
**Inferences drawn from Professional Development programs held in English Language
Department of Imam Abdulrahman Bin Faisal University**

Jasiya Rafique

Full-time Lecturer, Imam Abdul Rehman Bin Faisal University, Saudi Arabia

Corresponding Author: Jasiya Rafique., E-mail: joysperwayz@gmail.com

ARTICLE INFO

ABSTRACT

Received: May 24, 2019

Accepted: June 27, 2019

Published: July 31, 2019

Volume: 2

Issue: 4

DOI: 10.32996/ijllt.2019.2.4.29

KEYWORDS

*Professional Development
Programmes, teaching skills,
IAU Graduates*

Teaching of English in Saudi Arabia is a necessitous concern in education. The administration, planners, syllabus designers, textbook writers, teachers, and government have been trying to advance the teaching/learning of English in the country. The teachers are capable, experienced and the infrastructural facilities including e-information processing facilities are available for the use of pedagogic requirements. However, the results are not consistently satisfactory. In this case, the researchers tend to shift their focus on the growth of English teachers. It is felt that the target teachers should diagnose the challenges of learning English, and accordingly evolve instructional strategies for better output. Professional development is perceived as a method to sustain and improve the quality of teachers. The acquired information does not only bring about improvement in the teaching process, but also leads to career development. This article discusses Inferences drawn from Professional Development programs held in English Language Department of Imam Abdulrahman Bin Faisal University in concurrence with a survey of the relevant theoretical and comparative literature. The emphasis here is on the various methods of development- teachers can use to advance themselves persistently. Similarly, we have a lot of content in the framework of language teacher requirements for classroom practices. Although language teachers continually develop new theories and practices, it is not unusual for them to encounter difficulties in their professional development. These difficulties and their effects can be addressed and subsequently mitigated by school administrators and teachers in College.

1. INTRODUCTION

With regard to educational reform in The Kingdom of Saudi Arabia that brings the new "learning" paradigm widely known as "student-centeredness," it's a crucial mission for all teachers to provide the students with suitable learning techniques that encourage them to be active learners. Student-centered learning focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. The students will be trained to be self-directed and life-long learners, to be immunized from rapid changes, and to live a holistically healthy and productive life while doing their bit to contribute to society.

Clearly, working as a language teacher in this day and age is not simple by any means; one requires a diverse set of skills involving but not limited to- lesson planning, presentation techniques, and activity selection and modulation, not to mention constantly keeping updated with new teaching strategies and techniques for teaching the four main skills of

language. Teachers ought to be prepared to teach a wide range of students in terms of interest, motivation and ability, some of whom may need additional assistance. Moreover, these behavioral characteristics are known to have a considerable effect on the students in learning English. Also, teachers should assess students' needs and abilities and cater to those needs accordingly with preparedness on a class-by-class basis.

It is true that, as language teachers, we must make decisions all the time. Some of our decisions are relatively minor ones while others might have more profound implications. We might ask ourselves, "What should be the goal of language instruction?" "Which language teaching method will be most effective?" The answer not only depends on whom you ask, but also varies as a function of various factors such as available resources, infrastructure, technological-aids, student abilities and

characteristics, and lastly but most importantly, the perception of the teacher in terms of their cognizance of their own skills and room for improvement and development thereof.

2. THE CONCEPT OF PROFESSIONAL DEVELOPMENT

According to Adams & Pierce (1999), having many years of experience doesn't guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. Teacher development is one of the ways that provides the answer. When teachers are occasionally introduced to new theories and practices of teaching, they reap the benefits of the opportunity to reframe the ways in which they reflect upon their own teaching, thereby enabling them to improve performance results in class.

Richards (2002) defines teacher development as a continuous process which can lead to doing a better job and to professional growth. It is an expansion of skills and understanding that all teachers should obtain the same way as students need for learning a language. It often involves examining different dimensions of one's own practice as a basis for reflective review and can be seen as "bottom—up". The idea of teacher development is clarified by Richards & Farrell (2005, p.4) that it serves as a long-term goal and growth of teachers' understanding of teaching and of themselves as teachers. They also add some examples of goals from a development perspective as follows:

1. Understanding how the process of language development occurs
2. Understanding how teachers' roles change according to the kind of learners they are teaching
3. Understanding the kinds of decision-making that occur during lessons
4. Reviewing one's own theories and principles of language teaching
5. Developing an understanding of different styles of teaching
6. Determining learners' perceptions of classroom activities

Professional development is a long-term investment and involves a process of growth and change including an expansion of skills and understanding. This idea is supported by Richards & Lockhart (1995) who indicate that language teaching is not universally regarded as a profession — that is, as having unique

characteristics, as requiring specialized skills and training, and as being a lifelong and valued career choice.

Likewise, Day (1999) gives the concept of teacher professional development as follows:

Professional development consists of natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives. (p.18)

As mentioned earlier, it can be concluded that teachers in the new paradigm should be active and capable. Their teaching needs to be improved and developed in accordance with social changes, academic growth, and the needs of the learners.

3. PRINCIPLES OF EFFECTIVE TEACHER DEVELOPMENT

Professional development requires an ongoing commitment. It is not something that teachers do just while in a teacher education program or at the beginning of a teaching career. In other words, even the most experienced teacher can learn new things about teaching. Bull (1994) proposes five general principles for effective professional development emerging from the view of overall school improvement:

1. It is school based. One of the advantages of this approach is that it gets teachers involved in the design and implementation of their own professional development activities, which can be essential to the success of those activities.
2. It uses coaching and other follow-up procedures. It is found that single training sessions with no follow-up are ineffective.
3. It is collaborative. Self-development requires the cooperation of others. Setting the activities which isolate teachers from their peers should be avoided. In this sense, successful development works best as a collaborative endeavor.

4. It is embedded in the daily lives of teachers, providing for continuous growth. That is, continuous learning opportunities need to become part of teachers' everyday working lives and part of every school's institutional priorities.

5. It focuses on student learning and is evaluated at least in part on that basis. Therefore, professional development should be judged primarily by its effect on students. The best way to judge the effects of this development is to conduct some sort of evaluation beyond the standard five-point scale questionnaire used after so many in-service sessions.

4. DISTINCTIVE ENGLISH LANGUAGE TEACHERS

Although the general principles of teacher development above can apply to all fields, there seem to be some other rules regarding the nature of language teacher that should be taken into consideration. The foreign and second language teaching presents learning objectives, tasks, and environments that are qualitatively distinct from those of other subjects. This concept is supported by a comparative study conducted by Borg (2006) examining ways in which language teachers are seen to be different to teachers of other subjects. This study investigates actual classroom practices of language teaching and other subjects and comes up with five factors. The five factors that distinguish the experience of foreign language teachers from that of teachers of other subjects are proposed as follows:

1. The nature of the subject matter itself: FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand. This reality is rooted in the subject matter of foreign language itself. In foreign language teaching, the content and the process for learning the content are the same. In other words, in foreign language teaching the medium is the message.

2. The interaction patterns necessary to provide instruction. Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects.

3. The challenge for teachers of increasing their knowledge of the subject. Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication.

4. Accessibility. Foreign Language teachers, by virtue of the very subject they teach, are often a part of the minority in the staff room of any given institution. Hence, access to colleagues in the same field for productive discussion and the learning therein, not to mention the sheer luxury of social interaction with professional colleagues becomes difficult to come by. This interaction is a developmental necessity the importance of which we have begun to grasp only after bearing the brunt of its absence; hitherto unaddressed as it has not been absent in most other major, more populated fields.

5. The need for outside support for learning the subject. For effective instruction, FL teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects. No empirical support is provided for the above claims, and I highlight them here not to argue for their validity but as an example (and a rare one it would seem) of the manner in which language teachers' distinctive characteristics have been conceptualized.

In conclusion, language teachers have unique challenges, so they require specialized skills and professional development in order to construct a learning friendly environment, making students look forward to coming to class.

5. CONTENTS FOR LANGUAGE TEACHER DEVELOPMENT

In order to reach the goal of successful language teaching, professional development is needed in the "tools" of the teaching profession in terms of theory, curriculum design, methods, materials, classroom management, activities, curriculum, evaluation, etc.

Teaching Skills and Classroom Management

According to Gebhard (2005, p.69), classroom management refers to the way teachers organize what goes on in the classroom. Teachers are seen as the most powerful persons who have the authority to influence the kind of interaction that goes on in the class, and this interaction is created from a combination of many related factors. The goal of classroom management is to create a classroom atmosphere conducive to interacting in English in meaningful ways to make students have progress in learning English. Therefore, good managerial skills are an essential component of good teacher. Richards (2002, p.14) asserts that "in a well-managed class, discipline problems are few, and learners are actively engaged in learning tasks and activities; this contributes to high motivation and expectations for

success." The concept of effective teaching can be determined from the teacher's behavior, the learner's behavior, classroom interaction.

Teaching Materials

Basically, materials used in EFL/ESL classrooms are created by four groups of people. These include publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers. According to Gebhard (2005), materials can be commercial materials including texts, audiotapes, and computer program. They can also be materials produced by a government education agency or committee and material produced by teachers who have EFL/ESL teaching experience.

Language Culture

Culture refers to the common values and beliefs of a people and the behaviors that reflect them. Gebhard (2005) suggests that teachers can teach concepts that not only can bring about appreciation for people and culture but also can be useful for students when they are placed in cross-cultural communication situations. Teachers should be knowledgeable about processes to help students develop their own experience with the cultural environments of the language they are learning.

Technology for Language Learning

In recent years, foreign-language teachers have been offered with an increasingly large collection of "multimedia" tools to enhance their teaching. These include audiotapes, video packages, and computer programs. Moreover, language labs have been used as language learning centers in all levels of education. Furstenburg & Morgenstern (1992) assert that the future of technology in the foreign-language field is inseparable from a certain number of other larger issues, such as theories of language acquisition, the role of technology in the teaching and learning process, the role of teacher, and the recognition given to language teaching.

Language Testing and Assessment

Language tests play a powerful role in many people's lives in education, employment, and in moving from one country to another. Language teachers usually get involved with language test in two ways. First, they must prepare tests for students on courses. It is necessary for them to develop a critical understanding of the principles and practice of language assessment as they are responsible for language test development. Second, if you are conducting research in language

study, you may need to have measures of the language proficiency of your subjects. For this, you need either to choose an appropriate existing language test or design your own. (McNamara, 2000)

Syllabus Design

Syllabus design is concerned with the choice and *sequencing* of instructional content. The procedures for developing a syllabus or curriculum involve examining instructional objectives and arranging them by priorities, and then determining what kind of content is required to attain the objectives. According to Richards (2002), conceptions of the nature of a curriculum are closely related to the view of language learning. Under the impact of grammar-based views of the nature of language, language curriculum is expressed in terms of grammar, sentence patterns, and vocabulary. However, when based on communicative theories, curriculum tends to be expressed more in communicative terms. For language curriculum development, Richards also suggests processes comprising needs analysis, goal setting, syllabus design, methodology, and testing and evaluation.

Teaching Methodology, Approaches, and Strategies

After the goals, objectives, and content of a language program have been determined, decisions about methodology can be taken up in detail. Methodology can be characterized as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how these are used within the teaching/learning process. Strategies are usually defined as approaches that can be used across curricular areas to support the learning of students.

Language Skills

There is general agreement that teachers need to be competent in four language skills (listening, reading, speaking, and writing) in order to help students, develop their English skill successful. So, it is necessary for teachers to meet English proficiency requirement. In other words, apart from a good teaching qualification, teachers need to have good English ability. Teachers with the required language proficiency and a specialist ELT teaching qualification will have more chance of getting results in the classroom.

Teaching Activities

To manage and promote interactive classrooms, a variety of activities can be used. An activity is described as a task that has been selected to attain the

instructional goals. For example, an activity may focus on a specific area of language such as developing particular skills or practicing an item of grammar, a feature of pronunciation, or vocabulary, or the activity may encourage the integrated use of a variety of aspects of language. Therefore, the chosen activity might have a link with classroom management in many different types such as alone, in dyads, and in small groups, or as a whole class. These arrangements provide more choices of activities for students in class. Learning activities vary in their goals (Gebhard, 2005, p.69). The concept of effective teaching can be determined from the teacher's behavior, the learner's behavior, classroom interaction.

Psychology in Language Teaching

We cannot deny that psychology is not relevant to language teaching. When teachers speak of 'language capability,' they might need to consider some factors related to that. These include differences in memory, perception, thought or differences in personality features relating to communication. It is important to consider individual peculiarities of temperament, character, etc. and ensure a differential approach to learner in foreign language class situations.

6. METHODS OF PROFESSIONAL DEVELOPMENT

Effective teaching comes from a capable and active teacher who is engaged in exploring his or her own professional development through different ways. Richards & Renandaya (2002) suggest that teachers' professional interests and needs may change over time. As they progress in their careers, they should also seek out different professional development methods. For example, young teachers may initially be concerned with what-to-teach questions. However, as they gain more experience, they should be more interested in the principles that underline the various teaching techniques and activities. Many professional development activities are in-service courses, classroom research, workshops, seminars, etc.

Ur (2002) states that the professional community of English teachers has developed means of consolidating relationships between its members and created opportunities for them to benefit from each other's knowledge. It holds courses and conferences: locally, nationally, and internationally (TESOL). Also, it sets up platforms through which members can exchange ideas and publish innovations such as journals, newsletters, Internet sites etc. He also adds that teachers can prepare themselves to do a competent job through learning. This learning may take the form of pre-service or in-service courses, reflection on

experience, reading, observation, discussion with colleagues, writing research papers etc.

Several methods of teacher development have been proposed and implemented. Lieberman (1996) identifies four settings in which learning occurs:

1. Direct teaching (through, for example, conferences, courses, workshops, consultations)
2. Learning in school (through for example, peer coaching, critical friends, quality review, appraisal, action research, portfolio assessment, working on tasks together)
3. Learning out of school (through, for example, reform networks, school-university partnerships, professional development centres, subject networks and informal groups)
4. Learning in the classroom (through, for example, student response)

Wichadee (2009) suggests six ways of professional development that EFL teachers in Saudi Arabia always use to enhance their quality as follows:

Self-Monitoring

Not only the classroom practices of language teachers are of interest to many people outside, but teachers themselves are also paying a lot of attention to what they do in classrooms. Being a systematic approach to the observation, evaluation, and management of teachers' own behaviors, self-monitoring provides an opportunity for teachers to reflect critically on their teaching. It enables them to arrive at their own judgments as to what works and what does not work in their classroom. In other words, self-monitoring is seen as a component of teachers' ongoing professional development. According to Richards (1994), there are three major ways available to self-monitoring in teaching. These are personal reflection (diary), self-reporting, and audio or video recordings of a lesson which provide a record of what happens in the classroom. Therefore, teachers can use it for a regular observation of their own teaching; however due to cultural sensitivities this may not be appropriate in KSA. The teachers can instead use questionnaires or feedback from students on their teaching methodologies.

Individual Reading & Reading Groups

Another easy way to learn includes reading internet materials and journals as well as actual books. After reading is done individually, what is learnt can be formalized in discussion in a reading group, Teachers

can set a text to read and come together with colleagues a few weeks later to discuss its content. Everything can be learnt through sharing of impressions and discussing issues the reading material raises.

Training Course and Seminar

Good & Brophy (1997) state that the most fundamental factor making it difficult for teachers to assess classroom behaviors is that most of them happen so rapidly. This problem can be solved in part through training. In other words, training can make them become more aware of their classroom behaviors. Therefore, teachers should be occasionally introduced to new theory and practice of teaching as this will give them an opportunity to reframe the ways in which they reflect upon their own teaching and provide them with more satisfactory performance in class. That is, instructors may need to set-aside time for learning and time to experience or digest new ideas. Strevens (1992) strongly agrees that the general effectiveness of language learning and teaching in any given country is heavily dependent on the nature and quality of the training which teachers undergo before and after entering their profession.

There are two reasons why newly acquired teaching methods/ strategies do not transfer easily to the teachers' classrooms. Teachers are not only inexperienced setting up and handling the new teaching activities, but they also lack the experience to shelter instructions and use graded language to match the level of the students they are teaching. As we know well those activities will provide a meaningful context for the learning and practice of the classroom language, the teachers who pass the training course can perform the language and methodology more confidently. Thus, the best way to help teachers gain more techniques of teaching is to provide them with a training course and seminar where they can gain more knowledge and share ideas with one another.

Teacher-training courses come in many shapes and sizes such as in-service, pre-service, short/long, visiting expert. However, there seem to be some elements which can be considered essential in any such course. These elements are the specific purpose of the teacher-training course and local circumstances or constraints. The course should be designed so that trainees can learn new methods and back in their own classrooms. In brief, teachers, whether native or non-native, should not be expected to be able to handle teaching English without any special training. It is even more difficult for those who have never been exposed to English-medium teaching themselves. (Roberts, 1998)

In Saudi Arabia, we have seen much potential for teacher development in universities. They provide many effective professional development programs for their own faculty members and others from different universities. For example, EFL/ESL teachers get together through seminars to exchange ideas, experiences, and to discuss their teaching difficulties. They help each other to solve these problems. So, the most effective cure for teacher anxiety and depression is to find the cause and take some positive actions to remove it. At this point, teachers have been trained to analyze the cause of the problems and ways to solve them. This enables them to realize the role they are playing, to become aware of the approach they are using, and to do their best to improve their teaching process.

Classroom Observation

Observation, according to Montgomery (1999) is the act or practice of noting and recording facts and events as they happen in order to see what occurs in the classroom. Traditionally, classroom observation has been done by most supervisors who sit in a lesson and compile a list of corrective points where improvement is needed. Although the main purpose to visit classrooms is to evaluate teaching, we can apply this idea to other benefits. To observe other teachers is a way which provides teachers with awareness of their own teaching. This means they can see their own teaching in the teaching of others, and they also observe others to gain self-knowledge. In other words, they will have a chance to reconstruct their own knowledge. It is dangerous if the teachers are unaware of their respective behaviors in their classrooms. For example, they devote time to subjects partly based on their attitudes. They may enjoy teaching reading more than writing. Sometimes, they tend to call more frequently on students they believe to be the most capable. They may show little positive support and encouragement when their students are constructive. These behaviors are said to have effects on the students in learning English. In other words, teachers' lack of awareness about their own behavior certainly lessens their classroom effectiveness.

Good & Brophy (1997: 23-55) proposes many ways of observing in classrooms. Some observers will be able to focus on six behaviors; others may be able to code ten. Some may be in the classroom eight hours a week; some may remain only four. Some may see two or three different teachers; others will be in the same room. No matter what situational differences are, we still hold on some general principles when we observe in classrooms. First, observers should try to reduce the bias in viewing teacher behavior by examining both

teacher and student behaviors. Students influence teachers as much as teachers influence students. However, we cannot refuse that the key to thorough classroom observation is based on student response. For example, some students are actively engaged in worthwhile learning activities even though the teacher is lecturing. Meanwhile they may not pay much attention to the lesson when the teacher is using discovery technique or using small- group activity. Second, observers should be careful not to disturb the natural behavior in the classroom. Natural means the behavior that would take place in the classroom if the observers were not present. It's better for the teacher to explain the observer's presence briefly so that students do not have to wonder about the observer. Observers will refuse to participate in conversations or aid them in the seatwork. Third, before coming to a classroom, observers should talk with the teacher about where they will sit in the room, how they should be introduced to the students, and how they should respond when a student approaches them. Finally, observers need to be well prepared before doing an observation of teachers in class. The followings are two sample checklists for general and specific observation.

Conducting Action Research

It's now accepted that teachers can develop their professionalism through conducting research in their own classroom. Knowledge gained from this type of research can be very rewarding, as teachers can develop a deeper understanding of what goes on in their classroom which in turn can become the basis for improving their instructional practices. The major stages of carrying out an action research study include generating a meaningful research question, finding out what other people have found out about the topic of our investigation, collecting, analyzing, and interpreting the data, and reporting the results. Teachers might start with a small, achievable project, preferably one that deals with the most relevant classroom issues, such as how to increase student participation in class, or how to get students motivated to read extensively. After gaining experience and confidence, teachers may move on with a more complicated research project.

Giving Sessions

This can range from a small in-school meeting where teaching ideas are shared right through to a session at a large international conference. All conference speakers' start with an interesting issue and all teachers have something to say. Discussion and feedback can provoke the participants well. This is a particularly effective way to develop oneself.

7. CONCLUSION

As professional development is playing an important part in education sector, it should be acknowledged and conducted frequently by faculty members for the sake of higher quality of the institutions. However, most of them are not available to line up with those programs as they are fixed with their teaching schedules. Indeed, teachers themselves often feel guilty and uncomfortable about being away from their classrooms for restructuring or self-development activities. They know that administrators view unfavorably anything that draws teachers away from direct engagement with students. To solve this problem, the administrators should provide an opportunity for the teachers to write projects of professional development by themselves in order to suit their needs. Teachers need to have a well-structured plan good plan for identifying relevant development opportunities that will be most relevant to their personal and professional goals. Furthermore, it is imperative to keep their development consistently evolving and on track. In addition, teachers feedback relevant to course content and methodology ought to be given due consideration; so that they may implement the knowledge and skills acquired from the workshops directly and effectively. For instance, if the teachers are concerned with the contents of teaching material or language skills and linguistics the most, or if training/workshops are considered the most effective, they should be provided with these opportunities continuously. Therefore, teachers should be concerned about abilities necessary for a career, and these abilities should be developed from the start. Finally, let me emphasize that there is no single method of development that works well with everyone. An effective method is the one that directs learning about teaching, meets the teacher's needs, and outfits the teaching environment.

ACKNOWLEDGMENT

The researcher would like to express her heartfelt gratitude to the Dean of PYP, Dr. Abdul Aziz and Dr. Sami Mubireek for giving opportunity to conduct this study. Additionally, my sincere thanks to Hamdallah Husban and all the faculty members who supported in the manuscript research.

ABOUT THE AUTHOR

JASIYA RAFIQUE: working as a full-time Lecturer at Imam Abdulrahman Bin Faisal University, Saudi Arabia. Her research interest includes teaching methodology in EFL and self-development.

REFERENCES

1. Adams, C., & Pierce, R. (1999). Characteristics of effective teaching. *Language Teaching*, 102-107. Retrieved July 5, 2007 from the ERIC database.
2. Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10 (1), 3-31.
3. Barth, R. S. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123-128.
4. Berman, P., & McLaughlin, M. W. (1978). *Federal programs supporting educational change. Vol. VIII: Implementing and sustaining innovations*. Santa Monica, CA: Rand Corporation.
5. Cedrez de la Cruz, S., 1993, *A report on Physics teaching in Uruguay*
6. Clune, W. H. (1991). *Systemic educational policy*. Madison, WI: Wisconsin Center for Educational Policy, University of Wisconsin - Madison.
7. Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Falmer Press.
8. Doyle, W. & Ponder, G. (1977). The practical ethic and teacher decision-making. *Interchange*, 8(3), 1-12.
9. Epstein, J. L., Lockard, B. L., & Dauber, S. L. (1988). *Staff development policies needed in the middle grades*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
10. Fullan, M. G. (1985). Change processes and strategies at the local level. *Elementary School Journal*, 85, 391-421. activities. *TESOL Quarterly*, 34(4), 675-710.
11. Furstenberg, G., & Morgenstern, D. (1992). Technology for language learning and teaching: Designs, projects, perspectives. In W. Rivers (Ed.), *Teaching languages in college: Curriculum and context* (pp.117 - 138). Lincolnwood, IL: National Textbook Company.
12. Gebhard, J. (2005). *Teaching English as a foreign or second language* (4th ed.). Ann Arbor, MI: The University of Michigan Press.
13. Good, T. & Brophy, J. (1997). *Looking in classroom*. 7th ed. New York: Addison-Wesley Education Publisher, Inc.
14. Geer, J., Hanraads, J. A. J., & Lupton R. A. (2000). The art of writing a scientific article. *Journal of Scientific Communications*, 163, 51-59.
15. Jin, Y., & Yang, H. Z. (2006). The English proficiency of college and university students in China: As reflected in the CET. *Language, Culture and Curriculum*, 19(1), 21-36.
16. Joyce, B., McNair, K. M., Diaz, R., & McKibbin, M. D. (1976). *Interviews: Perceptions of professionals and policy makers*. Stanford, CA: Stanford Center for Research and Development in Teaching, Stanford University.
17. Lambert, L. (1988). Staff development redesigned. *Educational Leadership*, 45(8), 665-668.
18. Lawrence, G. (1974). *Patterns of effective in-service education: A state of the art summary of research on materials and procedures for changing teacher behavior in in-service education*. Tallahassee, FL: Florida State Department of Education.
19. Li, J. (2001). Reflections on college English teaching methodology. *Foreign Languages and Their Teaching*, 3(143), 26-28.
20. Lieberman, A. (1996). Practices that support teacher development: Transforming conceptions of professional learning. In M. McLaughlin & L. Oberman (Eds.), *Teacher learning: New policies, new practices* (pp. 176 - 190). New York: Teachers College Press.
21. Mann, D. (1978). The politics of training teachers in schools. In D. Mann (Ed.), *making change happen* (pp. 3-18). New York: Teachers College Press.
22. Mann, D. (1986). *Authority and school improvement: An essay on "Little King" leadership*. *Teachers College Record*, 88(1), 41-52.
23. Markee, N. (1997). *Managing curricular innovation*. New York: Cambridge University Press.
24. McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.
25. McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, 9(2), 171-178
26. Montgomery, Diane. (1999). *Positive teacher appraisal through classroom observation*. London: David Fulton Publishers.
27. Massarella, J. A. (1980). Synthesis of research on staff development. *Educational Leadership*, 38(2), 182-185.

28. Richards, J. (2002) "30 years of TEFL/TESL: A Personal Reflection." *RELC Journal*, 33(2):1-35.
29. Richards, J., & Farrell, T. (2005). *Professional development for language teachers*. Cambridge: Cambridge University Press.
30. Richards, J., & Lockhart, C. (1995). *Reflective teaching in second language classrooms* (2 nd ed.). Cambridge: Cambridge University Press.
31. Richards, J., & Renandya, W. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
32. Roberts, J. (1998). *Language teacher education*. New York: Arnold Print Press.
33. Stevens, P. (1992). *New orientations in the teaching of English* (2 nd ed.). Oxford: Oxford University Press.
34. Sparks, G. M. (1983). Synthesis of research on staff development for effective teaching. *Educational Leadership*, 41(3), 65-72.
35. Sparks, D. (1994). A paradigm shift in staff development. *Journal of Staff Development*, 15(4), 26-29.
36. Stoller, F. (1994). The diffusion of innovations in intensive ESL programs. *Applied Linguistics*, 15(3), 300-327.
37. Tobin, K., 1988, *Improving science teaching practices*, *International Journal of Science education*, 10(5) : 475-484.
38. Triggs, P., & John, P. (2004). From transaction to transformation: Information and communication technology, professional development and the formation of communities of practice. *Journal of Computer Assisted Learning*, 20(6), 426-439
39. Tye, K. A., & Tye, B. B. (1984). Teacher isolation and school reform. *Phi Delta Kappan*, 65(5), 319-322.
40. Ur, Penny. (2002). *Methodology In language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
41. Wade, R. K. (1984). What makes a difference in in-service teacher education? A meta-analysis of research. *Educational Leadership*, 42(4), 48- 54.
42. Waugh, R. F., & Punch, K. F. (1987). Teacher receptivity to system wide change in the implementation stage. *Review of Educational Research*, 57(3), 237-254.
43. Weatherley, R., & Lipsky, M. (1977). *Street-level bureaucrats and institutional innovation: Implementing special education reform*. *Harvard Educational Review*, 47(2), 171-197.
44. Wise, A. E. (1991). On teacher accountability. In *Voices from the field: 30 expert opinions on "America 2000," the Bush administration strategy to "reinvent" America's schools*. (pp. 23-24).
45. Washington, D.C.: William T. Grant Foundation Commission on Work, Family and Citizenship and Institute for Educational Leadership
46. Wood, F. H., & Thompson, S. R. (1980). Guidelines for better staff development. *Educational Leadership*, 37, 374-378.