The Perceptions and Experiences of English Foreign Language (EFL) Primary School Teachers from the Gharian district of Libya towards their Continuing Professional Development (CPD)

Adel Ghait

A Thesis submitted to the University of Huddersfield in partial fulfilment of the requirement for the degree of Doctor of Education

The University of Huddersfield

November 2018

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Abstract

The aim of this thesis is to evaluate the perception and experiences of English foreign language (EFL) teachers towards continuing professional development (CPD) in primary schools in the Gharian district of Libya. This study makes use of Community of Practice (Lave and Wenger, 1991; Wenger, 1998) and Institutional Theory (Scott, 2008) as its lenses for understanding the phenomena under investigation and the possible factors that influence it. The phenomenological research orientation, specifically the subjectivist paradigm, was selected for this study. The research design used semi-structure interviews with a small sample of the population of EFL teachers from seven primary schools in the Gharian district of Libya. The study found three key themes: (1) personal development (2) academic adaptability (3) teacher training show a positive influence on EFL teachers' perception and experiences of participation in CPD. The study extends existing knowledge in Community of Practice, CoP (Lave and Wenger, 1991; Wenger, 1998) by postulating a Situational Community of Practice model using key themes from this study, which is currently lacking in literature. Also, it suggests ways that existing knowledge of Institutional Theory (Scott 2008) might be extended based on the findings of these teachers' perception and experiences toward CPD continuing professional development programmes which are influenced positively and negatively by external forces outside their control (government -primary schools). Further, it strengthens conceptual knowledge in the field of continuing professional development [CPD] as these teachers felt their personal development goals to be the critical factor in applying the knowledge acquired from continuing professional development. Finally, the overall finding from this study provides contribution that could help policy makers in the Gharian district primary education sector to meet the aspirations and expectations of EFL teachers.

Acknowledgements

My thanks go to Almighty Allah, who gives me health, knowledge and patience to work and complete this research

My upmost gratitude goes to my supervisor Dr Liz Bennett who helped me from the start to the completion of this work and directed me on the right path to successful completion. I would like to thank her for her unflagging encouragement. I wish to extend my gratitude to my second supervisor, Dr Susan Sheehan for her helpful insights, comments and suggestions.

I am also grateful to my family who gave me the encouragement to continuously work on and help me along the way.

Finally, I would like to thank everyone wholeheartedly that has supported and helped me throughout the period of working on and completing this EdD.

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Abbreviations

CoP: Community of Practice Theory.

CPD: Continuing professional development.

EFL: English as a foreign language.

ESL: English as a Second Language

IT: Institutional Theory.

PICO: population, intervention, control, and outcomes

RQ: Research Questions.

TESOL: Teaching English to Speakers of Other Languages

UNESCO: United Nations Educational, Scientific and Cultural Organisation.

UNMDG: United Nations Millennium Development Goal.

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Chapter 1: Introduction

This study critically evaluates the perceptions of English as a foreign language (EFL) teachers about continuing professional development (CPD) programme within the Community of Practice (CoP) and Institutional Theory (IT) framework. The chapter presents four key objectives and research questions respectively, and provides an overview of the seven chapters of the study.

1.1 Background

This research critically evaluates the perceptions and experiences of a small sample of English as a Foreign Language (EFL) teachers from the Gharian district of Libyan primary school towards their Continuing Professional Development (CPD). According to Trevino (2011), Libya is believed to be a country that has a long history and a strong culture of placing great emphasis on education. However, Libya has recently gone through a transitional period which negatively affected its internal stability. It is a country that is slowly and steadily pulling itself out of this period (Trevino, 2011). There are several changes taking place in Libya. These include: political liberalization, education and freedom of association for both sexes as well as gender equality. These changes on the one hand facilitate the resumption and ongoing existence of the underlying Libyan culture and way of life but on the other, facilitate the modernization of the Libyan society. This is of particular importance because the living standards of the Libyan people are very dependent on oil, which is a volatile commodity. Nations that are heavily oil dependent can, unless great care is taken to diversify their economies, suffer from what is known as 'Dutch Disease' (Trevino, 2011). 'Dutch disease' is an artificially high exchange rate due to oil which, in turn, stifles other dimensions of economic development and increases oil dependency. One key to the changes in Libya is investment in the education of the children of Libya (Triki, 2016). This requires a monetary commitment from the government. However, education in Libya faces a huge challenge in that teachers have been trained and enmeshed within a school culture, which does not encourage interaction between pupils and teachers. It does not encourage learning by doing and instead relies on instructional methods

where the teaching methods and the materials used are expected to be consumed without question or further thought (Triki, 2016). This is of particular importance particularly within the context of ESL teaching in the country. Nonetheless, before changes can be made to the teaching methodologies used, it is of critical importance that the perceptions and the knowledge of EFL primary school teachers are understood including the extent to which they are commitment to developing their individual careers and their profession as a whole.

1.2 Aim of the Study

The aim of this thesis is to examine the perceptions and experiences of English as a Foreign Language (EFL) teachers in primary schools in the Gharian district towards Continuing Professional Development in Libya.

1.3 Research Objectives

Drawing on the aim of the study, the specific objectives of this thesis are to:

RO1: Understand the perceptions of primary school EFL teachers in Libya towards continuing professional development

RO2: Identify the professional development needs of English language teachers in primary schools in the Gharian district

RO3: Identify factors which influence the participation of primary school EFL teachers in Libya in continuing professional development

RO4: Understand how community of practice theory helps to shape EFL teachers' knowledge of continuing professional development.

1.4 Research Questions

Key research questions that guide this study are:

RQ1: What are the perceptions of primary school EFL teachers in the Gharian district of Libya towards continuing professional development?

RQ2: What are the professional development needs of English language teachers in primary schools in the Gharian district?

RQ3: What are the factors that influence the participation of primary school EFL teachers in Libya in continuing professional development?

RQ4: How does community of practice theory help in shaping EFL teachers' knowledge of continuing professional development?

1.5 Research Insight and Approach

To achieve the aims and the objectives of the research, both primary and secondary research are needed. The study commences by reviewing the existing academic literature on continuing professional development (CPD) for EFL teachers and evaluating the findings and discussions found in the current literature. The research questions are aimed at identifying qualitative parameters of socio-economic and social-emotional satisfaction amongst teachers.

1.6 Overview of Chapters

This chapter has highlighted the main aim of the research as well as the specific research objectives and the research questions guiding the study. Chapter 2 provides a deeper exploration into the background of this research study. This chapter aims to describe the context within which this study has been conducted. It starts by presenting a brief account of the geography and history of Libya followed by an overview of education in Libya, the development of the Libyan education system as well as a general background of TESOL and EFL teaching to young learners in primary school in Libya. This is followed by sections explaining why the study focuses on primary school EFL teachers in the Gharian district. Lastly, Chapter 2 ends with a background of CPD globally and amongst primary school teachers in Libya. Chapter 3 provides a Literature Review, exploring the already literature already available and conversant to the aim and research objectives and identifies gaps in the literature that need further research. Chapter 4: Methodology—the Methodology chapter—presents a justification of the strategy of research and the utilised data collection procedures for the completion of this study. Chapter 5: Data Analysis and Presentation of Findings—the chapter includes an analysis of data and a presentation of findings and thematic definition. Chapter 6: Discussion of Findings, Contributions and Originality of Study—

this chapter discusses the findings from the data analysis and demonstrate how this study has contributed to the existing body of knowledge-in terms of theory. practice and originality. Chapter 7: Conclusions and Recommendations, Limitations and Suggestions for Further Research draws conclusions on the four research objectives and questions respectively and also summarises the main contributions of the study to literature within the context of community of practice theory. This chapter also presents a set of recommendations based on the findings of the research before outlining the limitations of the study and making suggestions for future research.

Chapter 2: Background of Research Study

2.1 Introduction

This chapter deals with the background to the research study. More specifically, this chapter includes the following: a geographical and historical overview of Libya; an overview of education in Libya, development of the education system in Libya TESOL, primary schools and young learners, EFL teaching in Libya, the New English Language Curriculum, English language in primary education, consideration as to the focus on EFL teachers, the focus on primary school EFL teachers in the Gharian district, a global perspective of CPD and career professional development for primary school EFL teachers in Libya.

2.2 Geographical and Historical Overview on Libya

Libya is a country in North Africa, and is known to border six different countries, namely; Egypt and Sudan to the left, Algeria and Tunisia to the west, and Chad and Niger to the south. It is recognised as the fourth largest African country, and spans a total of 1,759,540 square kilometres (equivalent to 679,358 square miles). Furthermore, its Mediterranean Sea coastline spans an estimated 1,900 kilometres. As much as 80% of Libya's population is known to engage in various agricultural and industrial activities. A large portion of Libya is in the Great Sahara; the chance of life in this area is minimal unless in an oasis, where there is the presence of some flora and water. The key natural resources contributing to the country's national income are gas, oil and some petrochemicals.

The history of Libya can be traced back as far as the 7th Century BC, when the Phoenicians are reported to have colonized the eastern part of Libya, while the western parts were controlled by the Greeks who built harbours and cities. Some fragment remains suggesting evidence of the colonists can still be seen. After this period, the western part of the country became part of the Roman Empire; notably during the period 46 BC through to 436 AD. After this period, the Vandals sacked it. The eastern part of the country was owned by the Roman Empire from at least the 1st Century BC up until the time it declined. Subsequently, in 642 AD, Libya was

conquered by the Arabs and was then ruled by various leaders across the different eras. At the beginning of the 16th Century, the country became recognised as a part of the Ottoman Empire, notably from 1551 through to 1912.

Figure 2: States of Libya (UNIGOV, 2005)
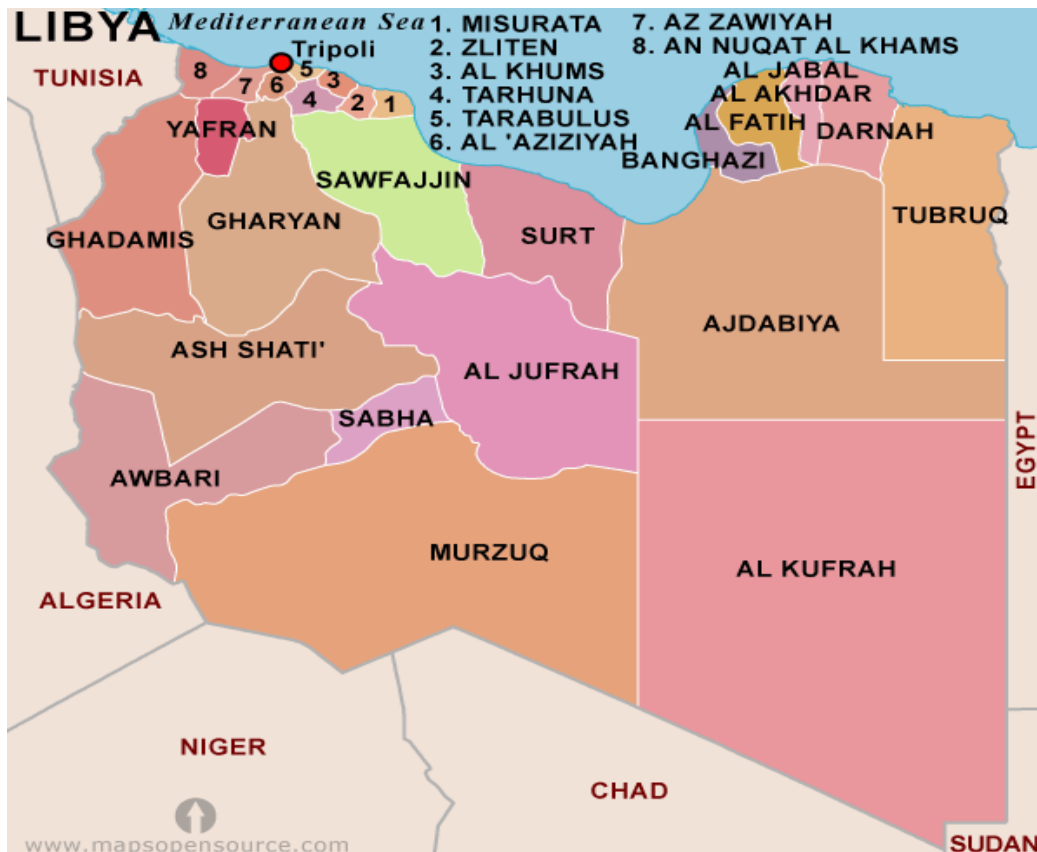
After the hostilities between Italy and Turkey in 1911, Libya was occupied by Italian troops. During this time and up until 1914, the Libyans continued to battle against the Italians. At this time, the majority of the colony was ruled by Italy and was commonly called the fourth coast of Italy. Throughout this time, as an Italian colony, the language spoken was Italian, with Arabic only taught as a school subject. This meant that a number of Libyans made the choice not to give their children school education, with religious education instead taught in Kuttab and Quranic schools. Accordingly, there was no opportunity for Italians to become integrated in the country as French were in Algeria and Tunisia. Additionally, learning opportunities were more available to males than females, and were more commonplace in urban as opposed to rural areas. In

1943, Libya fell under the Allied administration, as noted by Clark (2004, p. 1). A few years later, in 1951, the country became known as the United Kingdom of Libya.

In September 1969, Colonel Muammar Al-Qaddafi was afforded authority in the bloodless revolution against the Kingdom. Following a dictatorship spanning a period of 42 years, the country's people, with the help of NATO, instigated a bloody revolution against the tyrant with the aim of progressing the country into a new era.

2.3 Overview of Education in Libya

Throughout the Ottoman period, education was provided in Kuttab and Quaranic schools, and centred on religious studies and the Arabic language (Arabsheibani, 2001). Enrolment in such schools was seen to be somewhat limited, namely to the small population of citizens living in towns and cities. Females in particular were excluded from education unless in very isolated cases (AlMoghani, 2003). There was also a distribution of colleges and educational institutes across the country, with both graduate and post-graduate courses able to be continued locally and internationally in Zawiyas (learning locations), as well as in mosques and prestigious universities, such as El-Azhar in Egypt, Al-Zaytuna in Tunisia, and the University of Al-Karaounie or Al-Qarawiyyin in Morocco and in Turkey as well.

During the colonist era, the education system was devised in such a way as to ensure that workers were prepared and clerks could be supported. However, with orientation was focused on serving the interests of foreigners—not the natives of the country (AlMoghani, 2003, p. 18). Subsequently, there was much resistance amongst the Libyan people, with a counter education system of Islamic education provided. This system is recognised as having contributed to the expansion of the Quranic schools.

Throughout the Kingdom era, all Libyan citizens were promised education. Accordingly, schools began to use Arabic as their language of instruction, with education then becoming compulsory up until the end of Class 6. There was also the establishment of single-sex schools, with students beginning to learn foreign languages, including French and English, in secondary and preparatory schooling. It was during this time that there was a significant degree of development achieved in female education through the encouragement of education and the establishment of

females-only institutes and schools. A number of training centres were made available in both rural and urban areas, with compulsory education provided in the basic education arena, encompassing 9 years of primary school alongside 3 years of preparatory school.

2.4 Development of the Education System in Libya

As is the case in many other countries, the education system in Libya has been designed in such a way as to include different age groups, spanning from early years through to adults in post-graduate and graduate studies. Many efforts directed towards expansion have been witnessed in terms of the volume of students in education across all age groups. Importantly however, despite the country having experienced many changes in the political arena following the Revolution of February 17th 2011 there has not been much change in the education system as the country continues to go through the transition period.

The modern-day education system is broken down into kindergarten, basic and secondary. The kindergarten level varies in regards to programmes and years. Essentially, this stage is optional and is handled, in the main, by the private sector. It seeks to provide children aged 4 to 5 years with preparation for actual school. The basic education level spans 9 years and provides education to those aged 6 to 15 years. It is broken down into 6 primary school years, from Class 1 through to 6 and 3 preparatory school years from Class 7 to 9. Following the completion of preparatory school, successful students are accorded the Basic Education Certificate; this enables them to go on to progress with secondary education. Those who are not successful in these examinations are able to take a re-sit of the examination. However, if they do not pass the re-sit, they may need to re-sit the entire year, which can take double that time. The second phase of secondary education sees students aged 16 years join specialist secondary schools to study different domains; basic sciences with emphasis on Mathematics and Physics; Engineering sciences study the sciences of Engineering and Construction; Life Sciences cover Chemistry, Biology, Botany, Zoology, Geology; Social Sciences and Humanities include instruction on languages, such as Arabic, English, French, Hausa and Swahili languages; and Economic Sciences are predominantly centred on Accounting Administration, Banking and Economics.

Specialist secondary school takes four years to complete, and it prepares one for university education.

However, those who chose not to take an educational route may choose to follow a vocational route. Here, there are two alternatives; an up to 5-year teacher training institute programme or join a 4-year long higher vocational institute programme. Completion of either of these two alternatives may allow one to progress to University for a higher degree courses (Abushafa, 2014).

In more recent times, there has been the expansion of compulsory education from basic through to general secondary. This education is funded, in its entirety, by the government, which is seen to take responsibility for curriculum development, school admission regulations, teacher provision, training, school building and establishment, and universities across the country. Furthermore, they also deal with educational and cultural foundations, examinations, inspections, and scholarships (Orfai & Borg, 2009).

Official school ages by level of education	School-age population by education level	
Pre-primary 4-5	Pre-primary	268,086
Primary 6-11	Primary	737,208
Secondary 12-17	Secondary	639,776
Tertiary 18-22	Tertiary	515,100

- Compulsory education lasts 9 years from age 6 to age 14
- For primary to post-secondary education, the academic year begins in September and ends in June
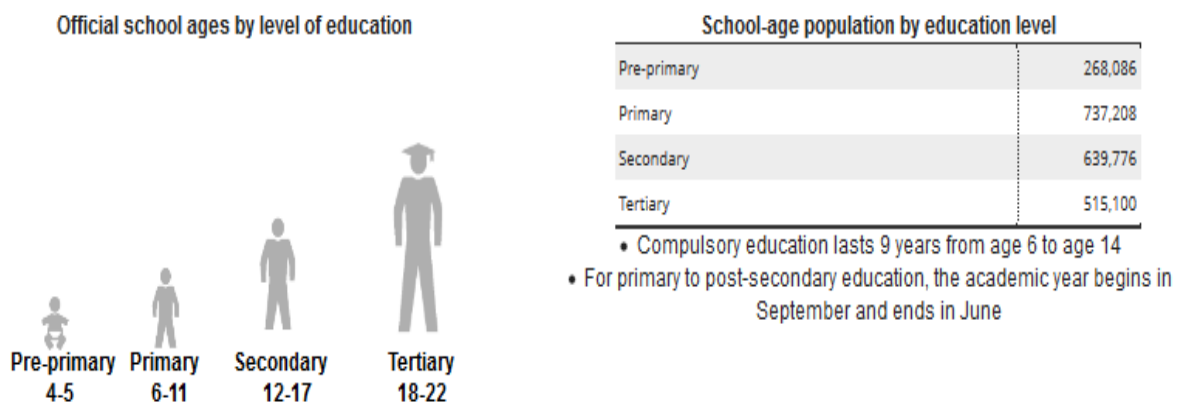
Source: Unesco Report on Libya (2015)

Higher education is provided across universities and at higher vocational institutes, with admission to the latter requiring that the student has been awarded a diploma or certificate following the successful completion of exams at intermediate institutions or general secondary school. University education has experienced increased demand. Subsequently universities were required to up their standards for admission, now necessitating grades exceeding 85% in secondary school certification. This standard is applied nationally, and is not dissimilar to A Levels applied in the United Kingdom, which require written examinations to be passed in all subjects. The results achieved

through the completion of these exams ultimately establish the route a student will choose to take. Accordingly, admission into different institutes, including those specialising in engineering and medical arenas, for example, warrant excellent grades in their secondary school certificates; in other words, more than 85%, whereas learners with lower grades of 65% or lower may instead be offered educational at a higher training institute or vocational institute or centre.

2.4.1 Primary School Teacher Training in Libya

There are a number of different routes to being a primary school teacher in Libya. One route is to join a general teacher training institute after completion of basic primary and secondary school education. One would then study for two-years before receiving a primary school teachers' diploma which allows him/her to teach in the first 6 years of the education system. However, it is worth noting that these teaching institutes undertake a general method of instruction and do not focus on specific subjects such as English. Instead, these institutes train teachers capable of teaching all subjects. The relevance of this is that English language teaching in Libya for all learners begins in the fifth year of primary education. This means that some teachers from general teacher training institutes, though they have not been prepared to teach English, but they are required to do so. It is necessary to give these teachers professional training in EFL teaching and CPD programmes offer just that.

Alternatively, those who pass the basic primary school and secondary school exams may opt to join secondary schools for four years. Both those in general secondary schools and specialised secondary schools would learn English as a common subject for the first two years. Those in specialised secondary schools would then have the option of specialising in English (or any other subject) for the last two years. Students who successfully complete this level are awarded with a diploma. Those who graduate from the specialised secondary schools also qualified to teach English at the middle/preparatory school level i.e. years 7 to 9 of basic education (Mohsen, 2014). Nonetheless, as teachers of the higher level, they are also qualified to teach English at the primary school level. Considering that learners rarely get fluent in English by the time they are completing preparatory school and joining specialised secondary school, teachers of English produced at this level are rarely ever proficient in English or

teaching English. Once again, this spells out the need for additional training and professional development programmes for EFL teachers.

Those who complete secondary school successfully go on to join higher education institutes. In Libya, a number of universities offer a Bachelor of English course. These include universities such as the University of Tripoli, The University of Benghazi, the All-Zaria University, the Omar-Al-Mukhtar University. Sebha University and Sirte University, amongst others.

The reference to higher education is relevant in this study because some of the primary school EFL teachers have received training in the universities. Indeed, as Pathan, Khaiyali and Marayi (2016) note, many EFL teachers in Libya hold Bachelor of English degrees but not all have the specialised teacher training from the specialised teachers training institutes. This signals that there is a need to train such teachers in actual teaching skills and techniques as well as to enhance their proficiency and understanding of the English language.

Additionally, the different routes through which one can become a primary school EFL teacher in Libya illustrates that EFL teachers learn in different ways and have different experiences. This justifies the use of the community of practice framework since it is possible for EFL teachers who have only gone through the bachelor degree programme to learn from EFL teachers who have gone through the vocational route and vice versa. The community of practice emphases the diverse and individual nature of people's experiences alongside their broader sense of identity as teachers and thus helps to illuminate both the individual and the shared aspects of professional development.

2.4.2 Basic Education

The first 9 years of school education in Libya are compulsory and free. This basic education programme includes lessons in Arabic, Islamic languages, Jamahiriya society, mathematics, natural sciences, history, geography, art, music, and technical and physical education. Basic education starts at age 6 years, lasts for a period of nine years, and is compulsory. Basic education is divided into three categories: Grades I-

IV; Grades V-VI; and Grades VII-IX. At the end of Grade IX, successful students are awarded the Basic Education Certificate.

Basic education is the bedrock of the education system. Each grade at this level has a certain number of educational and cultural subjects that the student has to learn during the academic year, and each subject has a weekly timetable. The number of teaching periods ranges from four to six per day, and from twenty-five to thirty-six per week. Each teaching period at all levels lasts forty-five minutes. The table below shows the teaching subjects and the number of weekly periods assigned to school subjects.

Basic education: weekly lesson timetable

Subject	Number of weekly periods in each grade								
	First cycle			Second cycle			Third cycle		
	I	II	III	IV	V	VI	VII	VIII	IX
Islamic education	4	4	4	4	4	4	3	3	3
Arabic language	8	8	8	7	7	7	6	6	6
English language	–	–	–	–	–	–	4	4	4
Mathematics	6	6	6	6	6	6	6	6	6
Sciences	1	1	2	4	4	4	–	–	–
Biology	–	–	–	–	–	–	2	2	2
Chemistry	–	–	–	–	–	–	2	2	2
Physics	–	–	–	–	–	–	2	2	2
The Jamahirian society	–	–	1	1	1	1	1	1	1
History	–	–	–	1	1	2	2	2	2
Geography	–	–	–	1	1	1	2	2	2
Technology	–	–	–	–	–	–	1	1	1
Artistic education	2	2	2	2	2	2	2	2	2
Music	1	1	1	1	1	1	1	1	1
Physical education	3	3	3	3	3	3	2	2	2
Total weekly periods	25	25	27	30	30	31	36	36	36

Note: Each teaching period lasts 45 minutes.

Source: Adapted from the Libyan National Commission for Education, Culture and Science (2004)

At the basic education level, all subjects are compulsory as pupils have no choice of courses and schools cannot change the curriculum. The language used to teach all subjects is Arabic. Pupils average 28 per class, although they can reach 60 in regions of high population density. In Grade I, the enrolment rate is about 98% both for boys and girls. Grades I-III pupils are evaluated during the academic year by their teachers and are given an evaluation card containing their marks three times per year. Performance during the school year is assessed in the three terms as follows: 30% of

the marks each for the first and second terms; and 40% of the marks assigned for the final term. No pupil should fail at these grades, unless he/she drop-outs from school or in a case of frequent absence. In Grades IV-IX, pupils sit two examinations and a written test at the end of each academic year; this test is unified at the school level. The results of the examinations for the first five years of basic education are approved by the headmaster of the school, while the results of the examinations from Grades VI to VIII are approved by the director of the evaluation department in the region. With the exception of Grades, I-III pupils, a pupil should receive the minimum mark in each subject to pass, and at least 25% of the marks assigned for the final terminal examination.

Grade IX pupils sit the first two terminal examinations at the school level, while the final terminal examinations at the end of the academic year are unified at the municipal level. Successful pupils are awarded the Basic Education Certificate. Pupils who fail are dealt with in the same way as Grades IV-VIII pupils. Pupils who fail for two successive years receive a certificate of completion the basic education level. Educational wastage (i.e. repetition and drop-out rates) at the primary level is estimated at 8%. In 1998/99, the teacher-pupil ratio in public basic education schools was 1:10 (General People's Committee, 1999). In 2000, the enrolment ratio at the basic education level was estimated by national authorities at 100%. According to national statistics, in 2002/03 there were 1,080,834 students enrolled in basic education. In 2003/04, the total number of basic education teachers was 188,553 (Libyan National Commission, 2004).

2.4.3 Current Educational Priorities for Institutions and their Structures

Since 1980, the education system has witnessed many changes and transformations. A new educational structure was implemented at the basic and intermediate levels. The curriculum has been reviewed, and there have been innovations in the non-formal sector. In the 1990s, the curricula for basic and secondary education were reviewed. The subjects of science and mathematics were revised to stay in line with recent technical and scientific developments, and new subjects were added at the basic level, such as technology. Social sciences and humanities were also developed, with special

emphasis on Arabic language and Islamic education. English instruction now starts from the seventh grade. These developments took place gradually, starting with first, second and third grades of basic education. Between 1998 and 2001, the new curricula for the fourth, fifth and sixth grades were implemented. Furthermore, home education in Libya is considered a new type of basic education whereby children are taught through the television under the supervision of the family.

A special satellite channel was established for home education. Home education is being studied by educational experts and local, regional, and international organisations that are concerned with educational innovation. In the past, secondary education in Libya was divided into two sectors: the academic sector (arts and science), and vocational and technical education (agricultural, industrial, commercial, and administrative streams). Since the 1980s, the country has been experiencing social and economic changes, which have made it necessary to review this type of organisation. The restructuring aims to achieve a complete transformation of the traditional secondary system, replacing it with technical and vocational secondary education, after which graduates would enrol at university education or join the job market directly. However, the traditional secondary school will be sustained until the full transformation takes place in 2005. The last few years have witnessed great development in the free vocational training and educational co-operatives, both in terms of their number and fields of specialisation. Although free education and training co-operations are not a part of formal education, they do follow the goals, structure, content and performance level of formal education, and are under the supervision of the formal system.

To widen the scope of free education and to support the efforts of continuous education, the Open University was established in 1990. In 1999, the university had 17 branches in different areas across the country, and offered programmes in eleven fields of scientific specialisation. Furthermore, the Secretariat of Education and Scientific Research has planned the completion of a number of studies on the following topics: the improvement of education administration; the opening of teacher training centres and the provision of in-service training; the improvement of textbooks; a review of curricula; the introduction of computer studies; the assessment of basic education; the development of women's education by opening up more fields of study to women and by creating, for the first time in the country, a number of women's vocational

centres. The Secretariat of Education and Scientific Research is responsible for developing education policy and administration on one hand but has a research unit whose responsibility is to understudy areas that require new innovation and modification in line with government's overall goal for primary education. However, in most cases research is carried out by external consultants and are closely monitored by the research unit of the Secretariat.

2.4.4 Training Institutes for Teaching Staff

The growing spread of basic education across the country requires an improvement of training institutes for basic education teachers. For this purpose, a committee was formed in 1994/95, in order to evaluate curricula and programmes in the existing teacher training institutes. Accordingly, the system for teacher training was reformed, and put into place in the academic year 1995/96. This system consists of teacher-training higher institutes enrolling graduates of secondary education, and offering a four-year course of specialisation. This system is based on a number of educational principles, which emphasise: (i) the importance of the teacher in the educational process; (ii) the need to adopt modern educational technologies; and (iii) the need for vocational and scientific training for the teacher (Libya's Ministry of Education, 2003).

There is still a deficit of teachers, especially for some scientific and technical subjects, so the Secretariat of Education contracts a number of Arab teachers (El-Hawat, 2006; 2004). In an attempt to overcome this deficit, the Secretariat of Education created qualifying centres for in-service teachers, admitting the best teachers of basic education. At these centres, sixteen months of training are received in their fields of specialisation, and after a final examination, if successful, they can teach at the intermediate education level. In 2002/03 there were 188,552 teachers at the basic education level (of whom 77% were women) and 47,268 teachers at the secondary level (of whom 64.7% were women). The approved study plan for teacher training institutions consists of three main types of subjects: (a) general cultural preparation (25% to 30% of total time); (b) vocational and pedagogical preparation (20% to 25%); and (c) specialised and academic preparation (45% to 50%). Students of the kindergarten section must study at least 30% of their course subjects in educational,

psychological and vocational sciences (El-Hawat, 2006; 2004; Libya's National Commission for Education [NCE], 2005).

There are different in-service training programmes, including: improvement courses for teachers whose performance is weak; stimulation courses for the enrichment of the teachers' academic, cultural and vocational knowledge; methodological courses related to innovations introduced in teaching subjects; and qualification courses for teaching at higher class levels. In addition, there are courses to re-qualify teachers in new subjects (i.e. technology) or teachers who take a new job such as school laboratory keepers, etc. According to their specialisation, university professors participate in preparing programmes and curricula for these courses, giving lectures and evaluating students and trainees. Concerning basic education teachers, seven centres for in-service qualifying and training were opened in the academic year 1995/96. The aim of these centres is to improve teachers' efficiency. Courses last 16 months in specialties such as basic sciences, Arabic, English, Mathematics, Chemistry, Computer science, etc. Successful trainees can teach at intermediate education level. The capacity of these centres is 6,000 trainees.

In 1994/95, 2,500 trainees were admitted, and in 1995/96 about 1,200 teachers graduated. In any case, the higher teacher training institutes are the basic centre for training basic education teachers. The number of higher teacher training institutes during the academic year 98/1999 has reached (44) higher institute, enrolling (25.518) male and female students (NCE, 2005). A qualifying and training centre was opened in 1993 to train teachers for technical and vocational basic and intermediate levels, in order to ensure the upgrading of their educational, technical and training abilities according to their performance. In addition, several qualifying and training courses are held inside and outside Libya for upgrading the skills of teachers and instructors for technical studies. There are seven centres for in-service teacher training, and one centre for in-service training of technical teachers and trainers, established during the academic year 1992/93. However, teachers, who teach all subjects (except for activity subjects such as artistic education, physical education and music) in the first three years of basic education, have a maximum number of twenty class hours per week. The performance rate of an activity subject teacher reaches a maximum of fifteen class hours per week. From Grade IV, subject teachers have a total of twenty-four class hours per week, but a fair number of teachers are part-time. The nomination rank of

the teacher is determined after his/her graduation according to the type of training centre in which he/she has studied, i.e. according to the type and degree of the certificate he/she has gained. University graduates are nominated at the seventh rank, while graduates of teacher and trainer intermediate training institutes are nominated at the sixth rank. Teachers' salaries at the different levels are considered to be good compared to other employees in general, especially because they receive a teaching bonus, have longer annual vacation, and their daily work period is limited compared to other employees official working time. Therefore, more students every year join teacher training institutions to be prepared to teach in schools.

2.5 TESOL Primary Schools and Younger Learners

Globalisation is a phenomenon that is commonly defined as the integration of economies and societies (Irani & Noruzi, 2011). Subsequently, this has resulted in the integration of people from different cultural and linguistic backgrounds. According to Sun (2013) globalisation has also led to a proliferation of foreign language teaching and learning all around the world. At the same time, the integration of people from different cultures and linguistic backgrounds has created the need for vehicular languages/lingua franca; languages that allow people who do not share a native language to communicate and understand each other (Brosch, 2015).

One language that has emerged as a Lingua Franca in the era of globalisation is English. Indeed, there are those who assert that English and globalisation are interdependent and mutually beneficial (Hamid & Nguyen, 2016). Different reasons have been proposed in a bid to explain the growth of English as a lingua franca. For example, there are those claim that is a relatively simple language and there those who attribute it to the economic and political dominance of English speaking countries such as the US and UK (Sun, 2013). Nonetheless, there is consensus that English plays a central role in the global economy. It is no wonder then that English-in-education policies in non-English speaking countries have increased with many schools across the non-English speaking countries now teaching English as a second/foreign language (Copland Garton & Burns, 2013; Shin & Crandall, 2014).

According to Shin and Crandall, in many of the countries where English is taught as a second language in the education system, instruction often starts at the primary school level (2014). Again, a number of reasons have been suggested to explain this. Researchers such as Enever & Moon as well as Gimenez suggest that parents, in appreciation of the benefits of English as a Lingua Franca, pressure governments to introduce the teaching of English as a second language (TESOL) in schools. But perhaps the biggest proponent of teaching English to younger learners is Lenneberg's critical period hypothesis (Shin & Crandall, 2014).

Lennegerg's critical period hypothesis was originally proposed within the context of first language acquisition. It posits that children are easily able to acquire a language before reaching puberty (Linse & Nunan, 2005). According to Lenneberg, during puberty structural reorganisation occurs within the brain and any language and skills learned after this structural reorganisation would not be fully developed (Schouten, 2009). Lenneberg called the period before puberty the 'critical period'. However, Butler (2015) and Schouten (2009) note that there is a general lack of empirical evidence proving or disproving this theory since it is difficult to come by individuals who have missed the critical period of language acquisition.

Within the field of Second Language Acquisition (SLA) however, there seems to be significantly more evidence in support of the critical period hypothesis. For example, it is widely agreed that many of the children who are naturally surrounded by a second language during their younger years may acquire an almost native-like mastery of the language (Schouten, 2009). Johnson and Newport conducted a study on 46 native Chinese and Korean immigrants who had arrived in the US between 3 years and 39 years of age and had learned English as a second language. They found that those between 3 and 7 years old had the most native-like mastery of English followed by the 8-10 year olds and 11-15 year olds respectively (in Schouten, 2009). None of the adults was able to acquire almost native-like mastery like the 3 to 7 year olds. These findings are clearly in line with the critical period hypothesis and also concur with earlier studies by Oyama and Patkowski (1978; 1980 in Schouten, 2009) in which age was found to be a strong predictor of English as a second language (ESL) attainment. However, researchers such as Marinova-Todd, Marshall and Snow (2000) have also proposed that adolescents are better learners of second language since they have already acquired the native language.

According to Rixon (1999 in Shin & Crandall, 2014) however, age is not the critical determinant of how well a learner acquires a second language. Instead, Rixon (1999 in Shin & Crandall, 2014) suggests that the conditions under which second language teaching and learning programmes are offered are greater predictors of language acquisition. Shin and Crandall (2014) outline several conditions that enhance second language learning amongst younger learners. These include exposing learners to natural and contextualised language, being taught in an interesting and enjoyable manner, implementing learner-cantered programmes, providing adequate support, making learning memorable, encouraging social and collaborative learning and even teaching in a warm and relaxed atmosphere.

With these and other optimal conditions in place, teaching English as a second language to younger learners is likely to have a number of advantages. Shin and Crandall (2014) identify four main benefits; firstly, researchers generally agree that the time a learner is exposed to a language is an important determinant of language attainment. Teaching English as a second language from an early age means that learning can take place for longer and this means that children have longer time to practice and to gain experience of learning the language (Linse & Nunan, 2005). This leads to the second benefit of potentially achieving greater pronunciation skills as well as higher levels of fluency. This may be attributed to the practice, experience and general confidence acquired from an early age. Thirdly, Shin and Crandall (2014) suggest that teaching English to younger learners may help to improve their global awareness and even enhance their appreciation of cultural and linguistic diversity. Lastly, they note that learning English as a second language makes children bilingual which in turn increases their mental flexibility and even their ability to appreciate different views and perspectives.

Despite these benefits, Copland, Garton and Burns (2013) cite several challenges in teaching English as a second language to young learners. One of these is the fact that a lot of English as a second language (ESL) pedagogy emphasises on the use of task-based learning and teaching. They note that this approach is better suited for small classrooms and teachers in countries where larger classrooms are the norm may find it difficult to implement this approach. Resources such as quality English books may also be difficult to come by in some primary schools with many teachers particularly in non-Western schools shunning the use of technology. Other challenges cited by

Copland, Garton and Burns (2013) include discipline issues, motivating ESL learners and even concerns regarding the fluency levels of ESL teachers in some primary schools. On the other hand, Butler (2015) outlines challenges in regards to shortage of qualified personnel, inappropriate methodologies and teaching materials, and even issues with English as a second language curriculum policy.

Summary

With the use of English as a lingua franca increasing, knowing and understanding English has become more important for individual competitiveness in the global economy. Subsequently, the teaching and learning of English as a second language has surged all over the world with much of the teaching beginning at early primary level or even earlier.

Proponents of English teaching in primary school have cited the critical period hypothesis, which posits that children are able to acquire a language more comprehensively and with greater ease before reaching puberty. Indeed, while this theory remains empirically unproven or disproven in the field of first language acquisition, evidence suggests it may be applicable in the field of second language acquisition. For example, students of English as a second language, between the ages of 3 and 7 years, have been found to acquire near native mastery of the English language unlike adult learners of English as a second language.

Nonetheless, it has also been noted that age is not the only factor that affects how well one acquires/learns English as a second language. Other relevant factors include the teaching methods used, whether or not social and collaborative learning is used and even the degree to which the lessons are student/learner centred. This highlights the need to train and retrain teachers in new and innovative teaching methods that enhance the learning experience for primary school learners of English.

Additionally, the benefits of teaching English as a second language to primary school students have been highlighted. For example, teaching from early primary ensures that students are exposed to English for longer which may in turn improve their pronunciation skills and fluency. Early learning of English as a second language may

also lead to increased global awareness, increased appreciation for diversity and even improved mental flexibility and openness.

However, teaching English as a second language to primary school learners is not without its challenges. One of these is the fact that much of the English as a second language pedagogy is based on task-based learning and teaching; a method suited for small classrooms. Many countries particularly amongst developing nations, have big classrooms. Some have also cited challenges such as limited availability of English teaching resources, discipline issues amongst students, shortage of skilled personnel and even poor English fluency levels amongst teachers.

2.6 English Foreign Language Teaching (ELFT) in Libya

Teaching English as a foreign language (TEFL) in Libya was first initiated in 1946 during the period of the British administration. The term EFL is used in this research to refer to EFL teaching in school (Crystal, 1997, 1997). The English language is taught in Libya throughout the course of classroom activities (AL Moghani, 2003). It is also worth noting that the popularity of the language is growing particularly in terms of the social and institutional roles it plays within the Libyan community as well as for communication outside Libya.

Throughout the preliminary phases of language-teaching, a number of the teaching staff were from other countries, including Egypt, Sudan, the UK and the USA. After this period, however, once Libyan learners became graduates and had a good grasp of the language, they began to teach the language themselves. Combined curricula were adapted from other countries, such as the UK, Egypt and Iraq. It was not until 1961 that the first Libyan series of English books, authored by Gusbi and John, were used at the preparatory school level. (Albadri, 2007; Tamtam *et al.*, 2010, 2011). At this time, secondary schools also began to make use of the Oxford English course for the Republic of Iraq. A handful of years later, in 1971, the step was taken by schools to make use of a new series for preparatory schools called '*English for Libya'* written by Gusbi and '*Further English for Libya'*, for secondary school written by Gusbi and John. These were based on the audio-lingual approach, with much emphasis placed on grammar. A number of familiar topics were presented, notably within the context of

the culture of the learner, along with the inclusion of exercises and drills. Sometime later, in 1982, '*Living English for Libya*' which centred on facilitating the memorisation of the application of grammatical structures, the use of isolated vocabulary, understanding texts, and translation was presented (Abusrewel, 2002). Then, between 1999–2000, primary and preparatory schools began to use the '*English for Libya*' series authored by Jenny Quintana and Bab Mardsen and which was published in the UK by Garnet Education UK. Evidently, there has been a complete shift in the textbooks and curricula used in the country, with all the different categories of secondary school having their own textbooks (Al Moghani, 2003).

2.7 The New English Language Curriculum

In 2000, the Libyan authorities adopted an English curriculum, based on the Communicative Approach to English language-teaching CLT. This curriculum encompassed the use of a number of course books, teachers' books, workbooks and CDs referred to as '*English for Libya'*. The National Education and Research Centre in Libya represented the course through a specific committee, with the Garnet publishing company based in the UK making the materials available (Orafi, 2008).

The current curriculum is predominantly focused on activities focused on communicative principles; these encourage the use of purposeful, meaningful language, and teach oral and written use of the language (Orafi & Borg, 2009, p. 245). The CLT approach suggests that an ELT approach based on language use in the classroom by both learners and the teacher is likely to encourage/stimulate acquisition of the English language. The objective of the CLT approach is to encourage learners to talk more in English and ultimately enhance their fluency and effectiveness in using the language. (Macfarlane, 2000, p. 3). This is particularly important within the Libyan context since it limits the use of Arabic in ELS classrooms. Instead, it encourages the use of English, the target language, to the greatest possible degree through interactive activities and pair work (ibid, p. 3), thereby allowing the development of communication skills.

The syllabus recognises EFL as a form of educational empowerment, which seeks to ensure learners are prepared to continue on their educational journey into university

level. Different specialities are provided by these syllabi, and the course books, at varying levels, are structured so as to provide 11 lessons focused on functional use of the language, grammar, listening, reading, speaking, writing and vocabulary. The primary part of the unit is a core section that centres on a theme and is studied by all learners in their second and third years, irrespective of the specialisation of study. This is developed with consideration to communicative functions, grammar and vocabulary.

2.8 English in Primary Education

Up until the early 1970s, English was taught in primary schools as a key subject in classes 5 and 6. English as subject was then restricted to preparatory school until around 1986. At this time, particularly during the late-1980s and early-1990s, a number of key changes were witnessed. One of the biggest of these changes was the banning of English in Libya owing to the political disagreements between the West and the then regime over the Lockerbie case and other terrorist actions in Europe, including thee West Berlin Discotheque incident. Following these incidents, the USA made the decision to attack Libya in 1986. This, in turn, caused the regime to ban English-teaching across all levels, as it was seen as being a form of Western cultural invasion. English-teaching was banned from 1986 to 1993. Despite the fact that the ban was eventually lifted, the effects of the ban continued to be felt for a number of years—both by students and teaching staff; the latter group had no work opportunities (Chhokar, 2010). This caused a decline in the status of ESL teachers, which in turn forced a number of these English teachers to seek out alternate employment by adopting different teaching specialisations. English students on the other hand, were required to change their area of specialisation with some choosing to quit their education and instead seek out employment. This caused a number of long-term consequences for both groups.

More recently, primary school students, and more so those in classes 5 and 6, have been taught English through the application of a new syllabus focused on facilitating language-learning at an early age. The language is taught by specialist teachers who have graduated from higher educational facilities. The subject is compulsory and taught for several periods every week, usually equal to three hours. Despite the fact that the ELT materials utilised at primary level may be considered simple, with schools

seen to be lacking in terms of appropriate resources, it remains that the progress made is significant and English language-teaching is emerging as a new trend in Libya. Essentially, the syllabus seeks to change the position of English in the educational system in the country. Those supporting the teaching of the language in the Libyan context hope that, in the future, English will be considered not as a foreign language but as a second language (Orfai & Borg, 2009). This would be seen to be in line with other changes being applied across various other sectors in the country.

On the same line, English is recognised as a basic subject at the preparatory school level. The time afforded to teaching English equates to three hours on a weekly basis, with those learners who complete this stage able to progress above the elementary level. This enables them to opt for different specialisations upon becoming enrolled in secondary education. Nonetheless, a significant number of learners complete their English learning at the beginner level, which may be because of the inadequate resources and materials, as well as the large number of unqualified teaching staff (Blumenthal and Grothus, 2010).

2.9 The Focus on English Foreign Language Teachers

The choice of English foreign language teachers in this study is first because EFL is a phenomena of interest in this study and teachers are those who help to bring to the fore the value of EFL. Second, this study is guided by the interpretive doctrine; thus, it is interested in exploring the perception and experiences of teachers about the subject under investigation. Thirdly, EFL teachers selected on the basis of the selection criteria outline in chapter 4 are key to achieving the aim if this research given the depth of knowledge they may have regarding the subject matter. Fourth, the researcher is currently working as an English foreign language teacher in the Gharian district [though on study secondment for a doctorate degree] and from experience knows that the government agencies are only responsible for developing and overseeing the implementation of CPD programmes. EFL teachers on the other hand are the receivers of the CPD training and are also the ones involved in post CPD knowledge service delivery. These teachers also directly linked with the learners who receive the post CPD training services. These teachers are therefore best placed to provide objective and experience based opinions on the practicalities of CPD.

2.10 The Focus on Primary School EFL Teachers in the Gharian District

Primary school is the first level of compulsory education that mediates between early childhood education and secondary level education. This implies that primary education is a part of the critical formation stage of a child's upbringing. Indeed, the second goal of the United Nations Millennium Development Goals [UNMDG] was to bring up the level of education of children in Africa by ensuring that all children everywhere in the continent regardless of religion, race and gender would have basic primary education by the year 2015 (UNESCO, 2011). This further strengthens the argument in favour of primary education. Therefore, because Libya is one of those countries targeted by UNESCO for eradication of illiteracy, it became critical to focus this study on the human instrument used in eradicating illiteracy at the primary education level. This is based on the assumption that children are more dependent on their teachers for guidance at this stage compared to later stages of education. Also, the extent of trust exhibited by those who get engaged in the process of their formation is critical, hence the researcher's focus on primary school teachers in the Gharian district as they have the right experiences to provide answers to the questions posed by this study.

2.11 A Global Perspective of CPD

A review of the qualifications, training and career development of primary teachers across the world was conducted by Emery (2012). The review employed a mixed method research design and used a survey that elicited approximately 2,500 responses as well as in-depth interviews with teachers from nine countries. The study established that the main global trends included the gradual increase in the perceived value of teaching English as a second language and its introduction at ever younger ages. This aside, the study found that while class sizes were generally within manageable proportions, there were few teachers who held degrees and few who had received specific training to teach the ages that they were presently teaching.

Additionally, the study highlighted the importance of CPD to teachers with at 85% of the respondents reporting to have been involved in CPD programmes.

In the Libyan context, Elabbar (2013) argues that teaching profession is closely linked to teachers' knowledge, their beliefs and cultural circumstances. Elabbar suggests that that there are various factors potentially influencing teachers' views about teaching and their professional development. The most important factors that influence Libyan teachers' understanding of teaching are lack of adequate training, appropriate knowledge and skills, and past teaching experiences. The underlying suggestion in Elabbar's study is that the Libyan government needs to appreciate the role of CPD. That is, Libyan teachers should be encouraged to discover the role of professional and personal training in the growth and development of their pedagogical skills.

2.12 Continuing Professional Development for Primary School Teachers in Libya

One initial and important point that must be made is that there is a dearth of literature concerning career professional development in Libya. Most of the existing literature focuses on highlighting the necessary changes rather than on the necessity to maintain and carry forward those changes once they have been made. One example of the available literature comes from Lufti (2012), who draws attention to the fact that teachers in Libya have for a long time been controlled in terms of what to teach, how to teach it and even when to teach it (Lufti 2012). They were, as a requirement, to teach every child in exactly the same manner and they were expected to use the same methods as had been used in previous generations. Any initiatives or attempts to deviate from this system were not only discouraged but, in some instances, strictly prohibited by laws and regulations. Lufti (2012:8) opines that many of the teachers in Libya simply followed the traditional teaching method of standing in class and delivering the same body of knowledge year after year with many teachers growing tired and discontent at not being allowed to change or enhance their techniques. This is attributed to an inadequacy of CPD training programmes for teachers

CFBT is an organisation that works with the Ministry of Education in Libya to 'achieve better education outcomes through efficient and effective use of the teaching

workforce' (CFBT 2013:33). The CFBT has expressed concerns over a number of issues in regards to Libya's education system. One of these is that the relatively poor quality of the education system is an obstacle to the country's development. Concerns have also been raised in regards to teacher qualifications, in-service and pre-service training, teacher recruitment and deployment, teacher salaries, teacher career progress and even performance measurement and monitoring. (CFBT, 2013:33).

2.13 Chapter Summary

This chapter presented the background to the research study in general, but it specifically presented the geographical and historical overview of Libya, overview of Education in Libya developmental trends of the Education system in Libya, TESOL, and teaching English to young learners as well as English Language Teaching (ELT) in the Libyan context. Also, it presented perspectives to New English language curriculum in Libya primary education sector, English language in Primary Education, and global perspective to continuous professional development (CPD) as well as career professional development for primary school teachers in the Gharian district in particular and Libya in general.

Chapter 3: Literature Review

3.1 Introduction

This literature review chapter presents the purpose of reviewing literature, related to the community of practice theory and relevant models and Institutional Theory. Further, it aims to conceptualise the current knowledge related to continuing professional development and strategies for continuing professional development and continuing professional development practices in primary schools as well as to identify the perceived challenges encountered by teachers in attending CPD in Libya.

3.1.1 Purpose of the Literature Review

The intended purpose of this literature review is to survey the published literature in relation to CPD for EFL teachers and to evaluate the studies or discussions found in the current literature (Aveyard, 2006) with a view of understanding their relevance in the Libyan context and the current study. This chapter will provide the means of developing a deeper understanding of the CPD opportunities for EFL primary school teachers and further identify the areas and topics for exploration in both the survey and semi structured interviews. Booth *et al.* (2011) suggest that, in searching the literature the researcher increases their knowledge of what is known and can then identify the knowledge gaps in readiness for generating new knowledge.

3.1.2 The Review Strategy

The key to a successful literature review, according to Fink (2010), is the use of a logical approach that is sufficiently systematic to produce enough focused and relevant literature sources that address the research question. Therefore, a strategy was adopted and adapted from Cronin *et al.* (2008) and Khan and Khan (2011) who recommend using a five phase process that, after selecting the topic and framing the question, involves; searching and gathering the relevant literature, reading and analysing the quality of the literature, summarising the evidence and interpreting the results. The review focuses on the CPD experiences of EFL primary school teachers

in Libya. Fink (2010) advises developing a similar focus when conducting the literature review. This focus was identified by using the PICO (population, intervention, control, and outcomes) format (Sackett *et al.*, 2000). Sackett *et al.* (2000) suggest breaking down a review topic/focus into these four component parts to allow the researcher to uncover the required information. PICO was applied in the following ways: (1) Population: EFL primary school teachers (2) Intervention: Continuing Professional Education (3) Comparison: International studies and policies (4) Outcome: Perceptions and experiences.

After framing the research questions, Hart (2001) recommends searching the literature using the key words that originated from the question formulation. A search for these keywords was conducted on the ERIC database. Although key words are normally used in a literature search, Patrick and Munro (2003) and Brettle and Grant's (2011) advise to select them carefully, as they can have different meanings and spellings other than standard British English. The initial search produced a wide range of international peer reviewed articles touching on CPD amongst primary school EFL teachers. The search results were then refined so as to limit them to the Libyan context and to limit the studies/literature to that conducted between 2006 and 2015. At the same time, the search results were also refined to include not only peer reviewed studies, but also policy documents and reports. The final items selected for inclusion in this study were then sorted and evaluated before organising them into the relevant themes.

However, it should be noted that there is a complete lack of peer reviewed research articles related to CPD for primary school EFL teachers in Libya which makes this study so important. With this in mind, the review was conducted in a rather generalised manner with a focus on relevant and recent articles on CPD and EFL teachers Nevertheless, there were a number of dissertations with a focus on Libyan education which are within the context of the review (Elferjani, 2015; Elabbar, 2011; Elmabruk, 2008; Kshir, 1999). The research also found some opinion pieces on the issue (CFBT, 2013; Lufti, 2012). These dissertations and opinion pieces helped to give the review some much-needed focus.

3.1.3 Community of Practice Theory and Models

A Community of Practice (CoP) describes a group of individuals who share a craft or common profession with the aim of achieving a common goal. According to Lave and Wenger (1991), a CoP could emerge naturally because its subscribers' share common interest in a given discipline. A CoP may also be intentionally developed with the aim of achieving new knowledge, which is related to a given field of study. This is because CoPs allow for the sharing of experiences and knowledge within a group hence allowing members to learn from each other as well as explore networking opportunities that could help them develop personally and professionally.

Community of Practice theory is chosen as the lens for this study because the study is interested in understanding English foreign language teachers' perception of CPD within the primary school community. English foreign language teachers attend CPD programmes with counterparts from other primary schools and their experiences of teaching EFL in non-English speaking country like Libya could be shared in order to amplify the value of their profession. The CoP, being a framework concerned with groups of people in the same profession sharing knowledge and achieving a common goal, is therefore appropriate for studying CPD amongst primary school EFL teachers in Libya.

Second, it is observed from literature that the CoP theory is popularly used as a lens through which the effectiveness of CPD amongst school teachers. Since the rationale for CPD inevitably leads to its structure and organisation, it is assumed that it merely concerns the enhancement of teachers' professionalism and skills development in a given area. Indeed, Eraut (1994) argues that the nature of the knowledge acquired and subsequently used as well as the context in which this happens allows one to recognise whether it is academic, institutional or practical in nature. Whilst most CPD literature tends to focus on particular topics, Kennedy (2005) proposes a framework based on the nine models of CPD she identified from her extensive review of the national and international literature on the subject.

Wenger (1998) identified three key elements of CoP; mutual engagement, joint enterprise and a shared repertoire. According to Wenger, it is the combination of these elements that constitutes a community of practice. This study's definition of CoP is largely based on these three elements. Indeed, this study defines a CoP as a group

of teaching colleagues who are linked together by their professional interest in teaching EFL in primary schools in the Gharian district of Libya and who continually share experiences, expertise and professionalism with each other in order to improve themselves and their schools.

3.1.3.1 Mutual Engagement:

Members of a CoP are motivated to regularly interact with each other. This in turn creates opportunities to negotiate the meaning of professional practice within their learning communities. Interaction within CoPs may occur within a formal or informal setting. Wenger (1998) posits that collaborative and supportive 'teacher-learner' relationships are the defining feature of mutual engagement within the CoP. This type of relationship allows members of the CoP to negotiate amongst themselves and in so doing, learn and develop together. For example, amongst EFL teachers in the Gharian district issues like the evaluation of the EFL curriculum, exchange of teaching and lesson plans, preparations for exam, exam malpractices and grading of scripts could constitute key areas of interest, collective negotiation and deliberation within the community. Secondly, critical issues of social importance could trigger interaction as a way of easing off stress in the community.

Further, EFL teachers could share certain issues of concern with other EFL teaching colleagues based on their experiences interacting with non-EFL teaching colleagues within their respective school communities. These concerns might include sharing of experiences about students' attitude (sometimes names of brilliant and irate students could be mentioned) and how to manage those. Other issues may include; sharing of subject materials, discussion of issues of exams malpractices and how to manage them, the need to organise extra classes/revision classes to complete the scheme for the term and grading final exams script and how best to manage the grading process if students in the class were perceived as not too intelligent. Overall, this atmosphere creates opportunities for continuous interaction and negotiation that is capable of enhancing existing relationships and fostering new relationships amongst teaching staff for the benefit of the school community.

3.1.3.2 Enabling Engagement:

Enabling engagement simply describes staffs' participation in the community activities that have already been created by reason of their employment in the school. For example, this refers to being present at staff or departmental meetings and other formal gatherings that are associated with the school term calendar like how to arrange field trip or visiting museums and other matters that border on existing EFL curriculum. This form of engagement for staff would induce the feeling of belonging to the mainstream, enable knowledge of current issues and allow for the identification of expected areas of development in the school. This could in turn stimulate their interest to fully participate in meetings regularly. However, the sustenance of staff engagement in school communities requires less talk and more work by leaders/member. For example, it may be possible to motivate teachers to take part in engagements by offering them breakfast and drinks, organising end of term or mid-term dinners, sharing interesting schools based magazines and newspaper with colleagues during breaks using school's funds or even through charity events.

3.1.3.3 Diversity:

Homogeneity is critically necessary for the continuity and progress of the school's learning community. According to Wenger (1998), this implies that what keeps staff engagement alive is the promotion of values such as gender integration and collaboration instead of gender discrimination; Ultimately, both male and female teachers are encouraged to work together whilst sharing information, experiences and opinions. However, given the sensitivity of gender issues within the context of this study, teachers still need to find zones to enable them build personal identities in alignment with their social and religious orientations but at the same time, that help in influencing mutual engagement and shared professionalism. More so, contextualising mutual engagement within the diversity and impartiality components of CoP is imperative because it involves engaging with other colleagues about individual teachers' competency and how it could help in strengthening the competency of other teachers within the community t (Wenger, 1998). Mutual engagement supports diversity and impartiality, which supports the sense of homogeneity amongst staff in the community. Additionally, collective debates, agreement and disagreement about

topical issues during meetings are the beauty of mutual engagement in the face of diversity since participants make contributions that would support the development of the community as a whole (Lave & Wenger, 1991; Wenger, 1998).

3.1.3.4 Joint Enterprise and Accountability:

In view of Wenger (1998), it is deduced that the term 'joint enterprise' describes a process and not a fix agreement. This is because it creates accountable relationships. Simply, joint enterprises are not just about sharing knowledge and social information but also a form of collective effort which brings about mutual/collective accountability. For example, homogeneity can be seen as a part of the joint enterprise because staff bring their opinions, ideas and views as well as relevant skills that would stimulate mutual enterprise. The enterprise is described as joint because issues are mutually discussed as members negotiate on conditions of CoP that influence their professional practice.

Further, Wenger opines that negotiation in a joint enterprise creates a relationship that seals mutual accountability, which, in turn, influences staff to feel concerned or otherwise in view of what they are currently engaging in or what is currently happening around their environment because they had developed some sense of belonging to a particular learning community. Thus, based on Wenger (1998), the proposition made is that staff would appreciate and negotiate approaches and strategies of working as joint enterprise. This however does not suggest that staff must have straight opinions about a given issue, but would be encouraged to demonstrate personal enterprise in helping others as a way of mutual accountability within the CoP theory (Wenger, 1998). Additionally, within the context of the Institutional Theory, memories of the military invasions and destructions arising from the political crisis in Libya might hinder staffs' sense of joint enterprise and accountability. Some may prefer to isolate themselves from negotiations because memories of the political crisis make them feel that their positions are temporary as another crisis might ensue anytime; others may not subscribe to this thinking. It is therefore important to acknowledge that certain scars inflicted by the bloody political war might have had a negative influence on staffs' experiences and existence.

3.1.3.5 Shared Repertoire:

From the above, a joint enterprise creates opportunities that trigger negotiation of issues amongst teachers. Key dimensions of shared repertoire include work routines and rituals, how words are used, systemic jargon, tales and gestures, symbols and creed adopted by a school community to foster unity and professional practice over time (Wenger, 1998). Explicitly, repertoire involves the discussion of topical or social statements and approaches used by staff to express their opinion and personal identities. Staff that have access to this repertoire end up becoming competent in it.

Hence, this study argues that the CoP theory and Institutional-theory (which is discussed in section 3.1.4) could influence learning communities and be a source of finding and improving their identity and otherwise. Further, some external (Institutional factors) and internal (community of practice factors) could serve as hindrances to establishing mutual staff engagement and thus, eliminate the benefits of exploring a joint enterprise and shared repertoire. For example, some internal issues that could potentially negatively influence staffs' willingness to join the community include conflicts of interest, promotion and opportunities for executive offices and others. On the other hand, external factors may include; selection of staff to participate in CPDs, political and economic crises, lack of government intervention, poor remuneration and incentives just to mention a few.

Kennedy (2005) proposed nine models for analysing CPD and also considers the circumstances under which each particular model might be adopted as well as exploring the form(s) of knowledge that can be developed through the particular model. Kennedy's framework is depicted in Table 1.

Table 1: CPD Model Spectrum adapted from Kennedy (2005: 248)

Model of CPD	Purpose
Training model Award-bearing model Deficit model Cascade model	Transmission: low teacher autonomy
Standards based Coaching-based Community: practice	Transitional: medium-level teacher autonomy
Action research Transformative	Transformative: high teacher autonomy

The Training Model:

The training model of CPD supports a skills-based, democratic view of teaching which provides teachers with the opportunity to improve their skills in order to demonstrate their competence. This training is normally 'delivered' by experts while participants are placed in a passive role. Training model of CPD is compatible with standards-based view of teacher development whereby teachers aspire to demonstrate particular skills to a specified standard. Furthermore, the model allows for a high level central control system for the purpose of quality assurance, where the focus is firmly on coherence and standardisation (Day, 1999; Kennedy, 2005).

The Award-Bearing Model:

The award-bearing model emphasises the completion of award-bearing programmes of study. Normally, but not exclusively, these programmes are validated by

universities. This external validation may be seen as a mark of quality assurance and as a way for funding bodies to exercise of control.

The Deficit Model:

Here, CPD may principally be structured to address certain perceived deficits in teachers' performance. In the view of Rhodes & Beneicke (2003), teachers' performance management is a critical means of improving standards. Performance management may also be seen as a form of government intervention that helps to enhance academic efficiency, effectiveness and accountability. However, while the deficit model relies on CPD to try and tackle the perceived weaknesses of specific teachers, Rhodes & Beneicke (2003) argue that the main causes of poor teacher performance emanate not only from individuals but also from poor institutional practices. According to Rhodes and Beneicke, therefore, to perceive CPD programmes as remedies for teacher weaknesses is to suggest inconsideration for the system's very own role in causing that perceived weakness/incompetence.

The Cascade Model:

The Cascade model of CPD emphasises on the attendance of individual teachers in 'training events' and then passing on the information to colleagues. This model is commonly used in situations where there is a perceived scarcity of necessary CPD programmes. In a study conducted by Day (1999) however, while the cascade model may help teachers learn new things, the teachers who are the second-receivers of the new knowledge may not adequately consider the actual principles of participation, collaboration and sense of belonging characterised in the actual CPD programme. Solomon & Tresman (1999) also suggest that one of the limitations of this model is that the process of cascading is mostly focused on skills and knowledge and rarely focuses on values. Nieto (2003) agrees with this claim and further adds that teacher education needs to stop focusing on answering the *whats* and *hows*, and instead promote a value-based system, which answers the whys. The researcher therefore thinks that the cascade model shows support for the technical dimensions of CPD. This is because teachers' skills and knowledge are ranked higher than their attitudes

and systemic value of the skills/knowledge. In addition, the limitation of this model is that it fails to appreciate that there is a wide range of learning contexts as listed by Eraut (1994) in his study. This is because the model is based on the assumption that knowledge is a critical aspect of the process and not, principally, the context in which this knowledge is received or even used.

The Transmission Model:

Transmission models depend upon external experts providing some form of training (Sprinthall *et al.*, 1996), which specifically focuses on the development of technical skills rather than those subjects that relate to values, beliefs and attitudes. It is the type of top-down CPD most favoured by policy makers, who are overly concerned with teacher competence than teacher autonomy (Grundy and Robison, 2004). According to Neil and Morgan (2003), this model is regarded as one employed by officialdom where delivery is imposed and focuses more on training rather than development. Goodlad (1992) suggests that the top down form of CPD which relies heavily on replication and compliance, is popular with officials because it is regarded as relatively cheap to deliver and a quick way of addressing some form of teacher shortcomings. However, according to Sachs and Logan Sach (1990), it is a method that simply views teachers as uncritical purveyors of teaching practices and methods. Despite the criticisms against the transmission model studies have argued that it is the most adopted model in analysing CPD practices by institutions (Eraut, 1994; Day, 1999; Marker, 1999; Kirk *et al.*, 2003, 2015).

Standards-based:

In considering the characteristics of the standards-based CPD model, it is important to consider the terminology used, because 'standards' as opposed to 'competences' are now becoming popular in developing context (Kirk *et al.*, 2003). The standards-based CPD model does not consider teaching to be complex or a political/moral task. Instead, it is based on the creation of a teaching system and teacher education that can enhance the effectiveness of a teacher and subsequently improve the student learning experience (Beyer, 2002). The Standards model also depends heavily on a

behaviourist perspective of learning, as evidenced by its heavy focus on the competence of individual teachers' and the resulting rewards at the expense of collaborative learning.

Smyth (1991), in his study, argues that standards are a form of imposed accountability and inspection and therefore suggest a lack of respect for teachers' ability to engage in reflective and critical thinking. This argument also suggests that it a Standards-based model sets clear expectations about the extent in which teachers would take responsibility of their personal professional learning; more specifically, teacher end up relying on central directions/rules even when examining their own teaching competencies.

Some studies have of criticised standards-based model. Beyer (2002), for example, criticised standards based model for failing to give enough attention to controversial questions regarding the purpose of teaching. Beyer further asserts that teacher education must consider the social aims, future feasibility, economic and moral realities for teachers. Beyer (2002) and Kirk *et al.* (2003) amongst others were of the opinion that steps towards increasing standardisation in teacher education at primary and continuing levels responds to growing need for countries to ensure that their education systems and structures can compete in the global community of schools. Therefore, it is important to state that standards are critical tools for unveiling teachers' professional development programmes and in providing a common language for teachers. This provides platforms for meaningful dialogue between teachers and their students. However, despite the advantages of using the standards-base model it is important to acknowledge the possibility that the standards may narrow perceptions of teaching. Simply put, teachers may be unwilling to consider perceptions and conceptions other than those defined/supported by the standards.

The Coaching Model:

This model covers a number of CPD practices that are based on different philosophical premises. However, the characteristic feature of this model is the importance accorded to one-to-one relationships, particularly between two teachers, which are designed to support CPD. Coaching also implies a relationship where one partner is less

knowledgeable and the other more knowledgeable (Rhodes & Beneicke, 2002; Clutterbuck, 1991). Key to coaching model however, is the notion that professional learning can take place within the school environment and be improved by sharing ideas with colleagues.

In contrast to the less knowledgeable/more experienced teachers' coaching relationship, which, according to Smyth (1991), is associated with apprenticeship, Smyth advocates for a coaching/mentoring model, which is characterised by a more equitable relationship that allows the two teachers to negotiate knowledge with more mutuality.

This implies that both novice and expert teachers would be involved in discussing feasibility and hopes in a more friendly condition.

It is important to note that this model may show support for transmission or a transformative perspective of CPD. In the former, teachers are initiated into the system by their more knowledgeable colleagues. On the other hand, from a transformative perspective this type of relationship may offer both supportive and challenging platforms for intellectual interpretation and evaluation of practice.

 In Rhodes & Beneicke (2002) coaching is defined as a confidential process through which two or more persons in the same or related field work together to improve current practices in the field. Coaching may seek to expand or develop new knowledge; share ideas and engage in negotiation of knowledge. More experienced teachers therefore teach the less experienced with the end aim of solving problems within the organisation. A key feature of this definition is the focus on confidentiality rather than accountability between the actors. The introduction of confidentiality transfers the power relationship from that which is described under the induction approach based on mutuality (support and evaluation). This definition raises challenges against peer coaching as a form of accountability, and instead places it firmly within a transformative orientation of CPD.

Whether the chief purpose of the coaching model is mutually supportive and militating on one hand or hierarchical and assessment oriented on the other hand, it is clear that the quality of interpersonal relationships is crucial. Hence, for the coaching model of CPD to be successful, teachers must have well-developed collegial communication

skills (Rhodes & Beneicke, 2002; Draper *et al.*, 2004). As such, while the key characteristic of the coaching/mentoring model is its reliance on a one-to-one relationship, it can, depending on its underpinning philosophy, support either a transmission or a transformative conception of CPD.

The Action Research Model:

In Day (1999), this model of CPD is defined as the study of social situations where participants act as researchers, with the aim of improving the quality of their actions within that social situation. In this case, the quality of the action may be described as how the participants' understand the social situation and how the knowledge gained from the research will help improve their practice within the firm.

Some proponents of the action model (Weiner, 2002; Burbank & Kauchack, 2003) argue that this model has far reaching influences on learning practice especially when information is shared within the community. In fact, many communities of practice are embracing action research in order to meet desired results.

Weiner (2002) argues that research-based professional development within a context can only survive if there is agreement amongst members of communities like primary, secondary and Higher education institutions as well as the government and professional associations. This is because it will help those countries to improve and meet their national education needs since findings from action-based research would be relevant to practitioners' community of practice. Also, the researcher believes that if action-based research is used for CPD it will empower teachers with solutions to the problem of teaching in primary schools. Weiner recognises that agreement between members of professional communities could support 'greater participation of new and old members.

Additionally, action research has at its core, the transformation of professional development. Burbank & Kauchack (2003) opined that collaborative action research offers an alternative to the passive function given to teachers in the more traditionalist frameworks of professional development. They argue that teachers should be encouraged to see research as a process and oppose the perception that research is merely a product of a person's effort for the purpose of job growth.

When action-research is adopted, it will help limit institutional dependency on externally research and instead shift the focus to internal research. Action-research as a model of CPD is recognised as a critical instrument that allows teachers to ask imperative questions about their practice. Nonetheless, Sachs (2003) has questioned the degree to which it creates opportunities for teachers to ask such key questions that could streamline emerging issues in their learning practice. Overall, action-research model has a transformative capacity to influence community of practice and professionalism.

The Transition Model:

The transitional model of CPD which includes the standards-based approach, coaching/mentoring and communities of practice is also what Grundy and Robison (2004) regard as remodelling since it expands teachers' pedagogical knowledge. It is about learning new methods and practices, both of which motivating and applicable. According to Guskey (2003), this type of CPD remodels teachers' knowledge by giving them an opportunity to gain in-depth understanding of their subject content and the variety of ways in which their students could be helped to learn. Remodelling is therefore primarily concerned with ensuring teaching practices remain contemporary/up-to-date and in that regard the teachers can be assumed to be uncritical consumers of expert knowledge.

More aptly, this is a type of CPD that focuses on the teacher learning and assists them to rethink and reflect on their teaching methods. The organisation of this type of CPD may either be formally addressed within schools or informally by teachers themselves. Either way, it is seen as a means of developing their own personal or professional credibility (Brown *et al.*, 2001). Bax (1995) argues that because the transitional form of CPD is more teacher-centric it may lead to more effective changes in practice than the training type events. However, those developments from CPD may be effective for some teachers but may not work for others.

According to Elmabruk (2008) schools in Libya are unlikely to be given the freedom to organise their own CPD mainly because they are faced with the challenge of poor resource availability.

The Transformative Model:

According to Kennedy (2005), the transformative model of CPD requires action research strategy and professional renewal through rethinking practices and becoming reflective in one's profession. This implies that teachers need to internalise the concepts while reflecting on new knowledge, its adoption and adaption to various situations in both the political and professional context. It is what Grundy and Robison (2004) call revitalizing and is a form of CPD that depends on teachers connecting not only with other teachers but also with the identified needs of students. Day (1999) suggests that it has three elements; where teachers learn privately; where they learn from colleagues; or where groups collaborate and share their knowledge.

For example, the UK's National College of School Leadership (NCSL, 2012) introduced the idea of joint practice development, which is similar to the lesson study approach and which involves teachers completing research-based activities. Whilst acknowledging that action research is successful in allowing teachers to ask critical questions of their practice, Sachs (2003) questions the extent to which they can ask critical questions related to the political and policy agendas that influence their freedom to practice.

Nevertheless, a transformative model clearly has a significant capacity to produce professional autonomy. Morris *et al.* (2003) claim that networks of school teachers that collaborate to focus on enhancing teachers' knowledge can be a transformative power in that they can result in teacher CPD programmes that produce sustainable behaviours. Kennedy (2011) argues that the distinguishing feature of the transformative model is the effective integration of the range of CPD models and a real awareness of the perceived issues of power. According to Kennedy (2005) the transformative model is reliant on tensions. It may therefore be argued that in Libya, it is only by understanding the conflicting agendas and philosophies of CPD and the ways in which it can be experienced that a debate amongst the various stakeholders can be initiated and which can ultimately lead to transformative teaching practices and sustainable change.

Kennedy (2005, 2011) propounded a CPD framework whose underpinning aims are described as transmissive, transitional and transformative, with the framework validated in the work (Fraser *et al.*, 2007). Kennedy (2011) argues that the model does

not stand alone, but rather presents critical elements of particular approaches to CPD which serves as a framework for analysing CPD practices. His model emphasises that teachers work collaboratively and share a common vision so as to support the value of other CPD models such as coaching/mentoring and community of practice framework respectively (2005).

This implies that both coaching/mentoring and CoP models describe the importance of CPD for teachers especially because they work in the same learning community and participate in sharing and dialoguing with colleagues (Kennedy 2005). For example, when teachers transit from year 1 to 5 there are chances that they could engage in shared experiences and other activities within communities. This may help to equip teachers with the necessary skills and knowledge to work with new teams and make even more efforts to meet the diverse expectations of different students. More so, it is imperative for teachers to have the opportunity of sharing and learning in communities because when they share knowledge and collaborate with colleagues, they can evaluate teaching practices. They are then empowered to confront potential setbacks arising from their beliefs and experiences (Vries *et al.*, 2013).

To further support the Kennedy model other authors have described why it is important for teachers to work together in CPD programme (Bolam *et al.*, 2005; Rhodes *et al.*, 2005). More specifically, Bolam *et al.* (2005) identified seven key elements that should be adopted primary in schools in order to achieve effective learning: (1) shared values and vision; (2) collective learning responsibility from students, parents and teachers/school leadership; (3) individual teachers and their collective professionalism; (4) reflective professional practice; (5) openness, networking and partnerships; (6) inclusive studentship; and (7) mutual trust, respect for ethics and support. Evidently, these elements clearly border on the need for good learning relationships because teacher and student learning are socially constructed. Hence, this study finds the CPD model by Kennedy (2005, 2011) and validated in (Bolam *et al.*, 2005; Rhodes *et al.*, 2005; Kennedy, 2011) suitable because the elements of the model would help to achieve the purpose and answer the research questions of the study given the nature of Gharian district primary education learning community.

The list of CPD models in Table 1 above suggests that there is a growing potential for the autonomy of teachers as they move from transmission, via transitional and to

transformative levels respectively. This is rationalised on one level in regards to the rich opportunities that are available to teachers to influence the agenda of institutional CPD programmes. This follows the arguments of Burbank & Kauchak (2003) note that even within the collaborative forms of CPD which are normally associated with the transformative models, the limits/boundaries of the CPD activities are often influenced by external players in positions of authority. Ultimately, while the potential for professional autonomy is higher in transformative models this potential is not necessarily fulfilled.

3.1.4 Institutional Theory

Institutional Theory (IT) examines the processes and ways in which organisational structures like social rituals, schemes, rules, norms, and work traditions are adopted and established as authoritative modes of social and business transaction (Scott, 2008). Additionally, IT explains how various elements of the institutional structure are created, adopted, and adapted over a period of time. For example, it would help this study to understand not only how factors of nepotism and systemic politics in selecting who should participate in CPD have been practiced over the years, but also how other challenges and opportunities arising from the academic public affect and shape CPD. Institutional Theory is suitable for this study as it helps to understand the participation of external forces in CPD programmes in the Gharian district. It will also help to foster a deeper understanding of the assumed issues of unethical and ethical academic practice that may arise in conducting the CPD by concerned authorities and even in the participants' selection process.

3.1.5 Continuing Professional Development

In this study, Continuing Professional Development is defined as any activity or procedure that gives added value to the capability of Libyan primary school teachers through the proliferation of skills, knowledge and personal attributes that are essential for the appropriate execution of technical and professional responsibilities; usually referred to as competence (Faour, 2012). Barton & Armstrong (2015) state that Libyan teachers could evaluate, recommend and extend their obligations as mediators of

change in their country to their moral tenacity of teaching. Through such initiatives, they will be able to develop and critically advance their beliefs, knowledge, emotional intelligence and skills; all of which are key to excellent professional planning, thinking and practice with students and fellow colleagues, through each stage of their teaching lives.

Professional development also has long term objectives and looks to facilitate the advancement of Libyan teachers' comprehension of themselves as teachers. Faour looks at the objectives of professional development from the second perspective i.e. foreign language enhancement. This includes: learning how the responsibilities of Libyan teachers change according to the type of learning being taught; revising principles and theories of foreign language teaching; determining students' perception of class activities; fostering comprehension of various aspects and styles of teaching; apprehending the type of decision making that transpires during foreign language classes and fostering consciousness of instructional aims to reinforce teaching (Faour, 2012).

Faour (2012) further presents four models of continuing professional development as tools for changing teaching practice and ultimately enhancing the performance and academic results of students' pas well as inspiring a shift in Libyan teachers' attitudes and beliefs. This means that the continuing professional development for Libyan teachers assumes a procedure linked to their careers and advancement (Faour, 2012). According to Barton & Armstrong (2007) Libyan teachers might find the idea of professional development valuable, and they may find a feasible model of CPD, which lies in harmony with their prevailing cultural condition.

3.1.5.1 Strategies for Continual Professional Development:

Orafi & Borg (2009) suggest that professional development of teachers ought to go beyond individual and personal reflection. Instead; it should include an examination of new theories and approaches in language teaching. This implies that when teachers are trained through regular CPD programmes, they are exposed to new theories and approaches for effective and efficient delivery of EFL to pupils.

This is because approaches for teaching primary school pupils may differ from those of secondary students since the former is still in the formative stage of growth. Orafi & Borg (2009) argue that by encouraging Libya's EFL teachers to take part professional development activities, they will help in determining suitable methods and approaches for teaching learners. This implies that after professional development training teachers in Libya are likely to be more proficient at their work than they were. Libyan EFL teachers may find the methodologies of professional development valuable when they implement programmes that could facilitate their current development of teaching practice (Faour, 2012). Furthermore, in order to strengthen current teaching practice of EFL. Teachers, the performance development strategies should be developed and tailored towards meeting the standards established by policy makers in the primary education sector. This is because performance development strategies would enhance Libya's EFL teachers' performance and their commitment to work. Continuing professional development thus, entails more than mere training because it requires strong collaboration between teachers, students and school management (Faour, 2012). CPD also entails that there are numerous lessons that can be learned via critical reflection and self-observation (Barton & Armstrong, 2015).

Researchers identify three key types of continuing professional development; transitional model; transmission model and the transformational model (Kennedy, 2005). Kennedy further asserted that different models of continuing professional development use different techniques of applying their theories and that each of these models are linked with fundamental views of performance development. Rhema & Miliszewska (2010) propose that leaders in charge of implementing and planning professional development need to learn how to critically assess the effectiveness of their teachers. This means that it is necessary to discuss teachers' growth and wellbeing and to conclude with evidence that reflects the achievement of set goals and which can be composed in significant and scientific defensible ways.

3.1.5.2 Continuing Professional Development in the Teaching Profession:

Whilst the term Continuing Professional Development (CPD) has often been used interchangeably with Teacher Development (John and Gravani, 2005), the former concept relies on the notion of continuity. CPD is therefore a never-ending process of

transforming a teacher's potential into actual professional performance (Boreham, 2000; Beyer, 2002; Draper *et al.*, 2004). Day (1999) defined CPD as professional development process which consists of all natural learning experiences as well as those conscious and planned activities intended to be of direct and indirect benefit to students and the school in general. This implies that CPD is the process by which teachers review, renew and extend their commitment as change agents to the moral purpose of teaching as they acquire the knowledge, skills and emotional intelligence that are considered essential for good professional delivery of lessons on children.

This definition by Day implies that CPD is an ongoing process that enables teachers to acquire both formal and informal knowledge, skills and professional expertise. In other words, CPD refers to a myriad of activities and experiences, which aim to improve the pedagogical skills of teachers. It not only helps teachers develop their professional skills but also acts as a form of guide at each stage of their teaching career.

Day's definition is appropriate for this study since it aims to analyse the previous and current experience of EFL Libyan teachers' perceptions of CPD at school level. Like Day, this work also aims at investigating the direct and indirect factors, which may affect the participation of Libyan EFL primary school in Libya in CPD programmes.

According to the OECD (2009, p. 49)., regardless of how efficient and relevant pre-service training may be, it would be impossible to train teachers for all of the challenges that they are likely to face during their careers, such as the need for multi-cultural awareness, dealing with children with special needs and dealing with the increasing involvement of parents. This means that the maintenance of high standards in teaching is dependent on providing teachers with ongoing development that helps them to interact and to share ideas with each other and to effectively sample some of the learning methods that they will employ in their classrooms themselves (OECD 2009, p. 49).

The UK Institute for Learning (2009) proposed some relevant points in support of career professional development for teachers. For example, they note that CPD allows teachers to embrace new methods and new technology, thereby allowing teachers to become contemporary professionals. This suggests that CPD can be beneficial and critical to the development of modern teachers and the teaching profession. On the

other hand, in terms of cost benefit it is and has been an area of considerable debate. Indeed, it can be argued that it would be a mistake to bluntly hold it up within some sort of didactic paradigm and then preach its virtues to developing nations.

This is because teacher training, let alone professional development, is a contentious issue even in a developed nation such as the UK (Calderhead, 2012). Indeed, several pertinent points were by Calderhead (2012) concerning the debate both in the UK and in other countries. One of his arguments was that teachers' personal training efforts only began in 1965 in the UK when the first Bachelor of Education was introduced (B.Ed). Furthermore, the debate concerning teacher training has intensified over the last five years, with the questioning of value and utility, and a political influence that has redirected emphasis away from the college experience to the realities of the school experience; from pedagogy to greater subject matter knowledge; the practical rather than the theoretical and the notion of an apprenticeship (Calderhead, 2012). It is worth noting that researches and studies from the UK context may present source information for policy-formulation in Libya. After all, the Libyans depend on UK for manpower development in education (Latif, 2012).

Additionally, the changes themselves do not shift away from a constructivist teaching environment. Indeed, the notion of an ongoing apprenticeship—learning by doing—supported by a more structured CPD programme is in itself constructivist by nature. A constructivist approach refers to a situation where EFL teachers are encouraged to be innovative by adopting approaches and methods that will enable them teach students effectively. It depends greatly on the depth of knowledge about the environment the teachers possess. Such a view is supported by a number of researchers. In an empirical study of 700 newly qualified teachers comprising of both EFL and non-EFL teachers, Richter *et al.* (2013), established that the quality rather than frequency of on-the-job mentoring while doing was key to a successful teaching career.

Several points emerge from Richter, *et al.* (2013)'s findings. Firstly, it would be a mistake to seek to impose Western CPD teacher training beliefs on an emerging educational system such as Libya. This is because these systems are, themselves, in a dynamic and non-static flux of change. Secondly there is a significant difference between the constructivist approach ingrained in the education systems of many developed nations compared with the instructional approach that is inherent within the

education systems of developing nations such as Libya. Simply put, education policy makers in developed nations tend to encourage teachers of primary schools to adopt constructivist approaches. But, those in developing nations like in Libya encourage instructional approach and this may account for the lower levels of teacher efficiency witnessed within the context of the latter.

The state of flux that teacher training and continuing professional development appear to be in can perhaps be further exemplified by noting research, which contradicts some of the points made above. For example, while a notion of ongoing and implicitly smooth and constructivist career professional development was suggested by writers such as Richter *et al.* (2013), other research is suggestive of a different understanding of the nature of career professional development and one which is contingent on a number of other factors. Day and Gu (2007) found, through an empirical investigation, that workplace and personal conditions had an impact on the CPD of teachers studied. This suggests that in order to be effective, teachers need professional learning opportunities that are designed to take account of the personal, workplace and external scenarios which challenge/influence their commitment.

It is important to evaluate this somewhat confusing and almost contradictory view of CPD and teachers. One way of making such a consideration is to compare it with the almost too clear cut views put forward by other scholars. Perhaps these other perspectives appear to have clarity and a singular view precisely because they do not take account of the human side of teaching. In effect, they are fundamentally neat but by so being, are reductionist and not reflective of the reality of human lives and human experiences.

For the purposes of this study, contextualisation is important because it would perhaps be all too easy to incorporate assumptions about teaching and practices from the developed to the developing world—assumptions that provide clear-cut but nonetheless fundamentally flawed views of the problems faced by teachers, and which would be magnified in a setting where significant and far-reaching changes are required.

Thus, while this initial section has established some important aspects of CPD within a community of practice framework, care should be taken not to make simplistic assumptions of what may or may not be achievable. This point aside, and despite the

ongoing debate in the UK and other nations, the perceived general importance of CPD has been established. In the case of Libya, it is argued that there should be little or no controversy about the need for change and that CPD is a positive strategy for teachers and schools in a general sense. However, it has also been relevant and necessary to contextualise the extent and nature of the challenge being faced, which, it is argued, is a shift from one ingrained approach to teaching by a fundamentally different one.

3.1.5.3 Primary School Teachers Continuing Professional Development in Libya:

As has already been stated, there is a dearth of literature concerning career professional development in Libya, and none that focuses specifically on primary school teachers; therefore, the review necessitated an international perspective. With that in mind two UK studies (Ridley, 2011; Maughan *et al.*, 2012) and one from Hong Kong (Wan, 2011) were selected for inclusion. Focusing specifically on two small rural primary schools in England as a case study, Ridley (2011) conducted a study using a mixed methods approach to examine the attitudes of primary school teachers towards their CPD. The results from the quantitative survey and the qualitative semi-structured interviews was that the CPD programmes of the teachers were mainly the result of national government initiatives or national priorities that are centrally funded and focus on prescriptive training packages, rather than individual or school-based motivation to improve teaching practices. As the national initiatives also formed part of schools' development plan (SDP) targets, there were clear links between these plans, CPD, and the extent to which it was valued.

Essentially, the length of time allocated to CPD was found to be dictated by the school management's one-year performance and the five statutory training days. What Ridley's (2011) study reveals is that teachers' personal professional development opportunities may be forfeited because of the greater incentives to align themselves with the school CPD. Despite having no national or local funding to undertake personal CPD and the variability of the provision there was a general agreement that it went a long way to matching their needs. Although the recommendations of the General Teaching Council (2006) for entitlement of CPD and a dedicated coordinator in schools was not evidenced in the case study; where in-school training provision was delivered by a colleague it was seen as preferable to one-size-fits-all, centrally imposed deficit

model. The schools were seen as functioning as a community of practice and a professional learning environment which was of central importance to the pedagogical growth of teachers. That, and access to funding for higher degrees, however restricted, was viewed by older teachers a pivotal to enabling them to develop their professional knowledge.

Maughan *et al.* (2012) undertook a review of the national and international literature from over six years to review CPD. Of the 132 research articles they considered, only twenty-one met their final inclusion criteria and these were organised into the following themes: leadership; planning and preparation; practice development; and monitoring and evaluation. Two particular findings were specifically related to primary schools. The first was that primary school head teachers were less likely to stress their ability as a leader to improve the quality of CPD provision but perceived that anything that they do to improve teaching had a stronger impact on their school's quality of teaching. On a more general level, they recommend that school leadership ought to provide direction, vision and focus, enable positive change and make the best use of skills and knowledge available to them. The second specific finding was that individual primary schools' teachers also use student reactions as a means of informally evaluating their teaching practices and deciding whether they are successful or otherwise require their approach refining.

On the other hand, the formal school evaluations were found to be based on formal examination results at least as part of measuring the success of CPD interventions. Perhaps the most important finding that would apply to all schools, primary included, is that to be a progressive necessitates that schools make use of both formal and informal training opportunities and back these up with adequate funding, time and resources.

A similar study to Ridley's was conducted in Hong Kong by Wan (2011). Three primary schools were selected as samples and a mixed method approach taken to study teachers' perceptions of the factors affecting their participation in CPD. She found that the preferred method for teachers in terms of CPD was access to higher educational degrees, but paradoxically, this does not mean conducting research or producing and publishing their own work. Wang also classified her findings into factors which facilitated or inhibited the teachers CPD. The facilitating factors were; the school's

support, personal achievement, funding and time, motivation, the provision of CPD, relationships with other teachers, the influence of the government and the support of their families. The inhibiting factors included; heavy teaching workloads were of particular concern to male teachers, the quality of the CPD provider, and their personal commitments.

The most unmet need as expressed by the teachers, was student development and in this, Wan also underlines the importance of CPD for teachers' content knowledge and classroom skills (2011).

Although Wan's study took place in Hong Kong, its findings can be interpreted as useful for current climate of Libyan school system and pupils' educational needs. For example, if the Libyan government intends to realise the usefulness of CPD for its school teachers, it needs to facilitate the implementation of CPD in various ways, such as through the provision of financial, personal and professional incentives that encourage teachers to realise the value of all models of CPD. Secondly, Libyan schools should devise CPD plans according to teachers' workload and professional needs.

3.2.1 A Review of Empirical Literature

3.2.1.1 Continuing Professional Development and Effectiveness in Teachers' Work:

Research has shown that teacher' beliefs before and after participating in CPD have direct influence on their EFL teaching effectiveness (Wong 2014), classroom management practices (Lee 2013) and EFL teaching results (Silva and Matsuda 2010; Borg and Al-Busaidi 2012). Teng (2016) also found that continuing professional development programme expanded teachers' understanding and knowledge about EFL speaking and writing theories. Additionally, the CPD programmes expose teachers to techniques and strategies of combining these new approaches into teaching EFL in primary school. Miller *et al.* (2017), in their quantitative study, found that CPD helped improve EFL teaching effectiveness. However, the study did not report on the specific type of EFL CPD programmes that enhance teachers' EFL teaching effectiveness. A major setback in their study is that the methodological approach was, as a mixed method approach, sufficiently descriptive but not sufficiently analytical. Subsequently, this may be considered a limitation on its findings.

Buckingham (2014) found that CPD had a positive influence on EFL teachers' effectiveness in teaching young children and primary schools in Oman. Teachers of EFL who underwent CPD also had many job opportunities in Oman and higher institutions in Arabian Gulf. Nonetheless, the quantitative research design adopted for this study was not empirical, and it is suggested that it would have been more adequate to use a research strategy built on observation and ethnography given the sensitivity and nature of the regional context.

Carlyon (2015) found that teachers' transition from teaching a lower class to teaching higher-level classes in primary was an opportunity to participate in CPD programme and improve their EFL teaching effectiveness so as to meet the required standards and also the EFL expectations of students. Teachers felt that through such transitions, they would understand the differences of teaching at different year-levels in the school, earn even more respect from their colleagues and gain access to career growth opportunities. Also, Carlyon found that transition attracted a mentoring role for students offering EFL thus, compelled some levels of commitment for teaching EFL (2015).

Continuing professional development is necessary for improving and supporting EFL teaching effectiveness (Robinson, Hohepa and Lloyd, 2009). Others argued that teaching effectiveness can be better achieved through CPD because teachers are exposed to challenges and opportunities for improved pedagogical knowledge of teaching EFL (Hoyle and John 1995; Newell, Tallman and Letcher, 2009). Some educators appreciate their role in supporting EFL teachers to continue to pursue professional development and also acknowledge that teaching effectiveness comes when teachers are exposed to the right kind of culture and environment (Harris 2007, Branson 2010, Le Fevre, 2010).

The argument of these authors follows that EFL teaching effectiveness comes through a collaborative orientation and effort from school leaders, educators, students and teachers of EFL. This is why Kennedy (2011) suggested that a collaborative approach to CPD is needed because it creates new opportunities for teachers to learn how to do things in a positively different way from how they did it in the past. In their study of the Chinese primary education sector, Ng and Chan (2014) found that effective teaching of EFL has been hindered by insufficient training opportunities for EFL

teachers in primary schools. They also reported that there is a consistent demand from teachers for interpersonal skills development and a critical understanding of managing native language fanatics. In other words, the study suggested that to enhance EFL teaching in Hong Kong, the professional development curriculum ought to involve negotiations regarding the teaching environment of teachers. Kelchtermans (2004) posit that CPD is a learning platform where critical and result oriented interactions are held in a given context and which would eventually lead to teacher-in-class effectiveness and commitment to professionalism.

Choi (2013) reported that gender identities and domestic perceptions influence EFL teachers' effectiveness and commitment as well as their future career aspirations-expectations. Choi (2013) therefore suggested that schools and education authorities should carry out regular professional and personal needs analysis for teachers so as to identify the most appropriate professional development needs as per the teachers' expectations. The Teaching Council (2011) states that teacher CPD should be based on teachers' identified needs given the nature of the school's academic environment. For example, though there is demand for EFL teachers in both rural and urban school communities, it is possible that EFL teachers in each environment would use different strategies and approaches. This is based on the assumption that rural and urban students may differ significantly in their knowledge of English. Murphy and De Paor (2017) stated that effective EFL teaching CPD programmes should aim at identifying the right EFL content and the most appropriate delivery strategy instead of the normal content spanning across all subjects. This is because not all subjects share commonalities in terms of content and delivery skill.

In their study, Li and Zou (2017) found that CPD may help to improve EFL teachers' expertise in lesson planning and subject delivery and as a result, teachers may become more effective and fluent in delivering EFL than they were before taking part in CPD (Weiner, 2002; Burbank & Kauchack, 2003; Boreham, 2000).

Kim, Xie and Cheng (2017) studied EFL teachers in Chinese primary schools and found that themes such as EFL familiarisation, utilisation, integration and reorientation are they key determinants of EFL teachers' effectiveness in Chinese primary schools. In other words, EFL teachers ought to be continually familiarised with the latest EFL subject content and pedagogies for delivering the subject. In addition to that, after

acquiring this knowledge, they need to utilise/implement/integrate it into their formal or informal curriculum. In effect, reorientation directed towards ensuring EFL teaching effectiveness would then continue through CPD programmes.

He, Kristine and Pynes (2017) found that teachers who attended short term study programmes abroad outperformed other EFL teachers who are trained via traditional CPD programmes. This suggests that a teacher who goes through EFL short term study programme in England may be more effective in delivering EFL lessons than those who receive traditional training for a few hours. This may be because the teachers trained abroad go through rigorous and informed training sessions with trainers who are experts in English language whereas the others do not go through same depth of training (Richter *et al.*, 2013).

Chao *et al.* (2017) reported that there is a positive relationship between teachers' knowledge acquired from CPD programme and teachers' effectiveness for teaching EFL. Chao *et al.* (2017) also reported that teachers with right pedagogical skill were good at managing their class and catering to students with special needs in Hong Kong.

3.2.2 Continuing Professional Development and English Foreign Language Teaching in Non-English-Speaking Countries

Moreno-Lopez *et al.* (2017) examined how current ways of teaching English foreign language can be improved in public school in Spain and found that traditional face-to-face instruction such as that found in community based learning component as well as studies abroad have a significant influence on EFL teaching. This suggests that the integration of the traditional community based learning approach is supportive in teaching EFL as it is an approach that students are familiar with and would help in facilitating students learning of EFL. On the other hand, studying abroad is also a significant factor determining teaching effectiveness particularly for those teachers who are professionally trained for teaching English foreign language in native English speaking countries. Those trained in English speaking countries like England are likely to perform better than those trained in non-English speaking countries. This is because these teachers would have been trained using the English language as a medium and

may also have communicated in English during most of their public interaction thus, helping to strengthen their English speaking competencies.

Darhower (2006) reported that students tend to strengthen their knowledge of EFL through their first language and that after a long period of time, English became a primary language in the social interaction of pupils and young adults in schools. This implies that teaching EFL alone is not enough to guarantee pupils' mastery of English speaking and writing. On the contrary, consistent use of the language over time is required. Belz (2002, 2003) found that the use of tele-collaborative approaches in the teaching of English as a foreign language positively influences proficiency in bilingual social interaction Students with high levels of bilingual competence tend to feel more comfortable working with peers from foreign countries. Tele-collaboration is defined as the pedagogic practice of bringing together classes of foreign language students or learners through computer interfaced communication with a focus on improving learners' language dexterity, inter-cultural communication and communicative literacy (O'Dowd, 2006a; Dooly, 2008; Kern, Ware & Warschauer, 2008).

Wolff and De-costa (2017) also found that students who learnt under teachers who were trained in English speaking countries outperformed students that were taught by teachers trained in Non-English speaking countries. One potential limitation of this study is that the researchers failed to take into consideration the emotional demands of Non English speaking teachers that would have perhaps provided rich practical implications for improving professional development of non-English teachers in terms of motivating them for productivity and participation in CPDs.

In their study, Thompson and Fioramonte (2012) found that despite the professional development programmes for EFL teachers, some teachers struggle with native language speaking students in terms of pronunciation. CPD programmes were however found to positively influence the perceptions of teachers with advantages in native and EF Language speaking respectively. Secondly, Thompson and Vasquez (2015) in their study reported how EFL teachers could overcome these obstacles. One suggestion is that those teachers who had issues with native language speaking students were perhaps those who neglected aspects of students' native language. Thus, based on the findings of Thompson and Vasquez (2015), EFL continuing professional development programmes should not ignore/side line the native

language. For example, teachers could intermittently use some native vocabularies to reinforce/scaffold certain English pronunciations so as to further enhance the students' understanding and interest for learning EFL. This finding, from a personal reflective perspective is viable since some students get agitated when English teachers continually use EFL vocabularies without intermittently using Arabic to explain these vocabularies to learners. The native language is also important because pupils were used to speaking more of Arabic language at home as well as in other religious and social gatherings outside school hours.

Lightbown and Spada (2013) are in consensus with Lewis and Tierney (2013) who suggested the need to investigate the consequence of students' emotions on their capacity to learn EFL, Pavlenko (2013) suggests that teachers and school managers should set aside the question of what emotions are and should instead focus on what emotions do. This is because identifying what emotions do would help to influence the perceptions of native students toward EFL. De Costa (2016a) reported that through foreign and local based CPD programmes EFL teachers are prepared to manage students' anxiety and emotions in regards to EFL.

These findings suggest that knowledge gained from foreign CPD would help improve EFL teaching competence while knowledge from local based CPD would assist in understanding academic vulnerability of the environment. Loh and Liew (2016) attributed the emotional burdens and tensions of English FL teachers in secondary schools to the perceived gap between their personal expectations and professional expectations, which is moderated by their volume of work, in terms of student essay grading and culturally responsive pedagogies. This infers that teachers' achievement of their personal and professional expectations brings about positive emotions towards teaching EFL whilst none achievement of professional expectations induces negative emotions.

Blaj-Ward (2017), in his study, interviewed 21 international postgraduate research students from non-English speaking countries studying in UK universities and teaching EFL in their home nations. From the interviews, he found that after their studies in UK institutes of higher education, non-native English speaking students were transformed from EFL learners to near competent EFL language user. The study-abroad-CPD is therefore strategic in transforming non-native English speakers into competent EFL

users and teachers who are environmentally and culturally responsive to learners' expectations. As a way of continuing professional development, acquisition of English foreign language competence is closely related with studying abroad for a 3-4-year degree in higher institutions especially in English speaking countries (Lightbown and Spada, 2013).

This finding suggests that the primary aim and quest of non-English speaking international students aspiring to study abroad is to know how to speak and write more competently using English language. For example, UK Universities serve as the most prominent academic destination for Chinese students owing to the fact that they aspire to acquire English speaking and listening skills as a second language in order to facilitate communication with peers and business partners from across the world (Biggs, 2015; Knoch *et al.*, 2015; Rochecouste, Oliver and Mulligan, 2011). Such studies all relate to CPD in Libya because they examine EFL teaching in non-English-speaking countries.

May (2013) is of the opinion that there should be a broader focus on inter-cultural education rather than a pure focus on linguistic forms and structures. In so doing, it would be possible to build new linguistic and cultural relationships between teaching EFL, the minority language and the students' dominant native language. This would further improve the learner's capacity of acquiring English as a foreign language and would also help to eliminate students' language bias.

Further, some scholars have proposed that due to the difficulties of finding teachers who are fluent in speaking EFL amongst native language speakers, government and school leaders should ensure appropriate continuing professional training and motivation for teachers to have specialist pedagogy that would enable them to work effectively in classrooms settings where there is considerable variation in students' competence in EFL (Stiles 1997; McCarty 2002; King and Benson 2004; May and Hill, 2008 Hamel, 2008; Peter, Sly and Hirata-Edds, 2011; O'Laoire, 2012; May, 2013).

McPake (2017) carried out a comparative study of continuing professional development programmes for teachers who were formerly majority language teachers and users and now moving into minority language primary education. He established that three key dimensions; teacher commitment, long-term vision and willingness to adapt and continually develop had both positive and negative influences on achieving

the goal of teaching English minority language. For teachers' commitment it implies that if teachers are motivated and induced to be committed in teaching minority language they are in turn spurred to achieve the goal thereby having a positive influence. However, the reverse situation would result in negative influence on teaching EFL. In terms of long term vision, the suggestion is that teachers have the objective/goal of been renowned experts in teaching EFL. This could positively influence them towards ensuring that they acquire the requisite skill and competencies in teaching English as a foreign language. The willingness to adapt and develop is associated with teachers' motivation because a positively motivated teacher would naturally be happy to adapt and support new innovations that would bring about positive productivity. However, when these teachers feel continually cheated and unappreciated they are likely to show their dissonance for teaching EFL and this may hinder effective and quality delivery on students.

Researchers have advised that it is a mistake for school managers and policy makers to think that only CPD educational provision could successfully bring about the students' acquisition of English as a Foreign language (Fishman 1991; Baker 2001; Hornberger, 2008). This means that there are other factors that determine the successful implementation of knowledge gained by teachers from continuing professional development programmes. These may include factors such as teachers' personal expectations, the potential reward and other job conditions and pre-requisites other than professional skill acquisition.

Faez and Karas (2017) examined the connections between English foreign language proficiency and teaching ability. From their study, it was found that English foreign language teachers require higher level of competency so as to be successful EFL teachers while pedagogical skills were necessary for effective and efficient EFL instructions. This presupposes that continuing professional development programmes should not only focus on EFL mastery but also pedagogical competence since this is critical for holistic improvement of EFL teaching in schools more so in terms of content and the approaches used for subject delivery. Mohammadi and Moradi (2017) quantitatively investigated change in EFL teachers' perceptions of continuing professional development and found that teachers' perception towards CPD changes based on individual teachers actual and anticipated expectations. That is, there is a significant disagreement between teachers' expectations before and after participating

in continuing professional development programmes. Their study also found that customized CPD programmes induced positive perception on teacher's pre and post CPD expectations (see also, Chang, Jeon, and Ahn, 2014; Hung &Yeh, 2013; Tang, Lee & Chun, 2012; Gholami and Qurbanzada, 2016; Pipere, Veisson and Salite, 2015).

Hargreaves and Fink (2003) found that sustainable CPD requires critical investment in building long term capacity for teachers' improvement. This implies developing skills that would last long after the project money has dried up. Shahmohammadi (2012) later upgraded the findings of Hargreaves and Fink, that the sustainability of teachers' skills and knowledge gained from CPD is contextual, and found that monetary inducement and motivation helped to sustain teachers' contribution in teaching EFL in the short run whilst post retirement conditions sustain teachers' commitment to teaching EFL in the long run. Contextual in this case may mean that teachers who teach EFL in developed non English speaking countries might be more committed to their work in short and long run due to the presence of stable and trusted working conditions. On the other hand, those in developing countries, which grapple with challenges such as corruption and where the appreciation of teachers' hard work is neglected effectively become less committed to teaching EFL for fear of economic and possibly even political uncertainties.

On this note, Jamshidi and Sadeghi (2014) found that English language teaching profession in Iran was underpinned by inadequate, ineffective and inefficient pre-service education, weak preparation of teachers and a lack of professional and personal development support. All of these showed a negative impact on EFL teachers' commitment and students' mastery for EFL speaking and writing and validates similar findings from earlier studies in Iran (Shahmohammadi, 2012; Nargesy, 2012).

Gao and Ma (2011) found that teachers' perception about good teaching is a function of their daily reflective teaching practice and impact of their class pedagogical decisions. This supports the reason why it might be difficult for a government's new EFL curriculum to be implemented if teachers do not support it. Therefore, it is necessary to determine if EFL teachers are mentally ready to implement the changes

needed to achieve the educational goals of a modern society (See also, Akbari and Tajik, 2012).

Due to rising demand for EFL in non-English speaking environment, the current provisions for teacher development programmes are inadequate to meet the rising expectations of education authorities, parents and learners. Researchers therefore advocate that teachers should pursue personal skill development while they are still employed (Gandara, Maxwell-Jolly and Driscoll 2005; Mann, 2005). This proposition follows the precedent from earlier studies such as Elmore (2002) and Gusky (2002) and later in Fullan (2007), which postulated that the drive for teachers' personal development would soon be more popular than continuing professional development's initiative. This implies that in the absence of CPD opportunities from employers, EFL teachers may begin to assume the financial responsibility for their own professional development needs for the purpose of job mobility.

A number of studies suggest that regular participation in continuing professional development programmes may have a positive impact on the EFL teachers' ability to acquire the knowledge delivery and emotional intelligence skills necessary for developing students EFL proficiency at every stage in school (Buczynski and Hansen, 2010; Gabriel, Day and Allington, 2011). Konig *et al.* (2016) investigated teachers' professional knowledge of pedagogical content and its effect on teaching English as a foreign language in Germany. They found that a good grasp of pedagogical content knowledge may have positive impact on EFL teaching and learning outcomes.

Al-Qallaf and Al-Mutairi (2016) studied the impact of blogs on teaching English as a foreign language and found that students who used blogs (blogs relating to the tele-collaborative approach, which is a pedagogic practice of bringing together classes of foreign language students for the purpose of improving their foreign language skills) in supporting EFL-learning were more motivated and more independent, and provided more positive attitudes towards learning EFL. In addition, EFL teachers are clearly enthusiastic about the use of Web technologies in their teaching practices and teaching skills development because this also helps to improve their digital literacy competencies, technology-use behaviour and also facilitates more effective EFL teaching and learning. Similarly, Maron and Smith (2008) found that social media networking sites (SNSs) support communication, collaboration and active

engagement between learners and teachers of EFL. Nevertheless, it may be important to note that teachers who use social media networking sites for the purposes of improving their teaching pedagogies for EFL are personally bearing the cost professional development rather than government or other agencies responsible for organising CPD programmes (Richardson, 2010).

Gedera (2012) and Taki and Fardafshari (2012) reported that developing EF language dexterity especially in writing and speaking is a serious limitation for teachers. This is because many primary school pupils submitted that learning English foreign language was elusive, boring and clearly one of their less preferred subjects. It is expected that pupils can be bored with learning EFL especially if their teachers are not culturally and socially competent to acknowledge students' diversity given that EFL was not their native language. But, students could make EFL their preferred subject if their teachers were motivating/interesting and made the class as culturally relevant and contextual as possible.

Studies have shown that teachers who engaged in voyages of personal professional development through digital media communities performed more professionally in teaching EFL than those who waited for continuing professional development programmes offered by government agencies and schools (Hobbs, 2010; Davies *et al.*, 2011; ALA, 2013). This is because teachers in the former category regularly updated their pedagogical skills online drawing from different English language-speaking contexts and were therefore better prepared for new jobs. Those who depended on government and school sponsored CPD programmes were relatively behind their digital colleagues in terms of the latest professional skills and knowledge in the field of teaching EFL.

Rappel (2015) using a qualitative strategy, examined the integration of personal and professional development and the outcomes for EFL teaching and found that a lack of job security and a lack of professional definition added to the instability that transcends workplace conditions thus, building barriers to establishing positive teacher practices. In addition, they found that teachers' working conditions favoured teachers' personal expectations over professionalism. This suggests that there is a positive correlation between personal development expectations and teachers' professionalism; that is,

teachers' professionalism comes to the limelight when their personal expectations are met.

Lee, Mak and Burns (2016) studied how EFL teachers make attempts to implement feedback innovations in classrooms after receiving professional development training input. They found that EFL teachers were not able translate into practice, the feedback structure acquired from continuing professional development training. Additionally, their attempts to implement feedback knowledge were barred by various factors, such as poor teacher motivation and incentive as well as inadequate knowledge of the feedback structure. This implies that teachers' inability to bring their CPD knowledge into providing feedback for students' work could perhaps be as a result of poor quality of pedagogical skill acquired from CPD.

Kip and Manthey (2015) found that teachers' perceived collective effectiveness for English foreign language was higher than their individual teaching efficacy and that school-wide programmes designed to improve EFL teaching would result in greater collective teaching efficacy. This study used a quantitative approach but factors influencing collective and individual efficacy would have been identified if they had adopted a qualitative or mixed-methods strategy in collecting their study data.

Talbert (2009) argues that many school systems have preferred to adopt the professional learning approach for continuing professional development for teachers. This is a trend that is closely associated with the socio-cultural professional approach. This suggests that social cultural orientation is critical for building teachers' professional skills for teaching EFL. This also suggests that although English foreign language may not be the preferred language for non-English speaking pupils, designing teaching approaches within the contexts of learners' academic and social environment would ensure effective delivery of EFL content. Young *et al.* (2014) found that teachers believe that their command of English is inadequate for teaching English professionally and for public engagement in the community of teachers. Importantly, however, this study did not reveal why teachers' command of EFL was inadequate for teaching English professionally and in public spaces. This study therefore creates a gap for future studies to fill. Perhaps using a phenomenological paradigm would help to meet the purpose of the study. Butler (2004) in an earlier study reported that there is a negative link between teachers' self-assessed language proficiency and the

required command of English to teach effectively at primary level. Also, Eslami and Fatami (2008) explored the links between English foreign language teachers' perceptions about their self-efficacy to teach English and the level of performance displayed in teaching EFL in Iran and found that there is a positive and significant relationship between level of EFL proficiency and teachers' teaching efficacy. In other words, when teachers' perceived proficiency in EFL skills grows higher it propels a feeling of effectiveness in them and they believe themselves better placed to effectively teach EFL.

Guo *et al.* (2010) studied the association between nursery school teachers' efficacy, quality in-classroom management and students' gains in early English language literacy skills. Their study reported that teachers' efficacy had a positive influence on the quality of classroom management as well as students' development of EFL writing skills but a negative impact on their vocabulary development skill. This suggests that a combination of knowledge from teachers' personal development effort and that acquired from continuing professional development has the capacity of bringing up students' EFL competence in writing and vocabulary development. More so, an ethnographic research approach would be critical to unravel why some students do well in EFL writing and not vocabulary development. Valmory and De Costa (2016) examined how English teachers maintained their EFL proficiency using the grounded theory approach and found that most teachers who had high levels of proficiency in teaching EFL were those who were regularly sent abroad for continuing professional development training and were also engaging in private professional development. Another group of proficient EFL teachers was that of teachers who had attended CPD abroad for a few times but who were regularly developing themselves personally. The qualitative approach used for this study was adequate because the study drew links between personal and institutional professional development and their impact on EFL proficiency.

Further, Coniam, Falvey and Xiao (2017) carried out a study on the influence of English Language-teaching profession on students' EFL development in Hong Kong and found that the level and quality of knowledge acquired from continuing professional development programmes and teachers' efficiency has an effect on students' EFL development. However, Fischer (2013) argued that while EF language teachers' proficiency was necessary for teaching EFL, it was not strictly needed for

effective teaching of EFL language. This implies that a teacher's overall proficiency in EFL does not automatically mean that students under his/her tutelage would develop greater proficiency in listening, writing and speaking English foreign language. This argument validates that of Richards (2008) who opined that EF language teachers do not only need to have knowledge of English language, but should also know about pedagogical strategies to help transform content and make it easy for students to digest. In a later study, Richards (2010) provides a list of strategies through which EFL teachers can make it easier for learners. These strategies are in alignment with the findings from the earlier study in 2008. He notes that EFL teachers are expected to introduce content, plan lesson arrangements, evaluate students' understanding of EFL prior and after class, initiate and guide student presentation practices and consistently monitor student English language usage during class session and outside class meetings.

Wright (2010) in his study acknowledged that one good way of developing teachers' pedagogical content and knowledge delivery skills was through teacher continuing professional development training. However, the study down played the role of personal development strategy in acquiring pedagogical content and delivery skills. These arguments follow that EFL content development training is good but teachers' professional pedagogical development needs are critical if the goal of effectively teaching EFL to students is to be achieved; this is based on the notion that EFL teachers' pedagogical skills are positively associated with EFL course content (Andrews and McNeil, 2005). Ultimately, though some teachers may not have the adequate depth of EFL proficiency, but may have the pedagogical know-how to pass on EFL knowledge to learners. The strength and reliability of findings from Andrews and McNeil (2005) is in the qualitative interview approach it adopted as it was suitable for arriving at these informed findings.

Myhill, Jones and Watson (2013), reported that teachers' confidence and knowledge of grammar usage was necessary for the teaching EFL hence contradicting the argument set out by Fischer (2013). Myhill, Jones and Watson's study suggests that one cannot effectively teach others that in which what he/she lacks mastery. In other words, in order for a teacher to effectively teach his/her students EFL to the point of understanding and fluent usage, the teacher should first have a good command of EFL.

Going by these two strands of argument, the present researcher believes that the finding of Fischer is contextually reliable given that in non-English speaking countries finding teachers with an adequate depth of English command is difficult. Regardless, it is possible for these teachers to develop and build their EFL proficiency over time through CPD and personal development efforts.

Naghdipour and Koc (2015) evaluated teaching interventions of English foreign language writing in terms of paragraph and essay writing in Iranian primary and secondary schools using a mixed methods research design. Findings from the focus group interviews show that students at the primary school level outperformed those in secondary schools at paragraph and essay writing levels. This relates to CPD because EFL teachers are taught how to write essays so as to teach their students how to write essays. Additionally, findings suggest that CPD programmes should design an EFL writing curriculum and instruction that reflects students' EFL needs and aspiration. Findings from this research are lopsided and unreliable because findings from the quantitative stream of the work were not reported. However, the fact that students in primary outperformed those in secondary is not new because these are two different levels and the robustness of EFL continuing professional development training for primary school is expected to be more tactical since it is the early child formative stage. This may help to explain hence the positive outcome of students' performance for paragraphing and essay writing. While one would expect that students at secondary school would perform better in paragraphing and essay-writing as a result of the assumption that they have a stronger command of speaking and writing EFL, this study has revealed that perhaps teachers of EFL were not improving their EFL-teaching skills so as to continually maintain the performance of EFL students moving from primary to secondary classes. Accordingly, this study proposes that a purely phenomenological paradigm, specifically entailing the use of ethnographic and observation approaches, needs to be employed to understand the action and inactions behind the expected and actual EFL performance between primary and secondary school students in Iran (Naghdipour and Koc, 2015).

Findings from other studies argue that EFL writing instruction in Arabic countries still follows the teacher-in-front prescriptive approach (Lee, 2011; Birjandi and HadidiTamjid 2012). This perceived mundane approach to teaching EFL has deprived

primary and secondary school students the opportunity to get involved in reflective English language writing and speaking activities (Al-Jarrah and Al-Ahmad 2013).

In an earlier study, Rahimi (2009) had reported that the ability of teachers to teach EFL and to achieve high students' understanding may be hindered by increased class size in Iranian primary schools in the future as later validated in Rahimi (2013). This is because when there is negative gap between teacher-student ratio then the level of students' academic involvement and students' EFL feedback would be negatively affected.

These findings are in line findings from studies conducted in other non-English speaking countries such as China. For example, Yang *et al.* (2006) found that English foreign language-writing is taught via form-focused and product-based approaches across Chinese primary schools. This approach requires learners to produce a single English writing draft as part of exams preparation. This means that the interest of educators is not primarily about developing students with EFL speaking, writing and listening abilities but is rather focused on helping learners of EFL to pass exams. These findings are further validated by Lee (2013) who concludes that EFL teachers' preoccupation with exams is a hindrance to the effective implementation of of EFL writing in Hong Kong.

Many researchers have suggested that to achieve high levels of teacher-students EFL outcome, educational policy makers should stop providing generalised CPD programmes and instead focus on specialised CPD, which integrates reading, writing and speaking of EFL so as to provide learners with rich EFL course content (Hyland 2007; Hirvela 2004; Rahimi 2009; Min 2009; Zhang, 2013). Schwartz, Ibrahim and Kahn-Horwitz (2016) found that teachers who have multilingual competencies were better teachers of EFL in Arabic schools than those who had single language competence. In a similar study, Allaith and Joshi (2011) in t reported that English mono-literate school children had significant and positive advantage over their counterparts who speak only Arabic. However, the study compared children who lived in pure English speaking countries and returned back to their home country during early childhood to join school and those who have lived in Iraq from birth.

Kissau and Algozzine (2017) examined what makes foreign language teaching effective from the context of EFL content. The research was conducted through

qualitative interviews with 21 native and non-native speaking teachers and it found that content knowledge was critical for becoming an effective EFL teachers. Additionally, the study also found that the factors that personally drive individual teachers to perform effectively varied. But, the researcher did not report aspects or types of content knowledge that influence effective teaching of EFL. This study agrees that the factors driving individual teachers to be effective were unique for individual teachers because while some might be interested in monetary rewards, for others it might be position reward and for some it could be professionalism.

Ball, Thames and Phelps (2008) reported that EFL teachers who do not have strong command of the EFL subject cannot claim to be effectively teaching their students well because one cannot offer what he does not have. But, teachers with common content knowledge, specialised content knowledge, knowledge of students and their academic environment as well as knowledge of content and teaching are those who can effectively teach EFL with obvious positive results on students. Gholami, Sarkhosh and Abdi (2016) carried out a comparative study of EFL teaching practices in public and private school teachers in Iran and found a significant and positive difference in the EFL teaching practices of teachers in public and private school. Private school EFL teachers with a rich teaching experience subscribed to and adopted theories of communicative language teaching. Subsequently, students in private schools performed better in EFL subject that their counterpart in public schools.

Farrell (2006) posits that effective teaching of EFL in Arabic speaking countries depends on the environmental conditions. Others argue that EFL teaching actions in Middle-Eastern countries are influenced by the beliefs in the country as well as the teaching situations. It should, however, be noted that in a few cases teachers' EFL teaching practices do not reflect these beliefs because the structure of the academic environment could propel them to carry out some tasks and activities that violate their beliefs just to satisfy students EFL needs (Philip and Borg, 2009; Rahimi and Nabilou, 2010).

Kahn-Horwitz (2016) found that pre-service and in-service EFL teachers reported similar levels of orthographic knowledge prior to teachers' EFL CPD training and that in-service teachers were rated higher on orthographic-related EFL knowledge. In addition, Kahn-Horwitz reported a lack of interaction between acquired orthographic-

related EFL and transformative-related knowledge. Weiser and Mathes (2011) suggested that in teaching EFL, teachers are required to have relative mastery in speaking, writing and listening as well as analytical content knowledge. This is because at early school age and primary stage, students would be learning initial sounding, spelling and blending of words which implies that the teachers should have this competence in order to bring up pupils to the desired level of EFL speaking, reading and listening.

Ehri (2014) notes that in the process of learning EFL pupils tend to easily understand English foreign language words if they can associate English words that they learn with a meaning in their native dialect. It is expected that current continuing professional development practices for EFL teachers should be focused on achieving EFL writing, speaking and listening skills because all of these are critical in helping students' recognition, spelling and pronouncement of words, and are therefore believed to be a catalyst to understanding EFL (Kahn-Horwitz, Shimron and Sparks, 2006; Kahn-Horwitz, Sparks, and Goldstein, 2012; Gunderson, Murphy-Odo and D'Silva, 2011; Russak and Kahn-Horwitz, 2015).

Luo (2014) found that teachers perceived current continuing professional development programme as a learning atmosphere where they shared experiences and learnt from other colleagues. Luo further reported that teachers in Taiwan preferred CPD programmes that specially focused on EFL content and delivery skills rather than generalised CPD. Moreover, teachers had different professional development needs depending on the level of students they were teaching. The study also found that teachers were interested in the intrinsic and extrinsic rewards of participating in the CPD. Prior studies in Taiwan have reported that focused professional development for EFL teachers is useful in helping teachers expand their knowledge and skills horizons thus, enhancing students' interest for learning English FL in primary schools (Barratt and Kontra 2000; Luo, 2007b; Casale, 2011).

Royle, Strager and Traxler (2014) studied the impact of mobile technology for teachers' personal EFL development and found that digital development mediums are easily accessible for teachers' development irrespective of distance and possible time differences. Moreover, teachers' perceived mobile technology helped them receive diverse knowledge on EFL content and delivery strategy from different EFL scholars

across the world; this is something that orthodox forms of CPD would not afford participants. Tellez and Mosqueda (2015) examined teachers' knowledge and skills development and its influences on EFL learners and found that knowledge development enables teachers to have competence in EFL content while skill development had positive influence on their EFL delivery strategy. This study justifies that have good knowledge of the subject is not sufficient to make student understand EFL, but the combination of knowledge and delivery strategy is sufficient for teaching EFL.

3.3 Chapter Summary

This chapter is divided into two sections: the first presented an overview of the purpose of reviewing literature, review strategy, community of practice theory and relevant models and Institutional Theory, and why they were chosen as theoretical lenses, and also discussed the meaning of continuing professional development, strategies for continuing professional development and continuing professional development practices in primary school as well as perceived challenges encountered by teachers in attending CPD in the Gharian district of Libya; the second section presented empirical literature reviews in line with highlighting what has been done in this chapter in order to identify the gaps in the literature relevant to this study.

The theoretical frameworks adopted for this study were community of practice by (Lave and Wenger, 1991 and Wenger's, 1998) and Institutional Theory (Scott, 2008). This is because CoP defines learning as the result of a continual relationship between teachers and the context in which they work. This type of learning affects the professional practices of teachers objectively and subjectively through changes emerging from their social interactions and identities. Therefore, CoP mutual engagement, joint enterprise and shared repertoire and diversity would provide this study the opportunity to understand the perception of EFL teacher towards CPD and also to understand professional needs of teachers in the Gharian primary school.

The Institutional Theory, on the other hand, holds that decisions within the internal environment are explicit or implicitly influenced by forces or influences from the external environment; that is to say that CPD programmes are influenced by

institutional forces beyond the control of EFL teachers and the management of the schools in which they work. Therefore, Institutional Theory is appropriate for this study because it will provide a framework for understanding the external forces that positively or negatively influence EFL teachers' motivation to participate in CPD and their professional development needs especially for primary schools in the Gharian district of Libya.

Chapter 4: Research Methodology

4.1 Introduction

This chapter is concerned with the research methodology used in this thesis and is divided into three units. Unit one covers the philosophical underpinning of the study. This section highlights the philosophical background the ontological background and the epistemological background of the paper, as well as how these stances can be incorporated into a qualitative research design and specifically into this thesis. Also, critical justifications are made for the ontological and epistemological positions which influence the choice of subjectivism within the CoP and Institutional Theory (IT) and from which the researcher posed epistemological questions that would guide the study.

Unit Two presents discussions on subjectivism and the qualitative research design. This section includes rationales behind the choice of subjectivism and the use of a qualitative research. It also includes a discussion of the face-to-face interview approach with justifications for this approach.

Unit Three is concerned with the data collection strategies and analytical practicalities applied in the study. More specifically, it presents discussions on the following: developing the interview participants; recruitment instrument, test of validity for interview questions, population and unit of measurement and analysis, sampling techniques, the practicalities of recruiting interview participants, participants' selection criteria, arranging interview meetings and the action of conducting interviews, the number of interviews, duration and justifications, Data saturation, data analysis techniques and support software NVivo 11—thematic template as well as discussions on the content analysis techniques and thematic and content analysis process in action

4.1 Unit One: Philosophical Underpinning

4.1.1 Philosophical Background

Remenyi *et al.* (1998) in their study argued that there are critical questions that require serious attention by social researchers. These include the question of how to carry out research and what the research will be concerned with. This is cardinal as to what might be the outcome of research. Further, they postulated that there are many different potential operational reasons as to why an investigator would choose to carry out inquiries. More specifically, in many circumstance they might have earlier decided on the methodological strategy to employ for example the qualitative design with the subjectivist paradigm with approaches like face-to-face interview, focus group interview, ethnography and grounded theory. On the other hand, they might have also chosen the quantitative design within the objectivist paradigm which entails the use of tools such as surveys or a combination of both in a mixed methods design. Therefore, from the above, selecting a methodology is a more critical decision than the practicalities associated with it. This is because it prompts a philosophical outcome and justification of the research.

For example, a purely modernist-oriented researcher's answer might be that there is no truth anywhere thus, the imperative for research would be meaningless as the anticipated existence of any object cannot be unravelled. Developing a philosophical underpinning therefore requires the researcher to propose key assumptions about the two dominant areas of the nature of society and nature of science (Burrel & Morgan, 1979). The sociological dimension would involve selecting between popular perspectives, which is society, how it is regulated and revolutionary change. Under the regulatory aspect of society, the investigator assumes that society springs up rationally. For example, Burrell and Morgan (1979) think that society is cohesive and promotes a sense of unity, whilst the sociologist opinion is that revolutionary change is a constant in the state. Thus, there is a constant emergence of conflict and revolution by individuals who want to gain freedom from the oppression of political rulers and societal slavery. This is reflective of the political situation in Libya.

Methodological approaches depend on the researcher's particular philosophical stance to the nature of reality and knowledge, which informs the overall plan of when, where, what and how that that knowledge is acquired and analysed (Guba & Lincoln.

1994). When selecting the most suitable methodology, the researcher must consider several things. One important one is the philosophical stance taken in the research. This stance is reflective of the researchers own epistemological and ontological values and opinions. In order to do this, it is necessary to state an understanding of these aspects from the view of the researcher. This is a relevant point considering that different textbooks often present differing views and emphasis when discussing these important areas (Mkansi and Acheampong, 2012).

4.1.1.1 Ontology:

Cohen *et al.* (2000) describe ontology as the very nature or essence of the social phenomena being investigated and epistemology as 'the very basis of knowledge— its nature and forms, how it can be acquired, and how it can be communicated to other human beings. Ontology is concerned with reality, the extent to which something exists and while this may be relatively easy to understand with regard to objective reality (that which can be tangible, seen and felt, etc.), the main issue concerns metaphysical realities and beliefs. One example is the belief in a God and whether that, in itself, is sufficient to assume reality. Hofweber (2013) argues that, if a person believes that a God exists, that act of belief is then sufficient for it to exist. In this study, the belief is that both objective and value-free knowledge, as well as subjective but explicit knowledge, can be combined to produce a superior study (Johnson & Onwuegbuzie, 2004).

According to Saunders *et al.* (2012), ontology is defined as the nature of reality in the human world. That is, ontology poses questions, which help to shape the perception of researchers about the existence of the world and how they empathise with ideas that emerge from it. Also, ontology is the belief a person has about the links between man, the society he lives in and the world at large (Eriksson, 2007).

Considering the nature of the phenomena under investigation and the overarching dimension of the research questions in this study the researcher proposes that there is an existence of CPD which is triggered by man's or woman's quest to enhance knowledge and professionalism. Moreover, the view is argued that there are multiple realities to the existence of CPD because the developmental and professional needs

of individual teachers are unique. For example, some teachers may have the belief that CPD participation would positively impact their income, some would feel that it positively influences promotion opportunities at work and others believe it would be beneficial for their future employability. Hence, the existence as well as the perceptions and opinions regarding CPD cannot be evaluated by a single reality.

4.1.1.2 Epistemology Background:

Epistemology is concerned with the pursuit of knowledge and, at its core, in order for knowledge to exist there are three key requirements and these are; truth, belief and justification (Westphal, 2003). Truth is required because without truth there is falsehood and falsehood cannot be knowledge. If there is no belief in a proposition, it is not understood and if something is not understood, it also cannot be knowledge. If something cannot be justified, it may be a coincidence; a random occurrence. Knowledge requires justification and further aspects of epistemology can be noted, for example there must be an understanding across cultures and there must be an understanding of the truths, beliefs and justifications as they exist within and may differ across different cultures and languages. The epistemological stance taken is, therefore, intertwined with the ontological belief of what counts as educational knowledge and how it is most effectively obtained (Sharp 2009). This leads to the discussion about the research paradigm which will be adopted in this study. Bryman (1988, p. 4) defines a research paradigm as a cluster of beliefs and dictates, which, for scientists in a particular discipline, often influence that which should be studied, as well as other aspects of the research, such as how it should be conducted and how findings should be interpreted. What Bryman (1988) suggests here is that a research paradigm plays an important role in the research process. In the context of this study, an understanding of the research paradigm will help me practically identify different stages of the research. For example, the research paradigm will help the researcher understand principles of research such as how data will be collected and analysed and what sampling technique will be employed.

According to Bryman (2008) and Guba *et al.* (1990), there are two major paradigms popular paradigms amongst researchers; positivist and interpretive research paradigms. Positivist research is based on scientific analysis of the reality. That is,

positivist research holds that reality can be studied in an objective way by making the use of scientific research methods. Social context holds no significance in a positivist research. In other words, positivist researchers keep themselves away from the social context in which their study takes place. On the other hand, interpretive researchers hold a constructivist viewpoint about the world in which social context and subjective experiences of individuals play important roles. Johnson and Onwuegbuzie (2004, p. 18) state that positivist research is characterised by quantitative data which concentrates on 'deduction, confirmation, theory/hypothesis testing, explanation, prediction, centralised data collection and statistical analysis' whereas the interpretive or qualitative research focuses on 'induction, discovery, exploration, theory/ hypothesis generation, the researcher as the primary instrument of data collection and qualitative analysis'. The above discussion implies that the qualitative and quantitative research methods differ in terms of philosophical assumptions. In this regard, Lund (2005) argues that quantitative research aims to test the hypothesis in order to enhance the predictive understanding of an issue. On the other hand, qualitative research attempts to understand a research phenomenon in its context by using flexible ways of inquiry. Although the quantitative and qualitative research methods have distinct differences, some researchers (Lund, 2005; Bryman, 2004) argue that these two approaches can be combined to answer a research question effectively.

Succinctly, what constitutes acceptable knowledge in CPD and how it influences the teaching of English foreign language can be argued from the interpretive point of view and this draws inspiration about CPD using school teachers' wealth of knowledge and their teaching tools. Therefore, the study's epistemology of CPD is inherent in respective teachers and influenced not the school. The social constructivist is an attempt to make sense of phenomena from a social context. It suggests that knowledge can be created from the interaction between the social actor and the phenomena. That is, the social constructivist stance of knowledge creation in CPD can be drawn from teachers' wealth of resources and experiences. Further, in conceptualising knowledge in CPD especially through the evaluation of English foreign language teachers output it becomes needful to draw upon the CoP and institutional theories in order to understand how teachers' shared professional experiences influence their perception and meaning as well as the influence of institutional factors towards organising CPD programmes. Summarily, some critical epistemological

questions that the study aims to pursue within the Community of Practice and institutional theories are:

(1) What is the perception of primary school teachers in Libya towards continuing professional development? This epistemological question would help the researcher understand the meaning of CPD regarding the values and beliefs and motivations participants who are trained to be professionals in teaching English foreign language in the Gharian primary schools.

(2) What are the professional development needs of English language teachers in primary schools in the Gharian district? With Community of Practice Theory this study would be able to identify the professional development needs of English language foreign teachers in primary schools in the Gharian. Secondly how Community of Practice and institutional theories influence teachers' opinion about their professionalism drawing from knowledge of CPD participation.

(3) What are the factors influencing the participation of primary school teachers in Libya in continuing professional development? Using this epistemological approach Community of Practice Theory would guide the study in understanding teachers' perception about the factors that positively or otherwise influence their participation in CPD programmes in Libya.

(4) How does the community of practice and Institutional Theory help in shaping EFL teachers' knowledge of CPD? This epistemological question would aid the study in understanding how Community of Practice Theory helps in improving the outputs of English foreign language teachers after participating in CPD programmes.

4.2 Unit Two: Interpretive Approach

4.2.1 Subjectivism

According to Rowley (2012) subjectivism is at work when the social actor becomes the research instrument. The concept of subjectivism follows the interpretive doctrine. Subjectivism according to Erikkson (2007) holds that social actor can produce social meaning about a phenomenon through social interactions. That is, the social actor must socialise with the phenomena in other to understand its behaviour and to

construct acceptable knowledge about the object under investigation. However, because human behaviours, opinion and decisions are unstable with time it becomes expedient to understand social reality through the actors' conscious and unconscious interactions. Furthermore, the constructivist believes that social objects are created based on the perceptions, opinion and acquired experiences of the social player. As opined by Saunders *et al.* (2012) social relationships between actors are dynamic and require the integrative engagement of actors so as to understand the reality behind the action. Therefore, based on the above propositions this study believes that what happens in the external environment is influenced by transactions in and around the social player. In other words, forces influencing English foreign teachers' perceptions of CPD emerge from their experiences of participating in CPD programmes. Second, professional development needs of English language teachers can be identified from the process of interaction with teachers. Third, English language teachers are better positioned to identify factors influencing their decision to participate or otherwise in CPD programmes.
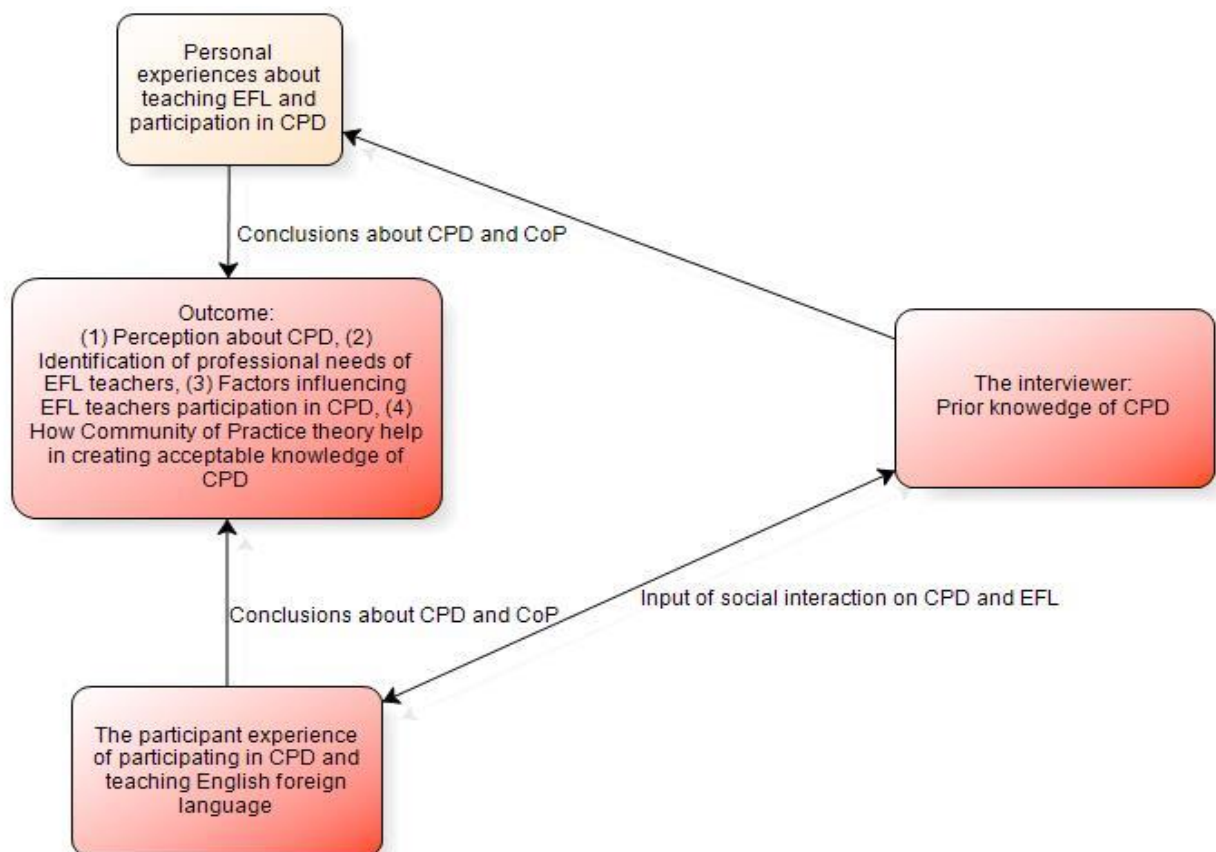
Figure 4: A conceptualised social constructivist interactive behaviour

Figure 4 above depicts the researcher's understanding of the role that the social researcher has as the instrument for data collection. More so, the researcher brings his personal experience of participating in CPD programme as well as teaching EFL whilst collecting data for the study.

4.2.1.1 Rationale for Choosing the Subjectivist Approach

The main reason this research is based on a subjectivist approach is because perceptions about CPD are expected to differ between English teachers since participants have different reasons for wanting to participate in CPD. This implies that perceptions of CPD are subjective and unique to individuals. For example, while some English language teachers might be willing to take part in CPD programme because of the knowledge derivable another might not to participate because there is no financial reward attached. Second, some English language teachers might want to participate in CPD because they believe it is a requirement for promotion others could see it as a personal development training that can make them employable in bigger organisations within or outside the given sector. Therefore, it becomes necessary for this study to adopt the subjectivist orientation in understanding the varied perception, opinions, and experiences and believe about CPD, CoP and IT, and how they impact on English foreign language skills development.

4.2.2 Qualitative Research Design

Creswell (2003) argues that a qualitative design is appropriate when in-depth understanding of a particular topic is required and this type of data cannot be collected from individuals or groups by simple statistical procedures or other quantification methods. The advantage of an interpretive method according to Amaratunga *et al.* (2009) is that it is more effective in helping the researcher to understand and describe the meanings people ascribe to events or particular topics and they can also track the changes of these perceived meanings over time. By requiring the investigator to focus on peoples' experiences, they will inevitably capture very different type of data, which

Mack *et al.* (2005) suggest is especially useful in obtaining culturally specific data that allows the participants to respond fully in their own language.

One of the disadvantages of the method is that it may be hard for the researcher to maintain focus on the research questions and decide when research has reached saturation point and therefore the end point of the data analysis (Creswell 2003). The data collection methods used in qualitative research are; observation, unstructured and semi-structured interviews, focus groups and critical incidents (Spratt *et al.*, 2004). However, as Denver (2003) suggests, a semi-structured interview technique is a suitable approach to collecting data for a small-scale research project as it is flexible and can be a rich source of descriptive data on the participants' opinions that direct quotes can help to clarify.

A qualitative approach was therefore utilised to investigate the in-depth opinions of teachers regarding CPD and gain insight into the experiences of Libyan primary school teachers' in CPD programmes. It is also an efficient way to collect rich data as it employs a certain degree of structure in the formatting of the interview process. Semi-structured interviews are different to social conversations because they are purposeful and focused in their attempt to understand the complexities of the participants' social world.

The researcher's relationship with the participants therefore becomes important because the richness of the responses and thus, the quality of the research, depend on the researcher's skill in posing the questions. In conducting this type of research, the researcher would therefore become what Kvale (2007) would regard as a traveller exploring the world of CPD. The qualitative interviews could be regarded as a dialogue between myself and the Libyan primary school teachers, and as a way of giving a voice to their human and professional experiences.

Although the researcher might claim that the interviews will be free from any manipulation, others might suggest that using the researcher's insider status as a teacher to gain the trust of the teachers so as to elicit information from respondents is equivalent to faking friendship. Kvale (2006) believes that forming rapport in this way has the potential for manipulation of the participants because of the one sided power imbalance inherent in in-depth interviews and it might produce a situation in which the participants give too much information.

A bias can occur in this study if the researcher fails to address certain questions, or even from how the researcher phrases or sequences the research questions. This bias was handled by framing straightforward questions, which do not offend interviewees' belief and opinions. However, Patton (2002) believes this to be a feature of all types of studies not just qualitative interviews. Personal reflexivity refers to how the researcher's beliefs, orientation, values system and experiences fit into the research. In the context of this study the researcher currently teaches English foreign language in Libyan schools and has acquired some experiences which can be helpful relevant in answering the question of this research and achieving the research aims.

4.2.2.1 Explanation for the Qualitative Research Design

Notable scholars in this field have argued that research designs should be adopted based on the purpose and research condition of the object under investigation (Yin, 1994; Amaratunga *et al.*, 2002). This implies that the nature of research questions posed by the researcher have significant influence over the choice of research strategy to employ. This study's justification for choosing the qualitative research design therefore stems from the nature of the phenomenon under investigation. Therefore, due to the ontological and epistemological positions outline above, this study argues that there is need for the social actor to get involved in the action of collecting data for this study so as to understand the behaviour of the object and actions that trigger this behaviour, hence the decision to go qualitative. More so, studies have argued that understanding that which influences teaching productivity should be evaluated from individual teachers' perspectives rather than their management within the CoP theory (Kietzmann *et al.*, 2013; Cox, 2005; Dube, Bourhis and Jacob, 2005). Further justification is that teachers' experiences of teaching English foreign language and perception of CPD is subjective in nature since experiences are unique to individuals hence the need to understand the aim of this study through a qualitative approach.

4.2.2.2 Qualitative Research Design

4.2.2.2.1 Face-to-face interview approach with justification:

The face-to-face interview approach was chosen for this thesis and specifically the semi-structured interview strategy. Face-to-face interview approach is one of qualitative research patterns where the researcher asks interviewees questions which border on their experiences about the object under investigation.

There are two key types of face-to-face interview strategy: semi-structured interviews and structured interviews. The semi-structured interview is the preferred strategy for this study because it is more widely used in qualitative research than the structured interview approach. A semi-structured interview strategy is like the social constructivist interview approach because it is open and allows new streams of ideas to emerge during the interview session due to the questions that are asked by the interviewer (Reid and Reid, 2005; Edwards and Holland, 2013). Moreover, the interviewer in a semi-structured interview often has a list of thematic questions he/she intends to explore. However, this list is only a guide and is not fixed like that found in a structured interview strategy (Biornholt and Farstad, 2012). According Reid and Reid (2005) and Wali (2016), the justifications of adopting semi-structured interview strategy are:

(a) Interviewees are free to bring to the fore general experiences that they think is related to the topic in focus. This simply means that they can use their experiences to support points/ideas/perspectives regarding the t the object under investigation

(b) It would empower the researcher to build a robust understanding of teachers' experiences of participating in CPD, their professional development needs and even the factors influencing their decisions to take part in CPD or otherwise.

(c) From a privacy perspective, single face-to-face interviews allow the researcher to gather more in-depth data from participants who might feel shy to share these experiences in a group or participants who feel that such information is private and can only be shared in confidence.

4.2.2.2.2 The advantages of Face-to-face interviews:

According to Marshall and Rossman (1999), conducting face-to-face interviews for data collection has a number of advantages. For example, face-to-face interviews enable in-depth exploration of the subject under investigation as compared to other data collection strategies. The presence of both the interviewer and interviewee may also motivate participants to be open and free to share their experiences.

Second, because of the face-to-face interaction between the interviewer and interviewee, the interviewer would be free to ask questions that would otherwise have been difficult to frame if the researcher had used closed ended questions.

Third, it allows the interviewer to observe and pick up nonverbal cues, which may help the interviewer to add new questions which were not initially included in the list of questions to be asked. This implies that it allows for flexibility of research processes. Flexibility is also evident in the fact that it creates opportunities for interviewer to follow up on interviewees with regards to their responses as a way of validating themes [post thematic validation] (Punch, 2014).

4.2.2.2.3 The limitations of face-to-face interviews:

Irrespective of the strengths of the face-to-face interview approach listed above, there are also limitations to the approach. According to, Marshall and Rossman (1999) for example, conducting face-to-face interview costs lots of money -that is the more interviews the researcher conducts the more money he is likely to spend. The interview approach is also costly in terms of time. This can be seen in the numerous stages included in the interview approach. These include; preparation-recruiting and fixing meetings, interviewing people, transcription of raw interview data, reading and editing transcripts, analysis of data and definition of themes (Mason, 2002; Robson, 2002; Denzin, 1989). All these stages require time and money.

 The second criticism associated with the interview approach is that it is subjective nature and therefore biased. For example, some interviewees may offer untruthful answers. Other times, interviewees may be unwilling to express their experiences and their depth of knowledge about the object under investigation.

4.3 Unit Three: Methods

4.3.1 Data Collection Strategy

4.3.1.1 Developing the Interview Participants' Recruitment Instrument:

A recruitment instrument the participants was developed by the researcher, containing demographic questions such as: age, sex, education, years of English teaching experience, number of CPDs attended. The development of this instrument was guided by the University ethics policy.

4.3.1.2 Test of Validity for Interview Questions:

The study makes use of a qualitative content validity approach in testing the validity of tentative questions to be asked; this is because the researcher instrument needs to ensure that the questions posed are well structured and are sufficient to achieve the purpose of the study. Bryan (2012) argues that content validity in qualitative research is similar in meaning to that in quantitative research. Subsequently, the list of questions was shown to three qualitative experts in the university who are based in UK. However, due to the nature of this study, the proposed questions are not fixed. This means that there are high chances that the questions could change as the interviews progress, and so would simply act as a guide for field data collection. The researcher received feedback from the UK specialists within 2 weeks. Their opinions and comments were used to improve the structure of the questions.

4.3.1.3 Population and Unit of Measurement and Analysis:

The population of this study was English foreign language teachers of primary schools in the Gharian district in Libya while the accessible population are those in seven primary schools in the district. Findings from this study could therefore be generalised across the population of teachers in the district. The unit of measurement in this research is English as Foreign Language teachers in Primary schools in the Gharian district. It was important to sample only EFL teachers because this study is interested

in understanding the perception and experiences of teachers as per the influence of CPD on the effectiveness of teaching English foreign language. Criteria for selection and participation are as discussed in Section 4.4.

4.3.1.4 Sampling Techniques:

The non-probability sampling method was used. More specifically, the study employed both convenience and purposive sampling techniques for recruitment of participants. The study's rationale for selecting the convenience sampling technique is so as to restrict its focus entirely to primary schools in the Gharian district. This is because it is currently not feasible to sample more than one district due to a limitation in financial resources (Bryman, 2012). Secondly, the purposive sampling approach enables the researcher to administer the instrument to teachers believed to have the requisite knowledge about CPD. Overall, the non-probability sampling method was chosen due to the subjective nature of the phenomena see 4.3.2.1, 4.5 and 4.6 for more details

4.3.2 A Rationale for the Selection of the Gharian District

This study chose to interview primary school teachers in the Gharian district because it is the fifth largest district in western of Libya with a population of over 300,000 people. Additionally, approximately 10% of this population are members of the teaching community. It should also be noted that primary schools in this area are relatively better equipped than those from other districts. Hence, the choice of Gharian district draws on the fact that there is a mixed population of teacher from all across Libya in the Gharian district. Focusing on the district therefore allows the researcher to draw participants from a pool of educated teachers who are knowledgeable about CPD. Furthermore, the researcher himself is an English teacher living in the Gharian district. It was therefore chosen for the convenience it would accord the researcher.

4.3.3 Recruiting Interview Participants

4.3.3.1 Spontaneous Recruitment Strategy:

This study used the convenience recruitment strategy to invite prospective participants for its interviews. This is a strategy where prospects volunteer themselves to be part of the research without any inducement. More specifically, participant recruitment/solicitation instrument were given to prospective interviewees who granted the researcher audience and this was spontaneously filled and retrieved (Peek and Fothergill (2009; Bryman, 2012). The study recruited 58 prospects within 5 days although it needed only 25 participants. The researcher, over recruited by 38 because researchers within this field of research have advocated for an over-recruitment of between 20% and 50% with the aim of managing cases of no show after recruitment (Wilkinson, 2004; Bryman, 2012; Morgan, 1997).

4.4 Participants' Selection Criteria

Because this study is interested in understanding the experiences and perceptions of primary school English teachers in a single district towards CPD, it becomes important to set out criteria for selection of study participants. In other words, there is a need to sample teachers who have requisite knowledge and experience about the influence of CPD. The qualification and selection criteria for participants are: (1) those who have been teaching English language in primary schools for 5 years and above. (2) Those who have attended CPD programme for at least 2 times. (3) Those who possess a minimum academic qualification of first degree (see table 2). Overall, of the 58 participants the researcher recruited, only 11 were qualified and selected based on the criteria established above.

Table 2: A profile of the participants in the interview

Name Code	Sex	Age	Qualification	Teaching Experience	School Name	CPD Attendance
Interviewee 1	F	30	Diploma	5Y	B	3 times
Interviewee 2	F	34	Bachelor	9Y	G	5 times
Interviewee 3	M	38	Bachelor	11Y	F	8 times
Interviewee 4	F	29	Diploma	7Y	C	4 times
Interviewee 5	F	32	Diploma	8Y	A	6 times

Interviewee 6	M	35	Bachelor	10Y	D	7 times
Interviewee 7	M	30	Diploma	5Y	E	4 times
Interviewee 8	M	28	Diploma	6Y	C	5 times
Interviewee 9	F	45	Bachelor	15Y	B	9 times
Interviewee 10	M	37	Bachelor	12Y	F	8 times
Interviewee 11	F	33	Bachelor	9Y	A	5 times

4.5 Arranging Interview Meetings and Conducting Interviews

Primarily, messages of appreciation were sent to all of those who agreed to take part in the research, notably through their mobile phones. Of the 25 prospects that indicated interest, only 11 met the criteria for selection. Text messages and emails were sent to the selected 11 participants congratulating them for their selection. After, three days, another round of mobile text messages was sent to individual participant proposing a specific day, time and venue for each interview. Responses were received within one day; nine (9) agreed to the proposed schedule and two giving the researcher a more suitable appointment. Each interview started with an introduction and appreciation from the interviewer and then interviewee. Further, the aim of the study and reason for adopting the qualitative subjectivist approach for this study were outlined. Secondly, the permission of each interviewee to record the interview discussion using electronic recording equipment was sought. Permission was granted in all cases. Thirdly, the interviewees were assured that the data would be used in confidence for the purposes of the doctoral study only.

4.5.1 Number of Interviews, Duration and Justifications

This study conducted 11 face-to-face single interviews with English language foreign teachers of primary schools in the Gharian district of Libya. The interviews were conducted for a period of two months between October 30, 2015 and December 20, 2015. Studies have suggested that, in a phenomenological study, between 10 and 20 interviews is adequate to draw rich conclusions about a given phenomenon (Wali and Nwokah, 2017; Wali, Uduma and Wright, 2016; Wali and Wright, 2016; Livingstone;

2006; Onwuegbuzie, Jiao and Bostick, 2004; Livingstone and Bober, 2003; Strong and Hensley, 2002).

Therefore, this study conducted 11 in-depth interviews; this is considered adequate for achieving the purpose of this thesis since it falls between the recommended 10 to 20 interviews. The average duration for each interview was between 40 and 50 minutes. Researchers have opined that a single face-to-face interview should normally last between 30 and 45 minutes (Baumgartner *et al.*, 2002; Livingston, 2006; Morgan, 2010; Onwuegbuzie *et al.*, 2004; Warr, 2005; Silverman, 2006; Wali and Wright, 2016; Morgan and Spanish, 1985; Saunders and Townsend, 2016).

Table 3: Interviews description and durations

Interview description	Date	Duration of interview
Interview 1	October 30, 2015	41 minutes, 20 seconds
Interview 2	November 4, 2015	44 minutes, 18 seconds
Interview 3	November 8, 2015	43 minutes, 2 seconds
Interview 4	November 9, 2015	48 minutes, 30 seconds
Interview 5	November 20, 2015	39 minutes, 52 seconds
Interview 6	November 28, 2015	47 minutes, 5 seconds
Interview 7	November 30, 2015	42 minutes, 10 seconds
Interview 8	2nd of December 2015	45 minutes, 8 seconds
Interview 9	December 4, 2015	41 minutes, 4 seconds
Interview 10	December 15, 2015	46 minutes, 5 seconds
Interview 11	December 20, 2015	51 minutes, 12 seconds

4.6 Data Saturation

Strauss and Corbin (1998) argue that qualitative saturation of data is a stage in data collection process, which is characterised by an absence of new information from participants. According to Wali and Nwokah (2016) data saturation is a barring condition where participants' responses become repetitive as compared to earlier interviews in a given research. Studies suggest that in a qualitative research, figures above 10 interviews can result in data saturation (Onwuegbuzie *et al.*, 2009; Strauss and Corbin, 1990). In other words, when interview responses become repetitive to the extent that the interviewer can pre-empt further responses then they reached saturation (Saumure and Given, 2008). Overall, the study got to data saturation at the eleventh (11) interview. The researcher established this after careful comparison of

previous interviews. For example, the responses between interviews 2 and 5, 9 and 10 were listened to and compared; when it came to the 11th interview, however, the researcher realised that further interviews would amount to a repetition of what had already been reported, hence the decision to stop.

4.7 Qualitative Data Analysis

Data analysis in a qualitative study is a continuous process involving organising and explaining the data (Huberman& Miles, 2002). It aims to make sense of the data provided by the participants' in terms of the situation relating to CPD; noting patterns, themes, categories and regularities in their experiences. There are various ways of analysing the words generated by interviews. These include analysis techniques such as; discourse analysis, narrative analysis, grounded theory, and thematic analysis (Guest 2012). This study utilises thematic analysis as it is an approach that accentuates the respondents' perceptions and experiences of their CPD. Thematic analysis involves using six coding phases: familiarisation with data, generating the initial codes, searching for themes amongst codes, reviewing important themes which provide representations of the teachers views and their meaning before producing the final report (Boyatzis, 1998). It also allows the voices of the teachers to be heard without any fixed idea of what might be the correct response (Huberman and Miles, 2002). Becoming familiar with the transcribed data is the first stage of data analysis and is a way of becoming wholly immersed in the meaning of the data in order to recall the interview and then be able to determine the themes, codes and sub-codes that emerge from that process. These provide a rich description of the socially constructed phenomenon that can then be linked to the research questions. The teachers' perceptions about CPD are likely to vary, given the socio-cultural and institutional factors and therefore, the interpretations may be multiple.

The challenge is to give meaning to the interview data and see it in the context of the overall theoretical framework. Chunks of words, phrases, sentences or whole paragraphs are the codes, which connect to a specific setting or give particular meaning to a segment of raw data (Boyatizis, 1998). The codes can then be developed by applying a constant comparison technique. This is what Denscombe (2010) describes as a checking of the emerging codes against other varieties. Again this

involves immersion in the data looking for similarities and differences until saturation is reached. The themes that are identified form the data are the result of significant recurring patterns in the data (Braun & Clarke, 2006). They enable the grouping of these significant chunks of code to identify the broader meaning inherent in the raw data. According to Patton (1990) themes are internally and external heterogeneous unit of analysis. They need to be named clearly and concisely in order to make sense to any reader (Braun & Clarke, 2006). The rationale for using thematic analysis is that it will enable the researcher to answer the research questions and investigate the CPD experiences of Libyan primary school teachers' perceptions. Moreover, thematic analysis will also help explore the quality of CPD and what may facilitate or hinder EFL teachers from attending CPD programmes.

Qualitative data can provide significant new knowledge because it is detailed and rich though it focuses on a small group of expert teachers. The researcher will have to make a decision whether to present data individually or discuss it as a whole and develop themes from it which can then be further analysed. The strategy the researcher intends to use is to analyse the data by first developing themes through the process of decoding. An early analysis reduces the problem of data overload by selecting out the significant features to focus upon (Miles and Huberman, 1984). Progressive focusing upon aspects of the analysis is like looking at the data through a wide angle lens then, sifting, sorting, reviewing and reflecting on the salient features that arise from the data. As it is the researcher who sets the codes and categories for analysis, caution has to be exercised as the researcher may decide in advance of or in response to the data analysis respectively. It is the researcher's agenda that drives the research and the choice of the methodology. For example, Libyan teachers' perceptions about CPD have been chosen as a research subject because this is an area of fascination to the researcher.

The researcher's goal in qualitative research therefore, is to interpret and reconstruct subjective meaning rather than determine the truth. In effect, the criticism of this methodology revolves around its trustworthiness, lack of transferability and lack of dependability. There are also concerns that the flexibility of the subjective approach may lack clarity (Denzin and Lincoln 2005). This type of intolerance from qualitative research approaches is tantamount to using tunnel vision in data collection or just the continuance of the paradigm war rather than conceding that the researcher should

adopt data collection methods that work and that it's the interesting data that should count.

However, Guba and Lincoln (1994) recommend specific strategies that can be used to attain trustworthiness. These include; negative cases, peer debriefing, prolonged engagement and persistent observation, audit trails and member checks. Whilst qualitative data cannot be used to make empirical inference to the whole population, it does allow me to generalise to a theoretical understanding of CPD. This can be done by examining the data and using it to describe, explore, and explain the teachers' views rather than determine the truth (Miles and Huberman 2014).

The criticism of this methodology therefore concerns its lack of transferability, trustworthiness, dependability and lack of clarity (Denzin and Lincoln 2005b). This type of criticism for qualitative research stems from paradigm intolerance rather than acknowledging that the researcher should adopt data collection methods that gather interesting data that addresses the aims of the inquiry. In light of these criticisms, Guba (1981) recommends using strategies such as negative cases, peer debriefing, prolonged engagement and persistent observation, audit trails and member checks as specific strategies to attain trustworthiness.

4.7.1 Data Analysis Techniques and Support Software

This is about data management, reduction and analysis whilst trying to make sense of shared experiences of interviewees. In other words, it means reducing the huge volume of words and information generated from participants. Data analysis in qualitative research starts with data transcription, which is when the researcher begins to import interviews from a recording device into written form through the process of typing. This study chooses the thematic template and content analysis techniques because they enable the researcher to categorise and analyse the contents of interviewees' opinions and experiences about the influence of CPD in teaching English language in primary schools in the Gharian district.

NVivo 11 software was employed for data management and reduction, and for critical coding of themes, thematic weighting using chats, building thematic maps with

relationship as well as thematic comparison (Wali and Nwokah, 2016; Wali and Nwokah, 2017a).

4.7.1.1 Thematic Template and Content Analysis Techniques:

This thesis employed thematic template and content analysis techniques for analysis (King and Horrocks, 2010). According to Braun and Clarke (2006) thematic analysis is a method in qualitative study used for identifying and critically analysing patterns within a set of data. It involves the process of extracting reoccurring themes arising from shared interviewees' experiences. Also, Bryman (2012) suggest that one approach for identifying themes is through data coding from interview transcripts with labels. Braun and Clarke 2006) outline a number of suggested steps for doing thematic analysis. They are: data familiarisation, articulating preliminary codes, identifying initial themes, and evaluating initial themes. Other steps of doing thematic analyses may include eliminating repetitive themes that are similar in terms of identifying and defining actual themes (Wali and Wright, 2016; Wali, Uduma and Wright, 2016).

4.7.1.2 Thematic Template and Content Analysis Process in Action

The raw interview data was first reviewed by the researcher, with this beginning at the point of transcription and involving a subsequent reading of all transcripts, totalling four consecutive times, in order to ensure rich knowledge and understanding of the experiences of interviewees. In the second stage, preliminary manual coding was carried out by the researcher with the intention of developing a template for quick identification of themes. The data was then imported into NVivo 11 software for rigorous coding and thematic weighting. At the third stage, initial themes were identified and initial themes critically reviewed, in line with that recommended by to Braun and Clarke (2006), through the use of established thematic elimination criteria or limits of acceptance and rejection on the bases of thematic coding strength. Thereafter, the actual themes were identified (see figures 3, 4, 5, 6 and 7) (Wali and Wright, 2016). Further, the researcher defined the actual themes by using quotes from the interviews to support the themes and to prove that the themes emerged from the study (Wali and Wright, 2016; Mathews and Ross, 2010; Braun and Clarke, 2006).

Also, by using the NVivo 11 software, the researcher developed a thematic map which shows positive and negative relationship amongst themes (see Figure 11) as well as thematic comparisons see (Figures 6, 7, 8, 9). See appendix 3 for NVivo 11 Node coding summary report).

4.8 Research Positionality

Positionality may be defined as the position of the researcher within the social context of research (Silva *et al*., 2016). Researchers generally acknowledge that one's positionality may affect not only the research outcomes but also the interpretation of the findings. As Temple and Young (2004 in Silva *et al*., 2016) -explains, an individual's position within the social context of research and in relation to research participants has a huge influence on the way the individual perceives things within that context.

The researcher is currently a primary school EFL teacher in the Gharian district of Libya, which makes me an insider in this research since the researcher is a part of the teaching community. As evidence by this research, the researcher is currently in the process of seeking individual professional development by attending an institution of higher learning.

While the researcher enjoys the role in an EFL teaching job and strives for ways to develop and advance his own professional skills in order to become a better EFL teacher, it is nonetheless acknowledged as a result of the interactions with colleagues in Libya, as well as other non-native EFL teachers met, that different teachers have different reasons when it comes to pursuing CPD programmes with some even choosing to ignore it completely. From a personal standpoint, the researcher has his own personal reasons for participating in CPD, which comes down to seeking to achieve personal excellence.

Given the researcher's current position as an EFL teacher in the Gharian, Libya, it is clear that the researcher is an insider and that this is insider research. Greene (2014) defines insider research as research where the researcher is also a member of the group/organisation or culture within which the research is taking place. Greene (2014) also notes that a researcher's position in relation to study participants determines the

stories that they are given, how these stories are told, and how they interpret these stories.

Considering the researcher's insider status as a primary school EFL teacher, it is fair to say that the researcher has pre-existing knowledge about the context of EFL teaching in Libyan primary schools particularly in the Gharian. Being a teacher, the researcher also has an idea of some of the factors that influence us to participate in CPD programmes. In this case, for example, a need to achieve a high sense of personal achievement is a major factor behind the researcher's own decision to participate in CPD programmes.

Insider status was therefore instrumental in assisting in the identification of a relevant issue within the context of EFL teaching in primary schools in Libya. Additionally, it was maintained that, as an EFL teacher in the Gharian district, the researcher is in a better position to understand the issues that most affect EFL teachers and therefore identify a suitable research aim/objective. For example, from experience, the researcher is aware that many primary school EFL teachers in the Gharian district and indeed in Libya as a whole are not adequately trained to teach English. Their inadequacy is often evident in their fluency levels as well as out-dated teacher-centred teaching methods. Knowing this, it was possible to determine that there is a need to encourage primary school teachers in the Gharian Libya to take part in more CPD programmes for the main purpose of improving their fluency and teaching skills. At the same time, being a teacher and having interacted with other teachers, there was prior understanding that people have different motivations for taking part in CPD programmes and also perceive CPD programmes differently. However, knowing that individual perceptions may influence individual decisions and actions, it was felt that understanding the way in which primary school EFL teachers in the Gharian district perceive CPD and its benefits can help to determine how best to present CPD programmes to these teachers.

The researcher's own insider status as a teacher was also a useful feature in the data collection of this study. Insider researchers often find it easier to access research participants and interact with them in a more natural manner than outsider researchers (Greene, 2014; (Schatz, Angotti, Madhavan & Sennott, 2015). This implies that, due to the fact the researcher was already used to interacting with EFL teachers, he was

in a position to make interviewees feel comfortable and at ease knowing that they were talking to one of their peers and not merely a researcher who does not understand the practicalities of EFL teaching. Additionally, it was useful in data analysis and particularly in identifying and recognising the themes, which were quite familiar given that they are in the researcher's line of profession.

The researcher's position as an insider also brings about certain complexities. Greene (2014) notes that insider research is limited by the fact that since the subject of research may be one that the researcher is greatly familiar with, the researcher may lose objectivity and rely on assumptions and arguments based more on personal experience. Furthermore, the great familiarity may hamper the researcher's ability to ask what would be considered difficult questions that may result in new or conflicting knowledge. This was addressed by asking open-ended questions in the in-depth interviews with primary school EFL teachers. The open-ended nature of this questions meant that interviewees had the freedom to offer any information they felt was relevant to the question asked. For example, by asking teachers to explain the various factors limiting their understanding of CPD, a wide range of answers was expected; some familiar, others new, all based on the subjective experiences of the interviewees. Additionally, the qualitative nature of the study meant that the interview questions were not fixed which meant there was the freedom to ask new questions and seek out new information if the need to arose.

Lastly, the fact that the researcher is an insider in the EFL teaching community in the Gharian district increases the risk of personal bias particularly in the form of imposing or projecting personal views onto the interviewees (Greene, 2014). Other challenges identified by Greene include power struggles between the researcher and participants especially if they are peers. Considering that this is a qualitative study, garnering personal and subjective views of primary school EFL teachers was important. With this in mind, every interview was begun with a researcher introduction, as well as an explanation as to what would happen in the interview. In so doing, the researcher was established as the controller of each interview. Secondly, to reduce the power distance between the interviewees and the researcher, attempts were made to engage in self-disclosure, where the researcher's own experiences were sometimes shared with the interviewee. This was with the intention of making them more comfortable and more willing to open up on their own perceptions and experiences.

Kerstetter (2012) asserts that no researcher can claim to have a complete insider/outsider position; they often meet in a grey area depending on the context of the research. In line with this, it cannot be claimed that the researcher has a completely insider position in the research. This is informed by the fact that, although he works in the same EFL teaching profession as the research participants, every individual has their own experiences and perceptions. In this sense, outsider status is required to ensure that this individual experiences and perceptions are not approached from a 'collective' point of view. Playing an outsider role is therefore necessary for separating the researcher's individual experiences from those of the EFL teachers interviewed for this study; ensuring the independence of interviewees. As Hellawell (2006 in Greene, 2014) notes, researchers should approach research subjects from both the insider and the outsider perspective.

Reflexivity

Reflexivity is normal in a qualitative study and is adopted by researchers to validate their study findings and experiences (Wali, 2016; 2017; Lambert, Jomeen and McSherry, 2010; Kingdom, 2005). It also plays a critical role in the qualitative research process as the researcher consistently reflects on how its own values, knowledge and perceptions shape the research setting thus, impacting the data collection and analysis (Wali, 2016; Lambert, Jomeen and McSherry, 2010; Gerrish and Lacey, 2006). According to Holland (1999) reflexivity is continuous process exploring various avenues to understand and intervene in human, social and phenomenological relationships. Therefore, this work has been aligned with the fact that reflexivity exists before, during and continues long after the completion of the research study. The argument follows that, in most conditions, the catalyst of the study is conceived through a reflective iterative process. Hence, this study strongly follows the personal reflexivity strategy because the researcher has some natural setting experience about the phenomenon under investigation in Libya as a primary school teacher.

Personal reflexivity holds that the researcher's personal beliefs, values, status, knowledge, attitude and experiences are critically relevant to the success of the study. The researcher's own justification for making use of the personal reflexivity strategy follows the fact that the researcher has certain personal belief, values, knowledge and

experiences in the researcher's 10 years of teaching of EFL in primary schools in the Gharian district of Libya, which the researcher believed to be useful and relevant in helping achieve the aim, questions and objectives of this research.

4.9 Ethical Issues

Hesse-Biber and Leavy's (2010) adaptation of Patton's (2002) work, specifies the ethical considerations for researchers before they can begin any research project. It provides a comprehensive checklist to follow which includes; the purpose of the study and methods to be deployed as well as the impact on the respondents, the management and access to the data produced. Although it is normal for University's ethics committee in the UK to scrutinise and approve all study proposal, Patton (2002) asserts that the researcher cannot negate his/her responsibility for the ethical conduct of their study. Whilst there are a number of ethical theories and frameworks that a novice researcher could use (Oliver, 2010), the three most relevant to this study are in regards to informed consent, confidentiality and respect for the unique cultural norms (Newton, 2010).

In the study, the researcher was aware of numerous ethical aspects because the researcher respected all parties that took part in this study. In fact, all the data collected and records were utilised for research purposes, and private information, which includes names and addresses, was not revealed. The private lives of the EFL Libyan primary school teachers towards were also regarded and, as such, the recordings were made confidential. The telephone numbers and addresses of the respondents were also treated as private information, and this was not revealed in this study.

Informed consent ensured that teachers were not coerced into taking part in the study. It ensured that when the consent to data collection methods was given freely and without any pressure (Orb *et al.*, 2001). Consent was obtained when the teachers were first contacted by email to complete the survey and then again confirmed in writing at the beginning of each interview. The non-manipulation of respondents was ensured by providing teachers with a prepared copy of the study information sheet along with the survey prior to conducting the interview with the assurance that they could clarify the procedure with the researcher at any time.

Protecting participants' confidentiality in qualitative research does, according to Kaiser (2009), present some particular challenges. It creates the need to collect data anonymously and without compromising the teachers. In this study however, characteristics of the participants such as occupation, rank and ethnicity would not be possible on all occasions, particularly in the interview approach since the interviewees/respondents were selected on the basis of their expertise.

Although data cleaning could remove the names, the individual contextual identifiers from the survey data may remain for the interview data. Indeed, Kaiser (2009) argues that it is sufficient to remove names but not the additional information that is necessary to preserve the original meaning of the data. In addition, during interviews the teachers disclosed thoughts and feelings that were clearly private and in this case it may be that such sensitive information limited their answers.

Given that the teachers were the researcher's colleagues; the data was construed as ethically problematic. Kaiser (2009) suggests that were that to be the case an alternative approach of beneficence and respect for the person (Cassell, 2000) could be adopted. This approach was to give the participants greater control over the data so that once transcribed, it was shared with the teachers and they then agreed on what information was finally published.

The cultural considerations relate to the location of the study in Libya which is an Islamic country. Unfortunately, there is a general lack of ethical guidance for researchers on how they should deal with the social and religious issues that arise in studies designed within the context of Islamic countries. In a study of grant proposals from 12 Middle Eastern countries, Rab *et al.* (2008) found a deficiency in all types of studies related to ethical clearance, informed consent and ensuring participant confidentiality. In Islamic culture, by virtue of their positions, many organisations have accepted practices where the manager's job is judged to be successful when they not only represent their staff but protect them (Adair, 2010). Whilst such an over protective environment seemed to be a disadvantage to this study, *Sharia* in Islam directs people to do what is considered to be in the wider public interest such as taking part in research. Whilst it makes participation more likely, it also directs people to be forthright and honest in their responses.

There were ethical issues that emerged from this study, and the BERA (2011) Guidelines have been used. A range of ethical considerations has been employed and these include the obtaining of permission from appropriate bodies such as the Ministry of Education and individual schools to enter their premises and conduct the interviews.

The researcher was aware that the teachers in either survey and interviews expressed views which, in extreme circumstances, could be prejudicial to their careers. With this in mind, absolute confidentiality was ensured and informed consent was obtained without any duress whatsoever. The researcher was aware that the central guiding point for any research was that no harm, either mental or physical, came to either the participants or the researcher (ESRC 2012). This principle was rigidly adhered to in deeds as well as words.

With specific regard to the BERA guidelines, it was important to note that research responsibilities were assigned in four key areas, namely; the teachers, the research sponsors, the community of education researchers and 'education professionals, policy makers and the general public' (BERA, 2011. p 7). With regards teachers and regardless of the nature of their participation (for example active, passive, subjects of observation etc.), educational researchers ensured that they were respectful to these individuals and that they treated 'fairly, sensitively, with dignity' and within an ethic of 'respect and freedom.' This respect and freedom is assured regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or 'any other significant difference.' This applied to both researcher and participants (BERA, 2011, p. 7).

Participants, furthermore, were willing and it was the researcher's responsibility to ensure that there was a clear understanding of the full implications of participation and that this had all been clarified before voluntary and informed consent was sought. The participants were also at liberty to withdraw their input in the research without giving prior notice and/or providing reasons for their actions. This research and this researcher adhered strictly to these points in spirit as well as in deeds.

4.10 Chapter Summary

This chapter explained the chosen research method for data collection collecting and analytical practicalities. Effort was made to discuss issues of research philosophy, ontology and epistemology with justifications of the position taken by the study. More specifically, the study subscribes to the fact that there are multiple realities to the existence of CPD (ontological decision) and knowledge about CPD can be better constructed using the subjective interpretive doctrine (epistemological decision). Some critical epistemological questions that were posed within the Community of Practice Theory in the study include: (1) What is the perception of primary school teachers in Libya towards continuing professional development? This epistemological question would help the researcher understand the meaning of CPD through participants who are trained to be professionals in teaching English foreign language in the Gharian primary schools; (2) What are the professional development needs of English language teachers in primary schools in the Gharian district? With Community of Practice Theory, this study would be able to identify the professional development needs of English language foreign teachers in primary schools in the Gharian. Secondly how Community of Practice Theory influence teachers' opinions about their professionalism drawing from knowledge of CPD participation; (3) What are the factors influencing the participation of primary school teachers in Libya in continuing professional development? Using this epistemological approach Community of Practice Theory would guide the study in understanding teachers' perception about forces that positively or otherwise influence their participation in CPD programme in Libya; and (4) How does community of practice theory help in shaping EFL teachers' knowledge of CPD? This epistemological question would aid the study in understanding how Community of Practice Theory helps in improving the outputs of English foreign language teachers after participating in CPD programmes.

The population of the study is English foreign language in primary schools in the Gharian district and the unit of measurement was EFL teachers who have been teaching English language for over 5 years, attended CPD programme more than 2 times and attained minimum of a first degree. Further, the qualitative research design was deemed adequate due to the nature of objectivity in the questions posed by the study. The study conducted 11 face-to-face in-depth interviews with EFL teachers within two months, the number of participants and the duration of each interview was

justified within the ambit of previous literature. The thematic template and content analysis techniques were used to analyse interview data with the aid of NVivo 11 software. NVivo 11 software is used for facilitating qualitative data analysis, for data reduction, management and thematic weighting within established framework (Braun and Clarke, 2006; Wali and Wright, 2016; Wali, Uduma and Wright, 2016). In addition, it justified the choice of Gharian district because it is the fifth largest district in western Libya with a population of over 300,000 people with about 10% of these people being teachers. Second, the Gharian district is a mixed population of teachers from across western Libya, and enables the researcher to draw participants from a pool of educated teachers who are knowledgeable about CPD. Finally, the chapter explained data saturation, as well as how ethical issues were managed in relation to participants' recruitment through to interviews and the management of interview transcripts.

Chapter 5: Data Analysis and Findings

5.1 Introduction

This chapter deals with analysis of primary data from primary school English foreign language teachers in the Gharian district of Libya in regards to their experiences and perceptions of CPD. The chapter is divided into three units: the first unit presents a demographic analysis of participants' sex, years of English language-teaching experience, educational qualifications and number of CPD trainings attended; the second unit is a presentation of primary data analysis using a thematic template and content analysis techniques and with the aid of NVivo 11; Unit 3 provides a presentation of the empirical findings related to the research questions, research objectives and research aim, and further includes thematic findings with definitions.

5.2 Unit One: Participants' Demographic Analysis

Initial questionnaires were used to collect background information about the participants. In other words, the questionnaires were used as a research tool to explore the demographics of the researcher's participants as well as their willingness to participate in this study. Researchers like Oyaid (2009) attach great importance to the use of questionnaires to collect demographic information about participants. The questionnaire was not used to collect any quantitative data; rather it was used to collect information about participants' qualifications, gender, level of teaching and their willingness to take part in this study. A covering letter along with the questionnaire was sent to participants in order to briefly tell them about the purpose of this research and why their participation is important. This questionnaire sent to primary school EFL teachers in the area of Gharian district. After the participants' responses were received, they were invited to take part in the semi-structured interviews held at a later stage of data collection. Since it was a qualitative study, 11 EFL teachers from seven different primary schools in Libya in the area of Gharian district were interviewed.

However, one-hundred-and-one (101) EFL teachers completed the demographic survey and around thirty of them expressed their willingness to take part in the study.

The researcher did not interview all of them since this study aimed to interview only 11 EFL primary school teachers.

5.2.1 Gender of Participants

Out of the 101 who filled the demographic survey (62%) were female teachers whereas the remaining 38% indicated that they were male teachers. This could potentially demonstrate that there are probably more female EFL teachers in primary schools. Given that the sample was not representative of all schools in around Libya as a whole, it cannot be concluded that there are more EFL teachers nationally.

5.2.2 Length of Service at Primary School

Regarding the number of years that they have been teaching in primary school, the majority 57% (n= 37 females and 21 males) were found to have been teaching for between 6 and 10 years; approximately 22% (n=14 females 8 males) claimed to have been teaching for no more than 5 years; 21% (n=12 females and 9 males) reported that they had been teaching for between 11 and 15 years. This demonstrates that most of the teaching staff in these primary schools are at the prime of their career and are therefore most suitable to this study—at least in theory. This implies that in an ideal situation CPD could be utilised to state that the teachers are at the prime of their career. There were also differences in schools with C, G and A reporting more experienced (6-10 years) female teachers, with 72%, 64% and 60% respectively. However, there were not many differences amongst male with only school E and A reported 66% and 60 % amongst the same category (6-10 years) of teaching. The overall response from the questionnaire feedback was reasonably good with a reply rate of approximately 66%, which would be fair considering the current situation in Libya. From the overall questionnaires returned from the seven schools, it can be noted that there was a close enough responding rate between them, which would make it fairly distributed.

5.2.3 Teaching Experience

The surveyed participants had varying time of teaching experience. The survey involved teachers with varying years of teaching experience that was categorized in three categories, that is, 0–5, 6–10 and 11–15 years of teaching experience. The years of teaching experience were recorded based on gender in all the schools that the study sampled.

Amongst the female teachers from School A, two teachers had a teaching experience of 0–5 years, six had an experience of 6–10 years and two had a teaching experience of 11–15 years. In school B one female teacher had an experience of 0–5 year, four had an experience of 6-10 years and two had 11–15 years teaching experience. School C had one with a teaching experience of 0–5 years, five had a teaching experience of 6-10 years and one had 11–15 years of teaching experience. Three female participants in School D had a teaching experience of 0–5 years, six had a teaching experience of 6–10 years and in the bracket of 11–15 years, there were two participants. In School E, two female respondents had 0–5 years of teaching experience, five (56%) had experience amounting to 6–10 years, whilst two had teaching experience of 11–15 years. School F had two female respondents with 0–5 years' teaching experience, four had 6–10 years' teaching experience and two had 11–15 years' teaching experience. In School G, a total of three female participants had 0–5 years teaching experience, seven had a teaching experience of 6–10 years and one had 11–15 years teaching experience.

Male participants were also classified according to their years' teaching experience. In School A, there was one male respondent between 0–5 years of teaching experience, three (60%) were between 6–10 years of teaching experience and one teacher (20%) within the bracket of 11–15 years of teaching experience. School B had one (17%) male respondent with a teaching experience of between 0 and 5 years, 3 (50%) participants with 6-10 years' teaching experience and two (33%) between 11 and 15 years' teaching experience. In School C, one (33%) male respondent had 0–5 years of teaching experience, one (34%) with 6–10 years of teaching experience, and one (33%) with 11–15 years of teaching experience. One (17%) male respondent in School D had 0–5 years of teaching experience, three (50%) and two (33%) had 11–15 years of teaching experience. One (17%) male respondent in School E had 0–5

years of teaching experience, four (66%) respondents had 6–10 years' teaching experience and one (17%) 11–15 years of teaching experience. One (25%) male respondent in School F had between 0 and 5 years, two (50%) with 6–10 years and one (25%) with 11–15 years' teaching experience. In School G, there was two (25%) male respondents within the range of 0–5 years, five (62%) with 6–10 years and one (13%) with 11–15 years. For the male respondents, a similar pattern as the female teachers is highlighted with the exception of a couple of schools, showing either similar participation in all experience years (School C) or more teachers with 11+ years participation (School E). Importantly, however, again, these findings would not provide an overall picture of the whole region.

Table 4: Table of Participants

GENDER		
School	***Female***	***Male***
A	10	5
B	7	6
C	7	3
D	11	6
E	9	6
F	8	4
G	11	8
Total (n=101)	**63 (62%)**	**38 (38%)**

LENGTH OF SERVICE AT PRIMARY SCHOOL			
	0–5 years	***6–10 years***	***11–15 years***
Female	37	14	12
Male	21	8	9
Total (n=101=100%)	**58 (57%)**	**22 (22%)**	**21 (21%)**

TEACHING EXPERIENCE						
	0–5 years		***6–10 years***		***11–15 years***	
School	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*
A	2	1	6	3	2	1
B	1	1	4	3	2	2
C	1	1	5	1	1	1
D	3	1	6	3	2	2
E	2	1	5	4	2	1
F	2	1	4	2	2	1
G	3	2	7	5	1	1
Total (n=101)	**14 (14%)**	**8 (8%)**	**37 (36%)**	**21 (21%)**	**12 (12%)**	**9 (9%)**

5.3 Unit Two: Interviewee Analysis

5.3.1 Analysis of Primary Interview Data

NVivo 11 thematic weighting for interviews 1-2

- Teacher Trainng — 19.95
- Professionalism — 12.26
- Personal Development — 14.14
- Academic Adaptability — 4.17
- Length of Service — 8.17
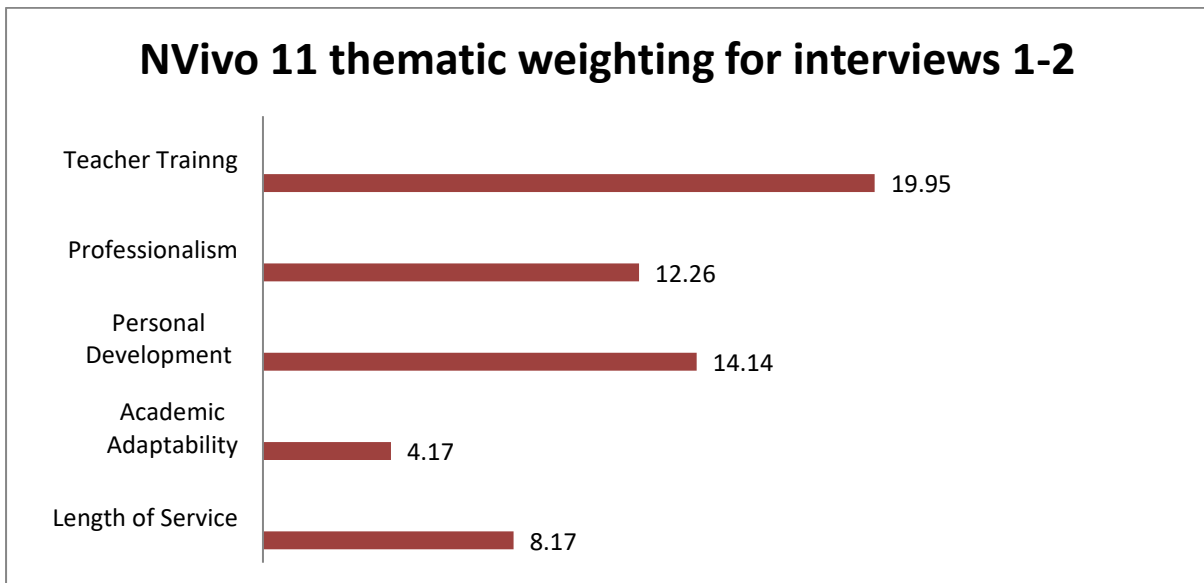
Figure 5: NVivo 11 analysis of interviews 1–2

NVivo 11 thematic weighting for interviews 3-4

- Teacher Trainng — 30.49
- Professionalism — 20.75
- Personal Development — 12.45
- Academic Adaptability — 6.02
- Length of Service — 4.42
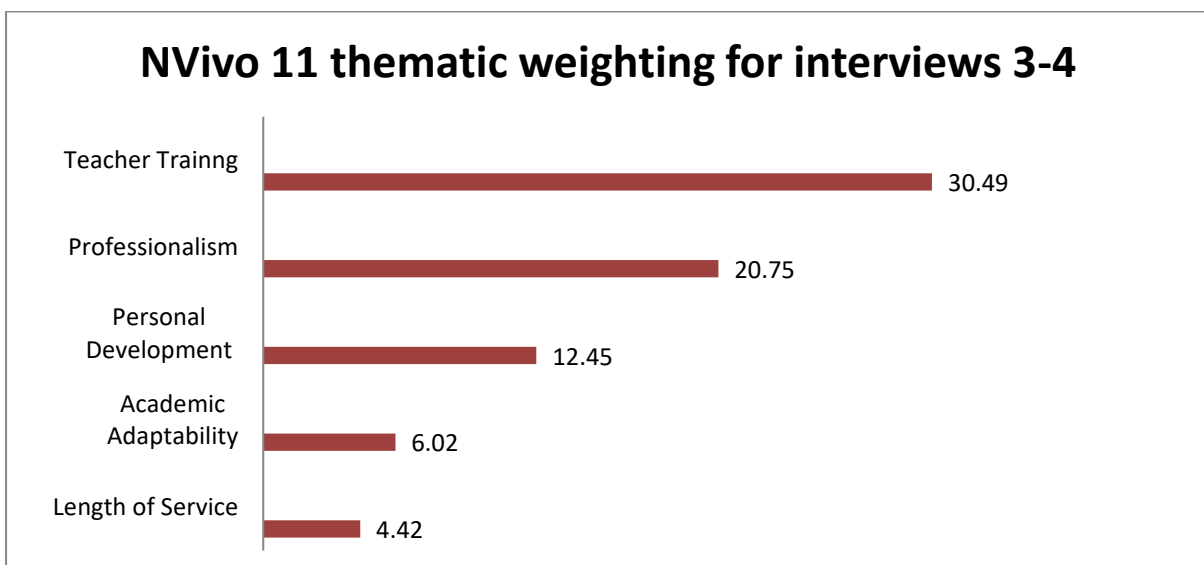
Figure 6: NVivo 11 analysis of interviews 3-4
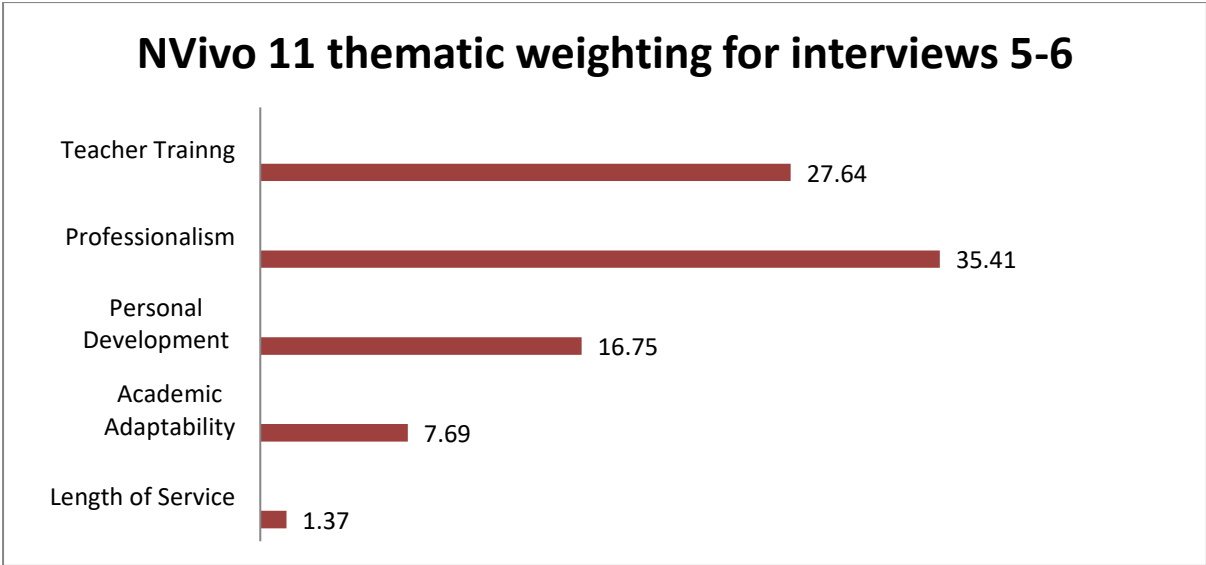
Figure 7: NVivo 11 analysis of interviews 5-6
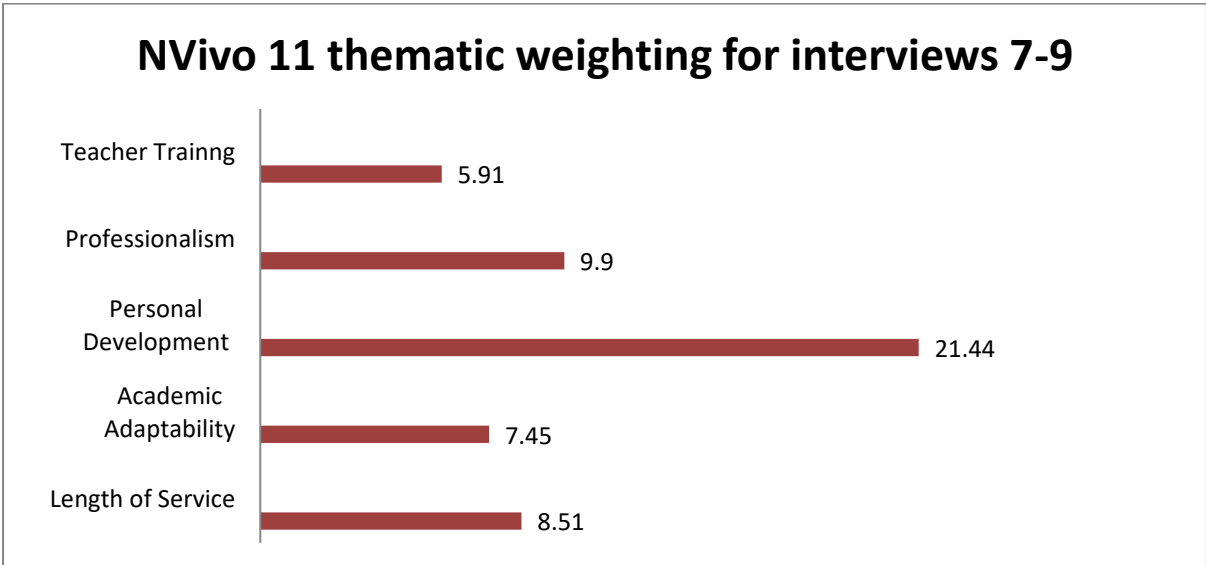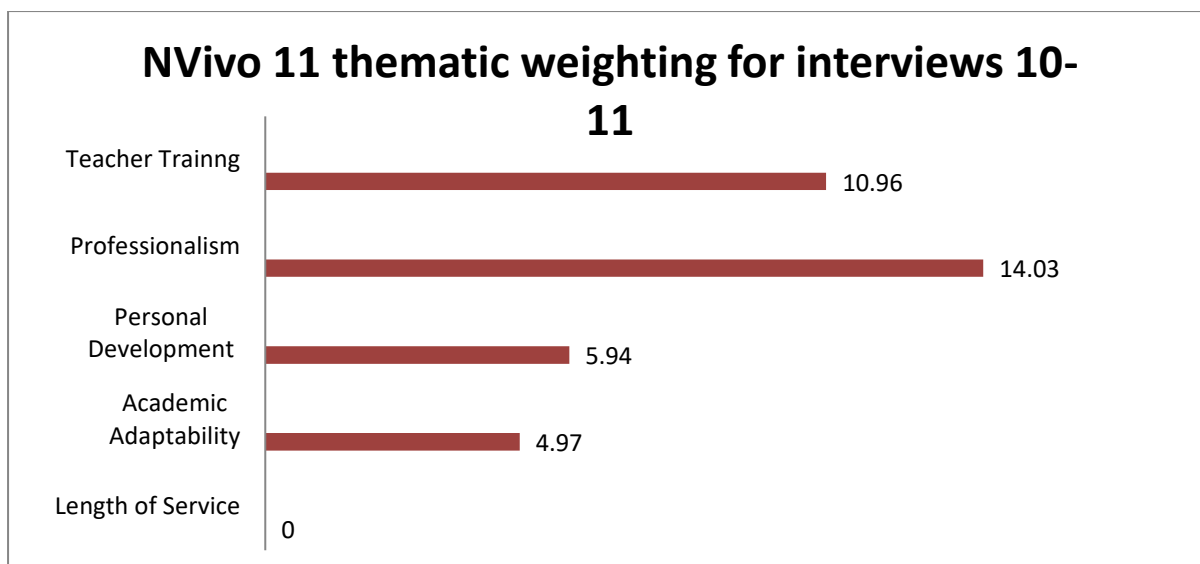

Figure 8: NVivo 11 analysis of interviews 7-9

NVivo 11 thematic weighting for interviews 10-11

Category	Value
Teacher Trainng	10.96
Professionalism	14.03
Personal Development	5.94
Academic Adaptability	4.97
Length of Service	0

Figure 9: NVivo 11 analysis of interviews 10-11

5.4 Unit Three: Key Findings

5.4.1 Finding 1

This finding is related to RQ 1: what are the perceptions of primary school EFL teachers in the Gharian district of Libya towards continuing professional development?

This study found that primary school English teachers' perceptions about CPD differed amongst individuals. Specifically, it revealed that teachers perceive CPD as a process of developing their professional skill through government intervention and that their personal development goals are also of high importance. Second, it is revealed that some teachers expect to be paid stipend and other prerequisites for attending CPD. These findings, as per research question 1, show support for two key themes: *professionalism (see figure 8) and personal development (see figure 9)* both below. For example, a participant redefined continuing professional development (CPD) as continuing personal development (CPD) because whilst the government thinks CPD is important for improved corporate productivity CPD is also important for personal productivity in terms future employability. This study agrees that continuing professional development is a catalyst for achieving continuing personal development goals. This is because if a teacher perceives that corporate goals are detrimental to his/her personal goals, then the teacher might make efforts to frustrate the former.

'*EFL teachers should take care of their CPD (personal) by trying to attending all the availably CPD (professional) programmes and trying to engage in discussion with his colleagues about teaching and learning issues. Moreover, a teacher could find another source of knowledge to improve himself; for instance, he/she can use the internet and Google for a good stuff used to help teacher develop himself.*' (Interviewee 3)

'*If they give us the chance to develop, then we will and they need to give us better salaries or some better motivation to motivate people and teachers. Then, we will present ourselves to the CPDs. Or, give these sessions for free. And, distance problems as these have impeded me and my colleagues from doing the CPD.*' (Interviewee 7)

5.4.2 Finding 2

This is related to RQ 2**:** What are professional developments needs of English language teachers in primary schools in the Gharian district?

This study found that the professional development needs of English language teachers were critical to their productivity. More specifically, findings revealed that since English language is not the official communication language in the Gharian district of Libya the government should concentrate on organising specialised English language training programme by consulting international specialists from countries like the UK-an English language speaking country. This is because most CPD trainings for English have normally focused on general English training because those who anchor such programmes comes from amongst us, but have had studied abroad. However, this does not suggest that Libyans with English language competencies should be excluded. It just implies that foreign trainers should take the lead while Libyan colleagues should offer support especially in cases where native language might be required to buttress an English word or sentence. Second, it also found that regular teacher training is rational since it helps to keep teachers informed on current skills and pedagogies for teaching and learning English language in the Gharian district of Libya. This finding follows that when teachers are regularly trained by specialists in the field, they become seasoned professionals. These findings show

support for two key themes: *teacher training (see figure 8) and professionalism (figure 9).* These findings offer contribution to the Institutional Theory proposed in Scott (2008) because it suggests that external support from government or educational agencies was needed in order to provide the specialised CPD for teachers of EFL in the Gharian district.

> *'What would be most important would be like the problems of local context. Discussions about updates on teaching English and developing the curriculum or anything about that in the profession should be taught in CPD seminars or workshops. However, one must be careful to consider the Libyan environment because what is obtainable in the Western world might be taboo here.' (Interviewee 10)*

> *'I am speaking in the capacity of the subject I teach which is EFL and I think if government CPD would focus on specialised aspects of English foreign language like developing our writing, speaking and listening skills, that would be fine. This does not suggest that we can't speak, hear or write EFL but continuous improvement would bring the best out of us.' (Interviewee 5)*

> *'Some of the CPD programme we attend here are too brief for us to ever improve on any reasonable skill for teaching EFL. But, if we are sent on a short term training of 3 months in an English speaking country, I believe that would help to improve the quality of EFL teaching output.' (Interviewee 2)*

5.4.3 Finding 3

This is related to RQ 3: What are the factors influencing the participation of primary school EFL teachers in Libya in continuing professional development?

Factors influencing English teachers' participation in CPD are as follows: personal gains, networking opportunities, future employability, acquisition of professional skill, length of service and insecurity. Specifically, findings revealed that personal gains influence participation because many teachers expect to be given some stipends by the government for attending CPD programme. For example, an interviewee reported that he has large family that needs to be sustained and so, any CPD programme

without financial reward attached to it cannot help him sustain some family needs. Ultimately, the teacher becomes disinterested. Findings show that networking opportunities also have a positive influence on teachers' participation in CPD programmes because it gives them the opportunity to network with colleagues from around the country and even internationally, for the purpose of training, sharing CPD knowledge and jobs. This is because some training programmes have been held abroad. Teachers therefore saw it as an opportunity to visit countries they would not have otherwise had the opportunity to visit were it not for the CPD programme. Amongst the factors influencing EFL teachers' participation in CPD, there were the following: personal gains, networking opportunities, future employability and acquisition of professional skills show significant support for the Community of Practice theory (Wenger, 1998). On the other hand, factors such as length of service and insecurity—which are external decision factors—show support for Institutional Theory (Scott, 2008).

'The Ministry of Education should focus more and more on teachers because they are basic elements of the teaching process. Also, teachers should be motivated more and more by giving them good rewards like increasing their monthly allowance.' (Interviewee 5)

'I attended my last English language certification programme in Belgium in the year 2000. The programme was brilliant and it gave me opportunities for professional development and also allowed me to network with other teachers and discuss subjects, such as current teaching curriculum and effective delivering of the subjects to the pupils.' (Interviewee 11)

'I would be more willing to do that. Also people might be also encouraged to do so if they see the benefits coming back to them. Once they see this they will come back. Some people are materialistic and some people will ask what the regard to the money is. Some people would like to get a reward to what they are doing.' (Interviewee 5)

Second, it found that expectation for future employability positively influence teachers' participation because through CPDs, they could develop strong English language skills and competencies which can be added advantages in seeking better jobs with better working conditions both within and outside the country. Further, the expectation

that they would acquire professional skills positively influences teachers' participation in CPD because they believe that through CPDs professional skills that would enhance productivity would be acquired. This finding supports the theme of *academic adaptability* (see Figure 10) as these CPD trainings help to prepare teachers on how to manage perceived native language fanatics in a given academic environment. For example,

> *'I need to develop skills or techniques on how to practice professionally as a teacher in a way that suits my students' English language needs.' (Interviewee 4)*

Also, it found that length of service is a strong determinant of teachers' participation in CPD programmes because older teachers and more so those who had taught in schools for long periods also had more teaching responsibilities and were given priority over their colleagues. For example, one interviewee says

> *'As a young teacher I complained about not regularly being allowed to participate in CPD like our older colleagues.' (Interviewee 2)*

This study also revealed that insecurity has negative influence on participation in CPD programmes. This is because some teachers are uncomfortable with attending CPDs in public places for fear of attacks from Islamic rebels in Libya. For example, according to one interviewee:

> *'The most important factor impeding most teachers is the physical safety. You know the situation nowadays is very dangerous in Libya. There is no security; roads are not safe, so how can I travel to attend CPD conferences or sessions? Also kidnapping is happening everywhere so although I may want to attend all these programmes there is something stopping me.' (Interviewee 3)*

5.4.4 Finding 4

This is related to RQ4: How can community of practice and institutional theories help in shaping EFL teachers' knowledge of CPD?

This study found that Community of Practice Theory helps one to understand English foreign language teachers' knowledge of CPD. This is because they have largely similar reasons for participating in CPD. Common reasons include: collaboration, networking opportunities, personal development, professionalism, personal reward, skills acquisition and academic adaptability more so in regards to teaching and practicing English foreign language in school community. This finding is unique within this theory because CoP evolves normally as English language teachers have common interests and goals of ensuring that students in primary schools in the Gharian district learn and understand English. Additionally, the value of CoP for teaching English foreign language is enhanced through the CPD, which creates opportunities to develop both personally and professionally (Wenger, 1998; Duguid, 2005; Cox, 2005). To further support these communalities in the findings, this research shows that collaboration is critical for ensuring the success of community of practice. This is based on the assumption that the more the teachers collaborate in knowledge sharing the higher their professionalism levels (Sveiby and Simon, 2002). To further bring to the fore the influence of CoP, it has been found that teachers can be induced to take part in CPD programmes through the use of tangible benefits like financial allowance, bonuses and promotions or intangible rewards such as status and reputation (Ardichvilli, Page and Wentling, 2003).

Further, in the context of Libya, Institutional Theory plays a critical role in shaping EFL teachers' knowledge of CPD because, if the government does not make commitments towards improving teachers' productivity in the subject they teach through CPD, two things are then likely to happen: (1) teachers' output would continually diminish in terms of quality and commitment; or (2) they could opt to develop themselves professionally, which would cost a lot of money in Libya. This represents the point that, until a teacher shows commitment to CPD, the acquisition of new teaching skills would be difficult to attain. Hence, micro and macro institutional forces should act as drivers of successful learning and teaching practices in school communities.

> *'That is, I am convinced that I am not only attending CPD to favour government goals. I see myself advancing too so that I can be employable elsewhere particularly if I find a better job abroad.' (Interviewee 1)*

'Personally, professionally and institutionally will improve the system. That is, personally, teachers should be keen to develop themselves and professionally, schools should have some CPD classes to develop teacher's delivery skills. Institutionally, the government should make efforts to give teachers more wages and have a high motivation for our mental and physical development.' (Interviewee 9)

5.4.2 Thematic Findings and their Definitions

5.4.2.1 Theme 1: Teacher Training:

This theme is about the imperative of teacher training for primary school English teachers and the way it influences productivity at work. This theme has a more positive and strong association with Professionalism compared to other themes. This is because it reveals that when a teacher is trained he/she becomes more professional at teaching English foreign language (see Figure 8 for NVivo 11 test of association). Moreover, this theme has significance influence on Personal development, academic adaptability and length of service because, while teachers are trained to be productive by meeting the government's teaching quality target, they are also interested in meeting their personal developments.

'I still remember those programmes. One workshop was about how to teach effectively and other two seminars were about the classroom management.' (Interviewee 3)

'Of course, it is very important for all teachers at all stages, because CPD will keep the teacher up-to-date. As an EFL teacher, I need all training programmes to focus on developing my English teaching skills then my students will get benefits as well. You know English is not my first language and I am not fluent in English so I have to develop my English in order teach my students perfectly.' (Interviewee 4)

'CPD helps a lot in managing my class. Being a professional who has attended CPD, you can lead your class and your students forward and make your subject easy like a piece of cake and allow them to develop. Like I remember one day when I prepared for the class and got a video from the internet and the students

listened to this and watched this and really liked it and learn a lot from it.'
(Interviewee 1)

'Some of the CPD programmes we attend here are too brief for us to ever
improve on any reasonable skills for teaching EFL. But, if we are sent on a short
term training of 3 months in an English speaking country I believe that will help
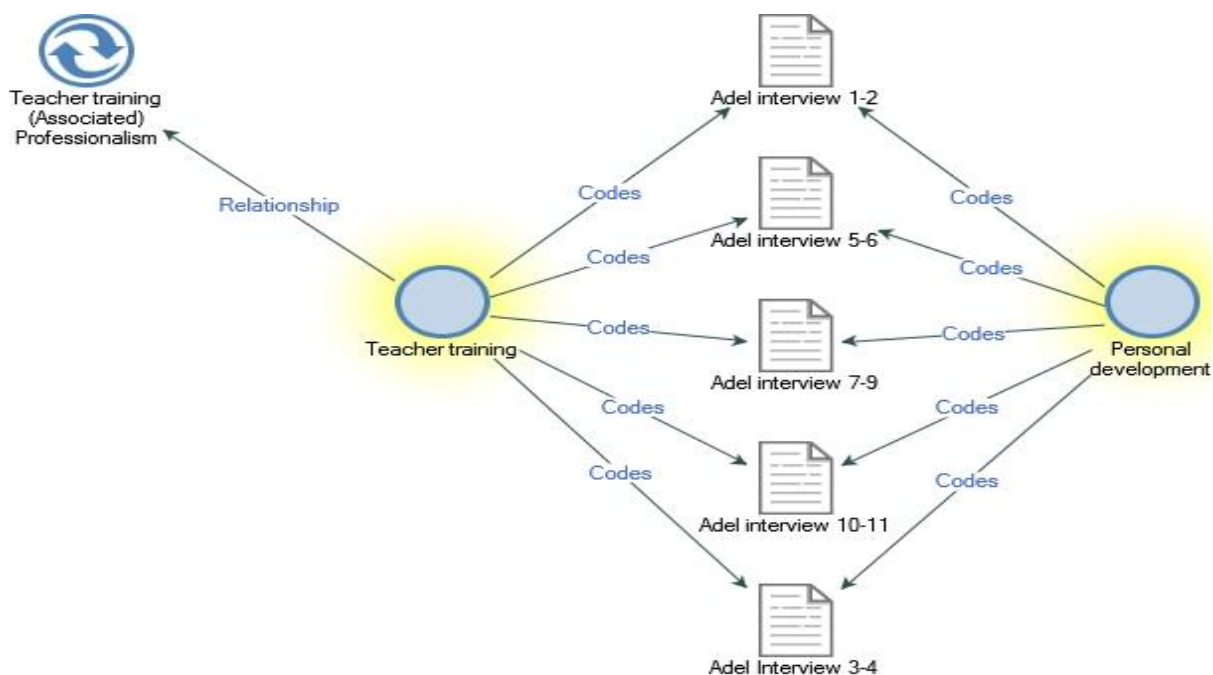*to improve the quality of EFL teaching output.' (Interviewee 2)*

Figure 10: Thematic test of association

5.4.2.2 Theme 2: Professionalism:

This theme deals with the way by which English teachers become professional at their
work as a result of CPD training. In other words, this study indicates that
professionalism positively influenced teachers' orientation towards their accountability
and commitment to work as professional teachers who would ensure the integrity of
their schools' teaching and learning goals. This theme is positively associated with
teacher training (see Figure 11 and 12 below for NVivo 11 thematic comparison and
test of association). The sub-themes of professionalism are as follows: teaching

quality, English teaching competency, government support, CPD need enlightenment, personal assessment and staff involvement.

> 'Yes there are some, but the problem is, we need specialised training English learning programmes for teachers and we need specialist teachers not normal general teachers for teaching English.' (Interviewee 2)

> 'If practitioners in the field like teachers, inspectors, assessment programmes and education authority are involved in continuous professional development then we might get the benefit of developing our teaching profession.' (Interviewee 6)

> 'Professionally, they should have some CPD classes to develop teachers teaching quality and skills.' (Interviewee 9)

> 'Yes, I want to be a recognised professional in teaching EFL in this district and within this region and of course, to support the development of this school. By so doing, I am preparing myself for better job opportunities here and in other Arabic countries where people are eager to learn English as a foreign language. These jobs are likely to pay me a higher salary.' (interviewee 8)
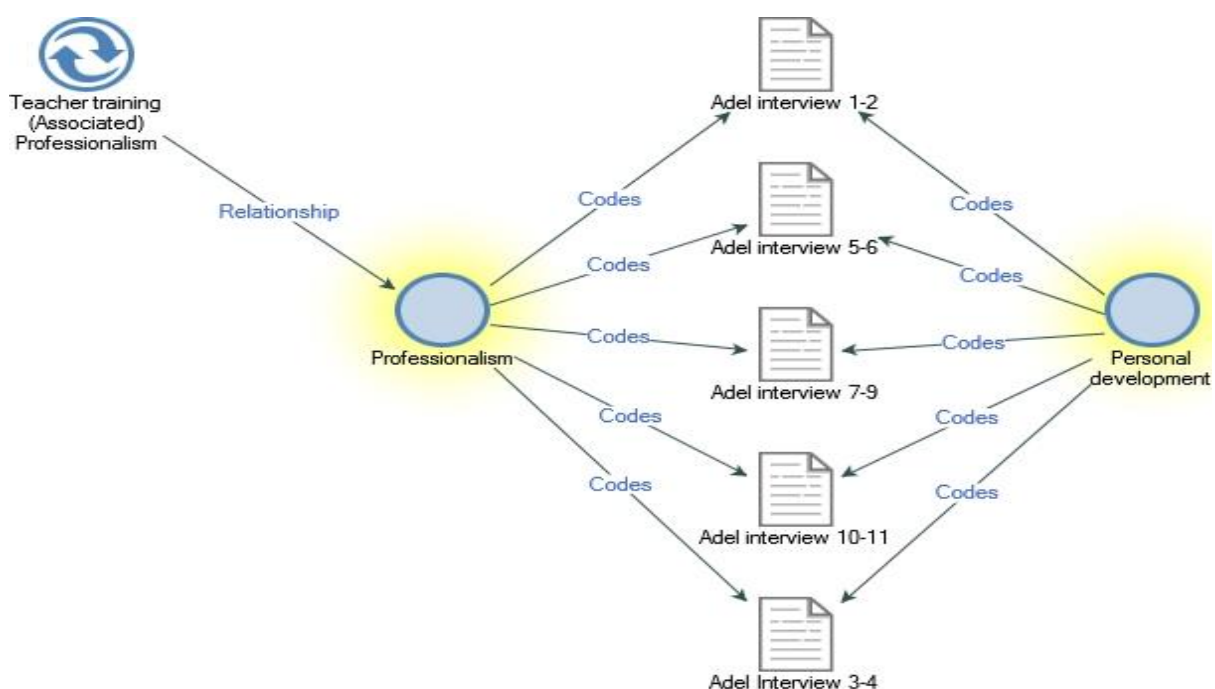
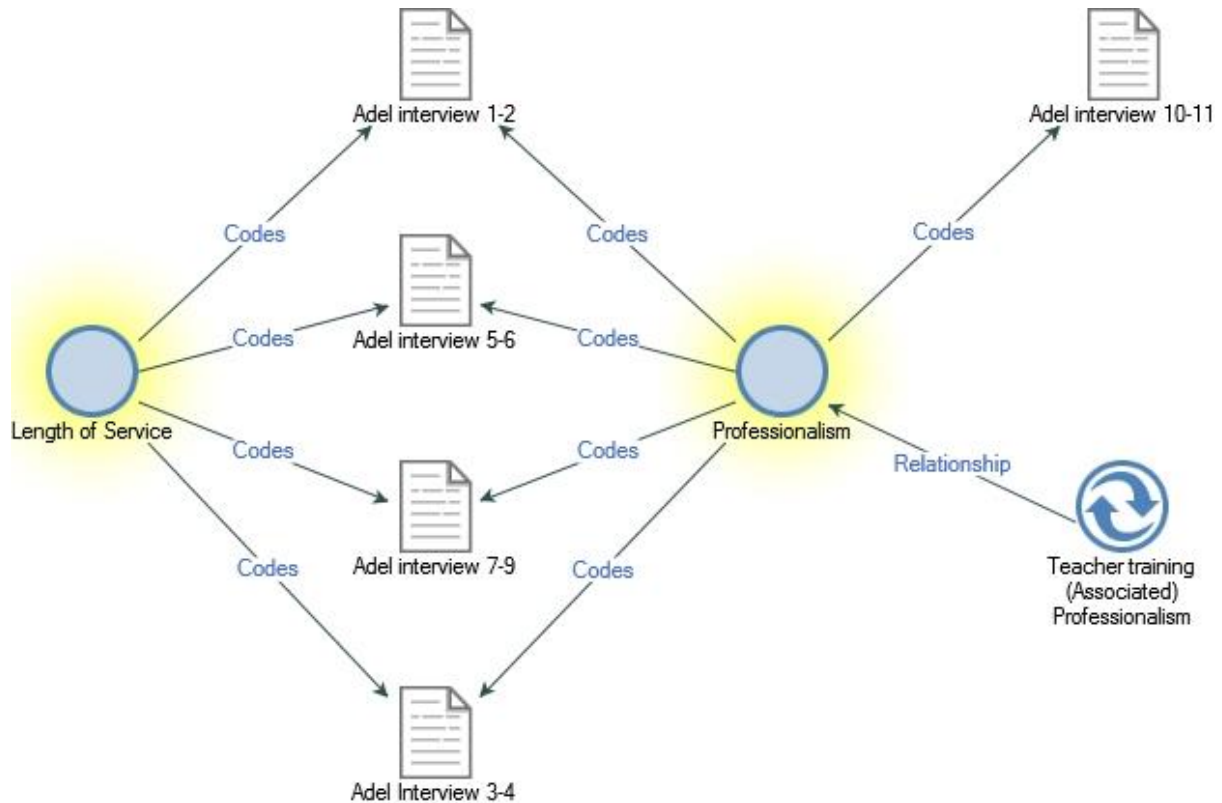Figure 11: Thematic test of association

Figure 12: Thematic test of association

5.4.2.3 Theme 3: Personal Development:

This theme reveals that CPD is not complete without participants meeting their personal development goals. Participants reported that government sponsored CPD is good. They are also making personal efforts to develop themselves because government training is not sufficient to bring them up to expected levels. It is further deduced here that English teachers are interested in personal gains that come with CPD programmes. Third, findings suggest that teachers pursue two goals, corporate and personal, so that they can be competitive and employable in the future if they find more rewarding jobs in the field. This theme is associated with teacher training and its sub-themes are: networking opportunities, personal CPD, personal reward and future employability. See Figure 10 for thematic relationship.

'Teachers should try to develop themselves as there is little or no support from the ministry of education in regards to the CPD within the regional or national context. So, to develop your own practice, you need to depend on your own selves and the best way I see, is to go online and research on seminars and programmes that are concerned with English language-teaching in the Libyan context.' (Interviewee 10)

'I would be more willing to do that and other people might be encouraged also to do so if they see the benefits coming back. Some people are materialistic and they will ask what the benefits are in regards to money. I mean some people will like to get a reward for attending CPD programmes.' (Interviewee 5)

'I am keen on developing myself by going online and surfing the web when I need something. I watch videos and YouTube to enhance my teaching competence as a way of personal CPD.' (Interviewee 11)

'I am also making other private efforts to professionalize in the field of EFL. Like I said, I am preparing myself for better job opportunities here in Libya and in other Arabic countries where EFL is seriously in demand because I think they will pay me a higher salary than the disrespectful peanuts we earn here.' (Interviewee 8).

5.4.2.4 Theme 4: Academic Adaptability

This theme suggests that through CPD, teachers are trained not only to teach English language, but also to understand conditions when the use of foreign language might be unsuitable. In other words, because English is not the official language of communication in Libya teachers should understand how to manage students who might show dissonance for English language. This theme is associated with teacher training and the sub-theme is Libya academic context, see Figure 8 for thematic relationship.

'The problems of local context and discussions about updates on teaching English and developing the curriculum or anything about that in the profession should be taught in CPD seminars or workshops. However, one must be careful

to consider the Libyan environment because what is obtainable in the Western world might be taboo here.' (Interviewee 10)

'*Because managing a large classroom is hard and is a challenge, you need to develop really good skill to deal with this especially in this kind of environment where security issues are high and where there is a lack of discipline. You need to be trained to do something with regards to this.' (Interviewee 6)*

'*As an English foreign language teacher, you teach not only words or phrases, you teach culture as well. When you teach in English in the class, it sometimes affects students' emotions and when some families hear that you use certain Western innovations or other new techniques, you may be in trouble. CPD will help us understand things around the schools we are posted to, too.' (Interviewee 7)*

'*I think CPD stands for continuous professional development and it is related to how teachers can adapt to or develop skills or techniques on how to practice as teachers in a way that suits their students' needs.' (Interviewee 5)*

5.4.2.5 Theme 5: Length of Service:

This theme is about the importance of Length of service in participating in CPD programmes and it reveals that length of service and volume of work are strong criteria for CPD nomination in schools. That is, teachers who have long served the school and who have more responsibility in teaching English language stand better chances of been nominated for CPDs than their young colleagues. This is because a teacher who handles say 7 English classes is considered first before one who handles only 2 classes as the former needs to be trained to handle such huge responsibility. This theme is associated with teacher training. Further, length of service is associated with and influences personal development (see Figure 10). This is because staff with fewer years of service believe that teaching English in primary schools is only a phase as they have prospects of gaining better jobs in high schools if they invest in personal development rather than if they wait for corporate development.

'I have like 5 years' experience of teaching English and find it difficult and problematic when delivering knowledge from my side to the students. My little engagement with teaching English language is a disadvantage for participating in CPD.' (Interviewee 7)

'I told you I have worked in this school for around 15 years now and the older ones who have more responsibilities are sometimes given priority over those who are younger in the system.' (Interviewee 9)

'I have 22 hours of classes every week and I sometimes feel like going mad because the work load is heavy. However, my volume of work has given me the privilege of attending some CPDs which others with low volume could not attend.' (Interviewee 2)
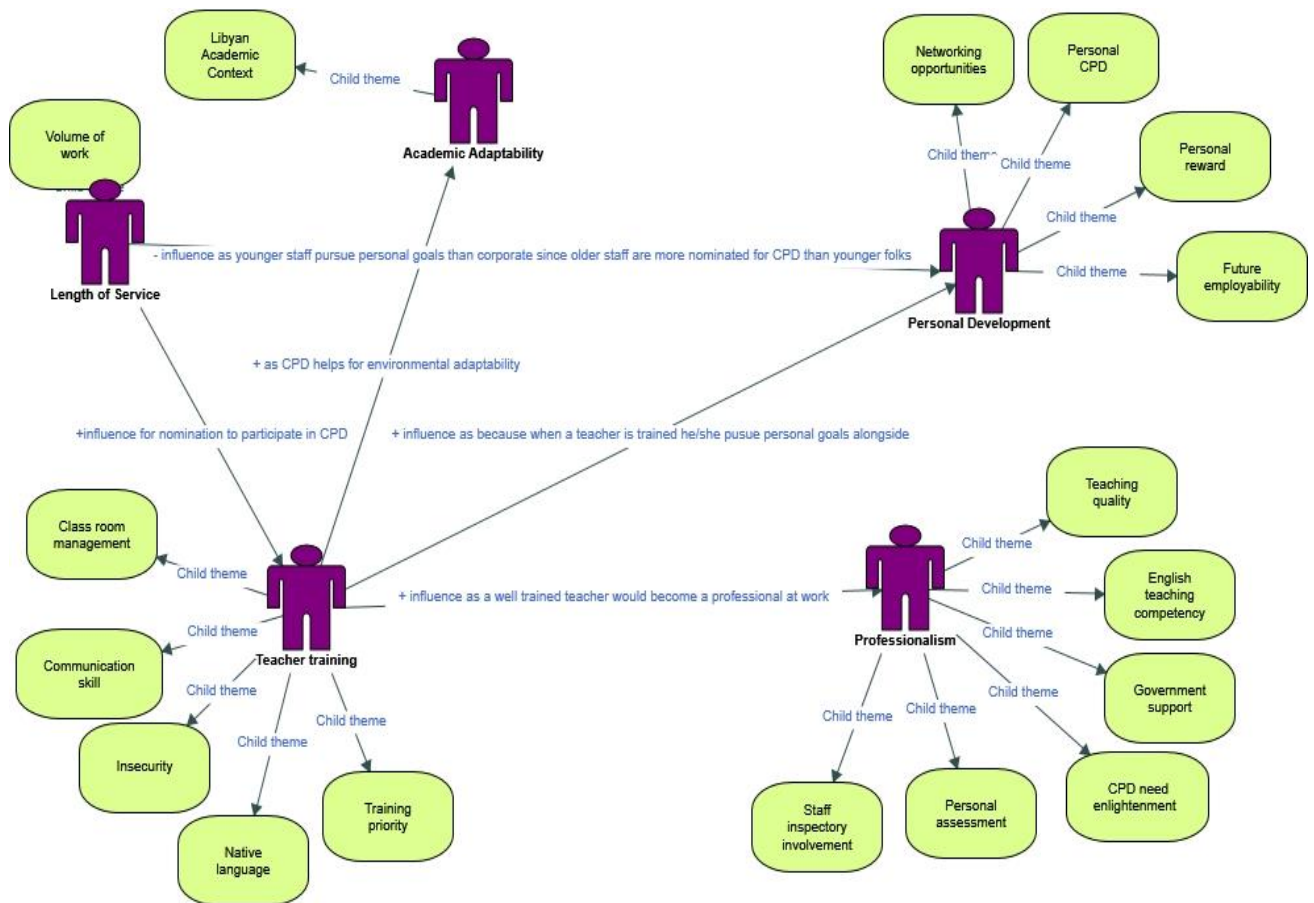

Figure 13: Thematic map showing influences and links between themes

This NVivo thematic map (see Figure 11) helps to show the relationship between themes and how a particular theme positively or negatively influences the behaviour

of another. It may also help in providing robust recommendations for practitioners and policy makers in the Gharian district of Libya.

5.4.2 Chapter Summary

This chapter has analysed and presented primary data from EFL teachers in primary schools in the Gharian district. Findings were presented in consideration to two different dimensions, the first of which relates to the research questions and objectives and the second relates to the thematic findings. From the first dimension, findings show that perceptions of English foreign language teachers about CPD are both professional and personal. This is because teachers reported that, in as much as they are aspiring to be professionals through CPD programmes, they were also using the same platforms to achieve personal development. It also revealed that the length of service, teachers' workload, personal rewards, professionalism, insecurity and future employability are some of the factors influencing teachers' participation in CPD programmes. The chapter also presented five emerging themes, namely Teacher training, Professionalism, Academic adaptability, Length of service and Personal development. These themes show significant influence of EFL teachers' perceptions of CPD and further validates the Community of Practice Theory as adopted in this study (see Figure 13).

Chapter 6: Discussion of Findings and Contributions and Originality

6.1 Introduction

This chapter presents a critical discussion of the findings within the context of existing literature in this field. It also explains how this study has contributed to theory knowledge and practice. It also highlights the originality of the study talking about the uniqueness of this study within literature and practices.

6.2 Discussion of Findings within Previous Literature

This study presents findings in two parts; one part relates to the research questions and the other relates to themes and challenges that militate against CPD effectiveness in the Gharian district of Libya.

First, from findings that relate to research question 1 - which found that in this sample of primary schools English teachers' perceptions about CPD differed amongst individuals. It revealed in detail that teachers perceived continuing professional development as a process of developing their professional skill through government intervention (Robinson, Hohepa and Lloyd, 2009; Hoyle and John 1995; Newell, Tallman and Letcher, 2009). This finding adds to the Institutional Theory (Scott, 2008) because it finds that continuing professional development programmes could be positively or negatively affected by external factors. In other words, regular government intervention in the professional development of EFL teachers may help to improve teachers' abilities and skills in teaching EFL. On the other hand, government negligence towards improving teachers' professional skills could serve as a demotivation and may induce negative perceptions in teachers.

Additionally, it is believed that employers principally championed continuing professional development in order to bring out the best out of their work force. This is because the cost of personal development could be expensive and this is not to say that individuals cannot fund their development goals, but only a few could do this. This is seen to be consistent with the findings garnered by other works (Wong 2014; Lee

2013; Silva and Matsuda 2010; Borg and Al-Busaidi 2012). For example, in the UK primary education sector, it is the responsibility of schools' governing councils to pay for teachers' professional development for skills development. This is because some programmes may cost as much as GB£300 per module; such a policy may have positively impacted teachers' productivity; this is consistent with other findings (Maughan *et al.*, 2012; Wan, 2011; Buckingham, 2014). Furthermore, our findings show that teachers' personal development goals are of high importance. This supports the findings of Ridley (2011) and Choi (2013).

In other words, when there are no hopes for profitable growth, teachers would be encouraged to personally develop themselves in preparation for future employability or job mobility in the circumstance of job loss. For example, studies have proposed that teachers' motivation for personal development would increase in the future and that personal development initiatives would be more popular than conventional initiatives focused on continuing professional development (Elmore, 2002; Gusky, 2002; Fullan, 2007).This study has filled the gaps identified by these sources—namely that teachers would soon be taking care of their personal development cost for the purpose of preparing themselves for better jobs in the future. The researcher's thinking here suggests that teachers involved in personal development would professionally outperform and receive higher incomes when compared with other teachers who wait for public continuing professional development programmes from schools (Hobbs, 2010; Davies *et al.*, 2011; ALA, 2013).In fact, as one participant (Interviewee 3) put it, *'his personal interest comes first before that of the school, because the school may relieve him of his job anytime but the skill and knowledge of teaching EFL is personal'*.

In other words, if teachers' personal development goals are progressively achieved they are motivated to take part in CPD (Fulton & Harris, 2013; Zimmerman & Schunk, 2011). These sources reported that primary school teachers in developing countries were regularly comparing their professional achievements with self-esteem goals. Put succinctly, attainment of personal goals is a catalyst to achieving knowledge effectiveness from CPD programmes and is consistent with Barton & Armstrong (2007). However, the finding is peculiar to the Libyan setting where the level of negligence towards teachers' welfare is significantly high (Schmid & Whyte, 2012). This follows that continuing professional development extends beyond professional training purposes and includes meeting the personal needs of trainers (Faour, 2012).

Clearly, most participants in this study considered self-development as an individual thing that could be achieved personally based on their financial conditions. This perception implies that some teachers do not have opprtunities that might help participation in CPD training as they showed negative signs of regular support for developing EFL teaching skills.

> *'For me I am not interested in waiting for the school to send me on training because they opportunity might come late or never, so I have to spend my own money to develop myself in order to be exposed to better teaching offers here and outside.' (Interviewee 5)*

This argument supports Hodkinson *et al.* (2008) who reported that unsupportive learning and teaching atmosphere can create tension in an institution and the potential for effective and efficient teaching and learning would be on the decline as work cordiality is negatively affected. However, this does not support accountability as propounded (Wenger, 1998).

A critical aspect of this study's contribution is that participants defined CPD from two perspectives, one group refer CPD as continuing professional development (conventional) while the other group defined CPD as continuing personal development. This signals that continuing professional development as a concept might soon lose touch with practical literature as this study shows that personal development goals are critical for sustaining the purpose for continuing professional development (Day, 1999; John and Gravani, 2005; Schmid& Whyte, 2012; Fulton & Harris, 2013; Zimmerman &Schunk, 2011).

Summarily, the futuristic shift in the conceptual orientation from defining CPD as continuing professional development to continuing personal development shows theoretical support for Community of Practice theory (Lave and Wenger, 1991; Wenger, 1998) and Institutional Theory (Scott, 2008). First, because it validates the impact of sharing knowledge in groups for the purpose of professionalism. Secondly, it also extends the relevance of Community of practice theory in the Gharian district primary schools as it found that personal development goals of teachers should be integrated into Community of practice framework (see the Situational Community of Practice model in (Figure 12). Thirdly, it shows support for Institutional Theory (Scott, 2008) through revealing that external factors, such as economic variables, need for

increased pay, and perquisite, were all determinant of professionalism (see also Luo, 2007b). More so, interviewees' perceptions of self-development as EFL teachers were seen to catalyse the feeling of professional identity as a Libyan. This is in line with the suggestion made by Wenger (1998) that identity is inseparable from learning and becoming a teacher. In addition, Lave and Wenger (1991) in their study argued that learning is not restricted to performing only certain tasks in a community, but that humans construct identity in the process of learning. However, for EFL teachers' CPD, the construction of identity involves being identified as a Libyan teacher and as a professional.

This study found that the professional development needs of English language teachers were critical to their productivity. More specifically, findings revealed that since EFL is gradually becoming a language of communication in the Gharian district, government should concentrate more on organising specialised training programme with consultants from a country like England and there are supporting arguments in chapter 3 (Zhao *et al.*, 2010; Harland & Kinder, 1997; Hyland 2007; Hirvela 2004; Rahimi 2009; Zhang, 2013; Naghdipour and Koc, 2015). This finding supports the purpose of this study in regards to sampling EFL teachers in order to unravel their needs and enable them to continuously enhance their performance. This finding also shows that previous CPD programme were generalised English training in that facilitators were lacking some competencies since they were Libyans and not native English speakers (Min 2009; Casale, 2011; Tellez and Mosqueda, 2015). This professional need is critical for achieving English language competence as Libya is an Arabic speaking nation. For example, one respondent notes, '*a Libyan cannot be more English than the Queen of England who is the custodian of English language*' (Interviewee). This implies that English language teachers who are trained by native English speakers or teachers with native-like proficiency would be more competent than those who are taught by an Arabic-English teacher.

Further, from a personal reflective perspective the researcher has attended a few continuing professional development programmes that were based on developing effective English language skills and has also taught English foreign language for some years in a Gharian school. Nonetheless, adequate English-speaking competency is still lacking. However, four years of residing in an English community with constant interaction with those who speak English in school, market and public

places have strengthened the researchers English-speaking ability. The researcher does not attribute this improvement in EFL competency to the years of merely teaching EFL in the Gharian district. However, this argument does not intend to imply that no Libyan can speak native-like English; rather, it simply implies that they can play supporting roles, especially in helping to explain English words using Arabic, which otherwise could not at times be understood by trainees. Essentially, they would be filling communication gaps in the training process.

This finding supports the continuing professional development concept in two ways, first by showing positive implications through revealing that, if specialist EFL trainers are consulted to train and develop teachers, it would encourage and enhance continuous improvement in their EFL teaching output, thus helping them to become competent EFL training tools in the long-run. This is consistent with the works of previous scholars, as cited in Chapter Three of this thesis (Blaj-Ward, 2017; Lightbown and Spada, 2013; Biggs 2015; Knoch *et al.*, 2015; Rochecouste, Oliver and Mulligan, 2011; Maughan *et al.*, 2012).

On the contrary, if the government continues to provide generalised EFL training competency levels could drop and output could become low. Ultimately, this would have a negative effect on pupils. Also, the study found that regular teacher training was critical for improving teaching pedagogy, productivity and professionalism in primary schools in the Gharian district (Rhema & Miliszewska, 2010). That is, when training comes at the right time, from the right trainers, with the right motive and incentives, then it brings about the right knowledge and pedagogy been employed at the right time to achieve the right results. This finding follows that when teachers are regularly trained by specialists in the field they become seasoned professionals. Findings show that factors influencing EFL teachers' participation in CPD are as follows: personal gains, networking opportunities, future employability, acquisition of professional skill, length of service and insecurity.

Specifically finding revealed that personal gains influences participation because teachers expect to be given some stipends by the government for attending CPD programme. This is in line with previous literature (as cited in Chapter Three), which found that in the near future the need for professional development alone cannot sustain teachers' commitment to work, but a combination of economic benefits

(Fishman 1991; Baker 2001; Hornberger 2008). Teachers' expectation of personal gain as a motivation for participating in CPD is actually contextual- in the sense that institutional actions towards primary school teachers in Libya, which is in terms of remuneration and other inducement packages, are negative while actions towards political public office holders who are trained by these teachers are positive. For example, in the UK primary school teachers earn monthly salaries that are equal, if not more than what a University senior lecturer take home monthly. This signals a society where the efforts of teachers are appreciated. Additionally, the economic crisis in Libya leaves teachers with no other option but to aspire for more financial rewards in order to enable them meet their domestic financial needs in the face of the biting economic crisis.

The findings also show that networking opportunities have a positive influence on teachers' participation for CPD programmes and this is consistent with previous findings as reviewed in chapter three (Leva and Wenger, 1991; Wenger, 1998, Teng, 2016; Kelchtermans, 2004; Kim, Xie and Cheng, 2017; He, Kristine and Pynes, 2017; Chao *et al.*, 2017; De Costa, 2016a). This is because CPD short term programmes locally or abroad provide opportunities for networking and negotiating with colleagues from around the country and internationally. This also has implications for jobs and improvement. For example, some training has been held in foreign countries and those who attended saw it as an opportunity to visit countries which they would not have had an opportunity to visit, but for the CPD programme.

The findings also show that the desire to acquire new professional skills positively influences EFL teachers' participation in CPD programmes and is consistent with previous works (Wong 2014; Lee 2013; Silva and Matsuda 2010; Borg and Al-Busaidi 2012; Miller *et al.*, 2017; Buckingham, 2014; Carlyon, 2015; Hoyle and John 1995; Newell, Tallman and Letcher, 2009; Li and Zou, 2017; Coniam, Falvey and Xiao, 2017). These sources reported in their studies that, professionally, teachers were motivated to participate in CPD programmes if they believed that they would help them to be in tune with trends in their field of study for the purposes of improving their teaching delivery and class room management skills as well as to be better positioned for promotion and new job openings within their operating industry. However, a critical challenge for developing teachers in the emerging country context is job mobility. That is, when a teacher is trained professionally to have certain attractive skills they might

be encouraged to resign from their existing job to take up more professional and more economically profitable opportunities in other organisations (Kennedy, 2005, 2011). However, teachers' aspirations for greener job pastures in the future, which is influenced by the currency of knowledge and skill acquired, encourages them to take part in CPD. However, it is also important to mention that, apart from this, there are teachers who attend CPD to acquire knowledge and skills to enable them improve the EFL teaching standards in their current school community (Kahn-Horwitz, Shimron and Sparks, 2006; Kahn-Horwitz, Sparks, and Goldstein, 2012; Gunderson, Murphy-Odo and D'Silva, 2011; Russak and Kahn-Horwitz, 2015; Tellez and Mosqueda, 2015). Practically, in Libya, teachers have a high penchant for moving from one job to another especially around Arabic-speaking countries after acquiring special skills such as writing, reading and listening in teaching EFL. This is because primary school teachers are not well-remunerated. Additional factors, such as an unstable economy and social insecurity, may compel teachers think in this manner.

Insecurity, as caused by the lingering political war in Libya, has been highlighted as showing a negative influence on teachers' decision to participate in CPD programmes and has positive implications for Institutional Theory (Scott, 2008). Libya has witnessed political crisis within the last 6 years with thousands of lives and property lost. This consciousness has a negative influence on the memories of teachers; hence, the selective decision as to whether or not to attend, especially when not wanting to meet in locations and venues that converge more than 5 persons because they might be a major target for militant groups who may perceive them as a gathering of elites. For example, from a reflective point of view, between 2011 and 2016 there were over 10 instances in Libya where rebels attacked and killed innocent citizens in groups— even in schools. It is the responsibility of the government to provide security (institutional factor) for the entire public, and for school teachers in particular, especially during CPD programmes. Amongst the factors influencing EFL teachers' participation in CPD, there were: personal gains, networking opportunities, future employability and acquisition of professional skill show significant support for Community of Practice theory (Wenger, 1998), while length of service and insecurity, which are external decision factors, show support for Institutional Theory (Scott, 2008).

Institutional forces have provided a negative influence on the effective teaching of EFL, resulting in the following: the primary schools learning atmosphere were lagging

behind in terms of time, conducive-learning classrooms, teaching aids and even native speakers who offer exposure to English language. This is because it is the responsibility of the government to provide both the learning/material infrastructure and opportunities to develop their EFL teaching skills through CPD. Teachers who are regularly trained will have the required skills and know how to manage teaching infrastructure for effective teaching and learning (Ball, Thames & Phelps, 2008; Desimone, 2009). From the researcher's experience, the teaching and learning environment in primary schools in the Gharian district is not conducive since it is not in line with the international best practices outlined by UNESCO (2014). Most EFL teachers in the primary school are mostly those who speak native language and do not have strong grasp of EFL. This is because government institution responsible for training EFL teachers were not committed to this purpose hence resulting in a steady decline in students' competencies in speaking and writing EFL (Deborah, Mark & Geoffrey, 2008). For example, from previous literature on EFL teaching in primary and post-primary schools in Libya it was revealed that, between 2007 and 2012, students' examination performance for EFL was unsatisfactory and scholars attribute this outcome to government's unwillingness to improve the teaching of EFL in schools (Rajab, 2007 Ball, Thames & Phelps, 2008; Valencia, 2009; Elabbar, 2014). This implies that institutional factors like (government bodies responsible for education) play a critical role in the implementation of teachers CPDs for improving EFL teaching effectiveness in primary schools.

Further, this area of discussion has strengthened the relevance of Institutional Theory in this study. This is because factors that influence the successful implementation of CPD for EFL teachers in primary schools in the Gharian district were external, since this era of EFL performance in Libya schools was characterised by political instability and militancy.

Corruption, also, is an institutional factor that has negatively influenced EFL teachers' CPD. Corruption here implies that monies and resources that were budgeted by governments for EFL teachers' development were diverted into private ventures or otherwise never used for the purpose for which it was budgeted (Vandewall. 2009, Wijaya, Supriyono and Shariha, 2016). Corruption distorts the effectiveness of public policies; thus, making institutional policies less efficient (Kaufmann and Kraay, 2002; Gupta, Davoodi and Tiongson, 2000). Also, in cases where CPD was conducted, the

heads of some primary schools were nominating teachers who are loyal to them without consideration of due process like selecting participants through years of teaching EFL, residency in the said primary school and EFL teachers' students' span of control. These practices suggest that corruption contributes to the inadequacies in EFL teacher training. For example, World Bank (2012) states that corruption cuts across all sectors of the Libyan economy and institutions within both the public sector and private sector.

Moreso, corruption became aggravated after the 2011 Libyan revolution against Gaddafi"s regime (Transparency Team-Libya, 2009). Additionally, a Libya national report shows that Lack of training for civil servants who manage and administer governance and other public servant created a shortfall in capacity that further encouraged the migration of Libyans into foreign countries in search of better job prospects (Libyan Administrative Control Authority, 2014). This report is further supported by Wijaya, Supriyono and Shariha (2016) who found an estimated 1000 teachers who can speak, read and write English language migrated from Libya into Qatar, Jordan, UAE, Morroco annually between the years 2012 to 2015 (Annual report of Libyan Audit Bureau, 2014). This may have been caused by factors such as poor remuneration for teachers and the absence of professional development training; thus inducing the feeling of job insecurity. For example, an interviewee reported the following:

> '*It is the prerogative of the head teacher to nominate who he likes to participate in CPD training, this is because I have been here teaching EFL for over 10 years and have attended CPD only 3 times, but two of my junior colleagues who were employed 5 years ago have attended CPD for up to 5 times.*'

his interviewee's report is consistent with that of Kaufmann and Kraay (2002 and Gupta, Davoodi and Tiongson (2000), who argued that corruption distorts the effectiveness of public policies, making institutional performance less effective.

Further, irregular and inadequate CPD training for teachers of primary schools contributes to the current poor academic achievement and high dropout rate of pupils. This suggests that some EFL teachers in selected primary schools in the Gharian are not sufficiently academically developed to teach EFL curricula and even those experienced teachers who had been teaching it over the years find it difficult to teach

EFL. This implies that teachers who complained about the difficulty of the curricula due to inadequate CPD for some and no CPD training for others, were doing so because they have not received enough preparation and training for effective teaching of EFL in such a way as to develop pupils of primary schools. Findings also revealed a lack of integrity amongst heads of primary schools in the district towards ensuring fair nomination of teachers to participate in CPD. Just as an interviewee reported:

> *'My head teacher in some cases does nominate his cronies to participate in CPD over some of us who have been working and teaching EFL here for over 7 years.' (Interviewee 5)*

This follows the fact that, when nepotism and favouritism are prioritised over meritism in an institution, service quality expectations would be low, as identified in this case. EFL teachers who feel marginalised by their heads are likely to be less productive in their responsibilities. However, the researcher was also made to understand that some teachers who are performing below expectation in EFL had no interest in the teaching profession, but came into the profession because they had spent many years jobless and, as such, took advantage of teaching opportunities in primary schools whilst looking forward to better alternatives in the future.

> *'I am in this profession because there is no better alternatives out there, otherwise why will I be here working for little income whilst my peers are making good money in the oil sector.' (Interviewee 7).*

6.3 Contribution to Knowledge and the Originality of the Research

The theoretical lenses for this study were Community of Practice and Institutional theories while the practical lens was continuing professional development. First, this study makes theoretical contribution in the field of Community of Practice theory as it validates the currency and relevance of CoP for adoption and implementation within the primary school sector in the Gharian district of Libya (Wenger, 1998; Lave and Wenger, 1991). This is because this study shows that the four key themes of professionalism, teacher training, personal development and academic adaptability help to shape EFL teachers' attitudes towards participating in group training session

where they share their experiences of teaching EFL for the benefit of others and to improve themselves (Kennedy, 2005, 2011).

Moreover, succinctly, this contribution is original in that, whilst scholars in the field of Community of Practice theory have generally conceptualised this theory from a professional perspective (Kietzmann *et al.*, 2013; Wenger, 1998; Lave and Wenger, 1991), this study adds personal development goals and academic adaptability skills as necessary in influencing teachers' participation in group training sessions in order to improve their professionalism and teaching competencies in the research context. This contribution follows that, whilst CoP has been extensively discussed as a theory shaping the way in which members of a given group share knowledge, experiences and information in order to improve their efficiency and effectiveness within a given job environment, there remain other intrinsic (personal development) and extrinsic (reward, regular promotion, bonus, recognition of service by providing additional perquisite, ensuring that teachers are trained to be adaptable given the volatility of the Libyan environment, skills on how to manage native language fanatics who may oppose English language) factors, which catalyse professionalism and which should be integrated into the CoP framework, especially in the Gharian district of Libya. Overall, this study uses its themes to propose a new theoretical framework referred to as the Situational Community of Practice model. This proposed model is concerned with the use of CoP by researchers in examining teachers' perception and experiences at work within the Gharian district in particular and Libya in general. This postulation is situational because it is particular to the Libyan context; this might not be the same in another country given its culture and beliefs. Secondly, it is unique because the study is the first to identify five critical themes that influence teachers' participation in CPD within existing CoP theory.
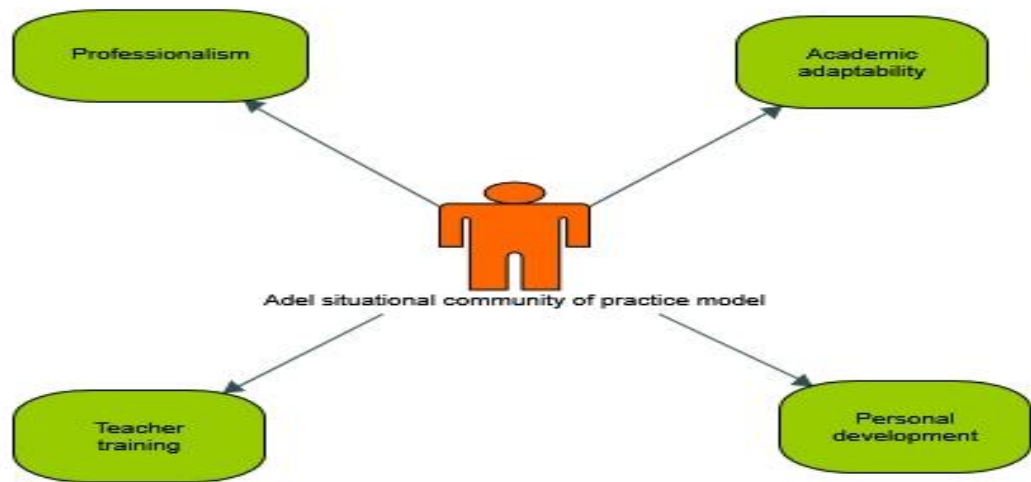
Figure 14: The proposed Situational Community of Practice model

As per involvement in CoP, Wenger recognises that a CoP could be a platform for neither fruitful relationship nor an academic island that departs from political and social relations. Additionally, competition, discrepancies and orchestrated drawbacks constitute types of involvement and participation (Wenger, 1998). This suggests that competition, discrepancies and challenges can serve as a catalyst to building a viable community of learners and the reverse can also be the case. Simply put, teachers who hail from diverse background could bring to the table of discussion their carried values and opinions, dexterities and experience which might be contrary to and/or supportive to existing rituals/practices in the community. However, the CoP did not create opportunities for analysing and interpreting the origin of carried values or influences of the conflict conceptualisation. Furthermore, from the researcher's interpretation of Wenger's conceptualisation of CoP theory, the researcher believes she assumed that in any case, opportunities for innovation and creativity could emerge during community activities that strictly oppose bureaucracy. At the same time, this innovation and creativity may have a negative impact as participants might have different expectations as they engage in the community. Wenger (1998) identified some ways in which community tension can arise like age limits, which raises some struggles between old community participants and new comers and vice versa. For example, a participant in this study reported the following:

'In my school, I have realised that the school management tends to give new teachers opportunity to attend CPD than those of us who has been teaching EFL over 10 years.' (Interviewee 3)

'I told you I have worked in this school around 15 years now and the older ones who have more responsibilities are sometimes given priority to those younger in the system.' (Interviewee 9)

This tension could create a positive or negative impact on community activities in the school. For the positive, when new teachers are given opportunities to attend CPD over old teacher they are encouraged to participate in the community activities and because they are younger their capacity to carry more responsibility are built up whilst the other ones are less burdened and prepared for administrative jobs in addition to reduced academic roles within the school.

'I have just been employed here about 5 years ago but I have attended CPD for 3 times, although I have gathered from some older colleagues that they have also attend CPD 3 times too and so you can see that I am lucky.' (Interviewee 1)

Old teachers might feel cheated and marginalised, as some teachers already consider that attending CPD programmes may be viewed as a professional compensation, especially when they are sent overseas for short courses.

'Each time I travel abroad for sponsored CPD I feel so happy as I not only learn new teaching skills, but also gives me the opportunity to enjoy other environment. For example, I have been to the UK twice for 2 months short programme each (2009 and 2011) and it was fun as I have worked here for 15 years.' (Interviewee 9)

This supports Lave & Wenger's (1991) proposition that age factor could be a source of positive and/or negative tension in community practice. Just as some participants reported that age and residency at work helps to improve community of practice when older teachers are given CPD opportunity over younger teachers, but when new teachers are prioritising over old staff for CPD participation it hinders smooth integration of new ones into the community circle. This is because participants' opinion suggests that age facilitates community communication and that relationship and communication patterns between the young and old are restricted and take a formal

dimension and this would expand existing gaps and breach mutual engagement amongst community members. In the researcher's opinion the researcher thinks these proponents of CoP theory (Lave & Wenger, 1991; Wenger, 1998) did not consider the influence of age from a developing country's context like Libya with diverse cultural, religious and social backgrounds instead their propositions were contextualised within the context of developed countries. This is because in the Western context, age does not deprive individuals of opportunities to get involved in professional or social activities. In Libya however, age moderates how people relate in a community setting. Within the Libyan context, age is a source of favouritism and it therefore hinders professional community of practice especially when members of distant age limits are grouped together. Nonetheless, age may facilitate community of practice when members of same age bracket or related age are grouped together hence the researcher's conceptualisation of the Situational Community of Practice model (see Figure 14). This model suggests that the Western community of practice theory cannot survive and be effectively applied in the Libyan context where age and sex favouritism are prevalent (Lave & Wenger, 1991; Wenger, 1998). There is need for a CoP model that takes into account issues that would facilitate mutual engagement, joint enterprise and shared repertoire amongst community members.

Political, social and tribal impasses are used to criticise and validate Wenger's CoP theorisation with regards conflict and how this has an impact in the Libyan educational and social context. For example, in Libya political cultural, religious and social disagreements creeps into professional communities through individual members and, after a while, it begins to collapse existing mutual structure within the professional community. Additionally, since the start of the bloody political, social and power contest in Libya community relationships have tremendously changed to the negative bringing along with it heightened isolation. For example, political, social, cultural and religious loyalty now goes to different militia group otherwise you are dead. This has negatively influenced the relationships of community members.

Linking these general societal issues to professional CoP it implies that conflict arising from the society shapes what happens in the community. This is because, if there is a combination of loyal and disloyal members to the militia, those who are not loyal may lose their lives or jobs or something strange might befall them. Hence, mutual engagements in the community will be hindered for fear of being hurt, victimisation or

brutality. Another example is that some of the researcher's participants expressed conflicting political empathy because of the impasse in the country and under this condition; it became illusive to experience beneficial engagement in the absence of none. In fact, the impact of these conflicts helped to facilitate military actions when professionals- some that are known to me, began showing interest in and/joining different political groups, pressure groups or associations and militia groups, they began to display negative attitudes towards opposing members within the community. Hence, members of the community became careful of everything thus, bringing about ineffective interactions amongst members of the community for fear of death, loss of job or societal incarceration (Colley *et al.*, 2007). These group participants might stop at nothing to prevent newcomers to join the community, especially those who are not loyal to them. Therefore, based on these conflicts, members have naturally become self-protective, with many limiting their interactions to those they know within the community as a way of enjoying political, ethnic and social loyalties.

In terms of operational contributions, the five overall themes (professionalism, teacher training, personal development, academic adaptability, length of service) from this study provide a practical template for policy makers in schools and ministries in the Gharian district primary education sector in particular and Libya in general, to explore in order to meet English foreign language teachers' training expectations. This template is critical for teachers' productivity particularly if the relevant authorities could build aspects of these themes into their training strategies for primary schools. Furthermore, these findings might provide a spring board for proprietors of privately owned primary schools in the Gharian district of Libya when making plans to train and retrain their teachers. Second, this study contributes to the practical dimension of CPD because it revealed that CPD is incomplete without helping participants meet their personal development goals (see Figure 10). This is because while existing literature have discussed continuing professional development as training strategy that helps improve teachers' productivity (Guskey, 2003, Faour, 2012, Barton and Armstrong 2015),this study suggests that the personal interest of English foreign language teachers in the Gharian gives impetus to the value of CPD.

For example, some English foreign language teachers in the Gharian reported that personal reward and motivational incentive had a positive influence on their decision to participate in CPD programmes. This implies that there is a direct relationship

between personal development and CPD. Hence, the value of CPD is incomplete without first taking into consideration the personal development interest of English language teachers in primary schools in the Gharian district of Libya. This contribution draws support from theme No. 3 (see Section 5.4 and Figure 10) of Personal development with sub themes, such as: personal reward; personal CPD, networking opportunities and future employability. To further support the researcher's proposition, whilst previous studies are of the opinion that CPD is critical for professionalism, the finding drawn in this work opposes this, instead suggesting that there should be a systemic integration of continuous personal development and continuous professional development for teaching effectiveness. The following two interviewees' quotes support this contribution:

> *'CPD stand for continuous personal development because if I wait for the government I cannot be trained sufficiently to complete internationally.' (Interview 10)*

> *'Yes CPD means to me Continuing my students in a professional way and it is good to hear the ministry is keen to start programmes around Gharian and it is really good sign after the revolution and Gaddafi era, that we have to cope with the development around the world.' (Interviewee 4)*

In summary, from the first point of contribution above, this study extends the practical relevance and scope of continuous professional development with the postulation of continuous personal development, which is currently lacking in the literature. Secondly, this study contributes to Institutional Theory (Scott, 2008) by revealing that the quality of teachers' CPD programme is a function of government commitment to its success; that is, it is the responsibility of the government or the concerned agency to show commitment towards improving teachers' skills in teaching EFL and for students to be able to speak, write and hear the English language; this can be achieved by identifying the specific professional development needs of EFL teachers (such as organising specialised writing EFL training, content and knowledge pedagogical skills) through the leadership of primary schools for the purpose of strengthening their existing competencies. Moreover, because this study has revealed that personal reward expectations (enhanced financial and pecuniary rewards) is a catalyst for sustaining knowledge (familiarisation, utilisation and reorientation) gained

from CPD in teaching EFL, it explicitly validates that Institutional Theory is a critical lens for understanding employee and employer relationships in developing economies, such as Libya. For example, issues of payment of allowances, increase in monthly salary and other inducing packages to teachers for participating in CPD programme is outside the control of the teachers and their school leadership but is within control of the government hence they have external institutional influences.

This study is original because it is the first to investigate the perceptions and experiences of English foreign language teachers in regards CPD participation within the community of practice theory in the Gharian district of Libya using the qualitative interview approach. Second, it is the first to suggest five critical themes as influencing teachers' perceptions about and participation in CPD programmes in the Gharian district of Libya.

6.4 Chapter Summary

This chapter has presented a discussion of findings with existing literature. It has presented the study's contribution to knowledge. In particular, the chapter has focused on highlighting the study's theoretical contributions. This deals with how this study has contributed to existing literature—not only in terms of validating or questioning the relevance of community of Practice and Institutional theories, but also in validating and extending the knowledge of CoP. The chapter has presented operational contributions using the five emerging themes, which implies that these themes are its contribution to practice as policy makers in the primary school sub-sector in the Gharian district can take advantage of these in an effort to improve EFL teachers' participation in CPD programmes. Moreover, in terms of originality, this is the first study to examine the perception of EFL teachers about CPD in the Gharian district of Libya using CoP and Institutional Theory as its theoretical lenses.

Chapter 7: Conclusion, Research Implications, Recommendations, Limitations and Future Study

7.1 Introduction

This chapter presents the study conclusions in view of the research questions, implications of the study, recommendations, limitation and suggestion for future study.

7.2 Conclusions on Research Aim and Objectives

The aim and objectives of this study have been achieved through investigating the perceptions and experiences of primary school English foreign language teachers towards continuing professional development (CPD) in the Gharian district of Libya. Secondly, this study has added to the existing stock of knowledge through its findings and how it fits into theory and concept used in this study.

7.3 Conclusions on Research Questions

This study posed four strategic questions in chapter one. Therefore, research question 1 have been answered because the study revealed that teachers perceived CPD as a process of developing their professional skills as funded by the government while their personal development goals are also of high importance and two key themes: professionalism and personal development show support for this finding. Hence, the study concludes that continuing professional development goal would not produce desired result if aspects of continuing personal development (CPD) are neglected. This is because the participants of EFL teachers in this research think that protection of their personal interest is a catalyst for achieving the purpose of CPD programmes.

Secondly, findings provide answers to Research Question 2. More specifically, it concludes that government should concentrate on organising specialised English language training programme through the use of international specialists from countries like England-the mother country of English language. This is because most CPD training programmes for English teachers have normally been general English

training and those who anchor such programme come from amongst Libyans,. Therefore, it is proposed that foreign trainers should take the lead while Libyan colleagues play supporting roles especially in cases where native language might be required to buttress a word or sentences.

Third, this study finds that teacher training should be regular and timely as it helps to keep teachers informed with current skills and pedagogy for teaching and learning English language in the research context. Findings provide answers to research question 3 and thus, conclude that factors influencing English teachers' participation in continuing professional development are as follows: personal development gains, acquisition of professional skill, length of service and insecurity. That is, personal gains influence participation of EFL teachers because they expect to receive some stipends from the government for attending CPD programme. Acquisition of professional skills positively influences teachers' participation in CPD because through CPD professional skills that would enhance productivity could be acquired and this conclusion finds support in the theme: academic adaptability. Also, length of service is a major criterion of nomination by schools and subsequent participation in CPD programme. Further the study concluded that insecurity has a negative influence on EFL teachers' participation in CPD programme as the participant teachers are uncomfortable attending CPDs in public places for fear of attacks by rebels in Libya.

Finally, based on Research Question 4's available findings, the study concludes that Community of Practice Theory helps in shaping English foreign language teachers' knowledge of CPD because they have commonalities in their reasons for participating in CPD; some such commonalties include collaboration, networking opportunities, personal development, professionalism, personal reward, skills acquisition and academic adaptability as per working and practicing English as foreign language in school community, which validates the currency and relevance of CoP theory and practice. Overall, the study concludes that, for continuous improvements of EFL teaching practices, participation in continuing professional development can be understood using the Situational Community of Practice model.

7.4 Research Implications

Findings from this thesis are beneficial to primary school head teachers and policy makers in the Gharian primary education sector in particular and could be applied to the Libyan schools in general. It found that factors which influence these English language teachers' participation in CPD are unique to Gharian district and different from those obtainable in other parts of the world. Hence, these stakes-holders in the Primary education may take advantage of these peculiarities to positively influence EFL teachers' participation in CPD. Secondly, practitioners in the Libyan primary education sector in particular and those across world could benefit from using the Situational Community of Practice model (see Figure 14). Thirdly, findings from this study have private service implications because owners and proprietor of private primary schools in the Gharian could explore the potentials of our themes to influence their teachers' professional development experiences.

7.5 Recommendations

The recommendations of this study are made from two perspectives: the first perspective would be drawn from the list of findings as per the research questions; the second perspective shall be drawn specifically from the emerging themes of this study, which have implication for practice. Therefore, given the findings of this study there is need for tripartite collaboration between the government institution, the stakes-holders of primary school education in order to foster commitment, accountability and professionalism in the field. This implies that the government should become more committed to EFL teachers' professional developments by ensuring that staff promotion, salary increment and other motivational incentives are provided to avoid situational bias. This is because the study reveals that the participant teachers mentioned that personal gains motivate participation in CPD programmes. Besides, the government should commit to providing adequate security for venues where CPD programme are held, as findings show that the insecurity factor discourages teachers from participating in CPD. This is perhaps one of the primary interests of teachers who may be willing to participate. Third, for school leadership-nomination for participation in CPD programme should be impartial and devoid of unprofessional selection criteria, because participants stated that workload and years of residency were criteria used

for nominating those who participate in CPD programme. Instead it is recommended that every teacher of English language in primary school education should be given equal opportunity to participate.

7.5.1 Recommendations Based on Emerging Themes

Teacher training and professionalism are combined for recommendation because this study justified that there is strong association between both themes (see Figures 8 & 9). Government and schools should organise teacher-oriented trainings that would meet the professional needs of teachers in order to guarantee EFL teaching quality and the subsequent display of competencies in primary schools. This is because regular training helps in developing teachers' teaching and skills adaptability which thus, bring out the professionalism inherent in individual teachers. Third, length of service criteria for selection of those who participate in CPD should be abolished and nomination based skill competence should be encouraged instead - meaning that those who are better in teaching EFL also support. Personal development: CPD funders (government) and policy makers should ensure the personal aspirations of teachers are encouraged as a source of motivation for participation in CPD. For example, a participant redefined continuing professional development as meaning continuing personal development, because meeting personal needs of staff would ensure successful implementation of skills acquired from CPD participation.

7.6 Limitations of the Study

This study is limited in terms of its relatively small sample size and small focus on the Gharian district of Libya. Nevertheless, it is worth noting that qualitative research is not rooted in numbers, but in the depth of the insights obtained from the research participants.

This study was restricted to English language teachers in some primary schools in the Gharian district. Based on financial and insecurity issues, only eleven EFL teachers from across Gharian primary schools were sampled based on their rich experiences about the phenomena investigated. This limits the transferability of the findings of this

study since they can only be applied to public primary schools in the Gharian district. After all, these schools have been identified as having similar conditions and contexts according to the participants.

Thirdly, this study was significantly limited by the political crisis and security situation in Libya. Ever since the Arab Spring, the Gharian district, like other parts of Libya saw a surge in militia and Islamism activity. With different factions fighting for control and loyalty of the people, there was a perpetual state of fear in the Gharian district at the time of conducting this research. Subsequently, some teachers were unwilling to participate in the study over concerns that militants or Islamists would attack or harass them; particularly upon realisation that they were teachers of English- a Western language. Additionally, with some teachers already choosing where their loyalties lie, some questioned the motive of the research with some even going as far as to claim that the researcher was out to spy on them.

Additionally, the crisis and security situation meant that there is a general lack of official data and information on the education sector in Libya and particularly in specific zones. In the Gharian for example, there was little information on the EFL curriculum/time table, total number of primary school EFL teachers in the district or even on student performance in English as a foreign subject (see appendix 4). This means that the study lacked access to information and data that may otherwise be useful for the findings.

The security situation also meant that interviews could not be held for very long. While shorter interviews may have been advantageous in terms of ensuring that interviewees remained alert, longer interviews may have helped to provide even richer insights into the CPD experiences of primary school EFL teachers. Longer interviews were however not possible since many of the interviewees were often in a rush to get back to the 'familiarity and comfort' of their homes.

Another limitation of the study is the fact that the data collection process became saturated at the eleventh interview otherwise the researcher would have conducted more interviews and triangulated other forms of data. A wider range of views from teachers would have further enhanced the findings of the study as well as the accuracy of the study.

7.7 Suggestions for Future Research

On the basis of the discussion above of the limitations of the research, the next section is a presentation of a number of suggestions for further research in a post conflict situations and mainly on teacher training. A quantitative study into the perceptions of primary teachers need to be conducted across primary schools in Libya using the Situational Community of Practice model so as to understand the impact of the CPD on the general population of teachers in Libya. For the educational authority of Libya, research needs to be conducted in other parts of the country so as to obtain a comprehensive picture of various experiences and perceptions of primary teachers in general and their CPD encounters. For cases of training and teacher continuous professional development, formal learning in the format of actual courses sponsored by the ministry of education should be the model that allows teachers to learn, upgrade their skills and knowledge and develop their identity as qualified EFL teachers in light of the limitations of professional communities. Teaching practice has to be considered in terms of its importance, length and what it provides to primary teachers. In service training and induction, programmes need to be accessible to those teachers to help them overcome their challenges and gain training and development that will assist them in their professional life.

The education authority needs to reform and re-evaluate the preparation programmes used to qualify teachers to teach. It is essential to encourage teachers to join courses that would enhance teacher development and also to avail these opportunities to all teachers to contribute to their training. Promotion opportunities and reward to the expert teachers would encourage them to offer the primary teachers with the required support in the workplace. Promoting cooperation between the teachers would reflect on the relationship with the teachers. Administrative staff need to be included in training in order to contribute to teacher development. It is essential, without further delay, to establish committees to oversee school based in-service education and training as an intervention strategy for the professional growth and development of teachers in the Gharian district Libya. The government should pay more attention to providing resources to schools in an effort to enhance a school based in-service education and training in the place of work. Social dimensions and effective school based in service education and training should receive attention as well as the intellectual aspects of it. Attention should be focused on school based in-service

education and training programmes that have an objective of changing teacher professional growth and development in schools so as to enhance higher level of professionalism. For schools to be successful, they should come up with ways that encourage feelings of involvement from stakeholder groups.

It is essential for teachers to coordinate and enhance internal and external communication both of which are important aspects of coordination together with the informal interactions between teachers. Teachers should recognise that enquiry and reflection will be vital for their development and in assisting them in establishing shared meanings around development priorities and also to better monitor policy implementation. Teacher in the Gharian district should establish a procedure of collaborative planning for development that will give them room to connect educational objectives to identifiable priorities, sequence them over time, and maintain a focus on classroom practice.

Teachers should develop practice individually and they require many staff development opportunities to learn together to ensure that their schools improve. Teachers are also encouraged to seek continuous professional development from internet sources to ensure that they go hand in hand with other nations globally. The ministry of education should also invest in information communication technology to ensure that teachers have access to facilities that can enable them to develop professionally even without physical training sessions and seminars to assist the students to learn them more.

There is need for training the leaders of primary schools in Libya and the management as well. It is also essential to review the minimum requirement of teaching for teachers in Libya and fresh graduates should be well equipped by professional developed skills. Importance of teaching as a profession should be emphasised and ensure that many people consider being teachers to ensure that more teachers are employed so that the already employed teachers are not overworked. The government should come up with some funding initiatives since it is a major barrier for aspiring the practicing teachers. The government should largely venture into funding opportunities like grants, loans and bursaries toward teacher training and professional development. All schools are supposed to invest in and include staff professional development in their budgets. The government, teachers and all the education stakeholders should be strongly

committed to innovation and research that is needed in the Libyan system of education to ensure delivery of better policy results. In such researches and policies education stakeholders should be inclusive in decision making and more focus should be employed on bridging the gap between policy formulation and implementation which is a key issue in the Libyan system of education.

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9. Appendices

Appendix 1

Interview questions

1. Could you tell me about various teacher-training programmes you have attended as an EFL teacher?

2. Could you tell me in detail what do you understand by CPD and its relevance to your professional development as an EFL teacher?

3. Do you think that CPD is important for you as an EFL teacher? If yes, why? If not, why?

4. Could you describe precisely about your experiences of CPD programmes and activities you have received?

5. Could you tell me about the provision of CPD opportunities in your school?

6. Could you tell me the reasons that influence your decision to become involved in the CPD programmes offered by your institute and government?

7. What kinds of CPD activities do you think are most important for you as an EFL teacher?

8. Based on your experience, what do you think the ministry of education can do differently to support CPD programmes for EFL teachers?

9. How often your school/institute provide to CPD programmes?

10. Could you tell me the factors that may help you utilise CPD for your teaching profession?

11. Could you tell me various factors that may impede you from understanding the usefulness of CPD?

12. Can you tell me how EFL teachers need to take care of their own CPD? Can I have your views on this?

13. In your opinion, how CPD can help you in terms of managing your classroom skills?

14. How can the CPD programmes be improved for EFL school teachers?

15. Is there anything else you would like to say about CPD?

Questions/prompts/probes for Libyan EFL primary school teachers

1. Could you tell me in detail what do you understand by CPD?

Prompts:

- What is the relevance of CPD to your professional development as an EFL teacher?
- The role of CPD opportunities for your pedagogical development?
- What kinds of CPD activities do you think are most important for you as an EFL teacher?

2. Could you describe precisely about your experiences of CPD programmes?

Prompts:

- What CPD activities have you been involved into?
- The impact of these activities on your professional growth?
- What training programmes have you attended as an EFL teacher?

3. Do you think that CPD is important for you as an EFL teacher?

Prompts:

- Why is it important?
- If not, then why is it not important?
- Does it help you improve your classroom skills?
- Can you give some examples?

4. Could you tell me the reasons that influence your decision to become involved in the CPD programmes offered by your institute and government?

Prompts:

- What are these reasons?
- Does your institute encourage you to benefit from CPD activities?
- Does your government motivate you to become involved into CPD programmes?

5. Could you tell me various factors that may impede you from understanding the usefulness of CPD?

Prompts:
- What are they?
- Are they personal or related to your school?
- Does your teaching workload not allow you adequate time to take part in CPD activities?
- Any example when you think that you felt hindered?

Appendix 2

The questionnaire

Research title: The perceptions and the experiences of the EFL Libyan primary school teachers towards continuing professional development (CPD) in the Gharian district of Libya.

My name is Adel Ghait; I am EdD student at the school of education and professional development at Huddersfield University UK. My research aimed to identify and consider the perceptions and beliefs of EFL Libyan primary school teachers towards continuing professional development (CPD). It is also anticipating to identify the factors which affect their participation in CPD. I am grateful for your participation to complete this questionnaire which will take approximately 20 minutes. Please fill the questionnaire according to your own beliefs and perceptions. All information traced from the questionnaire is going to be treated in the strictest confidentiality.

SECTION A: PERSONAL DETAILS

Please tick (✓):

Gender: Male ☐ Female ☐

 Experience in teaching English: 0-5 year ☐   6-10 year ☐   11-15 year ☐

SECTION B: PERCEPTIONS ABOUT CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Here is a list of activities, which EFL teachers in Libyan primary schools can do to make professional development. Tick (✓) one box for each to say how valuable you feel these activities are in terms of helping you become better teacher.	Very valuable	valuable	Not sure	Not valuable	Not valuable at all
1. courses and training about language teaching methods					
2. Seminars, workshops about teaching curriculum effectively					
3. Participating in regional EFL conferences and workshops					
4. Participating and attending EFL conferences at national level					
5. Attending EFL conferences at international level					
6. Presenting your work, ideas in a workshop					

7. Visiting peers' classes and observing their lessons					
8. Doing courses relating to teaching methods					
9. Visiting other schools for professional purposes					
10. Understanding the importance of supervisors' visits and their observation					
11. Reading about published material related to teaching methods					
12. Teacher trainers' visits and observation					
13. Lesson plans and their implementation in classrooms					
14. Understanding the importance of senior teachers' observation and suggestions					
15. Mutual discussion with peers/colleagues about classroom activities and lesson plans					
16. Discussing EFL methods with colleagues informally					
17. Visiting English speaking countries for professional purposes					

SECTION C: BENEFITS OF CPD

Here is a list of possible benefits of CPD. For each item, tick [✓] one box to say how important you feel these benefits are in the professional development of EFL teachers. *Through CPD EFL teachers can:*	Very important	Important	Not sure	Not important	Not important at all
1. Improve their English language teaching skills					
2. Improve their classroom skills					
3. Understand how other EFL teachers teach					
4. Make their time management skills better					
5. Learn about various methods of assessments					

6. Design lesson plans effectively					
7. Make their computer skills better					
8. Attain higher degree for professional growth					
9. Become more efficient teacher					

Are you prepared to be interviewed? If so please give name and contact number

Name: …………………………………………

Contact number: …………………………………….

Coding Summary By Node

PhD Data Analysis

	Classification	Coverage	Number Coding References	OfReference Number	Coded Initials	ByModified On

Node

Nodes\\Study themes\\Academic Adaptability

Document

Internals\\Interview data\\ Interview 3-4

By providing teachers with regular CPD programmes, by taking the teachers opinion when they arranged these programmes, the CPD provider should be aware of teachers differences and provide a suitable atmosphere for teachers, the ministry of education should focus more and more on teachers because they are the basic element of the teaching process. Teachers should be motivated more and

By providing teachers with regular CPD programmes, by taking the teachers opinion when they arranged these programmes, the CPD provider should be aware of teachers differences and provide a

Internals\\Interview data\\ interview 5-6

I think CPD stands for continuous professional development and it is related to how teachers can adapt to or develop skills or techniques on how to practice as teachers in a way that suits their students' needs. Not only for a certain time and it's like learning from your experience and developing your teaching practices during your future career not only today but for life and skills for life.

develop skills or techniques on how they practice as a teacher in a way that suits their students needs in their career.

Like I told you we have a programme session on managing larger classrooms on how to achieve the goal of teaching in large classroom and as you know large classroom have issue during teaching. Because managing a large classroom is hard and is a challenge and you need to develop a really good skill to deal with this, especially in this kind of environment according to security issues and lack of

Because managing a large classroom is hard and is a challenge and you need to develop a really good skill to deal with this, especially in this kind of environment according to security issues and lack of discipline and you need to find and do something in regards to that.

Internals\\Interview data\\ interview 7-9

Yes sometimes it is and you create this kind of innovation and bring it to class but culturally it's not accepted as it is westernized and people hate it. As an English foreign language teacher you teach not only words or phrase you teach culture as well and when you bring it to the class it affects emotions and teachers within the class and families when they hear you use some western innovation or new techniques. For example when I was teaching a 3rd year primary school students I put them in a small group and mixed them up and culturally it wasn't accepted and the next day I started the group again and started role play with them and they started gambling and when they took the experience home their parents heard it and they called me and said look its culturally not accepted and they didn't like

As an English foreign language teacher you teach not only words or phrase you teach culture as well and when you bring it to the class it affects emotions and teachers within the class and families when they hear you use some western innovation or new techniques.

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I think it is good motivationally but some people blamed me from using this CPD skill in class due to this culture and society.

Internals\\Interview data\\ interview 10-11

What would be most important would be like the problems of local context and discussions about updates on teaching English and developing the curriculum or anything about that in the profession should be taught in CPD seminars or workshops which can be used but one must be careful of the Libyan environment because what is obtainable in western world might be a taboo here.

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Nodes\\Study themes\\Academic Adaptability\Libyan academic context

Document

Internals\\Interview data\\ Interview 3-4

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Internals\\Interview data\\ interview 5-6

develop skills or techniques on how they practice as a teacher in a way that suits their students needs in their career.

Because managing a large classroom is hard and is a challenge, and you need to develop really good skill to deal with this more especially in this kind of environment where security issues are high with lack of discipline and you need to be trained to do something with regards to this.

Internals\\Interview data\\ interview 7-9

As an English foreign language teacher you teach not only words or phrase you teach culture as well and when you teach with English it the class it sometimes affects students emotions and some families when they hear you use certain western innovation or new techniques you may be in trouble, CPD will help us understand things around the schools we are posted to too.

For example when I was teaching a 3rd year primary school students I put them in a small group and mixed them up and culturally it wasn't accepted and the next day I started the group again and started role play with them and they started gambling and when they took the experience home their parents heard it and they called me and said look its culturally not accepted and they didn't like it.

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Nodes\\Study themes\\Length of Service

Document

Internals\\Interview data\\ Interview 3-4

For me I have 22 classes a week so there is no time for the training programmes besides I have a big family and their needs need to be satisfied by me therefore it is very difficult for me to attend these programmes even if they held in the weekends, I feel demotivated because I need these training

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Internals\\Interview data\\ interview 5-6

I have been a school teacher for 10 years at a school and during that time I have done different levels from primary school all the way to elementary schools.

during that time I have done different levels from primary school all the way to elementary schools.

Internals\\Interview data\\ interview 7-9

Second there has been a programme for teachers on how to teach and deliver lessons and the kind of primary school teachers attending this training like me I have less experience and I have like 4 years of teaching English with other subjects and find it difficult and problematic when delivering knowledge from my side to the students and my less engagement with teaching English language is a disadvantage

I have like 4 years of teaching English with other subjects and find it difficult and problematic when delivering knowledge from my side to the students and my less engagement with teaching English language is a disadvantage for participating in CPD.

I told you I have worked in this school around 15 years now and the older one's who have more responsibilies are sometimes given priority to those younger in the system.

I told you I have worked in this school around 15 years now and the older one's who have more responsibilies are sometimes given priority to those younger in the system.

Yes this is another issue that hits me as there are some times in life when things can't be easy, I mean its hard work and time management by dividing myself into parts for the purpose of preparing lessons for many subjects and so what time do I have forCPD this is a challenge I face.

I mean its hard work and time management by dividing myself into parts for the purpose of preparing lessons for many subjects and so what time do I have for CPD this is a challenge I face.

Let us say every week I have 24 hours classes every week, because here English foreign language teachers aren't many, the workload is much and CPD nomination is allocated based on workload too.

Internals\\Interview data\\ interview 1-2

CPD is a core issue and teachers should develop on this and up to date in terms of teaching and learning and even the curriculum and teaching techniques. As we are in the 21st century and need to be updated like other schools in the world and my understanding is very basic about this and need to have new knowledge about this and including old and new teachers. Me as an old teacher in the Gharian we miss a lot of techniques of teachers and I am full time and I teach like 30 hours a week and that's meant to

As we are in the 21st century and need to be updated like other schools in the world and my understanding is very basic about this and need to have new knowledge about this and including old and new teachers. Me as an old teacher in Giriyan we miss a lot of techniques of teachers and I am full time and I teach like 30 hours a week and that's meant to be 20 hours a week and it is very hard.

Honestly speaking we don't and sometimes we have it once a year when management think it is normal to tell all the teachers including mathematics, history and Arabic teachers to tell them the contents and school curriculum and techniques the school management has. As a young teacher I complained about not regularly allowing me participate in CPD like our older colleagues.

As a young teacher I complained about not regularly allowing me participate in CPD like our older colleagues.

I have 24 classes and I can sometimes feel like going mad because the work load is heavy, although my volume of work have also given me the privilege of attending some CPD which others with volume could not attend.

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Nodes\\Study themes\\Length of Service\Volume of work

Document

Internals\\Interview data\\ Interview 3-4

For me I have 22 classes a week so there is no time for the training programmes besides I have a big family and they need to be satisfied by me therefore it is very difficult for me to attend these programmes even if they are held in the weekends, I feel demotivated because I need these training

Internals\\Interview data\\ interview 5-6

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Internals\\Interview data\\ interview 7-9

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As a young teacher I complained about not regularly allowing me participate in CPD like our older colleagues.

I have 24 classes and I can sometimes feel like going mad because the work load is heavy, although my volume of work have also given me the privilege of attending some CPD which others with low volume

Nodes\\Study themes\\Personal development

Document

Internals\\Interview data\\ Interview 3-4

For me I have 22 hours classes a week so there is no time for the training programmes besides I have a big family and their needs must be satisfied by me therefore it is very difficult for me to attend these programmes even if they are held in the weekends, I feel demotivated because I need these training

EFL teachers should take care of their CPD by trying to attending all the availably CPD programmes, trying to engage in discussion with his colleagues about teaching and learning issues moreover teachers could find another source of knowledge to improve himself for instance he/she can use the internet and goggling for a good stuff used to help teacher develop himself.

EFL teachers should take care of their CPD by trying to attending all the availably CPD programmes, trying to engage in discussion with his colleagues about teaching and learning issues moreover teachers could find another source of knowledge to improve himself.

the ministry of education should focus more and more on teachers because they are the basic element of the teaching process. Teachers should be motivated more and more by giving them good reward like increasing their monthly allowance.

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Internals\\Interview data\\ interview 5-6

I think it refers to as CPD stands for continuous professional development and it is related to how teachers can adapt to or develop skills or techniques on how they practice as a teacher in a way that suits their students needs in their career. Not only for a certain time and it's like learning from your experience and developing your teaching practices during your future career not only today but for life

Not only for a certain time and it's like learning from your experience and developing your teaching practices during your future career not only today but for life and skills for life.

The factors that might help me I think would be group work, if I get people motivated as they would like to work on CPD. I would be more willing to do that. Also people might be also encouraged to do so if they see the benefits coming back to them and they will come back like some people are materialistic and some people will ask what the regard to the money is. Some people will like to get a reward to what they are doing and develop their understanding, career, and students are still looking back at those sides of their career.

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First like I said they need to be convinced on this, and then they can for example they need to reflect back on their practice and what they achieved and the level they desired and if it helped to develop their own skills. The next generation of teachers will develop and reflect on themselves when doing the CPD.

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As I said they have to be motivated and be available for the programmes and to the security concerns of a safe time and place as people will be able to get a reward and develop and most importantly present the ideas to professional practitioners and tell them there is something called CPD and some might be convinced and other s might take time. When you come across these people try to give them some advantage that other people don't have like new methods and ideas and teaching in classrooms and other teacher s that are doing nothing, other people will get motivated and start developing on individual sectors, school, regional and the whole education sector in Libya.

As I said they have to be motivated and be available for the programmes and to the security concerns of a safe time and place as people will be able to get a reward.

Internals\\Interview data\\ interview 7-9

Let us say personally I always created myself with the development from all over the world and I have internet at home and when I get cut off I always get updated from around the world. In addition I get training and there are some training programmes around Ghirian especially in school called Salaam and I pay personally for this training.

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As I told you its very important in social lives, in terms of the education sector and even for the students themselves, if the teacher don't make effort to train themselves they will lack of good knowledge and delivery skills to meet the knowledge needs, yes its can be expensive but if the government don't bring

if the teacher don't make effort to train themselves they will lacking good knowledge and delivery skills to meet the knowledge needs, yes its can be expensive but if the government don't bring it on time we

The main reasons to participate in these sessions are the self confidence I like to learn in new sessions and develop myself and other teachers and students to help in a better learning process.

if they give us the chance to develop then we will and they need to give us better salaries or some better motivation to motivate people and teachers then we will present ourselves in the CPD or give these sessions for free and distance problems as these have impeded me and my colleagues from doing

if they give us the chance to develop then we will and they need to give us better salaries or some better motivation to motivate people and teachers then we will present ourselves in the CPD.

Yes there are many examples in my mind like one day I personally prepared a lesson plan from the Cambridge University press material swhich was about how to teach grammar and how to teach like and dislikes in the lesson and I bought some visual things like banana and apple to the class and it impacted well because students like it and we had a great time and worked and this was not an innovation skill which I learnt from last CPD lessons

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I got what you mean and my advice is to go ahead and research and don't wait on the ministry of education list but improve yourselves as EFL teachers and go online and research on the internet as I have 2 websites which are important like BBC and CNN learning and teaching methodologies and those kind of websites help alot and I advise others to provide themselves with the techniques and innovations from around the world because it will help us in the future

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Personally, professionally and institutionally will improve the system, that is personally teachers should be keen to develop themselves and professionally schools should have some CPD classes to develop teachers delivery skills and institutionally government should have opportunities to give them more wages and have a high motivation for our mental and physical development.

Personally they should be keen to develop themselves.

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My advice will be that colleagues should develop themselves and not wait for the government and the government should stem up effort to develop and induce teachers positively because the more impact on teachers the better country and society.

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Internals\\Interview data\\ interview 10-11

Okay you mean like how I can update my knowldge in my area?

As I told you before they should try to develop themselves as there is no support from the ministry of education in regards to the CPD on regional or national context so to develop your own practice you need to depend on your own selves and the best way I see is to go online and research on seminars that are concerning the English language teaching in Libyan context.

they should try to develop themselves as there is no support from the ministry of education in regards to the CPD on regional or national context so to develop your own practice you need to depend on your own selves and the best way I see is to go online and research on seminars that are concerning

Yes I do but it is all abroad, and sometimes you can find some training around as I mentioned in Gherian City centre but still far, and I did my final certificate from Belgium and in 2000 it was a programme of training and it was brilliant and it gave me an opportunity to go abroad and see other professional and teaching curriculum of some school and how they delivered the subjects.

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My positive feeling of personal development and professional professional development can spur me to utilise the CPD, that is when I am convienced that I am not only attending CPD to favour government goals but I see myself advancing too so that I can be employable elsewhere if I find a better job abroad.

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From a personal perspective I am keen on developing myself by going online surfing the web when I need something, I watch videos and YouTube to help my teaching competence as a way of personal CPD while I continue my professional development. I remember one day I went to my colleague's house he has full internet and we usually go there to download videos and development techniques in communicative approach method and audio lingual method and grammar translation method just for

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As I told you as a professional is very rare to see some sessions around and it is more personal effort than government effort and we do everything we can do to be more professional or we will be far apart

You know the school I work at there is electricity problems and it cut out for 3 hours how can we develop ourselves? Sometimes we can develop ourselves through the use of internet and because there are limited resources we are constraints to develop more than our capacity can carry.

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I am highly motivated but I see my colleagues they are not highly motivated due to these issues may be because I am opportuned to have a little resources to do somethings by myself than other
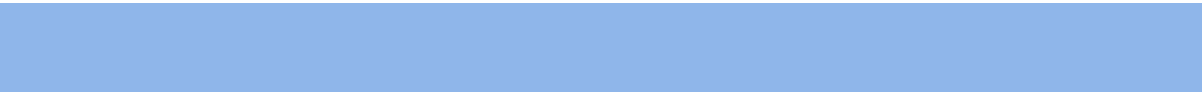
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Nodes\\Study themes\\Personal development\future employability

Document

Internals\\Interview data\\ interview 5-6

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Internals\\Interview data\\ interview 1-2

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Nodes\\Study themes\\Personal development\Networking opportunities

Document

Internals\\Interview data\\ interview 1-2

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Nodes\\Study themes\\Personal development\Personal CPD

Document

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Nodes\\Study themes\\Personal development\Personal reward

Document

Internals\\Interview data\\ Interview 3-4

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Internals\\Interview data\\ interview 5-6

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Internals\\Interview data\\ interview 1-2

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Nodes\\Study themes\\Professionalism

Document

Internals\\Interview data\\ Interview 3-4

Of course, it is very important for all teachers for all stages, because CPD will keep the teacher up to date, as an EFL teacher I need all training programmes to develop myself in teaching English then my students will get benefits as well, you know English is not my first language and I am not fluent in English so I have to develop my English in order teach my students perfectly.

teacher I need all training programmes to develop myself in teaching English then my students will get benefits as well, you know English is not my first language and I am not fluent in English so I have to develop my English in order teach my students perfectly.

I think all CPD activity are important,workshops,seminars, pair work, conferences, group work …..etc, but for me any session or any activity that could help me develop my ability or increase my knowledge to teach my class effectively would be considered as the best activity.

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From my point of view, the ministry of education can do a lot of things to develop and improve the teachers, they could arrange a regular CPD programmes for each school, because at the moment there is a lack of these development and training programmes, ministry of education should pay more attention on primary teachers especially English teachers by offering multi training programs to the teachers. Also the ministry of education should encourage all teachers to attend the training programmes by offering them the transportation and accommodation if these session are not held

The most important factor impeding most teachers is the physical safety, you know the situation nowadays is very dangerous, no security, roads are not safe so how can I travel to attend conference or session and the kidnapping is everywhere so I want to attend all these programmes but there

Internals\\Interview data\\ interview 5-6

Yes I do its important of course, because it is a way of how we reflect on our practice and the evaluation of what we are given to teach to our students and how it impacts their level of achievement and see how to importance and develop on that.

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the evaluation of what we are given to teach to our students and how it impacts their level of achievement and see how to importance and develop on that.

Yes its very very important especially in language teaching in education in general and it shows you have to be up to date and this year it has been done I was in the field and learnt all the new practices

very important especially in language teaching in education in general and it shows you have to be up to date and this year it has been done I was in the field and learnt all the new practices and ideas in this

The CPD has recently raised awareness of teachers and headmasters regarding work quality and competence and we are a bit far behind as some teachers will get ideas and others might not be willing to or understand the concept of CPD. We still need to focus on enlightening teachers on the importance of CPD and how it add to teachers work ability. It is still far to say that the worth of CPD is still developing

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First is for developing my students' ability in English, we tried to align what we do on how students learn before exams and in exams we have learnt students don't have good grasp in English during learning, but after exam we have learnt that students don't have interest in learning English. In that way as we have graduated from teaching college to be a teacher, the matterhas to do with the provision of teaching infrastructure rather than what we have studied. If you graduated ten years ago a lot has changed in the field. The best way to cope with this and make your students learn and develop English is by using CPD programmes and practices this by achieving the goal of CPD and my students can use

The best way to cope with this and make your students learn and develop English is by using CPD programmes and practices this by achieving the goal of CPD and my students can use English out of the

I can't conclude, but I think it will be for formal sessions and feeding the teaching professionals with more information. If we could do seminars and do group work it will help and if practitioners in the field like teachers, inspectors, assessment programmes and education authority are involve in continuous professional development then we might get the benefit of developing this our teaching

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As I told you first we must set the concept of CPD and how it's important to each teachers and convince them with this and it should be implemented at each institution and school, and so when they invest or set a programme for CPD we can guarantee that a wide range of people and teachers will be involved

and we push the education and teaching cannot be run by individuals or set of people. They cannot set the CPD if the teachers aren't convinced they need CPD programme. What I think first the ministry of education should start to build this concept to teachers, individual practitioners,individual officers and

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the ministry of education should start to build this concept to teachers, individual practitioners,individual officers and schools in the field so they can understand the meaning and

Not from school no as I told you one was from ministry of education and the other one was from the inspections office in the area and not yet in the school and we hope to see this in the schools hopefully

I told you one was from ministry of education and the other one was from the inspections office in the area and not yet in the school.

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Some people will like to get a reward to what they are doing and develop their understanding, career, and students are still looking back at those sides of their career.

All these things are relating to management and if the ministry of education organises something it should be at the right time and facilities for travelling to should be provided in that areas.

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CPD is not a formal training session but it is used to develop your own practices on what you need to

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Internals\\Interview data\\ interview 7-9

Yes CPD means to me Continuing my students in a professional way and it is good to hear the ministry is keen to start programmes around Ghirian and it is really good sign after the revolution and Gaddafis era, that we have to cope with the development around the world.

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We thank the new Libya for their support but we still lack support and hope our new government and ministry can put more in to the CPD programmes for teachers development.

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Yes there are many examples in my mind like one day I personally prepared a lesson plan from the Cambridge University press material swhich was about how to teach grammar and how to teach like and dislikes in the lesson and I bought some visual things like banana and apple to the class and it impacted well because students like it and we had a great time and worked and this was not an innovation skill which I learnt from last CPD lessons.

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professionally they should have some CPD classes to develop teachers teaching quality and skills.

Internals\\Interview data\\ interview 10-11

This is my first time hearing about CPD? Can you tell me what this means?

Yes of course it is not only for me it is for everyone to be updated in the profession they are working in or otherwise you will end up getting out of the context of your profession. For example if somebody has not come to the teaching approach in the field of English language teaching and still keeps the same practise he learnt and used first time then he will have no development at all.

everyone to be updated in the profession they are working in or otherwise you will end up getting out of the context of your profession. For example if somebody has not come to the teaching approach in the field of English language teaching and still keeps the same practise he learnt and used first time

I didn't attend as I told you but there are courses leaflet that have been distributed in schools and by ministry of educations and I know they were explaining the English language teaching in the international context and I have got some where they have invited some teachers to have a session or seminar in regards to that and I couldn't have gone and done this at that time because I did not know

leaflet that have been distributed in schools and by ministry of educations and I know they were explaining the English language teaching in the international context.

I couldn't have gone and done this at that time because I did not know the importance at that time.

I would say to run a national conference about the CPD or the profession of English or in general so people can update and can share knowledge and experience in general.

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Internals\\Interview data\\ interview 1-2
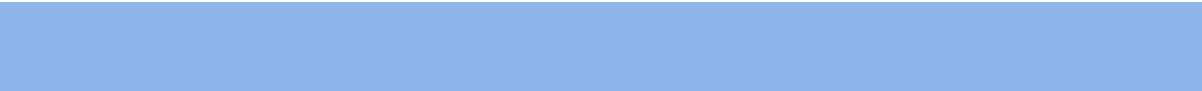
I think CPD it's important because I teach English as a core subject in this school and as an English foreign language teacher its important and all students should take this subject and be up to date with this. I think it's a technique to be up to date with all the information and definitely need to do it.

English as a core subject in this school and as an English foreign language teacher its important and all students should take this subject and be up to date with this.

I need more and I am keen to have updated information from the government and have specialised training programmes and be steady with our teaching and careers and that is what I hope.

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My positive feeling of personal development and professional professional development can spur me to utilise the CPD, that is when I am convienced that I am not only attending CPD to favour government goals but I see myself advancing too so that I can be employable elsewhere if I find a better job abroad.

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CPD help a lot in managing my class as you're a professional you can lead your class and your students forward and make your subject like a piece of cake and allow them to develop and like me I develop myself from getting sources from BBC, CNN or council and I deliver the information professionally.

like me I develop myself from getting sources from BBC, CNN or council and I deliver the information professionally

All the skills are important for learning and teaching English language and I remember one day when I prepared for the class and got a video from the internet and the students listened to this and watched this and really liked it and learn a lot from it. This wasn't my job but they really enjoyed and it and it helped the students to learn around 40 words and it benefitted their ability.

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Nodes\\Study themes\\Professionalism\ Teaching quality

Document

Internals\\Interview data\\ Interview 3-4

The most important factor impeding most teachers is the physical safety, you know the situation nowadays is very dangerous, no security, roads are not safe so how can I travel to attend conference or session and the kidnapping is everywhere so I want to attend all these programmes but there something stopping me.

Internals\\Interview data\\ interview 5-6

the evaluation of what we are given to teach to our students and how it impacts their level of achievement and see how to importance and develop on that.

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Internals\\Interview data\\ interview 7-9

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Nodes\\Study themes\\Professionalism\English teaching competence

Document

Internals\\Interview data\\ Interview 3-4

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Internals\\Interview data\\ interview 5-6

because it is a way of how we reflect on our practice.

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Internals\\Interview data\\ interview 1-2

I am keen to have updated information from the government and have specialised training programmes and be steady with our teaching and careers and that is what I hope.

professional professional development can spur me to utilise the CPD, that is when I am convienced that I am not only attending CPD to favour government goals but I see myself advancing too.

like me I develop myself from getting sources from BBC, CNN or council and I deliver the information professionally.

All the skills are important for learning and teaching English language and I remember one day when I prepared for the class and got a video from the internet and the students listened to this and watched this and really liked it and learn a lot from it. This wasn't my job but they really enjoyed and it and it helped the students to learn around 40 words and it benefitted their ability.

Yes there are some, but the problem is we need specialised training English learning programmes for teachers and we need speciality teachers not normal general teachers for teaching English.

Nodes\\Study themes\\Professionalism\Government support

Document

Internals\\Interview data\\ Interview 3-4

From my point of view, the ministry of education can do a lot of things to develop and improve the teachers, they could arrange a regular CPD programmes for each school, because at the moment there is a lack of these development and training programmes, ministry of education should pay more attention on primary teachers especially English teachers by offering multi training programmes to the teachers. Also the ministry of education should encourage all teachers to attend the training programmes by offering them the transportation and accommodation if these session are not held

Internals\\Interview data\\ interview 5-6

I told you one was from ministry of education and the other one was from the inspections office in the area and not yet in the school.

All these things are relating to management and if the ministry of education organises something it should be at the right time and facilities for travelling to should be provided in that areas.

Internals\\Interview data\\ interview 7-9

it is good to hear the ministry is keen to start programmes around Ghirian and it is really good sign after the revolution and Gaddafis era, that we have to cope with the development around the world.

We thank the new Libya for their support but we still lack support and hope our new government and ministry can put more in to the CPD programmes for teachers development.

Internals\\Interview data\\ interview 10-11

leaflet that have been distributed in schools and by ministry of educations and I know they were explaining the English language teaching in the international context.

I would say to run a national conference about the CPD or the profession of English or in general so people can update and can share knowledge and experience in general.

Nodes\\Study themes\\Professionalism\Need enlightenment

Document

Internals\\Interview data\\ interview 5-6

As I told you first we must set the concept of CPD and how it's important to each teachers and convince them with this and it should be implemented at each institution and school, and so when they invest or set a programme for CPD we can guarantee that a wide range of people and teachers will be

They cannot set the CPD if the teachers aren't convinced they need CPD programme.

What I think first the ministry of education should start to build this concept to teachers, individual practitioners,individual officers and schools in the field so they can understand the meaning and importance of CPD in education and for school teachers more specifically can get the benefit and this

Internals\\Interview data\\ interview 10-11

This is my first time hearing about CPD? Can you tell me what this means?

I couldn't have gone and done this at that time because I did not know the importance at that time.

Nodes\\Study themes\\Professionalism\Personal assessment

Document

Internals\\Interview data\\ interview 5-6

we reflect on our practice

CPD is not a formal training session but it is used to develop your own practices on what you need to

Nodes\\Study themes\\Professionalism\Staff inspectory involvement

Document

Internals\\Interview data\\ interview 5-6

if practitioners in the field like teachers, inspectors, assessment programmes and education authority are involve in continuous professional development then we might get the benefit of developing this

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Nodes\\Study themes\\Teacher training

Document

Internals\\Interview data\\ Interview 3-4

For me as an English teacher I haven't any CPD programmes now, but I attended three training programmes in last 10 years, I still remember those programmes one workshop was about how to teach effectively and other two seminars were about the classroom management. we need more and more training programmes to keep ourselves up to date regarding all teaching issues.

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I think the teacher should keep him/herself up to date by developing his knowledge regarding learning and teaching, so the teacher should seek knowledge from any source available and try to attend any training session and try to discuss with other teacher the issues related to teaching, for me I always seek help from school colleagues especially the experienced ones and without their help teaching

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Of course, it is very important for all teachers for all stages, because CPD will keep the teacher up to date, as an EFL teacher I need all training programmes to develop myself in teaching English then my students will get benefits as well, you know English is not my first language and I am not fluent in English so I have to develop my English in order teach my students perfectly.

As I have told before, I had three programme and they were really very useful for me and it was a very good experience because I get a lot of benefits from those programmes, furthermore I used to use the internet to search for useful stuff to improve my teaching in the classroom and to manage my language

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I think all CPD activity are important,workshops,seminars, pair work, conferences, group work .....etc, but for me any session or any activity that could help me develop my ability or increase my knowledge to teach my class effectively would be considered as the best activity.

The most important factor impeding most teachers is the physical safety, you know the situation nowadays is very dangerous, no security, roads are not safe so how can I travel to attend conference or session and the kidnapping is everywhere so I want to attend all these programmes but there

According to my experience, CPD programmes are really helpful and effective in managing my class, it makes me manage the class time and the activities used during the lesson.it gives me more ideas about

Internals\\Interview data\\ interview 5-6

I have attended couple of training programmes that have been organised by the institute of educational inspection here and the other one is by the ministry of education for English language teachers. One was about how to teach in the Libyan context and the other one was relating to the teaching methodology of how to implement communicative teaching language and the use of teaching language in schools.

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Yes its very very important especially in language teaching in education in general and it shows you have to be up to date and this year it has been done I was in the field and learnt all the new practices

very important especially in language teaching in education in general.

Activity we have received is about research methodology about the implementing of CPD and how its relating to the curriculum alignment and the context of teaching is relating to the professional context and how it can be done in the exams. This is what I can say, as it is about what we have reached and how we can develop on how to implement the current teaching approach and the systematic approach and how to manage large classrooms.

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First is for developing my students' ability in English, we tried to align what we do on how students learn before exams and in exams we have learnt students don't have good grasp in English during learning, but after exam we have learnt that students don't have interest in learning English. In that way as we have graduated from teaching college to be a teacher, the matter has to do with the provision of teaching infrastructure rather than what we have studied. If you graduated ten years ago a lot has changed in the field. The best way to cope with this and make your students learn and develop English is by using CPD programmes and practices this by achieving the goal of CPD and my students can use

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I can't conclude, but I think it will be for formal sessions and feeding the teaching professionals with more information. If we could do seminars and do group work it will help.

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What I think first the ministry of education should start to build this concept to teachers, individual practitioners, individual officers and schools in the field so they can understand the meaning and importance of CPD in education and for school teachers more specifically can get the benefit and this is the first thing. After that they can set the programmes for CPD like training sessions, group discussions, seminars, debates and encourage sitting with each schools or region in this area

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CPD is not a formal training session but it is used to develop your own practices on what you need to develop on. Like communicating with other people who are in the same area that work with you and even those who think alike and have an interest in the educational sector.

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Like I told you we have a programme session on managing larger classrooms on how to achieve the goal of teaching in large classroom and as you know large classroom have issue during teaching. Beacuse managing a large classroom is hard and is a challenge and you need to develop a really good skill to deal with this, especially in this kind of environment according to security issues and lack of

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Internals\\Interview data\\ interview 7-9

Yes in my school programmes they taught us in this session about positive communicative approach which is the consistent communications practice during the sessions and they provide us with the kind of expertise to do more practice on these approaches with audio lingual methods. I remember one session that was very helpful when DR Osama mentioned in the session: role play and real life situations and mention these kind of learning with these kind of theories with guidelines for teachers to follow.

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Internals\\Interview data\\ interview 10-11

As I told you if I know what the problem of my students and have then acquired knowedge through CPD then I can put them in my teaching practice and then I can try to use that and nothing else.

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So somehow we need more focus on developing our teaching skills and come to the end of language education sector and shouldn't only be native language as we all speak the language and we all study the classical or formal language and grammar. English language as we implement the communicative approach the focus is not to achieve accuracy but to influence this. These things in the communicative approach is not in the teaching of Libyan classrooms and teachers need to share this approach in their classroom and to share this knowledge you need to be together this knowledge in teachers and writers

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Internals\\Interview data\\ interview 1-2

I think CPD it's important because I teach English as a core subject in this school and as an English foreign language teacher its important and all students should take this subject and be up to date with this. I think it's a technique to be up to date with all the information and definitely need to do it.

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For nowadays they can do nothing until the settlement of the revolution as we are in civil war, potentially in the future sooner or later they give us opportunities to develop ourselves and the government consists on other important things rather than the professional development. Libya needs to settle as we are still in civil war and if you might have heard of the children kidnapping in schools by organisations that terrorise and they should think of looking after us and securing us and then they can focus on the CPD.

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My opinion in brief the government should be keen on the primary school teachers, the government should offer these CPD programmes to all teachers and it should be free, but in reality they don't care about primary school or teachers. They only go universities and give them improvements programmes. The primary school is the core school for learning and this isn't given any concern to the government. Why don't they give us opportunity by giving us sessions to improve our teaching skills? I ask the government urgently prioritise CPD sessions and training programmes for all primary teachers more

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Nodes\\Study themes\\Teacher training\Class room management

Document

Internals\\Interview data\\ Interview 3-4

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Nodes\\Study themes\\Teacher training\Communication skills

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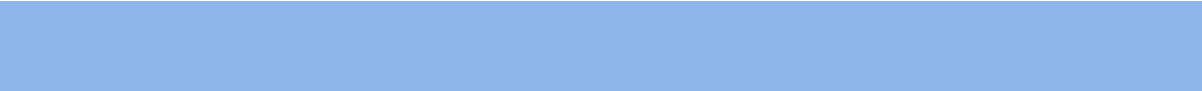**Nodes\\Study themes\\Teacher training\Insecurity**

Document

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Nodes\\Study themes\\Teacher training\Training priority

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Appendix :4

Analytical memos

According to Gibbs (2007) analytic memos are write-ups or mini-analyses about what you think you are learning during the course of your evaluation. They are typically written both during and after data collection. They can be a couple sentences or a few pages in length; whatever is needed to flesh out concepts and patterns that may be emerging in the data.

Analytic Memo 1: Shortcomings of the current EFL curriculum

In this study, one of the things that I was interested in as a researcher and as an EFL teacher was to understand the shortcomings of the current EFL curriculum and in so doing, identify the features that make EFL teaching practices that are free from CPD training so ineffective in teaching EFL to primary school learners in Libya. Simply, I wanted to identify the gaps and weaknesses within the current EFL curriculum that necessitate participation in CPD. Unfortunately, however, the current political situation in Libya means that a lot of official government information on matters such as an English curriculum is either missing or very old. In a way, this meant that I could not further investigate the role that teachers' perceptions towards the EFL curriculum and its suitability in influencing CPD participation.

Analytic Memo 2: Shortage of documents about EFL teachers of primary schools in Gharian district

Before beginning the research, I had visualized myself starting by setting a general background of EFL teaching in Libya and particularly in the Gharian district. In my initial blueprint for the project, I had planned to collect data and information such as; the total number of primary school EFL teachers in the Gharian district, the EFL

training curriculum for teachers, school timetables (more so in EFL context) and even student performance records in the English subject.

Based on my projections, I expected that knowing the total number of EFL teachers in the Gharian district would help in determining the reliability and generalisability of the study and its findings. However, since this information was unavailable, it is difficult to know just how well the sample used in the study represents primary school EFL teachers in the Gharian.

In regards to the EFL training curriculum for teachers, I was well aware of the different routes to becoming an EFL teacher before embarking on this project. However, I was of the opinion that getting insights into the how EFL teachers are trained; not only in general training institutes but also in universities, would have helped to provide greater understanding on the need for CPD amongst EFL teachers and possibly even their teaching practices and behaviours. The security situation in Libya means official information on the EFL teachers training curriculum was not forthcoming. This information would also have been useful in identifying the training gaps that need to be filled to make EFL teachers more competent.

Thirdly, access to primary school timetables, especially those related to EFL would have provided very useful; insight into the actual teaching methods and practices used in teaching EFL in primary schools. This, coupled with reports from educational inspectors and school reports may have helped provide a more objective overview of the EFL teaching situation in the Gharian district.

Lastly, before starting this research, I hoped I could use the performance records of primary school students in the Gharian within the subject of English.; I believed these would be useful in comparing the quality of teaching from teachers who have received CPD and those who have not. This would further have provided justification for the need of CPD amongst EFL teachers.

Analytic Memo 3: Documenting Libya's educational structure

The Libyan Arab Jamahiriya includes 32 municipalities (*Shabia*), three administrative districts, and 350 basic people's congresses. In each basic congress there is a member responsible for the management, implementation and follow-up of

educational policies within the administrative borders of the municipality, and in each municipality there is an assistant secretary for education. In 2000, the General People's Committee for Education and Vocational Training (GPCEV) was dissolved, and all of its responsibilities moved to municipalities. Therefore, the responsibilities of the municipalities include:

- ✓ Elaborating and proposing general policies for education, scientific research and vocational training, and implementing these policies within the framework of decisions of the Basic Public Congresses, and in the light of the requirements of the development plans.
- ✓ Putting into place plans and programmes for the implementation of the general policies. The municipalities are entrusted with: the expansion and promotion of technical and applied sciences; performance of research in the field of education and training; close correlation between education and training, on the one hand, and developmental needs on the other; a special emphasis on the role of women and their education; training in the field of traditional craftsmanship in order to preserve the Islamic and Arabic heritage; encouragement of scientific and applied research; promotion of translation, textbook writing and publication (with special emphasis on the Arabic language); the awarding of certificates and their equivalents; the provision of teaching equipment and materials.

At the regional and local levels, representatives of the regional and local Basic Public Congresses participate in setting the general policy for education and making decisions in this field; they also implement this policy and all the decisions and instructions issued by the Secretariat of Education and Scientific Research at the regional level and at the local level (public congress). The member for education at the basic public congress directs and supervises, administratively and technically, the various types and levels of educational establishments located within the administrative borders of that congress. The school administration of these establishments is the fourth level in the structure of the educational administration, and it is the executive level which implements decisions and instructions issued by the higher levels in order to achieve the goals set at the central level.

Other Secretariats (ministries) are also involved in education, such as the Secretariat of Health, in charge of nursing institutes, the Secretariat of Treasury, the Secretariat

of Utilities that deals with training institutes for municipal guard staff, etc. These secretariats are responsible for setting up curricula and programmes related to their specific subjects. Non-governmental organisations, such as vocational unions and associations, participate in education offering courses and training workshops for their members.