

# In-service Teacher Training Programs in Libya: EFL Teachers' Perceptions and Training Efficiency

Talal M. Amara

*Sabratha University, Libya*

**Abstract:** The current study focuses on the perceptions of EFL teachers of the in-service training programs in Libya. It also attempts to find out the impact of the in-service training programs on teachers. A survey was sent to 59 EFL teachers across the country. 10 more teachers were interviewed to find out their views of the training. The results of the study reveal that teachers found the in-service training programs very helpful, and provided them with new teaching skills. However, most participants complained about the lack of necessary materials and technological devices without which implementing these new teaching skills and strategies will not be as productive as it should be. The author strongly recommends the Libyan ministry of education and other stakeholders to provide teachers with all necessary materials needed for classroom learning.

**Keywords:** In-service training, feedback, classroom layout, motivation

## I. INTRODUCTION

Teaching English as a foreign language has become very significant and been considered as an educational field that is worth improving constantly within the educational system. The role of teacher training in EFL context has gained much interest since the beginning of the 21<sup>st</sup> century, and any neglect of that has become a serious issue nowadays. Any effective professional training can help teachers acquire the essential pedagogical skills to implement in their classrooms. Teacher training programs are very important in the process of the development of well-prepared teachers. The effectiveness of teacher training has been the topic of much debate in the last two decades. In-service teacher training as a field of teacher education has not found its right place in the research area. In teacher education field, teacher training plays a significant role.

As teaching has recently become more demanding, constantly changing and challenging, extra attention has been put towards developing EFL teaching quality through implementing training programs to enhance teachers' performance. According to Saban (2002), in-service teacher training programs can develop teachers' qualifications and professional identity. Today's classroom has to respond to many changes and developments not only in the way classroom is organized and equipped but also in the way teachers effectively manage the learning process and appropriately use the tools in classroom. Having this reality in mind, in-service teacher training is one of the main tools to assist teachers in maintaining the quality of their teaching.

Teacher training in Arab countries has been influenced by the international development in the methodology of teaching a foreign language; however, most of them find it hard to implement this educational development. Arab countries experience shortcomings in developing an integrated vision for education and on how to implement its objectives (Yamani, 2006). In order to implement these objectives, a mutual development has to target teachers through in-service teacher training. For example, EFL teaching in Jordan in 1962 was marked as a mixture of traditional methods and the lack of a systematic approach, and later as a modified structural approach in 1971, before the communicative approach was officially adapted in 1984 (Kailani, 2004). This shift of the used teaching method approach has occurred due to the emphasis on teacher training in their national plan for education reform (Zughoul, 2003). Since EFL teaching in Arab countries is constantly influenced by the development of many other factors such as technologies, curriculum, knowledge, etc., the need for in-service teacher training is considered even more essential than ever. In-service training programs are the major elements in solving the difficulties encountering teachers' development (Hammadou, 2004; Lee, 2007). Therefore, teachers are in need of constant training during their career to improve themselves to the new global changes. Furthermore, to keep up with these changes, educational institutions should continuously offer such programs to teachers.

## II. LITERATURE REVIEW

The expansion in the use of English language worldwide demands new requirements of teaching English as a foreign language. Therefore, there is a need for a much more level of professionalism in teaching English as a foreign language (Richard, 2008). Holding eligible in-service teacher training programs could contribute to this desired level of professionalism. It is believed that in-service training programs hold a significant key to develop teacher skills and solve a tremendous number of the obstacles facing their development (Lee, 2007; Hammadou, 2004). As teachers occupy a significant role in educational sector, their readiness would definitely boil down to their students.

During the early 20th century, it was believed that teaching was an art, and it was further assumed that teachers were born rather than made. On that basis, some authors believed that foreign language teachers were literally self-developed and self-made and consequently very little teacher training was

required (Schulz, 2000). This pessimistic view of in-service teacher training was adapted by many early authors such as Constantino in (1994) who found that there was no value of such training and that most teachers did not find in-service training programs in teaching English very helpful.

Nowadays, teaching is no longer perceived exclusively as an art, but rather as an integration of many other factors such as skills, beliefs, attitudes, knowledge, etc., all of which could have great impacts on teaching and learning. Efforts have been made in the field of teacher education to conceptualize the knowledge (e.g., Johnston and Goettsch, 2000), and the beliefs (e.g. Crandall, 2000; Peacock, 2001, Mattheoudakis, 2007) that teachers possess about teaching and learning, and how their knowledge, beliefs, and attitudes inform their practices (e.g., Basturkmen, Loewen, & Ellis, 2004; Freeman & Johnson, 2005). All these factors could be pursued, examined, analyzed, interpreted, and implemented in the form of training during the learning time. In other words, in-service training programs allow the opportunity for teachers to explore their skills, beliefs, attitudes, and to gain new knowledge.

It is pointless to say that training programs are not helpful as they would contribute to the betterment of teachers, and consequently on student learning. Widden et al.'s (1996) stressed the importance of in-service teacher professional development. They believed that teacher training makes enormous change in knowledge and information as the nature of teaching requires teachers to engage in utilizing this knowledge effectively with their students. Moreover, teacher training was found to increase the student performance. Teacher training is also expected to increase student performance. Angrist and Lavy (2001) also find that teacher training increases student achievement by roughly 0.25 standard deviations. Rajabi et al. (2011) also investigated the effects of an ESP in-service teacher training program on the perceptions and instructional practices of Iranian ESP teachers and the students' achievements. They found that there was a significant difference between the achievements of students who benefited from trained teachers in comparison with those who had no training program. Another good example of in-service teacher training program which proved successful was special project for foreign languages in Italy during 1980s. As a result of that training project, teachers had more opportunities for professional development, and the teaching of foreign languages was gradually improving. Recent studies into EFL in-service teacher training (e.g. Nicolaidis & Mattheoudakis, 2008; Çelik, 2016; Howard et al., 2016) highlight the importance of the cooperation among stakeholders in developing in-service training programs to provide effective professional development for EFL teachers. They propose for in-service EFL teacher training a "cascade model" which focus on active collaboration of all parties involved in the educational process (learners, teachers, administrators and policy-makers). Nicolaidis & Mattheoudakis (2008) in particular point to three aspects of

professional development: relevance of training to teachers' needs, the quality of materials offered to support trainings, and the efficacy of the subject matter of the courses. In order for in-service training programs to be effective and successful, they should be connected to the 21<sup>st</sup> century classroom. In other words, the training program cannot be isolated from the real-life context. The needs of English teachers who instruct young learners today are different from those teachers who instruct older learners (Akyel, 2003; Güven, 2005). In fact, old training programs were criticized for their traditional way of form and delivery. Collinson & Ono (2001) and Schulle & Dembélé (2007) found that the in-service teacher training programs were delivered in the form of traditional workshops, seminars, conferences or courses, which were brief, fragmented, incoherent encounters, and isolated from real-life classroom situations. Teaching practices and student learning are more likely to be transformed by professional training development that is sustained, coherent, and intense (Cohen & Hill, 2001; Supovitz, Mayer, & Kahle, 2000). The traditional episodic, fragmented approach does not allow for rigorous, cumulative learning (Knapp, 2003). Therefore, teacher training is designed in a way that responds to today's classroom needs. Lee (2007) says that any intended training programs should be well-designed to meet the standards required of teachers in classroom. This training design concentrates on some major components including training content which focuses on student learning needs. The content of professional training can also respond to teacher's needs. It can enhance teacher's competence in the subject matter as well as provide them with a forum to practically use this content. Teacher training that takes into consideration student learning needs and provide teachers with the opportunity to improve their pedagogical skills through teaching specific kinds of content has a great impact on practice (Blank, de las Alas, & Smith, 2007).

Designing teacher training is more effective when it is a coherent part of a school reform. In other words, there should be no gap between what teachers learn in the training programs and what is available in their school. To avoid such gap, schools link teacher training content with curriculum, standards, assessment, and learning opportunities. Supovitz et al. (2000) comments that this kind of linkage happened in Ohio when the National Science Foundation's Project Discovery offered sustained professional development linked to system-wide changes in science standards and curriculum. This linkage led to a significant, long-term increase in teachers' use of inquiry-based instructional practices. The design of teacher training also focuses on the way teachers learn. Active learning opportunities particularly allow teachers to transform their teaching way rather than simply layering new strategies on top of the old ones (Snow-Renner & Lauer, 2005). Active learning opportunity often involves modeling the new strategies and providing teachers with opportunities to practice and reflect on these strategies (Supovitz et al., 2000). Only after such implementation of design components

can one claim that we are moving towards a more productive, fruitful and comprehensive training program.

Arab countries particularly suffered from the neglect of education and so is teacher training. Generally, Arab countries have encountered a number of shortcomings in developing a clear vision for education and also on how to implement its objectives (Yamani, 2006). In a similar vein, teacher training programs in Libya has been developed in quite insufficiency way. In-service teacher training programs are usually predetermined packages of a number of hours of instruction which are mostly theoretical in nature. The usual teacher training programs in Libya suffer from various weaknesses which make them less beneficial and inadequate. It is so, because training program administrators fail to equip teachers with the sufficient knowledge and practice that are necessary for their career. Although training programs used to be in the form of pre-packed prescription in which the content was usually in the form of 'one-size-fits-all', new well-designed in-service training programs have been recently offered and seemed to have very ambitious results. These training programs were very similar in both content and process.

In contrast to the research on the in-service teacher programs in the EFL context globally, nothing have been conducted to investigate its significance in Libya. Therefore, the present study seeks to explore the quality of the in-service training programs and to find out the perceptions of teachers. There is a lack of research studies in the field of teacher education in general and in-service teacher training in particular in Libya. The researcher in this study browsed the literature and found almost nothing written about in-service training programs. Therefore, this study was an attempt to investigate this field and find out the teachers' perceptions of in-service training programs in Libya, and to see whether these training programs actually met the teachers' needs. The study attempted to find out teachers' perceptions of the in-service teacher training programs they received in the last couple of years, and whether or not these training programs had any positive impacts on the quality of their teaching.

### III. METHODOLOGY

Given that, the present study was concerned with scrutinizing the perception of EFL teachers of the in-service training programs and the effectiveness of these in-service training programs. This study employed the mixed method design focusing on collecting, analyzing, and mixing both quantitative and qualitative data to gain a better insights into the perceptions of practicing teachers. The quantitative data was addressed as the core, while the qualitative data provided as a supplementary one. A nationwide survey was used to obtain quantitative data. It played a major role to provide information about the participants' insights. The survey questionnaire was distributed electronically as the participants are scattered across the country. The questions were mainly about the participants' views regarding the impact of the in-service training programs they had on their classroom

practices. On-on-one interview was also used as a supplementary data collection tool by which the researcher was able to investigate the participants' opinion of in-service training, and to give them a chance to elaborate on certain aspects.

### Participants

Fifty nine EFL teachers who work in Libyan public schools across the country participated in the study. All participants have received at least two to three in-service teacher training courses that focus on teaching young and teenage learners. These training courses were provided by the Garnet Education and the US embassy. The participants constitute a mixture of EFL teachers at the primary, secondary and undergraduate levels. During their teaching practice, they usually teach full time lessons emerged from designed textbooks prepared by the ministry. Their teaching experience varies from three to fifteen years of experience distributed amongst the primary, secondary and undergraduate level. Only those who taught after they received the training were targeted for this study. In other words, teachers who did not teach after their training were excluded from the study. Moreover, nine participants were selected to attend one-on-one interview for ten to fifteen minutes. This selection was based on availability and convenience.

## IV. RESULTS & DISCUSSION

The voices of the teachers attending the in-service training programs are in fact not extensively heard that much, yet the present study attempts to make their voices heard. The basis of the gathered data is to respond to the research question that is to find out EFL teachers' perceptions and beliefs of the in-service teacher training programs. The analysis of the collected data shows that there is a strong alignment between the survey and the interview results. The survey reveals that all participants perceive the in-service training programs as very helpful, and that provided them with new teaching skills and strategies for their classroom teaching.

Figure 1: Participants' response to the statement

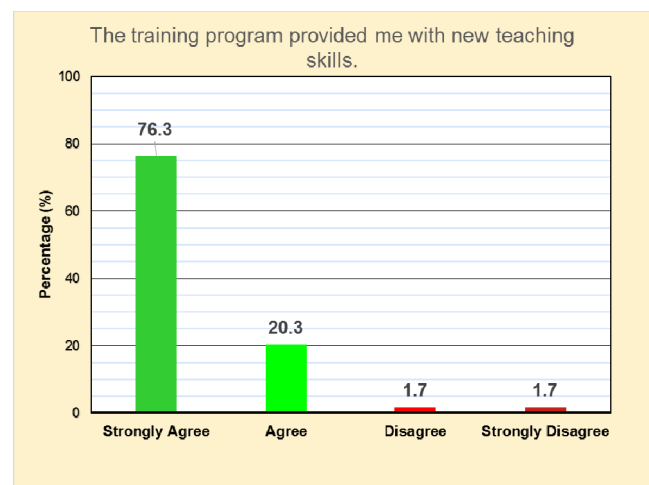
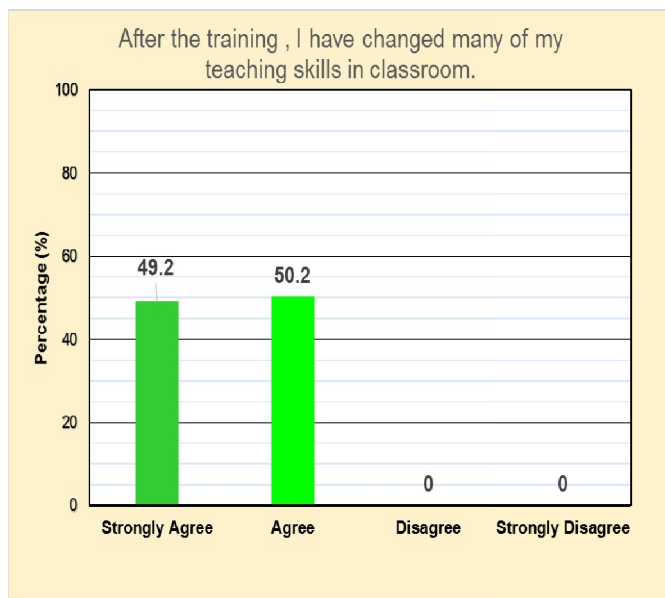


Figure 1 shows how much participants agree on the benefit of the teacher training programs. More than 76% of the participants strongly agree that training programs provided them with new teaching skills. Cumulatively, 96.6% of the teachers agree that the training programs provided them with new teaching skills. These findings strongly align with the interview results where all teachers agree that the training programs they had were very helpful, and expressed their agreement with various statements including “*absolutely*”, “*totally*”, “*indeed*”, etc. One of them said “*I got all of the skills of teaching from these training courses*”. Many statements emerged from the interview that support the survey responses. For example, one of the participants described the training as a big push towards classroom teaching. She expressed her feeling after the training saying:

*“After the training, I felt more energetic and was really optimistic... I couldn’t wait to go back to my students ...I started to love teaching again”*

Other teachers elaborated that they were motivated enough to go back to class to implement these new teaching skills. Kavak et al. (2012) carried on a study on an in-service training program in a similar context, where participants were fairly satisfied with in-service teacher training programs and had positive opinions about these programs. This supports the participants’ responses about teacher development in general. Figure. 2 shows that 99% of the participants agree that they changed many of their teaching skills in classroom after training.

Figure 2: Participants’ response to the statement



About 49% of the participants strongly agreed that they changed many of their teaching skills in classroom, whereas 50% agreed on that. This shows not only that teacher development occurs in the training programs but also teachers change even their prior knowledge and skills of teaching. That is, attending such training programs update teachers’ existing

knowledge and skills. In a recent national survey (Garet, Porter, Desimone, Birman, & Yoon, 2001), teachers reported that not only their knowledge and skills grew but also their practice when they received in-service training. Participants believe that these training programs are then very effective and therefore essential. To the extent that 100% of the participants believe that these training programs can definitely improve their pedagogical skills.

The survey also shows that the participants believe that new EFL teachers should attend training programs before they start their classroom teaching.

Figure 3: Participants’ response to the statement

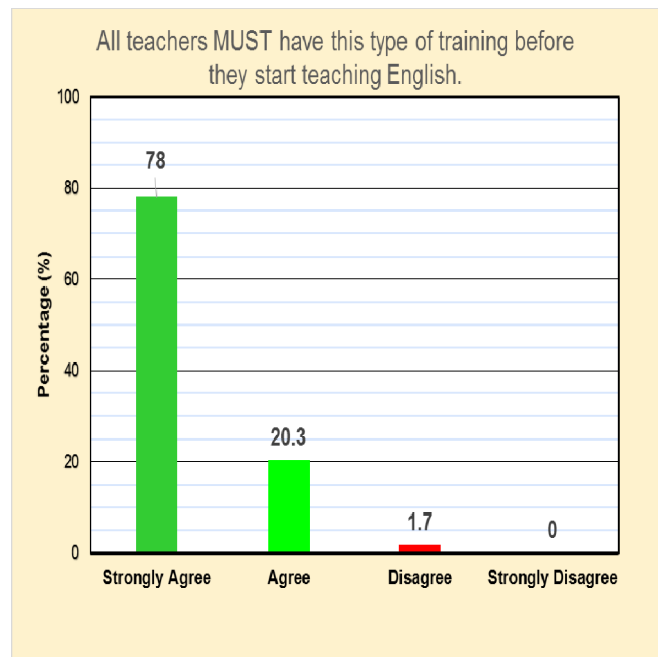
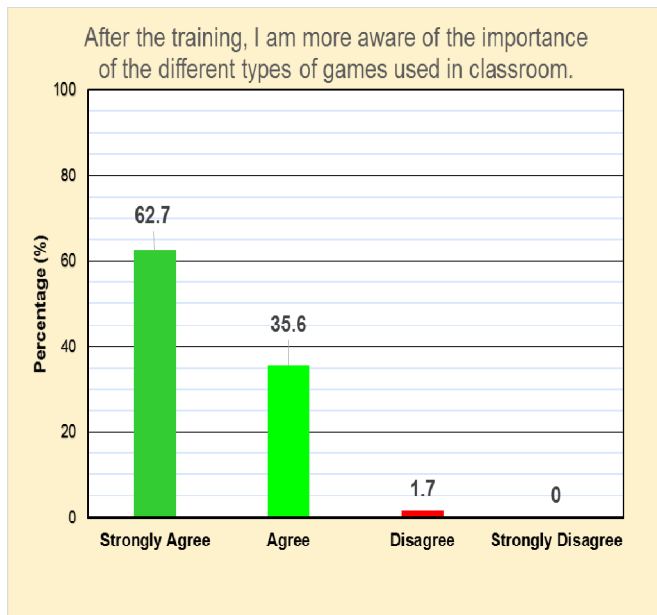


Figure 3 shows that more than 98% of the participants believe that EFL teachers must attend these training programs before they start their teaching career. These responses are supported by the interview answers where all interviewees agreed on the importance of these training programs. Their interview answers were very quick and informative accompanied with many words and statements such as “*Definitely, they should...*”, “*I strongly agree*”, etc.

As a result of the in-service training programs they had, the participants showed profound knowledge and awareness of many teaching skills and strategies. For example, figure 4 shows that more than 97% of the participants became more aware of the importance of the use of games inside the classroom, and consequently similar percentage 96% of the participants prefer to use games inside the classroom. This is supported by a research study about an in-service training program by Aydin (2008), which showed significant differences in the use of knowledge and skill levels in schools and in their personal character.

Figure 4: Participants' response to the statement



These responses are supported by the interview answers where all teachers were surprised by the impact of using games inside the classroom. They expressed their strong agreement and satisfaction of the use of games with many statements and sentences such as "Very effective", "perfect ... specially with young learners", "I really love using games ... it is very effective", "the most joyful thing ...specially for children", "It works even with adult learners", etc.

Another example of the teaching skills and strategies participants learned from their in-service training programs was the use of motivation skills inside the classroom. Figure 5 shows that 72.9% of the participants strongly agree that they use various strategies to motivate their students inside classroom, whereas 27% agreed on that.

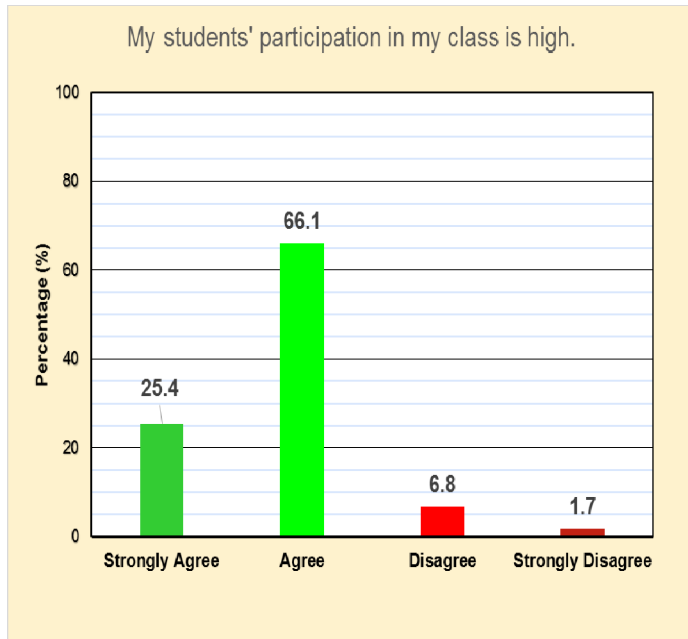
Figure 5: Participants' response to the statement



As it can be seen, more than 90% of the participants agree on the use of motivation skills inside the classroom. These responses not only are supported by the interview answers, but they were also explained in details and examples of how teachers motivate students. All interviewed teachers agreed on the use of motivation skills with students. However, they vary in the way they motivate their students. In general, they showed a great impact of their training they had. Their motivation skills are in the form of competition, jokes, songs, games, story-telling, songs, etc.

Likewise, survey responses also show that 66.1% strongly agree and 28.8% agree that the participants use different types of feedback during their classroom teaching. Interview answers also support these numbers. All interviewed teachers said that they provide feedback during their classroom session; however, they slightly differ in the type they use. Some of them prefer not to give immediate feedback and avoid interrupting students during the session and leave the feedback comments to the end of the session. Others prefer to use peer feedback first and leave their own at the end of the session. Generally, interviewees expressed the importance sensitivity of feedback during their teaching by saying "It's very critical ... You have to be positive as much as possible". The responses also show that 37.3% strongly agree and 57.6% agree that the participants use task-based activities during the class session. The survey analysis also shows that 37.3% strongly agree and 55.9% agree that the participants change their classroom layout according to the activity and/or classroom size. Interviewed teacher also said that they do not have a fixed layout. Some of them said that their classroom layout depends on the topic or number of students. However, they mostly prefer either U-shape or circles. Almost all participants (98%) agree that they prepare their lessons before every class. Interviewed teachers expressed the importance of the lesson plan, and said that their perception of lesson plan has completely changed after they had the in-service training course. One of them said that they used to underestimate the importance of lesson plan and after the training they realized how important it is. All survey responses and interview results strongly agree that their students' participation in classroom improved and is way better than before. Figure 6 shows that 25.4% strongly agree and 66.1% of the responses agree that their students participations in class is higher after using the new skills and strategies they learned from the in-service training. The use of these new skills shows participants' satisfaction of the outcome of the in-service training programs they had. This aligns with the findings of Wu et al. (2004) who found out that the majority of teachers were satisfied with the in-service training program.

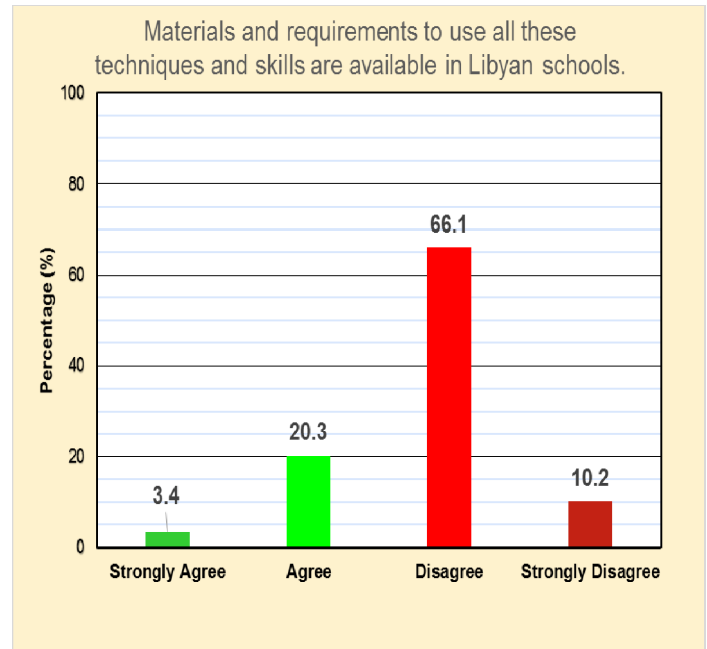
Figure 6: Participants' response to the statement



Similar results emerge from the interview results where all interviewed teachers agree that the participation level of their students increased after implementing the new teaching skills. One of the teachers said "yes, of course" they became more engaged...".

On the other hand, conducting in-service teacher programs has been quite difficult and accompanied with challenges. Although many training programs have been offered to help teachers to develop their teaching career in Libya, some of these training programs were not found to be as efficient as they were expected. These survey responses and interview results reveal few obstacles in implementing in-service teaching skills in Libyan public schools. That can be seen as a threat to the entire teacher development plan as it leads to demotivation. One common problem is the lack of materials and requirements to implement the new skills in Libyan schools. Survey responses show that 66.1% disagree and 10.2% of the participants strongly disagree that these teaching materials and requirements are available in Libyan public schools. That is, more than 76% of the participants complain about the lack of teaching material in Libyan schools. This lack of material is considered as one of the big obstacles in classroom teaching. The interview results also reveal almost the same complaints. These complaints were clearly stated in interviewees' comments when they were asked about the availability of the classroom teaching materials. They stated comments such as "nothing at all", "unfortunately no", "no... you bring your own", "not even close", etc. Zhang and Li (2003) and Liu (2006) claimed that when the teachers are asked to comment on these training programs, they criticized the distance between theory and practice. This gap between what teachers have in mind and what they find in classroom is considered a problem.

Figure 7: Participants' response to the statement



One example of the lack of training material is technology. Interview answers reveal that teachers complain about the lack of technological devices needed for training in public schools, and that they had to bring their own technological devices whenever they wanted to use them. The 21<sup>st</sup> century classroom requires both teachers and students to have access to the existing technologies and have a good mastery of these technologies. When the teachers were asked about the availability of these devices, their answers were "unfortunately No", "Not at all ..unless you bring your own", etc. Wen and Ren (2010) found in their survey concerning the tertiary EFL teacher in-service professional development in China that many problems were linked to such limitations as being isolated from EFL classrooms and neglecting the teachers' demands inside classroom. Survey responses though show that 37.3% of the teachers always use technology in their classroom teaching, whereas 52.5% of them sometimes use technology. These challenges may lead to a point where teachers gradually become less motivated to implement these new skills, and start to believe that the training that they had was mainly theoretical not practical.

In order to solve these problems, stakeholders need to think of the in-service teacher training process as a whole so that it becomes effective as indicated by Koch (2006) "The process must actually be effective in achieving its goals. All of the efficiency, timeliness and predictability in the world are wasted if the process is not doing what the stakeholders need of it". Howard et al., 2016 also proposes 'Cascade Model' in which an active collaboration should exist between all parties involved in the educational process including learners, teachers, administrators and policy-makers. This process should include the ready trainer, enthusiastic teachers, and available training materials. The absence of any of these may

become a challenge for the entire training process. The most important key in teacher development is the quality of the outcome of any training program. In other words, the achievement of the training matters the most. This implies that public school should provide all required materials to facilitate teacher training

What really matters here is what EFL teachers can gain out of the in-service training programs, and to have them exposed to the latest theories and practices in their field of teaching so they can implement these practices in their classes. The participants of the current study showed knowledge and practice of the training programs they had. They acquired these teaching skills and strategies, and also expressed their satisfaction and readiness to use them with their students. Based on the above survey responses and interview answers, teachers not only have gained many teaching skills and strategies, but they can also see the impact of these pedagogical skills on their students. Most teachers perceive the in-service teacher training as helpful and productive, and therefore, should be mandatory for all teachers.

#### IV. CONCLUSION

On the basis of the current study results, it could be concluded that most EFL teachers were satisfied with the in-service teacher training programs while at the same time they encounter some challenges in these training courses. Simply, in order for the in-service teacher training program to be successful and productive, it has to have all required material and equipment needed for training. Without that, teachers start to gradually lose interest and motivation to proceed with the same momentum. This ideal model may not be available and practical in the underdeveloped or developing areas of the country. What's more, some of these materials are the technological devices required during training. It is not a matter of providing these equipment only, rather is it the teachers' knowledge and skills to effectively adapt and use these technologies. Providing these technologies to teachers may not be enough for the training to be successful. Teachers may need to have a short intensive course to introduce them to these technologies before they use them in their classes.

To conclude, EFL in-service teacher training program has a great impact on teacher performance in classroom, and teachers perceive it as a very helpful element in their teaching career. It should be noted that one of the main reasons for conducting in-service training programs for EFL teachers is to equip teachers with most up to date teaching skills and strategies. The policy-makers should focus not only on the quantity but also on the quality of the in-service programs. This quality requires that policy-makers should think of the training context as much as they do with the training content.

#### REFERENCE

- [1] Akyel, A. (2003). *Yabancı dil olarak İngilizce eğitimi ve öğretiminde yaşanan sorunlar, çözümleri ve gelişmeler* [English language teaching as a foreign language and problems of teaching it, solutions and developments]

- . *Avrupa Birliğine Giriş Sürecinde Türkiye Eğitim Sisteminde Yabancı Dil Eğitimi ve Kalite Araştırmaları*. ed. İrfan Erdoğan. İstanbul: Özel Okullar Derneği Yayınları, 97-102.
- [2] Angrist, J. D., & Lavy, V. (2001). Does teacher training affect pupil learning? Evidence from matched comparisons in Jerusalem public schools. *Journal of Labor Economics*, 19(2), 343-369.
- [3] Aydın, D. (2008). *Teachers in-service training programme by yöneticiler supporting education projection. Levels of knowledge and skills acquired as a result of investigation* (Master of Science Thesis). Yeditepe University: İstanbul.
- [4] Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243-272.
- [5] Blank, R. K., de las Alas, N., & Smith, C. (2007). *Analysis of the quality of professional development programs for mathematics and science teachers: Findings from a cross-state study*. Washington, DC: Council of Chief State School Officers.
- [6] Çelik, S. (2016). *Setting new standards for in-service teacher training: A model for responsive professional development in the context of English Language Teaching*. In Dikilitas, K., Hakkı Erten, I. (Eds.) *Facilitating In-Service Teacher Training for Professional Development*. IGI Global, pp. 300-310.
- [7] Cohen, D. K., & Hill, H. (2001). *Learning policy: When state education reform works*. New Haven, CT: Yale University Press.
- [8] Collinson, V. & Ono, Y. (2001). Professional development of teachers in United States and Japan. *European Journal of Teacher Education*, 24, 223-248.
- [9] Constantino, R. (1994). A study concerning instruction of ESL students comparing all-English classroom teacher knowledge and English as a second language teacher knowledge. *Journal of Educational Issues of Language Minority Students*, 13(1), 37-57.
- [10] Crandall, J. (2000). Language teacher education. *Annual review of applied linguistics*, 20, 34-58.
- [11] Freeman, D., & Johnson, K. E. (2005). Response to Tarone and Allwright. *Second language teacher education: International perspectives*, 25-32.
- [12] Garet, M., Porter, A., Desimone, L., Birman, B., Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- [13] Güven, S. (2005). *The profile and the perceptions of professional competences of the first stage primary school EFL teachers* (Unpublished master's thesis), Mersin University, Mersin, Turkey.
- [14] Hammadou, J., (2004). Identifying the best foreign language teachers. *Teacher Standards and Professional Portfolio*, 88(3): 390-402.
- [15] Howard, A., Basurto-Santos, N. M., Gimenez, T., González Moncada, A. M., McMurray M., & Traish, A. (2016). A comparative study of English language teacher recruitment, in-service education and retention in Latin America and the Middle East.
- [16] Johnston, B., & Goetsch, K. (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language Review*, 56(3), 437-468.
- [17] Kailani, T. Z. (2004). *A Synthesized Pedagogical Methodology for English Classroom Interaction*.
- [18] Kavak, N., H. Yamak, S.C. Bilici, E. Bozkurt, O. Darici and Y. Ozkaya, (2012). The evaluation of primary and secondary teachers' opinion about in-service teacher training. 4th World Conference on Educational Sciences (WCES-2012) 02-05. *Procedia: Social and Behavioral Sciences*, 46: 3507 – 3511.
- [19] Knapp, M. S. (2003). Professional development as policy pathway. *Review of Research in Education*, 27(1), 109-157.
- [20] Koch, J. (2006). Relating learning theories to pedagogy for preservice elementary science education. *Elementary science teacher education*, 91-106.
- [21] Lee, I. (2007). Preparing pre-service language teachers for reflective practice. *ELT Journal*, 61(4): 321-329.
- [22] Liu, X. (2006). Exploration of issues and models of new curriculum training for rural junior high school English teachers,

- Foreign Language Teaching and Research in Basic Education*, 70(12), 51-53.
- [23] Mattheoudakis, K. M. (2007). Tracking changes in pre-service EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, 23, 1272–1288. doi:10.1016/j.tate.2006.06.001
- [24] Nicolaidis, K., &Mattheoudakis, M. (2008). Utopia vs. reality: the effectiveness of in-service training courses for EFL teachers. *European Journal of Teacher Education*, 31(3), 279-292.
- [25] Peacock, M. (2001). Match or mismatch? Learning styles and teaching styles in EFL. *International journal of applied linguistics*, 11(1), 1-20.
- [26] Rajabi, P., Kiany, G. R., &Maftoon, P. (2011). ESP in-service teacher training programs: Do they change Iranian teachers' beliefs, classroom practices and students' achievements?.*Ibérica, Revista de la AsociaciónEuropea de Lenguaspara Fines Especificos*, (24), 261-282.
- [27] Richards, J. C. (2008). Second Language Teacher Education Today. *RELC*. Singapore: Sage Publication, 39(2), 158-177.
- [28] Saban, A. (2002). Toward a More Intelligent School. *Educational Leadership*, 60(2), 71-73.
- [29] Schulz, R. A. (2000). Foreign language teacher development: MLJ Perspectives 1916–1999. *Modern Language Journal*, 84, 496–522.
- [30] Schwille, J. &Dembélé, M. (2007). Global perspectives on teacher learning: improving policy and practice. Paris: UNESCO International Institute for Educational Planning.
- [31] Snow-Renner, R., & Lauer, P. (2005). Professional development analysis. Denver, CO: Mid-Continent Research for Education and Learning.
- [32] Supovitz, J. A., Mayer, D. P., &Kahle, J. B. (2000). Promoting inquiry-based instructional practice: The longitudinal impact of professional development in the context of systemic reform. *Educational Policy*, 14(3), 331–356.
- [33] Wen, Q.F. & Ren, Q.M. (2010). On the tertiary EFL teacher in-service professional development in China: Trends, Characteristics, Problems and Solutions -By reviewing the related literature from 1999 to 2009. *FLC*. 7(4), 77-83.
- [34] Widden, M.F., Mayer-Smith, J.A., & Moon, B.J. (1996). Knowledge, Teacher Development and Change. In Teachers' Professional Lives, In I. F. Goodson & A. Hargreaves (Eds.). London: Falmer Press, 187-205.
- [35] Wu, C.C., Y.H. Chen, G.C. Lee, R.G. Ho and G.F. Chiou, (2004). Evaluation of an in-service teacher training program for ICT integration. In L. Cantoni& C. McLoughlin (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications*: pp: 3451-3455.
- [36] Yamani, S. (2006). Toward a national education development paradigm in the Arab world: A comparative study of Saudi Arabia and Qatar. *The Fletcher School Online Journal for issues related to Southwest Asia and Islamic Civilization*.
- [37] Zhang, Z. & Li, S. (2003). English teacher development, Curriculum, Teaching Material and Method, 23(11), 59-66.
- [38] Zughoul, M. R. (2003). Globalization and EFL/ESL pedagogy in the Arab World.