities that:

- Improve teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of school-wide and district-wide educational improvement plans;
- Give teachers the knowledge and skills to help students meet challenging state academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not short-term workshops;

- Advance teacher understanding of effective instructional strategies that are based on scientifically based research;
- Are developed with the extensive participation of teachers, principals, parents, and administrators

Guskey (2003) measures up 13 lists of the characteristics of effective PD, finding that they are derived in very different ways, use different criteria to determine effectiveness, and vary widely in characteristics identified. He cites other research-related problems: most lists mention sufficient time and resources for PD but some research shows time is unrelated to learning outcomes; PD time must be well organized, carefully structured, and purposefully directed to be effective. Most lists mention collegiality and collaboration but collaborative efforts must be structured and purposeful to improve learning.

II.4 Key Features of Professional development in education reform

Considering the size of investment in professional development and the reliance of education reform on providing effective professional development, the knowledge base on what works must be strengthened (Desimone et al., 2002). Over the past decade, a large body of literature has emerged on in-service professional development, teacher learning, and teacher change. In their longitudinal study, Desimone et al. (2002) have utilized what the literature identifies as key features of professional development. They concluded that six key features of professional development could be hypothesized as effective in improving teaching practice. Three are characteristics of the structure of a professional development activity "structural features" (Desimone et al., 2002). These structural features include:

- *Reform type*: the form or organization of the activity. That is, how the activity is organized, for example; a study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center.

This is in contrast to a traditional workshop, course, or conference.

- The *duration* of the activity, including the total number of contact hours that participants spend in the activity, as well as the span of time over which the activity takes place; and the degree to which the activity emphasizes.
- The *collective participation* of groups of teachers from the same school, department, or grade level, as opposed to the participation of individual teachers from many schools.

Three features are core features, or characteristics of the substance of the activity and they are:

- *Active learning* - that is the extent to which the activity offers opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning
- *Coherence* - that is incorporating experiences that are consistent with teachers' goals, aligned with state standards and assessments, and encourage continuing professional communication among teachers;
- *Content focus* - that is, the degree to which the activity is focused on improving and deepening teachers' content knowledge.

II.5 Approaches of professional development

The education field appears to be moving away from one-shot, disconnected events focused on transmission of knowledge and information to practitioner engagement in sustained knowledge construction and collaboration involving professionally meaningful questions (Kerka, 2003). To address the differences in the effectiveness of various types of professional development, researchers identify four approaches to professional development that are specifically appropriate to adult education.

- A. *Workshops* accommodate large numbers of participants and are often chosen as a preferred format in surveys. They encourage acquiring of new skills and knowledge about a subject through direct instruction and sharing activities. In a national survey of 423 adult literacy instructors, Sabatini et al (2000) find that workshops by consultants or colleagues were ranked as two of the top three most useful PD formats. Moreover, workshops may be most effective for certain learning styles, when sessions are based on learners assessed needs, and when attention is given to such elements as modeling, coaching, feedback, and practice (Kerka, 2003). Challenges such as location, time, and costs are often barriers to participation, particularly when participants are not given released time, or incentives for attending (Smith et al., 2002). Another issue about workshops is that a single workshop may be a useful way to provide information and raise awareness of teaching issues, but changes in behavior and practice require longer-term approaches (Kutner et al., 1997).
- B. *Collaborative practitioner inquiry/research approaches*, are based on the assumption that practitioners are active constructors of their own practice (Kutner et al., 1997). Smith et al. (2002) found that literacy instructors who participated in inquiry engaged in more reflection and problem solving, changed practices, and participated in a learning community for ongoing and in-depth discussion. They also found that study circles created opportunities for practitioners to discuss research over an extended period of time.
- C. *Survey Research: This approach* needs specialists to reflect upon their daily practices in a regular, planned style, over time. One form of inquiry, action research, has been used extensively in PD (Sabatini. et al., 2000). In an evaluation of the Pennsylvania Action Research Network over 5 years, (Sabatini. et al., 2000) contended that the

majority of the participants felt that action research had resulted in changes in attitudes, programs, procedures, and courses.

D. *Product/Program Development* approach involves practitioners in such methods as course development, program development, and program progress (Cochran-Smith and Lytle, 1990). In such an approach, specialists identify requirements and produce action plans to develop a new curriculum or to involve in a program development process (Cochran-Smith and Lytle, 1990).

According to Kerka (2003), asking which PD method or model is more effective is the wrong question. Instrumental approaches, such as workshops neglect communicative and restrictive methods of sharing knowledge about teaching. He believes that professional development should be a transformative process of critical reflection that leads to changing one's fixed beliefs, disposal of habits of mind, considering alternatives, and acting in a different way. Meaningful professional development must involve educators as whole persons, with their values, beliefs, and assumptions about teaching and their ways of seeing the world (Smith et al., 2002).

It is essential to consider all of the previous approaches. It is difficult to determine which approach is best to support professional development. As Garet et al (2001) suggest it is desirable for several approaches to be combined with one another. Success depends on finding the ideal alliance of approaches for different situations. Professional Development Resource Guide for Adult Educators (1998) proposes that workshop, for instance, may be a first chain in the professional development process, mainly if the purpose is to increase awareness among members regarding new thoughts or plans. The authors assert that a workshop may be a medium for introducing specialists to additional approaches to professional development, or it may be a starting point for filtering skills or for further exploring other ideas. Specialists may, for example, want to practice a new skill presented in

the workshop and choose to continue with the Reflection/Feedback approach. Or, specialists may wish to explore a new idea presented in the workshop through the Survey/Research approach. Similarly, workshops or conferences may be held to discuss requirements assessments and to collaboratively plan program activities (Professional Development Resource Guide for Adult Educators, 1998).

Highlighting each of the four professional development approaches is an aim of developing the teacher as a reflective practitioner able to observe and evaluate his or her work (Professional Development Resource Guide for Adult Educators, 1998). In fact, one of the first professional development activities to promote reflective practice is the practice of *case studies*, whether actual or imagined. Very often, case studies are used in the Workshop/Performance approach to encourage instructors to think through a condition and to develop other interpretations to the problem modeled in the case studies (Professional Development Resource Guide for Adult Educators, 1998).

II.6 Core principles of professional development

Many researchers have researched principles of effective professional programs. Some suggested eight principles (Hawley & Valli, 1999) and others proposed five (Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al., 2010). All of which are proposed to lead to successful and productive professional development. Hawley and Valli (1999) suggest eight principles of effective professional development. According to these researchers, professional development should:

- be driven by an analysis of teachers' goals and student performance;
- involve teachers in the identification of what they need to learn;
- be school based;
- be organized around collaborative problem solving;

- be continuous and adequately supported;
- be information rich;
- include opportunities for the development of theoretical understanding; and
- be part of a comprehensive change process.

(Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al., 2010) suggest principles which they assert to be based on the tenets of adult learning and based on a fundamental belief that all teachers bring strengths to the profession and want their students to achieve and feel successful;

- *Principle 1: Build on foundation of skills, knowledge, and expertise.* Professional development will link new knowledge and activities with what the participants' skills, knowledge, and areas of expertise, and will extend their thinking. Professional development activities that do not target a specific audience must, at a minimum, offer basic knowledge to ensure that practitioners are operating from the same foundation.
- *Principle 2: Engage participants as learners.* Professional development is effective when the materials are presented in a hands-on manner using techniques that suit various learning styles. It should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to try out new methods in a safe environment before either moving to another topic or attempting the method in the classroom.
- *Principle 3: Provide practice, feedback, and follow-up.* Professional development should offer educational personnel opportunities for providing feedback on performance; and continuing follow-up activities. It reinforces the information

about skills and knowledge and allows them to link new information to their current knowledge and skills, and allows them to construct their own meanings. Hence, a period of classroom application followed by formal observation and feedback should be used to reinforce the development of new skills.

- *Principle 4: Measure changes in teacher knowledge and skills.* The evaluation of a participant's knowledge and skills is critical to the effectiveness of the professional development program. In order to evaluate the participant, an appropriate amount and variety of information about what participants do and their effect on people should be collected. Assuming that the participants are teachers, then a variety of evidence of the genuine teaching work and performance of the teacher should be collected.
- *Principle 5: Measure changes in student performance.* Professional development should be linked to measurable outcomes in student performance, behavior, and/or achievement. A direct link to student outcomes is necessary to determine what types of professional development activities are effective within specific contexts. A link must be established as evidence that professional development contribute to significant improvement in the quality of educational programs or student achievement.

II.7 Models and types of teacher professional development

There are a number of models that have been developed and implemented in different countries to promote and support teachers' professional development from the beginning of their career until they retire (Villegas-Reimers, 2003). Drawn from the literature on professional development, Villegas-Reimers (2003) has grouped the teacher professional development models in two sections. The first describes models that require and imply

certain organizational or inter-institutional partnerships in order to be effective. The second group describes those that can be implemented on a smaller scale (a school, a classroom, etc.).

Many of those in the second group have been identified as techniques rather than models of professional development. In fact, many of the models in the first group use the 'techniques' listed in the second group.

11.7.1 Organizational partnership models

- *Professional-development schools*

In this model, there are partnerships between teachers, administrators and university faculty members created in order to improve teaching and learning on the part of their respective students, and also in order to unite educational theory and practice. The professional-development school model involves and requires institutional support.

In this model, the need for dual restructuring is considered; teachers both in the schools and in the university are of equal value to the partnership and to the process of professional development and both are of equal importance. Institutions and schools play equal roles and they have a common goal. They all work to restructure the preparation and induction of teachers into the teaching profession, improve the teachers' working conditions, increase the quality of education for students, and offer teachers and administrators opportunities for professional development.

- *Other university-school partnerships*

These partnerships are like networks in that they connect practitioners who share common interests and concerns about education, and are found in schools and in institutions of higher education. According to Miller (2001), school-university partnerships have four core aims: (1) establish firm bases in two distinct cultures, school and university; (2) cross institutional boundaries in order to respond to needs

in the field; (3) ensure inclusive decision-making; and (4) create new venues for educator development.

- *Other inter-institutional collaborations*

A variety of countries around the world, initiated many programs of in-service education and professional development for teachers as a result of collaboration between different institutions. The purpose of the partnership is to help the professionals acquire various teaching skills and practices, and for teachers to develop more skills and knowledge about science education.

- *Schools' networks*

The creation of school networks is mainly to support teachers' professional development, school change, and educational reform at a higher level. According to Villegas-Reimers (2003), teachers report a positive response to the fact that their professional development is being designed and is gaining response from within the schools, rather than from external sources.

It is also reported by Villegas-Reimers (2003) that schools' networks have enhanced teachers' professional development, such as learning, participation, collaboration, co-operation, activism and research

- *Teachers' networks*

Teachers' networks bring teachers together to address the problems which they experience in their work, and thus promote their own professional development as individuals and as groups. These networks can be created either relatively informally, through regular meetings between teachers; or formally, by institutionalizing the relationships, communication and dialogue. These networks regularly hold conferences and publish magazines.

- *Distance education*

Different countries have implemented distance-education programs to support teachers' professional development using a variety of means, such as radio, television, telephone, written and recorded material and electronic communications.

According to Villegas-Reimers (2003), the literature offers few research studies that assess the effectiveness of the use of distance education to support teachers' professional development. Such models of professional development have been found to have many advantages; for example, they increase accessibility and flexibility in scheduling; they facilitate collaboration; and they are more cost-effective than a number of alternatives. However, there are also some drawbacks: sometimes on-line programs can lack quality of content and structure and they do not take into account the learner's prior education or background.

11.7.2 Small group or individual models

- *Supervision: (traditional and clinical)* in its most traditional format is typically completed by an administrator who comes into a classroom, either takes notes or checks according to a list of criteria whether the teacher is achieving all the necessary requirements, and then leaves the classroom, giving no feedback to the teacher. Based on this brief evaluation, the teacher may receive or be denied promotion, tenure, or even a renewed contract for the following year. In addition, these evaluations focus exclusively on classroom practice, but show nothing about the teachers' preparation and planning, thinking processes, interests, motivation, communication with parents, colleagues, participation in school and community activities, etc.

Today, most professional development programs practice classroom evaluation as an element in the program, but not exclusively. In many respects, the traditional method of supervision has been slowly transformed into *clinical supervision*. Clinical supervision may be defined as supervision focused upon the enhancement of

instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances (Acheson & Gall, 1992). They point out that clinical supervision is a face-to-face relationship between teacher and supervisor that focuses on helping the teacher improve his or her instructional performance. According to Villegas-Reimers (2003), observations in the clinical supervision are offered in a gentle way, and feedback is given in a respectful manner which contributed in the change of teachers' attitudes. Teachers are now able to regard observations and assessment of their work as an opportunity to grow and develop in their career, rather than as something to be fearful about.

- *Students' performance assessment*

With a renewed interest in, and a recent tendency to focus on, standard based assessment and performance-based assessment, many researchers are proposing a new perception of students' assessment as a form of teachers' professional learning and development, and the creation of a new evaluation system which would contribute significantly to the quality of teaching. In developing this new system, quality assurance would be merged with professional development

- *Workshops, seminars, institutes, conferences and courses*

Perhaps the most traditional form of professional development is the typical in-service staff training that includes the use of workshops, short seminars and courses. Villegas-Reimers (2003) report that major criticisms flourish in the literature about offering this form of in-service education as the only form of professional development, as traditionally most of these workshops and seminars are 'one-shot' experiences, completely unrelated to the needs of teachers and providing no follow-up. However, offering workshops, seminars and courses accompanied by other types of professional-development opportunities, can be quite successful.

- *Self-directed development*

In this model teachers identify one goal which they consider to be of importance to them, list the activities that they will implement to reach that goal, the resources needed and the ways in which their progress and accomplishments will be assessed. In that case, teachers take responsibility for their own development, and the role of the administrators and supervisors is to facilitate, guide and support that development. Objective feedback is certainly needed if this model is to be effective.

- *Co-operative or collegial development*

In this model, teachers develop their own plan for professional development in small groups. This kind of co-operative model makes teachers continuously responsible for quality as a group. This can be implemented in professional dialogues to discuss professional issues of personal interest; curriculum development where teams of teachers develop curriculum units; peer supervision; peer coaching/peer assistance; action research to collaboratively inquire about a real problem in their teaching. In order for this model to be effective, the following conditions are necessary (Glatthorn, 1995) there must be a true collaborative school context, administrators support the efforts; teachers have sufficient time to complete all the tasks listed above; and teachers receive some training on how to implement this model effectively.

- *Observations of excellent practice*

A number of professional-development programs offer teachers the opportunity to observe colleagues and in this way, teachers have the opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom. On many occasions, these observations constitute part of a larger professional-development effort, whereas in others, they represent the core of the professional-development opportunity.

- *Increasing teacher participation in new roles*

This model is based on the idea that the professional development of teachers is improved by increasing the participation of teachers in, and their influence on, activities such as: management, organization, support and monitoring. When teachers are responsible for their own in-service preparation, that preparation is significantly more effective.

- *Skills development model*

This model was designed to develop new teaching techniques and skills such as higher-order questioning, inquiry teaching and group work. In order for this model to be effective, a significant amount of 'time off-the-job' is necessary. Following that time, teachers are slowly reintegrated into the classrooms with substantial coaching. Components of such a model can be (1) an exploration of theory through lectures, discussions and readings; (2) demonstration of skills through videos and life training; (3) practice under replicated conditions; (4) feedback provided by peers under guidance; and (5) coaching during the transition from training to actual classroom teaching.

- *Reflective model: teacher as reflective practitioner*

This model builds on teachers' personal classroom experiences. It requires that the teacher pay attention to daily routine and the events of a regular day, and to reflect on their meaning and effectiveness. The major assumptions upon which this model is based include: teachers' commitment to serve the interest of students by reflecting on their well-being and on which aspects are most beneficial to them; a professional obligation to review one's practice in order to improve the quality of one's teaching; and a professional obligation.

- *Project-based models*

The primary goal of these models is to develop the teachers' capacity to work independently and collaboratively as reflective professionals; a goal that is supported not only by their own project experience but by accompanying discussion, comparison, and contrast with accounts in the literature and the work of their fellow-students.

- *Portfolios*

A portfolio is a collection of items gathered over a certain period of time to illustrate different aspect of a person's work, professional growth and abilities. In teaching, a portfolio is usually a tool used to engage teachers and students in discussions about topics related to teaching and learning. Teaching portfolios can accomplish formative assessment, summative assessment, and self-assessment. Portfolios support teachers' professional development, as they provide an opportunity for teachers to reflect on their own work, goals, and activities in and out of the classroom.

- *Action research*

Action research is a process of investigation, reflection and action which deliberately aims to improve, or make an impact on, the quality of the real situation which forms the focus of the investigation. It is a form of inquiry which involves self-evaluation, critical awareness and contributes to the existing knowledge of the educational community. Villegas-Reimers (2003) presents three reasons that explain why action research can be an effective model for teachers' professional development: (1) it is inquiry-based, and allows teachers to investigate their own worlds; (2) it is aimed at the improvement of teaching and learning in schools; and (3) it leads to deliberate and planned action to improve conditions for teaching and learning. Implementing a model of action research for professional development does not imply a process of individual inquiry or research in isolation. In fact, most initiatives that have promoted

action research have used at least one of the following collaborative formats: whole-school projects; small-group action research projects; and individual reflection with small-group support.

- *Teachers' narratives*

One important learning model is to reflect on one's own experiences. One way of collecting data about one's own experiences is by writing about daily experiences in the classroom. Another related form of professional development is the use of journals a means of promoting reflective practice. A journal is a place for learners to record observations, explore various perceptions, analyze their own practice, interpret their understanding of topics, keep records, make comments, or reconstruct experiences. Journals can be kept private or shared with colleagues for response, feedback, interpretation or comment.

11.8 Professional development and students' achievement

"The imperative for professionals, policymakers and the public at large to recognize that performance-based accountability depends on improving the quality of educational experience for all students and increase the performance of schools which requires a strategy for investing in the knowledge and skill of educators." (Elmore, 2002, p. 5). Improving student achievement has always been at the forefront of major educational reform movements (Goals 2000, 2001). The academic success of students can be significantly affected by teachers' access and participation in quality professional development activities (Gurskey, 2002). Improving teacher quality through professional development is an important strategy for raising student achievement. A 2007 study by Yoon, Duncan, and colleagues examined more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in English-language arts, mathematics and science. Of these studies, only nine met the U.S. Department of Education. However, these nine studies

found that students in control groups would have improved their achievement by 21 percentile points if their teachers had received substantial professional development (Yoon et al., 2007). In a study conducted by Killion (1999) to provide evidence that effective professional development addresses student-learning needs Killion found that the law-related knowledge, comprehension, and problem solving skills of students who received instruction from specially trained teachers were significantly better than those of students who received more traditional social studies instruction.

Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development (Garet et al., 2001; Guskey, 2003; Loucks-Horsley et al., 2010)

II.9 TESOL teachers' Perceptions and professional development

Through a survey on teachers of foreign language (FL) such as Spanish, French and German in the United States, Bell (2005) recognize some characteristics of effective foreign language teachers. She has found that teachers of various FLs show a strong agreement on the types of knowledge and behaviors that language teachers need to acquire and present. Some of these are enthusiasm for the target language and culture, proficiency in the target language, extensive knowledge about language, and use of group work to promote a greater degree of learner participation. Although some of these characteristics are shared by teachers of different disciplines, Bell (2005) concludes that certain characteristics are indeed specific to the field of language teachers, such as issues related to error correction, focus on form, and culture. Similarly, Mullock (2003) examined pre-service ESOL teachers' perceptions of what

comprises effective English language teachers. Mullock explains additional aspects of language teachers including issues of language proficiency and cross-cultural knowledge and skills. To be able to build an effective PD program, characteristics of effective English teachers should be considered. Lee (2002) has investigated the characteristics of effective teachers of English as a foreign language (EFL) as perceived by high school EFL teachers as well as students in South Korea. The study shows that teachers and students held knowledge and command of the target language, clarity of instruction and building students' motivation are some of the most important characteristics that EFL teachers need to possess.

It is essential to learn about what has shaped teachers' experiences and beliefs as learners and as practitioners are built up gradually over time. Richards & Lockhart (1994) argue that beliefs consist of both subjective and objective dimensions, and serve as the background to much of the teachers' decision making and classroom actions. Teachers who engage in training do so for different reasons, and then they independently define the resulting experiences. Freeman (2001) describes how teacher education in the past was premised on the perception that it involved the transference of knowledge about teaching, with little attention devoted to how teachers build their own understandings of teaching through the integration of theory, research, opinion, experience and cognition. Day (1999) recognizes several interrelated factors that contribute to the quality of learning that teachers are likely to experience including their own life histories, previous learning experiences, career phase and the learning culture of the school. It should therefore not be expected that professional development opportunities will create the same or similar outcomes for all teachers involved.

Taken together, these studies reflect that the language teachers are generally interested in keeping up to date with theory and practice in the field, and they may also be interested in clarifying and understanding their principles, beliefs, and values, as well as the nature and

values underlying the schools in which they work (Richard & Farrell, 2005). These can all be considered as examples of teacher development from the perspective of the individual language teacher (Richard & Farrell, 2005). From the point of view of the English teacher's personal development, a number of areas of professional development are identified by Richard & Farrell (2005) and can be summarized as in the following:

- *Subject-matter knowledge.* Increasing knowledge of the disciplinary basis of TESOL that is, English grammar, discourse analysis, phonology, testing, second language acquisition research, methodology, curriculum development, and the other areas that define the professional knowledge base of language teaching
- *Pedagogical expertise.* Mastery of new areas of teaching to improve the ability to teach different skill areas to learners of different ages and backgrounds
- *Self-awareness.* Knowledge of oneself as a teacher, of one's principles and values, strengths and weaknesses
- *Understanding of learners.* Understanding learners, learning styles and learners' problems and difficulties
- *Understanding of curriculum and materials.* understanding curriculum and curriculum alternatives and use and development of instructional materials
- *Career advancement.* Acquisition of the knowledge and expertise necessary for personal advancement and promotion, including supervisory and mentoring skills.

In many situations, Richard & Farrell (2005) argue that teacher training provides adequate preparation for a teacher's initial teaching assignments during the first few years in a school but they describe the teachers training in schools as 'fairly general in nature', 'theoretical', and 'not directly relevant to their teaching assignments'. After teachers have been teaching for some time, Richard & Farrell (2005) add that teachers' knowledge and skills, and qualifications sometimes become outdated as a result of changes in the field.

Hence, needs of different teachers are important because the success of a school program may well depend on both the strengths of its curriculum and the teaching skills of its junior staff (Richard & Farrell, 2005). Therefore, improvement of teaching skills and acquisition of new information, theories, and understanding are not goals in themselves but they are part of the process of institutional development.

11.10 Factors affecting participation of teachers in Professional development

Few studies were conducted to examine factors affecting teachers' participation in PD activities over the decade in different countries. Mostly were done to identify factors affecting teachers' participation in continuous professional development (CPD). Kwakman (2003) conducted an empirical study about a number of factors affecting teachers' participation in PD in the Netherlands. In her study, three factors are identified and researched. They can be summarized in the following:

- personal factors such as professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotion exhaustion, loss of personal accomplishment,
- task factors such as pressure of work, emotional demands, job variety, autonomy, participation,
- and work environment factors such as management support, collegial support, intentional learning support

Although the study resulted in identifying these three factors, personal factor seemed to be more significant in predicting teachers' participation in PD activities than task and work environment factors. The case can be different from one place to another and may not be context-specific to other situations or cultures.

Another study is conducted by Lee (2002) who examined a number of factors inhibiting effective professional development in Taiwan. The most commonly cited factor that inhibits effective professional development was 'insufficient resources to implement

learning', whilst the least frequently cited factor was 'school not supportive of CPD'. The study also concluded that **some** other factors related to CPD providers, including contents, formats, and presentation of CPD activities, should be considered in affecting teachers' participation in CPD activities, and recommended these factors should be complementary to the factors in Kwakman's (2003) study.

A recent small-scale case study presented by Wan & Lam (2010) examined Hong Kong primary teachers' perceptions of the factors affecting teachers' participation in continuing professional development (CPD). This paper presented the teachers' perceptions of facilitating and inhibiting factors affecting CPD. The facilitating factors included school factors, personal factors, financial factors, time, CPD provider, family factors, relationship with others and government factor. The inhibiting factors consisted of time, heavy workload, financial factors, CPD provider, school factors and personal factors. Outstandingly, school factors seem to play an influential and determinant factor affecting teachers' CPD. Heavy workload, time and school arrangements are all controlled and managed by the school. There are some factors in every context that affect teachers participation in PD and schools and organizations plan professional development opportunities, they should consider that teachers have different needs at different times during their careers just like the schools they work in (Richard & Farrell, 2005).

11.11 Teacher Professional development within the context of the UAE

To support the rapid expansion of primary and secondary education, a large numbers of teachers were required. The urgency in meeting this demand for extra teachers seriously compromised quality (Albanna, 1997 & Clarke, 2006). The result was having many teachers in schools that did not have any teacher training at all (Albanna, 1997). The Professional development experiences were not systematic and highly dependent on personal efforts and therefore no documentation of systematic professional development for teachers is available.

In general, there is very little research on teacher professional development programs in the UAE. However, it may be worth mentioning that educational conferences, seminars and PD courses are offered in many locations across the country. Nevertheless, it is noticeable that teachers avoid attending training programs held unless they feel obliged to attend. Moreover, those teachers who attend PD training express discomfort and disapproval of the effectiveness of these programs. Teachers think that professional development should only focus on updating academic knowledge and classroom skills (Albanna, 1997). Albanna (1997) reported in his study that teachers do not consider the developing of the curriculum or using new teaching methods as part of their roles.

Summary

- A growing body of research suggests that schools can make a difference, and a substantial portion of that difference is attributable to teachers.
- To embrace the changes that professional development offers, high quality PD is; teacher-driven, school-based, job-imbedded, ongoing and sustained, content-focused, driven by student needs and adult learning-focused
- Subject matter knowledge is an imperative variable that could be related to teacher effectiveness. There is a great support for this assumption especially when talking about language teachers. Research found consistent relationship between subject matter knowledge and language teacher performance.
- There is a great emphasis PD principles which build on foundation of skills, knowledge, and expertise, engage participants as learners, provide practice, feedback, and follow-up, measure changes in teacher knowledge and skills measure changes in student performance can bring success to PD programs.

- An extensive body of research suggests that certain PD models that evolve creating smaller, learner-centered and more personal school settings will increase teacher engagement in the learning process.
- Professional development affects student achievement in ways that may enhance teacher knowledge and skills, better knowledge and skills to improve classroom teaching and improve teaching raises student achievement
- There is very little research on teacher professional development programs in the UAE and the research has been done so far proved that teachers have wrong perceptions about quality PD programs as well as there was expressions of discomfort and disapproval of the effectiveness of these programs.

CHAPTER III

Research Design and Methodology

The purpose of this chapter is to describe the methodology and procedures used for collecting and analyzing the data in this study. The chapter is divided into four sections; section one provides a description of the study design and data collection instrument, section two describes the population and sample, section three offers a brief description of how the data was collected and the final section introduces the limitations of the study.

III.1 Design of Study

The study employs mixed-method based on two research paradigms: quantitative and qualitative. The researcher is basically describing teachers' perceptions by interviewing a number of them in PPP schools to get qualitative data. However, it was necessary for research credibility to dig deeper into the responses by using quantitative data in which the researchers found necessary to collect more information on a certain topic to avoid over generalization. Quantitative data was collected through a survey designed to highlight specific aspects of the training programs for English language teachers in PPP schools.

An initial survey was sent to a small group of teachers, ten, as a pilot study. It contained open-ended questions to allow a depth of qualitative data to be gathered. This initial opportunity to collect essential data about the professional development previously offered in some of the PPP schools was followed up with a combination of paired and group interviews with eighteen primary school English language teachers. These schools and teachers were chosen randomly across AIAin. The sample mostly included female teachers but few male teachers. These interviews revealed some important facts and the researcher was interested to find out more, from a wider group of teachers, and so it was necessary to obtain further information about these programs and the quality of the sessions as well as the

Professional Development trainers. For that purpose, a 43-item survey was constructed to gather data from this wider group of primary school English language teachers. Both the focused-group interviews and the survey were designed to address teachers' perceptions of the professional development programs that they had been offered and that they had participated in over the last few years.

III.2 Instruments

It was very important before building any instrument to touch into certain aspects of the PD status quo in some PPP schools. An open-ended questions questionnaire was sent to some PPP schools. Ten out of 15 responses returned. The statements were designed to give teachers an opportunity to express their opinion about the PD in their schools. The questions are basically general interpretation of some of the best practices of teacher PD in the literature. (See appendix A)

a. Focused-group Interviews

The interview questions contained a series of nine questions which were designed to gather data on the teachers' perceptions on their schools' Professional Development programs. (See appendix B)

The interview questions were constructed based on the responses from the open-ended questions mentioned previously. The responses received assisted the researcher to identify areas of interest and uncertainty. A number of actions were taken to construct the interview questions which were meant to be the primary data collection tool. After several stages of editing and re-editing and consulting expertise of some university professors, interview questions were designed to obtain information on:

- Teachers' perceptions about their teaching practices during working with PPP trainers and advisors.
- The materials that were provided to help students learn English effectively

- How the school's PD programs helped develop English language teachers
- The implementation of PD ideas
- Aspects of PD programs that were not helpful
- Areas where PD sessions were practical and applicable
- Follow up procedures taken to ensure effectiveness
- The perceived effectiveness of PD on students results
- Meeting teachers' expectations
- Teachers' suggestions to improve PD programs.

b. Survey

The survey consisted of 44 items and was divided into five sections. The first section contained two items to be answered before starting the survey. Prior to taking the survey teachers were required to choose from a list outlining what they thought the most and the least effective means of professional development were. These two lists included the most popular forms of PD, including the PPP programs.

The second section covered teachers' personal goals and needs of professional development before they were involved in the PPP program and it contained eight statements. This section was designed to identify the teachers' perceived needs and in order to find out whether these needs were fulfilled in the PPP program or not. The third section was designed to enable teachers to have an opportunity to describe the training activities they had received from the PPP providers. This section had seven items that described the training and would enable the researcher to compare it with the characteristics of effective PD outlined in the literature.

The fourth section provided an opportunity for the teachers to reflect on and consider their PD trainers and the English language advisors. This fourth section was divided into two parts: the first one included nine statements that described the general training presenter, and

the second part looked at the specific training received by the subject advisors and its relevance to language teaching. This section was designed to enable teachers to portray their impressions of the quality of the trainers and provided an opportunity for cross triangulation of data gathered during the interviews.

The fifth section was designed to summarize English language teachers' overall reflections and opinions on how they felt that had improved as ESL teachers within the PPP professional development system.

Both the interviews and the survey were designed to provide sufficient data to reflect on the PPP professional development programs and consequently help policy makers understand teachers' perceptions. These perceptions ought to be taken into consideration when designing future PD programs and form future policy. (See appendix C)

III.3 The Instrument Validity

In order to ensure that the instrument measured up to what was intended, the researcher extensively reviewed relevant literature. According to Garet et al (2001) professional development that is likely to produce enhanced knowledge and skills should be sustained and intensive to have an impact on teachers' performance. It should also focus on academic subject matter (content), give teachers opportunities for "hands-on" work (active learning), and is integrated into the daily life of the school (coherence). The results of the empirical study conducted by Garet et al (2001) supported that focus on the duration, collective participation, and the core features (content, active learning, and coherence) activities linked to teachers' other experiences, aligned with other reform efforts, and encouraging of professional communication among teachers appear to support change in teaching practice.

Other recent studies (Hawley & Valli, 1999; Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al., 2010), confirm that to ensure effective teacher education and professional development,

the specific needs of individual teachers should be met by the professional development. It should be motivated by the needs of their students, should happen from the standpoint of mutual support and team building. It should emerge from shared planning at school level; have access to new research and knowledge in the teaching of literacy, language development and curriculum. It should be up to date, in both subject matter and in teaching methodology and should take adult learning strategies into account, to provides chances for respective refreshing for teachers whose teacher education took place some years ago. (Hawley & Valli, 1999; Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al., 2010).

Taken these points into consideration, both the interview questions and the survey were shared with a panel of university professors as well as school teachers to determine face-validity of the tool.

The 5-level Likert scale was used; however, being mainly interested in teachers' perceptions, it was important that the researcher minimized the chances of neutralized responses from the participants. The researcher needed to gather data about teachers' perceptions of programs previously attended in order to investigate teachers' perceptions. For this reason it was necessary to combine the strongly disagree responses with the agree responses and the same will be done foe strongly agree and agree responses.

III.4 The Instrument Reliability

The internal consistency reliability coefficient, as determined by Chronbach's Alpha value, for the survey was .994 which indicates a high level of reliability.

III.5 Population and Sample

The study population included both Emirati and Arab expatriate female and male public school English language teachers, in Al-Ain Education Zone. However, it comprised of PPP schools only. According to the Abu-Dhabi Education Council (ADEC HR personnel statistics 2010-2011, the Zone included 38 elementary schools, of which 15 were PPP

schools. The number is reduced to 28 primary schools, according to ADEC's statistics by the year 2011-2012. The Al-Ain Education zone was chosen as the site for this study based on the proximity to the researcher, ease of accessibility, and the large number of schools it administers.

For interviews, the sample consisted of (18) English language teachers of which 12 were female Emirati English language teachers (66.7%) and 6 (33.3%) were Arab expatriates. The interviews were conducted during the time frame that the schools were still supported under the PPP project. The survey was distributed in the first trimester of the academic year 2011-2012. There were sixty English language primary teachers who worked within the PPP project available in AlAin schools. These teachers were identified and were invited to take part in the survey. Thirty English language teachers, representing 50 % of the total number, responded to the survey.

III. 6 Data collection

Focused groups interviews were conducted in 8 primary schools. As a result of the introduction of native English speakers -licensed teachers (LTs) - to teach English, mathematics and science, the number of Emirati and Arab expats English language teachers, has greatly been reduced. Each school contained 2-3 English language teachers to whom the researchers conducted the interviews.

The survey was distributed electronically by sending a hyperlink linked to the online survey to each teacher. This avoided repetitive use of the same link. Sixty teachers from 15 primary schools, which was the total number of English language teachers in Al-Ain, were invited to participate in the survey and to date a 50% response rate has been received. These teachers were either worked in PPP schools within the last five years or are still working in PPP schools.

III.7 Data Analysis

The analysis of the study was basically grounded on qualitative analysis method for the systematic description of behavior to limit the effects of analyst bias, which is based on the constant comparative method of data analysis (Strauss & Corbin, 1990). Inclusive set of major themes was established by using this inductive process in which the researcher was working back and forth between themes and database (Creswell, 2007; Patton, 1990)

To analyze data, the following procedures were taken:

- a. Transcribing all interviews,
- b. Highlighting important themes from the answers,
- c. Classifying themes and regrouping them according to relevance,
- d. Discussing those themes and highlighting connections and linking common aspects.
- e. The survey is analyzed by the host site (www.surveymonkey.com) to obtain descriptive analysis (mainly frequency and percentage)
- f. Analyzing quantitative data findings and linking them to qualitative data to support the findings.

III.8 Limitations of the study

Most of the PPP contracts had ended by the end of the academic year 2010-2011. In 2011 the number of English language teachers in primary schools was also greatly reduced with the introduction of native English speakers -licensed teachers (LTs), - who replaced a large number of Arab expatriate teachers. This strategy, of employing LTs, impacted on this research as it was only possible to locate 14 male teachers working in primary schools - as many had already been replaced. Only 3 of the respondents worked within the PPP system and so this eliminates gender as a variable in this study. Two of them were subject of focused interview and they responded to the survey. All interviews were conducted during the school

day which limited the time spent in each interview and some difficulties emerged to arrange for English teachers to be interviewed.

The researcher found it difficult to encourage teachers to speak freely especially with Arab expat teachers, partially because the researcher is a member of the organization (ADEC) and the timing for the interviews took place when a lot of these teachers felt unsecured about keeping their jobs in the same organization. Another critical issue is that many researchers have found that some conservative teachers have traditional and fixed ideas about education. For them to put aside their preconceived beliefs and accept the reform and the changes can be very difficult. This issue can be linked with another issue presented in the literature review which is questioning how Arab workers operate in different organizations. According to Sidani & Thornberry (2009), Arab employees are very conservative and conformist which makes it difficult to recognize and follow a problem. Sidani & Thornberry (2009: 35) state that "in a society where self-criticism is still not the norm, to use it systematically in the running of an organization will be the exception rather than the rule." Furthermore, people become hesitant, afraid of change, uncertain and tend to be conservative and novelty resistant in societies where they are exposed to conflict values (Sidani & Thornberry, 2009). In the UAE, teachers come from different parts of the Middle East and they bring with them their own experiences of the educational system they themselves were brought up in. For so many of them, living and working in the UAE is their only source of income and making a good living in the UAE is not something they want to lose. Therefore, contracted expatriate teachers are reluctant to critique the education system (Al-Banna, 1997), and they have little interest to innovate or initiate change.

Another issue about collecting data was that the responses to the survey were very weak. The researcher had to call the teachers several times to encourage the teachers to respond to the links which were sent to them. It seems that teachers were not interested in

participating in taking survey and it took quite a while to convince teachers to take part in the study. Eventually, 50% present of the primary English language teachers responded to the survey.

CHAPTER IV

Results

This chapter is divided into two parts; the first presents the results of the interviews, through themes emerged from interview transcripts combined with the results of the five survey sections. The second part is the discussion and the interpretation of these results

IV.1 Results

IV.1.1 Results of interviews

Five themes emerged from the focused groups' interviews which are:

- *Schools' teaching practices and provision of teaching materials before and after PPP.*

Most teachers (14= 77.7%) agreed that they were not satisfied with their teaching practices to teach English language before the PPP project. These teachers expressed the need for change as they felt that the results of the students were always below the expected grade level. With the arrival of the PPP 'experts' to schools, many of the teachers interviewed (13= 72.2%) thought that a great educational reform was about to occur in their schools as a result of the new policy. However, in later elaborations, ten of them expressed their disappointments after spending three years with the PPP companies. These teachers used phrases such as; "I am frustrated", "it was a waste of time" and "my colleagues and I were displeased with". When asked about the reasons, teachers were hesitant to talk about the issues at first, but following reassurance that the data would only be used for research purposes, all local Emirati teachers (12= 66.6%) were open to talk about the school providers; while Arab expatriate teachers (6) continued to be conservative towards the interview questions. Three Emirati teachers said they were "doing well before the PPP" and they actually said they "added to the PPP project." Both the Emirati and Arab expats teachers agreed that there were good and bad points about having foreign providers in the schools.

Four of the Emirati teachers were not very articulate in explaining why they were not pleased about working with PPP persons but the researcher helped them by allowing them to use their native Arabic language to express themselves. These teachers explained that PPP hadn't helped them develop their teaching skills, nor their English language skills. "I don't think I can teach writing skills for kids because I need to improve mine first and the trainers offered no assistance" said one of these teachers.

When teachers were asked about support offered to schools prior to the arrival of the PPP, to help them improve their teaching and language skills, a number mentioned that the Ministry of Education had sent English language supervisors to "observe" them and "evaluate" them. Ten teachers (55.5%) said that their supervisors had held training workshops for them in the school which they described as "sometimes good" or "of no use". Teachers also talked about going to conferences "occasionally".

When teachers were asked about the materials that the school provided for them to help improve their English language teaching practices, all teachers complained about shortage of materials and resources in their schools before the PPP project. However, when asked about this issue following the arrival of the PPP, there was a mixed response. The teachers were divided into two groups. The first group (10= 55.5%) said that they were encouraged to create their own materials to teach the language. This group mentioned that their advisors spent the first two years training them to find and produce their own teaching materials and resources. Teachers in the first group stressed the fact that their providers gave great importance to displays in the classroom to help create an attractive environment for students to learn. The providers in this group introduced student-centered approaches to teach language skills and classroom environment was an important element to them. They also provided graded reading schemes and encouraged group activities. Teachers were expected to use the reading schemes during class. Teaching phonics was also a major theme to them, and

this seen as very important. Teachers were also encouraged and helped to produce good teaching materials, as well as being provided with phonics packages to assist their teaching. The use of technology was also highly valued and appreciated. These teachers thought that the providers helped them a lot in the creation of teaching materials. When their providers introduced the differentiated teaching approach, teachers said they were able to create “differentiated worksheets” for different students. The researcher specifically asked this group to explain more about what they had learnt about differentiated teaching, and they repeatedly talked about creating worksheets for different students’ abilities. This group of teachers said that their students were “positively affected” by the environment created by the teachers, as a result of the training that their teachers had received. It may be difficult to prove whether the improved student performance and results were due to the new materials and the attractive displays or not. There was a wide difference in teacher view point. Some of them (3= 30%) insisted that differentiated teaching helped students greatly while the majority of these teachers (mostly Emirati teachers) said that differentiated teaching methods were not helpful but that agreed that the students had enjoyed the displays.

The second group (8= 44.4%) dealt with a different approach followed by their providers. The providers of that group decided to provide their teachers with all supporting teaching materials. “Texts books, posters, notebooks, CDs, DVDs, audio tapes and even lesson plans” were available for all teachers to utilize in their classrooms. Although teachers mentioned that technology was not a major concern, they said that they were encouraged to use OHP and DVDs but these would not be highly appreciated by their advisors. English language books were designed to be followed page by page, to teach different language skills. A pacing chart which was easy to follow was also given by the providers so that teachers would know what and when exactly a subject matter was required to be taught. As all materials were given for the teachers, “no excuse was accepted for not following the pace

chart” they said. Teachers in the second group appreciated the fact that “everything was clear and that they spent most of their time and effort teaching and helping students to learn the English language”. They said that having a structured program of how to operate within the school day actually “lifted a burden from their shoulders” because they didn’t have to think about what to teach and how to teach it. One Emirati teacher explained “as a novice teacher: with only three years experience, I needed somebody to tell me what to do, about almost everything, I had no idea about teaching young learners and my teacher education was not of great help”. She added “one of my biggest concerns was my English language proficiency but I didn’t know what to do about it.” The same issue was raised in almost every school the researcher visited.

- *Models of PD programs in PPP schools*

According to the teachers interviewed (18= 100%), there were two models of professional development in most of the PPP schools. The first form was attending PD workshops with trainers who conducted the training for all teachers regardless of their specialization. General PD sessions took place once a week. At first, teachers explained that they were “obliged” to attend the training, as the school administration encouraged attendance and that the training was basically about “teaching methodologies”. However, as the project continued, teachers said they gradually stopped attending the sessions, as the trainers started to repeat the same issues. The teachers interviewed confirmed that trainers presented workshops on classroom management, school environment, differentiated teaching, cooperative and active learning. The trainers used English as the medium of communication during these sessions and relied on the bilingual English language teachers to do most of the translation. According to the teachers, most of the teachers in the school did not speak English and the trainers needed to rely on translators all the time. Two teachers said they eventually refused to conduct translation for their trainers as they were not involved in the PD

sessions as participants. PD sessions conducted for the whole school for all subjects' teachers were described by most of the (15= 83.3%) teachers of being "useless, repetitive and boring." At one point, the teachers elaborated, "Most of the training had nothing to do with English language teaching or even teaching, they were about ADEC's policies." On several occasions, teachers talked about being deprived from creativity, innovation and autonomy.

The second model of the training the teachers talked about was coaching and mentoring by a subject advisor. The majority of teachers (88.8%) gave explicit evidence about their sessions with the subject advisors. At the beginning of the PPP project they said, the subject advisors were not specialized in English language teaching, they were rather early childhood educators. The advisors were working with teachers of different subjects. Teachers said that the main focus of the PDs was teaching and pedagogical change. The PD sessions were reflecting the opinion of the general need in the school. In later stages that were "characterized by some major changes, including changes in the advisors personnel" they said, teachers described their one-on-one sessions with the English language advisor as "constructive."

Teachers were asked to mention the follow up procedures the trainers performed after the training. The majority of teachers (80.8%) were not able to talk about specific procedures. Three teachers mentioned "training evaluation sheets"! Five said "no procedures were taken but all teachers in the schools had to show discipline"! However, five teachers talked about being observed the day followed any training session with the advisors. Six teachers had no idea what the term "follow up" meant.

- *English language Teacher perceptions on the influence of PD models on their teaching*

Seventy two percent of the teachers described the improvement of their English language teaching as "little". Three Emirati teachers expressed their pleasure with the

systematic method some providers followed while training teacher. These teachers expressed their appreciation of the fact that they were given instructions and guidelines during the training sessions on what to teach, how to teach and what was expected from them and their students. Five more teachers (including two male teachers) from different schools but with same provider said they were satisfied with the teaching materials they were provided with, which were most helpful in teaching vocabulary and reading in particular. However, these particular teachers did not think they improved as English language teachers. When asked about the reasons for this they simply said they still did not feel confident to teach skills such as writing, reading, and speaking. In fact one of them said "I need to know how to teach grammar implicitly because they keep asking me to do so and not showing me how".

When asked if they thought that there had been improvement as a result of the PD sessions, 55.5% thought that there was some or little improvement. When they were asked to explain this improvement, these teachers felt that there had been radical changes made in their English language teaching. They referred particularly to the new strategies they had learnt about teaching phonics, vocabulary and reading. Sixty one percent of teachers mentioned that they felt that graded reading and differentiated teaching contributed the most to the significant improvement that had been made. Fifty percent of the teachers mentioned teaching phonics as being important to this issue, whereas 22.2% added teaching vocabulary was responsible for the most significant improvement.

When teachers were asked to what extent they thought they were able to use these new strategies themselves they expressed the need for "more applicable training and constructive feedback." All twelve Emirati teachers communicated their urgent need for specific PD. One teacher said "I need training on how to teach different students of different abilities because I don't think putting students of the same level in one group is helping my students." Another teacher said "the feedback I received from my advisor was very helpful at

first, but I think she ran out of ideas afterwards” and then the teacher added “my advisor had nothing more to offer.” Many teachers (38.8%) found the one-on-one sessions very valuable because they could discuss and share ideas, and they found planning with the advisor was the most helpful. Contrastingly, other teachers working in the same school said that “though we benefited from our advisor, the sessions were longer than they needed to be and we got fed up; we have other duties to perform in the school.”

- *Teachers perceptions on trainers*

Almost all the teachers (89%) agreed that nothing new had been presented in PD sessions in the previous two years. When questioned about the professional quality of the trainers, these teachers described the presenters as “not highly qualified” and therefore unsuitable to train teachers. Others said they felt the trainers were “lecturing all the time” and offered “no opportunities for collegial activities”.

Sixty seven percent of these teachers however, reported that the subject advisors who worked directly with English language teachers, supported and introduced them to some new methods. These teachers mentioned that planning with the subject advisors made them recognize some basic components of planning a lesson, such as assessment and dealing with students’ different abilities. According to the teachers, advisors helped them plan for differentiated teaching.

- *Professional development and students’ results*

All teachers agreed that the students results of the standardized tests held by ADEC (EMSA) were positively affected by the training they received. When asked how, teachers expressed their satisfaction of students’ scores due to the “training” and preparation that the “teachers” used to give students prior to the tests. Fifty six percent argued that students’ results improved as a result of the training they had. Digging deeper in to the issue, teachers started to reflect on how they helped their students pass these tests and on how some PPPs’

employees encouraged them to use a lot of drilling and practice for the test items. Some teachers felt that the training they had received in delivering lessons with active learning and learner-centered strategies helped to improve students' level in English language - reading and speaking. Nevertheless, these teachers were not pleased with their students' level in writing and listening as the subject advisors were not keen on teaching these skills to students. A few teachers on the other hand, were pleased with their students overall results and levels which they attributed to the deducted methods their PPP trainers insisted on using. From their point of view, direct instruction made goals and objectives clear for everyone to follow. These teachers added that in the training, the trainers were really specific with the type of outcomes expected from them to achieve including the students' results.

- *Teachers' suggestions to improve PD for English language teachers*

Almost all teachers expressed some concerns about future PD sessions. They demanded more practical PD sessions, with competent trainers, more one-on-one coaching and more ESL teaching development programs. Some teachers mentioned their need for obtaining a teaching license and a master degree in teaching. Emirati teachers expressed their desire to improve their language proficiency and would appreciate some opportunities for "speaking courses".

IV.1.2 Results of the survey

In the following section the results of the five-section survey are presented. It noted that strongly agree and agree rates will be represented together in one percentage. Similarly is strongly disagree and disagree.

Section 1:

Table 1: Most useful means of PD for English language teachers for the last three years

	Response Percent	Response Count
Attending conferences and seminars	10%	3
Reading books, websites, etc	16.6%	5
PD training through the PPP companies	10%	3
PD training with a subject advisor	23.3%	7
Observing other colleagues	13.3%	4
Sharing ideas and resources with colleagues	26.6%	8

Table 2: least useful means of PD for English language teachers for the last three years

	Response percent	Response count
Attending conferences and seminars	13.3%	4
Reading books, websites, etc.	16.6%	5
PD training through the PPP companies	46.6%	14
PD training with a subject advisor	16.6%	5
Observing other colleagues	3.3%	1
Sharing ideas and resources with colleagues	3.3%	1

Teachers reported that certain PD activities such as: sharing ideas and resources with colleagues (26%) and PD training with a subject advisor (23%) were the most useful means of PD over the last three years. However, 45% teachers found that PD training through the PPP companies was the least beneficial in the last three years.

Section 2:

Table 3: Professional development Teachers' needs before PPP

	Strongly disagree	Disagree	not sure	Agree	Strongly agree	N/A	Rating Average	Response Count
My English language reading and writing	26.7% (8)	23.3% (7)	13.3% (4)	13.3% (4)	20.0% (6)	3.3% (1)	2.76	30
My English language listening and speaking	16.7% (5)	13.3% (4)	16.7% (5)	23.3% (7)	26.7% (8)	3.3% (1)	3.31	30
General language learning theories and principles	6.7% (2)	20.0% (6)	13.3% (4)	40.0% (12)	20.0% (6)	0.0% (0)	3.47	30
Students' abilities and differences	3.3% (1)	10.0% (3)	13.3% (4)	50.0% (15)	23.3% (7)	0.0% (0)	3.80	30
Planning ESL lessons	13.3% (4)	16.7% (5)	16.7% (5)	20.0% (6)	30.0% (9)	3.3% (1)	3.38	30
Creating and using materials to teach ESL	16.7% (5)	10.0% (3)	13.3% (4)	36.7% (11)	23.3% (7)	0.0% (0)	3.40	30
Using effective group activities	13.3% (4)	3.3% (1)	16.7% (5)	26.7% (8)	40.0% (12)	0.0% (0)	3.77	30
Language assessment	6.7% (2)	13.3% (4)	6.7% (2)	26.7% (8)	46.7% (14)	0.0% (0)	3.93	30

Note *SA & A (Strongly Agree and Agree) will be represented together in one percentage. Similarly is D(Disagree) and SD(Strongly Disagree).

Table 3 shows different professional development needs according to English language teachers' responses.

- PD about Language assessment (73.4%)
- PD about students' abilities and differences rated the highest (73.3%).
- Using effective group activities was rated at 66.7%, which placed it as the second highest rating in terms of need.
- English language listening and speaking, general language learning theories and principles, and creating and using materials to teach ESL were the third highly rated needs (60%).

- The table also shows that 50% of the teachers rated their proficiency in English language reading and writing as the least needed PD.

Section 3:

Table 4: Teachers' description of the training they had within the PPP PD programs

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	N/A	Rating Average	Response Count
Having clear and meaningful objectives	20.0% (6)	33.3% (10)	6.7% (2)	23.3% (7)	16.7% (5)	0.0% (0)	2.83	30
Using relevant content	10.0% (3)	36.7% (11)	13.3% (4)	26.7% (8)	13.3% (4)	0.0% (0)	2.97	30
Being Responsive to teachers' individual needs	23.3% (7)	46.7% (14)	6.7% (2)	13.3% (4)	10.0% (3)	0.0% (0)	2.40	30
Having opportunities for group interaction	13.3% (4)	40.0% (12)	20.0% (6)	16.7% (5)	10.0% (3)	0.0% (0)	2.70	30
encouraging reflection on my teaching practices	13.3% (4)	20.0% (6)	26.7% (8)	20.0% (6)	20.0% (6)	0.0% (0)	3.13	30
Including practical ESL teaching techniques	23.3% (7)	26.7% (8)	10.0% (3)	33.3% (10)	6.7% (2)	0.0% (0)	2.73	30
Helping teachers apply new methods	20.0% (6)	20.0% (6)	16.7% (5)	30.0% (9)	13.3% (4)	0.0% (0)	2.97	30

Note *SA & A (Strongly Agree and Agree) will be represented together in one percentage Similarly is D(Disagree) and SD(Strongly Disagree).

Table 4 reflects teachers' perceptions of the training given within the PPP system.

This table shows that the majority (70%) of teachers disagree with the notion that the training was being Responsive to teachers' individual needs. When asked if they thought that the training they received can be described as having clear and meaningful objectives or providing opportunities for group interaction 53.3% disagreed. However, 43% agreed that the training helped teachers apply new methods and 40% agreed that the training included practical ESL teaching techniques. It is also noticeable that 27% of the teachers were not sure whether the training was encouraging reflection on teachers' teaching practices.

Section 4:

Table 5: a. PD trainers or presenters

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	N/A	Rating Average	Response Count
Demonstrated familiarity with the UAE context	10.0% (3)	40.0% (12)	20.0% (6)	23.3% (7)	6.7% (2)	0.0% (0)	2.77	30
Were skilled at teaching workshops for teachers	16.7% (5)	43.3% (13)	16.7% (5)	16.7% (5)	6.7% (2)	0.0% (0)	2.53	30
Focused on individual activities	23.3% (7)	43.3% (13)	23.3% (7)	3.3% (1)	6.7% (2)	0.0% (0)	2.27	30
Encourage collegial interaction and support	20.0% (6)	30.0% (9)	26.7% (8)	6.7% (2)	16.7% (5)	0.0% (0)	2.70	30
Focused on the practical side of the training	20.0% (6)	36.7% (11)	26.7% (8)	13.3% (4)	3.3% (1)	0.0% (0)	2.43	30
Designed the training based on data about students performance	43.3% (13)	26.7% (8)	16.7% (5)	6.7% (2)	6.7% (2)	0.0% (0)	2.07	30
Utilized creative resources	20.0% (6)	26.7% (8)	33.3% (10)	10.0% (3)	10.0% (3)	0.0% (0)	2.63	30
I continued using my normal teaching techniques after attending general PD sessions	10.0% (3)	13.3% (4)	16.7% (5)	26.7% (8)	33.3% (10)	0.0% (0)	3.60	30
Overall, the general PD sessions I attended were effective in helping me become a better teacher	23.3% (7)	23.3% (7)	23.3% (7)	10.0% (3)	20.0% (6)	0.0% (0)	2.80	30

Note *SA & A (Strongly Agree and Agree) will be represented together in one percentage. Similarly is D (Disagree) and SD (Strongly Disagree).

It is evident from table 5 that 70% of teachers disagreed with the view that the trainers designed the training based on data about students' performance. Sixty seven percent disagreed with the view that the trainers focused on individual activities while 50% also disagreed that the trainers encouraged collegial interaction and support. Sixty percent agreed that they continued to use their normal teaching techniques after attending general PD sessions. In addition, when asked if they thought that the general PD sessions they attended were effective in helping them become better teachers, 47% disagreed! However, 30% of the teachers thought they the PD helped them become better teachers.

Table 6: Is the PD presenter a different person from your advisor?

	Response Percent	Response Count
Yes	73.3%	22
No	30.0%	9

73.3% of the respondents confirmed that the PD presenters were different from the subject advisors and as a result they had to complete part b from that section.

Table 7: b. Subject advisor

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	N/A	Rating Average	Response Count
Demonstrated familiarity with the UAE school context	0.0% (0)	18.2% (4)	36.4% (8)	36.4% (8)	9.1% (2)	0.0% (0)	3.36	22
knowledgeable about second language learning	9.1% (2)	0.0% (0)	13.6% (3)	59.1% (13)	18.2% (4)	0.0% (0)	3.77	22
Encouraged reflection on my teaching practices	0.0% (0)	13.6% (3)	4.5% (1)	72.7% (16)	9.1% (2)	0.0% (0)	3.77	22
encouraged collaboration among teachers	4.5% (1)	18.2% (4)	18.2% (4)	45.5% (10)	13.6% (3)	0.0% (0)	3.45	22
gave constructive feedback	9.1% (2)	4.5% (1)	4.5% (1)	72.7% (16)	9.1% (2)	0.0% (0)	3.68	22
Focused on practical implementation in the classroom	4.5% (1)	4.5% (1)	13.6% (3)	63.6% (14)	13.6% (3)	0.0% (0)	3.77	22
Encouraged teachers to utilize a variety of resources	0.0% (0)	9.1% (2)	0.0% (0)	59.1% (13)	31.8% (7)	0.0% (0)	4.14	22
I kept practicing my standard teaching methods after working with the subject advisor	22.7% (5)	27.3% (6)	18.2% (4)	22.7% (5)	9.1% (2)	0.0% (0)	2.68	22
Overall, the PD sessions I attended with my subject advisor were effective in helping me become a better teacher	9.1% (2)	18.2% (4)	13.6% (3)	45.5% (10)	13.6% (3)	0.0% (0)	3.36	22

Note *SA & A (Strongly Agree and Agree) will be represented together in one percentage. Similarly is D(Disagree) and SD(Strongly Disagree).

Table 7 represents the respondents' perceptions of their subject advisors; it is evident that the teachers were in favor of the subject advisors. Almost 82% of the teachers agreed that

the advisors were encouraging reflection on teaching practices and were providing constructive feedback. A large number of teachers representing 77.3% agreed that the advisors were knowledgeable about second language learning and 77.2 % agreed that they were focused on practical implementation in the classroom. Fifty percent disagreed with the notion that they continued practicing their standard teaching methods after working with the subject advisor. Fifty nine percent agreed that overall, the PD sessions they attended with the subject advisor were effective in helping them become better teachers.

Section 5:

Table 8: Teachers' perceptions of overall PD experience in the last two years

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	N/A	Rating Average	Response Count
Planning English Language instruction	16.7% (5)	26.7% (8)	26.7% (8)	16.7% (5)	10.0% (3)	3.3% (1)	2.76	30
Implementing new English language instruction	13.3% (4)	20.0% (6)	36.7% (11)	16.7% (5)	10.0% (3)	3.3% (1)	2.90	30
Finding useful resources for instruction	6.7% (2)	13.3% (4)	36.7% (11)	26.7% (8)	13.3% (4)	3.3% (1)	3.28	30
Teaching vocabulary	13.3% (4)	20.0% (6)	20.0% (6)	33.3% (10)	13.3% (4)	0.0% (0)	3.13	30
Teaching phonics	13.3% (4)	10.0% (3)	23.3% (7)	33.3% (10)	20.0% (6)	0.0% (0)	3.37	30
Grammar instruction	43.3% (13)	26.7% (8)	13.3% (4)	6.7% (2)	10.0% (3)	0.0% (0)	2.13	30
Reading Instruction	13.3% (4)	10.0% (3)	26.7% (8)	30.0% (9)	20.0% (6)	0.0% (0)	3.33	30
Writing instruction	40.0% (12)	20.0% (6)	13.3% (4)	13.3% (4)	13.3% (4)	0.0% (0)	2.40	30
Use of guided reading	13.3% (4)	3.3% (1)	13.3% (4)	53.3% (16)	13.3% (4)	3.3% (1)	3.52	30
Use of differentiated instruction to suit all Students' levels	6.7% (2)	13.3% (4)	36.7% (11)	26.7% (8)	16.7% (5)	0.0% (0)	3.33	30
Classroom assessment	16.7% (5)	13.3% (4)	43.3% (13)	16.7% (5)	10.0% (3)	0.0% (0)	2.90	30

Note *S,A & A (Strongly Agree and Agree) will be represented together in one percentage. Similarly is D(Disagree) and SD(Strongly Disagree).

Table 8 presents teachers' perceptions of their general PD experiences in the last two years. Overall, 66.6% agreed that PD had helped them improve their teaching of guided reading. However, 70% of teachers felt that their grammar instruction had not improved. Some teachers were not sure about the effectiveness of the training they received about classroom assessment and 30% disagreed that the training improved their assessment strategies. While 43.3% of the respondents were able to use differentiated instruction to suit all students' levels, 21% disagreed that they are able to use differentiated instruction. Forty percent of the teachers indicated that the overall training helped them find useful resources for English language instruction while 36.7% were not sure about their ability to find resources. The table also showed that 36.7% of the teachers were not sure they could implement English language instruction while 33.3% disagreed they could and only 27.7% of these teachers could implement new English language instruction.

CHAPTER V

Discussion and Conclusions

V.1 Discussion

In this section, the findings are discussed in accordance with the research questions.

Research question 1

What are professional development programs and models provided for English language teachers in PPP schools? Concerning professional development models and programs provided for English language teachers in PPP schools, the data collected from teachers seemed to confirm two models for professional development in these schools. Teachers constantly talked about training workshops held for all teachers in the school no matter what the discipline they were in. This kind of training tackled general educational topics such as the class environment, classroom management, active learning etc. However, most English teachers were not keen on such training. The data from the interviews showed clearly that these workshops were acceptable at the beginning but teachers lost interest as they were repeated over and over in the following years. The reasons for repeating these workshops were not made clear to staff. One interpretation could be that teachers couldn't put what they learnt in practice and trainers had to repeat the sessions or the trainer had "nothing more to offer", as some teachers put it. Because the main concern of this study is English teachers, and because English language teaching is a core feature of the education reform in Abu-Dhabi, digging more deeply into these issues was necessary. The results related to training and the competencies of trainers indicated that both were not of high quality. Teachers' responses to the interview questions about training were on the whole not very positive. In addition, 45.2% of the teachers thought that the least useful training form was training with the PPP companies. Table 4 and 5 illustrate that teachers' perceptions on both

were very negative. High percentages in the strongly disagree and disagree zones, as well as the rest of the results on training signify that:

1. English teachers thought their PD needs were abandoned by the training and the trainers.
2. Sixty percent of English teachers in this study continued their standard teaching even after they were exposed to the training; and
3. Teachers did not consider the training or the trainers effective in teaching English language.

Effective professional development for teachers in general and for language teachers in particular assumes that it should be built on foundation of skills, knowledge, and expertise, it should engage participants as learners, should provide practice, feedback, and follow-up, should measure changes in teacher knowledge and skill and lastly should measure changes in student performance (Guskey, 2002; Fullan, 2005; Loucks-Horsley, et al., 2010). Similarly, many of the core features of effective and high quality PD mentioned in the literature were missing in this model of PD. Teachers' perceptions in table 3 have clearly shown awareness of their needs related to their language proficiency and teaching skills but one can only understand from teachers' perceptions that these needs were not taken into consideration. On the other hand, the nature of professional development activities appeared to consist of 'one-shot' workshops aiming at teacher mastery of prescribed skills and knowledge which is not recognized as a model of a high quality or effective PD (Clarke and Hollingsworth, 2002). Moreover, these workshops were not designed to engage teachers in learning nor were they designed to encourage collegial collaboration. Scholars assert that there must be a true collaborative school context and they confirm that collegiality is one of the most important steps in achieving effective school improvement (Glatthorn, 1995 & Barth, 1990).

The second model, which was obviously received positively by the majority of English language teachers, is coaching by specialized ESL advisors. Teachers were not really comprehensible when asked about the sort of activities the advisors carried out. The findings of the research revealed that English language teachers seemed to show a very positive attitude towards professional development presented by their advisors. They specifically mentioned two significant activities which are (1) observation and giving feedback, and (2) co-planning on regular basis with the English advisors. In particular, the language teachers regarded educational advisors as a person who could look at their job performance in a judgmental way, but extend beyond the traditional notion of the MOE supervision that evokes the sense of forcing them to a prescribed and specific educational philosophy, which led to a less desirable effect on the teaching process. Instead, the majority of teachers agreed that subject advisors provided them with adequate support in language teaching and constructive feedback, which encouraged them to develop their own ways and means for using their own capabilities to become better teachers.

However, two major impediments have been recognized in the way teachers' desired professional development, which are allocated time for professional development and few PD opportunities to improve the knowledge content of the target. Lack of time is one of the greatest challenges to implementing effective professional development identified as recognized by teachers in the interviews. Guskey (2003) insists that PD time must be well organized, carefully structured, and purposefully directed to be effective.

Ninety percent of the teachers agreed that they were encouraged by their advisors to utilize a variety of resources. Teachers were either given the teaching materials and the resources or encouraged to find their own and decide what materials and resources were best to help their students learn the language. Both means were applauded by teachers. Though many teachers expressed contentment about being provided with materials and being told

what to do, it is a very structured technique that does not allow teachers to be creative and be reflective practitioners. Teachers were comfortable with it as it didn't cause them any effort. However, it was also interesting to find that many teachers were satisfied that they were allowed some autonomy and creativity.

Research question 2:

How do teachers perceive the effectiveness of PD programs in enhancing their teaching of English and the students' results? The findings of the focused- group interviews and the survey were consistent. It was very evident that teachers' perceptions towards the PD programs effectiveness varied according to the model of PD implemented and the influence of the PD on their teaching practices and on their language proficiency and content knowledge.

The findings of the research reveal that English language teachers seem to show a very positive attitude towards one-on-one coaching and working with the advisors as well as being encouraged to work collaboratively with colleagues. The analyzed findings are consistent with the findings in the literature. The adult learning principles relies heavily upon a collaborative model which allows participants to work with colleagues in the actual classrooms (Elmore, 2002 & Gurskey, 2003). Teachers were given the opportunity to share successes and reflect on failures, they were able to build on previous activities by learning new trends in the field, discuss classroom experiences with the subject advisors and other teachers, reflect upon their own teaching, and become aware of other opportunities. Although the results show that 31.8% of the teachers said they have continued practicing their normal English language teaching methods, nearly 20% were not sure if they had made any changes, 50% of the teachers who worked with the advisors held positive perceptions about that model of training. The whole school training on the other hand received the lowest positive rates. It

is evident that the lack of coherence and lack of content focus made the teachers lose interest. Teachers' negative perceptions reflected what the recent educational literature acknowledges as ineffective or PD of low quality. It wasn't teacher driven (Barth, 1990), it wasn't sustained (Goals 2000, 2001), it didn't develop new teaching strategies for English language teaching and it wasn't content-focused (Birman et. al, 2000). The results showed that many teachers were still unsure about their ability to lead the reform and to adopt new trends in teaching English language.

There were no indications in the results that the PD in PPP investigated in this study was derived by students needs. Pd should aim at improving students' achievement. Garet et al (2001) suggest that staff development must focus on improvement in learning for all students. In fact, teachers said they were encouraged to train their students to pass the standardized test instead of helping the teachers to identify their students' needs and consequently provide PD opportunities for these teachers to enhance their students' performance in tests.

V.2 Conclusions

A rich body of literature asserts the importance of the teachers' role in any educational reform. It is also essential to learn about how teachers can be developed. It is interesting to ponder what shapes teachers' perceptions towards their own PD experiences. The findings may stimulate the need to rethink the effectiveness of professional development programs in a bid to keep up with new trends and reform goals. The relevance and effectiveness of PD may need to be improved and consequently teachers' attitudes, beliefs and teaching practices will be enhanced.

Based on findings, this study highlights a number of issues that are found to be consistent with several other previous studies.

- The Education reform in the Emirate of Abu-Dhabi is essential and stakeholders have realized the importance of enhancing teachers performance through initiating school based and job embedded PD programs
- The PD programs in PPP schools were not all of bad quality. The results of this study have identified good practices such as working with an advisor, encouraging reflective practices and using differentiated instruction.
- In many cases teachers have shown understanding of the necessity for education reform. English language teachers seemed to realize the importance of updating one's knowledge and skills to cope with the reform. About 30% felt that they have improved their practices due to the training which is a good indication of these teachers' willingness to play active part of the reform.
- One of the major reasons that caused negative attitudes towards PD in PPP schools was that in general it was not based on high quality PD and Language teaching PD principles. Application of these principles can result in increased effectiveness of these programs and increased motivation of teachers.
- English language teachers' needs have to be taken into consideration. PD sessions need to be constructed, taking into account standards and expectations of teachers in the education reform. It is assumed that accommodating for these needs may pave the way for better teaching practices.
- PD models investigated in this study indicated a lack of variation of PD approaches in the sample schools. In the same sense, the findings of this study point out that English language teachers value certain PD approaches - mostly coaching and working with colleagues. Methods that provide opportunities to work with colleagues, allowing reflection on teaching practices, exchanging ideas, and sharing strategies and experiences are mostly appreciated.

- A great part of this study has been designed to find out about teachers' perceptions towards trainers in PPP schools. Teachers were keen on their advisors and averse to trainers with no specific goals or interest in teachers' needs.
- This study highlights the fact that English language teachers' PD needs to include training on the subject matter and teachers' language proficiency. A huge body of the literature supports the notion that language teachers need a good command of the target language in order to perform better than in the classroom.
- Utilizing and creating teaching materials and resources should be part of the teachers' training. The PPP project has come to an end and teachers should be able to depend on their own ability to find and create their own teaching resources.
- In addition to that, this study does not suggest that students' achievements and results have been or have not been taken into consideration when designing PD in PPP schools even though teachers have suggested they have not.
- This study represents only a small sample of teachers' perceptions about PD in some PPP schools in Al Ain. It does not represent PPP trainers and personnel which leaves another side of this issue in need of further investigation.

V.3 Recommendations

Based on literature and the research findings, the researcher recommends:

- High quality PD, predesigned for English language teachers should be structured in accordance with the different needs of teachers in terms of knowledge of subject matter and teaching strategies, methods, and skills as well as students needs.
- Teachers should also be given the opportunity to plan and design or have input into PD programs. A thorough evaluation of PD programs should be conducted, subsequent to any further PD program, to enhance future PDs. Any evaluation of PD program should not neglect teachers' beliefs, attitudes and perceptions.

- Quality teacher training needs qualified and competent trainers. Trainers should be trained and well equipped to work with teachers in a reform program and the policy makers should develop efficient Emirati coaches for carrying out such programs in the future.
- Activating electronic PD and implementing networking groups PD models should be considered.
- Much attention should be paid to activating effective methods and instruments for evaluating current and future programs before, during, and after their implementation.
- Further research is recommended to find out about view points and perceptions of PPP trainers and advisors to benefit from the experience.

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Appendix A

Open-ended questionnaire

Professional development program

Dear teacher,

The aim of this pilot questionnaire is to gather data about the professional development (PD) programs in Al-Ain schools. Your opinion is highly appreciated and looking forward to your cooperation. Please note that the data provided is confidential and will be used for study purpose only.

Name (optional):			
Grade cycle:	1. Cycle 1	2. Cycle 2	3. cycle
1. Does your school offer any PD sessions? How often?			
2. What kind of PD opportunities does the school offer you to meet the standards?			
3. How does your school find out about the PD needs of the teachers?			
4. How does the school follow up the effectiveness of the training offered?			
5. Do you think that the school training plan help you improve your performance? How? Why/ why not?			
6. Are you involved in the developing the training program?			

Appendix B

Interview questions

1. How do your school's teaching practices and provided materials help students learn English effectively?
2. How did the school's PD programs help you develop as an English teacher?
3. Did you apply or implement the ideas that you learned in PD? Why or why not?
4. Which aspects of their PD programs were not helpful to you?
5. What kind of **follow up procedures** are taken to ensure effectiveness?
6. Do you think that your students results (e.g. Emsa tests) are affected by the training you receive? Why?
7. How often do you find PD sessions practical and applicable? In which areas?
8. As an English teacher, do you think PD programs in your school have met your expectations? Why?
9. What suggestions do you have to improve PD programs?

Dear participant,

As you know, the Emirate of Abu-Dhabi hired several consulting companies to help primary English language teachers improve their performance from 2006 to 2011. The survey is designed to collect research data on English language teachers' perspectives on professional development (PD) programs in their schools during the Public-Private Partnership (PPP) program conducted in Abu Dhabi. The survey covers the following areas: (1) personal PD goals and needs of English language teachers, (2) characteristics of the PD training, (3) qualities of trainers and advisors, and (4) teachers' overall opinions about their PD experiences. Since it's difficult to summarize your opinions about the professional development, when you respond, focus on your experiences and opinions during the last two years of the program. Please answer questions as indicated in each section.

The middle point on the response scale indicates you are not sure or you have a mixed opinion. It does not mean "not applicable"; if the statement is not applicable in your case, please tick N/A column. Open-ended questions at the end of each section are not required but short answers would be valuable for this study.

Your feedback is highly appreciated. All responses are confidential and will be utilized for research purposes only. No participants will be individually identified.

Should you have any questions with regard to the survey, please do not hesitate to contact the researcher at: mrm_84@hotmail.com

Please contact me if you would like to receive a summary of the results

*** 1. Which of these means of professional development has been most useful for you in the last 3 years?**

- Attending conferences and seminars
- Reading books, websites, etc.
- PD training through the PPP companies
- PD training with a subject advisor
- Observing other colleagues
- Sharing ideas and resources with colleagues

*** 2. Which of these means of professional development has been least useful for you in the last 3 years?**

- Attending conferences and seminars
- Reading books, websites, etc.
- PD training through the PPP companies
- PD training with a subject advisor
- Observing other colleagues
- Sharing ideas and resources with colleagues

*6.

Is the PD presenter a different person from your advisor?

Yes

No

*** 9. Bio-Data**

Gender

Nationality

Total of your
teaching experience

Number of years in
PPP training

year I started PPP
training

Please choose the
response that most
describe you

Appendix D

Consent Letter

UNITED ARAB EMIRATES
Abu Dhabi Education Council
Dept. of AIAin Educational Zone



دولة الإمارات العربية المتحدة

مجلس أبوظبي للتعليم

مكتب العين التعليمي

قسم المناهج والبرامج التعليمية

م 2011/4/4

تصميم رقم (236) لسنة 2011 م

المحترمين

السادة/مديري ومديرات المدارس الحلقة الأولى

تحية طيبة... وبعد،

م/ تسهيل مشهمة باحث

في إطار التعاون القائم بين مكتب العين التعليمي ومؤسسات المجتمع المحلي، تقوم الأستاذة/جميلة خميس الحسائي-جامعة الإمارات العربية المتحدة، بإعداد دراسة عنوانها :
" مقارنة اتجاهات معلمي اللغة الانجليزية تجاه برامج التنمية المهنية
في مدارس الشراكة " ، وتتطلب الدراسة إجراء مقابلات مع معلمي اللغة الانجليزية
، يرجى التكرم بتسهيل مهمة الباحث.

شاكرين لكم حسن تعاونكم معنا... ..

ونفضلوا بقبول فائق التقدير والاحترام

عائشة راشد الشويهي
رئيس قسم المناهج والبرامج



ملخص الرسالة

استهدفت الدراسة التعرف على وجهات نظر معضى اللغة الانجليزية للمرحلة الابتدائية تجاه برامج التنمية المهنية فى مدارس الشراكة. كما و استهدفت الدراسة تحديد مدى اقتناع المعلمين بفاعلية هذه البرامج فى تطويرهم كمعلمين تنفئة الانجليزية كمنه ثانية. تم جمع البيانات من خلال مقابلات جمعيه ومركزة بالإضافة الى استبانة. تم تطبيق الدراسة فى منطقة العين التعليمية خلال العام الدراسى 2010-2011. اشتملت عينة المقابلات على 18 معلم ومعلمة بينما طبقت الاستبانة لتشمل 30 من اصل 60 معلم ومعلمة من مدارس الشراكة والتي تبلغ 17 مدرسة ابتدائية فى المنطقة. توصلت الدراسة الى ان المعلمين يرون ان الجلسات التدريبية المعدة ببرامج تدريبي قصير المدى ليست فاعلة بينما يرون ان وجود نماذج تشجع العمل التعاونى والاتصال بين زملائهم لها مردود الايجابى أكبر. كما توصل البحث الى ان فضل العديد من برامج التنمية المهنية قد يرجع لضعف تركيزها على المحتوى ، واهماتها لاحتياجات معلمي اللغة الانجليزية وايضا لتننى كفاءة المعلمين. لم تتناسب الدورات التدريبية المقدمة من قبل مدرسي اللغة لغير الناطقين لها و كذلك لافتقارها لاحدى اساسيات تدريب معضى اللغة و هى تطوير الكفاءة اللغوية للغة التي الشراكة مع احتياجات معلى و معلمات اللغة الانجليزية لافتقارها لأهم احتياجات المعلمين المتعلقة بطرائق تدريس اللغة لغير الناطقين لها و كذلك لافتقارها لاحدى اساسيات تدريب معضى اللغة و هى تطوير الكفاءة اللغوية للغة التي يقومون بتدريسها. كما ان الباحث توصل إلى أن رغم أن آراء المعلمين تشير بإيجابية تجاه دور المستشار التعليمي إلا أن هناك فئة غير قليلة لا تشعر بالرضى التام عن أداء المستشارين الخاصين بهم، مما يطرح التساؤل مجددا حول كفاءة المعلمين فى مدارس الشراكة. يوصى البحث بضرورة الحرص على تطبيق اساسيات بناء برامج التنمية المهنية الفاعلة لرفع مستوى الدافعية لدى المعلمين و بالتالى تغيير توجهاتهم نحو هذه البرامج. كما ويوصى الدراسة بأخذ احتياجات المعلمين وتوظيف طرائق متنوعة فى التنمية المهنية يعين الاعتبار.



جامعة الإمارات العربية المتحدة
كلية التربية
قسم المناهج وطرق التدريس
برنامج الماجستير في التربية

آراء و توجهات معلمي اللغة الانجليزية في المرحلة
الابتدائية تجاه برامج التنمية
المهنية في مدارس الشراكة في مدينة العين -
دولة الامارات العربية المتحدة

رسالة مقدمة من الطالب

جميلة خميس سيف الحساني

إلى

جامعة الإمارات العربية المتحدة

استكمالاً لمتطلبات الحصول على درجة الماجستير في التربية

المناهج وطرق التدريس - لغة إنجليزية

يونيو 2012

