



Faculty of Graduate Studies

**An Exploratory Study of Professional Development
Programs Offered for In- Service English
Language Public School Teachers in Palestine**

دراسة استكشافية لبرامج التطوير المهني المقدمة لمعلمي اللغة
الانجليزية في المدارس الحكومية في فلسطين

By

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Advisor

Dr. Mousa Khaldi

Birzeit University – Palestine

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This thesis was submitted in partial fulfilment of the requirements of the Master's Degree in Education from the Faculty of Graduate Studies at Birzeit University

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Dedication

To Mariam, Yacoub and Waseem, my source of hope

To my father's soul

To all the amazing and hard-working women

To Palestine

I dedicate this thesis with love

God bless you all

Acknowledgment

As I have completed my thesis, it's my pleasure to express my utmost gratitude for my professor and supervisor, Dr. Mousa Khaldi for his patience, insightful remarks and valuable guidance throughout this work. His encouragement, trust and precious feedback has been significant to make this work possible. I would also like to thank the committee members, Dr. Anwar Abdel-Razeq and Dr. Nader Wahbeh who contributed their time and effort to read this thesis to give valuable comments to further develop this work. A special thanks to all the professors who encouraged me all the way through this work.

I would like to express my deep gratitude to my principal and my colleagues for their support during this work. My sincere thanks also go to the teachers and teacher trainers who voluntarily put in their valuable time to contribute to this research.

Lastly, my deepest thanks and appreciation to my husband, my kids: Mariam, Yacoub and Waseem, my mother, my siblings, my in-laws and all my family members, friends and supporters for their continuous encouragement in this journey.

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List of Abbreviations

- BC: British Council
- EFL: English as a Foreign Language
- ELT: English Language Teacher
- LTD: Leadership and Teacher Development
- MoEHE: Ministry of Education and Higher Education
- PCBS: Palestinian Central Bureau of Statistics
- PCELT: Professional Certificate in English Language Teaching
- PD: Professional Development
- PNA: Palestinian National Authority
- SBCE: School-Based Curriculum Development
- UNRWA: United Nations Relief and Works Agency for Palestine Refugees
in the Near East

Abstract

This study aimed at examining, comparing and contrasting the currently available professional development (PD) programs for English as a foreign language (EFL) teachers working at public schools in Palestine. This research adopts a constructivism theory approach where individuals are responsible for their own learning, and therefore construct their own knowledge.

The design of this study was exploratory in nature utilizing a qualitative approach. The participants for this study were EFL teachers working in public schools in Palestine who had participated in different PD programs, as well as teacher trainers. The sample consisted of twelve EFL teachers and eleven teacher trainers and program designers. Data was collected using in-depth semi-structured interviews with the teachers and trainers, that aimed at exploring any potential impact of the various programs on the teachers. The interviews were intended to have teachers describe their perspectives and experiences with the PD programs. They also aimed at having trainers elaborate on the programs, to gain more insight about the operation and content of the programs and their impact on EFL teachers. To ensure validity of the data collected from the interviews, triangulation was used where data was obtained from the teachers and trainers. External reliability was also checked and the compatibility ratio in the results of the analysis was about 82%.

Thematic analysis was used to analyze the data. From the analysis, teachers and teacher trainers identified the areas of differences and similarities between the programs. Moreover, ten main features emerged from the findings that are key to

having a successful PD program: clear selection criteria for teachers, assessing teachers' needs, explicit objectives, a mix of deep content and pedagogy, provide reflection and feedback, systematic follow-up, have expert trainers, contextualize the content, aim to create a community of learners by ensuring active learning and appreciate teachers who actively develop their skills.

The study ended up with a set of concrete recommendations for a possible model for PD, as well as, recommendations for practice and future research. There was a consideration of the possible implications of these findings for teacher and teacher education in Palestine, and for policy making bodies in the Ministry of Education and Higher Education.

الملخص باللغة العربية

هدفت هذه الدراسة إلى تقصي ومقارنة برامج التطوير المهني المقدمة حالياً لمعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الحكومية في فلسطين. تستند الدراسة الى النظرية البنائية التي تقوم على مبدأ ان يكون الأفراد مسؤولين عن تعلمهم، وبالتالي يبنون معرفتهم الخاصة.

بنيت هذه الدراسة الاستكشافية على تصميم المنهج الكيفي. تألف المشاركون في الدراسة من معلمي اللغة الإنجليزية كلغة أجنبية الذين يعملون في المدارس الحكومية في فلسطين والذين شاركوا في برامج تطوير مهني مختلفة، وكذلك من مدربي المعلمين. شملت العينة اثني عشر معلماً من معلمي اللغة الإنجليزية كلغة أجنبية وأحد عشر مدرساً ومصمماً لبرامج التطوير المهني. تم جمع البيانات باستخدام مقابلات شبه مقننة مع المعلمين والمدرسين والتي تم تطويرها بهدف استكشاف تأثير البرامج المختلفة على المعلمين والمقارنة بينها. أمكن من خلال هذه المقابلات الوصول الى توصيف وجهات نظر المعلمين وتجاربهم مع برامج التطوير المهني التي قدمت لهم. كما اتاحت الفرصة لاكتساب المزيد من المعرفة حول البرامج المختلفة ومحتواها وتأثيرها على معلمي اللغة الإنجليزية من خلال مناقشة هذه البرامج ومحتواها وجدواها مع المدرسين. تم التأكد من صدق المقابلات من خلال تثليث البيانات التي تم الحصول عليها من المعلمين والمدرسين، كما تم فحص الثبات الخارجي حيث بلغت نسبة التوافق في نتائج تحليل ثلث البيانات 0.82.

تم استخدام طريقة التحليل الموضوعي لتحليل ووصف البيانات، التي أمكن من خلالها تحديد مجالات الاختلاف والتشابه بين البرامج المختلفة التي تقدم للمعلمين. بالإضافة الى ذلك، أظهرت نتائج التحليل عشر سمات رئيسية يمكن اعتبارها أساسية لاستحداث برنامج تطوير مهني ناجح يمكن إجمالها كما يلي: وضع معايير واضحة لاختيار المعلمين، وتقييم احتياجات المعلمين، وتحديد أهداف واضحة، ومزج المعرفة العميقة بالمحتوى وتدريسه، وتوفير فرص للتأمل والتغذية الراجعة، والمتابعة المنهجية، ووجود مدرسين خبراء، وتأطير المحتوى، وخلق جماعات المتعلمين من خلال ضمان التعلم النشط، وتقدير المعلمين الذين يطورون مهاراتهم بنشاط واستمرار.

خرجت الدراسة بمجموعة من التوصيات المحددة التي تمثل نواة لبناء نموذج ملائم لبرنامج تطوير مهني للمعلمين الفلسطينيين، بالإضافة إلى توصيات عملية وأخرى لبحوث مستقبلية منبثقة من نتائج الدراسة.

Chapter One: Research Background

Introduction and Research Background

Teachers are the core of any educational system. They are the most valuable asset. Improving the quality of teachers is a crucial pillar of enhancing the overall educational system (Nordstrum, 2016). Teachers continuously grow through teaching, and through the whole lot of activities they partake in to keep inspired and refreshed. The more opportunities teachers engage themselves in to upgrade their skills and knowledge, the more erudite and skilled they will become. Providing appropriate and customized professional development (PD) programs for teachers is fundamental to providing better education at schools. It contributes to raising the quality of teaching by keeping teachers up to date with pedagogical skills, educational instruments, knowledge of content and much more.

Education and forming education policies on solid grounds in Palestine has been crucial. According to Asaad, (2000) there's a connection between education and politics. Politics influence the production of education and the formation of the individual and collective identity. Given the political situation, and being under occupation make it challenging for Palestinians to pursue education and give it a high priority in their lives. Nevertheless, it's been more exigent on policy makers and responsible parties to set standards of education. Education is part of building a nation (Assad, 2000). Education in Palestine had been under the control of foreign rule since the Ottoman Empire in 1517, which lasted for around 400 years.

Then the British Mandate that took place from 1917 until 1948, then the Israeli occupation till 1993. After that, the Palestinian National Authority (PNA) was established in 1994 as a result of Oslo agreement between the Palestinians and Israelis (Jabareen, 2003). Accordingly, the Palestinians assumed responsibility for their educational system in 1994. Hence, reforming education in Palestine needed a national philosophy, structure, knowledge, insight and access to resources, which, due to political reasons, was limited (Dajani & McLaughlin, 2009).

In Palestine, there were two ministries responsible for the educational system. The Ministry of Education and The Ministry of Higher Education and Scientific Research. However, in 2002, the two ministries were merged under one ministry, the Ministry of Education and Higher Education (MoEHE) (Nicolai, 2007). The mission of MoEHE is to ensure education for all and to improve the quality of Palestinian education at all levels (Education Development Strategic Plan, 2008). The school system is divided into three sectors in Palestine, the public (governmental) sector, the private sector and sector of United Nations Relief and Works Agency (UNRWA) schools. The MoEHE supervises all three sectors. According to the Palestinian Central Bureau of Statistics (PCBS) and as of 2017/2018, the governmental schools constitute 2203 out of 2993, compared to 370 UNRWA schools and 420 private schools. Therefore, the public school sector is by far the largest in Palestine, making up around 74% of schools. English is taught as a foreign language in all three sectors but the levels, the delivery methods and techniques used differ between them.

Designing a Palestinian curriculum was initiated in 1994 by the PNA, and it was developed over the years. In 2000, a new Palestinian curriculum was introduced and English became a core language taught at Palestinian schools using the Palestinian textbooks “English for Palestine” (Dajani & McLaughlin, 2009). These series of textbooks were issued with cooperation from MacMillan Education, which is a London based publisher of English Language teaching and school curriculum materials (<http://www.macmillaneducation.com/>). “English for Palestine” textbooks are mandatory to teach in public schools’ sector while the private school sector is allowed to use different textbooks for teaching English.

Professional Development Programs in Palestine

Teacher education in Palestine has two main forms. The pre-service and the in-service teacher education. The pre-service teacher education is the education that usually results in a Bachelor or a diploma degree to Palestinians who graduate from the Palestinian universities or faculties that offer education programs. The second phase is the in-service teacher education which is offered by three main providers. The MoEHE provides compulsory training programs to public school teachers. These training programs are offered through the MoEHE at the Palestinian National Institute for Educational Training (NIET) or at other designated places. NIET aims at raising capacity of teachers of different grade levels and providing them with the needed competencies through training and continuous rehabilitations. The second provider is the UNRWA which focuses on

providing workshops and training sessions in its schools for the teachers. Other than that, there are around ten domestic and foreign non-governmental organizations (NGOs) that are either funded by Arab or foreign donors who focus on teacher empowerment for in-service teachers in Palestine (Khaldi, 2010).

When university students major in teaching English as a foreign language (TEFL), the initial pre-service or initial teacher education consists of the university courses and the practical training they receive as part of their degree. Once they graduate and start their teaching profession, EFL teachers working at public schools undergo an obligatory in-service training through the MoEHE. That training is usually standardized to all teachers who come from different academic institutions and have various skills and experiences in teaching. From my experience as an EFL teacher who works at a private school, EFL teachers at such schools participate in their school's own programs of PD. Those programs aim at developing the skills of the teachers and overall, the performance of the school and the quality of its education. As with the MoEHE system, most of these programs are not tailored to individual teachers' needs. Additionally, there are foreign institutions that offer PD programs in Palestine. AmidEast, a U.S. non-profit organization, in collaboration with the MoEHE, provides a teacher development program that is called the Leadership and Teacher Development program (LTD) (<https://www.amideast.org/>). This program was launched in 2012 to support the ministry's goals to build capacity for teachers and supervisors to develop classroom instructions. This program was an expansion of the NIET.

AmidEast also provides PD programs that are not under the supervision of MoEHE. In collaboration with World Learning, AmidEast offers a “Professional Certificate in English Language Teaching program” (P-CELT) that’s targeted to English language teachers. This program is voluntary to public and private school EFL teachers. The British Council (BC), which is a British organization specializing in international, cultural and educational opportunities is another foreign institution that offers PD programs to EFL teachers in Palestine. In cooperation with Cambridge, BC offers a “Certificate in Teaching English to Speakers of Other Languages” (CELTA) qualification to English teachers to provide them with the basics and knowledge of teaching a second language (<https://www.britishcouncil.ps>). Furthermore, BC offers other training courses to EFL teachers like the “KidsRead” and “StoriesAlive” programs. BC has developed and designed these programs to suit the Palestinian culture and context in order to develop teachers’ skills (<https://www.britishcouncil.ps>). These programs, as well as the P-CELT, are not under the supervision of the MoEHE and are open to all interested public and private school EFL teachers.

AmidEast and BC have been involved in English language teaching for over 70 years including capacity building for teachers (www.amideast.org; <https://www.britishcouncil.ps>). They have a long history in the teacher professional development field. According to the AmidEast’s impact report, PCELT has proven its significant impact on teachers’ attitudes towards their jobs and on developing their skills and performance, and enhancing their ability to

reflect (Nasrallah, 2015). On the other hand, the BC programs have proven their efficiency in delivering high quality PD programs for EFL teachers worldwide. The PD programs of the BC are mainly designed upon four main stages of development: awareness, understanding, engagement and integration (British Council. 2015. *Continuing Professional Development (CPD) Framework for Teachers*). The programs offered by BC in Palestine for teachers' development have proven their success and positive impact on teachers' development according to their project reports (British Council. 2018/2019. *Teaching for Success*).

Being English language institutions has no doubt contributed to the AmidEast and BC have successfully implemented their EFL teacher training programs in several countries. Given the previous facts, it is imperative to explore these programs in order to compare between them and the local ones that are offered in Palestine by the MoEHE and to develop the local PD programs in light of the international ones.

It is essential to evaluate and compare between the three main available PD programs (the ones offered by the MoEHE, the P-CELT program of the AmidEast, and the BC programs) to diagnose the needs of EFL teachers in Palestine and to identify the areas they need training and support in, so that customized programs can be developed to cater to their needs.

Research Problem and Questions

EFL teachers start their teaching career with hurdles that they would not be able to overcome if not well trained and supported at the same time. They need to be introduced to the real world of teaching even before they start their careers, preferably while studying for their degrees. They constantly need feedback, reflection and development in their knowledge and skills to promote growth in their learning. It is not evident whether the currently available PD programs in Palestine cater to EFL teachers' needs or support and develop their learning. Moreover, the reasons that make a widely effective and satisfying PD program among public school EFL teachers are not obvious. Therefore, to address this problem, I came up with some questions to examine this issue.

As such, this study comes to compare between the currently available PD programs in Palestine (the ones offered by the MoEHE, the AmidEast and BC programs), and examine each one's strengths and weaknesses to explore what they offer, and to propose a seed for a national PD program. In order to achieve the goals of the study, the research is guided by the following two key questions:

1. How do the currently available PD programs offered for EFL teachers in public schools in Palestine compare and contrast?
2. What makes a motivating, encouraging and a satisfactory PD model for EFL teachers as seen by school teachers and trainers?

Research Importance and Significance of the Study

The purpose of this study is to explore, investigate and evaluate the different designs of PD programs and the needs of EFL teachers working in public schools in Palestine, in order to compare between what's being offered by the private sector and the public sector. Eventually, this study will end up suggesting a model that is tailored to different EFL teachers' needs and that is led by teachers and their trainers.

As research about PD programs in Palestine has been very scarce, it is essential to identify the needs of EFL teachers and what areas they need training and support in, so that customized programs can cater to their needs properly. Moreover, it is crucial to explore the available PD programs that are offered to EFL teachers to identify how similar and different they are.

Therefore, this study aims to collect in depth data about the three PD programs mentioned earlier, the programs offered through the MoEHE¹, the P-Celt² program and the BC program³. In addition to that, it aims at collecting data from EFL teachers about their experiences, perspectives and participation in different

¹ It is imperative to note that the programs studied here are a variety of programs offered for EFL teachers through the MoEHE.

² The Professional Certificate in English Language Teaching (PCELT) program is a 120-hour program that is designed on the cycle of experiential learning. It focuses on equipping EFL teachers with knowledge and skills they need. It aims at having learners central to making learning happen.

³ Stories Alive, a program developed by the BC. The BC has worked with EFL teachers from Palestine for six years on the use of stories for enjoyable English learning in schools. Then, the author of the book "Nick Bilbrough" has written the resource book "Stories Alive" and provided training to teachers about using it. (www.britishcouncil.ps)

PD programs to explore the impact of such programs on their profession and development in order to determine areas of strengths and weaknesses.

The importance of this study stems from the scarcity of research about PD programs in Palestine, in terms of their design, operation and impact. Moreover, it stems from a personal experience with teaching and from attending a PD program and experiencing its impact on my professional performance. Furthermore, my experience being a founding member of an independent association that focuses on EFL teachers and developing their skills, knowledge and experiences⁴, added an interest to further investigate these programs and teachers' needs. MoEHE, administrators, policy makers and teacher trainers will benefit from this study.

Research Assumption

This research is based on the assumption that despite the variety in the available PD programs and their different designs, they all, to a certain extent, provide some positive insight to teachers to further develop their skills and knowledge professionally.

Research Limitations and Delimitations

It is worth noting that the focus of this study will be merely on public school teachers in Palestine and not private school teachers. The reason I selected to

⁴ PELTA: is a non-profit Palestinian English Language Teachers Association for English language teaching professionals that was established in 2016. It aims to promote excellence in practices of ELT to contribute to a better teaching and learning environment in Palestine, to provide a platform for exchanging experiences, research, and skills and to establish networking opportunities.

conduct the study on public school teachers is that they comprise the majority of teachers in Palestine at around 69% (PCBS, 2017). Moreover, public schools follow the Palestinian curriculum and their staff of teachers undergo the same procedures in terms of selection and development. Elimination of private schools' teachers is due to the variation of the English curricula used the PD programs administered by their schools.

Definition of terms

This study includes certain terms and concepts that are introduced and elaborated in this section:

EFL: According to Cambridge Dictionary (2018), EFL is an abbreviation for English as a Foreign Language and is defined as “the teaching of English to students whose first language is not English”. (Cambridge, 2018). In this study, EFL will be used as it's defined in Cambridge Dictionary.

Professional Development: According to Cambridge Dictionary (2018), professional development is defined as “training that is given to managers and people working in professions to increase their knowledge and skills”. (Cambridge, 2018). In this study, the term professional development for teachers is defined as the same as in Cambridge Dictionary. On the same hand, according to the Organization for Economic Co-operation and

Development (OECD), the definition of teacher professional development (PD) is “activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (2009, p49). In this study, the term teacher professional development is used in the same way it’s defined in OECD.

ELT: According to Collins Dictionary, ELT which is an abbreviation of English Language Teaching, is defined as “the teaching of English to people whose first language is not English” (2018). In this study, the term ELT is defined the same as in Collins Dictionary.

In the following chapter, the theoretical framework of the study is addressed, along with the literature review discussing previous related studies, followed by the methodology of the research in chapter three.

Chapter Two: Research Theoretical Framework and Literature Review

Introduction

The primary purpose of this chapter is to provide a theoretical framework related to Professional Development (PD) programs offered to English as a foreign language (EFL) teachers and to address the corresponding research questions, data collection and findings. Moreover, it will provide an analytical review of previous literature of PD programs on EFL teachers and explore various perspectives. The theoretical framework has emerged from the literature review and is shaped around the main research questions. It focuses on comparing the different training programs and proposing a satisfactory program that is tailored to EFL teachers' needs. Firstly, this chapter will start with the theoretical framework then secondly, it will be followed by the literature review.

Theoretical Framework

Introduction

This chapter addresses two main parts. The first part concentrates on the theories of learning and language acquisition. The second part focuses on the PD programs that are provided for EFL teachers and their different models and designs.

Theories of Learning

A theory provides reasoning and explanation for a behavior. It is the most condensed form of thought that is based on a set of principles and evidence. In language learning, the theories of Piaget, Skinner, Chomsky and Vygotsky lay the foundation and raise a debate of the function of Language (Brown, 2007). Hence, there are three main schools of thought in second language acquisition. These schools are addressed with their main advocates and the major principles they are based on as follows:

Firstly, the Structural Linguistics and Behavioral Psychology: this school emerged in the 1940 and 1950. Burrhus Frederic Skinner is the main advocate of this school. This school adopts the theory that learning is a behavioral change that occurs through habit formation. It focuses on describing the human languages to identify and interpret the structural characteristics of these languages. Skinner (1948) described in his *Verbal Behavior* that any concept or meaning is just an explanatory fiction and that “*the speaker is merely the locus of verbal behavior, not the cause.*” (P.95). Skinner’s theory advocates that this behavioral paradigm concentrates on the observable responses. Behavior is a response to external present stimuli and thus there is no innate program within any human to learn a language at birth. Everything is adhered to scientific methods.

Secondly, Generative Linguistics and Cognitive Psychology: this school emerged in the decade of the 1960s. The main advocate of this school is Noam Chomsky.

According to Chomsky, human behavior cannot be examined in terms of observable stimuli and responses. He focused on the abstract knowledge especially in grammar and came up with the theory of Universal Grammar, which was in a way the opposite of what Skinner proposed in his theory. This school wanted to add more to just describing a behavior or learning. It wanted to get to an explanatory level, the “why” behind such behaviors or learning. It was interested in both the performance and competence. Cognitive psychologists attempted to discover repressed motivations and deep level structures of human behavior by using a rational approach. Chomsky believed in the creative nature of human beings and of their innate program of learning a language, unlike Skinner’s theory (Brown, 2007).

Thirdly, Constructivism; A Multidisciplinary Approach: This school of thought is relatively new which emerged after the decade of the 1960s. The well-known advocates of this school are Jean Piaget and Lev Vygotsky (Brown, 2007). This school emphasizes the importance of social interaction and discovery to construct meaning, so basically learners construct their own representation of reality. Piaget attributed high importance to learning a language through the development of conceptual and logical understanding. Vygotsky was interested in the relationship between the development of thought and the development of language. This school adopts the theory that learning is a developmental process that is built mostly on prior knowledge and where learners build on that knowledge.

Cooperative learning and social interactions have a major impact of constructing both the cognitive and emotional levels in learners (Brown, 2007).

This research adopts a constructivist theory approach which assumes that individuals are responsible for their own learning. Therefore, they construct their own understanding and knowledge from their experiences, and they reflect on their learning (Brown, 2007). Piaget stressed the importance of individuals' cognitive development as a relatively solitary act while Vygotsky maintained that social interaction was the base in cognitive development (Brown, 2007). In application of this theory to EFL teachers, their contribution towards constructing and shaping their own meaning, knowledge and professional development will result in better quality training programs. This will ensure that learning is learner-centered where teachers are not indulging in standardized programs. Applying this theory in the PD programs may result in teachers looking forward to participating in such programs since they are driven and based on teachers' needs.

Professional Development⁵

Professional Development (PD) for teachers is a set of activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher (Organization for Economic Co-operation and Development "OECD", 2009). In the results article of Teaching And Learning International Survey (2009),

⁵ In this study, all the terms of, training courses, training programs, training workshops, professional courses and professional training programs are used interchangeably with the term professional development (PD).

professional development was defined as activities that are integral to providing educators with the knowledge and skills deemed necessary to aid students excel in the core academic subjects. These PD activities need to be sustained, integrated, engaging for teachers, collaborative and class-focused, not just stand alone activities for a certain number of days (Hirsh, 2015). The following subsections elaborate more on PD models, teacher-led PD programs and on designing these PD programs.

Professional Development Models for EFL Teachers

Hueber (2011), pointed out that there are different approaches and formats to PD programs of teachers other than the course formats. PD can be formal or informal, individual based, self-reflective, peer coaching or within a group. These programs can take the form of a webinar, a workshop, a conference, a session or online. They can be focusing on content, pedagogy, curriculum, activities, needs or a mix of all. Finding the suitable activity that fits each teacher or a wide number of teachers is key in developing appropriately.

Teacher-Led Professional Development

Recently, there have been some studies that call for shifting away from the traditional teacher workshops. Patton, Parler and Tannehill (2015) criticized the traditional workshops for not giving any opportunities for growth. They highly support the teacher-led training programs because they are more effective in promoting growth and learning in teachers. According to these researchers, there are eight core features that have to be present in teacher-led professional

development programs. These features focus mainly on having the needs of the teachers as a basis for these training sessions, treating teachers as active learners and enhancing their pedagogical skills and content knowledge. Moreover, the features focused on ensuring that learning is a social process, providing opportunities for collaboration, focusing on the learning outcomes of the students and finally, maintaining sustainability.

Designing Teacher Professional Development Programs

Designing any teacher education model is a process that needs lots of careful planning and following up. It is essential to take into consideration that student teachers get exposed to theory and research while they study for their degrees. However, they receive very little practical training of teaching. This is crucial to embed when designing a PD program. Some research shows that PD starts when teachers are still academically learning at colleges and universities. Teacher education programs need to be designed in a way that allows student teachers to get exposed to practical classroom teaching experience that shrinks the gap between theories studied in courses and actual teaching practices. Student teachers need to get opportunities to work alongside school teachers to collaborate together and get the chance to observe classroom experiences. This model requires teachers and administrators to cooperate with the student teachers to form effective partnership that provides development and evaluation as well. Experience is the source of learning, for the isolation of theory and practice would hinder learning (Boud, Cohen & Walker, 1993). For example, these researchers highlighted the fact that learning happens when the teachers share real life

examples from their experiences (Boud et al., 1993). Therefore, creating an active learning environment and integrating practice with theory ensure that learning will take place efficiently.

In that context, Dewey (1965) believes that genuine knowledge is shaped well when thinking and doing are integrated along with reflecting on the act. Dewey believed that teacher education and teacher training ought to include practical components in it. In other words, student teachers and teachers need to actually practice teaching to reach the technical experience that all teachers must obtain eventually (Dewey, 1965).

On the other hand, Kolb (1984) claims that learning cannot take place by experience alone. Yet, there has to be reflective thought and internal processing of the information and that would take place in a cycle. These cycles need to involve real-world action and applications. Therefore, it is imperative to take these factors into consideration when designing a PD program to ensure it operates effectively.

Wallace (1991) places emphasis on teachers' reflection and on its impact on causing teacher's learning in any PD program. Wallace differentiates between three models for teacher learning:

1. The Applied Science Model: which is the traditional model for training any profession. This model is based on the application of existing knowledge to practical implications which mainly means the process of moving from

delivering scientific knowledge to achieving professional competence. It focuses on transmitting knowledge from teachers to students and then developing theories of learning to be applied to a practice. However, it relies on external knowledge that teachers bring.

2. The Craft Model: this model concentrates on having an expert or a practitioner who can pass their expertise to other learners. This model explains that teachers usually learn from the expert by following their advice, instructions and even by imitating them. This model is pretty much associated with the traditional method of teaching where teachers tell learners what to do and they just follow. Although this model does not give space for creativity on the teachers' side, it is still used till this day.
3. The Reflective Model: this model balances both experience and scientific knowledge of teaching. PD in this model occurs through receiving and experiencing knowledge. The first type of knowledge is mainly receiving education through studying for educational courses at colleges and universities. The second type of knowledge occurs when teachers encounter real life classroom teaching experiences and thus they start developing and conceptualizing their teaching experience.

These three models demonstrate the variation in teacher learning. While the applied science model fits well with novice teachers and the craft model fosters collaboration between and among teachers, the reflective model has an added value in that it exposes student teachers to real life teaching experiences and thus

allows more opportunities for them to become active learners and reflect on their own practices.

This first section has focused on presenting related theories to this research and basing this study on constructivism and the reflective model. The next section will highlight some previous studies that targeted training programs for EFL teachers along with their main findings.

Literature Review

This section sheds the light on previous related research of the importance and needs of English as a foreign language (EFL) teachers to Professional Development (PD) programs and the literature around this topic in Palestine and internationally.

Murray (2010), stated that effective PD is self-empowerment where teachers can raise their professional voices. EFL teachers start their teaching careers with hurdles that they would not be able to overcome if they were not well trained and supported at the same time. Eksi and Aydin (2012), assessed training needs of 92 EFL instructors in Turkey using a questionnaire to examine the predictors of the need for PD for EFL teachers. Results showed a positive perception of EFL teachers towards PD programs, and that teachers needed PD in new theories and practices of English Language Teaching (ELT) and the new technologies used in teaching and learning.

In a study in Saudi Arabia, AL-Qahtani (2015), used a survey questionnaire and semi-structured interviews on 40 randomly selected EFL teachers aiming to reveal their attitudes towards training courses. Results showed that PD is only important if it was relevant and tailored to teachers' needs. One of the recommendations was that teachers need to be involved in the process, design and format in order to deliver an effective high quality professional program.

Coburn (2016), investigated the effect of PD on a group of experienced teachers in Norway, before and after taking a year of in-service education courses, and how it impacted their professional performance. Coburn used the mixed methods research in his study to conduct three main phases; the comparison of designs of different courses, evaluation of course impact on all teachers and an assessment of the impact. One of his major findings was that the lack of follow-up with teachers after a PD course is a drawback to the design of the course and thus the development of EFL teacher network would need more support.

Yumru (2015), conducted a study on EFL teachers in Turkey to identify their perceptions of the most influential teacher learning activities which they believe could contribute to their own learning. In her study, Yumru aimed at gathering suggestions from EFL teachers about amendments to the policies behind designing PD programs and implementing them in state schools in Turkey. Results showed that most EFL teachers rated self-monitoring through video-

recording and self-evaluating as the most influencing activities that teachers could benefit from and thus develop their skills and knowledge. Moreover, EFL teachers reported that they could learn from their peers' experiences and feedback. As for suggestions for improvement, EFL teachers suggested that they take part in decision making. They also voiced their concerns about having support from administration especially regarding collaboration with colleagues so as to develop professionally.

Based on a research report done by Garton, Copland and Burns (2011) to investigate global practices in teaching English to young learners, the pre-service and in-service training of teachers who teach young learners have to be very well designed with a high emphasis on taking the age of learners into consideration. Since English proficiency and skills highly vary between EFL teachers, then it is necessary to provide PD for these EFL teachers including the material development and their use for English teachers of young learners. These teachers need to be given ample time to share ideas and experiences on both the national and international levels in order to assist them to adopt pedagogical methods that fit well with their local conditions and contexts and to develop and maintain motivation within themselves.

A problem that many teachers who join PD programs face is that they have to participate in courses they did not need. Moreover, there's no clear investigation of the factors that hinder EFL school teachers from attending PD and the factors

that motivate them to attend PD programs. Herzallah (2011), showed that financial issues, lack of time, the heavy workload of teachers and supervisors' rare and sudden visits are some obstacles. Other obstacles that hinder teachers from engaging in training activities could be cost, the high workload of teachers, teachers' beliefs towards PD and no value of money as a payback. There are different ways to tackle some of these obstacles such as, enhance the quality of the programs offered, tailor the programs to fit teachers' different needs and have teachers take part in the decisions of designing the PD programs and the activities offered (Broad, 2015).

Zein (2016), investigated the perspectives of EFL teachers for the need of training courses in Indonesia. Zein focused his research on three categories, language, knowledge and pedagogy. He conducted semi-structured interviews and some in class observations to gather information regarding teachers' perspectives and their pedagogy as well. Zein advocated for developing PD programs that raise awareness of children's psychology and their learning styles and strategies. Zein interpreted that gaining this knowledge will motivate teachers in learning different approaches and thus becoming active learners where they will be able to design appropriate lessons for their students taking into consideration differentiation. At the end of his study, Zein proposed a PD design that is based on teachers' profiles and centered on their needs in areas of language, knowledge and pedagogy.

Keiny (2006), believes that creating autonomous teachers lies in merging the systems of school-based curriculum development (SBCD) with the teachers' PD. When teachers participate in a set of activities in order to develop their curriculum and practices, then a school's autonomy is being shaped. Keiny analyzed three different case studies over the course of two years. One of the case studies was focusing on teachers' PD where a heterogeneous group of teachers were collaborating together so that they learn from each other and improve their skills and knowledge. Keiny observed and concluded that collaborative work raised the team spirit, mutual respect and enhanced the social interaction between the teachers and eventually within the school culture which positively affected the students. The collaborative framework resulted in dismantling the heterogeneity between the teachers.

Ceece-Maurcia, Brinton & and Snow (2013), stated that training programs have to be designed and planned in ways that are relevant to teachers. PD programs will not be effective if they were standardized without taking into consideration the different needs and backgrounds of teachers. According to Guskey (2002), providing appropriate high-quality PD programs for teachers will result in better education and thus better outcomes for students and have them become autonomous learners. Therefore, customized and tailored PD programs that cater to individual's needs work more effectively than standardized ones. In that context, Teacher Led Development (TLD) programs, are assumed to be more

effective than the ones that are not teacher driven because they are customized to meet the different needs and concerns of teachers.

Macias (2017), stated that there is a need for teacher led professional development programs. Macias conducted an evaluation survey on participants of a conference which was a form of a training workshop where teachers had the chance to share ideas and experiences. Moreover, teachers were the core element in shaping the conference which made it a bottom up structure. The conference was held three years in a row. In the findings, Macias proved that these conferences were more effective than the traditional workshops since they were based on teachers' input where they also got to choose which workshops to attend. The conferences were flexible, giving ample time for discussion and reflection and thus teachers developed as learners.

According to Richards and Farrell (2010), when teachers are actively involved in identifying their own strengths and weaknesses in their daily teaching practices then learning occurs. This act of raising awareness of teachers' innate skills would subsequently allow teachers to reflect on themselves and develop their skills accordingly. The researchers advocated for supporting the pedagogical, curriculum, material and content knowledge for teachers as it will add to the teachers' skills, knowledge and background. Moreover, they highlighted the importance of knowing the learners so that to create and apply appropriate methods of teaching.

In light of this literature review, it can be seen that it is crucial to take into consideration teachers' needs when designing any professional development program. PD programs will operate better when teachers are an integral part of the development process and of decision making. Consequently, this study will examine what training programs are currently offered in Palestine and assess how effective these programs, the extent of teachers' involvement in their design and their motivation to attend while providing evidence to support the findings.

Having reviewed the previous literature, I feel it is vital to clarify the position of my research to situate it in consideration of any possible impacts it might have on further studies. Having presented the context of the research, it is essential to elucidate that this research might have an impact on the future studies that target PD design and delivery in Palestine. This study aims to enrich research that touches upon the training programs in Palestine and to offer a solid foundation for any further studies in this regard. This research will examine the currently available PD programs in Palestine in light of the international studies. In other words, the findings of the previous studies and their recommendations will be utilized to build the methodology tools and to guide the interview questions in order to reflect on what is being offered for EFL teachers in Palestine. Moreover, this research will create a seed to be elaborated for a concrete and prosperous model to be introduced as a PD program in Palestine.

In the next chapter, research design and methods will be discussed along with the tools used for this research and data analysis.

Chapter Three: Methodology

Introduction

The main purpose of this study is to explore, investigate and evaluate the different designs of professional development (PD) programs that are offered to teachers of English as a foreign language (EFL) working at public schools in Palestine. This study aims to compare between the PD programs that are offered by the private sector and the ones that offered by the public sector. The study will eventually plant a seed for a model of a training program that might be suitable for EFL teachers working in Palestine.

In this chapter, approach and design of the study will be addressed along with justifications of the approach adopted for this study. This chapter will also include an explanation of research participants' selection. Moreover, it will provide an overview and description of the research instruments used, procedures of data analysis and presentation of data collection and actions taken to strengthen validity and reliability of the research findings.

Approach and Design

This study is conducted using a qualitative approach. Qualitative approach is a scientific method that includes research problem, analysis of data collection, reporting of detailed views of participants, the results and findings and where the study is conducted in a natural setting (Creswell, 2013).

The focus will be on public school teachers since they make up the majority of teachers in Palestine (PCBS, 2017), and because they all follow the Palestinian curriculum and go through the same procedures in terms of selection and development. Elimination of private school teachers is because they follow different curricula for English and go through different PD programs administered by their schools.

Research Participants

The target population for this research were EFL teachers working at public schools in Palestine and teacher trainers who offer training for public school teachers at different private and public institutions in Palestine. The sample of the study consisted of twelve EFL men and women teachers and eleven men and women teacher trainers.

The participating teachers were twelve in-service teachers who were, at the time of the interviews, working at public schools. They have an average of sixteen years of experience ranging between a minimum of eight and a maximum of twenty-eight years. Most of these teachers were secondary school teachers. These teachers have attended different training programs through the three main sectors of the study, the mainstream (the MoEHE and NIET), the AmidEast and the British Council (BC). While all of the participating teachers have attended the compulsory programs through the MoEHE, three of them took part in the AmidEast program and three others participated in the BC program.

The participating in-service teacher trainers and program designers were eleven. They were all in-service and they have been providing training for EFL teachers in the different PD programs of the MoEHE, the AmidEast and BC. Five of these trainers have delivered training at the BC and AmidEast programs, whereas the rest of them have provided training through the MoEHE programs. These trainers had an average of twelve years of experience with a minimum of six and a maximum of thirty years. It is worth noting that the longest years of experience were for the trainers working at the AmidEast and BC.

The study took place over six months during the academic school year of 2018/2019. The phases and times were as follows:

- Phase One: I selected twelve EFL teachers working at public schools who had participated in different PD programs. Then, I conducted in-depth semi-structured interviews with these teachers to examine each program, to explore the effect of differences between each program on the teachers and to find out the teachers' perspectives and practices.
- Phase Two: I conducted in-depth semi-structured interviews with the trainers who gave training to teachers in the different PD programs to gain more insight about the operation of the programs and their content. Moreover, I could gather information about the trainers' experiences and feedback about the programs they provided training in.

I selected the participating teachers and teacher trainers from the lists I was provided from each sector. After phase one was completed and interviews were conducted with the teachers, I interviewed teacher trainers who gave training to different PD programs in Palestine to gain more insight about the programs they gave training in, the structure, the content, the trainees and the procedures and technicality of the programs.

The interviews were conducted over a period of three months then they were transcribed and analyzed. The following section will detail the instruments of the study.

Research Instruments

This section elaborates on the data collection instruments that I utilized to collect data to examine, compare and contrast the different PD programs in Palestine and in order to get feedback on what makes a well-designed training program for EFL teachers. The data collection instruments I used to conduct this research were:

(a) Semi-structured interviews with EFL teachers who participated in the different training programs to explore their experiences, evaluation and reflection of the program. The interviews were developed based on the literature review and guided by the main research questions to explore the aspects of the different PD programs. Moreover, they were constructed based on the constructivist theory and other related findings from previous studies. Teachers' interviews were formed of thirteen questions. The questions were mainly about the importance of PD

programs and they aimed to have teachers report their experiences and reflect on the outcome of the training programs they participated in. The questions were organized from general to specific starting with collecting factual information about the teachers. The goal was to gain some general information about the teachers, their experiences and then more specifics about the programs they took part in, such as, how they were selected, their reflection, opinion, feedback and recommendations about them. The interviews were approximately twenty-five minutes long on average (Refer to Appendix one - form A that addresses the interview form in details).

(b) Semi-structured interviews with teacher trainers who gave training to teachers in different PD programs to learn more about the operation of the programs they gave training in. The interviews were conducted to learn more about the content of the PD programs and at the same time, to gain insight about the trainers' experiences, skills, opinions and feedback. Similar to the teachers' interviews, the questions were constructed based on the features of the efficient PD programs as discussed in the literature review. The interview questions touch base upon the main characteristics of the different training programs. The questions were designed from general to specific and were formed out of eleven questions. The interviews were approximately twenty-five minutes long on average (Refer to Appendix one - form B that addresses the interview form in details).

Following the ethical guidelines protocol, the interviews were audio-taped and analyzed for thematic content. It is worth noting that since the interviews were held in English, no translation was needed.

The following section will address the procedure of the study.

Procedure of the Study

Collecting data was a process that took place through several steps. This section will detail these steps as demonstrated below.

- a. Data of the study was collected through semi-structured interviews that were audio-taped after taking permission from the participants and assured of their confidentiality of their private information.
- b. Interviews took place at a place and time that suited both the interviewee and myself where no interruptions would obstruct the interview.
- c. The audio files were kept in a secure place to ensure confidentiality. Then, interviews were carefully transcribed.
- d. A copy of the transcript was sent to some of the interviewees so that they verify the collected data and confirm its validity.
- e. After that, the transcriptions were treated as the major asset of the research and I read them closely to examine them.
- f. Accordingly, the transcriptions were analyzed thoroughly to look for patterns. Codes were given to the interviews based on similarities and differences between the responses, and from that, categories and themes were generated.

The analysis was conducted following Braun and Clarke's qualitative analysis (Braun & Clarke, 2006). Details of data analysis will be addressed after the following section of validity and reliability.

Validity and Reliability

Validity refers to the accuracy of the findings of a research. Leung (2015) referred to the validity as the proper use of the tools, processes and data of the research. There are several methods that can be adopted to verify validity. To ensure validity and accuracy of the qualitative data in this study, triangulation was used. Triangulation means gathering data from one that one source (Creswell, 2013). In this research study, data of the contents and processes of the PD programs were collected from different sources, such as from EFL teachers themselves and from teacher trainers and program designers. Furthermore, to confirm the validity of data collected from interviews, transcriptions were sent back to some interviewees to verify them.

Reliability refers to the accuracy, precision and stability of the research responses. In other words, yielding the same results if the research was repeated in the same way (Creswell, 2013). Achieving reliability in interviews can be challenging. In order to establish confirmability and dependability rather than objectivity, Creswell (2013) advocates auditing the research process. External reliability measures the consistency of results across the data in the research. To ensure the reliability of the data in my research, I had a second researcher perform the

thematic analysis on the data to check the degree of agreement between our analysis. After agreeing on the process and the coding system, I compared and contrasted my analysis with the other researcher's. The agreement between our analysis was around 82%. The rate of agreement between our analysis was calculated using the following formula:

Agreement rate = number of similar codes / total number of codes *100%.

The process of analyzing the data will be addressed in the following section.

Data Analysis

The collected data was analyzed thematically using Braun and Clarke analysis (Braun and Clarke 2006) and took place during three months after data was collected.

- Firstly, the analysis started with reading all the gathered data of the teachers and the teacher trainers' interviews to get familiar with it.
- Next, I looked for patterns and trends within the data to gather similarities and differences and to identify interesting features across the entire data set of the teachers and teacher trainers.
- All interviews were coded manually in an attempt to generate initial codes (brief phrases) from the interviewees' answers to identify features of similar data. This was done while creating a table that contains the three main sectors (the MoEHE, the AmidEast and the BC) and gathering similar coded data under each one subsequently.

- After that, I searched for connections among the similar codes to categorize them while merging some codes together and illuminating others according to patterns shown.
- Then, themes emerged from the categories and were defined and given names. Two thematic maps were created that show the themes generated from each of the teachers and teacher trainers' responses (Figures 3.1 and 3.2 on the next page clarify the analysis of themes in details).
- Finally, themes were reviewed which eventually led to producing the final report of the study.

This process of analysis was applied to both the transcriptions of the teachers and the trainers. The process of analysis was guided by Braun and Clarke's qualitative analysis (Braun & Clarke, 2006).

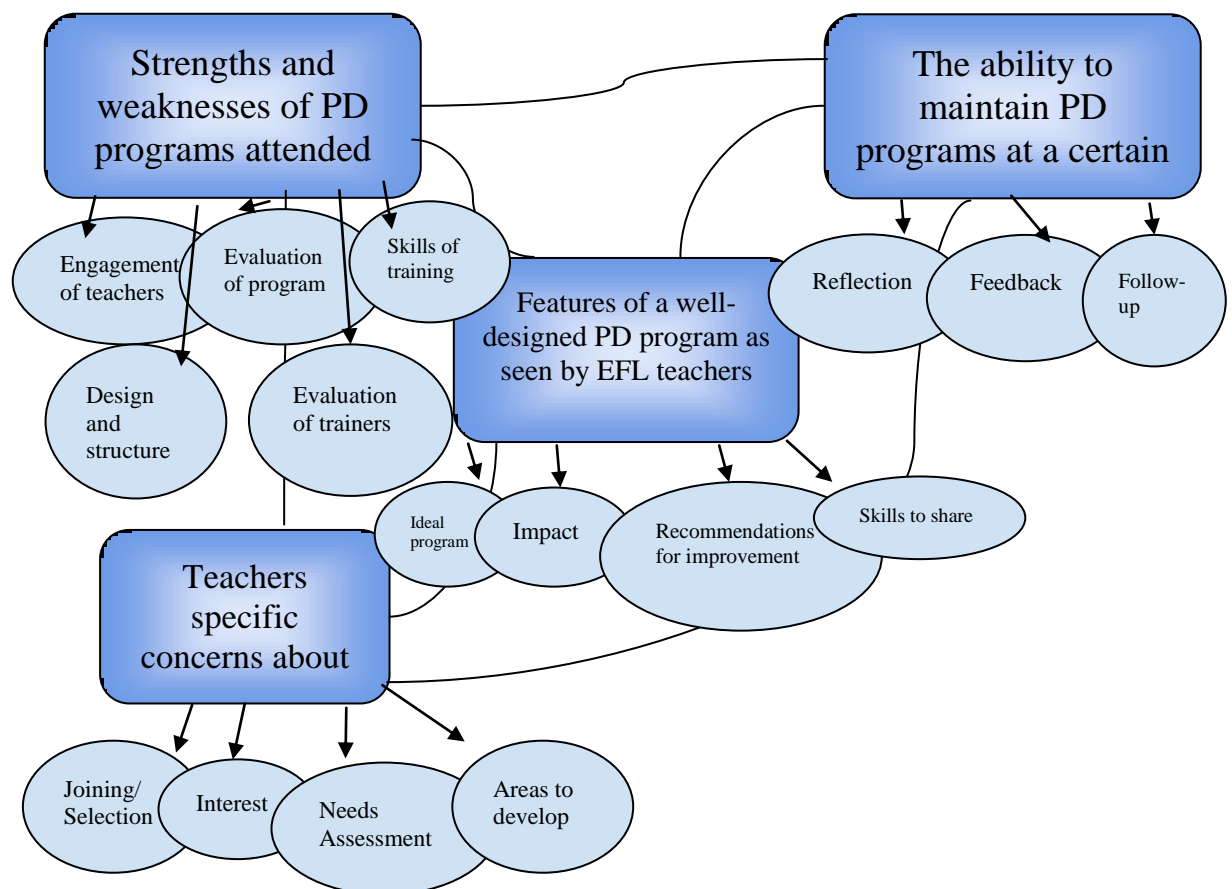
From the teachers' responses, I came up with the four main themes as follows:

- a. I noticed that many categories were addressing teachers' needs, interests and areas they thought were essential to develop in, so these were gathered under the first theme that was named "teachers' specific concerns about PD programs".
- b. The second theme, "strengths and weaknesses of PD programs attended" was gathered from the categories that addressed teachers' opinions about the programs, their design, structure, content, trainers' skills and their learning process.

- c. Teachers discussed the processes of reflection, feedback and following up, so these were gathered under a theme that was named “the ability to maintain PD programs at a certain level”.
- d. Lastly, teachers voiced out their suggestions for improving these programs, the impact the training had on them and their thoughts about a successful program and these were grouped under the fourth theme, “features of a well-designed PD program as seen by EFL teachers”.

The following map (Figure 3.1) shows the four main themes that were generated from the teachers’ interviews and the relevant categories under each one.

Figure 3.1 - A map of themes generated from teachers’ responses

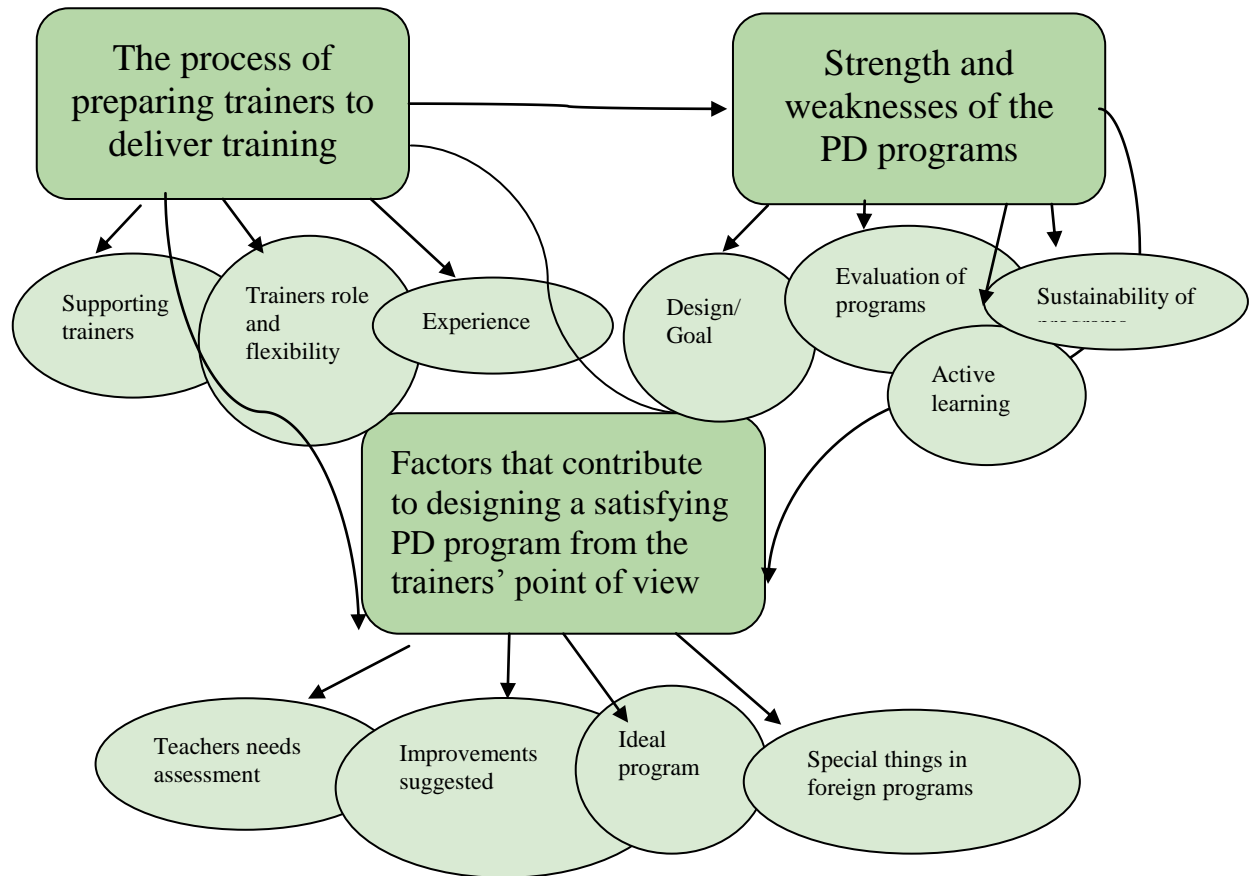


As for the themes generated from the trainers' responses, they were as follows:

- a. The first theme, “the process of preparing trainers to deliver training” was generated from their discussion about their experiences, their role before, during and after the training and about the support they got in order to prepare themselves for the training programs.
- b. The second theme was “strengths and weaknesses of the PD programs”. Its categories addressed the content, design and structure of the program. Moreover, it included their thoughts about the participating teachers, their active learning and their opinions about providing feedback and following up with teachers.
- c. The third theme was “factors that contribute to designing a satisfying PD program for EFL teachers from the trainers’ point of view”, where trainers stated their thoughts about recommendations and improvements for the current PD programs and ideas for new ones.

The following map (Figure 3.2) shows the three main themes generated from the teacher trainers interviews along with their relevant categories.

Figure 3.2 - A map of themes generated from teacher trainers' responses



In the next chapter, main findings will be addressed thoroughly highlighting and grouping the main themes generated from the interviews of the teachers and teacher trainers.

Chapter Four: Research Findings

Introduction

Teachers are the foremost factor to successful education. They need to constantly develop their skills and knowledge and keep up to date with the recent trends in teaching methods. Suitable professional development (PD) programs play a vital role in shaping teachers' development. Given the variety of PD programs offered to English as a foreign language (EFL) teachers working in public schools in Palestine, it is crucial to examine and identify how they are designed and how they operate to compare and contrast between the different programs and to examine what makes a satisfying one.

The first three chapters focused on the theoretical framework, literature review, previous related studies and the methodology utilized for this research. After explaining the instruments that were used for the study and addressing the thematic data analysis in Chapter three, this fourth chapter demonstrates the main findings of the study to answer the main research questions. The purpose of this study is to explore the currently available PD programs in Palestine, to compare between them, to examine each one's strengths and weaknesses and to indicate the gap between them in order to recommend a program that is effective and motivating for teachers based on their perception. The research questions are:

1. How do the currently available PD programs offered for EFL teachers in public schools in Palestine compare and contrast?

2. What makes a motivating, encouraging and a satisfactory PD model for EFL teachers?

The answers for these questions were generated initially from analyzing the data and assigning codes that emerged from the interviewees' responses. After that, codes were grouped into categories and themes were generated based on similarities and differences between them. Four themes were generated from the teachers' responses which are, teachers specific needs concerning PD programs, strengths and weaknesses of programs attended, sustainability of PD programs and a well-designed PD program as seen by EFL teachers. Furthermore, the following three themes emerged from the trainers' responses, the process of preparing trainers, strength and weaknesses of the programs and designing an ideal program. The following tables explain the categorization of codes under each theme for both the teachers (Table 4.1) and the trainers (Table 4.2) subsequently.

Table 4.1 - Themes generated from teachers' analysis of interviews (T)

<p>Theme 1: Teachers specific concerns about PD programs - Categories: 1. Selection Criteria/Joining 2. Interest 3. Needs Assessment 4. Areas to develop</p>	<p>Theme 2: Strengths and weaknesses of PD programs attended - Categories: 1. Strength, Weaknesses, favorite & least favorite things 2. Design, structure and skills of training 3. Engagement of teachers 4. Evaluation of Trainers 5. Overall evaluation of programs</p>
<p>Theme 3: The ability to maintain PD programs at a certain level - Categories: 1. Reflection and feedback 2. Follow up</p>	<p>Theme 4: Features of a well-designed PD program as seen by EFL teachers - Categories: 1. Ideal Program per teachers 2. Impact of programs 3. Recommendations for Improvement</p>

Table 4.2 - Themes generated from trainers' analysis of interviews (TR)

<p>Theme 1: The process of preparing trainers to deliver training</p> <p>Categories:</p> <ol style="list-style-type: none"> 1.Experience 2.Preparation process of trainers 3.Trainers Role and Flexibility 	<p>Theme 2: Strength and weaknesses of the PD programs</p> <p>Categories:</p> <ol style="list-style-type: none"> 1.Structure/Design/Goal of programs 2.Overall evaluation of programs 3.Selection/Interest/Active Learning 4.Sustainability of programs 	<p>Theme 3: Factors that contribute to designing a satisfying PD program for EFL teachers from the trainers' point of view</p> <p>Categories:</p> <ol style="list-style-type: none"> 1.Needs assessment for teachers 2.Improvements/recommendations/suggestions 3.Ideal program per trainers 4.What's Special about foreign programs
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The analysis of the interviews and thus the themes were combined to answer both of the research questions. The findings were divided into two sections; the analysis of teachers' responses and the analysis of teacher trainers' responses. They are both detailed in the following two main sections subsequently.

Section 1: Comparison and Contrast of the Available PD

Programs and What Makes an Ideal PD Program as Seen by EFL Teachers

This section demonstrates the analysis of the findings of twelve EFL teachers' who were interviewed as part of this study. The interviewed teachers were all experienced teachers who work at public schools and who have undergone different PD programs. The questions of the interviews focused on specific aspects of the training programs these teachers attended, where they described

their experiences in depth focusing on evaluations of the program's content, structure, design, operation and its impact. Furthermore, they expressed their evaluation of the trainers' expertise and other related areas. The teachers interviewed will be referred to as T1, T2, T3, etc. The following four themes emerged from the interviews:

1. Teachers specific concerns about PD programs
2. Strengths and weaknesses of PD programs attended
3. The ability to maintain PD programs at a certain level
4. Features of a well-designed PD program as seen by EFL teachers

The first two themes answer the first research question (How do the currently available PD programs offered for EFL teachers in public schools in the West Bank compare and contrast?) while the third and fourth themes answer the second research question (What makes a motivating, encouraging and a satisfactory PD model for EFL teachers?).

Theme 1: Teachers Specific Concerns about PD Programs

Teachers have different needs when it comes to PD programs. When interviewed, teachers demonstrated a variety of needs regarding the content of the program, the selection process, their interest in certain aspects and areas they want to develop their skills and knowledge in. The following subsections shed more light on the categories of this theme.

a. Selection Criteria/Joining

Teachers working at MoEHE stated clearly that they were not part of the selection process and that they didn't show any interest in joining the workshops imposed on them. Most of them didn't know the reasons behind their selection while some thought it was just a random act where supervisors choose teachers randomly to attend the available programs.

It was compulsory, they ask me to take the course, they called the school. I just knew the previous day, the principal called me and said that you have a course tomorrow in a certain place and I went there, nobody asked me before. (T1)

Teachers explicitly stated that these programs didn't relate to any specific needs or interest in them and that they did not join them voluntarily. Moreover, they explained that their work schedules were not taken into consideration when asked to attend these workshops. For example, *"I was forced, they forced me to take such a course, we don't have the choice to get it or not, we have to, the supervisor chose me, and they don't ask if it's suitable for my time or not"*. (T2)

Other interviewed teachers who attended training courses with the AmidEast elaborated that they were nominated rather than selected and had to go through a process to get evaluated then got selected based on their performance. These teachers felt that it was a privilege for them to get chosen for the assigned training programs. In this context T7 pointed out that:

Actually, I was nominated for this PD course and I decided to take it because I expected that they will be teaching us the latest educational strategies. I had to fill in an application for the AmidEast then we had to go through three days of training with an American expert and we had to do some projects and she has chosen the best.

Some teachers attending the AmidEast program stated that it was voluntary and that the criteria to apply was by showing interest and passing specific exams. These teachers communicated the valuable process they went through in order to get accepted to attend the PD program. In that matter, T8 commented:

I was nominated to have this course. More than one teacher from the Ministry of Education was nominated. We had to pass through three exams, and luckily I was able to pass through them. There were two levels of exams then an interview, those who passed were able to take the proficiency certificate.

Some teachers who participated in PD programs offered by the British Council (BC) mentioned that they were selected by their supervisors. *“Actually, they nominated me to take this training from the school, I went there and I have benefited a lot from the program”*. (T10)

Others signaled that they were asked whether they wanted to attend or not. For example, *“My supervisor asked me if I would like to join the drama course and I said why not, so I decided to take it to learn. Really I was a different person after this course”*. (T12)

Joining some of the offered PD programs was done mainly by supervisors selecting teachers based on criteria that was not obvious or justifiable to teachers. Most teachers expressed their frustration from the selection process and felt that they need to be involved in it as it is a crucial part of any PD program. What distinguishes the foreign programs is that the one offered by the AmidEast had certain criteria and a clear but rigorous process for joining which made teachers

feel special. The programs offered by the BC had more flexibility in having teachers join based on their interests.

b. Interest in Joining PD programs

Past experiences are a good indicator of teachers' interest in joining training programs. The interviews showed that the majority of the teachers who had taken PD courses with MoEHE were not interested in attending the programs they were asked to join. A teacher expressed "*Normal, not very interested*" (T2) when asked about her feelings to join. Other teachers felt that it was an overload of work on them, "*Any extra work is not interesting work*" (T3). Most teachers expressed clearly that they were neither interested nor found it any interesting course, for example T4 commented, "*it is not interesting at all, I didn't find it interesting at all because they gave us a lot of sessions, long hours from 7:30 till 3:00 o'clock and I found that it was a long time, we were still bored*".

A few teachers were not interested at the beginning of the course but changed their perception positively towards the end due to the outcome of the programs attended, as T6 stated, "*To be honest at the beginning I wasn't really interested because we're overloaded at school, it was really hard for me to find time, but at the end, let's say we liked to share experiences to talk and discuss things together*".

Nevertheless, all teachers who attended PD programs through the AmidEast and BC showed interest and excitement in attending these programs. They were eager to learn and develop their skills and knowledge, "*Yeah I was very interested and it*

actually was the first, let's say authentic lecture training in my teaching experience” (T9). Many teachers expressed high interest in attending these PD programs, “I was really interested and I was careful not to miss any of the meetings because it will have, I expected it will have a great impact on my teaching skills”. (T7)

As demonstrated above, teachers showed higher interest in attending the programs offered by foreign institutions versus the local programs offered by the MoEHE. Teachers’ expectations of the outcome of specific programs affected their perception towards the program and accordingly their interest and motivation.

c. Needs Assessment

Teachers interviewed were asked explicitly whether the programs they attended met their needs or whether they were initially based on their needs. Several teachers commented that their needs were not part of the design of the program and that the programs were already pre-set regardless of teachers’ needs. However, there were some variations between responses that demonstrated differences in the way teachers’ needs were targeted. Many teachers who attended programs through the MoEHE expressed their frustration of not being asked what their specific needs were prior to taking the training program.

They didn’t send us anything to fill, I just knew the previous day. Nobody asked me before. Maybe they do these things and ask needs, the ministry does these things, they ask about the teachers needs but they never asked me, I think I should be asked about what I need. (T1)

Other teachers commented that trainers just wanted to give whatever they had as far as training without showing any care to teachers’ opinions. For

example, T2 noted, *“They just gave us what they have, they didn’t ask any of us anything about our needs.”* Some teachers indicated that the supervisors observe classes and decide based on their observations what teachers need from a one-time observation, without paying attention to their opinion.

Supervisors come to classes or to the school, at least once a year to see the teachers inside the classroom to find how good or what the progress he is doing inside the classroom. Supervisors themselves could find the weakness point by observation. (T3)

A few teachers felt that the programs were delivered as designed regardless of teachers’ needs, years of experience or background, *“There was no needs assessment in the beginning, the program was just standardized that they applied to everyone.”* (T6)

However, many teachers who attended the PD programs with the AmidEast and the BC stated that they filled needs assessment surveys. For example, T8 communicated:

yes, somehow, we had a questionnaire which we filled in about our basic needs and honestly, I didn’t know what to write, what do I need? what do I expect? Everything was ambiguous but after that at the end of the training I was able, I was very much able to identify my needs, where can I find them and how I can reinforce them.

Almost all teachers gave positive remarks regarding the programs and that they were comprehensive and thus met their needs for the broad variety of content and activities. For example, T7 expressed *“Actually I think they didn’t have to ask us because they were providing us feedback in all four skills: writing, listening and all four skills so it was comprehensive and it was flexible”.* (T7)

In summary, there was a consensus in the teachers' answers regarding that their needs were taken into consideration when attending the foreign PD programs. However, a variation in their feelings regarding the different programs, even if they were structured, highlight the main differences between these programs. Moreover, the ones offered by the AmidEast and BC attract teachers more and cover to a certain extent a large area of teachers' needs which makes them more satisfying.

d. Areas to Develop

After teachers described their experiences with the lack of needs assessment and its effect on them, they expressed their opinions in areas that they believe need to develop in. Moreover, they stressed what needs should be addressed so that EFL teachers develop their skills and knowledge and stay erudite. Some teachers pointed out that EFL teachers need to learn more about technology and using computers and thus know more about information technology. Many teachers stated that speaking, using correct pronunciation and listening need to get more focused on in schools. Other teachers mentioned that writing and learning new techniques in teaching has to be targeted in the PD programs. Several teachers thought the training should cover all four skills equally. Finally, some teachers stated that PD programs should include practical teachings and focus on classroom management. These teachers emphasized the fact that universities focus on teaching theory but do not cover teaching strategies and methods or any tips for practical teachings so there's a need to focus on classroom management teaching.

In conclusion, the interviewed teachers specified different areas to base professional development programs on. These areas reflect their needs and focused on integrating all four skills, technology, pedagogy and content knowledge in the design.

Theme 2: The Strengths and Weaknesses of the PD Programs Attended

No matter how well designed, structured, revised and developed the PD programs are, they contain areas where they are really strong and areas that are considered weak. This theme will identify the areas that make a PD program beneficial and strong, and the areas that are perceived weak per teachers' responses. Therefore, the interview questions examined what distinguishes one program from another and what the areas that need more work in are. The following subsections specify certain areas teachers believed were beneficial and robustly designed in the programs attended, and the areas they thought needed more development. The main strengths and weaknesses in each are highlighted starting with a general introduction of the main issues that stood out in the interviewees' answers.

a. Main Strengths and Weaknesses of the programs attended

Teachers voiced an overall opinion on the programs they took part in. Therefore, this section will shed light on the main strength and weakness points of the programs in general and thus, their evaluation. Many teachers agreed that their participation in certain parts of the training has positively influenced their perception about the programs. Many teachers who took part in PD programs

through the MoEHE stated that they didn't see any benefit of it, while others declared they have learned new skills and ideas.

They gave us extra skills to be used, related with visible and critical thinking based on how the students get the information- not learned, but to participate in learning many different skills related to critical thinking using technologies.' (T1)

A few teachers mentioned that they have enjoyed the group work and collaboration with their peers. For instance, T2 stated, "*When we work together, when teachers worked together in groups yes, we got some benefits from our teachers.*" (T2). Similarly, many teachers emphasized the importance of indulging in such professional trainings where teachers actually apply their learning and share experiences from the diverse teachers' backgrounds and skills and thus creating a learning community, as T6 pointed out, "*the most interesting part about this program that we take the module and go immediately apply it on our students and they provide us with the 'cover' to apply things that were forbidden in the past.*" (T6).

On the other hand, teachers who attended the AmidEast PD program mentioned having an inclusive program that merges between theory and pedagogy and includes all four skills in the training make it potent.

you know the most significant point which was dominant that we had to practice teaching in which we had only 10 days of theoretical studies with essays and so on. After that we started teaching practically, this is the most important thing, what you have taken before in the previous days you apply it right away. (T8).

At the same time, many teachers who attended PD programs with BC mentioned that they have learned new skills and information, "*the training hours passed like*

*this *snaps his fingers*. It was very interesting, I have got a lot of information and experiences from it.*" (T10). Several teachers adored the idea of using the curriculum in a different way and connecting it to drama and thus bringing life to the materials they have to teach. Some teachers were astonished that they could discover their students' abilities in performing certain tasks which they didn't think of previous to the training course.

On the other hand, there are some weaknesses in the programs. As for teachers who attended PD programs through the MoEHE, many of them complained of not having adequate time to fully grasp or to practice what's offered in the program, especially when the program was offered in only one day. Timing and being under pressure were the things that several teachers highlighted as a disadvantage in the programs they attended, as T5 stated *"however the disadvantage for me is that there was a little pressure because there wasn't much time for teachers to apply all the information and techniques that we were taking."* Moreover, not choosing content wisely and not having it relevant was a weakness in the programs. *"Actually, I didn't find it helpful. It's so much similar to what we took in the University. They didn't go through what we really need in our classroom"*. (T4)

Conversely, teachers who attended the program offered by the AmidEast remarked that time was used efficiently and that getting 120 hours was sufficient to cover lots of needed things. At the same time, many teachers who attended the drama PD program with the British Council mentioned that forcing teachers to come to PD programs would be a disadvantage to the program. A few teachers said that the language level of instruction was higher than what their students can

perform so they had to adjust it accordingly when delivering it in classes.

In conclusion, learning new skills, having time to apply them, collaboration and practical teachings were the main things that gave strength to the programs. Yet, having little time for the training, forcing teachers to join the programs and not giving them enough time to actually practice what they learn, were the least favorite things for the teachers in the programs. The next subsection will get into more details of specific features of the programs per teachers' perception.

b. Advantages and Disadvantages of the Designs and Structures of the PD Programs

The goals, content, activities and structure of any PD program are of crucial issues to be considered when building and designing one. Teachers had different feelings and opinions about the structure of the programs they participated in.

It was obvious that many teachers who took the training through the MoEHE felt that the programs were generally designed and not specific to them and that they were lecture-based.

It did not target the four skills of English. It was a random program. I think teachers were chosen randomly. At the beginning of the meeting each one of us talked about his experience of teaching then he started lecturing us. (T1)

Moreover, several teachers mentioned that the trainers tried to convince them with this training and its importance so that they would carry it to their students in the classroom. However, they noticed that the design was not related to what they actually teach in their classrooms. For example, T4 stated, *"I didn't notice that*

they go through the skills deeply, I heard all teachers say this is not helpful, what are the benefits of the things they gave us, are these the things we really need in our classroom as English teachers?"

On the other hand, teachers who attended programs through the AmidEast and BC agreed that the workshops they attended had lots of practical activities where application of theory learned made it effortless to attain the knowledge provided to them. Moreover, many teachers praised the program that it included theory and pedagogy and involved all four skills of English besides getting feedback on their learning.

It was actually the most useful training because we got training on how to teach the four skills in English, and it included the two parts: theoretical part and the practical part, and this was amazing.
(T9)

Most teacher commented on how effective the design of the program was in meeting teachers needs and in having teachers recognize their levels and move forward in developing their skills.

The program was very well designed and met different needs of the teachers who took it. It included both the productive and receptive skills. So the design of the program and the structure and the way they have leveled us from people who were lost, we were not knowing where we are going, to people who know where we are standing. (T8)

Teachers who participated in the program offered by BC stated that it was also structured and focused on the goal it was set for.

It was well designed, in the three days we learned how to use drama inside our classroom Then I did the project with my students, I transferred the idea to my students and displayed stories from the book itself.' (T12)

In conclusion, teachers felt more comfortable when the programs they took part in were well structured and designed with clear objectives. The programs offered through the foreign institutions were comprehensive, including all four skills and integrated theory with pedagogy, involved practical activities and thus had higher popularity within teachers. Teachers favored them over other programs that were just randomly designed with no clear structure, no obvious goal and no practical activities.

c. Active learning of teachers: Teacher's engagement in the programs

Active learning and engagement of teachers could be an indicator of the effectiveness of a PD program. Interviewed teachers opined on this part. Some of the teachers who participated in programs through the MoEHE mentioned that they were lecture based and that they engaged only in discussions, *“it was mainly a lecture, we engaged only in speaking, in discussion and our opinions.”* (T1). Other teachers emphasized that interaction was only through discussion, *“we participated, we did a lot of things, grouping, discussing and discussing our homework also.”* (T4).

As for teachers who joined the program with the AmidEast, they expressed that their learning was active, as T7 stated, *“We were really engaged and we were really cooperative with each other, it was really fun, and we were exchanging experiences, it was very useful”*. Additionally, most teachers pointed out to the authenticity of the program by actively engaging in practical teachings during the course which made it more enjoyable and rewarding for teachers.

We used to give actual classes to students and the most amazing part of this course was that we had real students. So, we had this kind of class where we used to practice teaching and give them classes and this is why it was authentic, like we had a real classroom inside the training. And this was maybe the first time I had this kind of training. (T8)

Similarly, teachers who engaged in programs with the BC stated that they were so active during the training course, “*we did many things, sometimes you can’t sit on the seats as we played and danced, moved and interacted*”. (T10)

To summarize, most teachers felt that practical activities and collaborative learning kept them on their toes during the program and had them cooperate with other teachers and thus learning was more fun and active. Teachers highly praised the programs that merged pedagogy with theory.

d. The role and effect of trainers during the training process

Trainers play a crucial role in attracting trainees, processing the information, conveying it and delivering the training in a smooth and effective way. The section demonstrates teachers' opinions about trainers and how they affected their learning process throughout the courses they attended.

A few teachers who took programs through the MoEHE opined that the trainers were very well-trained. However, others commented that some trainers needed more training themselves.

Let’s say there were experts as teachers but I'm not sure that they were experts as trainers. They needed more training to get more familiar with the program itself. (T5)

Many teachers pointed out that English wasn’t used all the time during the

programs as T4 expressed, *“The trainers were not very flexible with us. The training was in the English, but in the learning circles sometimes they use Arabic. I remember the third session was in Arabic”*.

On the other hand, almost all teachers who participated in programs with the AmidEast agreed that the trainers were experts in both the fields of language and training. They mentioned how the trainers made the training enjoyable and aided in creating an atmosphere of collaboration and active learning between the trainees.

The trainers were helpful, and very positive with a lot of energy. They were very supportive. We were eager to learn, to know to take from them as much as we can because we were sure that it is a short time and it will end.’ (T8)

Additionally, most of the teachers from the same course stated how flexible and fun the trainers were and how that added positively to their learning experience through their reflection notes, communication skills, wide knowledge and open-mindedness.

On the same hand, all teachers who attended the BC training praised the trainers and highly recommended them as they were very knowledgeable and experts in the field.

Actually, he was amazing, he was fully qualified to give such a training and he attracted us and made us also motivated to invent new things. He gave us many strategies that helped us, he was amazing in general and he was kind of flexible. (T10)

Overall, teachers who participated with programs with the AmidEast and BC were in agreement of their trainer’ long and deep experience in both the fields of language and training. That has added positively to their learning. In spite of this,

teachers who attended programs with MoEHE had different perceptions about their trainers whereas few found them as well-trained but lack some experience, but others thought they needed to be more flexible and more well-trained.

How do the currently available PD programs compare and contrast per EFL teachers

The above two themes are considered an answer to the first research question in terms of comparing and contrasting the different available PD programs as seen by EFL teachers and thus will be summarized in this section.

In an attempt to identify how do the currently available PD programs compare and contrast, it was obvious that the programs offered through the AmidEast and BC were better designed and structured, had more content that's related to teachers, took into consideration a wide need and skills of teachers, involved teachers actively in the process of learning and opened the ground for collaboration and exchanging experiences in an enjoyable way. These programs attracted teachers more than the MoEHE programs where teachers felt less valued, less appreciated, less recognized, not engaged and just randomly selected to attend a course they had no interest and no motivation to join. Moreover, the programs differed in having experts and professional trainers to deliver the training in an adequate time frame in the foreign programs.

Theme 3: The Ability to Maintain PD Programs at a Certain Level

Sustainability of any PD program is as important as its design, structure, goals and content. Therefore, teachers were asked different questions during the semi-

structured interviews to understand how reflection took place during the PD programs, whether there was feedback on not and more importantly, if there was any follow up with them after the program was over and how was it done. From these main categories, this theme emerged and the following two subsections expands on the teachers' responses thoroughly.

a. Reflection and Providing Feedback During the PD Courses to and From Teachers

Reflecting on teachers' work in process or their advancement or progress adds more quality and value to the learning as teachers' metacognitive skills increase. Furthermore, giving constant feedback to teachers and receiving it from them, ensures that teachers are on track with their understanding and development during the course and allows for clarification when needed.

These essential parts have been closely examined during the interviews to comprehend how this process was held during the course.

Teachers who took part in the MoEHE programs had different answers regarding reflection and feedback during their training courses. More than half of them stated that there wasn't any reflection in their training program. The teachers who experienced reflection as part of their training didn't feel the consistency or the accuracy in it as they commented that it was up to the supervisors to decide what to reflect on, *"according to the supervision themselves, they could see that we need something but they won't tell us immediately that this point is clear or not."* (T3)

As for providing feedback about the program, a couple of teachers mentioned that

they did not receive any but were asked towards the end of the program to provide feedback about it. Only a few teachers specified that feedback was asked of them every session and that the next session would start with what they provided, *“in every session they have to get our feedback so in the next session they start with the last one then they connect and start with something new or build on it.”* (T4)

Surprisingly, one teacher stated that she was asked to provide a certain answer on the feedback sheet regarding the program and the trainer.

At the end of each session they gave us an assessment paper and we filled it. I remember that I sometimes put a good and not very good and she gave me another paper and she told me, forced me to put very good, not good but I didn't put it. (T5)

Almost all of the teachers who attended the training programs of AmidEast mentioned that there was constant and systematic reflection throughout the classes and some were on a daily basis.

Self-reflections at the end of each class self, also peers' reflection to make use of things, that I had always the three questions; what went well? what went wrong? what could you do to change this? They are always there. (T7).

Additionally, they mentioned that there was feedback at the end of the program and a thorough evaluation for the trainers about their work. Furthermore, there were surveys that they were asked to fill systematically to evaluate the program and the trainers. Most teachers commented that the reflection and providing feedback to teachers on their performances would enhance the quality of the learning process especially that it was taken into consideration and valued.

Similarly, teachers who attended PD programs with the BC mentioned that the trainers would check for their understanding and would encourage self-reflection

and feedback from peers as well. Moreover, teachers were asked to provide feedback about the program they attended and this feedback were taken seriously by the trainers. Furthermore, this training opened the grounds for teachers to connect on social media through a platform that would encourage interaction and sharing ideas and comments, *“Yes there is feedback and we have to talk about that, sometimes we send emails to each other like what do you learn, sometimes we comment to each other.”* (T11).

In summary, the process of providing constant reflection during the training sessions was evident in the programs at the AmidEast and BC more than the ones at the MoEHE. Providing constant and systematic feedback to teachers on specific tasks had high impact on them through their process of development. While getting feedback from teachers about the program took place in most of the programs, it was valued more when it was taken into consideration and acted upon.

b. Follow Up with Teachers After Finishing the PD Programs

To ensure that the impact of a program will last and change would occur, there has to be some sort of following-up with teachers after they have finished their training course. In this section, the main responses of teachers regarding whether there was follow up or not and how was it held will be stated.

Teachers who attended the programs through the MoEHE conveyed different answers. The majority of teachers remarked that there was no follow up with them after the program was over, neither from the trainers nor the supervisors.

However, some teachers mentioned that there was some kind of follow up on a social media platform where the teachers who attended the course would share and update each other about their performances. Only a few teachers mentioned that some trainers met with students and tried to ask them whether the teacher was implementing certain things in class.

I think that some people came to our school, they gave a lot of questions to our students and asked them about this program if their teachers follow the steps, if they are beneficial or not but they didn't talk with us. (T5)

In addition, one teacher indicated that the follow up process was done informally and not as a requirement from the training program.

After I joined the training, I created the first group and the first thing I have done is inviting her, and she usually writes comments enforcements, encouragement, notes, etc., it was something extra from her and I always accept her notes. (T3)

As for teachers who participated with the AmidEast program, many mentioned that they have stayed in touch with their trainers through a social media platform that was updated by the administrators, trainers and teachers. That platform allowed a space for collaboration, sharing ideas and commenting about others work. Some teachers expressed an interest in having more yearly meetings with their cohort and other cohorts to refresh their memory and knowledge and to connect more on a professional level.

In regards to teachers who attended the programs of the BC, they commented that some supervisors didn't show real interest as the trainers did. The trainers were the ones who checked on the teachers' progress and real application of what they have learned. For example, T10 stated, *"the supervisors were asking about it but*

the one who was interested is the trainer.”

To sum it all up, providing follow up with teachers after the programs was highly noted in the programs of AmidEast and British Council more than the ones of MoEHE. It was obvious that the ones who followed up with the teachers were the trainers and not supervisors. The follow up process gave teachers an incentive to go on with what they have learned and to connect with other teachers and share with them.

Theme 4: Features of a Well-Designed PD Program as Seen by EFL Teachers

Designing a well-rounded professional development program is a complex procedure where many details have to be taken into consideration in that process. There are many factors that contribute to the steps of building a program that teachers would look forward to attending, enjoying its learning process, benefiting from it and ensuring its impact lasts for years after. All these features and much more related ones were addressed by the teachers who were interviewed. Thus, the following three subsections elaborate on teachers' perceptions on what to base a satisfactory PD on along with suggestions for improvements of the current ones.

a. An Ideal Professional Development Program from EFL teachers' point of view

This part of the interview was the most crucial to address and discuss. Almost all teachers had lots to share about this and they wanted their voices to be heard. The interviewed teachers had good experiences with PD programs and thus their input

was rich as to what really would make a well designed and structured PD program that teachers will be motivated to participate in.

Starting with teachers who took part with programs with the MoEHE, the features that they addressed necessary for a program to attract teachers were mainly focused on building the programs based on their needs. Integrating technology into lesson planning was also an area that teachers addressed essential to have training in. For example, T1 stated, *“I think I should be asked about what I need to have a good program, if I need the skills that they teach us, the way, the methods, material, the new techniques available in the teaching career.”*

Additionally, besides basing the program on teachers’ needs, other teachers stated that having practical lessons in the design of the program would make it a strong one. For instance, T2 commented, *“When we give real lessons, so practical activities and using real things. Also to respect us more and to get our opinions or our recommendations because they don't ask us or get back to us.”* Furthermore, some teachers mentioned that a useful training would be one that is related to the teachers so that they can deliver it to their students as a consequence. Several teachers emphasized the importance of building PD programs that is built on various needs, skills, knowledge and theory and that are delivered by expert trainers. Moreover, they asked that the programs to be delivered on sufficient and suitable time for teachers.

Before giving any program, people who are responsible must study what do really teachers need, the trainer must be brilliant, also they must study time, time must be suitable for teachers. (T5)

At the same time, many teachers who joined programs with the AmidEast stressed the importance of having expert trainers including a content that focuses on the recent teaching trends in education. Moreover, there must be active learning engagements throughout the course besides getting feedback on their progress and learning. Several teachers teacher put a lot of emphasis on having the program designed by experts of the language since they are more knowledgeable and skilled, *“to be honest, any program that is designed by speakers of the language itself would be of great benefit, honestly.”* (T8). Additionally, some teachers suggested the program to be a school-based in order not to burden teachers with more extra hours outside their work hours and to allow for practical implications as well.

Meanwhile, teachers with the experience of engaging in programs with the BC emphasized the importance of basing any PD program on needs of teachers and considering content that’s relevant and of importance to teachers. Besides, giving the teachers the option to choose which program they need was brought up by many teachers. For example, T11 commented, *“they have to make programs or training sessions for our needs so when I need something and it’s offered to me, I will be very interested to go and attend and to learn.”* On the other hand, several teachers mentioned that a well-designed PD program would be based on teachers’ collaboration where teachers share ideas and knowledge regardless of how many years of experience they have.

In conclusion, most of the teachers stressed the importance of basing any PD program on teachers' needs along with having related content that updates teachers with teaching methods, styles, strategies and knowledge. Furthermore, teachers emphasized merging both theory and pedagogy in the training courses so as to make them engaging and fun for teachers. They also called for having constant feedback and creating a community of learners.

b. Impact of Professional Development Programs on EFL Teachers

Examining the impact of the PD program on teachers could indicate its success or failure. Interviewed teachers expressed their thoughts on how beneficial the training courses they took were. This section will highlight their main opinions regarding this.

Starting with teachers who went through training courses with the MoEHE, half of them indicated that the program didn't add anything to them and thus didn't have any positive impact on them. A few teachers commented that it was similar to what they already took in university and that it wasn't tailored to meet their needs.

Actually, I didn't find it helpful. I found it as courses that we took in the University. They didn't go through what we really need in our classroom. It didn't add anything to me, because after maybe a couple of months I forget everything. (T4)

However, some of the teachers mentioned that the various materials and the content were useful especially in the programs that were technology related.

As for teachers who participated in programs through the AmidEast, almost all of them pinpointed the high impact the program had on their teaching career and on

them professionally. That was evidenced by them continuing to use what they learned in the training programs even after the programs were over.

I implemented them on my students. It had a great impact on my career. I was more confident in my teaching, my classes were more fun actually, and my students were having fun during learning, I loved it. I'm still using the strategies that I've learnt. (T7)

Furthermore, a few teachers expressed how more confident they were for having a bunch of other resources to do with their students after they attended the program. In addition, teachers praised the parts where they could actually implement what they got training about in their classes and thus have their professional career improve.

Similarly, teachers who participated in the BC program remarked about the positive impact that they got from the training courses they participated in. For instance, T10 noted, *"I have learned many techniques and many strategies from this program that assisted me in various ways."*

Using the new strategies and techniques that teachers have learned in the program after the program is over remarks the effectiveness of it. Many teachers felt confident in teaching especially when their students started interacting in the classes. *"I used new strategies and new techniques that I learned with my students."* (T11)

Obviously, the programs that were offered through the AmidEast and BC had higher impact on EFL teachers on both the personal and professional levels. Teachers learned skills for life and were able to deliver their learning to their

students and enjoy their interaction in class. They also had lots of resources to use in the classes which made them feel more skilled.

c. Recommendations to Improve the Programs Attended

After EFL teachers got the chance to voice their opinions and feelings about the effect and impact of the training courses they attended, they took it a step further and described the things they believe should be improved in the programs they have attended.

Teachers who joined the MoEHE programs recommended that more new techniques to be added in the programs. Many teachers thought technology should be an important part to add. Several teachers required to allocate more time to conduct these training courses but at the same time not to burden the teachers with extra load of work.

I believe that time is very Important. I think it should be given before the beginning of a new year, so that teachers can have enough time to work on the information or techniques that they have been exposed to so when the school year begins, they are able to apply the things that they have learned. (T5)

Nevertheless, some teachers said that there's no time to implement whatever they take in the PD courses in their classes given the little time they spend with their students teaching English per week. In this context, T2 commented, *"I hope to be more and more from these PD programs in order to let all teachers know them and use them with their students and in their teaching career but there is no time."*

While examining teachers' responses about the program they attended with the AmidEast, it was found that they admired the program as is and even wished it

was longer than 120 hours.

I wouldn't take out anything, but I would maybe make the periods longer, I know it was 120 hours but the longer hours you take I guess the better. So, I would add more parts, more training hours and I would actually also add more strategies of teaching.

Similarly, many teachers who participated in courses with the British Council required to have more time to take such training in order to gain more learning and more skills. They also asked to allocate adequate time for the sessions so that reflection occurs smoothly. Moreover, several teachers recommended that supervisors follow up more with them after they finish the training.

Supervisors must to ask their teachers about the sessions. When teachers take this session, ask them for example after that where is the result, what did you learn from the session that you teach your students. (T12)

To wrap it up, most recommendations from EFL teachers about the PD programs were mainly focused on adding more time and more sessions that target new skills and techniques that are related to teachers' needs. In addition to that, they asked for prompt follow up from the supervisors after the training programs are over.

What makes an ideal PD program as seen by EFL teachers

Themes three and four that were elaborated above, were gathered together to answer this second research question. Teachers and trainers agreed that basing any program on teachers' needs should contribute to its success along with adequate research about it. Teachers' needs and interest have to be seriously considered. Moreover, including lots of practical teachings, ensuring active learning through a variety of activities and integrating all four skills should be taken into consideration to design a successful program. Moreover, providing constant

reflection (both self and peer reflection) and feedback enhances the quality of the program. Furthermore, having adequate follow up with teachers after the program is over ensures that change is happening and that creates a program where teachers are learning for life. Ensuring these factors are valid in any PD program makes it a well-designed one as seen by EFL teachers.

Summary and comparisons of EFL teachers' responses

To sum up the previous four themes that were generated from the teachers' responses and views, the following table (Table 4.3) was created. The table will explain the major differences between the teachers' responses in relation to the four themes generated under each of the three main sectors that provide PD programs.

Table 4.3 - Main differences between the programs of the three sectors from the teachers' point of view.

	MoEHE	AmidEast	British Council
Theme 1: Teachers Specific Concerns about PD Programs	<ul style="list-style-type: none"> - Supervisors usually select and assign teachers to attend the programs. - Teachers were not interested to join any training program. - Teachers were never asked about their needs prior to taking the program. - Most teachers agreed that they need more training that integrates all four skills and includes technology and practical teachings. 	<ul style="list-style-type: none"> - Teachers get nominated and go through a valuable process to be selected. - Teachers were enthusiastic to participate. - Teachers' needs were taken into consideration. - Most teachers agreed that they need more trainings that integrate all four skills, include technology and practical teachings. 	<ul style="list-style-type: none"> - BC leaves it up to the MoEHE to select teachers (for the cascade programs). - Teachers were enthusiastic to participate. - Teachers' needs were taken into consideration. - Most teachers need more training that integrates all four skills, includes technology and practical teachings.
Theme 2: Strengths and Weaknesses of PD Programs Attended	<ul style="list-style-type: none"> - New skills were learned but not all four skills were targeted. - Timing wasn't well managed or wisely organizes since it wasn't enough to practice anything. - Lots of pressure on teachers. - Topics were redundant to university courses. - Content and design weren't related to what teachers actually needed so it didn't add anything to their learning. - Trainings were mostly lecture-based and teachers were involved in discussions only. - Trainers needed more training and insight about the content and about training skills. There ought to be more focus on using English all the time in the trainings. 	<ul style="list-style-type: none"> - A variety of skills was covered. - Timing was sufficient and very well managed and organized. - There was immediate application of what teachers have learned. - Practical teachings were involved. - A variety of topics was covered. - Lots of practical activities were involved. - Application of what teachers have learned was immediate. - Designs of the programs meet teachers' needs. - Objectives were clear. - Teachers were engaged. - There was lots of time for collaboration, sharing experiences and exchanging ideas. - Trainers were helpful and full of positive energy. They were caring, flexible and experts in both the language and training fields. 	
Theme 3: The Ability to Maintain PD Programs at a Certain Level	<ul style="list-style-type: none"> - Supervisors were the one who decided what to reflect on. - A little feedback was given to teachers in some of the programs. - There wasn't adequate follow up with teachers after the programs. 	<ul style="list-style-type: none"> - There was constant feedback during and after the program. - Reflection was at core in the program. - There was systematic follow-up with teachers after the program. 	<ul style="list-style-type: none"> - Feedback was done a lot and systematically. - Follow-up took place after the programs were over, especially on social-media platforms.
Theme 4: Features of a Well-Designed PD Program as Seen by EFL	<ul style="list-style-type: none"> - Teachers asked to have programs built based on their needs. - A good program would: <ul style="list-style-type: none"> - integrate all four skills. - include practical teachings. - provide reflection during the courses. - have adequate follow up with teachers after the programs are over. 	<ul style="list-style-type: none"> - Teachers asked to: <ul style="list-style-type: none"> - have expert trainers deliver the training. - have experts design the programs. - include active learning engagements for participants. - base the programs on teachers' needs. - equip teachers with plenty of resources. 	<ul style="list-style-type: none"> - Teachers asked to: <ul style="list-style-type: none"> - base the programs on their needs and include relevant content. - give them the option to participate in programs they actually need. - lay the groundwork for collaboration and sharing ideas. - ensure learning for life occurs.

Section 2: Comparison and Contrast of the Available PD Programs and What Makes an Ideal PD Program as Seen by Teacher Trainers

In this second section, the analysis of the main findings of the teacher trainers and program designers are highlighted. The teacher trainers and program designers were about eleven who gave training in and contributed to the designs of the three different programs of training, the MoEHE program, the AmidEast program and the BC programs. The trainers and program designers were interviewed for their important role in the PD programs to describe their experiences and opinions about the different PD programs they worked at.

The questions of the interview focused on the main aspects of the PD programs they gave training in and on their opinions, expectations and recommendations in specific areas in these programs. Moreover, the trainers described their experiences in depth focusing on evaluating the programs' content, structure, design, operation and its impact on the teachers from their point of view. The trainers and program designers interviewed will be referred to as TR1, TR2, TR3, etc.

The following three major themes emerged from the interviews:

1. The process of preparing trainers to deliver the training
2. Strengths and weaknesses of the PD programs as seen by teacher trainers
3. Factors that contribute to designing a satisfying PD program for EFL teachers from the trainers' point of view.

The first two themes answer the first research question (how do the currently available PD programs offered for EFL teachers in public schools in the West Bank compare and contrast?) and the third theme answers the second research question (what makes a motivating, encouraging and a satisfactory PD model for EFL teachers?).

Theme 1: The Process of Preparing Trainers to Deliver the Training

Trainers are of a high importance to any PD program. They are the ones in direct contact with the teachers. They can affect the success or failure of the program, to a certain extent, through the methods they use and their style. Part of what makes them successful is their experience and knowledge in the fields of language and training. This theme will focus on analyzing the trainers' responses regarding their experience, role and how they got prepared to deliver the assigned training. Therefore, three subsections, (experience of trainers, preparation of trainers and trainers' role and flexibility) will be detailed under this theme to cover the specifics mentioned above.

a. Experience of trainers

Through the interviews, the trainers explained how many years of experience they've had as teachers and then as supervisors and/or as trainers. The experience years varied between the trainers from the different PD programs. Trainers who gave training with the MoEHE had an average of seven years of experience. Almost all of them went through the process of being teachers then supervisors and trainers with no clear criteria for that. Some trainers declared that they were

teachers, then got assigned to become supervisors and then, in a very short time, they became trainers, as TR2 stated, *“I work in ministry of education, it’s been around 11 years. I started training teachers the first year I became a supervisor.”*

On a different note, another teacher trainer who is also an English supervisor at the MoEHE stated that he provides training for teachers as well for supervisors at the directorate. However, the training provided is not only for English content, *“We have some generic ideas all teachers and supervisors have to know so I train supervisors, all supervisors English, math and science, the same content but in generic ideas.”* (TR3)

On the other hand, most teacher trainers who gave training at the AmidEast program mentioned that they have an average experience of eleven years in giving training in different programs and much more in the English language. In addition, some of them had experience working at the AmidEast before giving training for their program, as TR8 stated, *“I have been giving training for twelve years. I worked for the AmidEast more than twelve years, but for the PCELT five years.”*

Similarly, almost all trainers who gave training at the BC had long years of experience. Moreover, they were experts in both the field of language and giving training. For instance, TR11 mentioned, *“I have been nearly involved in English language teaching for about thirty years and I’ve been training teachers for probably twenty years.”*

Overall, teacher trainers had a good number of years of experience in giving training and in teaching previously, thus, in the field of language. However,

trainers working at the AmidEast and BC had more of a solid experience in both the fields of training and language and deeper experience in dealing with teachers and training them.

The next section will elaborate more on the process these trainers get prepared to deliver the training to teachers.

b. Preparation of trainers

Choosing trainers to run a specific training shouldn't be done randomly. There are criteria, skills, knowledge and characteristics that trainers ought to have in order to achieve high satisfaction in meeting the goal of the program. The process of preparing trainers was discussed with the trainers of the different programs and the following features the main foremost related responses to this part.

The majority of the trainers working with the MoEHE noted that there wasn't enough support from the Ministry to them. Trainers were expected to take action on their own and assume responsibility of the training methods and procedures. A few trainers mentioned that they got trained originally by a British trainer who was invited by the British Council through the MoEHE to give training about a certain course. However, afterwards they were left on their own and were expected to prepare for delivering the training to EFL teachers without the support of the MoEHE.

We can't say that everything is there from the MoEHE, you as a trainer have to prepare everything. Of course, you take the basics but in order to go and implement such a workshop, you have to read more in the trainer's guidebook and in other resources and materials. You don't go there just ready you have to prepare yourself. (TR1)

Most of the trainers at the MoEHE declared that most of the trainings they attended along with other supervisors were cascaded to EFL teachers. However, they were expected to design their own way of providing the training to teachers so the success of the program depended on each trainer's preparation and perception and not on the program itself as a whole.

I was not familiar with all the material before I gave it, but I'm familiar with topics but not the details under each. I then read it while we are taking the training with the MoEHE and then I simplify it according to what I believe teachers will benefit from it. (TR2).

A few trainers indicated that they underwent a training through foreign institutions to prepare them for the material and modules of training. They also mentioned they were involved in the design of the modules.

When discussing the same point with trainers working at the AmidEast, it was obvious that there were only three main trainers who got trained for about two years by experts and designers of the program, and they were the ones delivering the same training over and over. They got training intensively in the skills of training then the materials, the content and the different strategies to use. These trainers were involved in the procedures, process of the design and delivering of the program before they started providing the training.

We are certified trainers for this particular program, the first training I had was very helpful of course, it gave me the basics, the self-confidence, the strategies that the trainer would follow etc., but the second one was specific to the content of the PCELT and to the particular program and to the various components of the program in specific. (TR7)

Most of the trainers emphasized that they had a major part of the design and

development of the program they were supposed to give training in, that they felt in a way that they owned it.

Similarly, trainers who gave training in programs with the BC were highly involved in designing the programs and thus were more responsible and serious in delivering high quality training. The program manager at the BC described their approach of providing trainings to EFL teachers by using the cascade model. They usually bring a qualified and an expert trainer who would provide the training to supervisors at the MoEHE then they would repeat it to their teachers. However, the BC found some weaknesses in the cascade programs.

The problem with the cascade model is it could work really well if you get a really good local trainer or supervisors who are able to replicate the training as the same kind of quality, but If we got a weak supervisor, when they repeat the training, the quality of the training might not be so good and the message of the training could be diluted. (TR10)

To wrap up, providing direct training to teachers from qualified trainers has more advantages than a cascade program. As noted by many trainers, being involved in the design, content, material and strategies, boosts their self-confidence and equips them with numerous tools to utilize when delivering the training. While trainers who just attend general training programs struggle more to plan and design what they are expected to deliver to their teachers. Investing in preparing trainers well in the details of delivering a specific training might achieve higher success rates than just throwing it there at the trainers to figure it out.

c. Trainers' Role and Flexibility

Trainers ought to have a huge role in adapting, adjusting and customizing the

materials or content or strategies in order to achieve high quality of meeting the goals of the program and thus meeting the diverse teachers' needs. This theme emerged from trainers' description of their role in these PD programs.

Only a few trainers working at the MoEHE opined on how flexible and well trained they have to be in order to motivate teachers and target the diverse backgrounds. For example, TR1 commented, *“you have the main guidelines of the standards or the main objectives of this session with the help of the book for the trainers as a guide, and then you adapt.”*

Additionally, several trainers felt that getting the trainees attention and keeping them engaged as much as they can is key in holding a successful session and that's a main role for them. They commented on the responsibility they hold in engaging teachers in the training. Some trainers felt that they had good flexibility in adjusting the material or content of the training program and thus they could adapt it based on their experience. Furthermore, a few trainers mentioned that they would adapt their plans accordingly to whatever suits teachers' needs.

Sometimes it's allowed for you to add more detail. So, I put my material according to my own experience because I look what teachers need in the class rather than the material itself or the theory behind the material and it's acceptable. (TR2)

On the contrary, trainers at the AmidEast mentioned that their role was more on developing and improving their delivery skills and strategies. Moreover, many trainers emphasized that they were flexible in adapting the material and adjusting whatever possible to ensure meeting teachers' needs.

I always try to update. It is possible for me to do this. I listen to the teachers' needs and we try to cover additional material. We keep with the structure of the program but the content we were able to really make some modifications and to add as well. (TR7)

Similarly, almost all trainers from the BC stated their role was in ensuring that they provide high quality training to their teachers. Moreover, they ensured that they were able to adapt and customize the content as they went through delivering the training. A trainer, who at the same time was the designer of the training program, described both his role and responsibility towards understanding the culture and the context of Palestinian teachers when designing and delivering the training and thus he was flexible enough in order to ensure the success of delivering quality training.

Overall, as indicated by most trainers at the MoEHE, a major role of organizing the material and deciding on the methods of delivery and activities relies on them which in a way reflected the success of trainers and not the program. Whereas trainers at the AmidEast and BC had a role in designing and adapting the modules. Moreover, their role was mostly in providing the material in a better way, adjusting the content to meet teachers' needs and expectations and developing the quality of the training itself.

Theme 2: Strengths and Weaknesses of the Different PD programs

The PD programs that are offered by the three main sectors, MoEHE, AmidEast and BC, differ in some areas and are similar in others. This theme that has emerged from some categories from the trainers' responses when they evaluated

the programs they gave training in. Thus, this theme will be divided into the following four subsections, (structure, design and goal of the PD programs, overall evaluation of the PD programs, evaluation of the trainees in terms of their selection process and engagement and finally, sustainability of the PD programs). This theme will examine the similarities and differences between the programs' structure and design, the overall evaluation of the program, evaluations of trainees in terms of their selection method and the sustainability of the programs.

a. Structure, Design and Goal of the PD Programs

This section emerged from the trainers' description of various aspects of the programs they provided training in, such as their structure, design, content and main objective.

Starting with trainers who worked with the MoEHE, some of them described the programs as a focused and structured course. Other trainers described other programs as either vague in objective or only focusing on certain skills so they had to add more to the program clarify it. Many trainers commented that there aren't that many locally designed PD programs offered for teachers in Palestine. They often run programs, that usually get customized, through or with collaboration with the AmidEast or BC. Moreover, the few locally designed ones were based on a survey needs assessment and was mainly about using technology and assessment in teaching. For example, TR3 stated, *"There are not so many mainly locally designed, some of these programs were designed in the light of the results of an assessment for their needs which we conducted back in 2015."*

A few trainers outlined the main structure and design of a program that was

offered from the National Institute of Education and Technology (NIET) through the MoEHE. It's a diploma program that's based on nine modules that target various subjects, the skills of English language and including pedagogy and teaching strategies and methodologies. Trainers commented that their main goal from this program is to provide teachers with tools for competences. For example, TR4 stated, *"We want to equip them with a lot of competences because our program is based on competences."* However, the trainers noted that Arabic was used in some of the modules and that it's not totally given in English language.

The first one is given in Arabic. We are talking about PD and it includes a lot of things other than just speaking English, for me as a teacher educator I'm not supposed to teach a teacher how to speak English because he learnt at the university 4 years. (TR4)

Additionally, several trainers emphasized that the structure is fixed for this program and that they follow the guidelines of its design when delivering it to the teachers. They focus on teaching teachers about students learning centers and how to build their own projects or portfolios.

On the other hand, trainers working at the AmidEast described the P-CELT program as the most comprehensive one including skills and knowledge that any teacher needs to excel in teaching English. The program is offered directly from well-trained and experienced trainers to teachers. What distinguishes this program is that is designed and based on the Experiential Learning Cycle (ELC) and integrates practical teaching within it, *"it includes critical thinking, reflective practice and mainly it is learner centered. It has practice teaching, hands on workshops, peer and trainer feedback, reflection and feedback and so on."* (TR8). Similarly, most trainers emphasized the uniqueness of this program due to its

design at core, learning engagements, reflection processes and its concentration on the four skills of language. Furthermore, the trainers highlighted how vital it was for them to take part of the design and add whatever they thought imperative to suit the Palestinian culture of teachers.

As for trainers working at the BC, they talked about the programs they offer through their offices. They design and structure them based on the four skills of English. In addition to that, most of their programs are based on a cascade model while they are working on having some that are offered directly to teachers due to some weaknesses they encountered in the cascade programs. Furthermore, the trainers and the project manager clarified the approach of the programs of the BC that they are based on needs assessment which aids in designing the modules and the approach. They described that their programs are usually designed in a way that would involve interaction between the teachers and trainers and within the teachers themselves with clear objectives of the programs and practical implementations. The program manager pointed that they involve all stakeholders in the process of collecting data for needs assessment to ensure triangulation. Then, they identify their objectives for that training along with measurement and analysis tools. After that, they outline the process of delivering the material and following up during the training process. They also contextualize the material to make it relevant to teachers.

The Idea of the book was to create quite a simple story telling materials which could be used to practice or to develop all 4 skills and it would fit quite well with English in Palestine. I really want the materials to be something that could be really integrated into the normal class so I gave teachers training in it. (TR11)

In summary, program designers tried to structure their programs around the four skills on English and at the same time attempted to include practical teachings in their design of the programs. However, there were some differences in the programs offered. The programs of AmidEast and BC had clear objectives and were based on research and theory to support them. Moreover, trainers were more involved in designing these programs versus the ones offered at the MoEHE. The process of preparing trainers and choosing experts was somehow neglected in the local programs while was more focused on in the foreign institutions. Trainers were more satisfied when they were part of the program and thus put an effort to thrive in delivering it.

b. Overall Evaluation of the PD programs

During the interviews, the trainers and program designers touched upon the main things that were deemed as strength areas in the PD programs besides the things they considered were weaknesses to the programs. Therefore, the overall evaluation of the different programs is demonstrated in this subsection.

Some trainers who worked at the MoEHE stated they were overall satisfied with the training programs they worked at. A few trainers linked the success of the PD program with its impact on students to prove how much teachers benefited from the training. However, this measure was based only on social media posts by teachers which may not portray the reality at times.

After the training, we ask for permission of the participants to set up a closed Facebook page so we have an opportunity to follow up and see our teachers in actions or our supervisors in action, if they implement the ideas that they are trained at or not.' (TR3)

Most of the trainers stated that many teachers resist the training and this affects the programs negatively. Yet, they expressed how content they are with the programs and that at the same time how they develop each year with the trainings. Many trainers commented that they really enjoyed the parts where teachers would implement the things they are learning in the micro-teaching in the program, *“I think my favorite part is about the activities and the procedures used in teaching such kind of songs effectively or efficiently.”* (TR1)

Some trainers expressed that when teachers carry out what they’ve learned in the training, then that reflects their own success even if it was for a small number of teachers. Several trainers voiced their concern that sometimes they don’t have enough literature or information to convey to teachers or to use as a background or foundation in the training program, as TR1 stated, “we need research basis about the program. I think they needed to have a literature review or some more background information about the topics in general.”

There were two more issues that most trainers in the MoEHE mentioned, time and language. Trainers believed that timing should be sufficient to cover the training material and to be continuous with reflection and not just a stand-alone activity for a day or two. That was something the teachers were concerned about as well. As for language, trainers commented that some modules and part of the trainings were in Arabic and some parts were delivered to other subject language teachers along with EFL teachers.

While trainers who worked at the AmidEast highly evaluated the PCELT program and were content with it, they emphasized the significance of constantly developing and improving the program. Furthermore, all trainers expressed both the personal and the professional impact of PCELT on them and on the teachers as well.

It was a very good program because it really addresses the needs of the teachers in the classroom and at the same time, it has some individualized attention to the teachers' needs. This is what they need, more ideas about guide lesson planning, about teaching as well, but of course every program requires after some time some development. (TR7)

Similar to trainers at the MoEHE, trainers at AmidEast highlighted the practical teaching as the best part of the program. However, ensuring that there was constant reflection during the PCELT distinguishes it from other PD programs as T7 highlighted, *“the reflection part teaches them to reflect on their classroom practices and at the same time the lesson planning, it is important for a teacher to reflect on their classroom practices.”*

Closely examining responses from the BC, most trainers associated the positive impact of the training on the teachers as an indicator of the success of their program. For example, TR 11 commented, “With analyzing the impact on teachers with that part (the plays), that would again ensure the success of the ministry teachers in applying what they learned.”

To wrap up, almost all trainers mentioned that the best parts were when teachers use the material and put what they learn into action even after months of finishing the training. Moreover, almost all trainers evaluated their programs highly. They were somehow satisfied with the content, material, methodology and design.

There were some calls for modifications and developments on the programs. The strength in the programs according to the trainers lies in having a mix of theory and pedagogy. Trainers noticed that teachers were more interested when there were some practical activities and/or micro teachings during the course of the training. Trainers at the MoEHE noted that there was some resistance from teachers in some programs at the beginning of them. It is noticeable that trainers of the AmidEast and BC were more involved in the design and structure of the program. Another strength point for the AmidEast and BC programs is that they were all delivered in English and during adequate time to teachers to have them learn and practice while many MoEHE programs included usage of Arabic during the training and some were like a stand-alone one day training.

c. Evaluation of the Trainees in Terms of Their Selection Process and Engagement

Trainers had an opinion in regards to the selection process of the trainees and their engagement in the programs. This section will focus on these parts according to what the trainers commented.

Most trainers working at the MoEHE stated that teachers get chosen to attend the PD programs. They don't go willingly, thus many of them resist and accordingly they don't benefit from it. Trainers who were also supervisors noted that they choose them based on supervisor's evaluation of them. For example, TR1 said, *"sometimes we make them, sometimes we insist on including them in such kind of programs because we have some kind of a background about this teacher."*

Several trainers said that they choose teachers based on certain needs that supervisors think are essential to cover.

We supervisors have a list of names for teachers who need training, sometimes it is because on the teachers needs and sometimes, because we feel there is a need for such teachers to attend the program. (TR2)

Yet, not all selected teachers showed interest in learning. According to many trainers, males had a higher rate of resisting the training programs than females, as TR2 commented, *“most of them forcing were males not females, but I'm sure they need them.”* Trying to make a diverse selection was the main criteria some trainers follow although supervisors find it overwhelming to provide training for the huge number of EFL teachers in Palestine, *“There are around 4000 English teachers so in order just to train our teachers on one program we need at least 6 years to cover them and to be honest, female teachers are more motivated than male teachers.”* (TR3).

A few trainers reassured that it's a Ministry requirement for any teacher who doesn't hold an educational certificate to take a certain training program. However, many trainers believe that it's impossible to have programs that meet teachers needs and satisfy or motivate teachers from the beginning.

Discussing the different activities that occur during the PD programs, some trainers highlighted that teachers were engaged and mostly active when they had to work in groups. However, teachers didn't always apply what they learn in their classes. For example, TR 4 stated, *“I think during the daily course they are highly motivated, but after that in the class some applied what they trained for, others maybe they are lazy or do not like the change.”* According to many trainers,

collaboration engages teachers more in the session rather than just listening to lectures. Moreover, contextualizing the activities and making them relevant to the teachers would motivate the teachers to engage more during the training sessions. Creating a community of learners is evident when teachers are active learners, *“Sometimes they apply a certain activity and present it to another colleague. So they perform a learning community and try to help each other and exchange experiences.”* (TR6)

Regarding the trainers who worked at AmidEast, they agreed that teachers were very interested and from the beginning, because the program was very specific to their needs.

This is the only program where I saw teachers were really interested, really, because it addresses teachers needs in the classroom. The teachers were really very interested to continue until the completion of the program. (TR8)

Trainers ensured that teachers were highly engaged and active almost the whole training time. They agreed that building a community of learners starts with the correct criteria of selection of teachers to the PD programs to ensure their motivation.

As for trainers who gave training at the BC programs, they used to have supervisors at the MoEHE select teachers for their programs in the past, however, they are revising this strategy and setting better guidelines and criteria for selection to ensure a better distribution and equal opportunities are present for teachers to attend.

In the past, we have left the teachers selection up to the Ministry to decide but I think we'll give a lot more guidelines and criteria to them about having an equal proportion of teachers because we tend to have more female teachers than male teachers. We want to have a more equal distribution of teachers who teach in boy schools and in girl schools. So, the selection of teachers is certainly an area we are now reflecting on. (TR10)

Moreover, most trainers assured that teachers were highly interested and motivated in the program, for example T11 commented, *“I can say that from the feedback that we get from them. It's probably one of the most successful courses I've run with the BC.”*

In summary, there seems to be a strong connection between the selection method and the motivation of teachers. When teachers were forced to join programs they didn't need, they resisted more and became demotivated. Moreover, programs that had practical teachings and activities were more engaging for teachers. In that regard, trainers stressed the importance of taking the needs of teachers into consideration in the design and selection process.

d. Sustainability of the PD Programs

There are some factors that contribute to maintaining and sustaining a PD program. Among these factors is following up on the program after it's over to ensure change is happening. The trainers interviewed opined on this from their experience in the different programs they gave training in.

According to trainers who worked at the MoEHE, many of them showed concern regarding the lack of following up, and they assured that it's something they need to develop and think about.

This is the problem, we train a lot, I mean we invest a lot in training but sometimes the training is not followed up thoroughly as we wish to be, frankly. I mean the process of follow up is not at its best so we need to rethink the whole idea. (TR3)

Yet, some trainers mentioned that they will start considering supervisors for the follow up process to have them check on their teachers and their development.

On the other hand, checking with trainers at the AmidEast about following up, they stated that they stay in touch with their trainees, *“Yes almost every time there is some follow up with the teachers, we visit the classrooms, and we give them feedback on their classroom practices.”* (TR7). In addition to that, most trainers mentioned that they continue following up with their teachers on both the personal and the professional level.

As for trainers at the BC, although they didn't have enough evidence that teachers continued using what they learned through their program, they were pretty sure they did. However, following up is something they plan on targeting more in their program's design since they usually leave it up to the supervisors.

that's why the direct training with the teachers was something that's a bit hard for the BC to continue, that's why they take cascade training because they find it easier to follow up with, through supervisors. (TR10).

Moreover, in an attempt to enhance following up with teachers, the trainers mentioned that there were incentives and certain criteria that teachers had to meet in order to get their certificate at the end of the training.

Another factor that plays an integral role in the sustainability of the programs is reflection and providing feedback throughout the course. As

usual, starting with trainers working at the MoEHE, there was some variation between their responses in regards to whether there was reflection and feedback or not. Many of them mentioned that there wasn't adequate reflection. A few stated that they used to check on teachers' progress during the course often but that wasn't required from the program, it was an initiative from them. While examining the responses from the AmidEast trainers, it was noted that the whole program is built on the reflection model so it's been evidenced that it occurred all the way through the program.

This is very important through PCELT, there was always formative and summative assessments, there is a system, its well-structured and it's all based on the experiential learning cycle so there was always reflection. (TR8)

Likewise, almost all trainers at the BC emphasized their application of reflection strategies in their programs, *“before they go to the second day they reflect and do wrap up, on the next day we get their feedback if there is something that we want to change or focus more on we would.”* (TR9). Trainers pointed that reflection usually took place especially after the micro-teachings so that they improve their teaching. On a similar note, trainers and program designers mentioned that they provide training to supervisors as well, on how to follow up with teachers to check for development and more importantly to ensure positive impact, *“so by getting supervisors to observe teachers engaged in the course specifically looking for evidence of change is one way which we are being able to manage the impact of the course.”* (TR10)

To wrap up, reflection was provided in many of the programs and in different ways. However, it wasn't a formal requirement in most cases especially in the programs offered through the MoEHE. Providing feedback to teachers was mostly done after the practical activities where especially in the programs that provided it such as the AmidEast and BC programs.

How do the currently available PD programs compare and contrast per trainers

The above two themes are considered an answer to the first research question in terms of comparing and contrasting the different available PD programs as seen by trainers and thus will be summarized in this section.

Findings of the interviews highlight the main differences between the currently available programs from the point of view of trainers. It was noted that trainers at the AmidEast and BC programs held more deep experience in both the language and training fields. Moreover, they were better prepared and more well supported to deliver high quality training than of those working at the MoEHE who were left on their own to design and deliver the training. Most trainers at the AmidEast and BC agreed that there should be clear objectives of the program with a measurement tool to measure the level of achievement. Furthermore, there were differences in the way teachers are selected to attend certain programs and in the method of delivering the training where the local ones had lots of lectures and a little of teacher engagement. Sustainability of the programs by following up and providing appropriate feedback was evident more in the program offered by the AmidEast and BC.

Theme 3: Factors that Contribute to Designing a Satisfying PD Program for EFL Teachers from the Trainers' Point of View

Trainers, with their proficiency in the field of training and some in the field of language while others in both, expressed their vision about what makes a well-designed, motivating and a strongly based PD program for EFL teachers. In that context, many categories emerged from the trainers' interviews that formed the following subsections, (needs assessment of teachers for the PD programs, recommendations to improve the currently available programs, what makes a well-designed program and what distinguishes some PD programs from others.

a. Discussing the Needs Assessment for Teachers in the PD programs

In order to argue about an ideal program of PD from the point of view of trainers, I inquired about the currently offered PD programs and to what extent they take needs assessments of teachers into consideration to further discuss how important it is in designing a program. Most of the trainers working at the MoEHE mentioned that sometimes they have to give the training programs to teachers regardless if they were targeting their needs or interests or not. Yet, some stated that the programs are usually based on supervisors' recommendations and on a survey that was done a few years ago.

Sometimes also they ask us to send certain official papers to teachers for studying and asking them if they need some kind of training and then we send these to the Ministry of Education, and sometimes, we the supervisors ask for certain trainings. (TR2)

Conversely, a few trainers and program designers mentioned it wasn't done through the supervisors, however, they conducted a survey back in 2013 in cooperation with the American Consulate that was targeted for all subject teachers to assess teachers' needs. However, the results usually go back to the supervisors where they are asked to construct a training for their teachers based on the results. Some trainers noted that while teachers are given the chance to assess their own needs, they don't take the forms seriously nor assess their needs appropriately. Similarly, trainers working with the AmidEast commented that the programs they offer are addressing teachers' needs already. For example, TR8 noted, "*they did needs assessment because the program addresses teachers' needs.*" Trainers were sure that the program was based on the teachers' needs assessment because they learned from teachers' feedback that they usually leave the program with skills and experience for life and so it targets their needs.

In regards to the BC trainers, they specified that the needs assessment was done through the MoEHE and they took the results from them. However, when they conduct their training they always ask teachers about their needs and get feedback from them.

In general, it's probably more from the Ministry, but when we do the training, if it was direct training or with the supervisor we always get feedback from them about the needs of their teachers and so we build and design the program based on that. (TR19)

Almost all trainers and program designers ensured that the process of collecting needs assessment is crucial and they try to collect as much data as they can no matter how challenging it is.

In conclusion, needs assessment for the teachers was done mainly by the MoEHE for their programs and for the programs of the BC. AmidEast held their own needs assessment for their programs. However, almost all trainers agreed that it's the most essential part and first step in designing an ideal PD program.

b. Recommendations for improving the programs as suggested by the trainers.

After discussing needs assessment with the trainers, and before highlighting the trainers' responses on what really makes a well-designed PD program, it was important to ask trainers about their opinions regarding what could be improved on the currently offered programs.

Most trainers working at the MoEHE emphasized the importance of following up with the teachers after the programs are over and recommended that it should be taken more seriously. Having the flexibility and being able to adapt throughout the training course and treating teachers nicely is something that most trainers would like to see happen, *“stopping at their needs and the ability to adapt and modify, so if you have like the material of the Ministry of education you can modify.”* (TR1). Several trainers recommended to include teachers and university lecturers in the process of designing the content and discussing the topics and content. A few trainers stated that the improvements have to comply with the different changes in trends around the teachers' environment. Moreover, many trainers highlighted the importance of developing the programs to the extent that will reflect positively on the student's performance, as TR5 commented, *“the improvements that I like to see in this program is the reflection on the students'*

level of English". Furthermore, focusing on the skills that need more development like listening and speaking was a recommendation from the trainers to include in the future PD programs.

Meanwhile, trainers at the AmidEast recommended to have constant development of the program and adding more to the content. Moreover, they suggested that the MoEHE focus more on administering language efficiency tests to nourish speaking skills for teachers. Most of them recommended continuing with PD programs. Furthermore, they suggested to have the program take place in schools for the high benefit of it. In addition to that, trainers suggested adding more modules, and more importantly, basing any program on theory ensuring that there's always constant research. For example, TR8 stated, "*Any program you do should be based on theory.*"

At the same time, almost all trainers at the BC recommended that more PD programs should be available to teachers and to get their constant feedback to improve the programs, "*I think there has to be interaction with the teachers just to get their feedback as well as how was it if they have it to do it better next time*" (TR9). Additionally, many trainers commented that any modifications to the programs should be done collaboratively with all the parties included. Modifications should be done on the selection criteria and focus more on training supervisors.

In general, many trainers' recommendations varied between basing the programs on teachers' needs, providing more feedback to teachers, following up after the

program and continuing with the research on theories and the different needs of teachers.

c. A Well-Designed PD Program from the Trainers' Point of View

Trainers had many ideas about what makes a PD program that's motivating and well developed for EFL teachers. This section highlights their main ideas.

Many teachers working at the MoEHE emphasized that the best program needs to meet teachers' needs, *"it must address their interests and their immediate consensus. We need to ask the teachers what they want to know."* (TR3).

Moreover, its selection process should be studied well, it has to target different topics like technology and it had to be flexible. Furthermore, some trainers mentioned that having a program where native speakers of the language provide the training is preferable among teachers.

Likewise, trainers at the AmidEast emphasized basing the program on teachers' needs, targeting a wide variety of skills and topics and at the same time, base it on a theory.

As for the BC trainers, they suggested using lots of technology in the PD programs, involving teachers in the design and evaluation of the program and from the very beginning, ensuring that it's relevant and contextualized while having teachers highly engaged throughout the training courses. Moreover, adding incentives in the design and providing more recognition to teachers who finish certain hours of PD. Furthermore, they suggested that the MoEHE recognizes teachers by giving them the option to complete 30 hours of PD per year for example, in topics of their choice and get rewarded for achieving that.

It is important to listen to the teachers and respond, involve them in the design and delivery and evaluation of the program. It shouldn't be top down but it should be bottom up. Secondly, the methodology has to be participatory and not just having it as passive learning. It also has to be contextualized. (TR10)

To sum it up, trainers agreed that the base in designing an ideal PD program is to have it based on teachers' needs and to include them in the process from the beginning all the way through. In addition to that, integrating the four skills and have a diversity of active engagements and topics is vital to keep teachers involved.

d. What Distinguishes Some PD Programs More Than Others

Throughout the interviews, some trainers and program designers discussed what makes some of the current programs more distinguishable than others. Therefore, this section will point out the main factors that make some programs more special. Most Trainers at the MoEHE indicated that the reason for utilizing the BC or AmidEast programs is mainly because they are international and provided by experts.

Part of the strength of these programs is that there are used internationally. They also cover a large area of needs. Professionals from the BC or the AmidEast will come to the Ministry and train our supervisors on the training. (TR3)

As for trainers and program designers from the BC, they stated that one reason for partnering with the BC is that the Palestinian curriculum is British, *“it's been a long relationship between the Ministry and the BC so they feel more confident with what the BC offers.”* (TR9). Moreover, the program manager emphasized the strength points in their PD programs and thus elaborated the reasons the MoEHE

partners with them. Some of these points are including the teachers and experienced people in the process all the way through, in addition to that the MoEHE needs support in enhancing their teachers' skills.

We have a lot of experience in designing teacher educational program to fit particular context so we do a lot of work in analyzing teachers' needs, we don't come here with one approach. We engage teachers a lot in the design we give them a voice at the beginning and throughout the course, to tell us what they need.
(TR10)

Moreover, trainers agreed that having teachers take action and assume responsibility of their own development makes a program special and relevant to their needs. In addition to that, having the program in context and making the programs more learner-centered is key to achieving success. Furthermore, keeping teachers active during the training programs and creating a community of learners contributes towards having an ideal PD program.

In conclusion, there are the main factors that need to be present in order to have a special and well-designed PD program. Among these factors are, basing it on teachers' needs and moreover, listening to them involving them in the process of the design all the way. Furthermore, having the content relevant and in context is as crucial.

What makes an ideal PD program from the point of view of trainers

The third theme above has targeted the main areas that trainers felt are important to include in a program to ensure an efficient and effective PD program is offered to EFL teachers. Overall, almost all trainers agreed that having practical activities

enrich and empower the training programs and thus the teachers, which consequently results in higher positive impact of such trainings on students. More importantly, trainers highly recommended reconsidering the selection criteria, basing any PD program on the teachers needs and interests while including more stakeholders in the process to ensure various skills and topics are being covered. Having stated that, an important factor that contributes towards the success of a PD program is basing it on teachers' needs and interests while ensuring motivation of teachers during the program. Contextualizing the material and making sure it's relevant to teachers contributes in having a successful program. In addition to that, including theory and pedagogy, providing adequate feedback, reflection and follow-up to teachers during and after the programs are imperative to the success of these programs. Moreover, recognizing teachers who develop themselves and providing them with incentives to keep them motivated was a suggestion to maintain well designed programs.

Summary and comparisons of trainers' responses

To sum up the previous three themes that were generated from the trainers' responses and views, the following table (Table 4.4) will explain the major differences between the three main sectors of providing PD programs in relation to the three themes generated.

Table 4.4 - Main differences between the programs of the three sectors from the trainers' point of view.

	MoEHE	AmidEast	British Council
Theme 1: The process of preparing trainers to deliver training	<ul style="list-style-type: none"> - Trainers had fair experience in giving training but not as much in the field of language. - Trainers depend on trainers' guidebook to get prepared. - They were not well-supported or well-prepared to deliver the training, - They didn't take part in the design or development of the program. - They had limited flexibility to change things in the program. 	<ul style="list-style-type: none"> - Trainers had extensive knowledge and experience in both the language and training fields. - Trainers were highly involved in the design and in developing and improving the programs. - Trainers were highly supported and very well-prepared to deliver high quality training. - They were very flexible and could adapt, adjust and customize whatever was needed, freely. 	
Theme 2: Strength and weaknesses of the PD programs	<ul style="list-style-type: none"> - Some programs were structured with clear objectives and others were not. - Some programs had both theory and pedagogy in their design and that was seen as a strength by trainers. - One of the drawbacks was in the way teachers were selected to attend. Moreover, not following up with teachers afterwards was a disadvantage to the programs. - Another drawback was that many programs did not focus on teachers' needs. - Many trainers noticed that teachers were not interested or motivated to join the programs. - Trainers thought it is impossible to reflect on everything and follow up with teachers afterwards due to the huge number of teachers/trainees. - Trainers believed it is the supervisors' role to follow up. 	<ul style="list-style-type: none"> - The program had lots of advantages that outweighed the disadvantages greatly. - The program was well-designed and structured, based on theory and had a solid foundation. - The program focused on reflection. - It was very flexible. - It included both pedagogy and theory. - It was based on teachers' needs. - There was constant reflection during the course. - Follow up took place after the program and community of learners was created afterwards. 	<ul style="list-style-type: none"> - This program also had lots of advantages that outweighed the disadvantages greatly. - The program had clear objectives and was systematic. - It was backed by research. - It involved lots of active learning engagements for teachers. - Teachers' needs were taken into consideration. - There was constant reflection, feedback and follow up with teachers. - Trainers believe they shouldn't leave it up to the supervisors to follow up with teachers, it has to be their role.
Theme 3: Factors that contribute to designing a satisfying PD program for EFL teachers from the trainers' point of view	<ul style="list-style-type: none"> - A successful program has to be based on teachers' needs. - There has to be lots of research before designing the program. - Ensure interaction of teachers in the program. - An indicator to a successful program is its positive impact on students' level of English proficiency. - A good program has to allow for flexibility of trainers. 	<ul style="list-style-type: none"> - A successful program has to: <ul style="list-style-type: none"> - be based on teachers' needs. - be backed up with research. - involve teachers as well as stakeholders in the process of designing the program. - ensure that proper reflection, feedback and follow up takes place. - include a variety of topics. - integrate all four skills. - offer content in relevance with the Palestinian context. - empower teachers by having them be the main part of the program from the beginning to the end. 	

Comparison of teachers and trainers' findings

Obtaining data from more than one source, i.e., the teachers and the trainers has enriched my understanding to the real situations occurring in the PD programs in Palestine. That has laid the ground for comparisons between the teachers and trainers' data. Closely examining the findings of the teachers and trainers in the different areas of the PD program, I found some similarities and differences between their responses and views that are demonstrated below.

- While many trainers at the MoEHE spoke highly of their programs and assured that teachers were engaged and interested, it was evident from the teachers' responses, who are closer to the reality, that there was some exaggeration in the trainers' comments. These teachers felt obligated to attend training programs they didn't feel they need. They were also not interested nor motivated or active during the course of the training, neither did they benefit from these programs.
- Some trainers stated their high satisfaction from the programs at the MoEHE in terms of content and delivery, while the teachers didn't find them any relevant or of high quality.
- Both teachers and trainers agreed that needs assessment of teachers is of high importance, however some trainers at the MoEHE felt that they or the supervisors could decide on behalf of teachers what they need. On the other hand, teachers explicitly stated that they need to be asked clearly and they need to be listened to and respected in terms of what they need. Teachers didn't want to attend programs they didn't need even if trainers or supervisors felt they

were important to them. While some trainers mentioned that they assessed teacher' needs assessment prior to the programs attended, the teachers mentioned they were never asked about what they need, rather they were asked to just attend the program.

- In terms of selection process, it was obvious that both trainers and teachers noted it needed more developing, especially in the MoEHE programs. Yet, some trainers thought teachers shouldn't have the option to choose and they ought to join what's being offered regardless of what they think.
- Both teachers and trainers agreed that having practical activities in the programs are highly favored in order to ensure learning is happening. Almost all teachers and trainers stated the importance of integrating all four skills and including theory and pedagogy in the training. Teachers reported that this was more obvious in the AmidEast and BC trainings and need to be more evident in the MoEHE programs.
- Furthermore, providing constant reflection, feedback and appropriate follow up after the program was something that all trainers mentioned is essential. However, trainers at the MoEHE commented that there was reflection and follow up, yet teachers didn't feel it was clear, systematic or authentic. Trainers portrayed the feedback process in a different view that what teachers described and I think teachers are closer to reality.
- Moreover, some trainers at the MoEHE highly praised their experiences and background while teachers stated that some of them lack the skills, knowledge and techniques and thus needed more training and experience in both the fields

of language and training. On the other hand, trainers at the foreign institutions spoke in a humble manner about their skills and knowledge and pointed out that they constantly develop their skills and improve their knowledge. Teachers praised the trainers at the foreign institutions more than the ones working at the MoEHE in terms of their competency, skills, knowledge and proficiency.

- Finally, both teachers and trainers agreed on the need to involve them more in the process of the design of the programs to ensure they are a major part of it all the way through with a big emphasis on indulging teacher from the very beginning.

Summary

This chapter has demonstrated the major findings of teachers and trainers' interviews. The main findings focused on both the teachers and trainers' perception on the currently available PD program and on their vision of a prospective ideal one. To epitomize the findings in a way that covers and demonstrates all the essential factors, needs of teachers should be the base of building any PD program. Moreover, outlining clear selection criteria, providing constant reflection, feedback and follow-up were other major findings. To ensure active and interested learning occurs, learners need activities where they can collaborate, exchange experience and practice what they're learning to develop their skills. Furthermore, involving the teachers and trainers in the process of designing the program all the way through, contextualizing the material and integrating pedagogy and theory are key to sustaining and maintaining a PD program. In addition to that, basing the program on theory and research and having professional trainers deliver the training maintains its effectiveness.

The next chapter will discuss the findings of this study and outline the main recommendations.

Chapter Five: Discussion and Recommendations

Introduction

In this final chapter, I will discuss the main findings of the study in accordance with the two main research questions. This chapter will highlight the fundamental features that are to be present to ensure the success of a professional development (PD) program in light of the results of the study. After that, a seed for a potential model will be introduced. Finally, some conflicting issues and recommendations that emanated from the study findings will be proposed along with areas for future studies.

Guskey (2002) stated that providing appropriate, high quality PD programs for teachers will result in better outcomes for students and that will consequently result in better overall education. It is vital to keep teachers up to date with the recent trends of teaching and methodology. It is not obvious how the currently available PD programs in Palestine cater to English as a foreign language (EFL) teachers' needs, developmental skills and knowledge. Lack of research in this area has stimulated the need for this study. Therefore, the objective of this study was initially to explore the different available PD programs that are offered to EFL teachers working at public school in Palestine to compare and contrast between them. Moreover, this study aimed at identifying the factors that form a well-designed PD program that is tailored to teachers from the point of view of EFL teachers, teacher trainers and program designers. The three main programs that

this study examined were the ones offered by the Ministry of Education and Higher Education (MoEHE), the AmidEast programs and the British Council Programs. The sample of the study was twelve EFL teachers and eleven teacher trainers and program designers. This research was guided by these two key questions:

1. How do the currently available PD programs offered for EFL teachers in public schools in the West Bank compare and contrast?
2. What makes a motivating, encouraging and a satisfactory PD model for EFL teachers?

The interview analysis that was covered in chapter four was divided into two parts. The first part concerned the EFL teachers and the second part was for the teacher trainers. Four themes have emerged from analyzing the data of EFL teachers and three emerged from analyzing the trainers' data. Table 5.1 illustrates the themes in accordance to the research questions.

Table 5.1 - Research questions and themes of teachers and teacher trainers

	Q1. How do the currently available PD programs offered for EFL teachers in public schools in the West Bank compare and contrast?	Q2. What makes a motivating, encouraging and a satisfactory PD model for EFL teachers?
Teachers	Theme 1: Teachers Specific Concerns about PD Programs from the point of view of teachers	Theme 3: The Ability to Maintain PD Programs at a Certain Level
Teachers	Theme 2: Strengths and Weaknesses of PD Programs Attended	Theme 4: Features of a Well-Designed PD Program as Seen by EFL Teachers
Trainers	Theme 1: The Process of Preparing Trainers to Deliver Training	Theme 3: Factors that Contribute to Designing a Satisfying PD Program for EFL Teachers from the Trainers' Point of View
Trainers	Theme 2: Strength and Weaknesses of the PD Programs	

Discussion of Findings

Research Question One: Comparison and contrast of the different PD programs

The main findings of the research that answer the first research question outlined the main differences between the MoEHE, the AmidEast and the BC training programs. To examine these differences between the different programs, data were collected by semi-structured interviews from the two main sources, EFL teachers and teacher trainers and program designers.

Findings showed that there were no obvious criteria for selecting teachers to attend the PD programs especially for the ones offered by the MoEHE, other than supervisors' choice. On the other hand, teachers explained that there was a procedure they had to go through in order to get accepted in the programs offered by the AmidEast and British Council. This method of going through a process to get chosen, has established a positive connection between the selection criteria and their interest and motivation in joining and attending a PD program. Moreover, I noticed from the interviews and the collected data that the expectations of the outcome of the programs affected both the interest and motivation in teachers. In other words, previous experiences of attending certain training programs played a vital role in raising or lowering expectations of the programs to be attended later. That has affected teachers' interest and motivation in joining the programs. This finding agrees with Macias's finding in his study in 2017 that teachers preferred to join training programs that are based on their input

and where they have to choose to join the ones they need. Thus, in my opinion, giving teachers the freedom and flexibility to choose the skills they want to develop in and the topics they would like to learn more about is imperative.

The results of this study come in line with other studies. For instance, almost all participating teachers and some trainers expressed that teachers need to be at the core when designing any training programs, and that found as a strength in the programs offered by the foreign institutions. This result complies with Broad (2015) who stated that teachers need to be part of the decision making of both the design of the program and the activities involved. The result also comes in accordance with Guskey (2002) who called to provide appropriate PD programs that cater to teachers needs to result in better quality learning for teachers and thus their students. From my little experience and based on part of the research, I believe that involving teachers in the process of designing activities and taking their input on what they really need in terms of development, enriches the training programs.

Moreover, most trainers agreed that there should be clear objectives of the training program with measurement tools that evaluate to what extent the objectives were achieved to ensure a strong program is being developed. Teachers confirmed that they need to be aware and part of the objectives of the training courses. They also requested that need to get some proof of the achievement of these goals. This finding aligns well with Ceece-Maurcia, Brinton & and Snow

(2013) who communicated that PD programs have to be relevant to teachers in terms of their design and planning. Furthermore, this is reinforced by the study of AL-Qahtani (2015), who concluded that PD would be effective if it was relevant and tailored to teachers' needs. From my perspective, outlining the goals of the training program ahead of time to teachers would ensure that teachers join the program for the right reasons of developing their skills. As I have noticed from the interview analysis, teachers who attended programs that were tailored to their needs and allowed for interaction and collaboration encountered a positive impact as opposed to the ones who attended programs that were standardized. In my opinion, objectives and measurement tools should be refined based on continuous feedback.

Having a comprehensive and coherent training program that integrates pedagogy, content, technology and the four main language skills, empowers it. This was highlighted as a strength area in some of the current training programs that had a mix of theory and pedagogy and where teachers were involved in practical teachings. This finding of having an integrated program is supported by Dewey's belief that teacher education and training has to include practical components in it. This is also supported by the study of Boud, Cohen & Walker, (1993) in which they called for a model that integrates both theory and practice to provide development and evaluation at the same time. They stressed the importance of creating an environment of active learning to ensure learning occurs (Boud, Cohen & Walker, 1993). The space that was given to teachers to collaborate and

share experiences and skills and reflect on their own learning was highlighted by them as a major strength in these training programs. While results showed some weaknesses in the programs that were lecture-based, programs that had practical teachings and activities were more engaging for teachers. From my experience in participating in a training course that involved practical teachings, engaging teachers actively during the training ensures learning is occurring for a long term.

Some of the weaknesses that were found in some of the programs were in the way teachers developed their own learning. Providing teachers with the chance of reflecting on their own development and engaging in peer evaluation empowers them. This was confirmed by Yumru (2015), where teachers reported that they would learn from peers' experiences and feedback and thus concluded that collaboration is a key to success. Having teachers engage in activities that activate their metacognitive skills would ensure they learn for life. The constructivist theory (Brown, 2007), which this study is based on, supports this finding. This theory emphasizes that learning is a developmental process where learners are responsible for their own learning and construct their own understanding. From my experience as a teacher and as a participant in one of training courses, I believe that learners should be provided with the opportunity of reflecting on their own learning and thus constructing their understanding. Having teachers reflect on their understanding ensures that learning is taking place since their awareness is evoked through developing new ideas and concrete knowledge.

One of the weaknesses that was found in the local programs was that the programs

did not always have trainers who were as well-trained, experienced and professional as ones in the other programs. It is also worth noting that most of the local programs' trainers were supervisors at the same time. While teachers confirmed this point as a weakness, trainers believed they were very well qualified to deliver such trainings and spoke highly of themselves. On the other hand, trainers at the AmidEast and BC spoke humbly about their skills and knowledge and confirmed that they need to develop themselves constantly. Teachers praised these trainers and their knowledge, expertise, skills and flexibility. I tend to believe that teachers are closer to reality because of their direct experience and the impact of such trainings on them, whereas trainers might have a conflict of interest evaluating programs they administered.

Another vital finding that I think is important to discuss is the method of delivering the training. Some programs had the trainers deliver directly to the teachers whereas other programs cascaded the training to supervisors who then they delivered it to teachers. Some trainers stated that cascade programs have a weakness that lies in the fact that information may be lost in the process of cascading and thus the quality of learning would be diluted. Therefore, cascading a training program was a method that trainers and program designers would rather avoid due to that fact that trainers will not deliver the training in the same way and at the same level they received it from the master training. In my opinion and from my perspective, no matter how skilled or proficient the master trainer is, providing the training to trainers or supervisors and then expect them to deliver it to teachers in the same exact way does not sound as the best efficient way. I think

there are variations in the way trainers perceive the training and thus they would add some of their knowledge, perspective and style to the training program when delivering it to the teachers and that might end in having teachers perceive it in different ways from each trainer. While cascade programs might be more rational to use to train and cover a large number of teachers, in my opinion, training programs that are delivered directly to teachers are more effective. My reasoning for this is that some information might be lost since they go through many layers within the flow of training from experts to specialists to teachers.

The trainers of the programs that were offered by the AmidEast and BC addressed that they focus on contextualizing the curriculum to suit the Palestinian context. Many teachers commented in their interviews that the foreign training programs would introduce new practices and strategies for teaching that they would highly value. The finding is supported by Eksi and Aydin (2012) study where they reported that EFL teachers needed PD in new theories and practices of English Language Teaching (ELT) along with new technological knowledge. From my experience in attending a training program that used “English for Palestine” textbooks in their activities, my attending colleagues and I found it useful and relevant. It is essential to keep teachers updated with the latest teaching practices and methodologies. Based on the literature and from my humble experience, I believe that this enriches the PD programs. Therefore, to ensure that teachers show interest and engage in training programs, they have to include new updates of theories and practices that teachers would find beneficial and thus use it in their

daily practices. On the other hand, some of the content of the local training programs was redundant and not exciting to the teachers. The reason could be related to the lack of creativity and out of the box thinking when designing training programs. This could be due to the limited knowledge and resources needed in developing suitable content of training programs that attract teachers.

To conclude, the differences between the examined programs were more obvious in the following aspects:

- the way teachers were selected to attend the training,
- the flexibility given to them,
- taking teachers' needs into consideration,
- the type of activities used in the programs
- offering practical teachings during the trainings,
- covering a wide variety of topics and integrating skills,
- having expert and professional trainers provide the training,
- involving the teachers and trainers in the process of the design and system of training,
- providing reflection, feedback and follow up to teachers and,
- sustaining the programs.

The interviewed teachers highlighted these main differences through their description of the parts of the program they attended. Their description and thoughts were emphasized by those of the trainers to a certain extent since there was some conflict in their views towards some aspects. The conflicts mainly were

in the way many teachers perceived the training programs and that they didn't cater to their needs while trainers emphasized the success of these programs. I think these conflicts rose from the fact that the trainers of some of these programs were also supervisors and thus there might have been a conflict of interest in their role since the success of the program reflects their own success as well. These findings aligned well with the aforementioned studies. From my humble experience, I have expected such results. What gave it evidence and more validity was that the trainers confirmed the same results that were generated from the teachers' responses in the different programs that were studied.

A Conflicting Issue

From the findings of the research and from analyzing the interviews and closely examining the available PD programs in Palestine, there seems to be a contradiction in a related issue. It looks like that what is being currently offered for EFL teachers in terms of PD programs does not really cater to the majority of teachers' needs, especially the ones provided through the MoEHE. Many teachers stated that these programs did not add anything to their knowledge or experience. In my opinion, I think it is mainly because these programs were not contextualized, had lots of repetition in them and did not include any engaging activities to keep teachers active. The fact that Palestine is under occupation limits access to resources and development tools. Therefore, it could be challenging for the MoEHE to design a well-rounded training program and follow through it till the end. As a result, trainers work with what they have without reaching above

and beyond in regards to the material, content, delivery method of the training courses, and their training professional skills. It seems that the MoEHE cooperates with the AmidEast and BC due to many reasons such as their need for financial support, structured programs and expert master trainers. Other reasons for the collaboration are that the MoEHE places trust in the foreign programs and their high-quality designs and proficiency. However, there seems to be a confusion due to that fact that the program designed by the AmidEast is delivered by expert local trainers who were highly assessed and valued by their trainees. Moreover, most of the programs offered by the MoEHE are structured and designed by AmidEast or BC but delivered by local trainers or supervisors. So, since the programs offered through the MoEHE are designed by foreign institutions but offered by local trainers, like the AmidEast program for example, why do teachers evaluate them as low-quality? Why is there still a weakness with these programs?

Research Question Two: What makes a well-designed PD program as seen by EFL teacher and trainers

The second research question that guided this study aimed at seeking the essential factors that EFL teachers and trainers deem necessary to include in any satisfying and successful PD program.

The results of this study complied with other studies as will be demonstrated in this section. Both teachers and trainers agreed that assessing and considering teachers' needs in the design is the first and major step in achieving a well-

designed PD program. This finding confirms with Macias (2017) who stated that involving teachers in shaping the training programs and using a bottom-up structure would ensure a more effective program. From my perspective, it is imperative to satisfy teachers' needs to make them feel a core part of the programs and to ensure they become lifelong learners. Valuing their opinions and considering their needs is essential in having a well-designed PD program. The above-mentioned finding complies also with one of the findings in Broad's study (2015) who highlighted the importance of tailoring the training programs to meet teachers' needs and have them be an integral part of the decision making as well.

Effective PD programs need to be comprehensive in integrating the main skills of the language along with the recent trends and methodologies in teaching according to the teachers. These results were confirmed by most trainers as well. Trainers suggested that a solid training program should be based on theory with a wide variety of topics and activities and based on constant research to develop it. This result is supported by Richard and Farrell (2010), who advocate the necessity to include pedagogy, curriculum, material and content knowledge for teachers as it will add to their teachers' skills, knowledge and background. This emphasis of integrating pedagogy, content and knowledge (PCK) is of high importance to develop teachers' motivation, interest and skills with the latest trends in methodology and teaching strategies. From my humble experience and based on some body of the literature, many in-service teachers either hold a degree in education or a degree in a subject matter. Either way, they either lack knowledge

in content or pedagogy. This creates a problem when they have to have knowledge of both and use both to deliver their teaching. The study of Zein (2016) confirms this result by exploring teachers' needs and stating that PD designs should be based on current teachers' needs in areas of language, knowledge and pedagogy.

Including practical activities and learning engagements in the design of any training program was regarded important by both the teachers and trainers who were interviewed. They agreed that active learning would create autonomous learners and that would enrich the training courses, strengthen them and make them more engaging and fruitful. This finding complies with the study of Richards and Farrell (2010) who stated that learning occurs when teachers are actively involved in identifying their own strengths and weaknesses in their daily teaching practices. This finding also complies with Hirsh (2015), who advocated in her article that PD programs have to include engaging and integrating activities for teachers. These activities need to be systematic and well-designed into the program and not just independent activities for a certain number of days. Teachers and trainers highlighted the importance of having active learning engagements in the programs. I believe that teachers have opinions and specific needs that need to be communicated plainly to their supervisors or trainers. Supervisors should not be the ones who select teachers or decide what they need based on their own perception. Teachers can be very well aware of their own strengths and weaknesses and thus would identify which areas they need to develop in. This

would allow teachers to activate their innate skills and reflect on themselves and develop their skills accordingly.

Another main factor that would ensure the success of any training program that was voiced out by teachers was regarding reflection. Teachers called for giving them ample time to reflect on their learning and development. This finding was stressed by trainers who worked at the AmidEast and BC programs and teachers who attended these programs emphasized the high importance of reflection. This finding complies with Wallace (1991) where he explained in his reflective model of teacher learning that PD occurs through receiving and experiencing knowledge. That usually takes place when teachers receive education through studying for theory and then through encountering real life classroom experiences in order to reflect on their practices. This finding of the significance of having reflection in any training course comes in line with Kolb (1984) who mentioned that experience alone is not sufficient to have learning occur. Learning would take place through reflective thoughts and internal processing of the information (Kolb, 1984). Having teachers reflect on their own process of learning, sharing their thoughts and activating their metacognition is essential to their development. This also aligns with Piaget, who gave high importance to learning a language through the development of conceptual and logical understanding as outlined in the constructivist theory (Brown, 2007). Most of the participating teachers felt the urge to share ideas and experiences and collaborate with each other. They felt confident in sharing some skills with their peers, especially the ones that they

obtained from participating in successful PD program. They were more than willing to support their colleagues and others in what they feel proficient at. In that context, most teachers suggested that learning from each other, sharing experiences, observing each other's classrooms and collaboration is as equally important as having a well-designed and a tailored PD program. I believe that this social interaction between the teachers would stimulate learning in a fun and engaging way between them.

According to the teachers and trainers, one of the most important features to maintain the level and outcome of a PD program and thus ensure its sustainability is following up on it. It was noted in the findings that teachers wanted affirmation and encouragement of their development. This finding matches Coburn's (2016) study who reported that the lack of follow-up with teachers after a PD course is a disadvantage to the design and therefore to the development of teachers. Interviewed teachers assured the importance of following up and their need to be checked on after the training programs. From my personal experience with a PD program and from my colleagues' point of view, the follow up we got from the trainers enhanced our teaching skills, our experience and progress. It also allowed us to collaborate and share progress together and with the trainers which made us feel cared for and held us to high expectations in our teaching practices. There are some reasons that trainers do not follow up with teachers after the program is over. It could be simply that it is not required from them to follow up with teachers after they deliver the training. It might also be due to the big number of

teachers who participate in PD programs and thus it would be challenging to follow up with all of them. Another reason for not following up could be the lack of time and resources needed in order to provide systematic follow up with teachers.

To sum up, EFL teachers and teacher trainers stated what they believe would make a successful PD program based on their experiences. They emphasized that training programs need to be based on teachers' needs and be backed up with theory and research. In their opinion, the programs need to involve teachers in the design and in the learning process and to teach skills for life. Moreover, the programs have to be delivered by knowledgeable, language proficient, organized and expert trainers. Furthermore, they have to offer clear and systematic methods for reflection and collaboration during the program and systematic follow-up with teachers after the program. These findings came as a result of the outcomes of the training programs that teachers participated in. Experiencing the effect of the training programs on the teachers' professional career and on the students' learning prompted the teachers to provide reasons that justify the effects. Moreover, teachers suggested enhancements to these training courses from their point of view. Trainers thought that not including teachers in the process of design and the learning process could be due to the challenges they would face when collecting data from teachers about their needs. It could also be due to that fact that teachers are required to participate in PD programs through the MoEHE regardless of their needs or interest which makes no sense in assessing their needs.

I believe that the lack of research about designing and delivering PD programs and the little knowledge about teachers' actual needs contribute to having programs that are not satisfying to teachers.

Proposing a PD Model

It is beyond the scope of research to propose a holistic PD model. However, in light of this study, I might plant a seed for a PD model that might be suitable for EFL teachers in Palestine. This model has emerged partially from both the findings of the interviews' results and the literature. The interviewed teachers and trainers had a solid experience with PF programs and thus their input was rich and effective as to what would really make a good foundation for a successful PD program. This suggested model could be developed in the future, probably in my PhD study that I am currently developing a proposal on. In the following section, I will address ten main features that have come out from the findings and from the strengths and weaknesses of the programs studied. Based on the literature and the discussion, I think these features are necessary to include in designing a fruitful and a successful PD model.

Main essential features to include in a successful PD model

Based on part of the literature and on the findings and discussion, I would like to underline ten features that were generated from the study, which I believe are core to designing an effective and motivating PD program that is suitable for EFL teachers in Palestine. These ten features are elaborated as follows:

1. Selecting teachers to attend PD programs based on clear criteria and a

competitive process: one of the findings was that teachers stressed their frustration of the way they were forced to join PD program. Therefore, I believe that clarity of selection criteria and providing value to the participants in terms of selecting them to join certain programs raises interest in them to participate. In addition to that, providing the teachers with choices of topics, skills or timings they prefer would positively affect their attitudes toward these programs.

2. Assessing teachers' needs regularly and taking these assessments

seriously: findings showed that many teachers did not find the training programs related to their specific needs. As a result, I highly recommend involving teachers in the process of making decisions regarding the selection process and their specific needs. It is advisable to start designing a tailored PD program for EFL teachers that is driven and enriched by them and develop it gradually afterwards.

3. Outlining precise objectives, structure and design for the program:

involving teachers and listening to them throughout the process of designing and delivering the training program will have a great impact on their motivation. Both teachers and trainers stressed the importance of having clear goals and communicating them with teachers ahead of time. I think objectives should be communicated with teachers from the very beginning. Ensuring clear objectives with a solid structure and a design that is flexible will form a successful program for teachers.

4. Integrating technology, pedagogy, content and knowledge (TPACK)

within the training program design: a finding of this study was that participating teachers constantly voiced their need for comprehensive programs that integrate skills, methodologies and technology so that they can develop their skills in various areas. I believe that basing a PD program on theory that is supported with solid research and that includes relevant content and knowledge will make it a well-designed one.

5. Involve reflection and provide feedback: participating teachers highly valued the process of getting and providing reflection and feedback during the training courses. Activating metacognition by having teachers constantly reflect on their own learning will ensure learning occurs. The reflection process has to be thorough, active, clear and precise to certain tasks. Teachers have to be aware of the process ahead of time and it has to be done regularly. This promotes teachers' learning to ensure they become life-long learners. Laying the grounds for offering and receiving feedback during the training program is of high importance as well. Teachers would feel valued if their thoughts about the specifics of the program were taken into consideration. Providing constant and systematic feedback to teachers along the way of the training program and getting feedback from them as well promotes learning. Having teachers reflect on specific things during the program and then provide them with feedback would enhance their awareness to their development. Feedback from teachers about the program is necessary to develop the program accordingly.

6. Maintaining sustainability by providing proper follow-up with teachers:

Providing teachers with care, attention, encouragement and motivation throughout their training process and after are both important. Following up ensures change is occurring and that teachers are learning for life. Findings showed the following up with teachers after a training program is over would strengthen the program and ensure its effect lasts for a long time. I recommend that any PD program has to have a system for following up with teachers after it is over, regardless of the length of the program. This gives teachers the chance to adjust their teaching practices, adapt new techniques and implement what they have learned. Furthermore, following up with teachers holds all involved stakeholders responsible on their progress and development, and thus teachers and trainers would take it more seriously. I believe it is a vital key point to ensure that systematic and well managed follow-up occurs after a training program to maintain learning and sustain the program.

7. Create a community of learners: Ensure collaboration, social interaction and active learning takes place: participating teachers stated the benefits of engaging with each other in learning activities. Collaboration between teachers and sharing ideas and experiences empowers any PD program. As a result, including practical teachings and active learning engagements during the training, would count as a strength to the program. Therefore, in order to design an ideal PD program, active learning and social interaction has to be a major part of it. Thus, I believe it's crucial to incorporate social interaction into the program to lay the foundations of creating a community of learners.

- 8. Having expert, knowledgeable and professional trainers deliver the training:** Findings showed that the choice of trainers has a great impact on the success of a training program. Having trainers who are fully well-trained, knowledgeable, skilled and expert in both the fields of language and training is essential to having a well-rounded training program. Involving the trainers as a main stakeholder in the content, design, structure and planning for activities raises their responsibility and sense of ownership towards the programs. The process of preparing trainers to deliver a certain training needs to be detailed and comprehensive. They need to be involved in the design and planning of the training programs. Trainers need to have the flexibility to add and omit certain parts according to their experience and vision and based on teachers' needs. Moreover, trainers should get all the support from the parties that sponsor them.
- 9. Contextualizing the training courses material:** One of the findings showed that providing relevant content and skills in the training programs would empower them. Adding appropriate skills and techniques in the program and contextualizing the program to tailor the teachers' culture is essential to ensure the success of the program. Allocating sufficient time for learning and engaging in relevant activities strengthens the programs. Activities need to be planned in a way that matches the culture and the context so that teachers would benefit from them.

10. Appreciate and recognize teachers who actively work on developing their

skills: Findings showed that many teachers might need incentives in order to join PD programs. Teachers need to be valued and appreciated for taking action in enhancing their skills. When teachers develop professionally, that will eventually result in raising the quality of learning and thus the outcome on students and as a result the overall system of education.

To ensure successful implementation of these ten features, I would like to suggest that they fall under the following three crucial stages of the possible PD program:

1. Before the delivery of the program
2. During the delivery of the program
3. After the delivery of the program

I believe the ten features proposed earlier have to be addressed properly to fit within these three main phases to ensure the effectiveness of the program. While some features can be under one stage only, there are many ongoing ones. For instance, selecting participants and assessing teachers needs would be before the program is being offered. Moreover, stating clear objectives, structure and design for the program has also to be in the first stage, as well as planning for integrating theory and pedagogy in the program. However, providing reflection and feedback ought to occur during the program. Furthermore, including relevant skills, integrating theory with pedagogy should be planned for before the program. Creating a community of learners could start during the program and continue to

last. Follow-up with teachers and appreciating their engagement in PD has to take place after the program is over. Assessing needs for teachers is something that has to be ongoing, before the program, during and after, to ensure top-notch training is being delivered. Moreover, constant evaluation is recommended to occur systematically. Table 5.2 demonstrates these phases.

Table 5.2 - Features and stages of a possible PD program

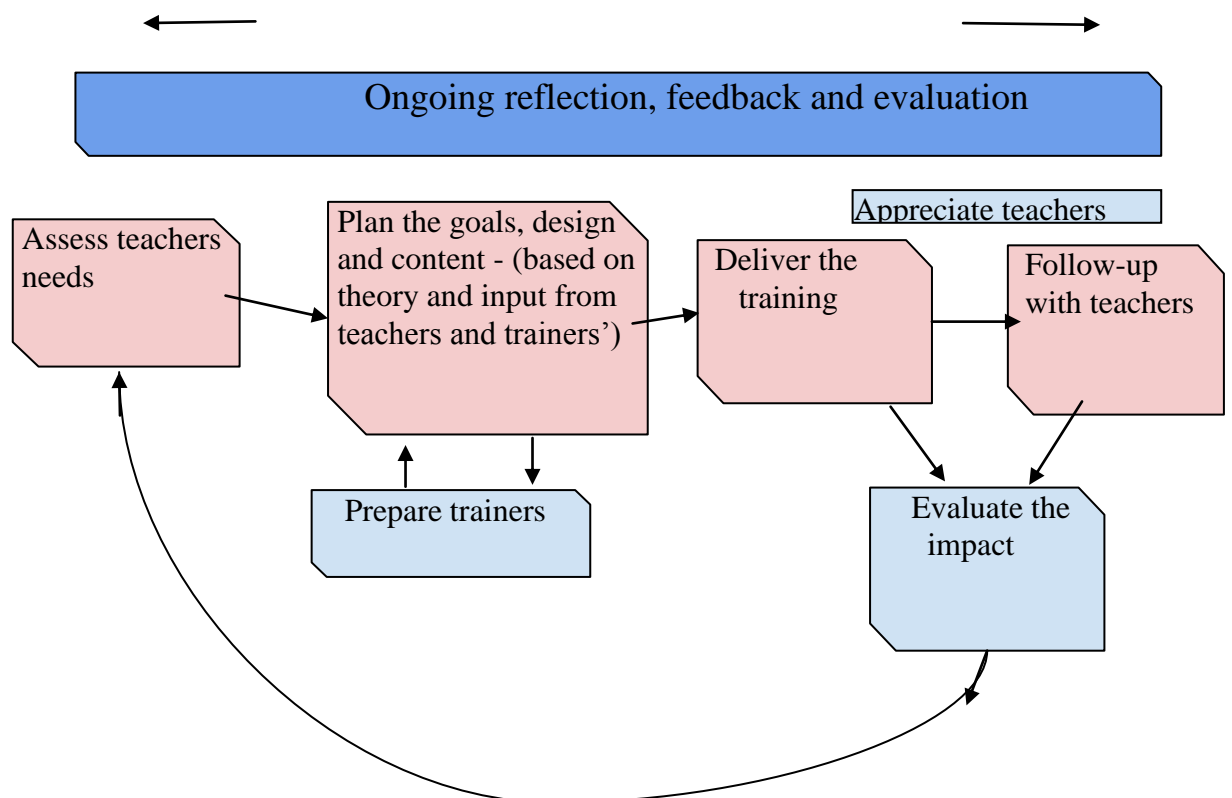
Before the Program	During the Program	After the program	Ongoing
Selecting participants to the PD programs	Providing reflection and feedback	Follow-up with the teachers	Needs assessment for EFL teachers
Stating clear objectives, structure and design for the program	Creating a community of learners	Creating a community of learners	Reflection, feedback and evaluation
Including theory and pedagogy in the program		Appreciate teachers who actively develop their skills and recognize them	
Having expert and professional trainers			
Including relevant skills and contextualizing the curriculum			

The key to a successful PD program is to ensure flexibility and to maintain sustainability of it. It's essential to have constant evaluation and assessment of the program from the parties involved, mainly from the teachers and trainers to further improve and develop it.

The Model

In light of the features stated earlier and the three stages, I would like to plant a seed for a possible PD model where teachers are at the core. Teachers would have their needs assessed regularly and they would be involved in the design of the program. Trainers will be a major part of the design as well. Reflection, feedback and evaluation will be ongoing. Figure (5.3) on the next page elaborates the possible PD model.

Figure 5.3 - A Possible PD Model



Recommendations for Future Research

From the detailed findings and discussion, I would like to address some practical and recommendations for policy makers that might be helpful to further develop training programs for EFL teachers in Palestine. Moreover, I would like to highlight some areas for further research.

Practical Recommendations

- Continuously assess teachers' needs and include them as a base in the design and development of the program in terms of the content, structure, methodology and learning activities. Ensure a design that starts with taking teachers' input and develop based on that input.
- Involve trainers in the process of the training and provide them with good preparation and support to deliver the training.
- Ensure trainers follow up with teachers after the PD program to maintain sustainability and ensure appropriate and systematic change is occurring.
- Include reflection and feedback in the design of the program and apply it professionally.
- Ensure collaboration and social interaction is planned to occur in the PD programs.
- Use and distribute time effectively for the activities and for the training program.
- Regularly evaluate and assess the degree of success of the programs offered using valid measurement tools to further improve the programs.

- Revisit the process and criteria of appointing trainers in the MoEHE.

Recommendations for Future Research

As for recommendations for future research that have emanated from this study, I would recommend the following areas to be researched in Palestine:

- Conduct more research on EFL teachers' needs assessment in Palestine.
- Conduct research about preparing trainers to deliver high quality training.
- Conduct research about appropriate theories that could be a foundation to design PD programs on and that suit the Palestinian context.
- Conduct research on methods that motivate teachers to develop their skills.

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Appendices

Appendix One

A. Interviews for EFL teachers

Form A - Phase 1
Interview Protocol
<p>Research: Exploring Professional Development Programs for English as a Foreign Language Teachers in Palestine</p> <p>Time of Interview: Date: Place: Interviewer: Interviewee: Position of interviewee:</p> <p>The research aims to explore various PD programs for EFL teachers in Palestine and their perspectives on each program. The purpose of this interview is to gain insight about EFL teachers experiences and feedback regarding the programs they took part in it. The aim is to compare and contrast between the different programs. Data collected will be kept confidential and will be used for research purposes only. Names and details of the interviewee will be kept anonymous. The interview time will be about 25 minutes and it will be audio-taped.</p> <p>Questions of the interview:</p> <ol style="list-style-type: none"> 1. How long have you been teaching? 2. What grade levels do you teach? 3. Did you take any PD courses? When? With whom? 4. How would you evaluate this training? Give examples of strengths and weaknesses. 5. Why did you decide to take it? Was it voluntary or compulsory? 6. How interested were you in attending the PD course? 7. Tell me your favorite things in the PD course you attended? 8. Tell me your least favorite ones? 9. How would you evaluate this course? 10. Describe the areas that EFL teachers might need to develop in. 11. In your opinion, what makes a good PD program? Describe an ideal PD program. 12. How did this PD programs influence your teaching /career as an EFL teacher? 13. What skills can you offer/share with other EFL teachers? <p>Thanks for your cooperation and participation.</p>

B. Interviews for Teacher Trainers

Form B - Phase 3

Interview Protocol

Research: Exploring Professional Development Programs for English as a Foreign Language Teachers in Palestine

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

The research aims to explore various PD programs for EFL teachers in Palestine and their perspectives on each program. The purpose of this interview is to gain insight about the operation and the training methods held by teacher trainers in the different PD programs. Data collected will be kept confidential and will be used for research purposes only. Names and details of the interviewee will be kept anonymous. The interview time will be 30 minutes and it will be audio-taped.

Questions of the interview:

1. Which program did you give training in?
2. Describe the program in terms of the material, methods and goals.
3. Which sector were the attendees from?
4. How motivated/interested were they to participate?
5. How satisfied were you about this training?
6. How familiar were you with the process of training and the material?
7. How flexible were you with the material used and with the procedures?
8. Tell me your favorite parts of the training.
9. How involved were the teachers in the training course?
10. In your opinion, what improvements could be done on this program?
11. Do you recommend this program for other teachers?

Thanks for your cooperation and participation.