

Libyan Political Conflict: Effects on Higher Education Development

Dr. Ageila Ali Elabbar

MA. Leeds Met University 2005 UK

PhD. University of Glasgow 2011 UK

Assistant Cultural Attaché (LCA-America / Libyan Embassy -USA)

Abstract- Teachers are the conveyers of ideas, practices, and they are the source of knowledge to their learners. Libyan University Teachers (LUTs) are doing that in a challenging context to students whom education process is not stable, at the same time as they (both LUTs& Students) are doing it in a difficult cultural and governmental conditions. LUTs are constrained, as teaching is an activity in which the extent to which the teacher can decide what they are going to do is limited because of the way that things are decided. Libyan English as a foreign language (LEFL) teachers may have extra issues and constraints in that they cannot use a lot of the techniques that teachers of other subjects may use. This is because they have to work in a language that is not native to their learners. Then, if the teacher is not a native speaker either, it will be another constraint. Libyan English as foreign language university teachers (LEFLUTs) may have additional constraints than, for example, an Italian teacher teaching English to Italian students. These constraints may come from their cultural context, such as the impact of Libyan community, teachers' age and gender, the way learners' use to learn (their learning styles), also the current political upheavals (civil war) which influenced the way that LEFLUTs teach and deal with the foreign language. In other words, LEFLUTs are restricted by the wall of culture, political interference, and their subject and how to teach it. Thus, if we seek to offer support, we need to explore in details the influences affecting their teaching approaches in the language classrooms. It may then be possible to suggest a way or an approach of continuing professional development (CPD) to work within these constraints. This paper is an outcome of my research study on the Libyan university context which presented ideas and justifications of implementing Action research as model of CPD for LEFLUTs within the University of Benghazi.

IndexTerms— LEFLUTs background knowledge, current civil war in Libya, influences of the Libyan Culture, OGTs, NGTs, University of Benghazi-Libya, CPD and Action Research as CPD.

Aspects of investigation- This paper explores the background information on Libyan education system, policy, training, and current political conflict (civil war). It investigates how Libyan university teachers are prepared, and how they teach EFL in terms of their views on learning and teaching methods. Also, this research will go through the challenges faced by the LEFLUTs arising from their existing political situation, culture and beliefs of teaching. It will also go through the challenges of the university management within faculty and department at the University of Benghazi. The following research questions cover the main research concerns:

Research Questions:

A. To what extent the current political conflict (civil war) influenced Higher Education development in Libya?

B. To what extent Libyan EFL university teachers LEFLUTs effected from such conflict, in terms of knowledge and professional development?

C. What are the major influences facing University teachers' knowledge (UTK) at the University of Benghazi?

D. To what extent continuing professional development (CPD) activities could be offered now to promote (UTK)?

Research Tools:

Qualitative research:

- **Semi -Structured interviews**
- **Designed Classroom Scenarios**

I. LITERATURE REVIEW

1. Libya

Libya is an Arabic country located in North Africa between four Arabic countries: Egypt, Tunisia, Algeria and Sudan. Vandewall (2006) showed that the population of Libya is approximately 6.5 million, the majority of whom live mainly in the north of the country. It is the fourth largest country on the African continent. It has a Mediterranean Sea coast line of about 1,900 kilometres. Libya is a large country with an area of about 1.8 million square kilometres, which is seven times the size of the United Kingdom (pp.5-7). Agnaia (1996) pointed out that Libya is a bi-lingual country, with the languages spoken being Arabic and Berber. People who speak Berber are a minority, living in the cities of Zuwara and Yefren (western mountains of Libya), who speak their language among themselves and pass it on to their children. Arabic, however, is the only official language in Libya and it also the language used in the educational system, which is not the same as the various dialects spoken in different parts of Libya. Thus, when students enter schools, Arabic-speaking children are exposed to a language which is different from their everyday dialect (pp.8-10).

1.1. Current upheavals in Libya (Summary from 2011 to 2016)

Along with the 2011 youth movements in the Middle East, known as "the Arab Spring", and after the deposition of the Tunisian and Egyptian Presidents, a frustration that had been building in Libya started to emerge. Wilson (2011:2-5) explained that Libya, like many countries in the region, has a huge youth population and few economic opportunities. "Coupled with the Gaddafi's regime nepotism and oppression", small protests occurred in Benghazi, the second biggest city in Libya in the east of the country, after a human rights activist was detained. When police tried to restrain these demonstrations, they only grew larger, attracting more people on to the streets. Elabbar (2013) explained that, the situation changed massively when the protests were put down violently by the police between the 16th and 18th of February

2011; a battle “erupted” in Benghazi in which the primary Libyan Army base was overtaken. Wilson (2011), the most important event after this was the defection of Libyan Army units to the protestors, after being ordered to fire on the protestors. From this early success, the protests grew in intensity and in violence. Gaddafi, unable to trust his Army, hired a “brigade’s worth (6000 men) of sub-Saharan African mercenaries”. On top of that, he ordered ground attack jet fighters and helicopter gunships to massacre the protestors in Benghazi. Though many were killed, the city was overtaken on 20th February and the pro- Gaddafi loyalists were driven out.

Elabbar (2011), showed that the UN has begun negotiations to implement sanctions. The Arab league has suspended Libya and begun talks with the African Union about imposing a no-fly zone over Libya. By the

20th of August 2011, a dramatic development started to happen in Libya, as the revolutionaries (represented by the National Transitional Council) from many Libyan cities such as Benghazi, Musratah, the Western Mountain as well as revolutionaries from Tripoli itself, marched to the Gaddafi main compound (presidential palace) in Tripoli. This marching toppled the Libyan dictatorship period which continued for 42 years. Finally, it is important to point out that the battles between the Libyan revolutionaries, NATO and Gaddafi’s remaining forces continued (after august 2011) in some cities loyal to him until approximately end of 2011. From 2012 to 2016, Libya is still facing political and security circumstances led the country to real civil war between different manpower.

II. BRIEF HISTORY OF LIBYAN EDUCATION

Yousif *et al* (2012), in 1951, a UNESCO Commission came to Libya to report and to make suggestions about education. They stated that there were “only 29 primary schools in the capital city of Libya (Tripoli) and only one in the other major city (Zawiya). There was one teacher training centre for women in Tripoli (Toruneav, 1952). The primary school system in Tripoli was based on the Egyptian syllabus, and the upper primary school system followed the Italian school curriculum.” Education was given no priority at all under these periods of occupation. During the period of Kingdom, all Libyans were guaranteed the right to education at school at all levels, but education was not compulsory. In September

1969 there was a military coup led by the former leader Colonel Mummer Qaddafi, (defeated in 2011), which “altered things quite dramatically”. This “revolution” (as Qaddafi kept

naming it) led to many positive steps in Libya and education started to grow at an enormous rate (presented in Table 1), alongside huge economic, political, and social changes in the country” (pp.77-79). Khalifa (2008) pointed out that the since the Constitution of 1969 (*which was changed in 2 March 1977*), “Libyans are guaranteed the right to education. Primary and high schools were established all over the country, and old Quranic schools that had been closed during the struggle of independence were reactivated and new ones established, lending a heavy religious perspective to Libyan education”.

The educational program suffered from a limited curriculum, a lack of qualified teachers and a marked tendency to learn by rote rather than by reasoning. Libya's population of approximately 6.5 million now includes 1.7 million students (p.79). Yousif *et al* (2014,) also pointed out that just during the period 1973 to 1985, “the size of the school and universities population doubled, females in the student population increasing by 130 percent, compared with 80 percent for males” (p.82).

Furthermore, Chapin (1987) showed that the first Libyan university was established in Benghazi (East Libya) in 1955 and there are “presently nine universities” and seven higher learning institutes, including training and vocational schools (p.19). Teferra (2004) explained that in 2003 there were over 140,000 students enrolled in Libyan universities (p.25). El-Hawat, (2006) pointed out that in 2002 there were nearly

5,000 students at the Master’s level, 49 at the Doctoral level and 580 enrolled in medical schools (p.213).

2.1. Structure of Libyan Education

The structure of Libyan education is divided into two main structures: the school system and the university system. El-Hawat (2006) reports that elementary school in Libya consists of six years, followed by three years of junior high and three years of high school. The secondary school system is divided into two main specialties, Arts and Sciences, comprising six areas of specialization. Libyan school officials view education as “the path to human and technological development and progress” and they are implementing changes to the system to keep pace with the modernization and globalization that is part of modern Libyan society. The creation of two types of secondary school is one example of this, as this new system was started in 2004, and another is the creation of universities based on students’ specializations (pp.207-208). The following table shows the current stages of education in Libya by stage, years, ages and period.

Table 1: Stages of Education in Libya

Stage	Years	Ages	Period
Primary	1-6	6-12	6 years
Middle	7-9	12-15	3 years

High schools	10-13	15-18	3 years (used to be 4)
University	13-17	18-22	4 years

(Adapted from Rajab, 2007)

III. UNIVERSITIES

El-Hawat (2003) reported that, according to the Committee of Higher Education (Ministry of Education) instructions, since 1990 all the universities in Libya require a score of 65% or better in the national schools' examination. Some faculties, such as medicine and engineering, require scores exceeding 75% for admission. Students who have an average below 65% are admitted to higher training and vocational institutes. Students from specialized high school are strongly encouraged to continue their field of specialism at the tertiary level (for example medicine, engineering, and economics). "Consistent with other countries, degrees are awarded at bachelors, masters and doctorate levels. Libyan universities contain three major disciplines".

These disciplines are Arts, Science, Technology and Medicine. Graduation from a Faculty of Arts takes four years, Science takes five years and Medicine takes between five and seven years.

"Thus, the university sector has been transformed from a single, state-run multipurpose university into a decentralized group of generalist and specialised universities. Also, there appears to be an imbalance between the number of students enrolled in the humanities and arts, and those in sciences and technology" (El-Hawat 2003:pp.395-397).

However, Gadour (2010) argued that the Libyan students moving from school to university face several learning and educational struggles and changes; for example, teaching and learning management at university is completely different to the school system, which can be seen in the large numbers of students, learning systems and teaching methodologies (p.170).

3.1. Difference between School and University Systems

Gadour (2010:p173-175) pointed out that differences between school and university system can be clearly seen in the following points:

A. curriculum management and design: curricula for all schools are arranged by the Ministry of education; while at universities the syllabus for each course is arranged by individual teachers on each university class. **B.** teacher training programmes: to some extent, school teachers (who must have a university degree) are provided with training policy which is usually arranged in the summer time. However, university teachers are left without a training policy or arrangements. This may be a result of cultural and political factors. **C.** student numbers: students moving from schools to universities spend a long time learning to cope with the large classes (90 to 130 students in each university class) instead of the smaller number of students at schools (35 to 45 in each school class). **D.** teaching methods: school teachers are restricted to using teachers' books which show all the steps and methodologies of teaching and inspectors who observe the teachers' activities,

but university teachers are left to their own understanding and make their OWN decisions regarding teaching.

In other words, in the school system students are used to following a nationwide system of learning. For instance, students who specialize in social science (such as EFL) have to learn from particular, arranged and linked-up curricula during their high school period, with the aim of preparing students to complete this specialization at university. However, when they come to universities, they find what they learn there is not linked to what they have learned at school. This transition between teaching and learning styles occurs when school managers, teachers and students are restricted by a national administration, while at universities, teachers and students are based on individuals' managements. Also, at the universities, most teachers are given materials or syllabuses by their faculties and departments managers, which are usually chosen according to personal preference rather than due to a linked-up system or philosophy. Moreover, at national universities (such as University of Benghazi) the management of faculties, positions, teaching and teachers is arranged from the top down, which is another challenge facing the transition of management and administration between schools and universities. The following points illustrate the forms of administration and management used at the university level in Libya.

IV. TOP-DOWN APPROACH FOR UNIVERSITIES MANAGEMENT

Latiwish (2003) divided the Libyan top-down management into two main elements: top-down political instructions and top down educational instructions:

4.1. Top-down Political Instructions

Political instructions come from the government, and sometimes even from the former leader, Qaddafi's office. They use to choose heads and deans of universities and faculties, as the Committee of Higher Education (Ministry of Education) and the universities have no authority to even suggest candidates for these positions. The Committee of Higher Education has the responsibility for organising the political instructions, such as those to employ or to cancel teachers' contracts, and normal education managements. This system has been in place for more than 40 years and it became a part of the traditional Libyan employment system (Latiwish: pp.22-23). Also, Yousif *et al* (2014) showed that after Qaddafi era; this tradition top down instructions is still exists with different shapes (PP.88).

4.2. Top-down Educational Instructions:

Latiwish (2003) a highlighted that the Ministry of Education provides a list of general policies for universities, such as the start and end dates of academic years, faculty entrance scores, and authorizing university heads and deans to the other academic managements (p.25). El-Hawat (2003)

showed that this method of management has increased the gap between departments, faculties and the university. Some faculty deans try to apply their own perspectives and beliefs of managing their faculties, such as choosing department heads for personal or social reasons. Also, some heads of departments require their teachers to follow their perspectives of choosing materials and methods of teaching and even managing exams (p.382).

4.3. Education Policy: Schools and Universities:

The Libyan Education Authorities (1995, p.109) showed that the Libyan government provides policy statements detailing the aims of the school; for example, the “curriculum must cover all the activities in a school designed to promote the moral, cultural, intellectual and physical development of students, and must prepare them for the opportunities, responsibilities and experiences of life and society”. However, El-Hawat (2006, p.215) highlighted that in the university education system; the education authority simply authorizes their national university managers to apply whatever policy they personally feel is most suitable; this point has caused differences between universities and even faculties.

The following is a statement prepared for schools by the Libyan Education Authority (1995, pp.110-111) and translated into English:

- Build knowledge and skills which enable children to understand a wide range of concepts and apply this understanding in appropriate ways.
- Ensure that appropriate provision is made for all children to achieve their full potential.
- Develop positive attitudes to learning in an environment which will preserve self-esteem and confidence.
- Develop as wide a variety as possible of all curriculum skills and knowledge necessary for everyday life.
- Develop a positive attitude to physical activity through participation in activities which promote confidence and self-esteem.
- Work in partnership with parents and the community to enable children to gain the maximum benefits from their environment.

Vandewall (2015) argued that, “while educational development is still a priority for the new government officials, the educational programmes in Libya suffer from limited and changeable curricula, a lack of qualified teachers (especially Libyan teachers), and a strong tendency to learn by rote rather than by reasoning, a characteristic of Arab education in general. Nonetheless, education is already free at all levels, and students receive a substantial stipend. In other words, the existing change in curriculum and poor development activities and current war influenced the teachers’ way of teaching and even their knowledge of dealing with such changeable materials (pp.40-41).

V. THE STUDY FINDINGS

In the light of main research issues concerning difficulties faced by LUTs, and influences from the current civil war, Beliefs/Culture and Concepts of Learning, the results of this study, which exposed several important points to discuss and

explain. Also this study pointed out that the responses, ideas, knowledge and experiences of 14 LEFLUTs at the University of Benghazi.

A. To what extent the current political conflict (civil war) influenced Higher Education Development in Libya?

The data analysis and findings, major issues regarding the participants’ knowledge, current political situations facing Libya from 2011 to 2016, and difficulties they face have been elicited. These difficulties could be summarized and discussed as follows: (1) knowledge and skill development within the university (2) top down approach from management or administration within the university, faculty and department (3) poor facilities and resources, such as the internet, books, PowerPoint, etc. (4) the large number of students within the department (5) current civil war which destroyed the university of Benghazi and influenced the academic atmosphere, motivation and collaboration among teachers.

B. To what extent Libyan EFL university teachers LEFLUTs effected from such conflict, in terms of knowledge and professional development?

Through the data analysis and findings, number of important points regarding the difficulties faced by the participants because of the current civil war, views, beliefs/culture and concepts of learning must be clarified. These difficulties were revealed through the process of data collection and analysis. As the participants old and new generation teachers (OGTs& NGTs) pointed out there is an influence from their existing culture/beliefs, on views of professionalism and concepts of learning shown through their responses to the scenarios and interviews. In other words, during the data collection and analysis, it has been found that the participants are influenced by their cultural beliefs of teaching and learning, as some of them displayed the traditional Libyan culture of teaching and responding to the scenarios. Also, the current political conflict which influenced the education atmosphere as the main university campuses are destroyed in the civil war, as all faculties are moved to be located within public schools building which is another big challenge.

C. To what extent continuing professional development (CPD) activities could be offered now to promote (UTK)?

The aim of CPD is to develop teachers’ knowledge during their careers as it provides them with a way to develop knowledge. Freeman (2004) stated that teachers’ knowledge development is the central activity of teacher education and ‘any improvements in the professional preparation of teachers... need to be learned’, i.e. it is significant to organise appropriate improvement programmes (p. 89). The Institute of Professional Development (2006) explained CPD as a combination of approaches, ideas, concepts and techniques that help teachers to manage their own learning and development (p. 6). Rodrigues (2004) stated that CPD is described as ‘any process or activities that provide added value to the capability of the professional through the increase in knowledge, skills, and personal qualities necessary for the appropriate execution of professional and technical duties, often termed competence’ (p. 11). Kennedy (2005) highlighted that action research as a model of CPD has been recognized as being successful in providing teachers with opportunities to ask critical and important questions of their practice (p. 250). Also, Clare *et al.* (2000) stated that the action research approach could improve

teachers' knowledge improvement through several elements: (1) teachers engage in critical reflection on specific features of their curriculum and pedagogy, they get to know their students well, interact with them, observe them and gather "data" (2) they engage critically with the research literature related to their research (3) they collaborate with their peers and they modify their curriculum and pedagogy in ways that allow their students to meet a wide range of their educational needs (p. 117).

Furthermore, Van Driel *et al.* (2001) concluded their PCK study by stating that 'PCK is an appropriate framework for the design of teacher education programs and development. As discussed in 4.1.4, already, PCK has been used to describe and develop such programs at all levels' (p. 984).

VI. IMPLICATIONS AND CONCLUSION

Per what we have learned from the research theoretical background, framework, research challenges, research findings, and discussion, Action research as a model of CPD may be a helpful approach for the development of the LEFLUTs at the University of Benghazi. This is because of following points:

A. Most LEFLUTs (OGTs & NGTs) are looking to develop their teaching abilities and learn more about teachers' knowledge such as pedagogical knowledge, content knowledge, curriculum knowledge and knowledge of learners even during the current upheavals in Libya. Some of them try to challenge the lack of official development programmes through their self-activities, such as one of my participants said " I do take curses outside Libya, and other (NGT) teachers who showed a real interest in increasing their knowledge and challenge the civil war circumstances.

Therefore, this point about teachers seeking development can be used as a supportive point to suggest and encourage those teachers to apply the action research model of the CPD programme for their knowledge development. For example, those interested teachers could set together and discuss their classroom problems, implicitly guided at the beginning, and then try it, observe it, and by then they will reflect to what they have found themselves; this process could encourage them to work out and progress their mistakes.

B. The approaches of action research are flexible enough to be applied by those teachers (the LEFLUTs), as they facilitate teachers to investigate problems either individually or in pair or group work. LEFLUTs at the University of Benghazi are facing cultural and situational difficulties which may limit any wide range of development programmes. In addition, action research as a flexible instrument of CPD could be a very useful start for professional development programmes in the Libyan university situation.

Additionally, as extracted and understood from the literature, the process of action research could be helpful for the Libyan university teachers because of the following reasons:

- It is quick to increase teachers' sense of critical questions, reflection, and reduces stress in terms of their existing Libyan culture/belief of being qualified for teaching.
- The action research model of CPD could help and promote them (LEFLUTs) in terms of further

reading and integrations with the field of EFL teaching, and it will also help them fill the gap between theory and practice.

- The process of action research can be adapted to facilitate all levels of teachers, as this study has demonstrated that there are different levels of teachers.
- Action research can facilitate teachers with the bottom up approach, motivation and collaboration.
- Action research as a model of CPD could be helpful to promote teachers' PCK through suggesting different research activities which support different areas of teachers' knowledge.
- It does not need any policy or routine as it can be managed simply, and busy teachers can apply its activities within their teaching hours (see chapter three for more information about CPD, PCK and action research).
- Action research as CPD could be applied over a short or long period and with small or large groups of students.

Finally, and according to my own view, I can say that encouraging LUTs to action research activities could be good start towards adapting CPD ideas among Libyan policy makers; as well as the start of bottom up approach. Particularly, there are some good indications behind the scenes that could be used to support this view, such as the overall impressions towards development among most LEFLUTs, the globalization of knowledge and contacts, such as internet and private language schools which require well trained teachers. These points and many other related aspects such as the 2011 to 2016 upheavals in Libya could establish a great start on the way to increase CPD ideas in the Libyan EFL context.

REFERENCES

- [1] □ Abell, S.K. (2008) Twenty years later: Does pedagogical content knowledge remain a useful idea? *International Journal of Science Education* 30(10), 1405-1416.
- [2] □ Agnaia, A. A. (1996) Assessment of management training needs and selection for training: the case of Libyan Companies. *International Journal of Manpower* 17(3), 31-51.
- [3] □ Alberta Teachers' Association (ATA) (2000) Action research guide for Alberta teachers. From <<http://www.teachers.ab.ca/services/publications> (accessed on 10-july-2009).
- [4] □ Alexander. S .V (1991) coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research* 61(3) 311-329.
- [5] □ Al-Hazmi, S. And P. Schofield (2007) Enforced revision with checklist and Peer feedback in EFL writing: The example of Saudi university students. *Scientific Journal of King Faisal University (Humanities and Management Sciences)* 8 (2), 237-267.
- [6] □ Allen, B., and D. Reser (1990) Content analysis in library and information science research. *Library & Information Science Research* 12(3), 251-260.

- [7] □ Allwright, D. (2003) Exploratory practice: Rethinking practitioner research in language teaching. *Language Teaching Research* 7(2), 113–141.
- [8] □ Allwright, D. and J. Hanks (2009) *The language learner's development*. Basingstoke: Palgrave.
- [9] □ Almansory, A. M. (1995) *The geography of Libya*. Tripoli Libya: Dar Almaref.
- [10] □ Al-Shibli, A. A. S. (2003) *A Study of science student teachers perceptions of learning in the education colleges in the sultanate of Oman*, Unpublished PhD Thesis, University of Glasgow.
- [11] □ Anderson, L.W., Jacobs, J., Schramm, S., Splittgerber, F. (2000) School transitions: beginning of the end or a new beginning? *International Journal of Educational Research* 33, 325-339.
- [12] □ Appleton K. (2002), Science activities that work: perceptions of primary school teachers, *Research in Science Education* 32, 393-410.
- [13] □ Aqel, F. (2006) Using the mother tongue (Arabic language) in EFL. *Journal of Educational Sciences (University of Qatar)* 9, 53.
- [14] □ Atay, D. (2006) Teachers' professional development: Partnerships in research. *TESL-EJ* 10(2), 1-15.
- [15] □ Atay, D. (2008) Teacher research for professional development. *ELT Journal* 62, 139.
- [16] □ Au, K.H. (1990) Changes in teachers' views of interactive comprehension instruction. In L.C.Moll (Ed) *Vygotsky and education: instructional implications and applications of socio-historical psychology* (pp.271-286).New York: Cambridge University press.
- [17] □ Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 398-407.
- [18] □ Ball, D.L. (1993) With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics. *Elementary School Journal* 93, 373-397.
- [19] □ Ball, D.L., & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J.Boaler (Ed.) *Multiple Perspectives on Mathematics of Teaching and Learning*. (pp. 83- 104). Westport, Conn.: Ablex Publishing.
- [20] □ Bartels, N. (2005) Researching applied linguistics in language teacher education. In N.Bartels (Ed.) *Applied linguistics and language teacher education*. New York: Springer, 1-26.
- [21] □ Bartlett, L. (1990) Teacher development through reflective teaching. In Richards, J. C. and D.Nunan (Eds) *Second Language Teacher Education*. Cambridge: Cambridge University Press, 202-214.
- [22] □ Bassey M (1999) *Case Study Research in Educational Settings*. Buckingham: Open University Press.
- [23] □ Bates, T, Gough, B and P. Stammers (1999) The role of central government and its agencies in the continuing Professional development of teachers: an evaluation of recent changes in its financing in England" *Journal of In service education* 25(2), 321-335.
- [24] □ Baumfield, V., Hall, E. and K. Wall (2008) *Action research in the classroom*. London: Sage.
- [25] □ Bax, S. (2003) The end of CLT: a context approach to language teaching. *ELT Journal* 57(3), 278–87.
- [26] □ Beck, C. K. A. C. (2000) The action research process as a means of helping student teachers understand and fulfil the complex role of the teacher. *Educational action research* 8, 115-136.
- [27] □ Beijaard, D., Verloop, N. and J. Vermunt (2000) Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education* 16(2), 750.
- [28] □ Bell J (1999) *Doing Your Research Project*. Buckingham: Open University Press.
- [29] □ Bell, B. and J. Gilbert (2001) Teacher development: a model from science education 4(6), 3-10.
- [30] □ Bell, P. M., Evans D. and A. Firth (2005) The impact of collaborative CPD on classroom teaching and learning. Review: What do teacher impact data tell us about collaborative CPD? *Social science research unit, institute of education* 21, 12-16.
- [31] □ Berg, B.L. (2004) *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- [32] □ Bertrand, I. and P. Hughes (2005) *Media research methods: audiences, Institutions, Texts*. New York: Palgrave Macmillan.
- [33] □ Best, J., and J. Kahn (1998) *Research in education* (8th ed.). Boston: Allyn and Bacon.
- [34] □ Beyer, L. (2002) The politics of standardization: Teacher education in the USA. *Journal of Education for Teaching* 28, 239-245.
- [35] □ Blackmore, P. and Blackwell, R. (2003) 'Academic roles and relationships' in R. Blackwell and P. Blackmore (Eds) *Towards Strategic Staff Development in Higher Education*, Berkshire: SRHE and Open University Press, 16-28.
- [36] □ Bock, D. G. and Saine, T. J. (1975) The impact of source credibility, attitude valence, and task sensitivity on trait errors in speech evaluation. *Speech Monographs* 42, 229-239.
- [37] □ Bogdan, R. C. and S. K. Biklen (1998) *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- [38] □ Boreen, J., Johnson, M., Niday, D. and J. Potts (2000) *Mentoring beginning teachers: Guiding, Reflecting, Coaching*. Portland, ME: Stenhouse.
- [39] □ Boreham, N. (2004) A Theory of collective competence: Challenging the neoliberal individualisation of performance at work. *British Journal of Educational Studies* 52, 20-35.
- [40] □ Borg, M. (2001) Teachers' beliefs. *ELT Journal* 55(2), 186-187.
- [41] □ Borg, S. (2003) Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching* 36(2), 81-109.
- [42] □ Breen, M., Candlin, C., Dam, L., and G. Gabrielsen (1989) The evolution of a teacher training programme. In Johnson, R.K. (ed.) *The Second Language Curriculum*. Cambridge: Cambridge University Press, 196-198.

- [43] □ Brien, O. (1998) An overview of the methodological approach of action research. *American institute for research* 2(4), 1-14.
- [44] □ Brookes, A. and Grundy, P. (1988) Activating the learner's contribution in the development of academic writing skills. In P. Robinson (Ed.), *Academic writing: process and Product*. ELT
- [45] Documents 129. London: Modern Language Publications in association with the British Council, 100–108.
- [46] □ Brooks, J. G., and M. G. Brooks (1993) In search for understanding the case for constructivist classrooms. Alexandria, Virginia: ASCD.
- [47] □ Brown, H. D. (2000) *Principles of language learning and teaching*. New York, NY: Longman.
- [48] □ Brown, H. D. (2001) *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Addison Wesley Longman.
- [49] □ Brown, S. and D. McIntyre (1993) *Making sense of teaching*. Buckingham: Open University Press.
- [50] □ Brown. A and P. Dowling (1998) *Doing research/reading research: A mode of anthology of current practice*. Cambridge: Cambridge University Press.
- [51] □ Brumfit, C., Mitchell, R. and J. Hooper (1996) Grammar, language and classroom practice. In M. Hughes (Ed.), *Teaching and learning in changing times*. Oxford: Blackwell, 85-91.
- [52] □ Burbank, M. D. and D. Kauchak (2003) An alternative model for professional development: Investigations into effective collaboration. *Teaching and Teacher Education* 19, 499-522.
- [53] □ Burns, A. (1996) Starting all over again: from teaching adults to teaching beginners. In D. Freeman and J. C. Richards (Eds.) *Teacher learning in language teaching*. Cambridge: Cambridge University Press, 122-135.
- [54] □ Butler, Y. G. (2004) What level of proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korean, Taiwan and Japan. *TESOL Quarterly* 38(2), 245-1778.
- [55] □ Butzkamm, W. (2003) We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal* 28, 29-39.
- [56] □ Buyukkantarcioglu, N. (2004) A sociolinguistic analysis of the present dimensions of English as a foreign language in Turkey. *International Journal of the Sociology of Language* 165, 33-58.
- [57] □ Bygate, M. (2000) Teaching and researching speaking. *Cognitive Sciences* 7(3), 141-144.
- [58] □ Cabaroglu, N. and J. Roberts (2000). Development in student teachers' pre-existing beliefs during a 1-Year PGCE programme. *System* 28(3), 387-402.
- [59] □ Calderhead, J. (1987) Introduction. In J. Calderhead (Ed.) *Exploring teachers' thinking*. London: Cassell Education, 1-20.
- [60] □ Calderhead, J. (1996) Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.) *Handbook of research on educational psychology*. New York, NY: Macmillan, 709-725.
- [61] □ Calderhead, J. and M. Robson (1991) Images of teaching: student teachers' early conceptions of classroom practice. *Teaching & Teacher Education* 7, 1-8.
- [62] □ Carless, D. (2004) Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly* 38(4), 639.
- [63] □ Carroll, J.M., Rosson, M.B., Conventio, G.Q. and C. H. Quone (2006) Awareness and team working computer-supported collaboration interacting with culture 18(1), 21-46.
- [64] □ Chapin Metz, H. (Ed.) (1987) *Libya: A country study*. Washington: GPO for the Library of Congress.
- [65] □ Cheung, E. (2005). Hong Kong secondary schoolteachers' understanding of their careers. *Teachers & Teaching: Theory & Practice* 11(2), 127-149.
- [66] □ Cheung, M. Y. M. (1999) The process of innovation adoption and teacher development. *Evaluation & Research in Education* 13(2), 55-75.
- [67] □ Clare, J., White, J., Edwards, H. and van Loon, A. (2000). Learning outcomes and curriculum development in the major disciplines: Nursing. Australian Universities Teaching Committee. page 110-129
- [68] □ Clarke, D. and Hollingsworth, H. (2002) Elaborating a model of teacher professional growth. *Teaching & Teacher Education* 18(8), 947-967.
- [69] □ Clegg, S. (2003) Problematizing Ourselves: Continuing Professional Development in Higher Education. *International Journal for Academic Development* 8(1/2), pp37-50
- [70] □ Cobb, P. and K. McClain (2001) An approach for supporting teachers' learning in social context. In F.-L. Lin & T. J. Cooney (Eds.) *Making sense of mathematics teacher education* (pp.207-232). Dordrecht, The Netherlands: Kluwer.
- [71] □ Cochran-Smith, M. and S. Lytle (1993) *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.
- [72] □ Cohen, L., Manion, L. and K. Morrison (2000) *Research methods in education*. London: Routledge Falmer.
- [73] □ Coldron, J. and R. Smith (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies* 31(6), 711–726.
- [74] □ Cole, A. L. and J. G. Knowles (2000) *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
- [75] □ Collison, V. and T. F. Cook (2000) I don't have enough time: Teachers' interpretations of time as a key to learning and school change. Paper presented at the meeting of the Annual Conference of the American Educational Research Association, New Orleans, LA.
- [76] □ Connelly, F. M. and D. J. Clandinin (1985). Personal practical knowledge and the modes of knowing. In E. Eisner (Ed.) *Learning and teaching the ways of knowing* (pp. 174-198). Chicago: University of Chicago Press.
- [77] □ Connelly, F. M., Clendenin, D. J. and M. F. He (1997) Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching & Teacher Education* 13(7), 665-674.

- [78] □ Corbetta, P. (2003) *Social research theory, Methods and Techniques*. London: SAGE Publications.
- [79] □ Country Studies (1987) *Libya: The fourth shore* [online]. Library of Congress. Available at [http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field\(DQCID+ly0031\)](http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field(DQCID+ly0031)). [Accessed: 12.12.2010].
- [80] □ Craft, A. (2000). *Continuing Professional Development: A practical guide for teachers and schools*. Second. London, Routledge Falmer.
- [81] □ Cranton, P. (2006) *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- [82] □ Crawford, J. (2004) Language choices in the foreign language classroom: target language or the learners' first language. *Regional Language Centre Journal* 34(1), 5-20.
- [83] □ Crawford, K. (2009) Continuing Professional Development in Higher Education - tensions and debates in a changing environment, in M. Neary, H. Stevenson, and L. Bell (Eds.) *The Future of Higher Education: Policy, Pedagogy and the Student Experience Continuum*
- [84] □ Creswell, J.W. (2003) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage
- [85] □ Crookes, G. and P. M. Chandler (2001) Introducing action research into the education of postsecondary foreign language teachers. *Foreign Language Annals* 34 (2), 131-140.
- [86] □ Curran, E., & Murray, M. (2008). Transformative learning in teacher education: Building competencies and changing dispositions. *Journal of Scholarship of Teaching and Learning*, 8, 103-118.
- [87] □ Daffron and North (2009) Strategies for advancing lifelong learning. Presentation made at the Sandra's session at the University of Glasgow on the 13th of July 2009.
- [88] □ Danili, E. and N. Reid (2004) Some strategies to improve performance in school chemistry, based on two cognitive factors. *Research in Science and Technological Education* 22(2), 203-226.
- [89] □ Daoud, S. (1994b) Three strategies for developing awareness of global issues in ESP classes. In M. Abousenna (Ed.) *The global age: issues in English language education*. Proceedings of the 13th National Symposium on English Language Teaching. Cairo: CDELT, Ain Shams University, 121-132.
- [90] □ Daun, H and G. Walford (Eds.) (2004) *Educational strategies among muslims in the context of globalization*. Leiden, The Netherlands: Kominklijke Brill NV.
- [91] □ David, M. and Sutton C.D. (2004) *Social research the basics*. London: Sage.
- [92] □ Davis, K. A. (1995) Qualitative theory and methods in applied linguistics research. *TESOL Quarterly* 29(3), 427-453.
- [93] □ Day, C. (1999) *Developing teachers: The challenges of lifelong learning*. London: Falmer press.
- [94] □ Deborah L. B., Mark, H.T. and P. Geoffrey (2008) Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 389-407.
- [95] □ Deem, R., Hillyard, S. and M. Reed (2008) *Knowledge, Higher Education, and the New Managerialism: The Changing Management of UK Universities*, Oxford: Open University Press.
- [96] □ Denley, P. and K. N. Bishop (1997) The fundamental role of subject matter knowledge in the teaching of science. *School Science Review* 79, 65-71.
- [97] □ Denzin, N. K., and Y. S. Lincoln (Eds.) (2000) *Handbook of qualitative research* (2nd edition ed.) Thousand Oaks: Sage Publications.
- [98] □ Department for Education and Employment (DFEE) (2000) *Professional development: Support for teaching and learning*. London: DFEE.
- [99] □ Department for Education and Science (DFES) (2004) *National standards for head teachers*, Annesley: DFES Publications.
- [100] □ Department of Foreign Information (1991) *Al Jamahiriy: A horizons and prospects* (2nd ed) Libya: Dar Elmarf.
- [101] □ Desimone, L. M. (2009) Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- [102] □ Dewachi, A. (2001) Overview of Internet in Arab states. Paper presented at the Arab Region Internet and Telecom Summit, Muscat (Oman) on 28-30 May 2001.
- [103] □ Dewey, J. (1938) *Experience and education*. New York, NY: Macmillan.
- [104] □ Dill, D. D. (2005) The Degradation of the Academic Ethic: Teaching, Research and the Renewal of Professional Self- Regulation. In R. Barnett (Ed) *Reshaping the University* pp.178-191 Berkshire: Open University Press.
- [105] □ Dornyei, Z. (2009) The L2 motivational self system. In Z. Dornyei and E. Ushioda (Eds.) *Motivation, Language Identity and the L2 Self*. Clevedon: Multilingual Matters, 9-42.
- [106] □ Doushaq, M. H. (1986) An investigation into stylistic errors of Arab students learning English for academic purposes. *English for Academic Purposes* 5, 27-39.
- [107] □ Draper, J., O'Brien, J. and F. Christie (2004) First Impressions: The new teacher induction arrangements in Scotland. *Journal of In-service Education* 28, 198-212.
- [108] □ Dufour, R. and R. Eaker (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: ASCD.
- [109] □ Elbaz, F. (1983) *Teacher Thinking: A study of Practical Knowledge*. London: Croom Helm.
- [110] □ Elbaz, F. (1991) Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies* 23(1), 1-19
- [111] □ El-Faragy, I. N. (2007) *Attitude and Intellectual development of further education science students*. Unpublished PhD Thesis. University of Glasgow, Glasgow.
- [112] □ El-Hawat, A. (2003) *Libyan education*. In Teferra, D. and Altbach, P.G. (Eds.) *African Higher Education: An*

- International Reference Hand Book. Bloomington: Indiana University Press, 391-402.
- [113] □ El-Hawat, A. (2006) Globalization, modernization and education in Libya. In R. Zia (Ed.) *Globalization, Modernization and Education in Muslim Countries*. New York, NY: Nova Science Publishers, 207-221.
- [114] □ Ellis, R. (2001) Investigating form-focused instruction. *Language Learning* 51(1), 1-46.
- [115] □ Ellis, R. (2002) Does form-focused instruction affects the acquisition of implicit knowledge? A review of the research. *Studies in Second Language Acquisition* 24(2), 223-236.
- [116] □ Ellis, R., Loewen, S. and R. Erlam (2006) Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition* 28, 339-368.
- [117] □ EPPi (2003) The impact of collaborative CPD on classroom teaching and learning. How does collaborative Continuing Professional Development (CPD) for teachers of the 5-16 age range affect teaching and learning? Evidence for Policy and Practice Information and Co-ordinating Centre. From <http://eppi.ioei.ac.uk> [Accessed on 1 July 2009].
- [118] □ Farrell, C.S.T. (1999) Reflective practice in an EFL teacher development group. *System* 27, 157-172.
- [119] □ Felder, R. and E. Henriques (1995) Learning and teaching styles in foreign and foreign and second language education. *Foreign Language Annals* 28(1), 21-31.
- [120] □ Feldman, A. (2002) Existential approaches to action research. *Educational Action Research* 10(1), 233-240.
- [121] □ Fennema, E. and M. L. Franke (1992) Teachers' knowledge and its impact. In D.A. Grouws (Ed.) *Handbook of research on mathematics teaching and learning*. New York: Macmillan, 147-164.
- [122] □ Ferrance, E. (2000) Action research. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
- [123] □ Flick, U. (2002) An introduction to qualitative research. London: Sage.
- [124] □ Forcheri, P., and M. T. Moifino (1995) Knowledge based systems for teaching and learning maths. *British Journal of Education Technology* 26(1), 42-54.
- [125] □ Fraser, C. et al. (2007) Teachers' continuing professional development: contested concepts, understanding and models. *Journal of In-service Education* 33(2), 153-169.
- [126] □ Fraser, C., Kennedy, A., Reid, I. and S. McKinney (2007) Teachers' continuing professional development (CPD): Contested concepts, understandings and models. *Journal of In-Service Education* 30(2), 153-169.
- [127] □ Freeman, D. and J. C. Richards (1996). *Teacher learning in language teaching*. Cambridge Eng.; New York: Cambridge University Press.
- [128] □ Freeman, D. and K. E. Johnson (1998) Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly* 32(3), 397-417.
- [129] □ Freeman, D. and K. Graves (2004) Examining language teachers' teaching knowledge. In M. Hawkins and S. Irujo (Eds). *Collaborative conversations among language teacher educators*. Alexandria: TESOL, 87-104.
- [130] □ Frost, D. and J. Durrant (2003) Bottom up? Top Down? Inside-out? Joined-up? Building capacity for school improvement through teacher leadership. Conference paper. International Congress for School Effectiveness and Improvement. Sydney, Australia.
- [131] □ Gadour, A. (2006) Libyan children's views on the Importance of school factors which contributed to their emotional and behavioural Difficulties. *School Psychology International* 27(2), 171-191.
- [132] □ General Teaching Council Trust (1993) *The Initial training and education of teachers*. London: General Teaching Council.
- [133] □ Gergen, K.J. (1994) Social construction and the educational process. In L. P. Steffe, and J. Gale (Eds.) *Constructivism in education*. New Jersey: Lawrence Erlbaum Associates.
- [134] □ Giroux, H. A. and R. I. Simon (1988) Schooling, popular culture, and a pedagogy of possibility. *Journal of Education* 170(1), 9-26.
- [135] □ Glatthorn, A. (1995) *Quality teaching through professional development*. Newbury Park, CA: Press.
- [136] □ Goettsch, K. and B. Johnston (2000) In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language Review* 56, 437-468.
- [137] □ Goker, S. D. (2006) The impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System* 34(2), 239-254.
- [138] □ Gore, J. M. (1993) *The struggle for pedagogies: Critical and feminist discourses as regimes of truth*. New York: Routledge.
- [139] □ Gottesman, B. (2000) *Peer Coaching for Educators*. Maryland: The Scarecrow Press.
- [140] □ Graus, J. (1999) An evaluation of the usefulness of the Internet in the EFL classroom. Unpublished Master's thesis, University of Nijmegen.
- [141] □ Great Britain, Department of Education and Science (1987) *School teachers' pay and conditions document*. London: HMSO.
- [142] □ Greenbank (2003) reflexivity and positionality. From www.strath.ac.uk/aer/materials/6furtherqualitativeresearchdesignandanalysis/unit1/reflexivityandpositionality. [Accessed on 13 August 2011].
- [143] □ Greenwood, D.J. and M. Levin (1998) *Introduction to action research: social research for social change*. Thousand Oaks, CA: Sage.
- [144] □ Grossman, P. (1990) *The making of a teacher: Teacher knowledge & teacher education*. New York: Teachers College Press.
- [145] □ Grossman, P. L., Wilson, S. M. and L. S. Shulman (1989) Teachers of substance: Subject matter knowledge for teaching. In M. C. Reynolds (Ed.) *Knowledge base for the beginning teacher*. Oxford, UK: Pergamon Press, 23-360.

- [146] □ Groth, R. E. (2007) Toward a conceptualisation of statistical knowledge for teaching. *Journal for Research in Mathematics Education* 38, 427-437.
- [147] □ Grouws, D. A. and K. A. Schultz (1996) Mathematics teacher education. In J. Sikula (Ed.) *Handbook of research on teacher education* (2nd ed.). New York: Macmillan, 442-458.
- [148] □ Gubrium, J. F. and J. A. Holstein (2000) Analyzing interpretive practice. In N. K. Denzin and Y.S. Lincoln (Eds.) *Handbook of qualitative research* (2nd ed.) Thousand Oaks, CA: Sage, 487-508.
- [149] □ Gunstone, R. (1999) Content knowledge, reflection, and their intertwining: A response to the paper set. *Science Education* 83(3), 393-396.
- [150] □ Guskey, T. R. (2000) Evaluating professional development. Thousand Oaks, CA: Corwin Press, 64-65.
- [151] □ Guskey, T. R. (2002) Professional development and teacher change. *Teachers and teaching Theory and practice* 8(3/4), 381-391.
- [152] □ Guskey, T. R. (2003) What makes professional development effective? From <http://0proquest.umi.com.opac.library.usyd.edu.au:80/pqdweb?did=340168051&sid=2&Fmt=3&clientId=16231&RQT=308&VName=PQD> [Accessed on 17 July 2009].
- [153] □ Guskey, T. R. (2009) What works in professional development. *American instate for research* 10(5), 494-499.
- [154] □ Hadley, A. O. (2000) *Teaching language in context*. Boston, MA: Heinle & Heinle. Teaching.
- [155] □ Hamdy, A. (2007) ICT in education in Libya. In *Libyan studies*. Tripoli: Dar Elshap Press, 50-111.
- [156] □ Hamed, A. S. (2005) Attitudes and difficulties in upper school physics in Libya. Centre for Science Education. Unpublished Master's thesis, University of Glasgow.
- [157] □ Hamilton, J. (1996) *Inspiring innovations in language teaching*. Clevedon: Multilingual Matters.
- [158] □ Hargreaves, A. (2005) Educational change takes ages: life, career and generational factors in teachers' emotional responses to educational change. *Teaching & Teacher Education* 21, 967-983.
- [159] □ Harris, M. and C. Fasano (1988) Towards a policy on continuing professional development of teachers: Australian perspectives. *Journal of Education Policy* 3(3), 291-300.
- [160] □ Harvey, P. (1985) A lesson to be learned: Chinese approach to language class. *ELT Journal* 39 (3), 183-186.
- [161] □ Hawkins, M.R. (Ed) (2004) *Language learning and teacher education: A socio-cultural approach*. New York: Multilingual Matters.
- [162] □ Hayes, D. (1995) In-Service teacher development - Some Basic Principles. *ELT Journal* 49(3), 252-261.
- [163] □ Hayes, D. (ed.) (1997) *In-Service teacher development: International Perspectives*. London: Prentice Hall.
- [164] □ Hazel, N. (1995) Elicitation techniques with young people. *Social Research Update* 12. From <http://www.soc.surrey.ac.uk/sru/SRU22.html>. [Accessed on 30 December 2010].
- [165] □ Head, K. and P. Taylor (1997) *Readings in teacher development*. Oxford: Heineman English Language Teaching.
- [166] □ Hedgcock, J. S. (2002) Toward a socioliterate approach to second language teacher education. *The Modern Language Journal* 86(3), 299-317.
- [167] □ Hedge, T. (2000) *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- [168] □ Henderson, E. S. (1978) *The evaluation of In-Service Teacher Training*. London: Croom Helm.
- [169] □ Hew, K. F. and Hara, N. (2007) Empirical study of motivation and barriers of teacher knowledge sharing. *Educational Technology Research & Development* 55(6), 573-595.
- [170] □ Higher Education Academy (HEA) (2006) *The UK Professional Standards Framework for teaching and supporting learning in higher education*. From www.heacademy.ac.uk
- [171] □ Hill, L. (2000) What does it take to change minds? Intellectual development of pre-service teachers. *Journal of Teacher Education* 51(1), 50-62.
- [172] □ Hill, M. (1997) Research review: Participatory Research with Children. *Child and Family Social Work* 2, 171-183.
- [173] □ Hindal, S. H. (2007). Cognitive characteristics of students in middle schools in the state of Kuwait, with Emphasis on High Achievement. Unpublished PhD Thesis, University of Glasgow.
- [174] □ Hittleman, D. R. and A. J. Simon (2006) *Interpreting educational research. An introduction for Consumers of Research* (4th Ed). Columbus, Ohio: Prentice Hall.
- [175] □ Hoban, G. (2002) *Teacher learning for educational change: A systems thinking approach*. Buckingham: Open University Press.
- [176] □ Hoban, G.F. (2002) *Teacher learning for educational change*. Buckingham: Open University Press.
- [177] □ Holliday, A. (2005) *Doing and writing qualitative research*. London: Sage.
- [178] □ Horne, S. (2003) Short teacher training courses. *ELT Journal* 57(4), 395-397.
- [179] □ Hsieh, H.-F. and S. E. Shannon (2005) Three approaches to qualitative content analysis. *Qualitative Health Research* 15(9), 1277-1288.
- [180] □ Hu, G. (2004) Pedagogical practices in Chinese EFL classrooms. *Asian Englishes* 7(1), 42-59.
- [181] □ Hu, G. (2005) Professional development of secondary EFL teachers: Lessons from China. *Teachers College Record* 107(4), 654-705.
- [182] □ Hudson, L (2002) Holding complexity and searching for meaning: teaching as reflective practice. *Journal of Curriculum Studies* 1(33), 40-53.
- [183] □ Hughes, R. (1998) Considering the vignette technique and its application to a study of drug injecting and HIV risk and safer behaviour. *Sociology of Health and Illness* 20(3), 381-400.

- [184] □ Imssalem, N. (2002) Teaching and learning in Libya. Benghazi: University of Garyounis Press.
- [185] □ Institute of Professional Development (IPD) (2006) Uses of CPD. From <http://www.ipd.org/> [Accessed on 25 July 2009].
- [186] □ International Association of Universities (IAU) (2009) Structure of educational system: Admissions to higher education recognition of Foreign Credentials. From <http://www.iau-aiu.net/> [Accessed on 15 august 2013].
- [187] □ Joe L. K and T. Kenneth (2005) Doing Educational Research in a Complex World Doing Educational Research, pp.3-15
- [188] □ Johnson, K. E. (1990) The theoretical orientations of English as second language teachers: the relationship between beliefs and practices. *Asian Journal* 2, 35-70.
- [189] □ Johnson, K. E. (1992) The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Reading Behaviour* 24(1), 83-108.
- [190] □ Johnson, K. E. (1994) The emerging beliefs and instructional practices of preservice English as second language teachers. *Teaching & Teacher Education* 10(4), 439-452.
- [191] □ Johnston, B. and K. Goetsch (2000) In search of the knowledge base of language teaching: Explanations by experienced teachers. *The Canadian Modern Language Review* 56(3), 437-468.
- [192] □ Kabilan, M. K. (2007) English language teachers reflecting on reflections: A Malaysian experience. *TESOL Quarterly* 41(4), 681-705.
- [193] □ Kanu, Y. (2005) Tensions and dilemmas of cross-cultural transfer of knowledge: post structural/postcolonial reflections on an innovative teacher education in Pakistan. *International Journal of Educational Development* 25(4), 493-513.
- [194] □ Kennedy, A. (2005) Models of continuing professional development (CPD): a framework for analysis. *Journal of In-Service Education* 21(2), 233-252.
- [195] □ Kennedy, C. (1987) Innovating for a change: Teacher development and innovation. *ELT Journal* 41(3), 163-169.
- [196] □ Kennedy, C. and J. Kennedy (1996) Teacher attitudes and change implementation. *System* 24(3), 104-111.
- [197] □ Kennedy, J. (1999) Using mazes in teacher education. *ELT Journal* 53(2), 107-114.
- [198] □ Kennedy, J. and C. Kennedy (1998) Levels, linkages, and networks in cross-cultural innovation. *System* 26, 455-469.
- [199] □ Khalifa, S.M.G. (2002) The use of computers in the teaching of mathematics in Libyan primary. From <http://hdl.handle.net/10068/508910> [Accessed on 2 November 2010].
- [200] □ Kharma, N. and A. Hajjaj (1997) Errors in English among Arabic speakers. Beirut: Librairie du Liban.
- [201] □ King, K. P. (2004) Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education* 29(2), 155-174.
- [202] □ Kirk, G., Beveridge, W. and I. Smith (2003) Policy and practice in education: the chartered teacher. Edinburgh: Dunedin academic press.
- [203] □ Knezevic, A. and M. Scholl (1996) Learning to teach together; teaching to learn together. In D. Freeman and J. Richards (Eds) *Teacher learning in language teaching*. New York, NY: Cambridge University Press, 79-98.
- [204] □ Korthagen, F., Loughran, J. and T. Russell (2006) Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education* 22(8), 1020-1041.
- [205] □ Kraft, N. P., and J. Wheeler (1997) Developing curriculum using action research and collaborative inquiry: A case study. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- [206] □ Kvale, D. (1996) *Interviews*. London: Sage.
- [207] □ Lampert, M. (1992) Practices and problems in teaching authentic mathematics. In F. Oser, A. Dick and J.L. Patry (Eds.) *Effective and responsible teaching. The new synthesis*. San Francisco: Jossey-Bass, 295-314.
- [208] □ Lange, D. (1990) A blueprint for a teacher development programme. In J. C. Richards and D. Nunan (Eds.) *Second language teacher education*. Cambridge: Cambridge University Press, 245-268.
- [209] □ Lantolf, J.P. (2000) *Socio-cultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- [210] □ Larsen-Freeman, D. (2000) *Techniques and principles in language*. Oxford: Oxford University Press.
- [211] □ Latiwish, M. (2003) *Teacher's training strategies*. Benghazi: University of Garyounis Press.
- [212] □ Laura M. Desimone (2009) Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- [213] □ Lave, J. and E. Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- [214] □ Lawler, P.A. and K. P. King (2000) Faculty development: Leadership strategies for success. *Journal of Continuing Higher Education* 28(2), 12-20.
- [215] □ Levin, M. and D. Greenwood (2001) Pragmatic action research and the struggle to transform universities into learning communities. In P. Reason and H. Bradbury (Eds.) *Handbook of Action Research: Participative Inquiry and Practice*. London: Sage.
- [216] □ Levy, P., Ford, N., Foster, J., Madden, A., Miller, D., Baptista Nunes, J., McPherson, M. A. and S. Webber (2003) Educational informatics: An emerging research agenda'. *Journal of Information Systems* 29(4), 298-315.
- [217] □ Libyan Education Authority (1995). *Libyan education structure*. Government Documents, Dar Alshap, Tripoli.
- [218] □ Libyan National Commission for Education, Culture and Science (2001) *The development of education in the great "Jamahiriya"*. A national report presented to

- the International Conference on Education, Session 46, Geneva.
- [219] □ Lincoln, Y. and E. Guba (1985) *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- [220] □ Lincoln, Y. and E. Guba (2000) *Paradigmatic controversies, Contradictions, and Emerging Confluences*. In Denzin, N. and Lincoln, Y. (Eds.) *Handbook of Qualitative Research*. London: Sage, 191-216.
- [221] □ Lindsay, C. and Paul, K. (2006). *Learning and teaching English*. Oxford: Oxford University Press.
- [222] □ Liu, Q.-X. and J.-F. Shi (2007) *Analysis of language teaching approaches and Methods — Effectiveness and Weakness*. *US-China Education Review* 4(1), 69-71.
- [223] □ Lo, Y. H. G. (2005) *Relevance of knowledge of second language acquisition: An in-depth case study of a non-native EFL teacher*. *Applied linguistics and language teacher education* 2, 135-158.
- [224] □ Loucks-horsley, S., Newson, P.W., Love, N., E. and K. E. Stoles (1998) *Designing professional development for teachers of science and mathematics*. One Thousand Oaks, CA: Corwin Press.
- [225] □ Lunenberg, M., F. Korthagen and A. Swennen (2007) *The teacher educator as a role model*. *Teaching and Teacher Education* 23(5), 586–601.
- [226] □ MacBeath, J., Galton, M, Steward, S., Page, C. and J. Edwards (2004) *A Life in secondary teaching: Finding Time for Learning*. Report for National Union of Teacher. From www.educ.cam.ac.uk/download/aLiSTreport.pdf [Accessed on 23 June 2009].
- [227] □ Magnusson, S., Krajcik, L., and H. Borko (1999) *Nature, sources and development of pedagogical content knowledge*. In J. Gess-Newsome & N.G. Lederman (Eds.), *Examining pedagogical content knowledge*. Dordrecht, Netherlands: Kluwer Academic Publishers, 95-132.
- [228] □ Mahmoud, A. (2002) *Interlingual transfer of idioms by arab learners of English*. *TESL Journal* VIII(12). From <http://iteslj.org/> [Accessed on 11 March 2009].
- [229] □ Male, T., Bright, T. and N. Ware (2002) *The professional socialisation of head teachers in England: Further findings from the national head teacher survey*. *British Educational Research Association* 5, 22-29.
- [230] □ Marks, R. (1990) *Pedagogical content knowledge: From a mathematical case to a modified conception*. *Journal of Teacher Education* 41(3), 3-11.
- [231] □ Martin, J. N. and T. K. Nakayama (2004) *Intercultural communication in contexts* (3rd ed.). New York: McGraw-Hill.
- [232] □ Martin, S. (2011) *The global democratic Revolution: A New Stage*. *Open Democracy*, 7 March 2011. From www.opendemocracy.net [Accessed on 13 July 2011].
- [233] □ May, T. (1997) *Social Research: Issues, methods and Process* (2nd Edn.) Buckingham: Open University Press.
- [234] □ Mayring, P. (2000) *Qualitative content analysis*. *Forum: Qualitative Social Research* 1(2). Retrieved from <http://217.160.35.246/fqs-texte/2-00/2-00mayring-e.pdf> [Accessed on 18 January 2011].
- [235] □ Mbajjorgu, N., and N. Reid (2006) *Factors affecting curriculum development in chemistry*. Hull: Higher Education Academy.
- [236] □ McEwan, H. and B. Bull (1991). *The pedagogic nature of subject matter knowledge*. *American Educational Research Journal* 28(2), 316–334.
- [237] □ McMillan, J. H. and S. Schumacher (2006) *Research in education: Evidence-Based Inquiry*. New York, NY: Pearson Education.
- [238] □ McNiff, J., Lomax, P. and J. Whitehead (1996) *You and your action research project*. London: Routledge.
- [239] □ McPherson, M. A. and Nunes, J. M (2003) *A practitioner’s evaluation of Salmon’s five-step model for the use of CMC in HE*. In *Proceedings of the 4th Annual Conference of the LTSN Subject Centre for Information and Computer Sciences*, 26–28 August, National University of Ireland, Galway, Ireland.
- [240] □ McWilliam, E. (2002) *Against Professional Development*. *Educational Philosophy and Theory* 34(3), 289-299.
- [241] □ Meijer, P. C., Verloop, N. and D. Beijaard (1999) *Exploring language teachers' practical knowledge about teaching reading comprehension*. *Teaching and Teacher Education* 15(1), 59-84.
- [242] □ Mewborn, D. (2001) *Teachers’ content knowledge, teacher education, and their effects on the preparation of elementary teachers in the United States*. *Mathematics Teacher Education and Development* 3, 28-36.
- [243] □ Mezirow, J. (1981) *A critical theory of adult learning and education*. *Adult Education Quarterly* 32, 3-24.
- [244] □ Mezirow, J. (1985) *A critical theory of self-directed learning*. In S. Brookfield (Ed.) *Selfdirected learning: From theory to practice*. New directions for continuing education. San Francisco: Jossey-Bass, 17-30.
- [245] □ Mezirow, J. (1989) *Transformation theory and social action: A response to Collard and Law*. *Adult Education Quarterly* 39, 169-175.
- [246] □ Mezirow, J. (1991) *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- [247] □ Mezirow, J. (1997a) *Transformative learning: Theory to practice*. *New Directions for Adult and Continuing Education* 74, 5-12.
- [248] □ Mezirow, J. (1997b) *Transformation theory out of context*. *Adult Education Quarterly* 48, 60-62.
- [249] □ Mezirow, J. A (2000) *Learning as transformation: Critical perspective on a theory in progress*. San Francisco, CA: Jossey-Bass.
- [250] □ Miller, E. (1998) *The old model of staff development survives in a world where everything else has changed*. In R. Tovey (Ed.), *Professional Development* (Vol. Harvard education letter focus series 4). Cambridge: Harvard Education Letter.
- [251] □ Miller, G.A. (2003) *The cognitive revolution: A historical perspective*. *Trends in Cognitive Sciences* 7(3), 141-144.
- [252] □ Mills, G. E. (ed.) (2007) *Action research. A guide for the teacher researcher*. Ohio: Prentice Hall Columbus.

- [253] □ Mishra, P. and M. J. Koehler (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- [254] □ Mitchell, H. and F. Myles (1988). *Second language learning theories*. London: Arnold.
- [255] □ Mohammed, A. M. (2005) Collocation errors made by Arab learners of English. *Asian EFL Journal. Teachers Articles* 5(2),117-126.
- [256] □ Morine-Dersheimer, G., and T. Kent (2003) The complex nature and sources of teachers' pedagogical knowledge. In: Gess-Newsome J (ed.) *Examining Pedagogical Content Knowledge. The Construct and its Implication for Science Education*. New York, NY: Kluwer Academic Publisher, 21-50.
- [257] □ Morrison, G.S. (2002) *Contemporary curriculum*. London: Allyn and Bacon.
- [258] □ Moseley, C. (2000) Standards Direct Pre-service Teacher Portfolios. *Science and Children* 37(5), 30-43.
- [259] □ Mott, V. (2000) The Development of professional expertise in the workplace. *New Directions for Adult and Continuing Education* 86, 23-31.
- [260] □ National Education Association (2008) *Teacher professional pay*. From <http://www.nea.org/pay/teachermysths.html> [Accessed on 19 July 2009].
- [261] □ National Partnership for Excellence and Accountability in Teaching (NPEAT) (2003) *Principles of effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [262] □ NCSA (2009) The architects accreditation council of Australia. From www.aaca.org.au [Accessed on 20 July 2009].
- [263] □ Neapolitan, J. E. (February 2000) What do teachers believe about action research as a mechanism for change? Paper presented at the Annual Meeting of the Association of Teacher Educators, Orlando, FL.
- [264] □ Neil, P. and C. Morgan (2003) *Continuous professional development for teachers: From induction to senior management*. London: Kogan Page.
- [265] □ Nicholls, A. (1983) *Managing educational innovation*. London: Allen and Unwin.
- [266] □ Nightingale, D. and J. Cromby (Eds.) (1999) *Social constructionist psychology*, Buckingham: Open University Press
- [267] □ Nisbett, R. and L. Ross (1980) *Human inferences: strategies and shortcomings of social judgement*. Englewood Cliff: Prentice Hall.
- [268] □ Norris, J. M. and L. Ortega (2000) Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning* 50(3), 417-528.
- [269] □ Nunan, D. (1987) Communicative language teaching: making it work. *ELT Journal* 41(2), 136-145.
- [270] □ Nunan, D. (1992) The teacher as decision-maker. In J. Flowerdew & M. Brock and S. Hsia (Eds.) *Perspectives on second language teacher education*. Hong-Kong: City Polytechnic, 100-119.
- [271] □ Nunan. D. (2004) *Practical English language teaching*. McGraw-Hill Higher Education Press.
- [272] □ Ofsted (2000) *Secondary subject Inspection 1999/2000: University of Hull (Mathematics)* London: Ofsted.
- [273] □ Oja, S. N. and L. Smulyan (1989) *Collaborative action research: A developmental approach*. Falmer Press: Philadelphia.
- [274] □ Orafi, S. (2009) *Intentions and realities in implementing communicative curriculum reform System* 37, 243–253.
- [275] □ Oraif, F. A. (2007) *An Exploration of confidence related to formal learning in Saudi Arabia*, Unpublished PhD. Thesis, University of Glasgow.
- [276] □ Oxford, R. (1990) *Language learning strategies: What every teacher should know*. Boston, MA: Heinle and Heinle.
- [277] □ Pae, T. (2008) *Second language orientation and self-Determination Theory: A Structural Analysis of the Factors Affecting Second Language Achievement*. *Journal of Language & Social Psychology* 27(1), 5-27.
- [278] □ Pajares, M. F. (1992) Teachers' beliefs and educational research. *Review of Educational Research* 62(3), 307-332.
- [279] □ Patrick Wilson, "The Libyan Revolution: A Brief Summary", Charleston Government Examiners, From www.examiner.com [Accessed on 11 July 2011].
- [280] □ Patton, M.Q. (2002) *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- [281] □ Peery, A. (2004) *Deep change: Professional development from the inside out*. Lanham: Scarecrow Education.
- [282] □ Pennington, M. (1990) A professional development focus for the language teaching practicum. In J. C. Richards and D. Nunan (Eds.) *Second language teacher education*. Cambridge: Cambridge University Press.
- [283] □ Pimolbunyong, R., et al. (2004) *The development of teachers and schools for cooperative teacher professional development*. Unpublished Research Report.
- [284] □ Purdon, A (2003) A national framework of CPD: continuing professional development or continuing policy dominance? *Journal of Education Policy* 18(4), 423-437.
- [285] □ Putnam, R. and H. Borko (1997) Teacher learning: implications of new views of cognition. In B. J. Biddle, T.L. Good, and I.F. Goodson (Eds.) *The International Handbook of Teachers and Teaching*,1223-1296. Dordrecht, The Netherlands: Kluwer.
- [286] □ Rajab, A. (2007) *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. Unpublished PhD Thesis, University of Glasgow.
- [287] □ Randall, M. and B. Thornton (2001) *Advising and supporting teachers*. Cambridge: Cambridge University Press.
- [288] □ Reza Arabsheibani, G. and L. Manfor (2007) Non-Linearities in Returns to Education in Libya. *Education Economics* 9(1), 134-145.
- [289] □ Rhodes, C. and S. Benicke (2002) Coaching, Mentoring and Peer-networking: challenges for the management of teacher professional development in schools. *Journal of In-service Education* 28, 297-309.

- [290] □ Rhodes, C. and S. Houghton-Hill (2000) The Linkeage of Continuing Professional Development and the Classroom Experience of Pupils: barriers perceived by senior managers in some secondary schools. *Journal of In-Service Education* 26(3), 423-435.
- [291] □ Richards, J. and C. Lockhart (1996) *Reflective teaching in second language classrooms*. New York, NY: Cambridge University Press.
- [292] □ Richards, J. and W. Renandya (Eds.) (2002) *Methodology in language teaching: An Interrogation for education*. London: The Falmer Press.
- [293] □ Richards, J. C. (1991) *Reflective teaching in TESOL teacher education (FL022034)*. *Issues in Language Education. Anthology Series 30.* (ERIC Document Reproduction Service No. ED370357).
- [294] □ Richards, J. C. and T. S. C. Farrell (2005) *Professional development for language teachers*. New York, NY: Cambridge University Press.
- [295] □ Richards, J. C. and T. S. Rodgers (2001) *Approaches and methods in language teaching*. New York, NY: Cambridge University Press.
- [296] □ Richards, J. C. and T. S. Rogers (1986) *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- [297] □ Richards, J. C., Ho, B. and K. Gibling (1996) *Learning how to teach in the RSA Cert*. In D. Freeman and J. C. Richards (Eds.) *Teacher learning in language teaching*. New York, NY: Cambridge University Press.
- [298] □ Richards, J.C., and T. S. C. Farrell (2005) *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press.
- [299] □ Richardson, V. (1996) *The role of attitudes and beliefs in learning to teach*. In J. Sikula (Ed.) *Handbook of research on teacher education*. New York: Simon & Schuster Macmillan, 102-119.
- [300] □ Riding, P. (2001) *Online teacher communities and continuing professional development*. *Teacher Development* 5(3), 283-295.
- [301] □ Roberts, J. (1998) *Language Teacher Education*. London: Arnold, a member of the Hodder Headline Group.
- [302] □ Robinson-Pant, A. (2007) *Cross Cultural Perspectives on Educational Research*. Berkshire: Open University Press.
- [303] □ Rodrigues, S. (2004) *International perspective on teachers professional development: Changes influenced by politic pedagogy and innovation*. New York, NY: Nova Publishers.
- [304] □ Rodrigues, S. M. A. and P. Steel (2005) *Developing science and ICT pedagogical content knowledge: a model of containing professional developments*, Edinburgh.
- [305] □ Rogers, T. (2001) *Language teaching methodology*. From <http://www.cal.org/resources/digest/rogers.html> [Accessed on 13 September 2009].
- [306] □ Sabander, J. (1999) *Language learning in large classes in Indonesia*. Lancaster-Leeds Language Learning in Large Classes Research Project - project report no. 9. From <http://opensigle.inist.fr/handle/10068/516519> [Accessed on 13 April 2010].
- [307] □ Sachs, J. (2003) *The activist teaching profession*. Buckingham: Open University Press.
- [308] □ Said, K. (2000) *The use of computers in the teaching of mathematics in Libyan primary*. Unpublished PhD thesis, University of Eltahdi, Sirt, Libya.
- [309] □ Sanz, C. and K. Morgan-Short (2004) *Positive evidence vs. explicit rule presentation and explicit negative feedback: A computer-assisted study*. *Language Learning* 54(1), 35-78.
- [310] □ Sawani, F. (2009) *Factors affecting English teaching and its materials preparation in Libya*. Unpublished PhD Thesis, University of Essex.
- [311] □ Schamber, L. (2000) *Time-line interviews and inductive content analysis: Their effectiveness for exploring cognitive behaviors*. *Journal of the American Society for Information Science* 51(8), 734-744.
- [312] □ Schilling, J. (2006) *On the pragmatics of qualitative assessment: Designing the process for content analysis*. *European Journal of Psychological Assessment* 22(1), 28-37.
- [313] □ Schoenfeld A.H. (1998) *Toward a theory of teaching-in-context of schools*. Unpublished PhD Thesis, University of Sunderland, UK.
- [314] □ Schram, T.H. (2003) *Conceptualizing qualitative inquiry: Mind work for field-work in education and social science*. Upper Saddle River, NJ: Pearson Education.
- [315] □ Schulz, R. A. (2001) *Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA Colombia*. *The Modern Language Journal* 85(2), 244-258.
- [316] □ Schwandt, T.A. (2001) *Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage
- [317] □ Scotland, N. C. T. (2007) *Teachers for excellence a model for CPD*. *Continuing professional developments in Scotland* 8, 5-12.
- [318] □ Scott, S. M. (1997) *The grieving soul in the transformation process*. In P. Cranton (Ed.) *Transformative learning in action: Insights from practice*. San Francisco: Jossey-Bass, 41-50.
- [319] □ Segall, A. (2002) *Disturbing practice: Reading teacher education as text*. New York, NY: Peter Lang.
- [320] □ Segall, A. (2004) *Revisiting pedagogical content knowledge: The pedagogy of content/the content of pedagogy*. *Teaching and Teacher Education* 20(5), 489-503.
- [321] □ Shamim, F. (1993) *Teacher-learner behaviour and classroom processes in large ESL classes in Pakistan*. Unpublished Master dissertation, University of Leeds, UK.
- [322] □ Shank, G. (2002) *Qualitative research. A Personal Skills Approach*. Englewood Cliffs, NJ: Prentice-Hall.
- [323] □ Sherin, M. G., Sherin, B. L. and R. Madanes (2000) *Exploring diverse accounts of teacher knowledge*. *Journal of Mathematical Behaviour* 18(2), 357-375.
- [324] □ Shulman, J. H. (Ed.) (1992) *Case methods in teacher education*. New York, NY: Teachers College Press.

- [325] □ Shulman, L. S. (1987) Knowledge and teaching: Foundations of the New Reform. *Harvard Educational Review* 57 (1)3 -22.
- [326] □ Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmer and G. L. Erickson (Eds.) *Reflection in teacher education*. New York: Teachers College Press, 31–38.
- [327] □ Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. Grimmer and G. Erickson (Eds.) *Reflection in teacher education*. New York, NY: Teachers College Press.
- [328] □ Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmer and G. L. Erickson (Eds.) *Reflection in teacher education*. New York, NY: Teachers College Press, 31–38.
- [329] □ Shulman, L. S. (1995) Those who understand: Knowledge growth in teaching in: B. Moon and A.S. Mayes (Eds) *Teaching and Learning in the Secondary School*. London: Routledge, 125-133.
- [330] □ Simon, R. I. (1992). *Teaching against the grain: Texts for pedagogy of possibility*. New York: Bergin & Garvey.
- [331] □ Simons, H. A. (1976) *Administrative behavior*. New York: Free Press.
- [332] □ Skinner, B.F. (1957) *Verbal behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- [333] □ Smyth, J. (1991) *Teachers as collaborative learners*. Buckingham: Open University Press.
- [334] □ So, H. J., Lossman, H., Lim, W. Y. and J. M. Jacobson (2009) Designing an online video-based platform for teacher learning in Singapore. *Australasian Journal of Educational Technology* 25(3), 440-457
- [335] □ Solis, A. (2004) *The Role of Mentoring in Teacher Quality and Retention*. Intercultural Development Research Association Newsletter. San Antonio, TEXAS. From http://www.idra.org/index.php?option=com_content&task=view&id=5136&Itemid=139mentoring in Teacher Quality and Retention.
- [336] □ Solis, A. (2009) *Pedagogical Content Knowledge: What Matters Most in the Professional Learning of Content Teachers in Classrooms with Diverse Student Populations*. IDRA. TEXAS
- [337] □ Solomon, J. and S. Tresman (1999) A Model for continued professional development: knowledge, belief and action. *Journal of In-service Education* 25, 307-319.
- [338] □ Sowder, J. T. (2007) The mathematical education and development of teachers. In F. Lester (Ed.) *Second handbook of research on mathematics teaching and learning*. Charlotte, NC: Information Age Publishing, 157–223.
- [339] □ Spolsky, B. (1989) *Conditions for second language learning*. London: Oxford University Press.
- [340] □ Stacey, K., Helme, S., Steinle, V., Batur, A., Irwin, K. and J. Bana (2001) Pre-service teachers' knowledge of difficulties in decimal numeration. *Journal of Mathematics Teacher Education* 4, 205–225.
- [341] □ Stenbacka, C. (2001) Qualitative research requires quality concepts of its own. *Management Decision* 39(7), 551-555.
- [342] □ Stern, H. H. (1983) *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- [343] □ Strauss, A. and J. Corbin (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- [344] □ Strevens, P. (1979) The Nature of language teaching in understanding second and foreign language learning. In J. Richards (Ed.) *Methodology in language teaching: an anthology of current practice*. Rowley, Mass., Newbury House, 179-203.
- [345] □ Suleiman, Y. (1996) *Language and Identity in the Middle East and North Africa*. Surrey, UK: Curzon Press.
- [346] □ Suleiman, Y. (1999) *Language education policy-- Arabic Speaking Countries*. In B. Spolsky (Ed.) *Concise Encyclopedia of Educational Linguistics*. Amsterdam: Elsevier, 157-168.
- [347] □ Suleiman, Y. (2003) *The Arabic Language and National Identity*. Washington, D.C.: Georgetown University Press.
- [348] □ Sulkunen, P. (1987) *Sociologian avaimet (The Keys to Sociology)*. Porvoo, Helsinki, Juva: WSOY.
- [349] □ Teferra, D. and P. Altbach (2004) *African higher education: Challenges for the 21st century*. *Higher Education* 47, 21-50.
- [350] □ Tesch, R. (1990) *Qualitative research: Analysis types & software tools*. Bristol, PA: Falmer Press.
- [351] □ Thompson-Panos, K. and M. Thomas-Ruzić (1983) The least you should know about Arabic: Implications for the ESL writing instructor. *TESOL Quarterly* 17(4), 609-623.
- [352] □ Tompkins, F. M., Winn, J. et al., (April 1996) *Lessons learned from teachers' action research: implications for k-12 setting and pre-service /in-service teacher preparation*. Paper presented at the Annual International Convention of the Council for Exceptional Children, Orlando, FL.
- [353] □ Toruneav, R. L. (1952) *Libyan education and its development*. In UNESCO Report of Missions in Libya, Frankfurt, Tohannes Weisbecker.
- [354] □ Tsui, B. (2003) *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: Cambridge University Press
- [355] □ UNESCO, International Association of Universities and Association of African Universities (2002) *Guide to higher education in Africa*. Hampshire: Palgrave Publishing. From World Education News & Reviews at <http://wenr@wes.org>.
- [356] □ Valencia, J. A. A. (2009) An exploration of Colombian EFL teachers' knowledge base through teachers' reflection. *Linguagem & Ensino*, Pelotas 12(1), 73-108.
- [357] □ Van Driel J. H., Verloop N. and W. De Vos (1998) *Developing science teachers' pedagogical content knowledge*. *Journal of Research in Science Teaching* 35, 673–695.

- [358] □ Van Driel, J. H., Veal, W. R. and E. M. Janssen (2001) Pedagogical content knowledge: An integrative component within the knowledge base for teaching. *Teaching and Teacher Education* 17(4), 979–986.
- [359] □ Vandewalle, D. (2009) *A History of Modern Libya*. Cambridge, UK: Cambridge University Press.
- [360] □ Veal, W. R., Jvan Driel, J. and H. Hulshof (2001) Review of pedagogical content knowledge: How teachers transform subject matter knowledge. *International Journal of Leadership in Education* 4(3), 285-291.
- [361] □ Vespoor, A. (1989) *Pathways to change: Improving the quality of education in developing countries*. Washington, DC: World Bank.
- [362] □ Von Glasersfeld, E. (1989) Cognition, construction of knowledge, and teaching. *Synthese* 80, 121-140.
- [363] □ Vygotsky, L. S. (1978) *Mind in Society*. Cambridge, MA: MIT Press.
- [364] □ Walid, C. (2011) “The Face book Revolution”, *New African*, February 2011.
- [365] □ Wallace, M. J. (1991) *Training foreign language teachers: a reflective approach*. Cambridge England; New York: Cambridge University Press.
- [366] □ Ware, H. and A. Kitsantas (2007) Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research* 100(5), 303-310.
- [367] □ Weber, R. P. (1990) *Basic content analysis*. Newbury Park, CA: Sage Publications
- [368] □ Weiner, G. (2002) Professional development, Teacher Education, Action research and Social Justice: a recent initiative in North Sweden. Paper presented at the Annual Conference, In-service and Professional Development Association, Birmingham, 1-3 November 2002.
- [369] □ Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.
- [370] □ Wenger, E. (2007) *Communities of practice: A brief introduction*. From <http://www.ewenger.com/theory/> [Accessed on 14 July 2009].
- [371] □ Widdowson, H. G. (1990) *Aspects of language teaching*. Oxford: Oxford University Press.
- [372] □ Willig, C. (2001) *Introducing qualitative research in psychology*. New York: Plama Press.
- [373] □ Willig, C. (2001) *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.
- [374] □ Wilson, K. (1999) Note-taking in the academic writing process of non-native speaker students: Is it important as a process or a product? *Journal of College Reading and Learning* 29(2), 166-179.
- [375] □ Wilson, S. M. and G. W. McDiarmid (1996) Something old, something new: What do social studies teachers need to know? In F. B. Murray (Ed.) *The teacher educator’s handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass, 295–319.
- [376] □ Wilson, S., Shulman, L. and A. Richert (1987) 150 different ways of knowing: representations of knowledge in teaching. In J. Calder Head (Ed.) *Exploring teachers' thinking*. London: Cassell Education, 305-320.
- [377] □ Winsor, M. S. (2003) *Preservice mathematics teachers’ knowledge of functions and its effect on lesson planning at the secondary level*. Unpublished PhD dissertation, University of Iowa.
- [378] □ Woods, D. (1996) *Teacher cognition in language teaching: beliefs, decision-making, and classroom practice*. Cambridge [England]; New York: Cambridge University Press.
- [379] □ Woolfolk, A. E. (2001) *Educational psychology (8th Ed.)* Boston: Allyn and Bacon.
- [380] □ Yoon, H and A. Hirvela (2004) ESL student attitudes toward corpus use in L2 writing. *Journal of Second Language Writing* 13(4), 257-283.
- [381] □ Yousif, H., Goujon, A., and W. Lutz (1996) Future population and education trends in the countries of North Africa. *Laxenburg, Austria*, RR-96-11.
- [382] □ Zahid, C. (2006) *Righting writing errors*. A presentation at the Seventh Annual UAE .University Research Conference UAE. University, Al-Ain.
- [383] □ Zartman, I and W. Habeeb (Eds.) (1993) *Polity and society in contemporary North Africa*. Boulder, CO: Westview Press.
- [384] □ Zeichner, M. K. (2003) Teacher research as professional development for P–12 educators in the USA. *Educational Action Research* 11, 301-326.
- [385] □ Zimbardo, G. P. and M. Leippe (1991) *The psychology of attitude change Influence*. Philadelphia: Temple University Press.
- [386] □ Zughoul, M. R. (2003) *Globalization and EFL/ESL pedagogy in the Arab World*. *Language and Learning* 1(2).