

The influence of an In- Service Training Program on English Language Teachers' Professional Development in Palestinian Upper Primary Public Schools

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Abstract: The current study was conducted with the aim of investigating the influence of an in- service training program on English language teachers' professional development in Palestinian upper primary public schools. Thus, the current study attempted to answer the following main questions: 1- What is the influence of an in-service training program conducted by the Ministry of Education and Higher Education on English language teachers' professional development in Palestinian upper primary public schools? 2- To what extent does the in-service training program satisfy English language teachers' professional development needs in Palestinian upper primary public schools? In order for the current study to achieve its goals, a questionnaire and interview were used as instruments for the data collection. Descriptive statistics of the data was calculated using SPSS as well as thematic analysis was used to analyze the qualitative data. The results of this study revealed that the in-service training program has positive influence on English language teachers' professional development in the aspects of planning, students' engagement, teaching strategies and assessment. On the other hand, the findings of this study revealed that the program satisfies the participants' professional development need areas related to planning effectively, giving constructive feedback to learners and managing their classrooms appropriately. While conducting action research still needs more focus and effort to enable teachers practice it to improve teaching and learning process.

Keywords: Upper primary schools, Professional development, In service training program

Introduction

This chapter provides a description of the genesis of the research plan and its purpose during the doctoral Teachers' professional development is a crucial need in the 21st century to prepare students to the increasing change in this world. The students are the core of the learning process, so in this changing world, it's a need to take care of them as an investment for the future. In order to do so, the learning and teaching process should change to fit the new generation. The teaching process has mostly been teacher centered which means it is mainly controlled by the teacher and the student's role is passive (from my observations as a supervisors). In order to exchange the roles of the teacher and the student, there is a need to training programs that help teachers change their teaching practices.

Teachers should be provided with opportunities for continuous growth in order to maintain a high level of quality in education. Progress and change in our education system and the future success of students are all dependent on the teachers' professional growth and success. This can be achieved through professional development programs which are applicable, give the teachers opportunities for reflection, practical advice and involve collaboration, group discussion and sharing of knowledge between teachers.

The Palestinian Ministry of Education through the National Institute for Educational Training (NIET) has recently started a new training program that promotes the implementation of student centered learning strategies and contributes in professional development for English language teachers who teach English from 5th to 10th grade (Palestinian Ministry of Education and Higher Education, 2013). As a new program, there is a need to

assess its influence on the English language teachers' professional development and need areas satisfied during attending this program.

Research Questions:

Level 1: Participant's reactions

The first level is the most common form of professional development evaluations. It focuses on whether the participants liked the experience and if they feel their time was well spent or the material makes sense for them.

Level 2: Participants learning

This level focuses on measuring the knowledge and skills that participants gained. This can involve anything from examples of how attributes of mastery learning applied in typical classroom situations or demonstration of skills. Also oral personal reflections or portfolios that participants assemble to document their learning can be used.

Level 3: organization support and change

In this level, the focus shifts to the organization. Lack of organization support and change can prevent any professional development effort despite all the individual aspects of professional development are done right. At level 3 there is a need to focus on questions about the organization characteristics and attributes necessary for success. Encouragement at the individual level and support at all levels, sufficient resources made available including time for sharing and reflection, successes recognized and shared.

Level 4: Participants use of new knowledge and skills:

At this level the questions that can be asked could include: did the new knowledge and skills that the participants learning make a difference in their professional practice? Participants must be given enough time to adapt new ideas and practices to their settings.

Level 5: students learning outcomes

This level addresses how the professional development activity affects students and what benefit they got from it. Measures of students learning typically include cognitive indicators of students' performance and achievement, such as portfolio evaluations, grades and scores from standardized tests, also school wide indicators as enrollment in advanced classes, memberships in honor societies, participation in school- related activities, disciplinary actions. By using these five levels of information in professional development evaluations, one can prove if that professional development programs make a difference or not.

Literature Review

This section displays some previous studies and some literature views of professional development programs and their effects on teachers' practices. Also it presents some studies related to the challenges that teachers face in such programs that sometimes hinder their professional development. In other words these studies were classified into the following categories:

1-The role of professional development programs on developing teachers' practices.

The need areas of professional development First of all, the role of professional development programs on developing teachers' practices.

The first study under this category is for Arechaga (2001) in which he refers to the importance of professional development for language teachers as any other teachers who need chances to update their language and teaching skills regularly. These chances could include in-service training, and reflection. Also sharing experiences with other colleagues about a challenging issue in their work in formal or informal conversation would enhance their professional development. These activities of professional development could also contribute in correcting inappropriate applications of teachers, developing teaching competence, increasing students' achievement and improving teachers' language skills.

A key finding in Hustler et al (2003) study about Teachers' Perceptions of continuing Professional Development is that teachers viewed continuous professional development as effective when they could apply their training to classroom situation. Also they often felt motivated by continuous professional development involving the theory of teaching and teaching styles, different strategies and different ideas for using their subject knowledge and approach for teaching different topics. In addition, female teachers were more likely to feel that continuous professional development impacted on their motivation to teach more than males. In the same context, Kennedy (2005) supports the previous views when he states that participants need to have an active role in teacher training program. The programs shouldn't be determined by an expert who transfers the knowledge to the participants. He also indicates that the programs will be more successful when there is a connection between information and real teaching practices. In order to have effective professional development programs, teacher perceptions, expectations and needs have to be identified and must be taken into consideration. Clark, Mathur & Schoenfeld (2009) foster the previous views when they point out in their study that when teachers were asked about training opportunities that were important to them, they emphasized the importance of getting new information about instructional strategies and evidence based practices.

Moreover, Fields et al (2012) in their study "The science of professional Development" reported that teachers are motivated to participate in professional development in order to learn new instructional strategies and gain content knowledge.

Aminudin (2012) also points out that participants indicate that the experience they obtain from professional development affect their practice positively. All of them state that they continuously reflect on their teaching to assess its effect on their performance. By doing this they align the strategies they learn with students needs by reflecting on their responses during the lesson. Self-reflection leads teachers to be able to evaluate the effectiveness of the new teaching strategies they implement in their classrooms. They believe that professional development was necessary to keep with the changing nature of the students that they have (how they learn and their motivation to learn).

Sywelem & Witte (2013) point out in their study that almost half of the teachers believed that the in-service training activities were helpful in getting new knowledge and skills, solving the difficulties that they had in classrooms, and providing them with ideas and strategies that are helpful with classroom management. Also during the training sessions, they were given opportunities to share their ideas and experiences with peers.

Moreover, in Aminudin (2012) study the participants showed that they were motivated to improve their teaching practice. Also they are motivated to participate in professional development that is focused on the improvement of student learning.

Another study entitled Teacher perceptions of professional Development Required by Wosons in Quality Education Initiative which was conducted by Sixel (2013) showed that participants valued professional development and felt teacher choice based on student needs was important for motivation to seek out professional learning. However they were less motivated to attend required district professional development classes for new teachers. Teachers provided reasons including lack of time, redundancy of courses already taken. All participants found collaboration to be an important element of professional growth. All teachers in the study were inspired to change their classroom practice based on new knowledge from their learning or from positive results observed in their students after implementing their new knowledge and skills.

In sum, professional development programs had positive impact on teachers' practices in their classrooms. The findings of the majority of the aforementioned studies supported the effectiveness of the programs in changing teachers' practices.

Methodology

Research Design

The current study employed the mixed quantitative and qualitative – descriptive analysis methodology. A questionnaire of close ended questions was used to find out the influence of (LTD) on in-service English language teachers professional development and the satisfaction of their need areas of training. The sample consisted of 100 English language teachers who were involved in the program and teach in upper primary public schools during the scholastic year 2013 / 2014-2015. The researcher distributed 100 questionnaires but only 86 questionnaires were answered. The response rate was 86%. As for statistical procedures, mean, standard

deviation, and percentage were used to analyze the data quantitatively using SPSS. On the other hand, the researcher adapted the thematic analysis for analyzing the qualitative data. Therefore, she followed certain steps as the following. Firstly, she transcribed the sample's answers. Secondly, she coded and sorted the data according to this current study's main questions. Thirdly, she categorized the data into main themes. Finally, these themes were summarized into statements.

Population:

The population of the study consisted of 200 English language teachers who were involved in Leadership and Teacher development program conducted by the Palestinian Ministry of Education during the scholastic year 2013/2014-2015 in Ramallah, South Hebron, Jerusalem Suburbs, Salfeet, Qalqilyah, Bethlehem and Hebron.

Sample

Non-random purposeful sample was chosen in this study from Ramallah, Jerusalem Suburbs, South Hebron, Salfeet and Qalqilya. The following Table (3.1) included the characteristics of the current sample for this study:

Table 3.1. Characteristics of the Sample

Gender		
Variable	No.	Percentage
Male	26	30 %
Female	60	69.9 %
Total	86	100 %
Age		
Less than 25	3	3.5 %
25 – 35	38	44.2 %
35 – 45	36	41.9 %
Above 45	9	10.5 %
Total	86	100 %
Academic qualification		
Diploma	0	
B . A	77	89.5 %
M.A or higher	9	10.5 %
Total	86	100 %
Experience		
1 – 2 years	2	2.5 %
3 -5 years	11	12.8 %
6 – 15 years	59	68.6 %
Above 15	14	16.3 %
Total	86	100 %

Instrumentation

Questionnaire

In order for the current study to achieve its goals, a questionnaire was used as a tool to examine the influence of LTD program on English language teachers professional development and the satisfaction of their need areas of training. It consisted of five domains; Likert scale of four choices is used. The scale is, 4= strongly agree 3= agree 2= disagree 1= strongly disagree

The questionnaire is developed based on Palestinian teachers' competences (Ministry of Education, 2013); it was developed by (the Research and Evaluation Section at the National Institute for Educational Training (NIET), 2015). The questionnaire consisted of 53 items, divided into two main parts. In its first part, the participants were required to fill in information about their demographic variables. These variables included gender, age and the length of their educational profession experience. The second part reflected the influence of the program on English language teachers' professional development on their planning ability, students' engagement, teaching strategies and their ability to assess their students. The third section consisted of eleven items and referred to the need areas satisfied during participating in LTD program.

Interviews

Semi structured interviews were conducted with 10 teachers who participated in the program to get more information that contribute to answer the research questions. The questions of the interview were formed by the researcher after reviewing previous studies. The interview consisted of five questions answered individually. The participants' responses on the questions were recorded after taking permission from them to do that.

Validity and Reliability of the Instruments

Validity

Face validity: it was verified by the researcher.

Content validity: For assessing the instruments' content validity, the questionnaire was reviewed by a university instructor and three trainers from the National Institute for Educational Training. They approved its validity and appropriateness. The same is done with the interview questions.

Reliability

The questionnaire's reliability was determined through using the Cronbach Alpha formula as it could be found in the following table for the closed statements.

Cronbach's Alpha	N of items
.921	60

As appeared in the above table, the instrument was reliable since the variables of Cronbach's Alpha ranged between +1 and -1. On the other hand, the respondents' validity was used to determine the interview questions' reliability.

Statistical Procedures

The results of the questionnaires were analyzed using the following methods.

Means were classified as followed in the first, second, third, fourth, and fifth sections: Mean scores that ranged between 2.4 and 2.79 were considered as "low", mean scores that ranged between 2.8 and 3.19 were regarded as "medium", while mean scores that ranged between 3.20 and 4.0 were regarded as "high". These scores of means are used for the closed statements.

Thematic analysis was used to analyze the interview questions - Each teacher was given a symbol. The symbols ranged from T1 for the first teacher, T 2 for the second teacher, T 3 for the third teacher until T 10 for the tenth teacher. Firstly, the sample's answers of the interview questions were transcribed. Secondly, the data was coded and sorted according to the study's main questions. Thirdly, the data was categorized into main themes. Finally, these themes were summarized into statements.

Results and Discussion

In this chapter the researcher presented the results for each question of the research questions:

Question No. 1: what is the influence of an in-service training program conducted by the Ministry of Education and Higher Education on English Language teacher's professional development?

Table 4.1. Means for of the influence of Leadership and Teacher Development program on their ability to plan

No.	As a result of participating in LTD program, I am able to	Minimum	Maximum	Mean	Standard deviation
1	Plan classroom activities that are learner centered.	3	4	3.26	.445
2	Align intended outcomes with the needs and abilities of the learners.	2	4	3.10	.532
3	Plan and implement projects based on the integrated curricula.	1	4	3.17	.538
4	Plan activities that tap various types of intelligences.	2	4	3.39	.558
5	Design definite learning outcomes that fit the general outcomes of the primary stage curricula.	2	4	3.16	.481
6	Reflect more on how my class is progressing and adjust my teaching to improve student performance.	2	4	3.23	.662
7	Design a unit plan for teaching English based on "backward design" (big ideas, essential question, concepts, skills.....)	2	4	3.46	.546
8	build daily and terminal plans that fit different learning styles	3	4	3.34	.479
9	Take learners' misconceptions of content into consideration while planning my lessons.	2	4	3.19	.480

The above table presents the results that show the influence of LTD program on English language teachers' ability to plan their lessons. As displayed in the previous table, the highest mean scores were reported for the following items (7, 4, 8 & 6). The reported means were (3.46, 3.39, 3.34& 3.23) respectively. For example, item (7) suggests that LTD program helped teachers to develop their ability of planning units based on backward design. Item (4) indicates that LTD program helped teachers to plan activities that tap various types of intelligences. In addition, item (8) suggests that (LTD) program helped teachers build daily and terminal plans that fit different learning styles. Moreover, item (6) shows that (LTD) program helped English language teachers reflect more on how their class is progressing and adjust their teaching to improve students' performance.

Table 4.2. Shows means for the influence of (LTD) program on teachers' ability to engage their students: **students' engagement**

		Minimum	Maximum	Mean	St. d
10	Enhance learners' participation in different classroom activities.	3	4	3.44	.499
11	Engage learners in developing various learning sources.	2	4	3.29	.550
12	Make my teaching meaningful by connecting new experiences to what learners' already know.	2	4	3.38	.635
13	Involve learners in developing classroom and school rules.	2	4	3.43	.584
14	Create learning environment that encourages learners to learn by doing.	2	4	3.27	.679
15	Create equal learning opportunities for all students.	2	4	3.27	.545
16	Create a peaceful and healthy environment that encourages learners in the learning process.	2	4	3.36	.506
17	Create an alternative learning environment that promotes learners' creativity and critical thinking.	2	4	3.17	.636
18	Employ 21 st century skills in a way that enhances integration.	2	4	3.38	.535
19	Engage learners in tasks that enhance their confidence, responsibility and learning quality.	2	4	3.32	.495

The above table presents results pertaining to the example how (LTD) program affected teachers ability to enhance their students' engagement. As displayed in this table, the reported mean scores for 8 items were ranged

between 3.27 and 3.44 which were considered “high” and just one mean score that is reported as “medium”. The least mean score was 3.17 and was reported for item (17) which suggests that LTD program helped English language teachers create an alternative learning environment that promotes learners’ creativity and critical thinking. The highest mean score was reported for item (10) which suggests that LTD program fostered teachers’ ability to enhance learners’ participation in different activities.

Table 4.3. Means for the influence of LTD program on teaching strategies

No.	Teaching strategies	Minimum	Maximum	Mean	Standard deviation
20	Implement strategies that create and enhance peaceful environment in my school.	2	4	3.24	.458
21	Conduct enrichment activities to the curriculum that enhance cooperative learning between learners.	2	4	3.30	.486
22	Implement information and communication technology in teaching and learning process.	2	4	3.30	.510
23	Use community sources as trips, visits and human resources in improving learning process.	2	4	3.10	.719
24	Improve creative learning abilities and skills by using different teaching and learning sources.	1	4	3.23	.607
25	Work with other colleagues to design an actual school improvement project that requires building internal and external partnership between the school and the larger community.	2	4	3.04	.572
26	Conduct action researches to improve teaching and learning process.	2	4	2.98	.583
427	Integrate the four skills (reading, writing, listening and speaking) while teaching.	2	4	3.44	.522
28	Implement some tasks that encourage my students to search and learn autonomously.	2	4	3.22	.570

The above table presents results pertaining to the influence of LTD program on teaching strategies. As displayed in this table, most mean scores are ranged between 3.44 and 3.04 which were regarded “high”. The highest mean score was reported for item (27) which suggests that LTD program enhance teachers’ ability to integrate the four skills (reading, writing, listening and speaking) while teaching. On the other hand, the lowest mean score was reported for item (26), the mean score was (2.98) which is regarded as “medium”. This item suggests that LTD program helped English language teachers to conduct action researches to improve teaching and learning process.

Table 4.4. Means for the influence of LTD program on teachers’ ability to assess their students

Assessment: As a result of participating in this program I am able to					
		Minimum	Maximum	Mean	Standard deviation
29	Employ the results of assessment to improve the quality of teaching and learning.	2	4	3.25	.557
30	Design individual plans to improve teaching based on assessment process.	2	4	3.29	.550
31	Use the results of self-reflection to improve teaching and learning process.	2	4	3.17	.563
32	Design authentic assessment tasks.	1	4	3.19	.570

33	Use standards for assessment.	1	4	3.11	.621
34	Design rubrics for assessing tasks.	1	4	3.19	.610
35	Provide learners with feedback on their work.	2	4	3.36	.506
36	Assess myself for professional development purposes.	2	4	3.37	.509
37	Document evaluation results to use it in monitoring learners' progress.	2	4	3.17	.465
38	Build different assessment tools that fit individual differences between learners.	2	4	3.23	.479
39	Encourage students to use self-assessment.	2	3	3.65	.334
40	Keep a portfolio for all my activities and documents to monitor my professional development.	2	4	3.49	.569
41	Use portfolio to assess and monitor learners work.	2	4	3.35	.591
42	Design different assessment tools (tests, performance tasks, projects.....)	2	4	3.33	.590

The above table presents results pertaining to teachers' ability to assess themselves and their students. As presented in this table, most mean scores were ranged between 3.49 and 3.23 which were regarded "high". The highest mean score was reported for item (40), the mean score for this item indicates that LTD program helped teachers to keep a portfolio for all their activities and documents to monitor their professional development. The lowest mean score was reported for item (33) and it was 3.11 which was regarded "medium". This item suggests that LTD program helped teachers use standards for assessment.

Table 4.5. Means for the influence of LTD program on English language teachers practices

Domain	N	Minimum	Maximum	Mean	Standard deviation
The influence of LTD on planning	86	2.22	4.00	3.26	.29574
The influence of LTD on students engagement	86	3.00	4.00	3.26	.44522
The influence of LTD on teaching strategies	86	2.67	4.00	3.20	.34578
The influence of LTD on assessment	86	2.60	4.00	3.29	.38006
Total	86	2.70	3.90	3.23	.25360

The above table presents results of the influence of LTD program on English language teachers' professional development. As presented in this table the mean score for all items under this domain was 3.23 which is considered "high". The highest mean score was reported for the impact of LTD program on assessment; the score reported was 3.29 which considered "high".

The following themes presented results pertaining to the examples of specific aspects of the English language teachers' perceptions of the effectiveness of Leadership and Teacher Development (LTD) program. Five themes were concluded from interview questions related to this aspect. These were: "motivation to teach and learn", the effect of the program on classroom instruction," "learners involvement and motivation", school improved generally," and working as a team with other teachers."

The first theme was "motivation to teach and learn". All the tenth participants in the interview assure that their motivation to teach increased after applying the new strategies they learnt from the program. For instance, **T3** stated the following "This program gives me the opportunity to improve and think of what I'm doing, so I became more active and want to learn more.

"The effect of the program on classroom instruction" was the second theme. The participants' answers showed how LTD program made them to be aware of their students' individual differences, multiple intelligences and

learning styles. For example, **T1**'s answer was *"Yes, of course, it enhanced my awareness of my students' individual differences and how to deal with them. Moreover, T3 said "It gives me new methods and techniques, opportunity to exchange experience with colleagues."*

The third theme was "learner involvement and motivation." The answers revealed that the teachers discovered some of their students for the first time while applying the new strategies. For instance, **T2** reported the following *"Students who never participated in the class start to take part and do something."*

"School improved generally" was the fourth theme. **T2** pointed out *"We conduct projects together to let students apply what they learn."* Also **T4** stated *"I feel that a change revolution started in my school, in teaching, in working together to improve the school environment."* The fifth theme was "working as a team with other teachers." Participants indicated in their answers that they work together to conduct projects and exchange experience. For example, **T1** pointed out *"We've started to cooperate together more than before to conduct projects, give feedback for each other."*

Based on the results, the different aspects in which LTD program affected English language teachers professional development majorly centralized on planning, student engagement, teaching strategies and assessment. First of all, the teachers showed that LTD program affected their planning ability positively. It showed that LTD program helped teachers develop their ability of planning their lessons; also it helped them plan activities that tap various types of intelligences. In addition, it helped them to reflect more on how their classes are progressing and adjust their teaching to improve students' performance.

Teachers chose those aspects because they used to write traditional, daily, and terminal plans as a routine for the supervision of the supervisor and the school principal. During this program, participants were required to plan activities which were learner centered and tap their students multiple intelligences and learning styles. Moreover, teachers were trained to write their reflections on their practices which enable them to think deeply and assess their performance to assign the strengths and weaknesses in their practices. Since teachers have multilevel students in their crowded classes, they need to plan different activities that suit their students' level and interest in order to attract and involve them in the learning process. This result marked agreement with Archibald et al (2002) study in which they indicate that effective professional development is a crucial issue in today's context to accomplish today's students' achievement goals. Also this finding is matched with Desimone (2011) study which shows that the instructional change that teachers introduce to the classroom boost their students' learning. In relation to reflection, this finding corresponds with Aminudin (2012), Tillema (2004) studies in which they point out that all participants reflect on their teaching to assess its effect on their performance. By doing this they align the strategies they learn with students' needs by reflecting on their responses during the lesson.

Secondly, finding related to English language teachers' ability to engage their students in learning process, these indicate that LTD program affected English language teachers positively in enhancing learners participation in different classroom activities. As part of their training modules, English language teachers have started to apply learner centered activities in their classrooms by giving their students different roles in the class to act, play, present. As teachers they became facilitators and guides for their students during the learning process and give help when necessary.

Furthermore, the results show that teachers scored the item related to creating an alternative learning environment that promotes learners' creativity and critical thinking the lowest which indicates that they are trying to do that, but still they need more time and effort also support from others to succeed in doing that. This finding is opposed to Eksi (2010) which indicates that most teachers think that it is necessary to be familiar with new trends such as critical thinking.

As for the results related to the influence of LTD program on teaching strategies, teachers indicate that this program enhance their ability to integrate the four skills (reading, writing, listening and speaking) while teaching. English language teachers used to teach the four skills separately and sometimes they neglect teaching some skills like listening and speaking. This program sheds the light on the importance of teaching and integrating the whole skills together to enable the learners to communicate appropriately with the language. Another obvious finding related to this domain was that the program affected teachers' ability positively in conducting enrichment activities to the curriculum that enhance cooperative learning between learners. Teachers try to experiment the new strategies that they become familiar with during the program, they also encourage their students to work and cooperate together in group and pair work since they are moving toward student centered learning.

This finding is consistent with Eksi (2010), Sweylem & Witte (2013) in which their results show that teachers are enthusiastic about freedom to test new ideas or new techniques. Also in service training activities were helpful in getting new knowledge and skills, solving the difficulties they had in classrooms. The results for this domain also revealed that teachers did not conduct action research to improve teaching and learning process as frequently as other strategies. Teachers were trained to conduct action research in the first module of their training, but still they are not convinced to use it to improve their classroom practices. Action research was presented with other topics in the module such as teaching philosophy, the importance of professional development and portfolio. Teachers need time to get used to conduct action research.

The findings of the first domain under the category, the influence of LTD program on teachers' professional development, revealed that this program has positive influence on English language teachers' professional development. Also it affected their ways of assessing their students. This program gave the teachers an opportunity to exchange experience with other colleagues inside and outside the school and in the training sessions. Also this is matched with Arechaga (2001) which points out that sharing experiences with other colleagues about a challenging issue in their work in formal or informal conversation would enhance their professional development.

Question No. 2: To what extent did the in-service training program satisfy English language teachers professional development needs in Palestinian upper primary public schools?

Table 4.7.Means for the participants' professional development need areas that satisfied by LTD program

In brief, participating in this program helped me satisfied the following professional needs:				
	Minimum	Maximum	Mean	Standard deviation
Planning my lessons effectively.	3	4	3.47	.502
Managing my classroom appropriately.	2	4	3.43	.521
Identifying learners' characteristics.	2	4	3.36	.529
Giving constructive feedback to learners.	3	4	3.63	.168
Differentiating my instruction.	2	4	3.16	.481
Differentiating assessment tools for learners.	2	4	3.11	.540
Conducting classroom action researches.	1	4	2.96	.818
Creating strategies for teaching English (games, drama, songs, storytelling.....)	2	4	3.30	.614
Integrating technology in teaching English language.	1	4	3.31	.579
increasing students' motivation	1	4	3.36	.594

The above table presents the results pertaining to participants' professional development need areas that were satisfied by LTD program. As displayed in this table, the highest mean scores were reported for items (57, 54, 55), mean scores reported were (3.63, 3.47, 3.43) respectively. For example, item (57) suggests that LTD program satisfy participants' professional development need areas in giving constructive feedback to learners, the mean score reported for this item was 3.63 which was considered "high". On the other hand, the lowest mean score was reported for item (60) which indicates that LTD program satisfy teachers' need in conducting classroom action researches, the mean score reported for this item was 2.96 which is regarded "medium". The total means score that was reported for this domain "professional need areas that were satisfied by LTD program" were 3.31 which was considered "high".

The findings related to the professional development need areas that LTD program satisfy revealed that the program satisfy English language teachers needs in giving constructive feedback to learners, planning their lessons effectively and managing their classrooms appropriately. These findings are opposed to Sywelem and Witte (2013) findings which revealed in Saudi elementary schools continuous professional development activities do not take into consideration teachers' existing knowledge, experience and needs. On the other hand, teachers' degree of need was the lowest in conducting action researches which means that the program did not satisfy the teachers need in this aspect.

The themes concluded from the interview related to professional development need areas that were satisfied during the program were as follow: "providing teachers with new strategies" and "opportunity to learn from each other". Participants showed that this program give them new techniques in teaching English as a foreign language and also new ways and tools to assess their students. In addition, it provided them with the opportunity to learn from each other and exchange their experience. This is matched with (Laster 2003) in which he pointed

out that as innovative teachers share their best practice ideas, colleagues also benefit professionally from their expertise.

Based on the results of the study, a number of recommendations could be passed to designers of the program and also to the Palestinian Ministry of Education:

- 1- More time and effort should be given for training teachers how to conduct an action research to improve their practices in the classroom.
- 2- To generate this program to more English language teachers to enhance their professional development practices.
- 3- **Recommendations for Further Research**

This study highlights some issues related to influence of Leadership and Teacher Development program on English language teachers' professional development. It also shed the light on the need areas that were satisfied during the program. As a part of this study, the following areas need further research:

- It is suggested to carry out a comparative research to compare between the effectiveness of LTD program and other professional development programs.
- It is suggested to carry out another research to investigate the effects of the program on students' achievement.
- Further research should include the effects of English language teachers' demographic variables such as age, gender and years of teaching experience on evaluating the effectiveness of LTD program.

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