

THE INFLUENCE OF IN-SERVICE
PROFESSIONAL DEVELOPMENT ON SAUDI
EFL TEACHERS' PROFESSIONAL IDENTITY

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I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

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ABSTRAK

Identiti professional seorang guru memberikan pengaruh terhadap amalan, hasil pembelajaran, peraturan dan tanggungjawab mereka. Walaupun identiti professional seorang guru dikaitkan dengan pembangunan atau latihan professional, tetapi kebanyakan inisiatif pembangunan tersebut berfokus hanya kepada pengetahuan dan kemahiran seorang guru itu dan bukannya memfokus kepada identiti professional mereka. Kajian ini melihat tentang kesan *Cambridge English Teacher (CET)* terhadap pembangunan identiti professional serta praktis pedagogi dalam kalangan guru-guru yang mengajar Bahasa Inggeris sebagai Bahasa Asing di institut Pengajian Bahasa Inggeris di Universiti Awam Arab Saudi. Dengan menggunakan reka bentuk kajian mod campuran, iaitu kaedah kuantitatif menggunakan borang soal selidik, wawancara separa berstruktur dan borang soal selidik terbuka digunakan untuk memperoleh data bagi memahami pembangunan identiti professional guru yang mengajar Bahasa Inggeris sebagai Bahasa Asing semasa mereka menyertai *Cambridge English Teacher (CET)*. Berdasarkan kerangka teoretis kajian ini, perubahan identiti guru dapat dicirikan sebagai lima sifat iaitu: konteks pengajaran, kerjasama antara guru, amalan di dalam kelas, keyakinan diri dan agensi perguruan. Untuk menganalisis data sebelum dan selepas, analisis diskriptif dan ujian Rank Wilcoxon Signed digunakan. Hasil analisa menunjukkan bahawa lima sifat identiti seorang guru dipengaruhi dengan signifikan oleh *Cambridge English Teacher (CET)*. Walaubagaimanapun, peningkatan identiti professional berkenaan berbeza tahap perubahannya daripada satu sifat dengan yang lain. Data kualitatif mencadangkan bahawa peserta *Cambridge English Teacher (CET)* meningkat tahap pengetahuan dan pemahaman mereka dalam konteks yang unik di pelbagai peringkat. Data juga menunjukkan bahawa peserta *Cambridge English Teacher (CET)* menunjukkan peningkatan kerjasama di kalangan mereka dalam bentuk yang pelbagai. Seterusnya, para peserta secara bersama menunjukkan bahawa mereka telah membina repertoir kepercayaan menerusi amalan di dalam kelas dengan meningkatkan praktis pedagogi berpusatkan pelajar. Selain itu, peserta Cambridge English Teacher (CET) dilihat meningkat kepercayaan diri dalam kalangan mereka kerana belajar diantara satu sama lain dan bersama pelatih. Akhirnya, peserta agensi perguruan dari pelbagai visi professional dapat dipertingkatkan. Hasil dapatan mencadangkan bahawa pembangunan identiti professional yang dilaksanakan oleh sesebuah institusi sangat berguna kepada perkembangan identiti professional dan praktis pedagogi seorang guru. Ianya juga menyediakan inisiatif identiti professional sebagai keperluan seorang guru dan sesebuah institusi.

ABSTRACT

Teacher professional identity has a powerful influence on teachers' classroom practices, student learning outcomes, and other academic roles and responsibilities. Although teacher professional identity is related to professional development, most professional development initiatives focus on developing teaching knowledge and skills rather than enhancing teacher professional identity. The current study investigates the influence of Cambridge English Teacher (CET) professional development on professional identity and pedagogical practices of EFL teachers in an English Language Institute at a Saudi Arabian public university. Utilizing a convergent parallel mixed-methods design, quantitative questionnaire, semi-structured interview protocol and open-ended questionnaire provide data to understand EFL teachers' identity development as they participate in the CET development program. Based on the theoretical framework of the current study, EFL teacher identity change concerning professional development is characterized by five identity attributes: teaching context, teacher collaboration, classroom practices, teacher self-efficacy (TSE), and teacher agency. In analyzing the PRE and POST data, descriptive statistics and Wilcoxon signed Rank test were employed. The findings show that all five teacher identity attributes are significantly influenced as a result of the CET development program. However, regarding the extent to which teacher identity attributes enhanced, the results exhibit different degrees of change. The qualitative data reveal that the CET program's participants enhance their knowledge and understanding of the unique Saudi EFL context at several levels. It is also found that the CET development program fosters teacher collaboration among the ELI faculty members in various ways. Next, the participants indicate that they have co-constructed a repertoire of classroom beliefs and practice, in addition to enhancing their learner-centred pedagogical practices. Also, the CET program's participants nurture their teacher self-efficacy beliefs because of learning from each other and the trainers. Finally, participants' teacher agency in various vistas of their profession was enhanced. The findings suggest that institutionally imposed professional development is useful for the development of teachers' professional identity and their pedagogical practices, provided PD initiatives are cognizant of teachers needs and institutional requirements. The findings of the current study have implications for EFL teachers, teacher trainers or professional development specialists, and language institutes' administration.

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LIST OF ABBREVIATIONS

CBT	Computer-Based Test
CCQ	Concept Check Questions
CEFR	Common European Frame of Reference
CELTA	Certificate in English Language Teaching to Adults
CET	Cambridge English Teacher
CFG	Critical Friends Group
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CoP	Communities of Practice
CPD	Continuous Professional Development
CVI	Critical Value Index
CVR	Critical Value Ration
DELTA	Diploma in Teaching English to Speakers of Other Languages
DI	Differentiated Instructions
DSMRI	Dynamic Systems Model of Role Identity
EFL	English as a Foreign Language
ELI	English Language Institute
ELT	English Language Teaching
ESA	Engage Study Activate
ESL	English as a Second Language
IATEFL	International Association for Teachers of English as a Foreign Language
KAU	King Abdulaziz University
K-S	Kolmogorov-Smirnov
KSA	Kingdom of Saudi Arabia
KSAALT	Kingdom of Saudi Arabia Association of Language Teachers
L1	First Language
L2	Second Language
LOS	Length of stay
LTI	Language Teacher Identity
MFP	Meaning, Form and Pronunciation
PCK	Pedagogical Content Knowledge
PD	Professional Development

PLC	Professional Learning Community
PPP	Presentation, Practice and Production
RFG	Reflective Focus Groups
ROI	Return on Investment
RPP	Retrospective Pretest Posttest
RQ	Research question
SD	Standard Deviation
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TBL	Task-Based Learning
TDP	Training Development Program
TESOL	Teaching English to Speakers of Other Languages
TSE	Teacher Self Efficacy
TSES	Teacher Self Efficacy Scale
TTT	Test Teach Test
T-t-T	Train-the-Trainer
ZPD	Zone of Proximal Development

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