

## LEADERSHIP AND TEACHER DEVELOPMENT PROGRAM



### Bibliographic Information:

**USAID Award Number:** AID 294-A-12-00006

**USAID Program Area and Element:** Program Area A12/ Element A055

Education / Strategic Objective SO 13

**Author:** Dr. Sumer Abu Shabaan, Dr. Jaber Abu Shawish, Mr. Mohammad Jalambo

**Contractor Name:** AMIDEAST- Leadership and Teacher Development Program

**Sponsoring USAID Agency Operating Unit:** Education Development Office

**Date of Publication:** 2016

**Language of Document:** English

**Contact Information:** Dr. Said Assaf PhD , Chief Of Party : [sassaf@amideast.org](mailto:sassaf@amideast.org)

### DISCLAIMER:

This publication was produced for review by the United States Agency for International Development (USAID). It was prepared by the USAID Leadership and Teacher Development Program (LTD). The views expressed in this publication do not necessarily reflect the views of USAID or the United States Government.

## ABOUT THE AUTHORS

**Sumer Salman Abou Shaaban** earned a PhD in curriculum and teaching methods in 2009 from Ain Shams University, Egypt, and is now an associate professor in the Curriculum and Teaching Methods Department of the Faculty of Education, Al-Azhar University-Gaza, and since 2014 has served as the Deputy Dean of Planning and Quality Assurance Affairs. Sumer supervises and acts as an internal examiner for students completing their M.Ed. theses at AUG. She has published a number of papers in local and international journals and conference proceedings, and often serves as a reviewer for papers submitted to local journals and conferences. She is a certified PCELT master trainer.



**Jaber Ibrahim Abu Shawish** earned a PhD in English Language and Linguistics in 2009 from the Sudan University for Science and Technology, Sudan. Jaber is currently an assistant professor in the English Department of the Faculty of Education at Al-Quds Open University, Gaza, where he has taught since 2001. Jaber also serves on the committees of students completing their M.Ed. theses at Islamic University-Gaza and at Al-Azhar University. He is a certified trainer for IELTS (International English Language Testing System) and recently became a certified PCELT trainer. Jaber has published a number of papers in local and international journals, and he has conducted peer reviews for the University of Palestine Journal.



**Mahmoud O. Jalambo** earned an MA in Linguistics and English Language Studies in 2012 from Universiti Sains Malaysia (USM), and is currently an English language instructor at the University College of Applied Sciences, Gaza, where he teaches courses in linguistics and English language and serves as head of the Languages Center. Mahmoud is a certified trainer with the Asian Regional Training and Development Organization (ARTDO), a certified trainer for IELTS and recently became a certified PCELT trainer. Mahmoud has published a number of papers in international journals.



Professional Development Journey through PCELT

AMIDEAST  
امديست



AMIDEAST  
امديست

# Professional Development Journey through PCELT



Dr. Sumer Abou Shaaban

Dr. Jaber Abu Shawish

Mr. Mahmoud O. Jalambo

Leadership & Teacher Development (LTD) Program

2016



# PROFESSIONAL DEVELOPMENT JOURNEY THROUGH PCELT

.....  
Dr. Sumer Abou Shaaban

Dr. Jaber Abu Shawish

Mr. Mahmoud O. Jalambo

.....

Leadership & Teacher Development (LTD) Program

2016

## TABLE OF CONTENTS

PREFACE	i
ACKNOWLEDGEMENTS	iv
INTRODUCTION	1
CHAPTER ONE: Beginning the Journey	8
CHAPTER TWO: Subject Knowledge and Understanding	15
CHAPTER THREE: Development of Teaching and Assessment Skills	23
CHAPTER FOUR: Understanding Teaching and Learning	36
CHAPTER FIVE: The Wider Curriculum and Other Changes Affecting Teaching	45
CHAPTER SIX: Management Skills: Managing People	50
CHAPTER SEVEN: Management Skills: Managing Yourself and Your Professional Development	57
CHAPTER EIGHT: Concluding Thoughts	63
BIBLIOGRAPHY	66

---

This material is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The content is the responsibility of Al-Azhar University—Gaza and AMIDEAST through the Leadership and Teacher Development (LTD) program and does not necessarily reflect the views of USAID or the United States government.

---

## PREFACE

This booklet narrates the story of a journey. We are three university professors from Gaza, and this is our story about a transformative journey in professional development that we experienced together. It is our reflection on becoming certified trainers for the Professional Certificate in English Language Teaching (PCELT), a certificate program for teachers of English in the Middle East and North Africa (MENA) region offered by the US non-profit organization AMIDEAST in collaboration with and accredited by World Learning/SIT Graduate Institute.

The PCELT program was introduced in Gaza by the Leadership and Teacher Development (LTD) Program, a four-year education project administered by AMIDEAST and funded by USAID<sup>1</sup>. Since May 2012, LTD has been providing capacity building and technical assistance for school-based reform in the West Bank that aligns policies, management structures, and school leadership and instruction to enhance the quality of education for all students. In Gaza, LTD focused its efforts on improving the quality of pre-service teacher education at the Faculty of Education, Al-Azhar University. PCELT played a major role in achieving this goal.

---

<sup>1</sup> For more information about the Leadership and Teacher Development Program, or about AMIDEAST's work in the West Bank and Gaza, please visit the program's website at <http://www.amideast.org/ltd>.

The journey we experienced to become PCELT trainers is a story we want to share with all fellow educators. The experience was unlike anything we have ever done before. It was at once tough and humbling. It demanded a willingness to take risks, learn from mistakes, reflect, and to be open-minded and appreciative in giving and receiving critical feedback. But as tough as it was, it was also one of the most fun and exhilarating professional experiences ever.

As university instructors, our PCELT journey forced us to shake off our traditional persona as the “sage on the stage.” You know what we mean. We saw our job as focused on transmitting knowledge and skills to students, students whose minds were like empty vessels we had to fill with theories and facts and then test, test, test. PCELT turned this illusion on its head. Instead, it taught us to respect and empathize with our students, to engage them and encourage them to think critically and creatively, to experiment, and to reflect and share their reflections in a community of learners.

In the pages that follow, we will tell you more about the PCELT program and the steps we took to develop our competencies as trainers. Along the way, we will point out some of the milestones that made our journey so uniquely transformative—reflection, feedback, facilitation, assessment, and community. Our hope is that you will find something to value, gain new insights, and even discover something that will shake up your assumptions about professional development no matter your specialization or years of experience.

A final word: Though our PCELT journey took place in Gaza, the PCELT community of teachers and trainers is a growing professional community across the MENA region. Do a search for PCELT Facebook pages and you will see what we mean. By documenting our reflections about our PCELT journey, this booklet is our invitation to you to reflect on your own professional development as we traverse the memories of ours.

**Sumer Abou Shaaban**  
**Jaber Abu Shawish**  
**Mahmoud O. Jalambo**

2016

## ACKNOWLEDGEMENTS

We are immensely grateful to our colleagues from the Leadership and Teacher Development Program of AMIDEAST/West Bank and Gaza—including and especially Rana Sager, Louis Cristillo, and Said As-saf—for their support and encouragement that helped us complete the writing of this booklet. We would also like to express our very special appreciation to our trainers from World Learning/SIT Graduate Institute—Kate Cook, Kevin Giddens, and William Kennedy—whose expertise, patience, and dedication to excellence guided our journey to a new philosophy of teaching and learning.

## INTRODUCTION

### What is Professional Development?

Individuals in any profession have specialized knowledge and skills, and these need to be refreshed in order to keep up with the ever-changing contexts in which they are applied. Nowhere is this truer than in the field of education. In the modern era of globalization, teachers nowadays are barely able to keep abreast of new research in teaching and learning, let alone the explosion of information technology and its applications in the classroom. We agree with Richards and Farrell (2005) who say that professional development is not only a process of general growth, but also “serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” (p. 4).

In other words, professional development is a never-ending process. This is certainly the case for language teachers whose skills often need to adapt quickly to meet the needs of diverse learners in the age of global migrations of peoples and languages within and across national boundaries (Diaz-Maggioli, 2003). Simply put, educators in the 21st century must consider professional development as routine as showing up to work; otherwise, they risk letting their practice become outdated, and students will notice!

For us, our journey to become certified PCELT trainers was transformative. The train-the-trainer course delivered by World Learning/SIT Graduate Institute was so unlike any professional development we previously experienced. It was as much about unpacking and re-imagining our values, beliefs and attitudes about teaching as it was about developing skills. What made it so transformative was its rootedness in action and practice through cycles of systematic reflection, peer observation, and mentor/mentee feedback in a professional learning community. Before going into detail about our train-the-trainer experiences, we want to give you an overview of PCELT in Gaza.

## What is PCELT?

The Professional Certificate in English Language Teaching (PCELT) is a US-accredited TESOL certificate course developed by AMIDEAST and World Learning/SIT Graduate Institute.<sup>2</sup> The 120-hour course provides a cutting-edge, experiential curriculum that blends international best practices with topics relevant to teachers of English in Arabic-speaking countries. The program is designed for current and aspiring teachers of English who are proficient English speakers but who have little or no formal teacher training, as well as for experienced teachers

<sup>2</sup> TESOL is the acronym for the profession of teaching English to speakers of other languages.

who wish to upgrade their knowledge and skills based on the latest trends in language teaching.

Whereas PCELT is designed primarily for in-service teachers, the Gaza version was specifically reconfigured as an advanced practicum course for pre-service teachers in their fourth year of undergraduate study. From January 2014 to August 2015, the Leadership and Teacher Development Program, a USAID-funded educational project managed by AMIDEAST, offered nine PCELT courses at Al-Azhar University—Gaza (AUG). Each course enrolled 12 fourth-year student-teachers, resulting in the certification of a total of 108 participants.

## Trainers-Being-Trained

The three of us were selected by AMIDEAST to become PCELT trainers, but we started our journey as «trainers-being-trained» (TBTs). Under the mentorship of a trainer-of-trainers (TOT) from SIT, Sumer completed her TBT training in July 2014 and began solo PCELT training in June 2014. Jaber joined as a TBT in June 2014 and was followed by Mahmoud in December 2014.

Both Jaber and Mahmoud completed their PCELT trainer certification in May 2015. Sumer went on to complete advanced training and in May

Professional Certificate in English Language Teaching (PCELT) Program at-a-Glance	
Number of Hours	<ul style="list-style-type: none"> <li>120 hours</li> </ul>
Delivery Options	<ul style="list-style-type: none"> <li>Intensive: 4 weeks (30 hours/week)</li> <li>Semi-intensive: 10 weeks (12 hours/week)</li> <li>Non-intensive: 16 weeks (7-8 hours/week)</li> </ul>
Delivery Mode	<ul style="list-style-type: none"> <li>Face-to-face, cohort-based</li> <li>Delivered by PCELT-licensed trainers</li> </ul>
Class Size	<ul style="list-style-type: none"> <li>10-12 participants</li> </ul>
Components	<ul style="list-style-type: none"> <li>Modular curriculum, competency-based, with core areas integrated throughout</li> <li>Practicum component for teacher application, self-assessment, and classroom observation</li> </ul>
Content Areas	<ul style="list-style-type: none"> <li>Foundations in international best teaching practices in TESOL</li> <li>Skills development in areas of relevance for different groups of teachers, from primary to university</li> <li>Topics relevant for EFL teachers in MENA region today, e.g. EL in a global economy, EL for academic success, EL for employability</li> </ul>
Training Approach	<ul style="list-style-type: none"> <li>Ongoing emphasis on experiential learning, critical thinking, creative problem-solving, informed decision-making and teacher reflection</li> </ul>
Assessment Means	<ul style="list-style-type: none"> <li>Teacher reflection assignments</li> <li>Graded lesson planning</li> <li>Classroom observations</li> <li>Teacher portfolio</li> </ul>

Figure 1. PCELT at-a-glance

2015 was certified as a master trainer and can now train future PCELT trainers in Gaza. We describe the TBT process and stages in Chapter One.

We celebrated the completion of the PCELT program at Al-Azhar University—Gaza, in August 2015 at a professional networking conference, “Building Learning Communities of Practice,” sponsored by the LTD Program. The event was attended by more than 100 members of the PCELT alumni community and by faculty and administrators from the university. The conference energized the budding PCELT community in Gaza to continue growing and networking with “PCELTers” from other Arab countries. Search “PCELT” on Facebook, Twitter, or the websites of AMIDEAST and World Learning/SIT and you will see we are a growing online professional learning community.

## Organization of the Booklet

When the three of us sat down to begin reflecting about our experiences in PCELT, we wondered what exactly we should talk about and how our collective narrative might be organized. After scanning the literature about professional development (for example, Ashe-Edmunds, 2015; Evans, 2011; Salazar, 2002; and Banks et al., 2001), we settled on a framework described in Banks et al. (2001, pp. 4-8) based on six domains of professional development recommended by the UK-based Association for Science Education.<sup>3</sup>

1. Subject knowledge and understanding
2. Development of teaching and assessment skills
3. Understanding teaching and learning

4. The wider curriculum and other changes affecting teaching
5. Management skills: managing people
6. Management skills: managing yourself and your professional development.

These six domains provide the conceptual framework for organizing our ideas into the chapters of this booklet.

CHAPTER ONE: Beginning the Journey, describes the main steps we went through in becoming certified PCELT trainers.

CHAPTER TWO: Subject Knowledge and Understanding, presents what we learned about the importance for all educators to seek constantly to both broaden and deepen their knowledge and understanding of the subjects they teach.

CHAPTER THREE: Development of Teaching and Assessment Skills, shares what PCELT taught us about the teacher’s role in creating a suitable learning environment that fits students’ learning styles in ways that engage and connect their learning to real-world contexts.

CHAPTER FOUR: Understanding Teaching and Learning, focuses on what PCELT taught us about building the capacity of language learners to take greater responsibility for their own learning, both individually and collectively as a community of learners.

---

<sup>3</sup> Banks et al. (2001) include pedagogical content knowledge (PCK) as one of seven domains in their book. Since the PCELT approach to teacher training is fundamentally grounded in the theory and principles of PCK, we elected not to include it as a separate and distinct domain.

CHAPTER FIVE: The Wider Curriculum and Other Changes Affecting Teaching, emphasizes the importance of lifelong learning for a teacher in order to develop his or her practice and to improve curriculum content so that desired learning outcomes are relevant to real-world contexts that are meaningful to the lives of students.

CHAPTER SIX: Management Skills: Managing People, presents the lessons we learned about developing our interpersonal competencies in observing others and in giving and receiving feedback in such a way as to ensure successful learning experiences for all.

CHAPTER SEVEN: Management Skills: Managing Self and Professional Development, discusses the importance of taking control of one's own professional growth by recognizing and developing key qualities of leadership, qualities that empowered us to make smarter choices about improving problems of practice and enhancing the learning of the people we serve as teachers or trainers.

CHAPTER EIGHT: Conclusion and Recommendations, summarizes our final reflections about our journey of professional development through PCELT and ends with recommendations to our fellow educators on making the most of reflective practice and communities of practice along the journey toward professional learning.

Finally, a short bibliography provides the references cited in the booklet along with a selection of resources the reader may find useful for learning more about the many ideas and practices discussed in the narrative.

## Questions for Reflection

1. Is a profession the same thing as a job? Why is the distinction important for you as a professional educator?
2. Think about a professional development experience that made a big difference in your practice. What made the experience so special?
3. Think about a professional development experience that made no difference in your practice. Why was it ineffective? What could have made it better?

# CHAPTER ONE

## Beginning the Journey

The completion of three different stages is required to become a certified PCELT trainer. The first is a pre-course stage; the second stage is to observe and take a limited role in two training courses as a TBT (Trainer-Being-Trained); and the third is to act as a solo trainer under the mentorship of a TOT (Trainer-of-Trainers). Once these stages are successfully completed, the TBT is eligible for review to become a certified PCELT trainer. The three of us succeeded in completing these stages and we are now proud to count ourselves as members of the growing community of PCELT trainers in the MENA region. Furthermore, Sumer was able to complete additional steps to become a certified PCELT master trainer, an accomplishment that goes a long way to ensure both the quality and sustainability of PCELT courses in Gaza.

### Our First Steps in the PCELT Journey

“What is PCELT going to teach us about training teachers of English that we do not already know?” That is the question we asked ourselves when we first signed on to the program. After all, each of us had over 12 years of experience in the field of teaching and training in the context of TESOL. We thought we knew all there was to know about planning, teaching and assessment. Well, to make a long story short, we applied to become PCELT trainers figuring that, if nothing else, we would meet some interesting people and pick up some new teaching techniques. Meeting with interesting people we certainly did, including three dynamic TOTs from SIT Graduate Institute—Kate Cook, Bill Kennedy, and Kevin Giddens—plus members of the local AMIDEAST staff—Rana Sager and her support team, not to mention faculty members and administrators of Al-Azhar University-Gaza.

Our naiveté in thinking that we would not learn anything new was all too apparent from the very first day of training. When we stepped into the training room we immediately knew that PCELT was going to be no ordinary training experience. Bright colorful signs decorated the walls, each displaying an inspirational quote about learning and teaching. Everything was meticulously prepared and organized. In one corner stood the resource library. We each got a training binder stuffed with materials like getting-to-know-you activities (GTKY), the daily schedule, and instructions for our roles as TBTs. Even the layout of the room was special. Everything was arranged to guarantee an interactive style of learning.

Then came the biggest surprise of all that first day—the Swahili/German lesson! To prove their point that PCELT was grounded in the tradition of constructivist, learner-centered teaching and learning, the trainers taught a mini-lesson on counting from 0-10 in Swahili and German. And they did it without using any single word in English or Arabic! What we thought was going to be an impossible task turned out to be not only fun, but also a revelation. The lesson made us realize that you can learn just about anything if the conditions are right. That was our first big lesson, just one of many more to come, that we took away from our first day as TBTs.

### Stage 1: Pre-Course

Several months before the first PCELT course, each of us, as prospective TBTs, first had to complete a pre-course that included a series of online readings and tasks organized into three interactive units. The first unit focused on the experiential learning cycle; the role of the trainer; and, writing an extended reflection about a teaching experience. The second unit dealt with the writing of objectives and explained the structure of PCELT training sessions. The third unit addressed methods for feedback and assessment. A licensed trainer from SIT coached us through each unit as we completed short-answer questions and brief response essays. The quick feedback and motivation they provided helped us to finish each task successfully and on time.

Before a TBT is allowed to train participants in an actual PCELT course, it is necessary first to observe sessions taught by a TOT. We describe this stage in the following station.

### Stage 2: The First PCELT Course

A typical four-week intensive PCELT course has 12 participants who are teachers of English or, in the case of Al-Azhar University, student-teachers in their fourth year of a bachelor's degree program for English teachers. The typical day is broken up into segments that include: (1) a training session on a selected topic relating to the teaching of the four language skills—listening, speaking, reading, and writing; (2) practice teaching to a small class of students, and the observation of the practice teaching by co-participants and the PCELT trainers; (3) a group feedback session for self-reflection, peer-feedback, and feedback from the trainers; (4) a prep session to prepare lesson plans for the next day's practice teaching; and, (5) a closed feedback session between the TBTs and the TOTs after the participants leave for the day.



A PCELT participant (standing) being observed during a practice teaching lesson by then TBTs Jaber and Mahmoud (rear of the room)

In the first two weeks of any new PCELT course, TBTs play the role of reflective and critical observers. Each training day ends with a semi-structured discussion with the trainers in which the TBTs reflect on what they observed and learned. If during the second week a TBT feels ready to conduct a session, he/she consults with the trainer and they reach a mutual decision on whether the time is right. In some cases, a TBT starts off by leading half sessions or even a full session, but even then, what is most important is for the TBT to observe and gradually

practice doing a variety of sessions in different modules, always followed by reflection and feedback from the trainer, both oral and written. When the time is right to begin practice training on a regular basis, the trainer selects which sessions the TBT is to deliver, discusses the steps in each session, and recommends appropriate TESOL resources in the PCELT library to help in planning activities.

Careful observation of how the trainer interacts with the participants is essential. The trainer guides the student-teachers (hereafter referred to as “participants”) as they prepare their lesson plans for practice teaching. TBTs observe the process at first and when they are judged ready, the trainer, who monitors the entire process, allows them to assist the participants as they develop their lesson plans. During practice teaching the trainer observes the participants and afterwards gives them oral and written feedback. At each step of the way, the TBTs watch from the sidelines.

Gradually the TBTs are allowed to give written feedback to the participants, which are reviewed by the trainer to ensure that the notes are both encouraging and constructive. Increasingly during the latter half of the course, the TBTs are given the task of directing the oral feedback sessions while the trainer silently observes the process. Afterwards, the trainer meets privately with the TBTs for guided reflection and discussion about the day’s learning experiences.

In sum, the initial experience of a TBT is all about observing, practicing, reflecting, and getting feedback. In the next stage, described below, the process continues but with increased levels of responsibility.

### Stage 3: The Second PCELT Course

In this stage the TBTs take on more training tasks and responsibilities. This includes collaborating directly with the trainer to develop the daily schedule of the course; helping to prepare training materials, including handouts for the participants’ binders; selecting suitable library resources; configuring the physical layout of the training room; debriefing about the participants’ progress at the end of each day, and then planning the next day’s session. In other words, the TBT progressively takes more co-responsibility for running the daily training sessions from start to finish. The trainer continues to provide structured feedback to help the TBTs reflect and raise questions about their competencies in performing the many tasks expected of a PCELT trainer. During the daily trainer/TBT feedback meetings, specific TESOL readings may be recommended based on issues or questions that arise during the discussions.

Then the big day arrives. The trainer invites the TBT to select a training topic of his/her own preference and to prepare and deliver a training session to the participants, the first of several during the course. The process is identical to the steps followed for the participants’ practice teaching: delivery and observation, reflection on the experience, and oral and written feedback from the trainer. Likewise, the TBT completes a personal record book for self-assessment and reflection, which must be filled out three times during a course—at the start, midway through, and then at the end. With each new training session the TBT is asked to plan and deliver, and the trainer encourages the TBT to freely use his/her own creativity and professional intuition.

## Concluding Thoughts

By the end of the second PCELT course, each of us had passed through the three major stages as a TBT, from the pre-course, to the first course as mostly an observer, and then to the second course where we transitioned from being a participant-observer to serving as a full trainer. Throughout the process, the role of the TOT gradually switches from teacher, to mentor, to coach, and finally to fellow trainer.

For each of us, the experience of being a TBT transformed our values and attitudes about teaching as much as it developed our competencies as professional educators. Every step of the way was built on the steps that preceded it. Nothing was taken for granted, for you could not move on to the next step until both you and your trainer were confident that you were ready, a decision made through cycles of reflection and feedback.

### Questions for Reflection

1. Why do you think observing another teacher or trainer is such a powerful tool for professional development?
2. Does feedback from a peer or mentor enhance critical self-reflection? What makes you think so?
3. Why is reflecting on one's mistakes in the classroom as important as celebrating one's successes?

## CHAPTER TWO

### Subject Knowledge and Understanding

As we traveled along our journey to become PCELT trainers, we were constantly reminded of one big truth. Every professional educator must be committed to lifelong learning about the subject he/she teaches and not just how to teach it. The knowledge and competences of any profession are never static. In the era of globalization and Google, new knowledge and innovative practices are always emerging and being shared. Knowledge that used to be accessible only through a teacher can now be found by students with just a few clicks of a mouse or taps on smart phone. For a teacher, professional development is as much about broadening and deepening one's knowledge of the subject he or she teaches as it is about expanding the pedagogical toolkit one uses to help students learn. In this section, we reflect on seven dimensions of the PCELT experience that had a big impact on our knowledge and practical understanding of TESOL.

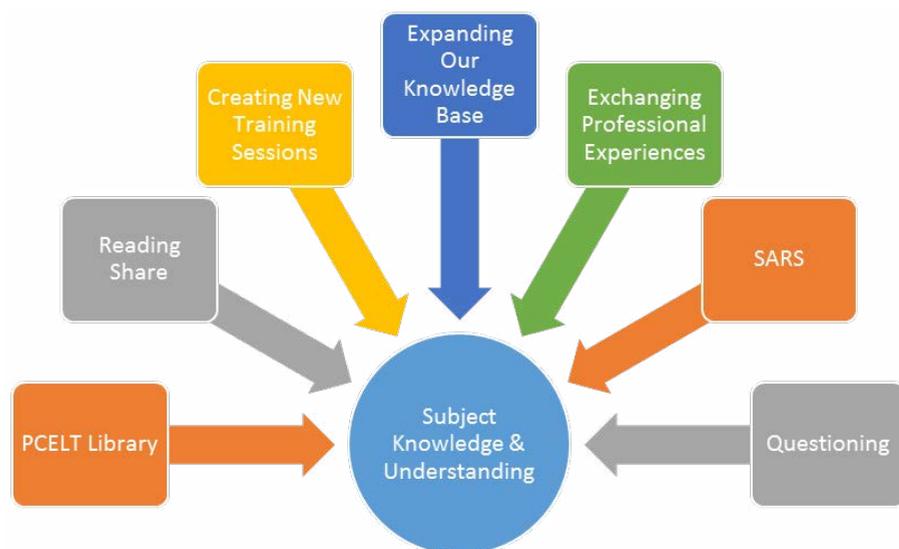


Figure 2. Seven dimensions of the PCELT experience that develop subject knowledge

## PCELT Library

A well-stocked PCELT resource library of several dozen books was provided by AMIDEAST. Topics ranged from teaching English language skills to methods of TESOL, and included a rich assortment of resources on classroom management, the use of ICT in teaching, and teacher professional development. The library offered a tremendous opportunity for us to read and skim through new books related to the teaching of English, especially appreciated in view of the limited availability of high quality and current professional literature in Gaza. By the end of the first course, we found ourselves discussing and sharing ideas from a host of new books and authors, many of which we applied not only in the PCELT courses, but also in the university courses we teach,

as well as in our academic research. The library quickly became a focal point for professional conversations with our colleagues and students on different aspects of teaching English, conversations that worked as a catalyst for creative teaching activities for us the trainers as well as for the participants for their practice teaching.

## Reading Share

One of the requirements for participants to earn the PCELT certificate is to read and write a critical and reflective summary of eight articles in the reading log section of their course binders. The binders are prepared before each new course with a selection of articles, some of which the participants are free to choose to read, while other articles may be added by the trainer during the course. This is not an easy task for a trainer unless he or she has read widely in the field of TESOL and is current on the latest trends and discourses. Moreover, the trainer needs to discern the strengths and weaknesses of each participant so as to point them in the direction of readings that will be most beneficial to them.

As TBTs during the pre-course stage, we read and reflected on a wide variety of readings that deepened our knowledge of theories and practices underlying the PCELT approach to teacher training, and the process accelerated when we had access to the PCELT library. We can now say with confidence that we are able to select appropriate articles for the participants' binders; recommend supplementary readings from the library; and, provide participants with individualized guidance on how to read and comment in their reading logs.

## Creating New Training Sessions

As we increasingly took on more training responsibilities, we learned that a PCELT trainer has the latitude, and in fact the responsibility, to create supplementary sessions to address challenges facing participants. Sometimes needs or challenges emerged from questions about common problems they faced during training sessions. At other times, they surfaced during practice teaching. Being expected to suddenly create a new session on short notice was somewhat daunting, but it was doable thanks to the PCELT belief in the value of collaborative problem-solving. Whenever the need arose, we would sit together to analyze the problem and then collectively plan the new session. For example, on one occasion it became evident that the participants had little familiarity with methods for the teaching of speaking skills, which did not surprise us since it is not a language skill given much attention in the public school curriculum. We put our heads together and came up with a new session on the issue and added it to the course. An unintended outcome of this strategy was that it also helped us expand our professional knowledge and skills. We talk more about collaborative problem solving in Chapter Six.

## Expanding Our Knowledge Base

Even though the participants came to the PCELT course with a fairly good understanding of the principles and methods of TESOL gained from their university classes, they still lacked the practical knowledge that working teachers normally acquire through years of teaching. They had many questions. For example, in every course they would inevita-

bly ask, “What is the difference between ‘internalize’ and ‘fluently use’ stages in the ECRIF framework?”<sup>4</sup> Or, “How are we supposed to teach pronunciation?» Or, “What is the right way to teach vocabulary?” For each new problem they wrestled with, we found ourselves reflecting more deeply on our own knowledge and practices and this compelled us to turn to both the PCELT library and the Internet for answers and resources. While many of the issues and questions they raised were similar to ones we ourselves had once faced as novice teachers, we found it necessary to refresh and expand our own knowledge base so that we would be prepared to share information from multiple sources and perspectives in response to their queries.

## Exchanging Professional Experiences

One of the special aspects of our journey to become PCELT trainers was the opportunity to work in person with three TESOL experts who served as our TOTs in PCELT: Kevin Giddens from the United States, Kate Cook from the United Kingdom, and William Kennedy from Canada. What made our interactions so special was that we had the opportunity to observe three very talented master trainers demonstrating an amazing variety of TESOL methods for teaching and learning, classroom management, and strategies for tough-to-teach topics. What is more, the TOTs had a rich reservoir of knowledge and skills gained from years of experience in numerous countries across Africa, Asia, and Latin America that they gladly shared with us. Their stories about teaching English in different cultural settings helped us think of creative ways to adapt

---

<sup>4</sup> ECRIF stands for Encounter, Clarify, Remember, Internalize, and Fluently Use.

TESOL resources and make them more pedagogically and culturally relevant for the PCELT participants in the Palestinian context.

### SARS (Select, Adapt, Reject and Supplement)

A really big lesson we learned about adapting TESOL resources to our local context was to reject the notion of a one-size-fits-all approach. In PCELT, our trainers called this by the acronym SARS: select, adapt, reject and supplement. Although the content and activities in the PCELT modules were developed by curriculum experts in the field of TESOL, in reality no two groups of learners are ever exactly the same. Therefore, as a trainer you have to be flexible when planning each training session.



Jaber Abu Shawish delivering a training session to PCELT participants

We learned that it was good practice to modify course materials if we believed strongly that changes would aid the participants to achieve a session's learning goals better. In other words, teaching curriculum content simply for the sake of coverage is unacceptable. On the contrary, we learned that SARS was about keeping the learner's goals and needs in focus; it was all about learning for understanding, not just covering content. SARS became the lens we used in doing a deep reading of the PCELT curriculum and for thinking about what to select, adapt and, when needed, to reject and substitute something different for the sake of the participants and their learning.

### Questioning

Another big lesson we learned in becoming PCELT trainers was that learning is more than just having the right answers; it is also about asking the right questions. From the moment a session started to the moment it finished, the TOTs encouraged us to ask questions about everything we saw and did. And we did the same with the participants when we led trainings or facilitated feedback sessions following their practice teaching. We came to understand that the skill of asking questions is fundamental to any PCELT session, particularly at the start of a session when it is important to first “find out what students know” (FOWSK) instead of spoon-feeding them facts and information. In other words, structured questioning invites the participants to think and reflect.

We came to recognize, too, that questioning is most effective when sufficient time is provided for participants to think both individually and collaboratively about their responses before sharing their answers. The method of think-pair-share (TPS) became one of our favorite tools. TPS is a cooperative learning technique where a learner thinks about a topic or question individually (think stage), then discusses and exchanges views with a partner (pair stage), and finally shares his or her thoughts with others in a group (share stage). As it did for us during our TBT experiences, the use of questioning to elicit thinking, reflection, and taking perspective, really helped the participants to think more deeply and reflectively when talking about PCELT topics and issues.

## Questions for Reflection

1. In one sentence, describe your current strategy for increasing or refreshing your professional knowledge and skills? Think of an alternative strategy that would be a powerful complement to your current one?
2. Select any three of the seven dimensions discussed in the chapter and explain why you think they are essential for professional development.
3. Think of an “eighth” dimension you would add to the seven in the chapter and justify your choice.

## CHAPTER THREE

### Development of Teaching and Assessment Skills

Taking into consideration the surrounding physical, social, and psychological environment, not to mention the different learning styles of students, teachers and trainers must use a variety of teaching strategies and assessments to grab and maintain the learners’ attention and interest. Doing so facilitates the students’ capacity to translate their new understanding and competencies into meaningful life skills they can apply in their personal and professional lives. In this chapter, we share three dimensions of PCELT’s approach to teaching and assessment that dramatically altered our understanding and practices in the area of teaching and assessment. These dimensions are collaboration, innovation, and assessment.

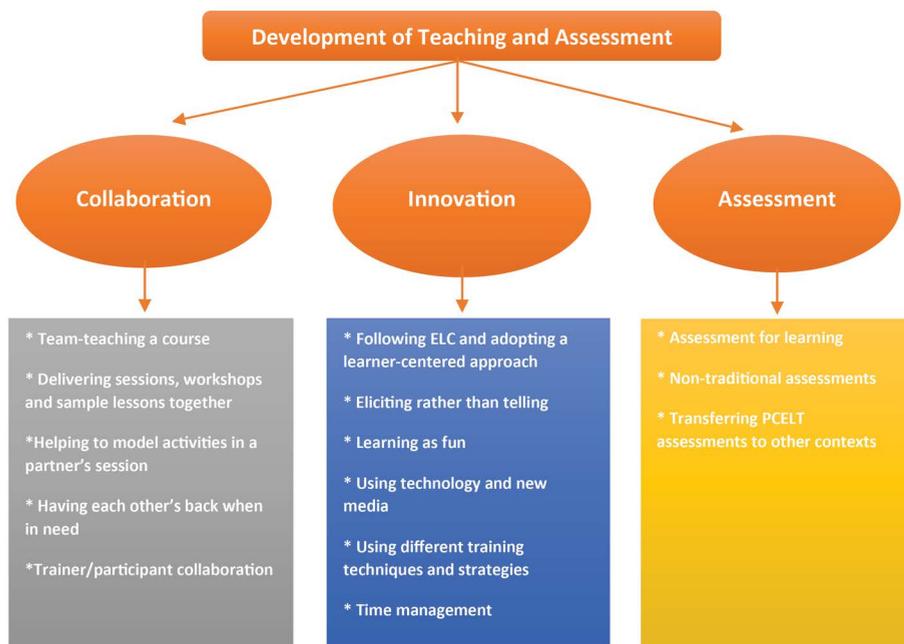


Figure 3. Three major dimensions of PCELT's approach to teaching and assessment

## Collaboration

**Team-teaching a course:** By the time that all three of us had become certified PCELT trainers, we had delivered two courses on our own without a TOT. Before the start of each new course, we would meet at AMIDEAST or Al-Azhar University—Gaza to set up the schedule for the course and prepare the participants' binders. We divided the tasks equally so that each one of us complemented the work of the others. When a course was up and running, we would typically arrive at the training room 30 minutes ahead of time to discuss the agenda for each day and to anticipate challenges that the participants might face and how we ought to respond. We also used to stay behind one hour at the

end of a training day so that we could reflect on how the day went and plan actions for the next day.

As you can see, we took collective ownership of the process. Each of us worked to support one another in achieving the goals of the course. What is more, this was a lesson not lost on the participants. They could see that we never let the course become a “one-man-show.” Furthermore, they enjoyed the variety of teaching styles that each of us brought to the sessions. This was especially true when it came to observing and giving them feedback about their practice teaching. Typically we would alternate taking turns as observers and feedback facilitators, and this gave the participants the benefit of multiple perspectives about their practice teaching.

Delivering the courses as a team greatly impacted our professional development. None of us had ever experienced co-teaching like this before. We gained new competencies and attitudes about teaching and learning while also strengthening many skills that we had probably been taking for granted. We discuss these below.

**Delivering sessions, workshops and sample lessons together:** Sometimes when a session was a long one—i.e., more than sixty minutes—we preferred to co-deliver it, with each trainer taking particular stages. The great thing about working like this was that it required mutual trust, clear communication, sharing of immediate feedback, and a willingness to change one's strategies or techniques to ensure goals would be met. This of course helped each of us to reflect far more powerfully on our

behaviors and attitudes than if we had delivered the sessions solo. As a result, we saw our competencies improve in the areas of classroom management, in giving clear instructions, and in managing time effectively.

**Helping to model learning activities in a partner’s session:** Co-training with a partner had another big advantage. Sometimes a learning activity is complex and works best if there is a colleague on hand to help model the activity in front of the participants, something that would be difficult for a lone trainer to do. Many times we found that having a co-trainer ready to step in at the right moment made a huge difference in the success of an activity. This typically happened when one of us was introducing a learning activity to the participants. On cue, the second trainer would jump in and help the lead trainer model the activity. As we said before, co-teaching like this allowed us to build trusting and mutually supportive relationships that, in terms of professional development, made each of us feel responsible not only for our own learning but also for our partners’. And this is an attitude we are trying to apply in the courses we are currently teaching at our respective universities.

**Having each other’s back when in need:** Occasionally when preparing for a training session, one of us might discover that a resource was missing: for example, a sample lesson or a workshop handout might be missing from the trainer’s binder. Instead of going into a panic, we knew we could count on each other for help. One of us might search for the missing item on the PCELT Moodle website, while someone else would look through his/her own personal resources. At times we would

reach out by email to Kate or Bill, our trainers, who never hesitated to offer immediate help. As in any professional relationship, we learned firsthand that being a PCELT trainer means that you are part of a professional community whose members are committed to supporting one another.

**Trainer-participant collaboration:** We learned also that collaboration was not limited to our fellow trainers only; on the contrary, it extended to our interactions with the participants themselves, and we were very happy that it did. In other words, we came to realize that playing the role of mentor was as important as being perceived as the “teacher” or “trainer.” This typically happened when the participants were preparing for their practice teaching and they would ask for help in selecting content and materials for their lesson plans. At other times it might include assisting them to think through a reflective essay about their practice teaching. The outcome of this kind of cooperation resulted in more than technical support. It broke down the sometimes awkward and formal boundaries between “teacher” and “student” that often hamper meaningful communication. For their part, the participants grew to appreciate the feeling that they were part of a professional community with their “professors,” and this raised their self-confidence and willingness to reflect and ask questions about improving their practice teaching.

## Innovation

PCELT was a great chance for us to rethink some of our assumptions and attitudes concerning the role of the trainer, the role of the participants, and the kinds of teaching methods and practices that make for effective learning. In other words, self-reflection became a catalyst for innovative thinking about changing our teaching methods and strategies. We share some of these ideas in the following discussion.

**Embracing the experiential learning cycle (ELC) and learner-centered teaching:** Coming to PCELT from our background as university professors—each of us with more than 10 years of teaching experience—we were accustomed to “chalk and talk” lecturing. We lecture; students listen; and maybe, time permitting, we might take a few questions from students. A typical teacher-centered approach. It was one thing to lecture about the value of learner-centered techniques like pair work or small group activities, but it was another when it came to actually using them in our teaching. We used to think that such methods were a luxury that took away precious time from our lecturing. Even many of our university students viewed them as wasteful because it took time away from cramming facts into their notebooks to memorize for their mid-term and final exams.

PCELT dramatically changed our beliefs and attitudes about teaching and learning, and we are very happy it did. We learned in the pre-course stage of our TBT experience that PCELT’s methods are steeped in the principles of experiential learning found in the ideas of John Dewey (2009), Kurt Lewin (Kolb, 1984), and Jean Piaget (Kolb 1984) and made popular in contemporary educational theory by the work of David Kolb (1984).

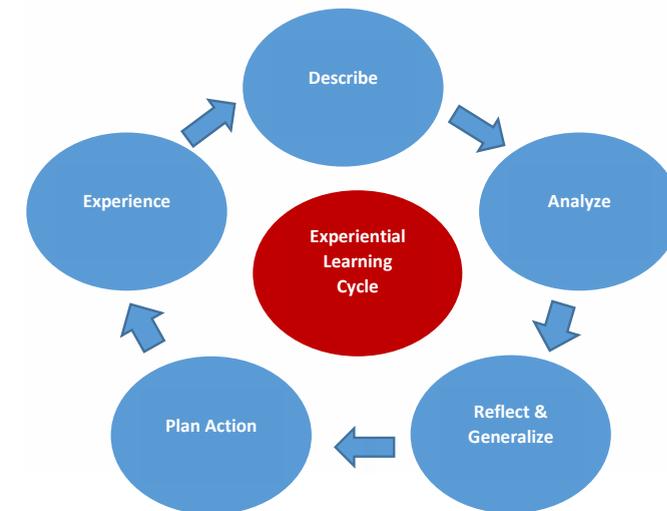


Figure 4. Experiential Learning Cycle

We came to understand that instead of treating students as passive learners, the teacher in a learner-centered context strives to create conditions that help students build their skills as independent learners. This was the method used by the TOTs during our TBT training. What a difference it made! The PCELT participants, all of whom were university students accustomed to chalk and talk, like us, immediately noticed the change. They relished the freedom to express their thoughts and feelings, to participate in discussions, to work collaboratively, and to practice what they were learning in authentic situations. Our role as trainers was not to judge or evaluate, but to observe, share feedback, and ask questions to encourage reflection and the discovery of their own solutions to problems of practice.

In sum, it is safe to say that PCELT dramatically transformed our philosophy of teaching and learning, and not just for us as trainers and professors, but also for the participants themselves. For all of us now, chalk and talk is out, and learner-centered teaching is in.

### **Eliciting rather than telling:**

As we mentioned earlier, the skill of elicitation was one of the core competencies we gained through our PCELT journey. As both trainers and university professors who have embraced the learner-centered approach, we now refrain from dishing out information or answers directly to students. Instead, we first let our students think about a problem or question, and then discuss their ideas or answers in pairs or groups. Next, we elicit their ideas and, without saying whether they are right or wrong, or if we agree or not, we ask if others agree or have a different answer. By doing this, we are showing that we respect the students' views and ideas, and this encourages them to participate more actively in whatever activity they are doing.



PCELT participants engaged in a pair-work activity during a training session

Pedagogically speaking, the logic of this approach is that it is wrong to assume that the mind of a learner—whether a child or an adult—is just an empty container to be filled with knowledge by a teacher or trainer. We saw what a difference this made for our PCELT participants. They grew more self-confident and were able to work more independently.

**Learning as fun:** Another facet of our philosophy of teaching that changed was appreciating the importance of adding fun to the teaching-learning process. We now start our lectures almost always with short warm-up activities like games, galleries, or songs. These are fun ways to get the students to interact and reflect on the big ideas or main topics of a lesson, all while having fun. Breaking the predictable and formal pattern of lectures in this way stimulates motivation and interest for everyone, including ourselves as teachers. We found that injecting some fun into the learning process not only breaks the monotony, it also fosters better rapport among the participants themselves and with us. They loved it when we sometimes invited them to prepare a warm-up or energizer activity for a training session or to use in their practice teaching.



PCELT participants engaged in a group-work activity during a training session

**Using technology and social media:** Our journey in becoming PCELT trainers required a lot of work on top of our regular day jobs as university professors, so it was imperative that we stayed connected with one another via email and Facebook to share and exchange information and resources. Different websites and social media helped us to improve our own skills as well as those of the participants. On Facebook, we started inviting the participants to engage with us in discussions about whatever pedagogical or educational issues we happened to be wondering about. These conversations outside the classroom space were fruitful and stimulating, and often the ideas or digital resources we shared would be added to our training sessions and presented using an MP3

player, CD player, or LCD projector and laptop. Our PCELT experience with technology and social media was so valuable that we have started using Facebook and other digital tools with our students enrolled in our university courses.

**Using different training techniques and strategies:** Traditional lecturing for us used to be an exhausting experience. By the last lecture of the day, your voice was gone and you would get home after work feeling totally burned out. As we explained earlier, PCELT completely changed our attitude about chalk and talk. Nowadays, we limit our talking time in favor of engaging our students in interactive and collaborative activities. PCELT gave us a bigger toolkit to work from, including reading-share strategies, mingling activities, gallery walks, and many other activities that stimulate and focus students' curiosity and interest in what they are learning about. Today, if you visited any one of us while we were teaching a course you might see us sitting with students to listen or ask questions, or walking around to monitor their work on a problem or project, or maybe you would catch us playing a game with the students. At first, it takes students a little time to get accustomed to the novelty of such techniques, but they come to enjoy them; more importantly, they come to appreciate the learning that takes place compared to the traditional lecture format in most of their other courses.

**Time management:** There is no denying it: time is a precious commodity in any teaching-learning context. Before we became PCELT trainers, time was something we measured only by the sound of our voices lecturing to students as they jotted our words into their notebooks. PCELT changed all that. As we described earlier, the kind of authentic, learner-centered approach to teaching and learning that PCELT is based on, involves designing activities for students to engage meaningfully

with knowledge and skills. This design-based approach requires planning learning experiences and assessments with a mind toward allocating time effectively. Nowadays when we prepare for a "lecture," we are careful to apportion our talking time in relation to the learning activities that students will be expected to engage in at each step of the way. Sure, we spend extra time outside of class to prepare worksheets and handouts for a lesson, but it is worth it. Anything we prepare beforehand that we believe will help students stay motivated and goal-oriented during in lesson is time well spent.

## Assessment

**Assessment for learning:** We discovered that the PCELT approach to assessment was another special element that made the program unique for the professional development of teachers and trainers. Before we came to PCELT, our understanding of assessment was pretty much synonymous with "quiz" or "exam." We were stunned initially to learn that PCELT does not rely on any exams. What we discovered through each of PCELT's modules was that the participants were instead required to perform tasks, based on well-described criteria, to demonstrate their understanding of concepts or skills. For example, the first assignment in PCELT is an essay in which participants reflect critically about what helped and hindered their learning during the mock German/Swahili lesson. At other times throughout the course, the participants would be guided to discuss and reflect on every key learning experience. Whether in written or oral form, assessment activities usually asked the participants to reflect on their learning by considering the interplay of four fundamental elements in experiential learning: one's self, one's peers, the teacher/trainer, and the environment. In other words, the PCELT

paradigm sees assessment “for” learning as critical as assessment “of” learning.

**Non-traditional assessments:** Other examples of non-traditional assessments that PCELT added to our teacher/trainer’s toolkit included portfolios, case studies, and the Participant’s Record Book (PRB). Assessment based on methods like these took some getting used to for both us and the participants. These were not the typical graded assignments or exams that we were accustomed to. Instead of slapping a grade on an assignment or test and moving on to the next learning goal, PCELT taught us the value of formative assessment. In this context, the trainer creates a supportive environment for each participant to reflect on mistakes, search for answers, and take responsibility for developing their knowledge and skills each step of the way.

**Transferring PCELT assessment to other contexts:** It goes without saying that our philosophy of teaching in our university courses has shifted in the direction of PCELT principles and practices. We approach assessment very differently now, and this has not escaped the notice of our students and colleagues, as well as administrators. They like what they are seeing. Over time we have been experimenting with and gradually integrating techniques learned from PCELT into the assessment and grading schemes of our courses. This is what professional development is all about. It is about being a reflective practitioner, learning something new and then trying it out with the aim of improving a problem of practice. We confess that the culture of exam-based assessments is still the norm in most university classrooms in Gaza. But at least in our corner of the university, we are trying to make a difference in the learning experiences of our students.

## Questions for Reflection

1. In 50 words or less, write down your philosophy of teaching and learning—this is your personal statement of why you teach; next, make a list of the main teaching methods that you use in the classroom. Do your methods reflect your teaching philosophy—are they aligned? Identify some aspect of your teaching practice that you want to improve and use the “Experiential Learning Cycle” to plan the actions you will take.
2. In the teaching profession teachers spend most of their professional lives teaching solo in a classroom, whereas professionals in today’s most innovative businesses—for example Apple, Microsoft, Facebook, Toyota, DaimlerChrysler, Disney, and Cisco-Systems—meet regularly in groups to find innovative solutions to problems. Such businesses thrive and grow because they have built collaborative systems—communities of practice—for “learning and development” across their organizational structures.

Are you part of a community of practice at your workplace? If not, what can you and your colleagues do to create one, and what support would you need to make it sustainable?

3. What is the difference between formative and summative assessment, and which method, in your view, promotes meaningful learning and understanding?

## CHAPTER FOUR

### Understanding Teaching and Learning

Teaching is not just about dispensing knowledge to students. It is about creating a supportive atmosphere that simulates authentic situations in which learners are inspired to discover knowledge and develop skills. In this chapter, we share what PCELT taught us about the role of the teacher/trainer in creating a suitable learning environment that fits the learning styles of adults in ways that engage and connect their learning to real-world contexts.

### The Many Roles of a PCELT Trainer

During our PCELT journey, we discovered that our roles varied from activity to activity and from day to day. You act one way during an input session and then switch to a different role during practice teaching; at one moment you are an observer, and the next you are a coach. We came to understand, however, that the different tasks or actions we each performed individually in one context usually complemented the role of our co-trainer. In other words, we never felt compartmentalized in our roles as PCELT trainers; on the contrary, our minds were at ease knowing that when we finished an activity, our partner was able to jump in and seamlessly transition into the next activity. Below, we share some of the key roles we took on and shared during our PCELT journey.



Figure 5. Key roles of a PCELT trainer

**Facilitator:** First and foremost, a PCELT trainer is a facilitator. Your role is to help the participants assume responsibility for their own learning and to contribute to the learning process. In the world of PCELT, there is no place for chalk and talk. It is the participants who take center stage. In this regard, our major role during PCELT courses was nearly always as a facilitator of learning. At various other times, we of course took on other roles, but none of them were ever contrary to our primary role as facilitators.



Sumer Abou Shaaban (standing) providing guidance to participants during a lesson planning session

**Guide:** Closely linked to being a facilitator, we acted as guides in the sense of helping the participants tap into their prior or new knowledge and skills to advance their learning and practice. This is achieved by asking questions in ways that get participants to make inferences and connections so that they discover for themselves the best way to approach a task or challenge in teaching. At other times, we guided participants in ways that stimulate self-reflection, for example during group feedback sessions or when the participants had to write extended reflections about a reading or about their practice teaching.

**Coach:** More technical and focused than being a guide, playing the role of coach demanded that we encourage the participants to try out new ideas, skills, or techniques in their practice teaching. Rather than telling them to do this or that, we would act as a sounding board for

their ideas and activities they were planning. We might suggest a technique or activity if we saw they were stumped, but even then we would use questions to get them to infer and explain what they believed would work best rather than insist on a particular action. We also played the role of coach during the feedback sessions after practice teaching, posing questions to help the participants reflect more deeply on what they learned from the experience and what they would do differently next time.

**Model:** It is one thing to “talk the talk” in a university classroom, but it is another to “walk the walk” as a PCELT trainer. In other words, we went all-out to practice what we were preaching. We did this by modeling the kinds of attitudes, skills, techniques and behaviors that the participants would be expected to practice as English language teachers. We were always conscious of this role in whatever we did in front of the participants, from doing warm-ups, to eliciting reflection and brainstorming, to using the white board, or practicing “ICQ” (Instruction/Check/Question) to make sure participants knew exactly what to do during a learning activity. Whether they were conscious of it or not, we often noticed that the participants would imitate us. This made us even more acutely aware about the importance of modeling best practices and attitudes, no matter how insignificant they might seem—like capping the dry-erase markers or cleaning the white board after each session. The main thing then is that modeling best practices is about exhibiting professionalism, and that was a big lesson we took away from our PCELT journey.

**Assessor:** Along the way of our PCELT journey we learned that being a good assessor was a necessary complement to being a both a good facilitator and guide. This meant always creating opportunities for participants to demonstrate where they were in the learning process. The importance of being an assessor and not an evaluator is that the former is supportive of learning and growth, while the latter is about judging if learning goals have been met. What mattered for us was not dishing out “grades,” but instead to see evidence of the participants’ progress and then to help them improve. It was all about encouraging them to reflect on their daily progress through regular and supportive feedback. Assessments of progress extended to the mid-checking halfway through the course and then the final checking at the end.

**Counselor:** PCELT taught us that being a good assessor also means being someone who knows how to empathize, communicate, be respectful, be appreciative, and offer encouragement. All of these are qualities of an effective counselor. It is about building trust and making the learner feel comfortable and safe when reflecting and communicating about their learning. Whenever the participants found themselves struggling or frustrated about some aspect of their practice teaching, it made all the difference in the world knowing that we were there to offer emotional and psychological support. As any good counselor would do, we learned how to be active listeners and to show empathy when they felt overwhelmed by the stress of preparing and teaching practice lessons. We learned how to engage them in supportive conversations and to affirm their strengths and successes while helping them to reflect on and plan actions to grow and improve. In short, a PCELT trainer provides supportive counseling every step of the way during a course.

**Member of a professional community:** Many PCELT courses are delivered by at least by a team of two trainers, and in Gaza we were a team of three. This sense of being part of something bigger than oneself, of being a member of a community of practice, started in the pre-course phase of our TBT experience and it continues to this day. Before meeting the TOTs Kevin, Bill, and Kate in person when they came to Gaza, we had already gotten to know them as members of the PCELT virtual community of practice. Digital tools like Moodle, Skype, and email allowed us to submit assignments during the pre-course stage or share our reflections or ask questions during a course. It was great knowing that help or advice was just a mouse-click away. And as time went on, the PCELT community got bigger. We soon found ourselves communicating via Facebook and email not only with the Gazan graduates of the PCELT courses that we were involved in, but also with three Palestinian colleagues from the West Bank who were already certified PCELT trainers.

In short, cooperation and collaboration in a community of practice is what the PCELT approach to professional development is all about. At every step of the way, from planning a lesson to exchanging feedback after practice teaching, you knew that your professional growth was enriched by being both a reflective practitioner and a member of a supportive community of practice. You knew that whatever you put into it, you always got something valuable in return. And this is why the three of us remain devoted to maintaining our active membership in local, regional, and global communities of TESOL instructors, trainers, and educators.

## Reflective Practice

So many roles to learn as a PCELT trainer! Facilitator, guide, coach, and so on and so forth. Of all these roles, being a reflective practitioner was the one that we feel strengthened all the others and helped us to grow in meaningful directions. It is one thing to get feedback from the perspective of a peer or a TOT, but it is another to thoughtfully consider with an open-mind your own performance. The PCELT experiential learning cycle merged these two perspectives— internal reflection and external feedback—and the result was a powerful source of professional growth and development. Reflective practice let us see strengths in our skills and attitudes and to think of ways to reinforce them. Likewise, it opened our eyes to problems of practice we might otherwise not have seen or even admitted. This helped us strategize ways to change and improve our competencies.

### **Changing the culture of professional development:** We

have to confess that adopting the attitude of a reflective practitioner did not come easy at first. Candidly self-assessing one's performance in front of peers is not the norm in the culture of higher education in Palestine. But in PCELT you really have no choice.



Mahmoud Jalambo listening to participants during a feedback session as they reflect on their practice teaching lessons

From day one, we learned that it is expected for trainers and participants alike to reflect on and receive feedback after every practice teaching session. At the end of each day, the trainers would sit together to

reflect on what transpired throughout the day. The TOTs would start by asking us to reflect out loud about the sessions we had each conducted and about the rest of the day's activities. Contrary to what we were expecting, the TOTs refrained from imposing their own advice or recommendations. Instead, they would ask questions that gently pushed us to reflect more clearly and deeply about our experiences. This process of probing with questions helped us to discover where we were doing well and to plan where improvement ought to be made. Equally important, the process allowed us to acquire the necessary experience to perform the same when it was our turn to facilitate the process with others.

**Reflection as a dialogue:** During the first TBT course, the trainers gradually allowed us to guide the participants in reflecting on their experiences delivering the practice teaching lessons they had prepared, observing us quietly from the sidelines. At the end of the day after the participants had left, we would sit together to talk about and reflect on the experience. In other words, we learned that genuine reflection is not just a dialogue with oneself; on the contrary, it is most fruitful when it is done as a conversation with a caring and trusting colleague or mentor.

By the end of the first PCELT course, we understood and came to embrace the critical role that reflection on action plays in the cycle of experiential learning that frames the PCELT philosophy of professional development. Though the journey of becoming a reflective practitioner was uncomfortable at first, we now firmly believe that anyone who is serious about his/her professional learning and growth cannot afford to be without it.

## Questions for Reflection

1. Of the many different roles that a teacher/trainer can play to create a supportive and engaging learning environment for each and every learner, which role do you consider your strongest and why? Which role would you like to develop and improve, and why?
2. To some extent, every professional reflects about the quality of his or her practices, even if it is only once a year for an annual performance evaluation. Currently how and how often do you reflect about your teaching as a way of improving your practice? What actions can you take to make your reflective practice a more powerful tool for professional development?

## CHAPTER FIVE

### The Wider Curriculum and Other Changes Affecting Teaching

**N**o matter what subject you teach or what profession you provide training for, today's global information revolution means you need to stay well-informed about new ideas, skills, and trends. Our PCELT journey reminded us about the importance of being a lifelong learner in our profession. Lifelong learning empowers you to expand and deepen your knowledge and, like a professional athlete, it helps you stay on top of your game. We were constantly on the lookout for fresh curriculum content and innovative ways to help the participants connect curriculum content to real-world contexts. We accomplished this in three ways: reading and reflecting; reflecting and innovating; and, innovating and contextualizing.

## Reading and Reflecting

It was very exciting to reflect and discuss with the TOTs and the participants about our reading from the PCELT library and from other sources on the Internet. Reflective reading informed our actions and helped us grow professionally. The variety of resources and information at our fingertips in the PCELT library opened our eyes to the latest trends and best practices for teaching the four language skills—listening, speaking, reading, and writing. Thinking about and sharing our critical reflections about readings was often the starting point for planning innovative activities to try out in our practice training sessions. We found, too, that keeping a personal reading log to document our reflections, ideas, and questions often inspired creative ideas for planning more interesting training sessions. The feedback sessions following our practice trainings would typically raise new questions about areas of practice we wanted to improve on, and this made us rush back to the PCELT library to search for answers. In sum, reading played a central role in becoming reflective practitioners as a PCELT trainers and in extending our knowledge and skills in the field of TESOL more generally.

## Reflecting and Innovating

By design, the process of becoming a PCELT trainer prepared us to coach the participants into becoming the same kind of reflective practitioners that we were becoming. The process not only



PCELT participants engaged in a collaborative activity during a training session

helped us to challenge assumptions about our pedagogical knowledge and skills as teachers, but also to unpack the assumptions behind the goals and content of the curriculum to be taught. In other words, it is not enough to teach by just blindly following a textbook. On the contrary, the PCELT approach to experiential learning and reflective practice opened up fresh opportunities for us and the participants for creativity and innovation in our practices as TESOL teachers and trainers.

This was especially true when it came to designing creative learning experiences to motivate and help learners develop their language skills relevant to real-world contexts. The PCELT toolkit was full of terrific ideas and activities that helped us as both trainers and professors to think outside the box and create interesting activities to supplement textbook content in ways that would grab the attention of the learners.

As an illustration of an attention-grabbing lesson opener, trainers Kate Cook and Sumer used characters from the Chinese language while Jaber used letters from the Tigrinya alphabet in northern Ethiopia to arouse the participants' curiosity about the skill of writing in different cultures. The lesson gave the participants a whole new perspective on the value of using something novel to captivate a classroom of learners, and they eagerly started experimenting with their own unorthodox methods. One participant named Hadeel, for example, taught a lesson on letter writing. She started the lesson with a theatrical scene in which she was writing a letter to her mother whom she had not seen for a long time. As she acted out the scene, soft music played in the background. By the end of the lesson, the students had achieved the desired outcomes of the

lesson even better than she had imagined. This was of one of the most unforgettable practice teaching lessons during our entire experience as PCELT trainers.

## Innovating and Contextualizing

While the PCELT library offered a wealth of commercially produced TESOL materials from which we could pick and choose activities, our PCELT training taught us the importance of contextualizing, or adapting, content and learning activities to the specific classroom context we are teaching in. For



PCELT participants working collaboratively to prepare contextualized lesson plans

many teachers, however, and especially new ones, the strict reliance on textbooks and teacher guidebooks makes it a challenge to adapt TESOL materials and activities to the different ages, fluency levels, interests, needs, and cultural realities of students in Palestinian schools.

As we described earlier, the PCELT course equips participants with a method for contextualizing materials, a process known by the acronym SARS: select, adapt, reject, and supplement. Using SARS, we guided the participants in how to select suitable language activities from English for Palestine, the official textbook published by Palestine's Ministry of Education and Higher Education. For example, a group of participants selected an activity they liked for a listening lesson, but found references to alcoholic beverages inappropriate and removed (rejected) them. Next they adapted some of the situational aspects into a

more culturally appropriate context and added (supplemented) these to the English for Palestine lesson. In a different example, another group of participants had chosen an English for Palestine but felt it lacked a speaking component, so they used SARS to supplement the lesson's fluency activity with speaking practice.

## Questions for Reflection

1. Is a textbook the same thing as a curriculum? What are the advantages and disadvantages to teaching and learning when a teacher rigidly follows a textbook and its teacher guidebook?
2. The audiences, goals, situations, and contexts that are considered in the development of any formal curriculum are constantly changing. Particular learning goals and content that were relevant just a year ago may be outdated today. What strategies do you use to keep what you teach relevant for learners?

## CHAPTER SIX

### Management Skills: Managing People

In the teaching profession, a TESOL teacher communicates and works with all kinds of people. English language learners come from different social and cultural backgrounds and often exhibit a range of developmental levels, learning goals, and interests. What all this diversity means is that teachers of English—and those who train teachers—need to skillfully manage interpersonal relationships to ensure a successful learning experience for all. Our PCELT journey afforded us many opportunities to do just this. This chapter presents four kinds of interpersonal competencies that we think are essential for success as a PCELT trainer: active listening, non-verbal communication, observation, and, collective problem-solving.

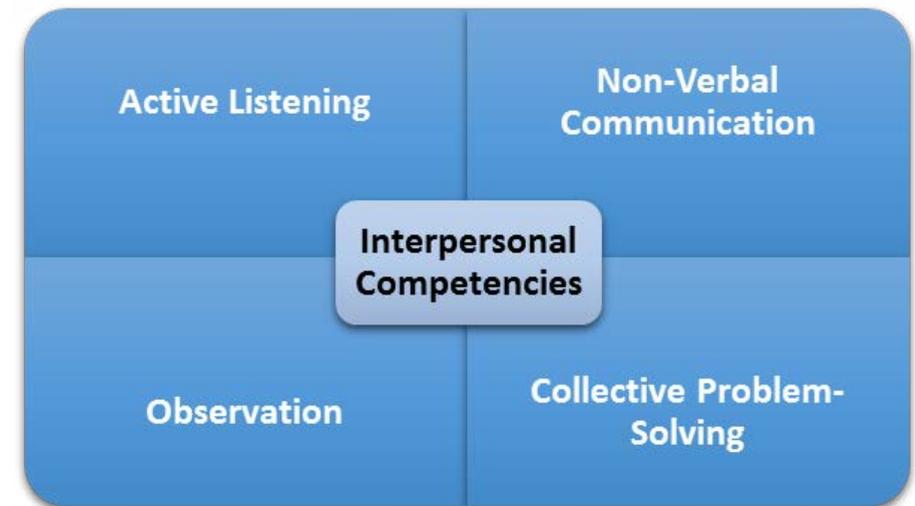


Figure 6. Interpersonal competencies for success as a PCELT trainer

### Active Listening

Active listening is the capacity to focus perceptively on what a speaker is saying about a subject or experience. For us as PCELT trainers, we learned that it is about suspending your personal opinions or judgment and making a conscious effort to understand the other person's position



Mahmoud Jalambo listening and monitoring participants during an activity

or point of view without interruption. PCELT also taught us that active listening is about not just hearing what the other person is saying, but also tuning into a speaker's underlying emotions and feelings, paying attention to body language, and using eye contact to convey that you are really listening.

With guidance from the TOTs, we applied our emerging active listening skills during the feedback sessions with the participants after their practice teaching. The process included the use of both verbal cues and short questions to help speakers clarify or elaborate their thoughts. We have to confess that this process took some getting used to. It was awkward at first because our “normal” communication style in everyday conversation—especially in the university setting—is typically to lend only half an ear to a speaker while focusing on what we want to say next instead. In other words, we tend to listen to ourselves rather than what the other person is saying. So, to become an effective PCELT trainer we basically had to break ourselves of this bad habit, which happened progressively while being observed during a number of practice sessions by our trainers and then getting their constructive feedback. Our improved capacity for active listening is such that now when someone is talking it is as if he or she is the only person in the room.

### **Non-Verbal Communication**

Another important interpersonal skill is non-verbal communication. This includes facial expressions, body language, hand signs, and the use of any kind of gesture to convey meaning. Why is non-verbal communication so important for a teacher or trainer? The answer is simple. A teacher’s body language can send powerful messages that can either encourage or constrain a learner’s confidence and motivation. A frown, a wrinkled eyebrow, a blank stare from a teacher is all that it takes for a learner to become self-conscious and withdraw from the learning process. What a difference a smile can make in a PCELT course! Time and again we saw how something as simple as a smile or a thumbs-up ges-

ture was all that was needed to put a nervous participant at ease during his or her practice teaching experience in a room full of peers and trainers. The same was true during feedback sessions after practice teaching, especially when someone’s lesson flopped and they felt embarrassed. A comforting smile or sympathetic nod of the head from a trainer made all the difference in the world. In short, PCELT taught us that non-verbal communication that signals support or appreciation can be as important as the words from the mouth of a teacher or trainer.

### **Observation**

A PCELT course is as much a community of practice as it is a training course. PCELT engages both trainers and participants as reflective practitioners in a collective learning experience with the single aim of improving the teaching and learning of English for speakers of other languages. Observation of practice teaching lessons and training sessions followed by reflection and feedback formed the core of the PCELT process for professional development. Like learning how to be an active listener, the role of observing others and being observed ourselves took some time to get used to. It is just not part of the “normal” routine for a university professor. Having one’s teaching be observed by a peer or administrator is something that most university professors shy away from.

During the initial stage of being TBTs, our trainers first had us observe practice teaching and then observe the feedback sessions they facilitated. Hour after hour of observation was tiring and repetitive and it made us wonder if it was a waste of time. Soon, however, the trainers started having us jot down notes of what we saw happening, describing

what went well or not so well. At first, these notes were discussed only with the trainers themselves, not with the participants. They would give us feedback that helped us to reflect and discuss how we might improve our observation and note taking skills. They also shared with us their own observation notes about the participants' practice teaching. These served as a model for us to compare with our own notes.

When the trainers felt that our observation and note-taking skills had developed sufficiently, they asked us to start observing our fellow TBTs present a sample lesson or a workshop. At the end of each training day, the trainers would sit with the three of us and facilitate our discussion about the results of our peer-observations. When they could see that we were competent in conducting observations and giving constructive feedback, we were cleared to start giving our written notes directly to the participants. These daily feedback sessions really brought home the practical value of observation as a tool for self-reflection and professional growth. It raised our abilities as reflective practitioners to new levels, contributing to positive changes in our self-confidence, attitudes, and skills in ways we had never experienced before in professional development.

### **Collective Problem-Solving**

The experiential cycle of observation, reflection, and feedback is ultimately tied to the goal of taking action to improve one's own—or someone else's—practice as a professional educator. At each step of the way in our PCELT journey, the road was paved with problems of practice—ours as well as those of the participants in the PCELT courses.

Routinely at the end of each day when the participants had gone home, the three of us would sit together and assess the practice teaching we had observed. Putting our heads together like this empowered our capacity to identify and analyze difficulties facing the participants, and when we agreed on likely causes, it was then much easier to imagine potential solutions and plan actions to address them.

For example, during one course we were surprised that so many of the participants had awful lessons in their first practice teaching. After brainstorming the probable causes, we concluded that a key reason was because they had not received sufficient feedback from us about the drafts of their lesson plans. To fix the problem we asked the participants to share their lesson plans with us two days prior to their practice teaching. This extra lead time gave the participants the chance to consider our feedback and comments and make revisions accordingly.

In sum, our PCELT journey taught us that a problem of practice is not something to be ashamed about or ignored. On the contrary, every problem of practice presents an opportunity for continued professional growth, for oneself as well as for one's fellow practitioners.

## Questions for Reflection

1. Active listening is an important skill for an educator, yet it is one of the least developed professionally. In light of research that suggests that people in general remember only about 25 to 50 percent of what they hear, think of three ways to improve your capacity as an “active listener” in your classroom/workplace.
2. What in your view are the essential conditions that both the “observer” and the “observed” must put in place for a peer observation to be a constructive professional learning experience?
3. When learners are not succeeding during instruction, this indicates a “problem of practice” for which a teacher/trainer needs to respond. Think of a problem of practice you recently faced and took action to address. Now, try this experiment: Share the problem with a colleague and brainstorm possible strategies, and then evaluate these against the strategy that you actually used. Was the experience of collective problem solving helpful? How might you make it more helpful in the future?

## CHAPTER SEVEN

### Management Skills: Managing Yourself and Your Professional Development

**A**long with managing and developing the technical side of our professional knowledge and skills as PCELT trainers, we discovered an aspect of our professional development that we had previously taken for granted: leadership. In this chapter we discuss what PCELT taught us about the importance of recognizing and developing a number of leadership qualities that, we believe, empowered us to make smarter choices toward improving problems of practice and advancing the learning of the people we serve as teachers or trainers. While there are many traits associated with leadership, we focus on four that our PCELT journey made us most conscious of: charisma, personal relations, creativity, and flexibility. The event that made us most aware of these traits was when we co-taught our first solo PCELT course in July 2015 without a TOT.

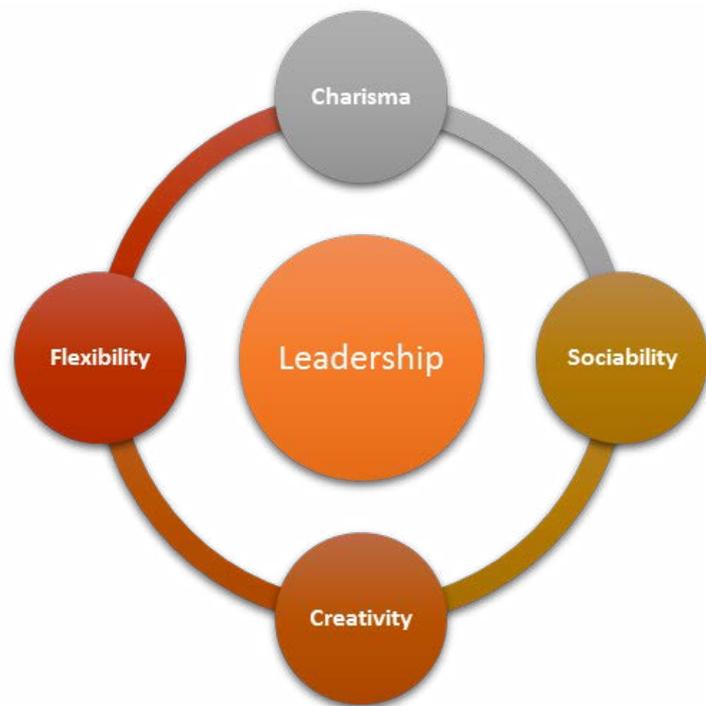


Figure 7. Leadership qualities for success as a PCELT trainer

## Charisma

In every PCELT course there were twelve participants, each facing the exhilaration and dread of teaching practice lessons while being observed and critiqued by their peers and trainers. In our role as PCELT trainers, we acted as a combination of mentor and coach to the participants, using appreciative feedback to guide them through the process of self-reflection and action planning to improve their teaching skills. Because of the team-like structure of a PCELT training course, the participants came to respect us not so much as “professors,” but more like coaches, as persons ready not only to share knowledge and skills, but also to

model behaviors and attitudes that communicate confidence, trust, and inspiration for self-improvement. In other words, being a role model for professional development takes a certain amount of charisma.

But we do not mean charisma in the egotistical sense of expecting the participants to blindly follow our every word and action; on the contrary, our PCELT journey taught us the importance of showing the participants how much we cared and supported all of them, especially the ones who felt discouraged at times, to learn from their mistakes so as to achieve our common goal of excellence in English language teaching. It was very humbling for us to read what the participants wrote in their reflection essays or said during their mid- and end-of-course check-ins about how much the inspirational leadership of the trainers had motivated them to achieve their goals in PCELT.

## Sociability

The quality of sociability was one of the most significant qualities we developed as trainers. Our TOTs exemplified sociability in every step of the TBT training process. They combined professionalism with a friendly and good-humored approach to building our skills. In particular, they used a variety of tactful ways to critique our progress, such as by diplomatically wording feedback questions that made us feel comfortable in reflecting candidly about our progress in leading training lessons and feedback sessions. When the time arrived for us to co-deliver a PCELT course without a TOT, we found ourselves practicing the same sociable approach and this resulted in comfortable interactions between us and the participants as well as fostered cooperative relationships among the

participants. To illustrate this point, in two courses we were faced with a number of male participants who, due to a combination of shyness and religiousness, felt a little uncomfortable working in groups with female participants. To address the situation, we invited each young man for a series of private discussions, giving each one the opportunity to openly express his feelings or concerns. Because of the non-threatening and sensitive approach we took, we were able to convince them to see the professional value of an integrated and collaborative approach to their PCELT experience. For us, learning to leverage sociability to create and maintain a caring and cooperative training environment was one of the big lessons we took away from our PCELT experience.

## Creativity

During our PCELT journey we came to value the creative side of addressing problems of practice. So much of teaching English in the TESOL context, whether in Gaza or anywhere else, is the situational nature of language instruction. Every course has its particular social, cultural and curricular contexts, and as PCELT trainers we learned the importance of being flexible when it came to approaching a problem of practice in creative, novel ways. Our trainers instilled this attitude in all our TBT training activities, and by the time we were doing solo PCELT courses, we saw ourselves not only as trainers of TESOL methods and techniques, but also as champions for change if it meant improving the learning outcomes for the participants.

To illustrate this point, each of us was able to create novel training sessions designed to address particular problems of practice facing the participants in their practice teaching. Sumer, for example, created a

training session titled “Using Technology in Education,” highlighting creative and practical ways to integrate technology in the teaching and learning process. On another occasion, Mahmoud tackled the perennial challenge of giving homework assignments by delivering a session that focused on making homework more focused, relevant, and engaging. Finally, Jaber developed a session that utilized interactive learning stations designed to develop students’ speaking skills across 12 topics based on real-world situations. In sum, PCELT taught us to be more open-minded about infusing creativity into our own practices and in being catalysts for change in the attitudes and practices of the participants.

## Flexibility

As PCELT trainers, we recognized that the PCELT course, developed by World Learning/SIT Graduate Institute and AMIDEAST, is largely based on the core curriculum of SIT’s world-renowned TESOL certificate program. Although this model framed the goals and processes comprising our TBT training, it became clear early on that sometimes expectations do not match the reality happening in the training room. As in any context involving novice teachers doing practice teaching, different kinds of mistakes or challenges can be anticipated, while others happen unpredictably. In either case, leadership in dealing sensitively with problems of practice requires a degree of flexibility on the part of a trainer.

Nowhere was this flexibility more important than in the feedback sessions following practice teaching. At first, some participants were frustrated because the feedback method stresses introspection and person-

al discovery of solutions, rather than relying on the trainer to give all the answers or dictate what needs to change. Initially, the participants would be reluctant to respond to our questions for fear of not giving the “correct answer.” But gradually, when they saw that we were open and appreciative of their ideas and feelings and did not fault them for a mistake, but instead encouraged them to suggest themselves what they might do differently next time, their apprehensiveness faded away. In due time, they grew more self-confident and more creative in finding clever solutions to their problems of practice. Such a transformation would not have been possible had we been controlling or rigid during the feedback process. Instead, our flexibility allowed us to guide the participants in building their capacity for self-reflection and in taking greater responsibility for their own professional development.

### Questions for Reflection

1. Do you see yourself as an educational leader? Why or why not?
2. The chapter discusses four characteristics of educational leadership: charisma, sociability, creativity, and flexibility. Rank the four from strongest to least strong as reflected in your teaching/training practices. What actions can you take to improve the two that are lowest on your list? What would be evidence of improvement that you would see reflected in your students/trainees?

## CHAPTER EIGHT

### Concluding Thoughts

**D**espite our many years of experience in teaching English at schools and universities, we learned a tremendous amount during our journey to become PCELT trainers. The inspiration to write our story came from the fact that many of our colleagues and students were telling us what we ourselves were feeling. Our perception was that our PCELT journey was not only an all-around great experience, but it also totally transformed our attitudes and practices about teaching and learning. In writing this booklet, our aim has been to share with you some of the unique and transformative experiences that the three of us were exposed to.

We have to admit that before we joined PCELT as TBTs, we were pretty naïve about what was in store for us. At first we simply hoped that it

would be an opportunity to learn about current trends and methods in the field of TESOL. After all, the three of us each had a background in applied linguistics and the field of teaching in general; so, we figured PCELT would probably not offer us much more than what we already knew. We have to confess, too, that it was no easy task to juggle our full-time work schedules with the additional demands of the PCELT schedule, which included the pre-course lessons online, then observing the first PCELT course taught by the TOTs, and finally taking on the role of PCELT trainer. Honestly, though, whatever naiveté about the PCELT experience we initially held had completely vanished by the time we were leading training and feedback sessions in our second PCELT course.

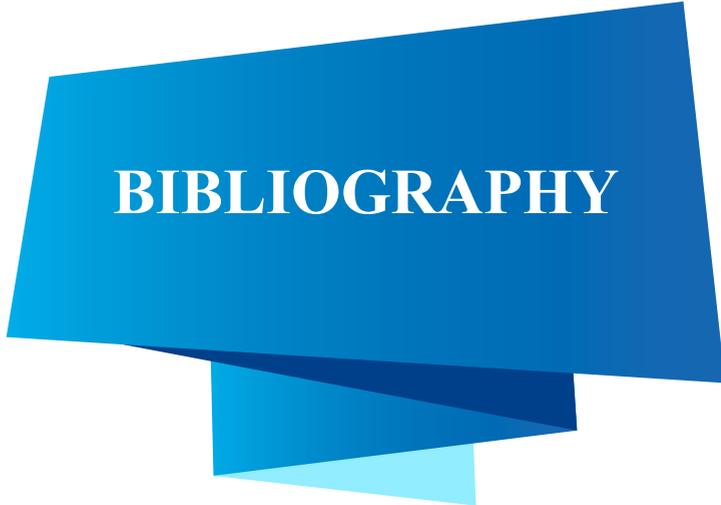
Today more than ever before, we understand the significance of knowing our students, their needs and feelings, and of empathizing with their struggles to overcome problems of practice and grow professionally. In this way, we, too, have come to know ourselves better as professional educators thanks to our participation in a community of practice characterized by experiential learning, self-reflection, feedback, facilitation, and formative assessment. The PCELT community of practice has been a catalyst for reshaping our philosophy and personality as educators like no other.

This booklet is a testament to our belief that professional development has no limits, no end. For as long as there are learners of English, there will be new problems of practice that demand fresh analysis, planning, action, and reflection in a community of practice. We continue looking for new opportunities to continue our journey along the road of continuous professional development, of which PCELT was a major driver.

What is more, PCELT continues to inspire us through our membership in the growing community of “PCELTers” in Gaza, the West Bank, and elsewhere in the MENA region.

We conclude by offering a few words of advice for our fellow educators in light of our experiences in training teachers through PCELT.

- When thinking about the needs of a learner, take into account the variety of contexts—personal, emotional, psychological, social, cultural, and professional—that frame the perceptions of their real-world experiences.
- As a professional educator, think of ways to share with colleagues the learning you gain from your professional development experiences.
- Be a reflective practitioner at all times and seek feedback from critical friends to help you plan actions to address problems of practice.
- Deepen your powers of reflective practice by documenting your professional learning and growth, for example, by keeping a diary, blog, or portfolio.
- Become a member of a professional community of practice to share and exchange knowledge, experiences, and resources.
- Use your personal initiative to create a community of practice at your workplace, if none currently exists.
- Set personal goals for individual professional development, making sure each goal is “SMART,” that is, Specific, Measurable, Attainable, Relevant, and Time-bound.



## BIBLIOGRAPHY

- Ashe-Edmunds, S. (2015). "Domains of Professional Development." *Hearst Newspapers*, LLC. Retrieved Sep. 7, 2015 from: <http://work.chron.com/5-domains-professional-development-16245.html>.
- Banks, F., & Mayes, A. S. (2001). *Early Professional Development for Teachers*. London, UK: David Fulton Publishers.
- Baran, B. & Cagiltay, K. (2006). Experiences in Online Professional Development Environment, Anadolu University, Turkey. *The Turkish Online Journal of Distance Education. DOAJ Teachers* Eskisehir Volume: 7 Issue: 4 pp: 110-122.
- Diaz-Maggioli, G. (2004) *Teacher-Centered Professional Development*. ASCD: United States.
- De Vries, S. & van de Grif, J. (2013) Profiling Teachers' Continuing Professional Development and the Relation with their Beliefs about Learning and Teaching. *Teaching and Teacher Education*, Elsevier, Volume: 33 pp: 78-89
- Dewey, J. (2009). *Democracy and education: An introduction to the philosophy of education*. New York: WLC Books. (Originally published in 1916)
- Evans, L. (2011). «The 'Shape' of Teacher Professionalism in England: Professional Standards, Performance Management, Professional Development and the Changes Proposed in the 2010 White Paper». *British Educational Research Journal*, 37 (5), 851–870.
- Granshaw, B. (2010). How Does Teacher Professional Development Support and Improve Technology Teacher Practice?. Victoria University of Wellington, *Research Masters Thesis*, Retrieved May 30th, 2013 from <http://hdl.handle.net/10063/1582>
- Halim, S. M. (2008). The Effect of Using some Professional Development Strategies on Improving the Teaching Performance of English Language Student-Teacher at the Faculty of Education, Helwan University in the Light of Pre-service Teacher Standards. *Unpublished PhD dissertation*, Helwan University: Faculty of Education.

- Hussin, S. and Al Abri, S. (2015). Professional Development Needs of School Principals in the Context of Educational Reform. *International Journal of Educational Administration and Policy Studies*, Vol. 7 (4), pp. 90-97, June, 2015. Retrieved Sep. 7, 2015 from: <http://www.academicjournals.org/IJEAPS>
- Kesti, L. (2008) Suggested Conception of Self Professional Development for English Language Teachers of girls public schools Based on Realization and Contemporaneous Trends. *Unpublished Dissertation*, Umm Al-Qura University: Faculty of Education.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- Liu, M. (2012) Discussing Teaching Videocases Online: Perspectives of Preservice and Inservice EFL Teachers in Taiwan. *Computers and Education*, v 59 n 1 p 120 – 133 Aug 2012.
- National Staff Development Council. (2001). *Standards for Staff Development* (Revised Ed). Oxford, Ohio: National Staff Development Council.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*: Ernst Klett Sprachen.
- Rodrigues, S. (2005b) Teacher Professional Development in Science Education. *International Perspectives on Teacher Professional Development*, Rodrigues, S. (editor) Nova Science Publishers, Inc. pp. 1- 13
- SIT Grad Institute (2015). *Professional Certificate in English Language Teaching*, Retrieved Nov. 19, 2015 from <http://graduate.sit.edu/sit-graduate-institute/sn/degree-and-certificate-programs/language-teacher-training/pcelt>
- Torff, B.; Sessions, D.; and Byrnes, K. (2005) *Assessment of Teachers' Attitudes about Professional Development*. *Educational and Psychological Measurement*, October 2005 vol. 65 no. 5 820-830. Retrieved May 30th, 2013 from <http://hinari-gw.who.int/whalecompm.sagepub.com/whalecom0/content/65/5/820>