

National Libyan Public Education Reform: Entire Transformative Strategies, 2020-2026

Dr. Ageila Ali Elabbar^{1,2,*}

¹Original Position: Staff Member at the Faculty of Education, University of Benghazi, Libya

²Current Position: Academic & Cultural Attaché at the Embassy of Libya, Washington DC

*Corresponding author: Ageila.Elabbar@uob.edu.ly

Abstract Teachers and students are at the heart of education structure, interaction, and even innovation. Teachers are the conveyors of ideas and practices and the source of knowledge of their learners. Libyan teachers are fulfilling this role in a challenging context, because they are teaching students whose education process has been unstable for a long time. At the same time, teachers and students are in a difficult administrative situation. They are constrained, that is, the extent to which they can decide what they are going to do is limited because of the way things are decided in Libya. These constraints may come from several difficulties, such as current economical influences, discouraged forms of education, changeable curriculum, bureaucratic schools and university systems, conservative community, two generations of university teachers (old-generation teachers and new-generation teachers), and uncertain education policy. Other factors are the way learners used to learn (learning styles), and current political upheavals (civil war) that influenced the entire stability of the education in Libya and led to two ministries of education (east and west Libya). In other words, the entire Libyan education is affected by politics, culture, and administration factors for over 46 years. These issues have led to such complicated situations in all education sectors. Therefore, if the education status should be changed, six years of gradual reform phases may be required so that a new generation of students will start with the pre-kindergarten stage starting 2026. This idea is a result of several studies, including my PhD on the Libyan education context, which led to an insight on implementing complete reform approaches for the entire Libyan education. This ground-up process is called the National Libyan Public Education Reform. This paper will propose a framework of reforming Libyan education that considers the current situation, educators, and learners and is divided into three stages: to evaluate, prepare, modify, and introduce the new Libyan education in six years' time.

Keywords: *transformational change, curriculum and policy transformation, new-generation school system, wide contribution of educators, bureaucracy transformation, intensive teacher education strategies, decentralizations of education, continuing professional development approaches.*

Cite This Article: Dr. Ageila Ali Elabbar, "National Libyan Public Education Reform: Entire Transformative Strategies, 2020-2026." *American Journal of Educational Research*, vol. 5, no. 10 (2017): 1044-1057. doi: 10.12691/education-5-10-6.

1. Theoretical View

1.1. Libya

Elabbar [1] summarized several papers that addressed the state of Libya. He showed that Libya is an Arabic country located in North Africa between four Arabic countries: Egypt, Tunisia, Algeria, and Sudan (p. 11). Vandewall [2] reported 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 approximately 1,900 kilometers. Libya is a large country with an area of approximately 1.8 million square kilometers, which is seven times the size of the United Kingdom (pp. 5-7). Agnaia [3] pointed out that Libya is a bilingual 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 is 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 that is different from their everyday dialect (pp. 8-10).

1.2. Brief History of Libyan Education

According to Yousif et al. [4], in 1951, a UNESCO commission came to Libya to report and to make suggestions about education. They detailed that there were "only 29 primary schools in the capital city of Tripoli, and only one in the other city called (Zawiya). There was one teacher training centre for women in Tripoli" [5]. 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, a military coup led by the former leader Colonel Muammar Gaddafi (defeated in 2011) occurred, which “altered things quite dramatically.” This “revolution” (as Gaddafi kept naming it) led to many positive changes in Libya, and education started to develop at an enormous rate (presented in Table 1), alongside huge economic, political, and social changes in the country” (pp. 77-79). Khalifa [6] explained that since the Constitution of 1969 (which was changed in March 2, 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 was influenced by 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. [7] 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 [8] 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 [9] explained that in 2003, over 140,000 students were enrolled in Libyan universities (p. 25). El-Hawat [10] pointed out that in 2002, nearly 5,000 students were enrolled at the master’s level, 49 at the doctoral level, and 580 in medical schools (p. 213).

1.3. Structure of the Current Libyan Education

The structure of Libyan education is divided into two: the school system and the university system. El-Hawat [10] reported 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 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 globalization that is part of the modern Libyan society. The creation of two types of secondary school is one example of these changes, 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 displays the current state 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 [11])

1.4. University System in Libya

Elabbar ([12], p. 31) mentioned that El-Hawat [13] reported that according to the Committee of Higher Education (Ministry of Education now) instructions, since 1990 all the universities in Libya have required a score of 65% or higher 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 schools are encouraged to continue their field of specialization (such as medicine, engineering, and economics) at the tertiary level. “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 ([13], pp. 395-397).

However, Gadour [14] argued that 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 from the school system, which can be observed in the large number of students, learning systems, and teaching methodologies (p. 170).

1.5. Difference between School and University Systems

Gadour ([14], pp. 173-175) demonstrated that differences between school and university systems can be clearly observed in the following points:

A. Curriculum management and design: Curricula for all schools are arranged by the Ministry of Education, whereas at universities, the syllabus for each course is arranged by individual teachers on each university class based on departmental issues.

B. Teacher training programs: To some extent, school teachers are provided with a training policy that is usually arranged in the summertime. 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 that show all the steps and methodologies of teaching, and there are inspectors who observe the teachers’ activities, but university teachers are left to their own understanding and make their OWN decisions regarding teaching.

1.6. 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 instance, 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 ([10], p. 215) indicated 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. Additionally, Elabbar [1] demonstrated that the complications faced by Libyan university teachers are influenced by the current civil war, beliefs/culture, and concepts of learning, which exposed several important responses and points to discuss and ponder deeply.

1.7. Current Upheavals in Libya (Summary from 2011 to 2017)

Elabbar [1] explained that 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 (p. 23). Wilson ([15], pp. 2-5) clarified that Libya has a huge youth population and few economic opportunities. “Coupled with Gaddafi’s government nepotism and oppression.” Few protests occurred in the city of Benghazi, the second biggest city in the east of Libya, 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 [16] also showed that the situation transformed enormously when the protests were put down violently by the police between February 16 and 18, 2011. A battle “erupted” in Benghazi in which the primary Libyan Army base was overtaken.

Wilson ([15], pp. 48-51) stressed that 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. As Gaddafi was unable to trust his military, he 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 February 20, and the pro-Gaddafi loyalists were driven out. Elabbar [16] also showed that the UN began negotiations to implement sanctions (p. 26). The Arab League suspended Libya and began talks with the African Union about imposing a no-fly zone over Libya. By August 20, 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, Misrata, and 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 that 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.

Furthermore, from 2012 to 2017, Libya has experienced different complications. Political and security circumstances led the country to a real civil war between different powers and even some Tribal wars (in the western part of

Libya in particular). These conditions resulted in a massive rise of civil crimes, kidnappings, as well as distorting and looting of many schools’ equipment in the war zones. Moreover, this war against ISSES in Benghazi, Sirt, and several other cities caused an actual education complication that drove huge populations to leave their cities and move to the neighboring cities, and some of them even went to neighboring countries.

In other words, Libyan education has faced frequent complications for the past 47 years. These complications occurred because of political interference in education, unstable policy, and after Gaddafi’s periods (conflicts). These years of difficulties have created complete generations of students, teachers, learning styles, and if such situation would be reformed, a gradual six-year step should be adopted as part of National Professional Development actions. The following proposal is an outcome of my several research findings, including my PhD, personal experience as a university teacher, and readings about the situation of Libyan education. It attempts to overcome the expected “change constraints” that could be faced during this suggested reform process, as it considers the Libyan culture of education, perspectives of administrating, and the existing top-down system.

2. Methodological Phases and Framework 2020-2026

2.1. Goals and Agendas

- To prepare the current public education system and higher education system to enable educators to accept these reform strategies, as these preparations aim to develop a new generation of students who will start with the **prekindergarten** stage (separately) on the school year **2026-2027**.
- To develop the current education administrators, policy makers, and inspectors and prepare them to the gradual reform practices (**2020-2026**).
- To expose Libyan educators to a culture of innovations, leadership, and creativity and encourage them to think in depth about learning and teaching processes.
- To join the public-school education with higher education management, gradual innovation strategy, policy, training, and continuing professional development (**CPD**) organizations.
- To reflect modern strategies of public education around the globe to come up with a developed education policy based on the Libyan community, measured curricula, interactive teaching paradigms, and modern teaching aids, along with an ongoing **CPD** for administrators.
- To bridge the current education system that will be under reform preparations from **2020 to 2022** for the key education figures, and the **2023-2025** transformation strategy for the rest of educators.
- To engage motivated teachers and educators who showed interest in participating in the entire reform process.
- To build up a strong base for creative students, teachers, and HQs to play a huge role in the ongoing development procedures.

- To motivate Libyan education researchers, academics, master's students, and PhD students to participate in the reform process and to shift from theory to practice.
- To build up an interactive county **IT** system that unifies the transformed education policy to overcome the bureaucratic structure.
- To decentralize basic schools' curriculum activities (ground design) with maintaining national core curriculum aims, as this decentralization will help many Libyan counties to add or reduce curriculum activities, national languages, ideologies, and even regional culture to the basic school education.
- To decentralize the scholarship departments from the ministry or government control to the public universities' and counties' control; to equalize opportunities of human development through quality and assurance standards.
- To decentralize university and faculty deans' positioning from the ministry or government control to the university control through elected criteria of such positions.
- To decentralize the expenditure budget for human resources, teacher training, CPD, conferences, visiting scholars, and partnerships from the government administration to the public university and county administration.
- To apply ongoing quality and assurance standards, inspections, and testing as graduate transformation procedures for the **2020-2026** reform.
- To unite teachers, parents, community, policy makers, and government officials to enable a smooth transformation process.
- To prepare faculties of education and teachers' college graduates of the academic year **2024-2025** in taking over the new reformed education system. These preparations would go through a complete reformed curriculum (ground-up curriculum) with consideration of the national core syllabuses, modern teaching methods based on pedagogical content knowledge (PCK), and use of modern technology, to enable such faculties to produce skilled teachers for the new generation of students in the school year **2026-2027**, and the rest of the schooling system.

2.2. The Strategy

As mentioned in the introduction, the reform process will go through several gradual phases in preparation for the national action within the complicated Libyan context. The following phases explain the practical actions as a bottom-up (ground-up) preparation strategy toward revolutionizing the entire Libyan public school, vocational, and higher education system in six years' time.

2.3. Phase 1: 2020–2022—Gradual Reform Preparations for Key Education Figures and Policy Makers ONLY

This phase aims to build a strong base for the reform procedures and seeks to involve the key Libyan education figures to contribute in two-year professional development

and reform practices. This two-year intensive ground-up reform preparation proposal requires developing such educators' knowledge of schooling and perspectives to the change. These practices could be through managed national training, **CPD** models, teachers' education and reform training, quality and assurance workshops, short-term scholarships (in and outside Libya), use of technology, and studies on the Libyan education circumstances. These preparations will guide them to put into practice the main aims of the national education reform project.

2.3.1. Targeted Officials

Government policy makers, ministry and county administrators, education planners, curriculum creators, teachers' trainers, ministry research and training center directors, deans of universities and faculties of educations, etc.

2.3.2. Suggested Professional Development Activities

- Planned workshops of transformative learning and action research models as CPD strategies.
- Intensive activities and workshops to highlight the main aims and procedures of the reform.
- Ongoing quality and assurance workshops and training to emphasize its importance for reform management.
- An intensive ongoing debate cascading the latest studies and national and international conference outcomes about the main constraints facing the Libyan education system, to reflect the suggested results on the reformed policy plan.
- Intensive focus groups, monitoring, and service about the role of policy makers and key education figures in transforming the Libyan education system.
- Intensive ongoing evaluations, sessions, and workshops on materials development policy for school education.
- Ongoing sessions on the role of implementing **CPD** in the developed education policy.
- Ongoing sessions on applying technology, interactive learning, and international languages on the education policy.
- Intensive sessions about the role of teacher, inspector, and social workers' education within the education policy.
- Ongoing workshops about the significance of including teachers' TV and kids' education channels in the education policy regulations.
- Ongoing workshops on the role of administration on the education policy regulations.
- Intensive workshops on the importance of making clear policies for selecting new teachers, assessing in-service teachers and inspectors, and suggesting ongoing professional development support.
- Focused workshops on how to connect school education policy with higher education policy and regulations to ensure a smooth transformational organization.
- Workshops on the current reform plan and how to proceed (**through 2020–2022 development activities**) to the entire reform starting in **2023**.

- Shared action research activities on the difficulties facing Libyan education, in terms of graduate outcomes and needs of future work markets.

2.3.3. Anticipated Outcomes of Phase 1

The expected outcomes of these two-year guided reform practices are as follows:

- Motivate policy makers to transform this existing policy to overcome the education difficulties facing the entire Libyan education system.
- Generate ideas to contextualize appropriate procedures and time cheats for the reform process.
- Prepare officials to apply **CPD** and quality and assurance, and reform the entire education policy in Libya.
- Develop capable teacher-trainers, education researchers, materials developers, and policy reformers to participate strongly in Phase 2.
- Develop new IT and database designs for the entire Libyan education system to facilitate the implementation of the reform aims.
- Establish strong connections with international research centers, councils, counties, and universities, and gain understanding about latest reform studies.
- Develop educators' perspectives toward the importance of classroom interaction, motivation, students' innovation, creation, decentralization of education, teamwork, communicative learning, and incorporating **PCK**.

2.3.4. Suggested Procedures before the Start of Phase 2

This stage aims to evaluate and pilot all the Phase 1 outcomes and ensure the following areas are grasped:

- Clear work map for the coming phase (Phase 2 starts 2023–2026), in terms of managing counties, universities, and contributors.
- Written guidelines or regulations to the reform administrators all over the country.
- Written regulations and time cheats for all developmental activities that will be suggested to the Phase 2 participants.
- Complete reformed IT system and database that reflect the project's main aims as well as the Phase 1 outcomes.

2.4. Phase 2: 2023-2026—Wide Contributors, Start of Policy Transformation, and Implementation of the Project Purposes

The four years of transformational actions and gradual change of policy aims to put into practice the project's main goals in addition to the Phase 1 anticipated results. It also aims to include wide contributors from schools, vocational sector, and higher education to unify clear attitude to the change. The following themes summarize the required actions, participants, and institutes who are recommended to participate in this stage.

All members of **Phase 1** should also participate in this phase.

- **Teachers' Colleges (TCs):** It is significant to include all the reform's main aims into how our

future teachers gain and develop their **PCK**. **TCs** will also require to have well classroom equipment, teaching aids, IT system, modern laps, online library access, and well-trained educators who have the ability to apply the reform's main aims, as well as participate in the Phase 1 (2020–2022) arrangements.

- **Ministry Training Centers (MTCs):** **MTCs** must play an important role in applying **CPD** models such as national teacher training program, action research, coaching, cascading, and transformative training. **MTCs** should also cooperate with national and international universities and counties' research centers that went through a complete reform. Similarly, **MTCs** should bottom up the development process toward the involvement of the in-service teachers, inspectors, school headquarters, education administrators, and social workers to participate in framing and contextualizing the change.
- **Teachers' TV (TTV):** This managed channel (both TV and internet) aims to help pre- and in-service teachers to keep up with the fundamental development process and **CPD** activities and track all preparation stages on **TTV**. Those teachers will then have an excellent opportunity to watch all training sessions, recorded reform lectures, lesson plan activities, communicative learning manners, teacher education, importance of materials design, action research, and transformative learning. A prepared app should also be offered to the educators so they would continue to be on track on the reform.
- **Government Officials:** These officials are parliament representatives, human resource educators, quality and assurance administrators, and retired educators (who are interested in participating). These also include old-generation teachers, new-generation teachers, social workers, and school HQs, as well as university educators, TAs, university deans, heads of departments, and university administrators. All mentioned educators will require ongoing shared workshops, coaching, focus groups, and shared studies to link the main goals of the reform with practice. These connectional activities motivate reformers to contextualize the process within such a traditional Libyan community.
- **Curriculum Designers:** Those designers require an intensive professional development on materials development and materials adaptation to be able to achieve the following goals:
 - a. Making a core curriculum for the new generation of pupils who will start in 2026/2027. This core curriculum would include reading, writing, math, science, technology, Islamic studies, English language, and citizenship.
 - b. Making a peripheral curriculum: history, music, arts, social studies, and physical education.
 - c. Making gradual modifications for the current students to enable classroom interaction, shared work, and adoption of technology.
 - d. Giving spaces in the teachers' books to enable teachers to develop activities, and use ground-up activities.

- e. Requiring the university syllabus to meet the reform preparations, in terms of content knowledge, use of technology, and forging languages.

2.5. Debates

Round tables; start of changing the curricula; plan after 2026 in terms of structure, regulations, badges, selecting teachers, reducing teachers, salaries, etc.

2.6. Role of Social Workers in the Change

Social workers are important in the gradual change, so they should be involved in these activities. They will be required to further connect to the traditional Libyan teachers and students. They would be trained on preparing the families and students to accept the gradual change.

3. Current Budget, Numbers, and Expectations

According to the ministry's unpublished report (2015), over the past 17 years Libya has spent an annual budget of approximately **1.3 billion** Libyan dinars (**approximately 1 billion US dollars**) for the Ministry of Education ONLY without a clear developmental policy. This unplanned budget has led to a certain extent to corruption because it was not used to build a strong base for approximately **1.4 million** school learners (**201000**) in the vocational sector and approximately **435,000** university students.

Nevertheless, Elabbar [1] explained that with a huge budget and a small population, most of the current classrooms consist of 45 to 50 students each. This number does not agree with the large number of assigned teachers (on papers only), approximately **745,000**, which should mean approximately one teacher for four students. Thus, part of this project's main aims is to use such budget in the six-year reform plan.

For example, Maghaib's [17] statistical report based on the national ID system showed that by 2021, the entire Libyan population is expected to reach 6785.839 million, with an annual growth of 1.3 and fertility rate of 2.315. Thus, Libya will have approximately 581.458 thousand new children aged between 0 and 4 years (p. 68).

4. Phase 3:

4.1. Predicted Structure, Budget, and Policy

This phase would come as a result of the two prior phases (**Phases 1 and 2**). It aims to prepare new-generation students who are suggested to start the academic year **2026/2027 (pre-k)**. Those learners are anticipated to be approximately 504,000 **pre-k** students. This phase also aims to implement the goals of this project, which are creating a modern learning environment and having well-equipped classrooms (no more than 20 students per class), well-trained teachers, and HQs; these goals can be achieved through a well-organized county system that applies the aims of this project as framework procedures.

Therefore, the expected required new classrooms will be approximately **29,073**. Maghaib [17] anticipated the cost of a well-equipped classroom (according to the US standards) to be approximately **80,000** Libyan dinars (**60,000 dollars per class**), which means approximately **2,325,832,000** Libyan dinars (approximately 2.1 billion dollars).

This study also anticipated that the annual cost of each student, including administration, teachers, training, transportation, equipment, carting, and school supplies, is approximately **20,000** Libyan dinars (**17,500 US dollars**). Thus, the total anticipated or required annual budget for the new reformed education with teaching and administration will be approximately **104,6624,4000 US dollars**, which is approximately **1.6** billion Libyan dinars every year, plus the cost of adding the required classrooms.

4.2. Conclusion

This framework proposal aimed to open doors for the key Libyan education figures to analyze ideas of reforming a complicated learning context. It considered the current position of Libyan educators, policy makers, and the difficulties they are facing based on using an unstable system for over 47 years. This proposal also considered different models of CPD, cultural reflection, current students, and economical thought based on the current addressed budget in the state of Libya. Most of the suggested aims are designed to be linked or modified to wider ideas to reform the complex situation in Libya.

References

- [1] Elabbar (2016) Libyan Political Conflict: Effects on Higher Education development. Scientific Research Journal (SCIRJ), Volume IV, Issue XII, December 2016 1. ISSN 2201-2796.
- [2] Vandewalle, D. (2006). *A History of Modern Libya*. Cambridge, UK: Cambridge University Press.
- [3] 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.
- [4] Yousif et al. (2012). development of Libyan education, University of Benghazi journal. 12(5) journals of education 71-88. journals of education.
- [5] Toruneav, R. L. (1952). Libyan education and its development. In UNESCO Report of Missions in Libya, Frankfurt, Tohannes Weisbecker.
- [6] Khalifa, S.M.G. (2008). Technology as a tool for teaching mathematics. In A. Kilpatrick, & F. K. S. Leung (Eds.) Second international handbook of mathematics education (Vol. 5, pp. 76-88).
- [7] Yousif et al. (2014), teacher education: developments in Libyan context. 48(9), 19-33.
- [8] Chapin Metz, H. (Ed.) (1987) Libya: A country study. Washington: GPO for the Library of Congress.
- [9] Teferra, D. and P. Altbach (2004) African higher education: Challenges for the 21st century. Higher Education 47, 21-50.
- [10] 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.
- [11] 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.
- [12] Elabbar, Ageila Ali (2011). An investigation of influences affecting Libyan English as Foreign Language University Teachers (LEFLUTs), teaching approaches in the language classrooms. PhD thesis. (P 31-37).

- [13] 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.
- [14] Gadour, A. (2010) Libyan Importance of Libyan school factors which contributed to their emotional and behavioral Difficulties. *School Psychology International* 38(15), 171-191.
- [15] Patrick Wilson, "The Libyan Revolution: A Brief Summary", Charleston Government Examiners, From www.examiner.com [Accessed on 11 July 2011].
- [16] Elabbar (2013). Libyan English as a Foreign Language School Teachers' (LEFLSTs) Knowledge of Teaching: Action Research as Continuing Professional Development Model for Libyan School Teachers. *IOSR Journal Of Humanities And Social Science (IOS)*.
- [17] Maghaib (2017). The impact of monetary policy on the velocity of money in Libya. PhD thesis (p.48-77).
- [18] Abell, S.K. (2008). Twenty years later: Does pedagogical content knowledge remain a useful idea? *International Journal of Science Education* 30(10), 1405-1416.
- [19] Alberta Teachers' Association (ATA) (2000). Action research guide for Alberta teachers. From: <http://www.teachers.ab.ca/services/publications> (accessed on 10-july-2009).
- [20] Alexander, S. V. (1991). Coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research* 61(3) 311-329.
- [21] 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.
- [22] Allen, B., and D. Reser. (1990). Content analysis in library and information science research. *Library & Information Science Research* 12(3), 251-260.
- [23] Allwright, D. (2003). Exploratory practice: Rethinking practitioner research in language teaching. *Language Teaching Research* 7(2), 113-141.
- [24] Allwright, D. and J. Hanks (2009). *The language learner's development*. Basingstoke: Palgrave.
- [25] Almansory, A. M. (1995). *The geography of Libya*. Tripoli Libya: Dar Almaref.
- [26] 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.
- [27] 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.
- [28] Appleton K. (2002). Science activities that work: perceptions of primary school teachers, *Research in Science Education* 32, 393-410.
- [29] Aqel, F. (2006). Using the mother tongue (Arabic language) in EFL. *Journal of Educational Sciences (University of Qatar)* 9, 53.
- [30] Atay, D. (2006). Teachers' professional development: Partnerships in research. *TESL-EJ* 10(2), 1-15.
- [31] Atay, D. (2008). Teacher research for professional development. *ELT Journal* 62, 139.
- [32] 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.
- [33] Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 398-407.
- [34] Ball, D.L. (1993). With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics. *Elementary School Journal* 93, 373-397.
- [35] 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.
- [36] 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.
- [37] 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.
- [38] Bassey M (1999). *Case Study Research in Educational Settings*. Buckingham: Open University Press.
- [39] 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.
- [40] Baumfield, V., Hall, E. and K. Wall. (2008). *Action research in the classroom*. London: Sage.
- [41] Bax, S. (2003) The end of CLT: a context approach to language teaching. *ELT Journal* 57(3), 278-87.
- [42] 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.
- [43] 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.
- [44] Bell J (1999). *Doing Your Research Project*. Buckingham: Open University Press.
- [45] Bell, B. and J. Gilbert (2001). Teacher development: a model from science education 4(6), 3-10.
- [46] 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.
- [47] Berg, B.L. (2004). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- [48] Bertrand, I. and P. Hughes (2005). *Media research methods: audiences, Institutions, Texts*. New York: Palgrave Macmillan.
- [49] Best, J., and J. Kahn (1998). *Research in education* (8th ed.). Boston: Allyn and Bacon.
- [50] Beyer, L. (2002). The politics of standardization: Teacher education in the USA. *Journal of Education for Teaching* 28, 239-245.
- [51] 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.
- [52] 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.
- [53] Bogdan, R. C. and S. K. Biklen. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- [54] Boreen, J., Johnson, M., Niday, D. and J. Potts. (2000). *Mentoring beginning teachers: Guiding, Reflecting, Coaching*. Portland, ME: Stenhouse.
- [55] Boreham, N. (2004). A Theory of collective competence: Challenging the neoliberal individualisation of performance at work. *British Journal of Educational Studies* 52, 20-35.
- [56] Borg, M. (2001). Teachers' beliefs. *ELT Journal* 55(2), 186-187.
- [57] 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.
- [58] 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.
- [59] Brien, O. (1998). An overview of the methodological approach of action research. *American institute for research* 2(4), 1-14.
- [60] 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 Documents 129. London: Modern Language Publications in association with the British Council, 100-108.
- [61] Brooks, J. G., and M. G. Brooks. (1993). *In search for understanding the case for constructivist classrooms*. Alexandria, Virginia: ASCD.
- [62] Brown, H. D. (2000). *Principles of language learning and teaching*. New York, NY: Longman.
- [63] Brown, H. D. (2001) *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Addison Wesley Longman.
- [64] Brown, S. and D. McIntyre. (1993). *Making sense of teaching*. Buckingham: Open University Press.

- [65] Brown, A and P. Dowling. (1998). *Doing research/reading research: A mode of anthology of current practice*. Cambridge: Cambridge University Press.
- [66] 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.
- [67] Burbank, M. D. and D. Kauchak. (2003). An alternative model for professional development: Investigations into effective collaboration. *Teaching and Teacher Education* 19, 499-522.
- [68] 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.
- [69] 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.
- [70] 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.
- [71] 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.
- [72] Bygate, M. (2000). Teaching and researching speaking. *Cognitive Sciences* 7(3), 141-144.
- [73] Cabaroglu, N. and J. Roberts (2000). Development in student teachers' pre-existing beliefs during a 1-Year PGCE programme. *System* 28(3), 387-402.
- [74] Calderhead, J. (1987). Introduction. In J. Calderhead (Ed.) *Exploring teachers' thinking*. London: Cassell Education, 1-20.
- [75] 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.
- [76] Calderhead, J. and M. Robson (1991). Images of teaching: student teachers' early conceptions of classroom practice. *Teaching & Teacher Education* 7, 1-8.
- [77] Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly* 38(4), 639.
- [78] Carroll, J.M., Rosson, M.B., Convent, G.Q. and C. H. Quone (2006). Awareness and team working computer-supported collaboration interacting with culture 18(1), 21-46.
- [79] Cheung, E. (2005). Hong Kong secondary schoolteachers' understanding of their careers. *Teachers & Teaching: Theory & Practice* 11(2), 127-149.
- [80] Cheung, M. Y. M. (1999). The process of innovation adoption and teacher development. *Evaluation & Research in Education* 13(2), 55-75.
- [81] 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.
- [82] Clarke, D. and Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching & Teacher Education* 18(8), 947-967.
- [83] Clegg, S. (2003). Problematizing Ourselves: Continuing Professional Development in Higher Education. *International Journal for Academic Development* 8(1/2), pp37-50
- [84] 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.
- [85] Cochran-Smith, M. and S. Lytle. (1993). *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.
- [86] Cohen, L., Manion, L. and K. Morrison (2000) *Research methods in education*. London: Routledge Falmer.
- [87] Coldron, J. and R. Smith (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies* 31(6), 711-726.
- [88] Cole, A. L. and J. G. Knowles (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
- [89] 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.
- [90] 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.
- [91] 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.
- [92] Corbetta, P. (2003). *Social research theory, Methods and Techniques*. London: SAGE Publications.
- [93] Country Studies (1987). *Libya: The fourth shore* [online]. Library of Congress. Available at [http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstty:@field\(DQCID+ly0031\)](http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstty:@field(DQCID+ly0031)). [Accessed: 12.12.2010].
- [94] Craft, A. (2000). *Continuing Professional Development: A practical guide for teachers and schools*. Second. London, Routledge Falmer.
- [95] Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- [96] 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.
- [97] 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*
- [98] Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage
- [99] 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.
- [100] 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.
- [101] 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.
- [102] 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), 203226.
- [103] 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.
- [104] Daun, H and G. Walford (Eds.) (2004). *Educational strategies among muslims in the context of globalization*. Leiden, The Netherlands: Kominklijke Brill NV.
- [105] David, M. and Sutton C.D. (2004). *Social research the basics*. London: Sage.
- [106] Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly* 29(3), 427-453.
- [107] Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Falmer press.
- [108] 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.
- [109] 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.
- [110] 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.
- [111] Denzin, N. K., and Y. S. Lincoln (Eds.) (2000). *Handbook of qualitative research* (2nd edition ed.) Thousand Oaks: Sage Publications.
- [112] Department for Education and Employment (DFEE) (2000). *Professional development: Support for teaching and learning*. London: DFEE.
- [113] Department for Education and Science (DFES) (2004). *National standards for head teachers*, Annesley: DFES Publications.
- [114] Department of Foreign Information (1991). *Al Jamahiriyy: A horizons and prospects* (2nd ed) Libya: Dar Elmarf.

- [115] Desimone, L. M. (2009). Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- [116] 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.
- [117] Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.
- [118] 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.178191 Berkshire: Open University Press.
- [119] 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.
- [120] Doushaq, M. H. (1986). An investigation into stylistic errors of Arab students learning English for academic purposes. *English for Academic Purposes* 5, 27-39.
- [121] 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.
- [122] Dufour, R. and R. Eaker (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: ASCD
- [123] Elbaz, F. (1983). *Teacher Thinking: A study of Practical Knowledge*. London: Croom Helm.
- [124] Elbaz, F. (1991). Research on teacher's knowledge: The evolution of a discourse. *Journal of Curriculum Studies* 23(1), 1-19
- [125] El-Farargy, I. N. (2007). *Attitude and Intellectual development of further education science students*. Unpublished PhD Thesis. University of Glasgow, Glasgow.
- [126] Ellis, R. (2001) Investigating form-focused instruction. *Language Learning* 51(1), 1-46.
- [127] 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.
- [128] 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.
- [129] 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].
- [130] Farrell, C.S.T. (1999) Reflective practice in an EFL teacher development group. *System* 27, 157-172.
- [131] 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.
- [132] Feldman, A. (2002) Existential approaches to action research. *Educational Action Research* 10(1), 233-240.
- [133] 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.
- [134] Ferrance, E. (2000) *Action research*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.
- [135] Flick, U. (2002) *An introduction to qualitative research*. London: Sage.
- [136] Forcheri, P., and M. T. Moifino (1995) Knowledge based systems for teaching and learning maths. *British Journal of Education Technology* 26(1), 42-54.
- [137] Fraser, C. et al. (2007) Teachers' continuing professional development: contested concepts, understanding and models. *Journal of In-service Education* 33(2), 153-169.
- [138] 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.
- [139] Freeman, D. and J. C. Richards (1996). *Teacher learning in language teaching*. Cambridge Eng.; New York: Cambridge University Press.
- [140] Freeman, D. and K. E. Johnson (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly* 32(3), 397-417.
- [141] 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.
- [142] 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.
- [143] 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.
- [144] General Teaching Council Trust (1993). *The Initial training and education of teachers*. London: General Teaching Council.
- [145] 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.
- [146] Giroux, H. A. and R. I. Simon (1988). Schooling, popular culture, and a pedagogy of possibility. *Journal of Education* 170(1), 9-26.
- [147] Glatthorn, A. (1995). *Quality teaching through professional development*. Newbury Park, CA: Press.
- [148] Goettsch, K. and B. Johnston (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language* 299 Review 56, 437-468.
- [149] Goker, S. D. (2006). The impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System* 34(2), 239-254.
- [150] Gore, J. M. (1993). *The struggle for pedagogies: Critical and feminist discourses as regimes of truth*. New York: Routledge.
- [151] Gottesman, B. (2000). *Peer Coaching for Educators*. Maryland: The Scarecrow Press.
- [152] Graus, J. (1999). An evaluation of the usefulness of the Internet in the EFL classroom. Unpublished Master's thesis, University of Nijmegen.
- [153] Great Britain, Department of Education and Science (1987). *School teachers' pay and conditions document*. London: HMSO.
- [154] Greenbank (2003). Reflexivity and positionality. From www.strath.ac.uk/aer/materials/6furtherqualitativeveresearchdesignandanalysis/unit1/reflexivityandpositionality. [Accessed on 13 August 2011].
- [155] Greenwood, D.J. and M. Levin (1998). *Introduction to action research: social research for social change*. Thousand Oaks, CA: Sage.
- [156] Grossman, P. (1990). *The making of a teacher: Teacher knowledge & teacher education*. New York: Teachers College Press.
- [157] 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.
- [158] Groth, R. E. (2007). Toward a conceptualisation of statistical knowledge for teaching. *Journal for Research in Mathematics Education* 38, 427-437.
- [159] 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.
- [160] 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, 487508.
- [161] Gunstone, R. (1999). Content knowledge, reflection, and their intertwining: A response to the paper set. *Science Education* 83(3), 393-396.
- [162] Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, 64-65.
- [163] Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching Theory and practice* 8(3/4), 381-391.
- [164] Guskey, T. R. (2003) What makes professional development effective? From <http://oproquest.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].
- [165] Guskey, T. R. (2009) What works in professional development. *American instate for research* 10(5), 494-499.

- [166] Hadley, A. O. (2000) Teaching language in context. Boston, MA: Heinle & Heinle. Teaching.
- [167] Hamdy, A. (2007) ICT in education in Libya. In *Libyan studies*. Tripoli: Dar Elshap Press, 50111.
- [168] Hamed, A. S. (2005) Attitudes and difficulties in upper school physics in Libya. Centre for Science Education. Unpublished Master's thesis, University of Glasgow.
- [169] Hamilton, J. (1996) Inspiring innovations in language teaching. Clevedon: Multilingual Matters.
- [170] 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.
- [171] 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.
- [172] Harvey, P. (1985) A lesson to be learned: Chinese approach to language class. *ELT Journal* 39 (3), 183-186.
- [173] Hawkins, M.R. (Ed) (2004) Language learning and teacher education: A socio-cultural approach. New York: Multilingual Matters.
- [174] Hayes, D. (1995) In-Service teacher development - Some Basic Principles. *ELT Journal* 49(3), 252-261.
- [175] Hayes, D. (ed.) (1997) In-Service teacher development: International Perspectives. London: Prentice Hall.
- [176] 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].
- [177] Head, K. and P. Taylor (1997) Readings in teacher development. Oxford: Heineman English Language Teaching.
- [178] Hedgcock, J. S. (2002) Toward a socioliterate approach to second language teacher education. *The Modern Language Journal* 86(3), 299-317.
- [179] Hedge, T. (2000) Teaching and learning in the language classroom. Oxford: Oxford University Press.
- [180] Hendersson, E. S. (1978) The evaluation of In-Service Teacher Training. London: Croom Helm.
- [181] 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.
- [182] Higher Education Academy (HEA) (2006) The UK Professional Standards Framework for teaching and supporting learning in higher education. From www.heacademy.ac.uk
- [183] Hill, L. (2000) What does it take to change minds? Intellectual development of pre-service teachers. *Journal of Teacher Education* 51(1), 50-62.
- [184] Hill, M. (1997) Research review: Participatory Research with Children. *Child and Family Social Work* 2, 171-183.
- [185] 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.
- [186] Hittleman, D. R. and A. J. Simon (2006) Interpreting educational research. An introduction for Consumers of Research (4th Ed). Columbus, Ohio: Prentice Hall.
- [187] Hoban, G. (2002) Teacher learning for educational change: A systems thinking approach. Buckingham: Open University Press.
- [188] Hoban, G.F. (2002) Teacher learning for educational change. Buckingham: Open University Press.
- [189] Holliday, A. (2005) Doing and writing qualitative research. London: Sage.
- [190] Horne, S. (2003) Short teacher training courses. *ELT Journal* 57(4), 395-397.
- [191] Hsieh, H.-F. and S. E. Shannon (2005) Three approaches to qualitative content analysis. *Qualitative Health Research* 15(9), 1277-1288.
- [192] Hu, G. (2004) Pedagogical practices in Chinese EFL classrooms. *Asian Englishes* 7(1), 42-59.
- [193] Hu, G. (2005) Professional development of secondary EFL teachers: Lessons from China. *Teachers College Record* 107(4), 654-705.
- [194] Hudson, L. (2002) Holding complexity and searching for meaning: teaching as reflective practice. *Journal of Curriculum Studies* 1(33), 40-53.
- [195] 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.
- [196] Imssalem, N. (2002) Teaching and learning in Libya. Benghazi: University of Garyounis Press.
- [197] Institute of Professional Development (IPD) (2006) Uses of CPD. From <http://www.ipd.org/> [Accessed on 25 July 2009].
- [198] International Association of Universities (IAU) (2009) Structure of educational system: Admissions to higher education recognition of Foreign Credentials. From <http://www.iauau.net/> [Accessed on 15 August 2013].
- [199] Joe L. K. and T. Kenneth (2005) Doing Educational Research in a Complex World Doing Educational Research, pp.3-15
- [200] Johnson, K. E. (1990) The theoretical orientations of English as second language teachers: the relationship between beliefs and practices. *Asian Journal* 2, 35-70.
- [201] 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.
- [202] Johnson, K. E. (1994) The emerging beliefs and instructional practices of preservice English as second language teachers. *Teaching & Teacher Education* 10(4), 439-452.
- [203] 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.
- [204] Kabilan, M. K. (2007) English language teachers reflecting on reflections: A Malaysian experience. *TESOL Quarterly* 41(4), 681-705.
- [205] 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.
- [206] Kennedy, A. (2005) Models of continuing professional development (CPD): a framework for analysis. *Journal of In-Service Education* 21(2), 233-252.
- [207] Kennedy, C. (1987) Innovating for a change: Teacher development and innovation. *ELT Journal* 41(3), 163-169.
- [208] Kennedy, C. and J. Kennedy (1996) Teacher attitudes and change implementation. *System* 24(3), 104-111.
- [209] Kennedy, J. (1999) Using mazes in teacher education. *ELT Journal* 53(2), 107-114.
- [210] Kennedy, J. and C. Kennedy (1998) Levels, linkages, and networks in cross-cultural innovation. *System* 26, 455-469.
- [211] 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].
- [212] Kharma, N. and A. Hajjaj (1997) Errors in English among Arabic speakers. Beirut: Librairie du Liban.
- [213] King, K. P. (2004) Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education* 29(2), 155-174.
- [214] Kirk, G., Beveridge, W. and I. Smith (2003) Policy and practice in education: the chartered teacher. Edinburgh: Dunedin academic press.
- [215] 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.
- [216] 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.
- [217] 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.
- [218] Kvale, D. (1996) Interviews. London: Sage.
- [219] 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.
- [220] 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.
- [221] Lantolf, J.P. (2000) *Socio-cultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- [222] Larsen-Freeman, D. (2000) *Techniques and principles in language*. Oxford: Oxford University Press.
- [223] Latiwish, M. (2003) Teacher's training strategies. Benghazi: University of Garyounis Press.

- [224] Laura M. Desimone (2009) Improving impact studies of teachers' professional development: toward better conceptualisations and measures. *Educational Researcher* 38, 181-199.
- [225] Lave, J. and E. Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- [226] Lawler, P.A. and K. P. King (2000) Faculty development: Leadership strategies for success. *Journal of Continuing Higher Education* 28(2), 12-20.
- [227] 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.
- [228] 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.
- [229] Libyan Education Authority (1995). *Libyan education structure*. Government Documents, Dar Alshap, Tripoli.
- [230] 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.
- [231] Lincoln, Y. and E. Guba (1985) *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- [232] 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.
- [233] Lindsay, C. and Paul, K. (2006). *Learning and teaching English*. Oxford: Oxford University Press.
- [234] 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.
- [235] 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, 135158.
- [236] 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.
- [237] Lunenberg, M., F. Korthagen and A. Swennen (2007) The teacher educator as a role model. *Teaching and Teacher Education* 23(5), 586-601.
- [238] 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].
- [239] 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.
- [240] 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].
- [241] 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.
- [242] Marks, R. (1990) Pedagogical content knowledge: From a mathematical case to a modified conception. *Journal of Teacher Education* 41(3), 3-11.
- [243] Martin, J. N. and T. K. Nakayama (2004) *Intercultural communication in contexts* (3rd ed.). New York: McGraw-Hill.
- [244] Martin, S. (2011) *The global democratic Revolution: A New Stage*. Open Democracy, 7 March 2011. From www.opendemocracy.net [Accessed on 13 July 2011].
- [245] May, T. (1997) *Social Research: Issues, methods and Process* (2nd Edn.) Buckingham: Open University Press.
- [246] 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].
- [247] Mbajjorgu, N., and N. Reid (2006) *Factors affecting curriculum development in chemistry*. Hull: Higher Education Academy.
- [248] McEwan, H. and B. Bull (1991). The pedagogic nature of subject matter knowledge. *American Educational Research Journal* 28(2), 316-334.
- [249] McMillan, J. H. and S. Schumacher (2006) *Research in education: Evidence-Based Inquiry*. New York, NY: Pearson Education.
- [250] McNiff, J., Lomax, P. and J. Whitehead (1996) *You and your action research project*. London: Routledge.
- [251] 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.
- [252] McWilliam, E. (2002) Against Professional Development. *Educational Philosophy and Theory* 34(3), 289-299.
- [253] 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.
- [254] 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.
- [255] Mezirow, J. (1981) A critical theory of adult learning and education. *Adult Education Quarterly* 32, 3-24.
- [256] 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.
- [257] Mezirow, J. (1989) Transformation theory and social action: A response to Collard and Law. *Adult Education Quarterly* 39, 169-175.
- [258] Mezirow, J. (1991) *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- [259] Mezirow, J. (1997a) Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education* 74, 5-12.
- [260] Mezirow, J. (1997b) Transformation theory out of context. *Adult Education Quarterly* 48, 60-62.
- [261] Mezirow, J. A (2000) *Learning as transformation: Critical perspective on a theory in progress*. San Francisco, CA: Jossey-Bass.
- [262] 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.
- [263] Miller, G.A. (2003) The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences* 7(3), 141-144.
- [264] Mills, G. E. (ed.) (2007) *Action research. A guide for the teacher researcher*. Ohio: Prentice Hall Columbus.
- [265] Mishra, P. and M. J. Koehler (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- [266] Mitchell, H. and F. Myles (1988). *Second language learning theories*. London: Arnold.
- [267] Mohammed, A. M. (2005) Collocation errors made by Arab learners of English. *Asian EFL Journal*. *Teachers Articles* 5(2), 117-126.
- [268] 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.
- [269] Morrison, G.S. (2002) *Contemporary curriculum*. London: Allyn and Bacon.
- [270] Moseley, C. (2000) Standards Direct Pre-service Teacher Portfolios. *Science and Children* 37(5), 30-43.
- [271] Mott, V. (2000) The Development of professional expertise in the workplace. *New Directions for Adult and Continuing Education* 86, 23-31.
- [272] National Education Association (2008) *Teacher professional pay*. From <http://www.nea.org/pay/teachermyths.html> [Accessed on 19 July 2009].
- [273] National Partnership for Excellence and Accountability in Teaching (NPEAT) (2003) *Principles of effective professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [274] NCSA (2009) *The architects accreditation council of Australia*. From www.aaca.org.au [Accessed on 20 July 2009].

- [275] 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.
- [276] Neil, P. and C. Morgan (2003) Continuous professional development for teachers: From induction to senior management. London: Kogan Page.
- [277] Nicholls, A. (1983) Managing educational innovation. London: Allen and Unwin.
- [278] Nightingale, D. and J. Cromby (Eds.) (1999) Social constructionist psychology, Buckingham: Open University Press
- [279] Nisbett, R. and L. Ross (1980) Human inferences: strategies and shortcomings of social judgement. Englewood Cliff: Prentice Hall.
- [280] Norris, J. M. and L. Ortega (2000) Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning* 50(3), 417-528.
- [281] Nunan, D. (1987) Communicative language teaching: making it work. *ELT Journal* 41(2), 136-145.
- [282] 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.
- [283] Nunan, D. (2004) *Practical English language teaching*. McGraw-Hill Higher Education Press.
- [284] Ofsted (2000) *Secondary subject Inspection 1999/2000: University of Hull (Mathematics)* London: Ofsted.
- [285] Oja, S. N. and L. Smulyan (1989) Collaborative action research: A developmental approach. Falmer Press: Philadelphia.
- [286] Orafi, S. (2009) Intentions and realities in implementing communicative curriculum reform *System* 37, 243-253.
- [287] Oraif, F. A. (2007) An Exploration of confidence related to formal learning in Saudi Arabia, Unpublished PhD. Thesis, University of Glasgow.
- [288] Oxford, R. (1990) *Language learning strategies: What every teacher should know*. Boston, MA: Heinle and Heinle.
- [289] 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.
- [290] Pajares, M. F. (1992) Teachers' beliefs and educational research. *Review of Educational Research* 62(3), 307-332.
- [291] Patton, M.Q. (2002) *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- [292] Peery, A. (2004) *Deep change: Professional development from the inside out*. Lanham: Scarecrow Education.
- [293] 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.
- [294] Pimolbunyon, R., et al. (2004) The development of teachers and schools for cooperative teacher professional development. Unpublished Research Report.
- [295] Purdon, A (2003) A national framework of CPD: continuing professional development or continuing policy dominance? *Journal of Education Policy* 18(4), 423-437.
- [296] 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.
- [297] Randall, M. and B. Thornton (2001) *Advising and supporting teachers*. Cambridge: Cambridge University Press.
- [298] Reza Arabsheibani, G. and L. Manfor (2007) Non-Linearities in Returns to Education in Libya. *Education Economics* 9(1), 134-145.
- [299] Rhodes, C. and S. Beneicke (2002) Coaching, Mentoring and Peer-networking: challenges for the management of teacher professional development in schools. *Journal of In-service Education* 28, 297-309.
- [300] 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.
- [301] Richards, J. and C. Lockhart (1996) *Reflective teaching in second language classrooms*. New York, NY: Cambridge University Press.
- [302] Richards, J. and W. Renandya (Eds.) (2002) *Methodology in language teaching: An Interrogation for education*. London: The Falmer Press.
- [303] Richards, J. C. (1991) Reflective teaching in TESOL teacher education (FL022034). *Issues in Language Education*. Anthology Series 30. (ERIC Document Reproduction Service No. ED370357).
- [304] Richards, J. C. and T. S. C. Farrell (2005) *Professional development for language teachers*. New York, NY: Cambridge University Press.
- [305] Richards, J. C. and T. S. Rodgers (2001) *Approaches and methods in language teaching*. New York, NY: Cambridge University Press.
- [306] Richards, J. C. and T. S. Rogers (1986) *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- [307] Richards, J. C., Ho, B. and K. Giblyn (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.
- [308] Richards, J.C., and T. S. C. Farrell (2005) *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press.
- [309] 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.
- [310] Riding, P. (2001) Online teacher communities and continuing professional development. *Teacher Development* 5(3), 283-295.
- [311] Roberts, J. (1998) *Language Teacher Education*. London: Arnold, a member of the Hodder Headline Group.
- [312] Robinson-Pant, A. (2007) *Cross Cultural Perspectives on Educational Research*. Berkshire: Open University Press.
- [313] Rodrigues, S. (2004) *International perspective on teachers professional development: Changes influenced by politic pedagogy and innovation*. New York, NY: Nova Publishers.
- [314] Rodrigues, S. M. A. and P. Steel (2005) *Developing science and ICT pedagogical content knowledge: a model of containing professional developments*. Edinburgh.
- [315] Rogers, T. (2001) *Language teaching methodology*. From <http://www.cal.org/resources/digest/roddgers.html> [Accessed on 13 September 2009].
- [316] 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].
- [317] Sachs, J. (2003) *The activist teaching profession*. Buckingham: Open University Press.
- [318] Said, K. (2000) *The use of computers in the teaching of mathematics in Libyan primary*. Unpublished PhD thesis, University of Eltahdi, Sirt, Libya.
- [319] 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.
- [320] Sawani, F. (2009) *Factors affecting English teaching and its materials preparation in Libya*. Unpublished PhD Thesis, University of Essex.
- [321] 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.
- [322] Schilling, J. (2006) On the pragmatics of qualitative assessment: Designing the process for content analysis. *European Journal of Psychological Assessment* 22(1), 28-37.
- [323] Schoenfeld A.H. (1998) *Toward a theory of teaching-in-context of schools*. Unpublished PhD Thesis, University of Sunderland, UK.
- [324] Schram, T.H. (2003) *Conceptualizing qualitative inquiry: Mind work for field-work in education and social; science*. Upper Saddle River, NJ: Pearson Education.
- [325] 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.
- [326] Schwandt, T.A. (2001) *Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage
- Scotland, N. C. T. (2007) *Teachers for excellence a model for CPD*. *Continuing professional developments in Scotland* 8, 5-12.

- [327] 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.
- [328] Segall, A. (2002) *Disturbing practice: Reading teacher education as text*. New York, NY: Peter Lang.
- [329] Segall, A. (2004) Revisiting pedagogical content knowledge: The pedagogy of content/the content of pedagogy. *Teaching and Teacher Education* 20(5), 489-503.
- [330] Shamim, F. (1993) *Teacher-learner behaviour and classroom processes in large ESL classes in Pakistan*. Unpublished Master dissertation, University of Leeds, UK.
- [331] Shank, G. (2002) *Qualitative research. A Personal Skills Approach*. Englewood Cliffs, NJ: Prentice-Hall.
- [332] Sherin, M. G., Sherin, B. L. and R. Madanes (2000) Exploring diverse accounts of teacher knowledge. *Journal of Mathematical Behaviour* 18(2), 357-375.
- [333] Shulman, J. H. (Ed.) (1992) *Case methods in teacher education*. New York, NY: Teachers College Press.
- [334] Shulman, L. S. (1987) Knowledge and teaching: Foundations of the New Reform. *Harvard Educational Review* 57 (1)3 -22.
- [335] Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmett and G. L. Erickson (Eds.) *Reflection in teacher education*. New York: Teachers College Press, 31-38.
- [336] 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.
- [337] Shulman, L. S. (1988) The dangers of dichotomous thinking in education. In P. P. Grimmett and G. L. Erickson (Eds.) *Reflection in teacher education*. New York, NY: Teachers College Press, 31-38.
- [338] 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, 125133.
- [339] Simon, R. I. (1992). *Teaching against the grain: Texts for pedagogy of possibility*. New York: Bergin & Garvey. Simons, H. A. (1976) *Administrative behavior*. New York: Free Press.
- [340] Skinner, B.F. (1957) *Verbal behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- [341] Smyth, J. (1991) *Teachers as collaborative learners*. Buckingham: Open University Press.
- [342] 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
- [343] 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.
- [344] Solis, A. (2009) *Pedagogical Content Knowledge: What Matters Most in the Professional Learning of Content Teachers in Classrooms with Diverse Student Populations*. IDRA. TEXAS
- [345] Solomon, J. and S. Tresman (1999) A Model for continued professional development: knowledge, belief and action. *Journal of In-service Education* 25, 307-319.
- [346] 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.
- [347] Spolsky, B. (1989) *Conditions for second language learning*. London: Oxford University Press.
- [348] 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.
- [349] Stenbacka, C. (2001) Qualitative research requires quality concepts of its own. *Management Decision* 39(7), 551-555.
- [350] Stern, H. H. (1983) *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- [351] Strauss, A. and J. Corbin (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- [352] 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.
- [353] Suleiman, Y. (1996) *Language and Identity in the Middle East and North Africa*. Surrey, UK: Curzon Press.
- [354] Suleiman, Y. (1999) Language education policy--Arabic Speaking Countries. In B. Spolsky (Ed.) *Concise Encyclopedia of Educational Linguistics*. Amsterdam: Elsevier, 157-168.
- [355] Suleiman, Y. (2003) *The Arabic Language and National Identity*. Washington, D.C.: Georgetown University Press.
- [356] Sulkunen, P. (1987) *Sosiologian avaimet (The Keys to Sociology)*. Porvoo, Helsinki, Juva: WSOY.
- [357] Tesch, R. (1990) *Qualitative research: Analysis types & software tools*. Bristol, PA: Falmer Press.
- [358] Thompson-Panos, K. and M. Thomas-Ruzic (1983) The least you should know about Arabic: Implications for the ESL writing instructor. *TESOL Quarterly* 17(4), 609-623.
- [359] 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.
- [360] Tsui, B. (2003) *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge: Cambridge University Press.
- [361] 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>.
- [362] Valencia, J. A. A. (2009) An exploration of Colombian EFL teachers' knowledge base through teachers' reflection. *Linguagem & Ensino, Pelotas* 12(1), 73-108.
- [363] 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.
- [364] 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.
- [365] Vandewalle, D. (2009) *A History of Modern Libya*. Cambridge, UK: Cambridge University Press.
- [366] 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.
- [367] Vespoor, A. (1989) *Pathways to change: Improving the quality of education in developing countries*. Washington, DC: World Bank.
- [368] Von Glasersfeld, E. (1989) Cognition, construction of knowledge, and teaching. *Synthese* 80, 121-140.
- [369] Vygotsky, L. S. (1978) *Mind in Society*. Cambridge, MA: MIT Press. Walid, C. (2011) "The Face book Revolution", *New African*, February 2011.
- [370] Wallace, M. J. (1991) *Training foreign language teachers: a reflective approach*. Cambridge England; New York: Cambridge University Press.
- [371] 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.
- [372] Weber, R. P. (1990) *Basic content analysis*. Newbury Park, CA: Sage Publications
- [373] Weiner, G. (2002) Professional development, Teacher Education, Action research and Social Justice: a recent initiative in North Sweden. Paper presented at the Annual Conference, Inservice and Professional Development Association, Birmingham, 1-3 November 2002.
- [374] Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.
- [375] Wenger, E. (2007) *Communities of practice: A brief introduction*. From <http://www.ewenger.com/theory/> [Accessed on 14 July 2009].
- [376] Widdowson, H. G. (1990) *Aspects of language teaching*. Oxford: Oxford University Press.
- [377] Willig, C. (2001) *Introducing qualitative research in psychology*. New York: Plama Press.
- [378] Willig, C. (2001) *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.

- [379] 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.
- [380] 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.
- [381] 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.
- [382] 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.
- [383] Woods, D. (1996) *Teacher cognition in language teaching: beliefs, decision-making, and classroom practice*. Cambridge [England]; New York: Cambridge University Press.
- [384] Woolfolk, A. E. (2001) *Educational psychology (8 th Ed.)* Boston: Allyn and Bacon.
- [385] Yoon, H and A. Hirvela (2004) ESL student attitudes toward corpus use in L2 writing. *Journal of Second Language Writing* 13(4), 257-283.
- [386] Yousif, H., Goujon, A., and W. Lutz (1996) Future population and education trends in the countries of North Africa. Laxenburg, Austria, RR-96-11.
- [387] Zahid, C. (2006) Righting writing errors. A presentation at the Seventh Annual UAE University Research Conference UAE. University, Al-Ain.
- [388] Zartman, I and W. Habeeb (Eds.) (1993) *Polity and society in contemporary North Africa*. Boulder, CO: Westview Press.
- [389] Zeichner, M. K. (2003) Teacher research as professional development for P-12 educators in the USA. *Educational Action Research* 11, 301-326.
- [390] Zimbardo, G. P. and M. Leippe (1991) *The psychology of attitude change Influence*. Philadelphia: Temple University Press.
- [391] Zughoul, M. R. (2003) Globalization and EFL/ESL pedagogy in the Arab World. *Language and Learning* 1(2).