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SURFACE

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PROFESSIONAL DEVELOPMENT IN CONTEXT: INVESTIGATING IN-SERVICE DEVELOPMENT PROGRAMS FOR SYRIAN TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE DURING TIMES OF MILITARY CONFLICT

Fadi Al-Issa
Syracuse University

Abstract

The purpose of this study is to research how teaching practices and in-service professional development of English language teachers' in Syria have been affected during times of military conflict: what impact English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how this perceived impact relates to the country's current military conflict; and to explore the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict. Thus, by probing these two issues, this study provides the foundation for the initiation of pedagogical change based on a systematic approach towards in-service teacher training programs, exploring the training needs of teachers in light of the current military conflict, and on the Syrian teachers of English as a Foreign Language own perspectives on both these programs and their in-class practices. The importance of this research grows from the scarcity of empirical data on the EFL Syrian teachers' previous or current practices in their classrooms and in regard to the in-service training they have received.

In order to comprehensively address the complexity of the research questions, a mixed method research design using both quantitative and qualitative methods was applied. This allowed for triangulation of data, in order to achieve greater validity and reliability in the study. The methods were designed to be closely related to each other to ensure a fully integrated research design. The questions were investigated through a mixed method approach using a structured survey and teachers' journal-logs. Concept mapping of teachers' responses to the open-ended question in the survey served as a check on researcher bias and allowed respondents in the survey population to identify and name clusters of the participants' responses.

The research revealed that the designers of the in-service development programs for Syrian teachers of English as a Foreign Language overlooked the fact that public education is a system in permanent interaction with various individuals with different needs, facing different challenges in different environments. The survey respondents did not believe that the Ministry of Education's approaches to engage the EFL teachers and their students have been effective. The study revealed that Syrian EFL teachers were not trained to recognize or deal with classroom issues related to or affected by the military conflict. In more general terms, teacher respondents were skeptical about centralized in-service development programs. Therefore, there is a need for a design structured upon the micro attributes and analysis of the specific EFL teachers' needs in the context of their actual classroom environment. This can occur by involving the teachers in what needs to be included in the programs.

This research adds to both international literature on the theme of education in conflict areas in general, and to Syrian EFL teaching during times of military conflict in particular. This research is unique in that it was conducted and completed while the military conflict was still ongoing, unlike most retrospective studies that are conducted after conflicts have been resolved. Another distinctive element of this research, methodologically speaking, is that up to this date, there has not been any empirical research that has examined Syrian in-service EFL programs or their effectiveness from the EFL teachers' perspectives prior or during The study provides a solid foundation for a systematic redesign of Syrian EFL in-service development programs in a manner that addresses both the teachers' needs and the students' language-learning needs while taking into consideration the immediate class environment and broader military conflict.

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by

Fadi Al-Issa

B.A., Damascus University, 1998

M.A., Florida State University, 2003

M.S., Syracuse University, 2016

C.A.S., Syracuse University, 2016

Dissertation

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Chapter 1

Introduction

There are many factors that contribute to shaping education. Some of those factors, to name a few, are related to geographical factors, political factors, socio-economic conditions, instability, family issues, parental involvement, learning environment, class size, curriculum design, technological aspects, equal access to education, teaching methods, and professional development programs (Farooq, et al., 2011; Sirbiladze, & Aptarashvili, 2014; Veen, 2007). These factors become amplified in the context of military conflicts; education is the public service that does not have much resiliency to external pressures and is usually the first to be impacted by military conflicts and violence. The military conflicts set educational systems back several decades (Brooks & Sungtong, 2016; Cervantes-Duarte & Fernández-Cano, 2016; Diwakar, 2015; ICRC, 2018; Jones & Naylor, 2014d; Mizunoya & West. 2015; Shemyakina, 2011; UNESCO, 2011). This is the context of this study. To be more specific, the purpose of this dissertation is to research what impact English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how this perceived impact relates to the country's current military conflict; and to explore the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict. Thus, by probing these issues, this study may lay the foundation for the initiation of pedagogical change based on a systematic approach towards in-service teacher training programs, exploring the training needs of teachers in light of the current military conflict, and on the Syrian teachers of English as a Foreign Language own perspectives on both these programs and their in-class

practices. The importance of this research grows from the lack of empirical data on the EFL

Syrian teachers' previous or current practices in their classrooms and in regard to the in-service

training they have received.

There were over 15,000 schools in Syria before 2011. They had according to official

statistics more than 4,500,000 students (Syrian Central Bureau of Statistics, 2019). There are also

27 universities (7 public and 20 private) with over 600,000 students (Syrian Central Bureau of

Statistics, 2019). The major chronic complaint is English. Syrian EFL teachers complain that

their students are not learning English properly; students complain that they are facing many

difficulties understanding the English content; and parents complain that they are obliged to hire

English tutors for their children or register them at language centers. Based on my experiences as

both a director of a language center and an EFL teacher in Syria, I have listened to parents and

students criticize their English language learning experience at their schools. Students spend 12

years at school and four to six years at the university; the language of instruction at school is

Arabic but students have two subjects in foreign languages: one is English, which is mandatory,

the other is of the students' choice either French or Russian. The language of instruction in those

two foreign-language subjects is French or Russian. Some private schools offer enrichment

subjects, such as math and science in English, in addition to the regular math and science in

Arabic based on the national curriculum. Many of the students confirm they cannot express

themselves in English. Indeed, their placement exam papers, which they take to be placed in the

appropriate learning level at the language center, confirm what they say. Some of them make

mistakes even beginners should not make. These students are doing very well in most of the

other courses. They get sometimes full marks in mathematics, geometry, and science. One of the

important reasons for teachers of other disciplines to achieve better results is due to the fact that

most of the modules in the preservice one-year teacher training program at the Postgraduate

Certificate of Education (PGCE), which most teachers, including EFL teachers, take, are in

Arabic. This empowers all the trainees who will teach in Arabic but disempowers the trainees

who will teach in English. The course ironically makes their Arabic much better and their

English much worse. It is important to point out that EFL teachers should be using only English

as the medium of instruction in their English classes whether in public or private schools but

unfortunately this is not always the case because some teachers are using both Arabic and

English for instruction in the English language classes. Moreover, the students take STEM

classes more seriously because it will take them to the best majors at the university, Medicine,

Pharmacy, and Engineering. Indeed, the Ministry of Higher Education usually allocates these

majors to the students with the highest A-level grades, whereas English is left for the students

with lowest A-level grades. For example, students know from their own experience that STEM

teachers make a lot of money from private tuition. English teachers, by contrast, do not. Add to

all this the Syrian social attitude: If one is good at STEM, one is a genius.

The students are not the problem. Indeed, they want to learn English. I have encountered

the students and their parents as an EFL teacher and director of a language center in Lattakia

since 2001. Every year up to 2019, when the center closed temporarily, the number of students,

between the ages 6 to 18, registering for English language courses were increasing. Since 2011,

parents, who wanted their children to develop their English language skills so they can excel in

the English subject at school, have requested that we start offering English language courses

during the school semester since our courses for school-aged learners had only been offered

during the summer recess. Moreover, in 2011 the Syrian Ministry of Education approved

licensing 1,019 private language centers (Ibraheem, 2011) across Syria in addition to the ones

that were already operating. In the governate of Lattakia, that I live in, there are 35 language centers and 31vocational centers that incorporate English teaching into their courses. (Personal communication with Office of Private Education Licensing, Lattakia)

The attitude towards English has changed. Before 2011, students were learning English as a school subject, a way to communicate with tourists, as a means of continuing their study abroad or for increasing their chances in future occupations especially in the oil-rich Arab gulf countries. After the beginning of the crisis in 2011, Germany opened its door to the Syrian immigrants. Consequently, after 2011, most Syrians wanted to learn German. Teaching German became one of the most lucrative jobs in the country. Even the people who speak English very well wanted to learn German. This language surpassed both French and English in Syria although it is not taught at school. German became a passport and a means of salvation. In other words, the USA and the UK, which closed their doors to the Syrian immigrants, killed the interest in English or made it look useless and fruitless and, thus, reducing it to merely being a school subject.

Not only students' attitude towards learning English has changed, but also EFL teachers' resources to support their training decreased. Before the conflict, the American Cultural Center was open in Damascus. The British Council was also there. Every Syrian university used to have a visiting American professor every year, as part of the Fulbright cultural exchange program. These professors used to take part in the teaching training activities in Syria: the workshops, the symposiums, and the conferences. The American Cultural Center used to offer EFL teacher training courses. It also used to distribute the Forum journal, a journal for the teacher of English outside the United States, free of charge to teachers and universities. The Syrian government used to send many university EFL teaching assistants every year to do an M.A. for one year in

English as a Foreign Tongue (EFT) in the UK as part of a twin agreement such as the one with the University of Warwick. All these resources came to an end after 2011, the beginning of the Syrian military crisis.

Comparing the students' description of the English teaching methods at their schools does not appear to be very different from my own experience learning English at school. Thinking back to the time when I was a student at the preparatory (currently renamed as cycle 2 of Basic education) and secondary school-levels in the late 80s and early 90s of the last century, I remember that we had to choose either English or French as a foreign language subject starting at seventh grade. There were five 50-minute weekly periods of foreign language instruction because the school-week back then was six days, and Friday was a one-day weekend. The number of students in my classes never exceeded 30; my relatives, who lived in the villages, used to inform me that they had only 15 or 20 students at most in their classes. The classes had no audio-visual teaching aids. The only supporting teaching material used in class was for geography; it consisted of maps. I chose English as the foreign language subject. The national curriculum for English consisted of two books for each grade. The curriculum was designed by a group of Syrian English language supervisors and experienced Syrian EFL teachers. The student book contained short dialogues, grammar rules, exercises, reading passages, comprehension questions, and writing. The grammar workbook contained more detailed grammar rules and exercises on them. The teachers read the dialogues and we repeated the dialogues as a group. Some of my classmates depended a lot on transliteration. This helped them pronounce words in English while using Arabic letters. We had to prepare the dialogues for recitation the next class; so, we memorized the dialogues by heart. Several students were usually asked to recite them, there was not enough time to have all the students recite them. The teachers wrote on the

blackboard the grammar rules and explained when and when not to use them, usually the explanation was done in Arabic. For literacy, the teachers focused on reading more than writing. They read and translated the difficult words. Similar to the dialogues, my classmates depended a lot on transliteration for the pronunciation of new vocabularies. The teachers would have the students read a couple of lines until the passage was over before moving to the comprehension questions. As for writing, it was practiced through dictation in the seventh grade. The teacher chose several sentences for us to memorize for dictation. I do not remember being taught how to compose a paragraph in English, although there were exercises in the book requesting the students to write a short paragraph about a certain topic; we never did those exercises in class in any of the grades from the seventh to the twelfth. When it came to writing, the most we did was two or three sentences related to dictation, grammar exercises or translation. There was no pair work or group activities. We did not listen to any audio files or watch any videos in English. The teacher did almost everything in class. The English language exam consisted of filling the gaps, writing questions to a set of statements, connecting two parts of the sentences, choosing the appropriate words in brackets, completing the sentences with the final appropriate words, writing the opposites of words, changing words to their adjective or adverb forms, and translating a number of phrases or sentences. Therefore, English language teaching, during that period, was based on a traditional approach that underpins a teacher-centered classroom. It mostly focused on memorizing new vocabulary, learning grammatical rules, and translating texts. The most used teaching method was Grammar-Translation. in addition to an extensive use of Arabic (Al-Issa, 2019). Teachers would depend on translating the words and texts as their strategy to cover the material in such a short class period. The teachers dominated the classroom talk time while the

students' role was limited to choral repetition of certain words, phrases, or expressions or as Al-Issa (2019) calls them "whole class drills" (p. 2).

In early 2000, the school week became five days and both of Friday and Saturday were the weekend. In most of the grades, the number of EFL weekly lesson became mostly three classes a week. In eleventh and twelfth grade it was either four or five weekly classes. During winter schedule, the duration of the class period was about 45 minutes while it became fifty minutes during summer schedule. English was now being taught from Kindergarten through high school.

After 2002, the new national curriculum was introduced; English for Starters is based on a Communicative Language Teaching approach. The textbook was designed and coauthored for the first time with York Press. Unfortunately, it was difficult for teachers to obtain the teacher's manual because there were not enough copies printed. Both students and teachers had difficulty obtaining the audio tracks and some never did. In 2004, I went to purchase a copy of the curriculum from the school-book warehouse, they informed me that only the student books and the workbooks were available. The student book includes the core material and skills for students to learn. The workbook consolidates the content learned in the student book with a focus on the skill of writing in addition to reading and listening. The number of students in the class remained below thirty up until 2011. After 2011, the number of students per class increased up to 60 in some schools. Based on the students' complaints, which I mentioned earlier, the teachers' methods and approaches did not change nor were the classes equipped with audio-visual aids. This is described in more detail in chapter two that focuses on the Syrian education system.

It is so ironic that the teachers are considered the hurdle of learning. It is so paradoxical that the bastion of instruction is the barrier of acquisition. It is so self-defeating that the one who

is supposed to be the facilitator of success is the cause of failure. It is due to the fact that teachers are the crux that binds and bridges together all aspects of the educational process: Theories of learning, development program training, textbook instruction, interaction with students in class and communicating with students' parents. There is something wrong with how English is taught. Perhaps the teachers need more training. Perhaps the training itself needs re-training.

The causes of failure are almost uncountable. However, they can be classified into objective and pedagogical paradigms. The first group includes, among other things, very large classes and literally alien textbooks (Fareh, 2010; Aloreibi, & Carey, 2017; Bianchi, & Razeq, 2017; Hos & Cinarbas, 2017; Tryzna & Al Sharoufi, 2017). The second group includes outdated methodology and flawed understanding of language teaching for both teachers and students (Fareh, 2010; Aloreibi, & Carey, 2017; Bianchi, & Razeq, 2017; Hos & Cinarbas, 2017; Tryzna & Al Sharoufi, 2017).

Due to the ongoing conflict and the destruction of many schools, classes with large numbers of students have become inevitable; a typical classroom contains 50 to 60 students, which hinders teaching English. Prior to 2011, the number of students did not exceed 30 students and even less in schools in villages. Due to the large number of students, Interaction, participation, negotiation, and other necessary techniques in language learning become very difficult. The only practical procedure is choral repetition in an EFL teacher centered classroom (Al-Issa, 2019; Al-Issa, 2010; Fareh, 2010), which is obsolete methodology.

Worse than a large class is the textbook itself. Most of the English-language textbooks are imported. They are not written for this environment or for these students (Fareh, 2010; Tryzna & Al Sharoufi, 2017). Teaching these textbooks has become mechanical; teaching is lacking core essentials: Needs, desires, background, standard, dreams, ambitions, and problems.

The ongoing conflict requires reimagining English teaching. Imported texts do not respond to the contextual educational needs of Syria; the students have to use a textbook not written for them. They have to like content alien to them. They have to identify with issues which mean nothing to them. For example, the current Syrian English curriculum was designed years before the conflict for a class environment that is very different from the one that came into existence since 2011. The paradoxes are almost endless.

The situation degenerates more because of ineffective methodology. Many teachers, including the qualified ones, are still using the same obsolete approaches, which were used prior to 2011, at the top of which are the primitive grammar-translation method and behaviorism (Al-Issa, 2019; Orafi & Borg, 2009; Fareh, 2010). If one passes by a school during an English class, one thinks that there is a military drill; students repeating loudly in groups the same "noise" without even knowing what or why they are voicing. Although every teacher knows that learners are not parrots or tape recorders, many EFL Syrian teachers still feel that behaviorism is essential in their teaching and assists in managing the large numbers in the class (Budiman, 2017; Mojavezi, 2013). Screaming resulting from choral drilling gives the false impression that the teacher is hard-working. But more importantly, it gives the teacher the chance to be the Napoleon of the classroom, leading, bossing, and happily commanding even if the outcome is zero-English.

If behaviorism suffocates the learners, grammar-translation obsolete approach impairs both the learners and the language. Translation or the overuse of Arabic ironically empowers the mother language and can weaken the target language (Al-Alawi, 2008; Mohamed, 2014). The learners improve their Arabic and lose their English. Translation is based on the assumptions that languages are easily translatable into each other and that there is one-to-one equivalence between

one word and another (Fareh, 2010; Assalahi, 2013; Mohamed, 2014). However, anyone familiar with both languages knows that translatability is an impossibility. To translate is necessarily to mistranslate. Words do not have the same semantic coverage. They do not have the same ideological connotation. They do not have the same function (Gadacha, 2006; Bahameed, 2008; Farghal, 2012; Akan, Karim, & Chowdhury, 2019). A word which is very specific in English might be very general in Arabic and vice versa. A word which is very positive in English can be very negative in Arabic and so on. This is why some speakers give offence while their intention is to praise or praise while their intention is to criticize.

These different approaches do not ensure student success, nor do they guarantee achieving desired outcomes (Al-Issa, Al-Bulushi, & Al-Zadjali, 2017; Alibakhshi & Dehvari, 2015; Ali, 2018; Al-Wreikat, Abdullah & Kabilan, 2011; Ramahi, 2015). They also create unequal power dynamics between teachers and students. All the problems above are just manifestations and symptoms of the greater problem.

The premise of this research is that if English language teachers are requested to undergo many in-service EFL development programs during times of military conflict, can this be, by itself, evidence of enhancing teacher methodology to create effective learning environments for students. In other words, can teachers' professional development be measured simply by the number of training programs attended by EFL teachers? There must be careful planning and purposeful exchanges with the teachers to identify best practices in the professional preparation of in-service training of teachers of English as a foreign language. The following research questions will be explored:

1- What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning

environments they provide for their students, and how does this perceived impact relate

to the country's current military conflict?

2- What are the ways that teachers can be assisted to enhance their in-service professional

development in a country experiencing a military conflict? Where does the problem, if it

exists, lie?

The Structure of the Dissertation

Chapter one offers an introduction about the research.

Chapter two presents the Syrian educational system with a special focus on teaching

English before and after the breakout of the military conflict and war on terrorism.

Chapter three provides a   comprehensive literature review on the impact of military

conflicts and violence on education by triangulating theoretical and empirical academic

publications, policy documents, case studies, reports, and evaluations that deal with the subject

of military conflicts and their consequences on education. The premises for this triangulation are

to assure the validity of this research that explores literature with different types and methods of

data collection. In addition to that, the analysis of a broad range of articles aims at highlighting

the devastating impact of violence against educators. In other words, the chapter will aim at

synthesizing knowledge about education in countries with military conflicts. It focuses on

exploring the empirical and professional literature to reveal what we know about education

during times of military conflict. The intention is to examine how these programs have been

studied. This chapter will also discuss the best practices in teacher development programs of in-

service EFL teachers in general and then narrow it down to Middle Eastern countries with a

focus on Arab countries. In-service training programs are crucial for teacher development. They

offer teachers ongoing support. However, the preparation and implementation of these programs

in Middle Eastern countries, especially Arab countries, appear to have less impact and productivity. Arab EFL teachers' perspectives are negative in regard to attending these programs and their anticipated outcomes. The aim of this chapter is to identify the best practices in the professional preparation of in-service training of teachers of English as a foreign language. In addition to that, it attempts to find the literature, if any, that addresses the preparation or training of EFL teachers in Syria.

Chapter four presents the research design and methodology for data collection, as previously explained, in regard to the impact of military conflicts and violence on education in the Middle East and Syria. In order to comprehensively address the complexity of the research questions, a mixed method research design using both quantitative and qualitative methods was applied. This allowed for triangulation of data, in order to achieve greater validity and reliability in the study. The methods were designed to be closely related to each other to ensure a fully integrated research design.

The questions were investigated through a mixed method approach using a structured survey. In addition to that, teachers were asked to keep a journal to take notes of classroom practices and what facilitated their teaching of the subject and which of the teaching approaches worked or did not have impact on the students' language skills. Moreover, there was concept mapping of the open-ended question in the survey to avoid researcher bias and offer clusters of the participants' responses on the survey based on EFL teachers' opinions.

Chapter five presents the data analysis of the survey.

Chapter six offers an analysis of the concept mapping and teachers' journals.

Chapter seven provides a discussion of the findings.

Chapter eight summarizes the findings of the research, the implications, limitations, future research, and offers a conclusion.

One of the distinctive elements of this research, methodologically speaking, is that up to this date, there has not been any research that has examined Syrian in-service EFL programs or their effectiveness from the EFL teachers' perspectives prior or during the military conflict.

Chapter 2

The Syrian Educational System in Context

Coming from a family of educators who have extensive teaching experiences in Syrian schools, I believe this background has provided me with an insider perspective of the research context towards a better understanding (Gai 2012; Kanuha, 2000) of the Syrian educational system. My father was an English language teacher for several years before becoming a professor in English Literature and a lecturer in the Postgraduate Certificate in Education program (PGCE) that is designed for both pre-service and in-service teachers with bachelor's degrees; and my mother was a 37-year Arabic teacher at various Syrian public schools. I, myself, was an instructor of English For Academic Purposes at Tishreen University between 1998-2001 and an EFL/EAP teacher at a private language center in Lattakia since 2001. Thus, I do share language, identity and experience with the participants of the group I am focusing on: the Syrian English language teachers. My understanding of the EFL teaching culture is broader than if I were not to possess this background (Bonner and Tolhurst, 2002). Furthermore, due to this educational environment that I am a part of, I am aware of the politics of the educational institutions and their formal hierarchy. This familiarity has equipped me with a critical eye on how to best approach this research, which, otherwise, would have required more time and researching to develop (Smyth & Holian, 2008). Moreover, due to this advantage, I was able to design and structure the survey with an awareness of the participants' needs and with an aim of representing their voices that have been marginalized due to the current situation in Syria in 2020: a 9-year old military conflict and unilateral international coercive sanctions (Bridges 2001; Corbin-Dwyer & Buckle 2009; Gair 2012; Kanuha 2000; Labaree 2002; Miller & Glassner 2004; Perry, Thurston & Green 2004; Pitman, 2002; van Heugten, 2004; Workman, 2007). In order to

avoid insider bias such as, making assumptions, based on my understanding, that I know what participants meant, the survey was composed using a simple and straightforward language that did not attempt to lead the surveyed teachers. In sections six and seven of the survey, the participants were provided with the option at the end of each of these two sections to add one additional point they considered relevant and had not been presented and to rate them according to the scales of those sections. The final section of the survey was an open-ended question allowing the participants to include what they believe is important and was not addressed in the survey; this allowed participants to share their ideas more freely without forcing a limited set of statements. Fleming (2018) suggested depending on 'a critical friend.' Therefore, the participants suggestions were coded by ten EFL teachers and not by the researcher to avoid inherent subjectivity. In addition to that, insider bias was "minimized through the critique and feedback as part of the supervision process" (Fleming, 2019, p. 319).

In order to have better overall understanding of the Syrian educational system and its relationship to classroom practice, it is a pre-requisite to understand the educational context in which Syrian teachers in general and EFL teachers in particular work. Therefore, this chapter sets the context of this research. The chapter gives factual and background information about the following: Syria, the nature of the Syrian educational system, structure, and organization of the pre-university education in Syria, the preservice and in-service EFL teacher training, available EFL teaching material, and aims and methodology of the EFL curriculum.

The Profile of Syria

The Syrian Arab Republic is located in the Middle East. It has a coastline on the Mediterranean Sea. It has borders with Turkey, Iraq, Jordan, Lebanon, and the occupied Palestinian territories. The country occupies an area of 185,180 km². Before the 2011 conflict,

the population of Syria was about 24 million. The current population size is about 23 million according to the Syrian Central Bureau of Statistics (2018) estimate of their number in mid years 2011-2018. Damascus is the capital city. The country is administratively divided into fourteen governates that vary in size and population number. A governor is appointed by the Syrian President to each governate; each governate has its own elected governate council and city council. The country has a centralized government. The Ministries are responsible for legitimation and planning national policy. They have directorates to represent, implement and administer these policies in each governate.

Languages Spoken in Syria

The official language in Syria is Arabic. It is the native tongue of the majority of the Syrians. The Arabic language has two forms standard and colloquial. The colloquial form used in everyday casual communication in social settings is different from the modern standard form used in media, speeches, academic settings, and government correspondences. However, Arabic is not the only language in Syria. Ethnicities that Syria is home to, have their own mother tongue, in addition to Arabic, that they use within their own communities. The ethnicities in Syria are Armenians, Circassians, Assyrians, Kurds, and Turkomans. They speak Armenian, Aramaic, Circassian, Kurdish, and Turkish. English, French, Russian and German are foreign languages that are learnt for academic or business purposes.

The Syrian Educational System

Regarding education, there are two separate ministries: one for education and another for higher education. Education is free at school level and university level.

The Syrian Ministry of Higher Education is responsible for the public universities, intermediate and higher education institutes and post graduate studies. It also provides licensing

of private universities that have their own boards but have to comply with the regulations of the

Ministry of Higher Education. Education is free in the public university and its institutes. There

are eight public universities and twenty-two private ones in Syria. Students register for their

choice based on their grades and their high school degree whether if it is general or technical.

The bachelor's degree is four to six years based on the major. Then, it is two years for the

master's and at least three years for the doctoral programs. The same applies for Institutes of

Higher Education; there are 57 institutes (Ministry of Higher Education, 2020). In addition to

those, there is parallel education in public universities for those who are below the acceptance

GPA by a point or two. This is not free, but it is less expensive than attending private

universities. There is also the Syrian Virtual University that offers online education; it is a

credited university. The final form of higher education is the open university that each public

university has a branch for; this also has registration fees but less expensive than parallel and

private education; however, not all majors are offered.

  As for the intermediate institutes, they are a two-year study program that are usually

associated with other ministries such as Education, Agriculture, Tourism, Trade, Finance, Oil

and Natural Resources, Industry, etc. There are 145 intermediate institutes in Syria (Ministry of

Higher Education, 2020).

  The Syrian Ministry of Education supervises pre-university education. The organization

of the Syrian educational system is mostly a top-down centralized hierarchy (see Figure 1). The

Ministry of Education is responsible for financing, planning, and organizing the policy, setting

education reforms, designing the curriculum, recruiting and employing teachers, regulating the

development-program strategies, and constructing and choosing school locations around the

country. It is also responsible for designing the national exams and supervising them. In addition

to that it oversees the printing and publishing of school textbooks that are printed at the General

Establishment for Printing (Syrian Educational Publishers). These textbooks are distributed to

the students for free from grade one to grade nine; from grade ten to twelve, students are required

to purchase the textbooks that can only be sold at the warehouses of the General Establishment

for Printing for an appropriated price. According to the current statistics, the number of printed

textbooks for the school year 2019-2020 was more than 50 million copies (Ministry of

Education, 2019b).

Figure 1

Hierarchy of the Syrian Ministry of Education
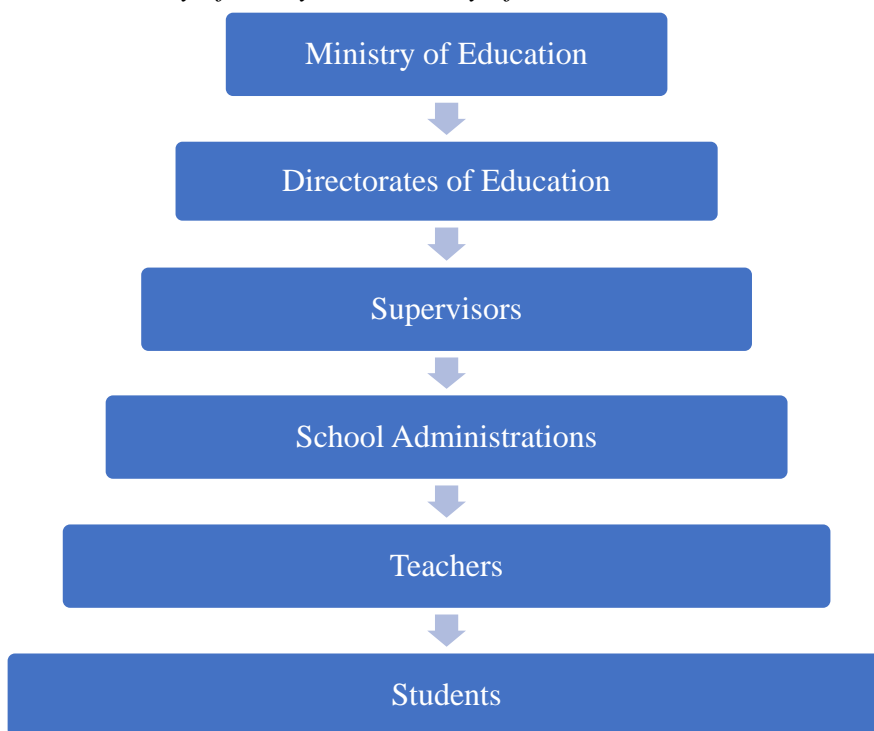
The Syrian Ministry of Education sends out the decisions and decrees via mail to the

Directorates of Education located in the governates. Each Directorate of Education is

responsible for the schools in the governate it is located in. They appoint school principals,

assign teachers to schools, and hold development programs assigned by the Ministry of Education. They usually nominate teachers in their cohort to become supervisors of schools as general or specialized supervisors in content areas, such as a supervisor of English or math or science, etc. Moreover, these Directorates have to apply mandatory education to students up to the age of 15. This is done by obtaining copies of the family records when students are registered at schools. They also offer health care for both students and teachers at health centers run by the health department in the Directorate. In addition to that, they can provide licensing of private schools, language centers and kindergartens; however, this needs to be approved by the Ministry of Education before the licensing is official.

There are two types of supervisors: general and specialized. The general supervisor is assigned to several schools as a whole: principals, teachers, students. They send out memos to the school administrations who in turn inform the teachers of the new policies, reforms, decisions, meetings or when and where the development programs are to take place. The specialized content area supervisor is also assigned to several schools but is only responsible for supervising the content area teachers; so, an English language supervisor oversees English language teachers, for example. There are supervised visits to those schools to view what progress has been achieved regarding the syllabi. This is done to ensure there is continuous supervision of the implementation of the national curricula and syllabi set by the Ministry of Education and to evaluate the teachers' performances (Ministry of Education, 2019). Then they have to fill out monthly reports in regard to the teachers' progress in the syllabi; complete a semester report of overall progress and data collected about the school subject they are responsible for. These reports are turned in to the chief supervisor who electronically sends them to the Ministry of Education (Ministry of Education, 2019). They are also responsible for

teaching and training teachers in the in-service professional development programs. The supervisor is also held responsible for the use and application of the available teaching aids in a manner that serves best the teaching process (Ministry of Education, 2019).

The school principals are in charge of their schools. They organize the weekly schedule of the teachers which is maintained throughout the school year. They appoint teachers to their classrooms. The principals take attendance of teachers and follow up on student attendance provided by the teachers. They also report any incidents or maintenance issues at their schools to the Directorate of Education in their governate. As for teachers, they are responsible for taking attendance, teaching their subject content, following the national syllabi, using the textbooks, writing exams, and grading them. If teachers are teaching grade nine or twelve, then they are only responsible for writing the midterm exam because the final exam for those two grades is a national exam written by selected supervisors and teachers at the Syrian Ministry of Education. A number of teachers are selected for proctoring the national exams and others are chosen to grade the national exams according to the rubric set by the Ministry of Education. Unfortunately, teachers are not part of developing or designing the national curriculum nor are they part of assessing or offering feedback on the education process. The students are mere recipients of knowledge and instruction. They have to attend classes, do homework, take two quizzes per semester and pass two exams: a midterm and a final to move up to the next grade.

Figure 2

Organization of the Syrian Educational System from Kindergarten to Postgraduate Studies
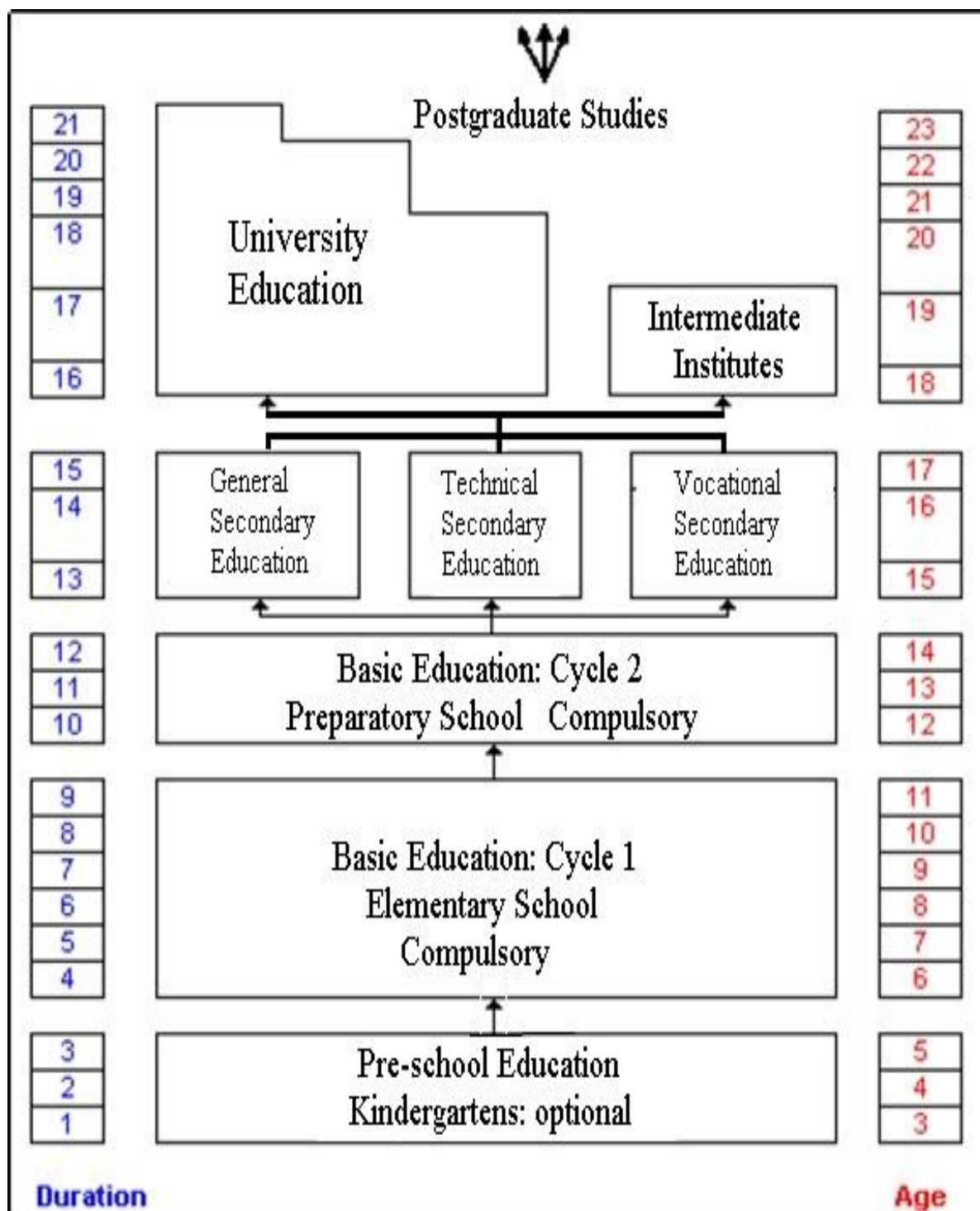
Note. Adapted to reflect updates from original that appeared in World Data on Education (2001, p. 5)

Stages of Education:

Stage 1- Pre-school Education

Kindergarten is optional for parents. They can register their kids starting at the age of three, four and five. Children can spend up to three years in kindergarten before they start their elementary education at the age of six. Many kindergartens in Syria are private establishments that have been licensed by the Ministry of Education. There are yearly fees that vary based on the renovations, educational aids and programs offered in the kindergarten. Other kindergartens are associated with and supervised by the Ministry of Education, Women's Union, Teachers' Syndicate and other Ministries. These kindergartens have reduced fees and are licensed by the Ministry of Education. The number of kindergartens went down from 1527 in 2013 to 1371 in 2017 according to the latest Syrian Central Bureau of Statistics (CBS) 2018 report (2019); this is due to the military conflict.

Stage 2- Basic Education

This stage is mandatory for all children between the ages of six to fifteen. It consists of two cycles. The first cycle is elementary level for children between the agas of six to twelve and extends from grade one to six. The second cycle is intermediate level (previously known as preparatory level). It is for students between the age of thirteen to fifteen; it extends from grade seven to nine. At the end of this stage, in grade nine, there is a national exam. It is important because due to the results of the national exam, students can either continue their general education or might have to pursue technical or vocational education. When they pass, they receive the Primary Education Certificate. According to the Ministry of Education 2019-2020 school year plan, this is what the school schedule is and number of lessons for each content area:

Table 1

Timetable with Number of Weekly Lessons in Basic Education Cycle 1

	Cycle One					
	Grades					
Subject	1st	2nd	3rd	4th	5th	6th
Religious Education	1	1	2	2	2	2
Arabic Language	9	9	8	8	7	7
English	3	3	3	3	3	3
Mathematics	4	4	4	4	4	4
Social Studies	3	3	3	3	3	3
Science and Health Education	3	3	3	3	4	4
Music Education	2	2	2	2	2	2
Art Education	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2
Sub-total	29	29	29	29	29	29
Scout Activities	2	2	2	2	2	2
Professional Education	-	-	-	-	2	2
Total weekly lessons	31	31	31	31	33	33

Note. Reprinted from the 2019-2020 School-Year Plan. Syrian Ministry of Education (2019 c, p. 9) Copyright 2019 by Syrian Ministry of Education.

Table 2

Timetable with Number of Weekly Lessons in Basic Education Cycle 2

	Cycle Two		
	Grades		
Subject	**7**th	**8**th	**9**th
Religious Education	2	2	2
Arabic Language	5	5	5
English	3	3	3
French	3	3	3
Russian	3*	3*	3*
Social Studies	4	4	4
Mathematics	4	4	5
Physics and chemistry	2	2	2
Biology and Earth Science	2	2	2
Technology and informatics	2	2	1**
Music Education	1	1	1
Physical Education	2	2	2
Art Education	1	1	1
Sub-total	31	31	31
Professional education	2	2	2
Total weekly lessons	33	33	33

Note. * In grade 7, students choose between French or Russian in addition to English. ** Technology and informatics subject is not included in the exam. Reprinted from the 2019-2020 School-Year Plan. Syrian Ministry of Education (2019 c, p11). Copyright 2019 by Syrian Ministry of Education

Stage 3- Secondary Education (high school)

This is not mandatory education. Students have the choice of continuing their education or not, but they are encouraged to pursue their education for future jobs. Based on the students' grades in the national exam taken at the end of the ninth grade, students can either continue their general education or might have to pursue technical or vocational education. The grade admission to general secondary education is usually higher than technical education. The grade requirement is set by the Ministry of Education after the test results, for the national 9th grade exam, are announced. The secondary education is three years from grade ten to twelve. For the general secondary education, in grade ten, students are required to choose either to study scientific or literary content matter so they can choose their major in the science branch or literature branch; tenth grade, up until the school year 2018, used to be considered a common introductory year because the choice did not occur until eleventh grade. The students' choice consequently determines what they can major in at university level. As for vocational education, it is provided by technical schools. This has various divisions that students can choose to specialize in. For example, they can choose to study, feminine arts, agriculture, commerce, industry, communications, etc. When students graduate, they receive their certificates that include the specialization, such as, the Industrial Secondary School Certificate or the Secondary School of Commerce Certificate (EP-Nuffic, 2015). The top three students in each specialization can register at public universities while the rest can choose to register at intermediate institutes.

According to the Ministry of Education 2019-2020 school year plan, this is what the school schedule is for secondary education both science and literature specialization and the number of lessons for each content area:

Table 3

Timetable of Secondary Education with Number of Weekly Lessons in the Two Branches (Science and Literature) for 2019-2020

	Grades					
	10th		**11th**		**12th**	
Branches	Science	Literature	Science	Literature	Science	Literature
Subject						
Religious education	2	2	2	2	2	2
Arabic	4	6	4	6	4	8
Political education	1	1	1	1	1	1
English	3	3	3	4	4	5
French or Russian	2	3	2	3	4	5
Philosophy and Human Sciences	1	2	1	4	-	5
History	1	2	-	3	-	3
Geography	1	2	-	3	-	3
Mathematics, statistics	5	3	5	1	8	-
Informatics	1	1	1	1	-	-
Physics	3	1	4	-	5	-
Chemistry	2	1	2	-	2	-
Biology and Earth Science	3	2	3	-	3	-
Informatics	1	1	2	2	-	-
Arts	1	1	1	1	-	-
Physical education	2	2	2	2	1	1
Total	32	32	32	32	34	33

Note. Reprinted from the 2019-2020 School-Year Plan. Syrian Ministry of Education (2019 c, p. 12). Copyright 2019 by Syrian Ministry of Education

The duration of the school year ranges between 177 and 180 days. There are two semesters in the school year with a one-week spring break separating them. The first starts in

September and ends in early January. The second semester starts mid-January and ends late May. During each semester teachers keep records of student evaluations whether oral or written. The oral tests are in the form of recitation of parts of the lesson or questions revising previous lessons. The written assessments are in the form of two quizzes during the semester and a test at the end of the semester. Students also have written homework to complete. The final assessment at the end of the year, to determine whether the student fails or passes to the higher grade, is based on the two written exams at the end of each semester. After passing both midterm and final exams, students receive a record of all their grades in all forms of assessment. This excludes the second semester for ninth and twelfth grade-students because they have to pass a national exam, usually administered early June, for which they receive a different type of certificate or record that has only the final test scores on the national exam.

Foreign Language Teaching in Syrian Schools

All languages, such as English, French, and Russian are taught as foreign languages. However, the dominant one is English. This could be due to its lingua franca status in most of the international arena, such as political, aviation, maritime organizations and its use in commerce and technology, etc. (Melitz, 2018). Teaching English starts at Kindergarten level. Students learn to read and write the alphabet and numbers and build their vocabulary bank. There is more dependence on oral skills during this stage. Children memorize songs and certain questions and their answers without being able to read or write them. Then, they continue to learn English from grade one through twelve at school and all the way throughout university education. As for Russian and French, students can choose to learn either language, in addition to English, starting at grade seven. However, some private schools have started to introduce the basics of both

French and Russian in grade five. Therefore, students at some private schools are learning three foreign languages simultaneously.

Becoming a Teacher in Syria

In Syria, individuals who would like to become teachers must have a bachelor's degree in Education or in content area. A Postgraduate Certificate in Education is an advantage for those who apply to teaching positions. First, The Ministry of Education announces its teacher-recruitment competition. This usually details the requirements, documents, civil records required and the number of vacancies. It sets the deadline for turning in the documents to participate in the recruitment competition. Then, the names of the applicants approved are announced. Third, these applicants must take a multiple-choice written test. The total score of the test is 80. Forty points are for questions on the main legislation for workers in the Syria No. 50 of 2004 and its amendments, legislations regulating the Ministry of Education, general cultural questions, and Arabic language. The remaining 40 points are for questions on the applicants' content area that they have applied for. The minimum for passing the written exam is 50. Those who pass the exam qualify for the interview that usually takes place 15 days after the results of the written exam are announced. The interview has 20 points designated for it. The aim of the interview is to identify the applicants' personal characteristics and their suitability for the teaching position. The interviewing committee consists of supervisors in the content area of the interviewee. The applicant must score at least 10 points to pass the interview. The total score for this competition is 100 points; applicants must score a minimum of 60 points to pass and be considered for appointment. Finally, each Directorate of Education appoints the new teachers to schools (Ministry of Education, 2019d).

Teacher Education and Training

Pre-service Education and Training

Education is a high priority for the government. There were two preservice preparation programs that students who wish to become teachers could apply to: Intermediate Teacher Training Institutes and Schools of Education (known as Faculty of Education). Before 2005, the "intermediate Teacher Training Institute (TTI) is for pre-service candidates with A-level only. After two years of training only, they become "qualified" to teach" (Al-Issa, 2019, p. 4). After thirty years of preparing teachers, these types of teacher-preparation institutes were closed down in the academic year 2004-2005   as a result of the expansion of Schools of Education and because the student-teachers at these institutes were not receiving quality training and the candidates were not meeting the challenges of teaching in the classrooms (Al-Issa, 2019). Consequently, more Schools of Education were established around Syria. In 2005, the number increased from four schools to twelve. Currently there are fourteen. The schools are all part of the public university system. The mission of the various Schools of Education is to provide support for workers in the field of education, prepare teachers for kindergarten and for cycle one in basic education, prepare psychological counselors to provide services for all educational levels, prepare specialists in building educational curricula and educational techniques, prepare specialists in educational planning and educational management, develop awareness of scientific research and the importance of its results at all levels, and conduct scientific research in the educational and psychological fields (Al-Baath University, 2020). Table 4 indicates the distribution of Schools of Education in Syria.

Table 4

Distribution of Schools (Faculties) of Education in Syria: Number and location

University	Number and location			
Damascus University	Damascus	As-Suwayda	Dara'a	Quneitra
Aleppo University	Aleppo	Idlib		
Al-Baath University	Homs	Palmyra		
Tishreen University	Lattakia			
Tartus University	Tartus			
Hammah University	Hama			
Alfurat University	Der-ezzor	Raqqa	Alhasakah	

Note. Compiled from the Syrian Ministry of Higher Education Statistics 2004, 2005, 2015)
Retrieved from http://mohe.gov.sy/mohe/index.php?node=555&cat=2863&

With the added Schools of Education in different geographical locations, it became easier

for students to major in Education. Now they did not have the burden of relocating to other cities

or governates or commuting for long distances. Moreover, the public university education is free.

Thus, the number of students kept increasing which in turn meant that the number of future

educators would/will remain to increase.

Table 5

Number of Freshman Students in Schools of Education in Public Universities

Academic Year	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
N of Freshman Students	785	4,273	5,148	6,553	7,000	8,893	8,218	9,896	14,452	15,931	19,322	22,841

Note. Compiled from the Syrian Ministry of Higher Education Statistics 2003, 2004, 2005, 2006,
2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015. Retrieved from
http://mohe.gov.sy/mohe/index.php?node=555&cat=2863&

Based on these statistics in Table 5, the number of freshman students majoring in Education began to increase in the 2004-2005 academic year that can be due to the decision to terminate the Intermediate Teacher Training Institute (TTI), a two-year preservice teacher program. The number continued to rise as most of the graduates of this major are usually employed by the Ministry of Education as school counselors and teachers; they can be elementary school teachers in cycle one of the Basic Level; graduates from the Postgraduate Certificate in Education (PGCE) program can be appointed as EFL teachers in cycle one of the Basic Level or content subject teachers in cycle two of the Basic Level and the Secondary Level. Another reason for the rise in number was that since 2004 to become a teacher, a bachelor's degree, which addresses pedagogy for grades 1 through 4, specialization in content area, and practical training, is required for those wishing to teach in grades 5 through 12 (Ministry of Education, 2019d).

The majors offered in the undergraduate programs in the various Schools of Education are in Teaching Methodologies and Curriculum, Elementary Teacher Education, Special Education, Kindergarten Education, School Counseling, Psychology. The duration of the undergraduate programs is four to five years based on the specialization. The programs are supposed to engage the students in rigorous academic professional preparation courses. Table 6 indicates the list of courses that pre-service teachers must pass in their four-year study to become an elementary school teacher in cycle one of Basic Education.

Table 6

Courses that Pre-Service Teachers have to Pass in their Four-Year Study at Schools of Education

First Year	Second Year	Third Year	Fourth Year
General Education	Special Education for Children	Self-Learning and Distance Learning	School and Classroom Management and their Legislations
Statistics in Education	Methodologies of Teaching 1	Special Education Teaching Methods in basic Education	Educational Information (Media)
Biology and Environment	Methodologies of Teaching 2	Educational Strategies for Child Protection	E-Learning
Health Education and Child Health	Islamic/Christian Education and its Teaching Methods	Social Psychology	Measurement and Assessment in Education
General Psychology	Educational Psychology	Arabic Language and Teaching methods 5	Psychological and Educational Counseling
Arabic Language and Teaching Methods 1	Developmental Psychology	Information Technology in Education 1	Arabic Language and Teaching methods 4
Research Methods	Description of Physiology Course	Information Technology in Education 2	Social Sciences and Teaching Methods
School Activities	Arabic Language and Teaching methods 2	Educational Institutions	Environmental Education
Philosophy of Education	Vocational Education	Educational Curricula for Cycle One	Practicum and Field Placement
Social Sciences and its Teaching Methods	Education Sociology	Mathematics	Music Education
School Library	Education in Arts	Physics and Chemistry Principles	English/French Language
Physical Education	Civil Education	Teaching Methods	
English/French Language	English/French Language	Vocational Education	
		English/French Language	

Note. Compiled from Course description, Semester schedule and exam schedule 2018, 2019, 2020 at Al-Baath University. Retrieved from http://education.albaath-univ.edu.sy/

In addition to the theoretical courses in Table 6, the students must undergo practical training in their senior year. This training aims at introducing the student-teachers to the various aspects of teaching, such as organized lesson presentation, methods that focuses on comprehension and adopting techniques that facilitate the educational learning process. Practical training provides the community with qualified educational teachers trained on the latest practical educational methods that can help achieve universal education levels in Syria (Damascus University, 2020). Practical training consists of three stages. The first stage is observational. It usually occurs one month after the school year has started. During this stage, the student-teachers visit schools and observe what is occurring in both the classroom and school environment. This provides them with firsthand experience of the activities and procedures in the classroom such as, delivering the lesson, explanations, and student teacher interactions. In addition to that, it offers the student-teachers an opportunity to familiarize themselves with the school environment before they start their internship. The student-teachers and their supervisors meet in groups to discuss and reflect on the experiences during this stage. The second stage is an observed presentation. The student-teacher is required to take charge of a whole class period twice during the first semester. The lessons are observed by the student-teacher's group, supervisor, the class teacher, and the school principal. Immediately after each lesson a reflective feedback group meeting is held. Everyone that was part of the lesson including the student-teacher who was teaching can reflect on the performance; the classroom students are also asked for their evaluation on the instruction of the student-teacher. The aim of this observed presentation is to enhance student-teachers' self-confidence and initiate their preparation for stage three. The final stage in the training is a one-month school placement. The student-teachers are in charge of a class for a whole month where they have to teach at least thirty

sessions. They have to take over all the teacher's duties and responsibilities in the class. They must abide by the class schedule, follow the syllabus, be responsible for addressing any issue that arises in class, collaborate with the school administration, and communicate with the students' parents when necessary. The supervisor pays frequent visits to observe and evaluate the student-teachers professionalism. Feedback is offered to the students to overcome any shortcoming and build upon advantages (Damascus University, 2020).

In addition to that, after graduation, students and pre-service teachers can register for a one-year Postgraduate Certificate in Education (PGCE) also known as Educational Rehabilitation Diploma, with a specialization in a certain content area. The PGCE is considered pre-service training for student teachers and in-service training for already appointed teachers who only hold a bachelor's degree in their major. Not only does it provide pedagogy but also provides pedagogical practices in subject area. This study offers both theories and strategies that students can put into practice as they participate in standardized interactions and practicums in real classroom and school environments. It helps them identify their strengths and develop their professional skills. The following is a list of the courses that students must pass to graduate: Curriculum and teaching methods, General Education and Philosophy of Education, Educational Curricula, Comparative Education, Teaching Methodologies, Practical Education, Measurement and Evaluation in Education, Mental Health, Educational Psychology, Psychology of Childhood and Adolescence, Information Technology in Education, Teaching Methodology in Content Area (Al-Baath University, 2020).

In-Service Teacher Training

One of the aims of in-service teacher training programs is to assist in the professional development of teachers. The in-service professional development can range from attending a one-year Postgraduate Certificate in Education to two-week programs or even an intensive two-day workshop. These short programs can be held several times a year. Offering this continuous training is intended to provide teachers with training in the fields of new teaching methodologies, using technology in class, and reviewing new curricula. These programs are designed at the Ministry of Education by the department of Preparation and Training which consists of supervisors of each content area. This department has the role of monitoring and analyzing the strengths and weakness of the educational process; devise proposals to stimulate and develop education and define the principles of strategic planning (Ministry of Education, 2020). After the training program is designed, it is sent out to the Directorates of Education for implementation. Currently the Ministry of Education is working on designing training programs that will be offered at the National Center for Rehabilitation and Training to overcome the gaps in teacher development programs (Ministry of Education, 2020).

Syrian Teachers of English as Foreign Language

Before 2005, there were two methods to become a teacher of English in Syrian schools. The first was by attending and graduating from a two-year Intermediate Teacher Training Institute for English after graduating from Secondary School. Student-teachers would receive instruction and training in both Arabic and in English. The Arabic classes included education, psychology and syllabus design, while the classes in English included Language, Writing, an Introduction to Literary Studies and Methodology (Al-Issa, 2019). This program lasted for over

thirty years and was terminated in 2005 because according to Al-Issa (2019), "the duration of the training is not long enough to make up for a variety of discrepancies. Indeed, there is a general conviction that the graduates' flaw is their poor command of English" (p. 4).

The second method is to graduate with a bachelor's degree in English Literature, a regular four-year undergraduate program. However, this major, until recently, did not have any connection to education or teaching English as a foreign language. So, most teachers of English would be appointed on the merit of passing both the written exam and interview when applying to teaching vacancy positions announced by the Ministry of Education which can have negative effects on both teachers and students. Al-Issa (2019) points out that the Ministry of Education "appointed more than 10,000 full time teachers with zero pedagogical training or teacher education." (p. 5). Recently, there has been an attempt to amend this pedagogical gap at the English Departments, in Syrian Universities, by offering two courses about teacher education in the students' senior year, one in each term (Al-Issa, 2019). Moreover, the Syrian Ministry of Education has offered to support in-service teachers with only a bachelor's degree to apply to the one-year Postgraduate Certificate in Education (PGCE). If they cannot physically be present at the university, then they can register at the Syrian Virtual University for this on-line degree and the Ministry of Education will cover all the expenses. If the teachers fail to finish and graduate the program, then they are asked to payback all the tuition expenses. The following is Table 7 that indicates the number of pre-service and in-service teachers registered in the Postgraduate Certificate in Education between 2003 and 2015 in the Syrian Schools of Education.

Table 7

Number of Pre-service and In-service Teachers in Postgraduate Certificate in Education

Academic Year	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Number of Students	1,086	3,095	3,891	2,705	2,551	4,34 incomplete data	3,036	3,897	5,525	4,154	4,511

Note. Compiled from the Syrian Ministry of Higher Education Statistics 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015. Retrieved from
http://mohe.gov.sy/mohe/index.php?node=555&cat=2863&

In addition to this, in-service teachers undergo in-service professional development programs that vary in the duration and timing. These training programs are designed by the EFL chief supervisors at the Ministry of Education to better assist EFL teachers on Communicative Language Teaching methods and approaches to support by the new curriculum that was first taught in 2002.

The Syrian Postgraduate Certificate in Education (PGCE) for EFL Teachers

This is a one-year program that can be extended to two years at most. According to the Syrian Virtual University website (2020), this program is defined as "a scientific, educational, and professional program which aims at training learners (who are unqualified educationally) in the skills needed for the teaching process and providing them with the educational, psychological, and philosophical foundations for teaching methods, education technologies, evaluation styles, and learning theories." As mentioned earlier, both pre-service and in-service teachers can apply to it. The requirement is a BA in English, Arabic, math, science, etc. The aim of this program is to provide teacher trainees with both educational and vocational preparation and training in the use of effective teaching methods It is supposed to provide: the latest educational techniques used in the teaching and training process, the use of modern teaching strategies, training in designing and implementing creative activities., use of modern evaluation

methods, finding innovative solutions to some educational problems, developing competence and raising the level of job performance, acquiring the skills needed to develop the curriculum (Syrian Virtual University, 2020). At the end of this study, they are supposed to graduate as skilled teachers of the English language. However, according to Al-Issa (2019), a former educator in the Postgraduate Certificate in Education for EFL teachers at Tishreen University, the language of instruction in most of the courses is Arabic and only two are in English. In other words, the EFL teachers are not receiving sufficient input and output in English. The major course that is unique to each subject matter is Teaching Methodology in Content Area. So, both pre-service and in-service EFL teachers will study this course in English and connect it to their practicum; through participation and observations in a field placement, student-teachers will reflect on the connections between theory and practice and between teaching and learning. This course examines the following: Literacy and learning, Common European Framework of Reference for Languages, the textbook, evaluating activities, authentic materials, preparing the language lesson, teaching vocabulary, learning, key concepts in Second Language Acquisition, approaches and methods, teacher authority, role of Arabic, and language testing (Al-Baath University, 2020).

In addition to attending theoretical lectures, there is the practical training: classroom observation, peer presentation among their assigned groups and at the end there is a one-month field placement for individual instruction in a classroom. In order for pre-service and in-service teachers to pass this program, they have to pass written examinations in the theoretical subjects that are administered at the end of the first semester and the second semester, in addition to successfully completing the practicum.

English Language Teaching in Schools and the Textbooks

In most of the grades, the number of EFL weekly lesson is mostly three classes a week. In eleventh and twelfth grade it increases to become four or five weekly classes. During winter schedule, the duration of the class period is about 45 minutes while it becomes fifty minutes during summer schedule.

Before 2002, English language teaching was based on a traditional approach that underpins a teacher-centered classroom. It mostly focused on memorizing new vocabulary, learning grammatical rules, and translating texts. The two most used teaching methods were the Grammar-Translation and Audio-Lingual methods in addition to an extensive use of Arabic (Al-Issa, 2019). Teachers would depend on translating the words and texts as their strategy to cover the material in such a short class period. The teachers dominated the classroom talk time while the students' role was limited to choral repetition of certain words or expressions or as Al-Issa (2019) calls them "whole class drills" (p. 2).

With the introduction of the new national curriculum English for Starters in 2002, which is based on a Communicative Language Teaching approach, EFL pedagogy in Syria had to undergo changes. The aim of adopting this approach was to address the gaps of the previous English curriculum and to encourage the students to learn English communicatively, i.e., learning the basic rules of English via meaningful and realistic contexts through individual, pair or group work, while highlighting both oral and literacy skills. In other words, adopting this curriculum meant moving from a teacher-centered classroom to a student-centered classroom.

The textbook was designed and coauthored for the first time with York Press. Previously, Syrian English textbooks were designed by Syrian EFL supervisors under the supervision of the National Center for Curricula Development. The new curriculum consists of twelve levels, one

for each grade. Each level consists of a student book, a workbook and audio. The teachers are

provided with a teachers' guide based on their availability. However, both students and teachers

have difficulty obtaining the audio tracks and some never do. The Ministry of Education has also

provided all the textbooks including English in interactive and PDF format on its website for free

download http://moed.gov.sy/site/node/1735. The textbooks provide both Syrian and

international cultural topics. The student's book includes the core material and skills for students

to learn. The workbook consolidates the content learned in the student book with a focus on the

skill of writing in addition to reading and listening.

English for Starters: Scope and Sequence

The books for Cycle One (grades 1 to 6) in Basic Education consist of 25 units, including

five revisions. For Cycle Two (grades 7 to 9) in Basic Education and grades 10 to 12 in

Secondary Education, the books consist of six modules, each of which is made up of two units.

Each book has a "comprehensive language syllabus, presenting and reviewing contextualized

grammar and providing systematic practice" (Kilby, 2010, p. 6). Both the textbook and the

activity book offer practice in both oral and literacy skills as they build on Communicative

Language Teaching "where the emphasis is on practice and production of language" (Kilby,

2010, p. 6). There are also pronunciation exercises that focus on difficult sound combinations

which Arabic-speaking students might have difficulty producing.

In grades 1 through 6, the structure of the units are as follows. First there is a picture

story with a dialogue between certain characters; new language and structure is presented here.

Students are encouraged to voice their ideas on what is in the picture story before they listen to

it. After listening, they repeat the sentences aloud. Second, the new language is consolidated via

songs in each unit that recycles the new vocabulary and sentence structure. For the listening and

speaking skills, there are exercises that include questions and answers to pictures which can be fulfilled as a pair work activity. New words are presented in lexical sets called study box. With the advance from one grade to another the tasks become more longer and require more work and practice.

In grades 7 through 12, the modules follow the same structure. First, there is a warmup activity to present the main theme of the module and stimulate student interest in the topic. In addition to that, the objectives that the students are supposed to learn are listed. In regard to grammar, it is presented in context through various inputs, such as emails, webpages, listening, articles, etc. The aim of this approach is to encourage students "to discover grammar rules themselves and to move from controlled practice to freer, more personalized use of the target language" (Kilby, 2010, p. 7). The grammar is consolidated in the activity book via additional written tasks and exercises. As for the vocabulary, it is "presented in lexical sets" (Kilby, 2010, p. 7) where students have to fill in gaps, match words with meanings or pictures, put words into categories, listen to words, etc. For listening and speaking, students are encouraged to use the information in the texts, vocabularies learnt, structures practiced and bring in their own personal experience; they can work in pairs or groups and practice and roleplay before presenting it in front of the teacher. Teachers are advised to listen in to what students are saying but not interfere to correct the mistakes; error correction can be done later. Each module ends with a project that allows for group work using English and depending on outside references and the Internet. When the projects are ready, students are "encouraged to present their work well, with appropriate illustrations and eye-catching headings. The projects should be displayed around the classroom if possible" (Kilby, 2010, p. 6). Table 8 indicates how the table of content is designed.

Table 8

Part of the Content Page Organization of English for Starters Grade 8

Unit	Language	Skills	Pronunciation
Module 1	Social activities		
1 Sporting life page 6	**Grammar** present simple or present continuous; the *-ing* form of nouns; the infinitive **Functions** talking about sports, talking about activities **Vocabulary** sport; parts of the body; numbers and dates **Focus on** the Olympics	**Reading** Links – start doing athletics; Keeping fit; The Olympic Games **Listening** favourite sport; radio programme about the Olympics **Speaking** sport; the Olympics **Writing** a paragraph about a sports event	*life / thing*
2 In the past page 12	**Grammar** past simple revision; past continuous; *when, while* **Functions** talking about the past; talking about what was happening in the past **Vocabulary** verbs; products **Focus on** an ancient culture	**Reading** *The Boy from the Past* Episode 1: The discovery; Hassan's Diary; The Phoenicians **Listening** activities in the past; summer school **Speaking** activities in the past; the Phoenicians **Writing** what you and your family were doing yesterday **Project** My favourite sport	*what, visit*

Note. Reprinted from the Syrian EFL textbook grade 8. (Keddle & Hobbs, 2008, p. 3)

It is important to mention that as this topic was being researched, some updates to the curriculum were made with the beginning of the school year 2019-2020. Not all twelve textbooks have been updated; only grades 1, 2, ,7, and 8, the other grades will follow gradually. However, the changes were minor and do not impact the information provided on the curriculum nor what has been brought up in the development programs. The most obvious difference is the

title; it has been changed to Passport to the World. The classification of the level changed too. Instead of all the levels having the phrase "for starters," grade one and two are described as elementary and grades seven and eight are described as intermediate. The importance of this classification is that it refers to progress and advancement in English language learning rather than being 'starters' from grade 1 to 12. Furthermore, the updates re-emphasized the methodology of the EFL curriculum to enable students to communicate in English by learning the basic structure of the language and using it in practical and meaningful situations. While focusing on the essential skills of listening, speaking, reading, and writing that should be integrated equally. It emphasizes on the social aspect of language; thus, it encourages pair work and group activities. During class activities, priority is for the usage of English rather than error correction since the general framework of the curriculum is based on a communicative language approach. One of the additions to grades one and two is a phonetic practice of sounds. This assists in learning the words; "the phonics approach leads to an improvement in reading achievement" (Nasr & Ward, 2018, p.10). This practice also provides students with a set of new words to learn. As for additions in grades seven and eight, there is a reference to Content and Language Integrated Learning (CLIL). The authors modified the pronunciation column so now it is included in the skills column. They added a new column titled Content and Language Integrated Learning (CLIL). The authors briefly explain that "The CLIL activities give students the opportunity to practice the new language in different areas of the curriculum" (Keddle & Hobbs, 2019, p.4). This means the themes are associated with other content matter topics, such as, history, geography, science, etc.; therefore, allowing the student not to only learn English but also learn how to talk about other subjects using a foreign language. Table 9 indicates how the updated table of content is designed.

Table 9

Part of the Content Page Organization

Unit	Language	Skills	CLIL
Module 1	Social activities		
1 Sporting life page 6	**Grammar** present simple or present continuous; the *-ing* form of nouns; the infinitive **Functions** talking about sports; talking about avtivities **Vocabulary** sport; parts of the body; numbers and dates **Focus on** the Olympics	**Reading** links – Start doing athletics; keeping fit; The Olympic Games **Listening** favourite sport; radio programme about the Olympics **Speaking** sport; the Olympics **Writing** a paragraph about a sports event **Pronunciation** *life, thing*	**Physical Education** Keeping fit
2 In the past page 12	**Grammar** past simple revision; past continous; *when, while* **Functions** talking about the past; talking about what was happening in the past **Vocabulary** products **Focus on** an ancient culture	**Reading** *The Boy from the past* – Episode 1: The discovery; Hassan's diary; The Phoenicians **Listening** activities in the past; education in the time of the Phoenicians **Speaking** activities in the past; ancient cultures **Writing** a description of your life in the time of the Phoenicians **Pronunciation** *what, visit* **Project** My favourite sport	**History** The Phoenicians

Note. Reprinted from the updated version of the Syrian EFL textbook grade 8. (Keddle & Hobbs, 2019, p. 3).

Education Amidst Military Conflict

Before the military conflict began in 2011, the young Syrian people were regarded to be among the most educated in the Middle East region (Bouchane, 2016; WES, 2016). Actually, four years into the conflict, according to the WES (2016) report, "in 2015, the literacy rate (defined as those aged 15 and over who can read and write) among Syrians was still relatively high in comparison with the region as a whole" (p. 4). International reports confirm that the Syrian education system had reached near universal primary education before 2011. In the United Nation's Millennium Development Goals Report on Syria, Hijazi, Ismail & Nawar (2010) confirm that "the net enrollment ratio in primary education for the age group (6-11 years of age) increased from 95.4% in 1990 to 98% in 2006 and then to 99% in 2008" (p. 15). The World

Education Services (2016) report also corroborates that the education enrolment was about 93

percent before the conflict.

The education system has faced many problems during the conflict. Some of these

problems were related to destruction of infrastructure, reduction in the allocated fiscal budget,

decline in number of students and negative impact on the quality of education. The most visual

one was the loss of school buildings due to military conflict. According to the World Data on

Education report (2011), during the school year "2003-2004, there were 1,171 secondary schools

with 270,878 students: and 563 secondary technical/vocational schools with 121,744 students"

(p. 12). In 2006-2007, there were more than 16,190 schools for primary education with

3,898,272 students enrolled. The number of teachers in public schools during 2006-2007 was

63,348 (World Data on Education, 2011). In 2014 the approximate total number of students

enrolled in schools both primary and secondary was about 5,428,000 (WES, 2016).

The latest statistics published by the Syrian Central Bureau of Statistics (2019) reveals

that there was a decline in the number of Basic School buildings. Table 10 indicates that in 2014,

there were 13,604 schools while in 2017, there were 10,279 operational schools, i.e., about 3,325

less than 2014.

Table 10

Number of Basic Education Schools (Cycle 1 and Cycle 2) between 2013-2017

YEARS	المجـمـوع Total				وكالة الغوث UNRWA				خاصة Private				رسمية Public				السنوات
	مجموع Total	مختلطة Co-ed	أنثى F	ذكر M	مجموع Total	مختلطة Co-ed	أنثى F	ذكر M	مجموع Total	مختلطة Co-ed	أنثى F	ذكر M	مجموع Total	مختلطة Co-ed	أنثى F	ذكر M	
2013	11907	10951	477	479	107	63	13	31	257	239	5	13	11543	10649	459	435	2013
2014	13604	12700	460	444	59	41	4	14	312	294	6	12	13233	12365	450	418	2014
2015	11978	...	...	...	68	...	...	...	333	...	...	...	11577	...	...	...	2015
2016	11587	...	...	...	93	...	...	...	304	...	...	...	11190	...	...	...	2016
2017	10279	...	...	...	93	...	...	...	323	...	...	...	9863	...	...	...	2017

Note. Reprinted from the Syrian Central Bureau of Statistics (CBS) (2019).TAB1-11.

This case applies to Secondary schools. Table 11 indicates that in 2014 there were 1,807 functional Secondary Schools but in 2017 the number decreased by 211. The number of remaining schools that were still operational was 1,596 (Central Bureau of Statistics, 2019).

Table 11

Number of Secondary Schools between 2013-2017

YEARS	المجـمـوع				خاصة				رسمية				السنوات
	Total				Private				Public				
	مجموع	مختلطة	أنثى	ذكر	مجموع	مختلطة	أنثى	ذكر	مجموع	مختلطة	أنثى	ذكر	
	Total	Co-ed	F	M	Total	Co-ed	F	M	Total	Co-ed	F	M	
2013	1537	1135	239	163	95	79	7	9	1442	1056	232	154	2013
2014	1807	1350	271	186	115	99	8	8	1692	1251	263	178	2014
2015	1762	...	...	...	129	...	...	...	1633	...	...	...	2015
2016	1725	...	...	...	129	...	...	...	1596	...	...	...	2016
2017	1596	...	...	...	136	...	...	...	1460	...	...	...	2017

Note. Reprinted from the Syrian Central Bureau of Statistics (CBS) (2019).TAB5-11

According to an interview (2019) and his debriefing on the current condition of the education system to the Syrian Parliament (2020), the Minister of Education confirmed that the number of schools that are out of service exceeds 10,000: more than 5,000 are completely destroyed; 2,800 are partially destroyed; and 2,500 are slightly destroyed. Before the conflict there were 24,000 schools but now only 12,500 are being used.

This degrade in number of schools was associated in a decrease in number of students attending and in overcrowded classrooms in most safe areas. This occurred because people were fleeing the terrorist-controlled areas, where extremist Islamic Wahabi Saudi laws were being enforced onto people, to government-controlled areas where there was secular life and civil law. Table 12 indicates the number of students in Basic level education.

Table 12

Number of Basic School Students in Primary Education by Grades 1988-2017

YEARS	المجموع TOTAL	GRADE التاسع 9th	الثامن 8th	السابع 7th	السادس 6th	الخامس 5th	الرابع 4th	الثالث 3rd	الثاني 2nd	الأول 1st	السنوات
1998	3433767	225927	218334	294054	398101	418594	435021	459597	466432	517707	1998
1999	3486391	234985	223639	306564	402983	420908	442910	458430	470377	525595	1999
2000	3558487	240517	230990	312058	405997	428023	445097	443930	487167	564708	2000
2001	3643306	243664	242825	321794	415098	435332	427360	463072	517422	576739	2001
2002	3735650	251933	243356	335792	421397	407311	444341	492143	537217	602160	2002
2003	3881251	268286	270009	358122	401522	433838	475276	506479	552681	615038	2003
2004	4026023	299089	295040	366485	411974	465750	488191	521814	561936	615744	2004
2005	4207040	323666	308849	397923	441761	482696	510609	539720	569866	631950	2005
2006	4297580	322485	300540	430688	460471	503851	522986	543214	578150	635195	2006
2007	4394294	318525	327362	443321	478729	516189	527278	550914	592271	639705	2007
2008	4514801	345498	342516	457060	491044	522280	536687	565160	598079	656477	2008
2009	4564089	353628	349371	460726	491134	526007	543431	565277	605708	668807	2009
2010	4661872	377354	356474	464576	499240	534778	545222	573348	617947	692933	2010
2011	4774276	379967	360381	476362	510098	540068	556159	585721	639316	726204	2011
2012	4860348	385493	387433	473917	514405	546226	565583	603999	652710	730582	2012
2013	2966846	269733	253832	282067	313718	326495	340161	356896	380714	443230	2013
2014	3639916	329864	299607	337830	377499	393800	411607	431780	464468	593461	2014
2015	3604863	332685	310528	344678	369762	378119	395221	414974	486782	572114	2015
2016	3537941	304921	288600	330860	353686	369648	391459	456809	503613	538345	2016
2017	3425140	293725	277768	310506	323201	363361	404417	427959	494396	529807	2017

Note. Reprinted from the Syrian Central Bureau of Statistics (CBS) (2019).TAB2-11.

In Table 12, the number of students at Basic level was on the rise since 1999. This confirms to the aspect that Syria was approaching universal primary education levels. The number of students exceeded 4,000,000 between 2004 and 2012, nearly reaching 5,000,000. Then in 2013 the drop in numbers began. This was due to the rise and spread of the military conflict in different geographical areas in Syria mostly the ones with border with Lebanon, Jordan and Turkey. In 2013 the number nearly decreased by half going down from 4,860,348 to 2,966,846. The numbers started to rise steadily in 2015 as the government liberated more areas that were under the control of the terrorists and started to reopen schools in those locations. In 2017 the number of students increased to 3,425,140.

As for Secondary Education, the number of students went down by 200,000 between the years 2014 and 2017. Table 13 indicates that in 2014 there were 382,923 students, while in 2017 there were only 360,896 students.

Table 13

Number of Students in Secondary Schools between 2013-2017

المجمـوع Total			خاصة Private			رسمية Public			السنوات
مجموع Total	أنى F	ذكر M	مجموع T	أنى F	ذكر M	مجموع T	أنى F	ذكر M	
322726	175223	147503	14242	6047	8195	308484	169176	139308	2013
382923	207186	175737	17177	7597	9580	365746	199589	166157	2014
371375	200574	170801	19889	8828	11061	351486	191746	159740	2015
378255	208022	170233	21536	10167	11369	356719	197855	158864	2016
360896	198113	162783	24862	11745	13117	336034	186368	149666	2017

Note. Reprinted from the Syrian Central Bureau of Statistics (CBS) (2019).TAB6-11.

As Syria was approaching universal education for its citizens, there was a steady increase in the number of teachers to accommodate the increasing numbers of students and new schools that were being opened. According to the Central Bureau of Statistics (CBS) (2011) the number

of teachers in 2000 was 90,864 teachers. This number increased significantly in 2010 to become

271,782 teachers. However, according to Ministry of education press releases, many teachers lost

their lives due to terrorist attacks. Table 14 indicates the number of teachers who lost their lives.

Table 14

Number of Teachers who Lost their Lives between 2012-2014

Years	2012	2013	2014
Human Loss (teachers)	114	254	377

 Note. Ministry of Education's press release in 2012, 2013, and 2014. Retrieved from
http://moed.gov.sy/site/

The decline of teachers was also reported in the Central Bureau of Statistics (CBS) (2019)

report, but it did not document the teachers in the Primary and General Secondary division. Table

15 indicates the decline of the number of teachers at technical and vocational schools.

Table 15

Number of Teachers

Years	Type of school and Number of teachers		
	Industrial Schools	Feminine school	Irrigation and sanitation schools
2013	9,716	4,019	64
2014	9,832	3,611	44
2015	9,081	324	54
2016	9,398	3,699	44
2017	9,316	3,325	49

Note. Reprinted from Central Bureau of Statistics (2019), Table 8/11 & 9/11 Retrieved from
http://cbssyr.sy/ Copyright 2019 by Central Bureau of Statistics.

Summary

This chapter presented a comprehensive context of Syrian education before and during the military conflict. It offered background information about Syria. Then it provided a description of the hierarchy of the educational system, in addition to the organization of the school system. After that, it described the preparation of pre-service and in-service teachers in general and EFL teachers in particular in regard to teacher education and their training. Next, an explanation of the design of the English curriculum was detailed. Finally, several effects of the military conflict on the educational system such as, the decline in number of students, schools, and teachers were examined based on the figures published by the Syrian Central Bureau of Statistics.

Chapter 3

Literature Review

Introduction

The purpose of this chapter is to review the literature related to this study. It reviews relevant research literature and provides the study's theoretical underpinning. This literature review consists of three sections. The first section reviews the relevant research on in-service teacher development in its international context to offer a broad perspective of the various approaches adopted in various countries. The second section reviews the research on education in military conflict-stricken areas. The impacts of military conflict on education are organized into direct and indirect effects. The final section explores the research on in-service EFL professional development programs in the Middle East.

Section One: In-service Teacher Development Programs in International Context

In-service teacher development programs are designed for teachers who already have training, certification and are working in schools. Since it is known who they are intended for, the important question remains: what are the intended objectives of these programs? Multiple answers are readily available, such as, improving the teachers' professionalism, acquainting teachers with latest content development and teaching strategies, decreasing the gaps between the teachers' original preparation and the reality of the classroom teaching environment, etc. (Norwani, Daud, Mansor & Yusof 2017; Personn & Yigitoglu, 2015; Sowden, 2007). These answers sound logical and understandable, but these professional development programs are traditional top-down hierarchal programs that usually do not take the participants', teachers, perspectives into consideration and ignore their practical teaching needs, their students, and their classroom teaching aids and other necessary equipment.

The mentality and vision of the organization and process of many traditional top-down teacher development programs is discussed in the literature review (Al-Issa, Al-Bulushi, & Al-Zadjali , 2017; Alibakhshi & Dehvari, 2015; Ali, 2018; Al-Wreikat, Abdullah & Kabilan, 2011; Ramahi, 2015). Figure 3 reflects the design of the common feature of many international in-service teacher training programs,

Figure 3

Diagram of the Sequence of Most Traditional In-service Teacher Development Programs
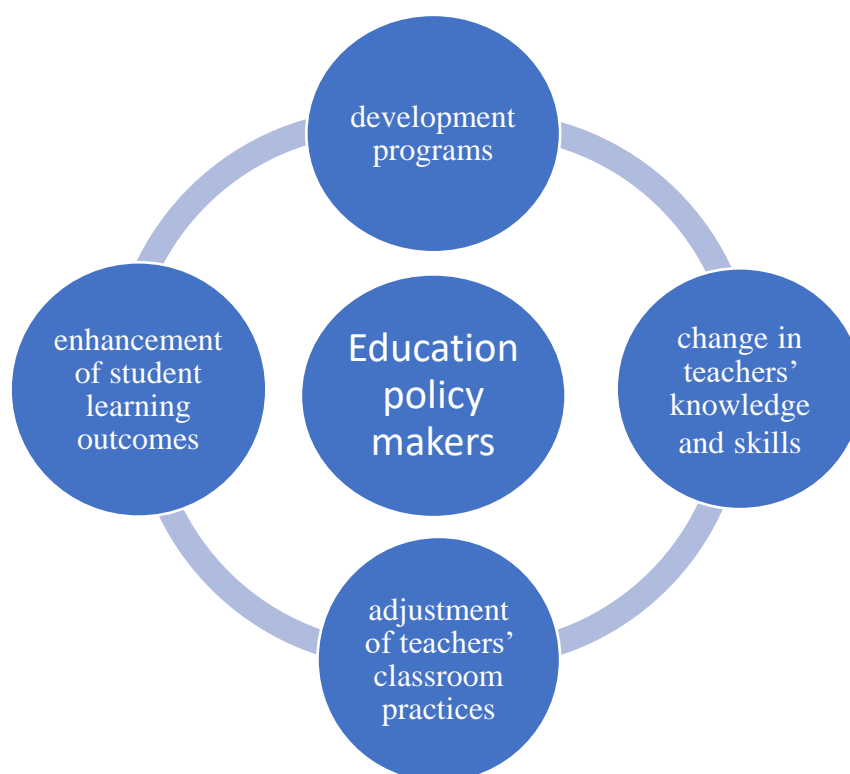
Education policy makers are in the center. Then it branches out towards its aim of designing development programs and setting them in motion. The expectation is: teachers attend and change occurs in teachers' attitudes and beliefs. There is adjustment of teachers' classroom practices that results in enhancement of student learning outcomes. It is a never-ending cycle that is mostly oriented in a clockwise mono rotation.

Why would this diagram be an appropriate reflection of in-service teacher development

programs? Livingston and Flores (2017) performed a review of all the articles that were

published in the *Journal of the Association for Teacher Education in Europe*. The total number

of the articles was 917 published between 1978 and 2016 on education in twenty countries

mostly western countries, such as, the UK, the Netherlands, Spain, Germany, Ireland, Finland,

France, Belgium, Norway, the USA, Canada, Australia, and Turkey. They asserted that many

issues and topics persisted and were being addressed and readdressed since 1978. This means

what was an issue in education and teacher education back in the late 1970s was still an issue in

the 1980s, 1990s and 2000s. The researchers identified these reoccurring topics "the theory/

practice relationship, collaboration between universities and schools in teacher education,

external control of teacher education, mentoring/supervising arrangements during school

experience placements, language teaching and learning, the roles and responsibilities of teachers,

inclusive education and the use of technology in education" (p. 554). Livingston and Flores

(2017) believe that a reason for this is "that many topics in teacher education continue to be

'wicked issues' or provide evidence of 'troublesome knowledge' over time and ongoing attention

to them is necessary" (p. 555). In addition to that, having the same topics be brought up over a

four-decade period could imply that the programs being researched are neither achieving what

they are designed for nor are the teachers receiving the sufficient training that equips them with

the skills and methodologies for professional growth in changing and evolving local and national

contexts. Moreover, some concerns might be "enduring issues in teacher education that have

demanded and deserved a strong focus across the 40 years" (Livingston & Flores, 2017, p. 555).

In the first Teaching and Learning International Survey (TALIS) administered by the

Organization for Economic Co-operation and Development (OECD) (2009), which is a forum of

30 western countries, 24 countries participated in it, 200 schools in each country and 20 teachers from each school over an 18-month period. The countries were: "Australia, Austria, Belgium, Denmark, Hungary, Iceland, Ireland, Italy, Korea, Mexico, Norway, Poland, Portugal, the Slovak Republic, Spain, Turkey, Brazil, Bulgaria, Estonia, Lithuania, Malaysia, Malta and Slovenia" (OECD, 2009, p18). One of the key aspects of the survey was teachers' professional development.

Based on the teachers' survey, the number of teachers who underwent professional development throughout the 18 month-period before the survey was high as indicated in Table 1. However, the core issue was not in the number of teachers participating in these professional programs but rather in the duration of these programs.

Figure 4

Percentage of Teachers who Undertook Some Professional Development in the Previous 18 Months (2007-08)
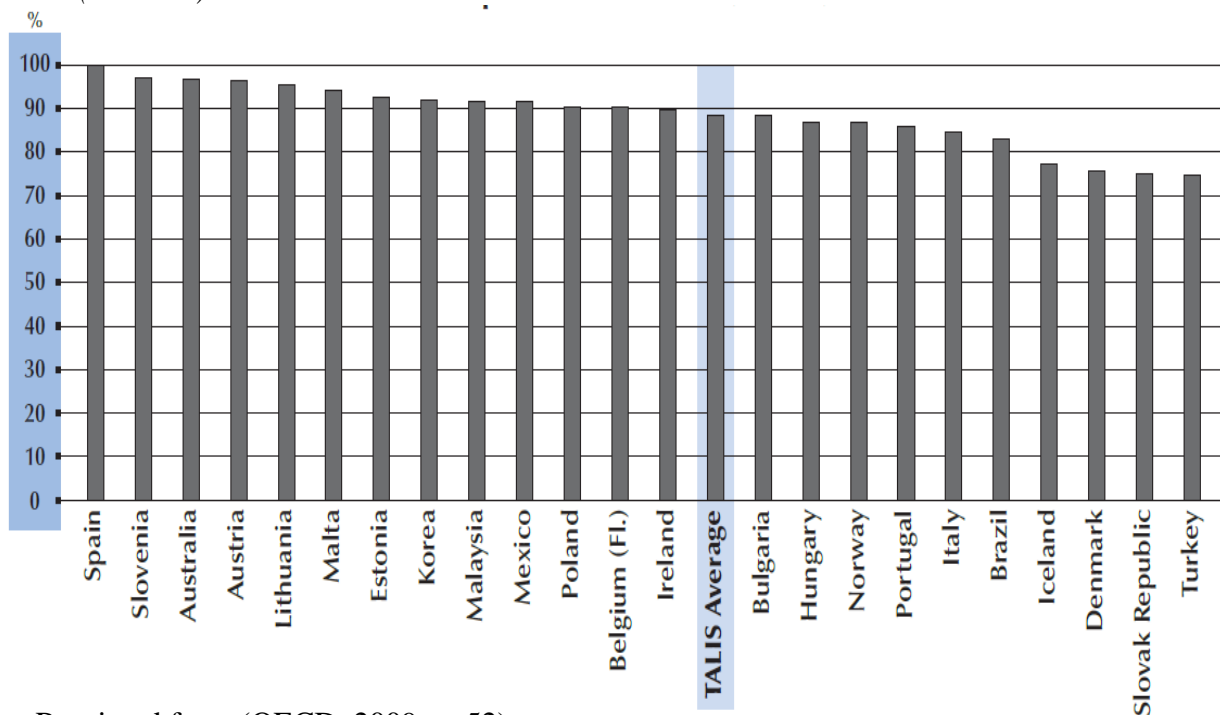
Note. Reprinted from (OECD, 2009, p. 52).

The TALIS survey calls the duration of the programs 'intensity of participation'. It depends on the number of days that these teachers attended professional development programs during the 18 month-period before the administration of the survey. Although the number of teachers was high, the duration of the programs was short. The average length recorded was 15 days in total during the 18 month-period. The analysis reveals that "The highest average numbers were reported by Mexico (34.0 days), followed by Korea (30.0) and Bulgaria (27.2), and the lowest by Ireland (5.6 days), the Slovak Republic (7.2), Malta (7.3), Belgium (Fl.) (8.0) and Slovenia (8.3)" (OECD, 2009, p. 53). These development programs were offered in different forms. According to the results they were: informal dialogue to improve teaching, courses and workshops, reading professional literature, education conferences and seminars, qualification programs, observation visits to other schools, professional development networks, individual and collaborative research, and mentoring and peer observation. The highest average was for informal dialogue to improve teaching (over 90%) and courses and workshops (over 80%), while the least attended forms were observation visits to other schools (over 25 %) and qualification programs (over 20%) (OECD, 2009, p. 56).

Regarding the patterns of the need for professional development differed among countries., the highest levels were recorded for Malaysia, Lithuania, Korea and Italy (see appendix J). The average percentage of teachers who wanted additional professional development than they already received was over 60%. The average percentage of teachers in Iceland, Austria, Bulgaria, Mexico, Ireland, Poland, Spain, Malta, Slovak Republic, Belgium (Fl.), Hungary, Australia, Denmark, and Turkey were below 50% (OECD, 2009, pp. 61-62).

One of the major findings in the OECD (2009) first Teaching and Learning International Survey on teachers' development needs was that the teachers' professional development needs were not being met in the professional development programs they attended.

Figure 5

Areas of Greatest Development Need (2007-08)
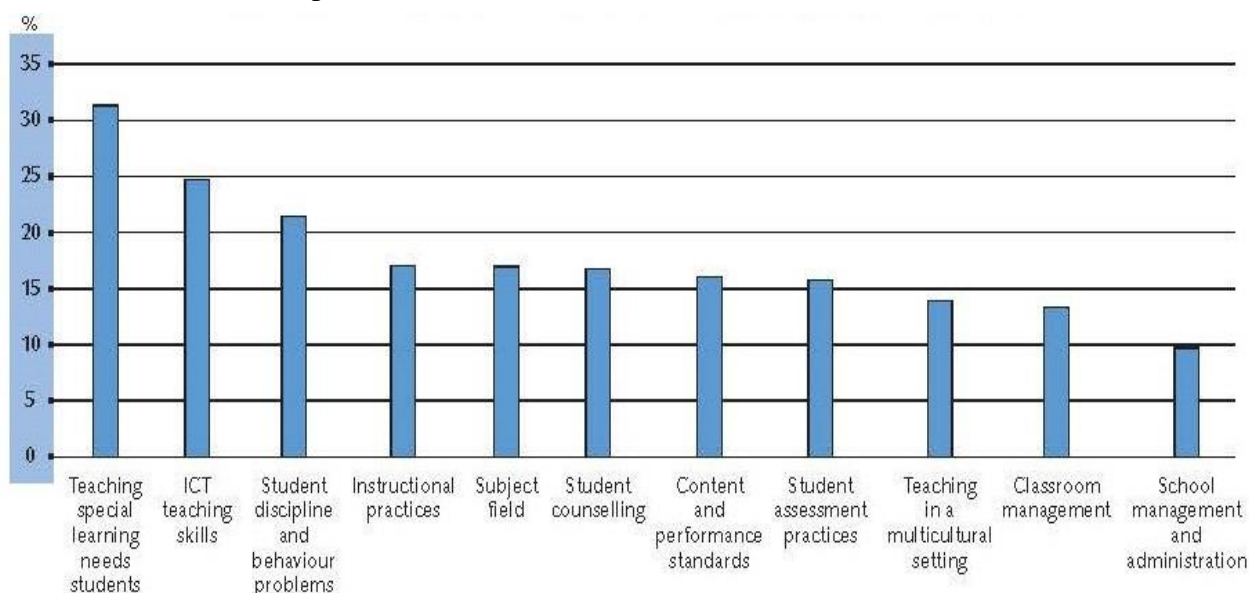
Note. Reprinted from (OECD, 2009, p. 60).

The teachers felt that they were not equipped properly to deal with specific classroom challenges such as providing a quality education to all the students by meeting their learning needs especially those with special needs. Another important issue was incorporating technology into classroom instruction. One of the barriers that teachers brought up was that due to the rapid advancement in the field of technology, it was difficult for them to stay up to date with the software, systems and technological gadgets and how to take the most advantage of using this technological advancement in classroom instruction (OECD, 2009). The survey, in addition to some researchers, asserted that critical issues raised by the teachers should be taken into account when attempting to understand and design teacher education development programs in a rapidly

changing environment (Looney & Gordon, 2011). The challenges that come with incorporating

technology into classroom instruction is not limited to development programs in the 20 countries

that were surveyed in the OECD research. Many of the researchers report teachers' negative

reactions towards the impact of the direct instruction lessons, during budgeted development

programs, on: learning how to acquire and best apply and integrate technology into their

classrooms instructions, not receiving appropriate model-teaching activities on using technology,

and not receiving training on teaching computer skills in classes with mixed-ability students

especially young learners; thus, teachers remain reluctant to integrate computer technology into

their practices (Baker, 2001; Ertmer & Ottenbreit-Leftwich, 2010; Karchmer, 2001; Kubitskey,

Fishman & Marx, 2003; McGrail, 2005; McKenzie, 2001; Norwani et al., 2017; Papayianni,

2012; Peck, Cuban, and Kirkpatrick, 2002; Weis et al., 1999; Windschitl & Sahl, 2002; Yigit,

2008).

For education to occur, several factors need to come together in harmony, such as,

appropriate policies, school infrastructure, classroom sizes, qualified teachers, sufficient funding,

curricula, etc.; evaluating education based only on students' results, i.e., student achievement

(Alexander, 2008; Crabbe, 2003; Leu, 2004; Nikel & Lowe, 2009) is not a measure by itself.

Education does indeed revolve around students. It aims at creating a better learning environment

in the present and a better future for the learners. The basis of education is when students are

able to learn in the best way possible; the process that students go through to acquire knowledge,

thus, becomes the focal point rather than the outcome. Moreover, Leu (2004) explains, "good

student learning is made up of several elusive and highly complex constructs – quality of

education, quality of learning, and, by inference, quality of teaching" (p. 2). The teacher becomes

the cornerstone that links the theoretical aspect of knowledge with the practical aspect of

delivering that knowledge to students. For this reason, a lot of emphasis is put on improving the quality of teaching (Allen & Penuel, 2015; Berry, Daughtrey & Wieder, 2010; Boyle, While, & Boyle, 2004; Boyle & Boyle, 2005; Cochran-Smith & Fries, 2001; Leu, 2004; Lewin & Stuart, 2003; Tatto, 2000).

However, unfortunately, "traditional university-based teacher preparation is often denigrated as being ineffective and attracting mediocre candidates with limited commitment to teaching" (Berry, Daughtrey & Wieder, 2010, p. 4). Thus, continuously improving the quality of teaching via in-service professional development programs is a need that should allow for more effective, dynamic, and competent teaching (Ajiboye & Tella, 2007), and can result in better student achievement (Darling-Hammond et al., 2009; Darling-Hammond, Hyler, & Gardner, 2017; Kubitskey, Fishman, & Marx, 2003; Johnson & Fargo, 2010; Norwani et al., 2017; Vangrieken et al., 2016).

The research shows that many in-service teacher training programs, around the world as mentioned previously, have been reviewed; and a common aspect that keeps surfacing is their ineffectiveness (Berry, Daughtrey & Wieder, 2010; Buczynski & Hansen 2010; Cohen & Hill, 2000; Darling-Hammond et al., 2009; Guskey, 2000; Luft, 2001; Smylie, 2014; Tooley & Connally, 2016; Wee et al., 2007). Buczynski and Hansen (2010) explain that "unsuccessful professional development is seen as too conventionally taught, too top–down, and too isolated from school and classroom realities to have much impact on practice" (p. 600). This is also echoed by Berry, Daughtrey and Wieder (2010), who believe that "in the past, both teacher education and professional development has suffered from a one-size-fits-all approach that does not accommodate the difference in knowledge and skills of different recruits and veterans alike" (p. 1). The German teacher development programs have been criticized for the existence of such

gaps (Terhart, 2003; Viebahn, 2003; von Carlsburg, 2006). Although teacher education centers have been created, there is still a "gap between education in the universities and the professionalising workshops. In fact, the system lacks an organically structured relationship between its various elements" (Ostinelli, 2009, p. 296).

In addition to that, in Berry, Daughtrey & Wieder's (2010) national survey of 1,210 teacher leaders in different U.S. states, the lack of accommodating and addressing teachers' concerns during these training programs was still an issue. It all begins with the methodology of teacher training that starts at college level. The teacher preparation programs mostly focus on "studies of developmental psychology, pedagogy and content" (p. 2), The curricula of these programs do not take into consideration "local populations and community cultures or the anticipated staffing needs of area school districts" (Berry, Daughtrey & Wieder, 2010, p. 2). The study revealed the concerns of these teacher leaders who emphasized that these programs lack

> cultural competencies necessary to work successfully with students and families; additional training for teaching English language learners or special needs students; integrating classroom instruction and strategies with community and after-school resources; and information about curriculum policies that will govern their day-to-day work as future teachers. (Berry, Daughtrey & Wieder, 2010, p. 2)

When teachers fail to enhance their academic ability, subject knowledge and teaching skills, this has a direct impact on student learning and achievement (Monk, 1994).

For some researchers, the amount of practice and the time spent training was an issue. Darling-Hammond et al. (2009) argue that even though billions of dollars have been spent on the educational system in the United States, there has been a failure to "ensure that every educator and every student benefits from highly effective professional learning" (p. 3). If teachers want to

improve their professional development, which reflects in students' achievements, they need, as Darling-Hammond et al. (2009) explain, to invest over a duration of six months to a year with at least 30 to 100 hours of training. Yoon et al. (2007) in their report on professional development in the USA, Canada, Australia and the UK confirm that the "studies that had greater than 14 hours of professional development showed a positive and significant effect on student achievement from professional development" with some programs offering 100 hours of professional development, while the studies "that involved the least amount of professional development (5–14 hours total) showed no statistically significant effects on student achievement" (p. 12). In countries, such as Singapore, Sweden and the Netherlands, the teachers have to participate in a 100-hour professional development program every year; these programs are supported by the governments to encourage teachers and assist them financially (Darling-Hammond et al., 2009, Darling-Hammond 2017).

Moreover, policy makers and professional development organizers have not put in much effort to document the effective and ineffective aspects of these programs especially those related to the implementation of what was attained by teachers and reflected in their own classroom practices (Buczynski & Hansen 2010; Darling-Hammond, Hyler, & Gardner, 2017; Garet et al. (2001); Johnson & Fargo, 2010; Kubitskey, Fishman, & Marx, 2003; Tooley & Connally, 2016; Vangrieken, et al., 2016). Darling-Hammond et al. (2009) conclude that in the United States "well-designed professional development is still relatively rare, and few of the nation's teachers have access to regular opportunities for intensive learning" (p. 19). This conclusion is confirmed in a 3-year longitudinal study conducted by Desimone et al. (2002) on 207 teachers in 30 schools, in 10 districts in five U.S. states. Their results indicate that for change in teaching to occur, teachers need to experience "consistent, high-quality professional

development. But we find that most teachers do not experience such activities" (p. 105). Organizers of professional development programs do not take into consideration the school environment or school population when they design the program (Tooley & Connally, 2016). Hence, teachers return to their traditional classroom environment to encounter the same barriers, such as, insufficient time to apply new skills, lack of teaching aids and necessary equipment (technology, books, material that can facilitate teaching the curriculum, etc.), excessive workload, overpopulated classrooms, and the presence of English language learners (Ayeni, 2011; Johnson & Fargo, 2010; Tikly, 2011; Tooley & Connally, 2016). When education leaders fail to offer the professional development programs to their teachers in ways that would allow them to apply what they have learned and practiced directly to their classroom instruction, then these programs are not effective (Craft, 2002; Darling-Hammond et al., 2009; Guskey, 2000; Norwani et al., 2017).

Teachers' perspectives in Turkey and Greece on the In-service Training of English Language Teachers (INSET) development programs are also mostly negative. The research in both countries reveals that many EFL teachers believe that their instructional needs were not met; most activities were irrelevant; the training methods were inefficient and demotivating with no provision for feedback; and the development programs lacked active participation; there was no systematic in-service training model (Altan, 2016; Altun et al., 2007; Bayrakcı, 2009; Çalgan, 2008; Çimen et al., 2010; Koç, 2016; Gountoura, 2002; Önen et al, 2009; Personn, & Yigitoglu, 2015; Saiti & Saitis, 2006; Tekin & Yaman, 2008).

Most countries are attempting or in the process of transforming their teacher traditional professional training programs in a way that would decrease both funding and time allocated for them while increasing the learning gained by teachers. In both England and Italy schools are

provided with the financial support to their professional development programs (Beauchampa et al., 2015; Dutto, 2014; Evans, 2011; McNamara & Murray, 2013; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003). The aim is to relate in-service teacher education directly to classroom environment. This approach will assist in orienting training towards a more practical teacher-based needs which can result in more practice at schools and more relevant learning (Beauchampa et al., 2015; Evans, 2011; Furlong, 2013; Furlong & Lawn, 2011; Furlong et al., 2000; McNamara & Murray, 2013). These school-based programs include "more integrated view (peer review, co-operative projects, development plans, project work, self-help groups…) help reduce the cost of training" and accordingly "have a direct impact on professional development" (Dutto, 2014, p.10). The aim is to create teachers who are continuously learning and modifying their skills based on the classroom environments and their students' needs. In a way, teachers need to map out and develop their own professional scheme to share with other teachers, which in return, assists in teacher competency (Dutto, 2014; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003).

As for traditional training of Italian teachers, they received training in four areas: teaching fundamentals, disciplinary didactics, workshops, and apprenticeship. Ostinelli (2009) explains that

> teaching fundamentals is based on various pedagogical theories; disciplinary didactics deal with the development of skills for an effective teaching of the disciplines; the main scope of teaching workshops is the development of 'interdisciplinarity' as a link between learning and practice, whilst apprenticeship is a kind of practical training in schools. (p. 294)

The perseverance to design professional development programs that are effective and productive is ongoing. A successful example of this is in Singapore. The Ministry of Education in Singapore has designed the Teacher Growth Model (TGM). It is "a professional development model aimed at encouraging and helping teachers to develop holistically in the twenty-first century, by engaging in continual learning, and taking ownership of their professional growth and personal well-being" (Choy & Chua, 2019, p.73). Based on this program, the design of professional programs is a combined effort between school principals and teachers. The teachers can take part in planning what learning they need based on their skills and interests. The school principals usually survey their teachers before the design of the programs to get a fuller and more accurate perspective on their teachers' needs and aspirations (Lim, 2011; Ong Kelly et al., 2008; Steiner, 2010; Tripp, 2004). Pursuing professional development can be achieved "through multiple modes of learning, including face-to-face and ICT-based (Information and Communication Technology) courses, conferences, mentoring and research-based practice, networked learning, reflective practice and experiential learning" (Choy & Chua, 2019, p.74).

Educational leaders in Singapore have recognized that many of their teachers are already burdened with full schedules and that not all teachers have the same priorities that can affect their enthusiasm to commit to professional development programs. For these reasons, education leaders have implemented what is called 'on-the-job training'. This is more direct and to the point training that depends on face-to-face interaction and collaboration at school (Kwakman, 2003; Mawhinney, 2010; Sato & Kleinsasser,2004). On-the-job training is when "someone who knows how to do a task demonstrates to another how to perform it. The direct instruction allows the school leader to have more control on developing key areas of skills and competencies for teachers, as well as to monitor the progress of growth of teachers" (Choy & Chua, 2019, p.81).

This best can be described as teacher co-learning or peer coaching. Teachers work together and share practices and experiences (Hofman & Dijkstra, 2010; Niesz, 2010). Another approach practiced is Lesson Study, which is also popular in Japanese teacher professional development. During Lesson Study, teachers work in collaboration with each other in groups. They "plan, discuss, observe and refine research lessons" (Lim et al., 2011). They observe the lesson, record it, offer feedback on strengths and weakness and how to address the weaknesses of the lesson. However, this cannot be productive unless teachers are willing to learn from and support each other. This can inspire teachers to "act as co-learners and critical friends so that they feel safe to take the risks of sharing their assumptions and personal theories, experimenting with new ideas and practices, and sharing their successes and problems" (Darling-Hammond et al., 2009, p. 17). According to research, such approaches can result in improvement of teaching, efficacy, and increased collaboration (Darling-Hammond et al., 2009; Fernández, Cannon, & Choksi, 2003; Lee, 2008).

The results of these approaches in teacher development programs have been positive (Choy & Chua, 2019; Fernández, Cannon, & Choksi, 2003; Hairon, & Dimmock, 2012; Lee, 2008; Steiner, 2010) in Singapore. In international test rankings, "Singapore has ranked among the top four countries in the world on the Trends in International Mathematics and Science Study (TIMSS) science and math tests and the Progress in International Reading Literacy Study (PIRLS) reading test. National assessments tell a similar story. Ninety-eight percent of Singaporean students passed their sixth-grade "leaving" exam in 2009" (Steiner, 2010, p.6).

In Japan, there are two major types of in-service teacher development programs. One is carried out at the education centers of boards of education and the other is held at the teachers' schools. On the one hand, the conventional type of in-service training program is carried out by

the boards of education in the Japanese districts. These boards plan, design and organize the in-service training and provide lodging, facilities, and equipment for the participating teachers. Two types of training are offered. The first is basic training that mostly depends on the years of experience the teachers have. The second is specialized training in areas related to content, curriculum, and other fields teachers and educators might be interested in (Bayrakcı, 2009; San, 1999; Shimahara, 1998).

On the other hand, the school-based Japanese professional development program, since the late 1990s, mostly depends on 'lesson study' (Stigler & Hiebert, 2009). It has been highlighted by researchers for its collaborative nature (Knapp et al., 2011; Puchner &Taylor 2006; Takahashi et al., 2013). This type of professional development, which usually takes place in the teachers' school, empowers teachers to also be leaders in their schools and among their co-teachers based on co-operation and teamwork. The aim of this strategy is for teachers to improve and to incorporate new ideas and methods into their teaching and gain

> increased knowledge in subject matter, increased knowledge of instruction, increased ability to observe students, stronger collegial networks, stronger connection of daily practice, increased knowledge in subject matter, increased knowledge of instruction, increased ability to observe students, stronger collegial networks, stronger connection of daily practice to long-term goals, stronger motivation and sense of efficacy, and improved quality of available lesson plans. (Lewis, Perry, & Hurd, 2004, p. 19)

The activities related to this strategy are known as a cycle of 'lesson study' (Fernandez & Yoshida, 2004; Lewis, Perry, & Murata, 2006; Perry & Lewis 2008). The cycles consist of several stages: collaborative planning of the lesson, teaching and observing the lesson, peer feedback on the lesson, revising the lesson and finally teaching the newly revised lesson,

observing, and reflecting on the new updated taught lesson (Fernandez & Yoshida, 2004).

Teachers meet after the observation of the lesson for debriefing and offering feedback. Then, the

lesson is revised and retaught. Finally, results are shared. According to Darling-Hammond et al.

(2009), Lewis (2002), Lewis, Perry, and Hurd (2004), Stigler & Hiebert (2009), improvement in

teaching is a slow process since it requires a lengthy time for all stages to take place; however,

due to the teachers' collective efforts of inquiry and examination, lesson study creates a

professional development environment that underscores continuous collaboration for the goal of

improving both content and pedagogical knowledge of the teachers (Takahashi & Yoshida 2004;

Perry & Lewis, 2008; Puchner & Taylor, 2006).

Most education systems strive to maintain the presence of effective teachers in their

schools. For that, many researchers have emphasized the necessity of offering those teachers

development programs that can actually be applied in their classrooms and not merely be

applications of skills and methodology offered in some teacher training program (Craft, 2002;

Guskey, 2000). The factors that can impact both the teaching process and student learning and

student achievement should be determined based on the actual needs of teachers undergoing

training and their students rather than have a one-size for all design (Fraser et al., 2007; Guskey,

2003).

Based on this literature review, researchers of in-service professional development

programs have highlighted several factors that can create a positive outcome for the education

system, the teachers, and the students. These elements must exist in the programs for them to be

successful for the improvement of teachers' knowledge of pedagogy, content, and students on

the one hand and for their students to enhance their learning and achievement on the other hand.

They are: extending duration so they become a long term continuous development, focusing on

content and collaborative interaction between teachers, encouraging self-inquiry into their own

teaching practices and transforming schools into integrated learning environments for the

teachers (Darling-Hammond et al., 2009; Desimone et al., 2002; Garet et al., 2001; Ingvarson et

al., 2005; Yoon et al., 2007); consequently, they become models of professional growth (Borko

2004; Darling-Hammond et al., 2009; Darling-Hammond, 2017; Guskey, 2003; Tooley &

Connally, 2016).

It is Important to note that the literature on teacher professional development has not been

addressed in education systems in the context of military conflicts. This is where this study is

filling a gap.

Section Two: Education in Military Conflict Stricken Areas

Unfortunately, there is a deficiency of empirical evidence on EFL in-service teacher

training programs during times of conflict in the Middle East. The literature review reveals that

the search for articles on EFL in-service teacher training programs in Middle Eastern Arab

countries in general and Syria in particular shows that not much has been dedicated to

investigating the training needs of Arab/Syrian in-service EFL teachers and the success rate of

the programs they undergo.

Education in general is facing many problems, let alone adding conflict and terrorism to

the situation to make the process more complicated for both teachers and students. In order for

teaching to be effective, the classroom has to be a safe place for sharing experiences and finding

healing during times of risk, conflict, and controversy.

War is the number one human-made catastrophe. It is destructive in many dimensions for

both human and physical capital. Not only does it displace populations, but it also creates health

and famine crises, which, in turn, lead to loss of human capital in both the short and long runs.

However, all of these factors, individually or combined, lead to devastating consequences in the field of education (Alzaroo & Hunt, 2003; Balta, 2015; Brown, 2003; Bush & Saltarelli, 2000; Cervantes-Duarte & Fernández-Cano, 2016; Grover, 2011; Merrouche, 2011; Miller-Grandvaux, 2009; Sfeir & Bertoni, 2003; Sheppard & Kizuka, 2011). There are multiple ways in which war may affect education. These might include, to name a few, destruction of schools, reduced physical access to them, turning schools into camps or relocation centers, abduction and execution of teachers, recruiting school-aged boys as child soldiers, etc. By reducing the number of schools, which in turn impacts access to schools, war impacts both the quantity and quality of education.

In comparison with other services in any society, education is the public service that does not have much resiliency to external pressures and is usually the first to be impacted by military conflicts and violence. According to the UNICEF (2018) report, about 63.3 million children, who should be in elementary schools, are out of school in countries around the world; and about 32.9 million of those children are in the countries affected by military conflicts.

Table 16

Number of Out-of-School Children and Young People Living in Countries Affected by Conflict and Disaster

	Estimated # of OOSC in emergency countries (in millions)	Total # of OOSC in the World (in millions)	Estimated share of OOSC in Emergency Countries
Preprimary (one year before primary only)	15.3	39.7	39%
Primary	32.9	63.3	52%
Lower Secondary	23.7	61.1	39%
Upper Secondary	32.3	138.5	23%
Total	104.2	302.7	34%

Note. Reprinted from UNICEF report (2018, p 5). Copyright 2018 by UNICEF (2018). Retrieved from https://data.unicef.org/resources/a-future-stolen/

In its 2015 report on education in the Middle East, UNICEF (2015) highlights how displacement can result in disrupted education; and vice versa, disrupted education may force people to move.

Education is a right similar to all other human rights (Committee on Economic, Social and Cultural Rights CESCR, 1999, p. 3). Governments must be held responsible towards respecting, protecting, and fulfilling this right. In other words, governments must prevent any interference with the process of education and must adopt appropriate measures towards its full application. The obligation for providing continuous education must be a constant right. The governments must guarantee that the right to education will be exercised without discrimination of any kind and these governments are obliged to take concrete and targeted steps towards the provision of free and compulsory primary education. Secondary education must be generally available and accessible, and higher education must be equally accessible on the basis of capacity (Committee on Economic, Social and Cultural Rights CESCR, 1998, p. 54).

Since 2000, conflicts, whether military or political, started to spread around the world. Many of these conflicts have been proven to be catastrophic for the citizens of those countries resulting in large scale numbers of casualties. According to Education for All (EFA) Global Monitoring Report (2013), 40 countries are listed to have witnessed some type of conflict. However, the list does not list Tunisia or Egypt which had short term political unrests, nor does it include the Kingdom of Bahrain, the Bahraini uprising since 2011 is a series of anti-government protests. The list of affected countries between 2002 and 2011 are: Afghanistan, Algeria, Angola, Burundi, Central African Republic, Chad, Colombia, Cote d'Ivoire, Democratic Republic of the Congo, Eritrea, Ethiopia, Georgia, Guinea, India, Indonesia, Iran, Iraq, Liberia, Libya, Mali, Myanmar, Nepal, Niger, Nigeria, Pakistan, Palestine, Philippines, Russian Federation, Rwanda,

Serbia, Sierra Leone, Somalia, Sri Lanka, Sudan, Syria, Thailand, Timor-Leste, Turkey, Uganda,

and Yemen (EFA Global Monitoring Report, 2013, p. 10)

Civil society agencies, whether related to the United Nations, governments or

independent, have been mobilized to research, document and report occurrences and trends in

regard to attacks on education, students and teachers. UNESCO, in 2007, printed the first edition

of *Education under Attack*, which is published every four years. This was followed by the

founding of the Global Coalition to Protect Education from Attack (GCPEA) in 2010. There are

representatives from "UNESCO, UNICEF, UNHCR, Human Rights Watch, Save the Children,

and the Institute for International Education Scholar Rescue Fund, and Protect Education in

Insecurity and Conflict (PEIC). The aim was to provide a common platform for research and

advocacy on the issue of education in conflict zones" (International Committee of the Red Cross

(ICRC), 2018, p. 10).

Most of the literature organizes the impact of military conflict into several effects.

However, I have assigned the categories into two major divisions: direct effects and indirect

effects. Within these two divisions there are subdivisions which have been oriented by the

literature. The first division is the immediate impact of military conflicts on education. Indirect

effects include general consequences of military conflicts that can result in repercussions on

education. In other words, it is an excruciating circle where violence is correlated with most

undesirable effects in society in general and on education in particular.

Direct Effects of Military Conflicts on Education

Destruction of Infrastructures: Schools are considered soft targets. They do not have

security measures. Considering the mentality that compels entities or groups to target schools,

only one explanation surfaces: ideological beliefs of vilifying the other. Balta (2015), Cervantes-Duarte and Fernández-Cano (2016), Grover (2011), Merrouche (2011), Miller-Grandvaux (2009), and Sheppard and Kizuka (2011) demonstrate that schools, for militants, represent government establishments. For extremist religious militants, schools are considered a representation of secular society and vice versa if these schools have been captured by militants. Thus, they target schools in an attempt to terrorize the families to pull their children out of school and to force teachers to abandon their jobs in fear of being killed. Moreover, Cervantes-Duarte and Fernández-Cano (2016) confirm that the main reason for attacking schools is that "the ideological confrontation between the opposing factions incites them to attack those places where the population may be indoctrinated, either as a means of recruiting followers or attacking and hurting the enemy" (p. 8). The outcome of the repeated attacks on schools resulted in their partial or complete destruction (Jones & Naylor, 2014a; Jones & Naylor, 2014c; Jones & Naylor, 2014d).

The partial or complete destruction, in addition to the continuous attacks lead to the closure of schools due to constant dangers on students and teachers (Dabalen & Paul, 2014; UNESCO, 2010; UNESCO, 2011). The number of schools that were destroyed or deemed unsafe structure- wise, throughout the past two decades, exceeds fifteen thousand schools worldwide. In Syria alone, according to the Syrian Minister of Education (2019), more than 5000 schools were completely destroyed between 2011and 2017.

Attacks on schools and educational infrastructure are on the rise. They decline in some countries based on how violent the conflict is. Since 2013 there have been more than 17,000 attacks (Downing, et al., 2018; ICRC, 2018; Justino, 2016). The immediate short-term and long-

term implications of these attacks are the depletion of physical structural resources needed to maintain functionality of the education systems in these countries.

Interrupted Education: As conflicts grow, their effects are amplified. These consequences are even worse when they become repeated, unilateral, compulsory, and imposed upon the educational sector and the people living in the conflict zone. In their research, Alzaroo and Hunt (2003), Brown, (2003), Bush and Saltarelli, (2000), Nicolai (2007), and Sfeir and Bertoni (2003) outline how the Israeli occupation aggressions on the Palestinian educational system not only interrupted this schooling but prevented the empowerment of the Palestinian identity. This was carried out by forced closure of educational institutions whether schools or universities ranging from several months up to four years.

This interruption can manifest itself in various ways. The most significant is the reverse effect it can have on the progress that was achieved before the breakout of conflicts. Some countries may have achieved near-universal primary education such as Syria and Iraq. However, this status can no longer be maintained due to the loss of control in certain geographical areas. The conflicts set educational systems back several decades (Brooks & Sungtong, 2016; Cervantes-Duarte & Fernández-Cano, 2016; Diwakar, 2015; ICRC, 2018; Jones & Naylor, 2014d; Mizunoya & West. 2015; Shemyakina, 2011; UNESCO, 2011).

Another significant consequence of interrupted education is the loss of education that could have been acquired by the students. As mentioned earlier, the UNICEF (2018) has reported that 32.9 million children who should be in elementary schools, are out of school in the countries affected by military conflicts. This factor cannot be made up for especially when the loss accumulates over years. This can have devastating impacts on the recovery period after the conflict is over. The economic growth would be much slower making it more difficult to reduce

poverty levels. It also translates in having fewer academic professionals in the various sectors such as higher education and health. According to a UNESCO (2011) study, the numbers are staggering.

Table 17

Years of Schooling Lost in Selected Conflict Countries

Schooling: country and years	Years of Schooling lost
Afghanistan (1978–2001)	5.5 years
Burundi (1994–2006)	3.4 years
Cambodia (1967–1978)	2.3 years
Iraq (1990–1996)	1.4 years
Mozambique (1977–1992)	5.3 years
Rwanda (1990–1994)	1.2 years
Somalia (1986–1996)	2.3 years

Note. Reprinted from EFA Global Monitoring Report (UNESCO, 2011, p. 136).

In other countries, reports among children in areas of conflict reveal the same decline in school attainment: Peru 0.21–0.5 years (Leo´n, 2010), Guatemala 0.47–0.71 years (Chamarbagwala & Moran, 2011), Kashmir 3.5 years (Parlow, 2012) and Colombia 1 year (Rodriguez & Sanchez, 2012), and Cote d'Ivoire 0.2–0.9 years (Dabalen & Saumik, 2014).

Decline in Enrollment Rates: Due to the instability and poverty that overshadow conflict areas, people become reluctant to enroll their children in schools. Families fearing for the safety of their children become more unenthusiastic to pursue their children's learning. Some might choose to have their children acquire some vocational skill to support the family's deteriorating financial status. In addition to that, displacement plays a major role in keeping children out of schools. Dryden-Peterson, Dahya and Adelman (2017) assert that "refugee children are some of the most educationally marginalized in the world, facing enormous social, political, and economic challenges with few visible resources" (p. 38). According to the Internal Displacement Monitoring Center (IDMC) (2019) report on global internal displacement, more

than 41 million people were displaced by the end of 2018 due to conflict and violence and more

than 30 million of those displaced people are located in in only ten countries. The UNHCR

(2017) estimated over 6 million people including their 2.5 million children were internally

displaced in Syria. As the families are forced to move from one troubled area to a safer zone, this

applied to their children who will have to leave school. Many of the temporary resettlements or

refugee camps that these families reside in do not offer schooling (Dabalen & Paul, 2014; Jones

& Naylor, 2014a; Jones &Naylor, 2014b; Jones &Naylor, 2014c; Jones &Naylor, 2014d;

Mizunoya & West, 2015; Shemyakina, 2011; Talbot, 2013; UNESCO, 2010). Another direct

factor for decreased student enrollment in schools is the unavailability of schools to go to

whether due to forced shut down or destruction such as the case in occupied Palestinian

territories where 25.000 students were not enrolled in schools in 2012 due to the Israeli military

incursion on Gaza Strip (Case Studies on Protecting the Right to Education, 2014). Total

enrollment figures in most of the conflict areas show severe decline in the number of students

attending schools (Cervantes-Duarte & Fernández-Cano, 2016; Diwakar, 2015; Ferrelli, 2015;

Hoenig, 2018; Justino, 2016; Mizunoya & West, 2015; Shields & Paulson, 2015; Singh &

Shemyakina, 2015). According to a report by UNICEF (2014) on conflicts worldwide, the

estimation is that "approximately 57 million children of primary school age did not attend school

in 2011" (p. 18). Mizunoya and West (2015) stated in their research that "K-G12 education in

Syria fell by 2.3 million (from 5.5 to 3.2 million) from 2010/11 to 2014/15.57 In this period,

most of the loss occurred in basic education" (p. 63).

     Reduction in School Attendance: This effect is associated with the previous two;

however, it is different in the sense that students are in school and are facing certain obstacles

that are discouraging for them to attend on a regular basis. Dryden-Peterson (2009), Justino

(2016), and Nicolai (2007) observe certain factors that can be demotivating for students. Dryden-Peterson (2009) argues that "policies and practices within education systems and within individual schools can act as barriers to children accessing primary education" (p. 19). Some of the barriers observed are related to gender, age, displacement, and disability; and in some countries, such as, Afghanistan, Cambodia, Thailand, Sudan, Kashmir, Kosovo, Punjab and Democratic Republic of Congo they can extend to barriers of ethnicity, language and region (Dryden-Peterson, 2009; Jones & Naylor, 2014a; Jones & Naylor, 2014b; Nicolai, 2007; Singh & Shemyakina, 2016). When students experience these on a daily basis, they are discouraged to attend regularly. The school no longer represents a safe haven for them. In addition to the horror of the conflicts they have witnessed, they are subjected to these various forms of discriminations that might become intimidating throughout the school day.

Education Affected (limited access) in Rural Areas: Due to their distant location from the center, rural areas tend to have less security forces or government army presence. Thus, they become soft targets for militias and armed groups to take over these locations. The impact tends to be more evident in villages and sometimes affects the female students more than male students (Singh & Shemyakina, 2015). Their families stop sending them to school in fear of their daughters, especially teenaged ones, being kidnapped and raped (Martinez, 2013; Shemyakina, 2011; Singh & Shemyakina, 2015). Moreover, the militants aim is to deprive male students of education in those areas in order for the armed groups to exploit them for recruiting (Davies & Talbot, 2008; Jones & Naylor, 2014a; Martinez, 2013; UNESCO, 2010). Schools are destroyed and, as Martinez (2013) points out that it becomes difficult to persuade teachers to stay or to recruit new ones to teach in those areas (p. 3).

Violence against Teachers: UNESCO (2010) reports that since 2007, "there have been thousands of reported cases of students, teachers, professors, academics and other members of the educational community being taken prisoner, held in captivity, beaten, tortured, burnt alive, shot by rebels, armies and repressive regimes; imprisoned or raped by armed groups or forces in school or on their way to school" (p. 14). Many of the studies have focused on teachers being the target of many attacks in order to discourage them from fulfilling their educational duties, which in turn, would deprive the schools and students of their staff and role models (Downing, et al., 2018; Grover, 2011; Martinez, 2013;). With the lack of trained teachers, it becomes more difficult to sustain the quality education during times of conflict and even more challenging to have the educational system ready for recovery after the conflict is over (Talbot, 2013; UNESCO, 2011). Another reason for such harsh treatment of teachers is due to the symbolic value they represent. They are "perceived as leaders in their communities" (Justino, 2016, p. 79); others are killed for ethnic or religious purposes depending on the ideology of the militias and armed groups, such as, in Iraq, Punjab, Democratic Republic of Congo, Cambodia, Cote d'Ivoire, Southern Thailand, Myanmar. (Balta, 2015; Brooks & Merrouche, 2011; Dabalen & Paul, 2014; Jones & Naylor, 2014a; Sungtong, 2016; UNESCO, 2010). With shortages of skilled teachers, it becomes more difficult to meet the needs of the students (Cervantes-Duarte & Fernández-Cano, 2016; Miller-Grandvaux, 2009; Mizunoya & West, 2015; UNESCO, 2010). In Ferrelli's (2015) research, he states that "since 2013 over 50000 teachers were out of school" (p. 346). This only proves that teachers in conflict areas unable to protect themselves, their schools, or their students.

Quality of Education: Due to all the former effects, the type of education students receive during conflicts does not compare to what they had received before the conflict erupted.

The quality of education should not be measured only through tests but rather based on skills learnt, the personality traits being nurtured towards being future productive individuals in the society. Unfortunately, with fighting breaking out and people being in constant danger, quality of education disintegrates especially when militias and armed groups control the curricula.

In conflict-stricken regions, there has been under-investment in infrastructure, teacher training and compensation and a focus on restoring "normality" rather than nurturing learning (Davies &Talbot, 2008, p. 513). Dryden-Peterson (2009) refer to the case of Afghanistan where "children made a clear link between the poor quality of teaching and non-enrollment" (p. 11). These children are discouraged to attend school due to the lack of skilled teachers (Cervantes-Duarte & Fernández-Cano, 2016) or because students lack the inspiration and will to learn. The teachers do not receive training as educational budgets are decreased. Miller-Grandvaux (2009) emphasizes that during times of conflict "teacher training institutions are dysfunctional, lacking appropriate teachers' curriculum; and learning and teaching materials are not available and probably never were" (p. 11).

The gravity of the quality of education is seriously disrupted when militias and armed groups control schools and force teachers to include in their instruction "hatred and intolerance and radical ideologies" (Miller-Grandvaux, 2009, p. 11). They have opposed education for females, and they considered government schools and teachers as a symbol of the corrupt power they want to destroy. This has been the case in certain parts of Syria which were under the control of Islamist factions ISIS and al-Qaida's affiliate al-Nusra Front (Aubrey, et al., 2016). These two terrorist organizations banned the Syrian curriculum and replaced it with a Saudi version that is based on religion. They eliminated science, math, history, literature, languages, music and art. Only Arabic was taught as a language since it was the language of the Quran.

These Islamist factions placed a major emphasis on Islamic education and Sharia (or Islamic) law taken from the Saudi curriculum. These types of education programs can effectively become an instrument to strengthen the power of the factions that are in control.

Alzaroo and Hunt (2003) emphasize how the Palestinian quality of education was degraded due to the hegemony of the Israeli occupation on what to include and exclude. "The Israeli authority excluded or changed any text or words related to the land, history, geography, people and literature of Palestine and the Palestinians. Classroom maps were required to show Israel instead of Palestine." (p. 170). In addition to that, "Quranic verses, poetry and history on the struggle against the aggressor were deleted. Even texts or sentences mentioning Arab unity or the struggle against imperialism were deleted" (p. 170).

Loss of Student Skills such as Linguistic and Cognitive Development: Unlike adults who through experience have learnt how to deal with inner tension resulting from military conflicts, children are vulnerable. While adults can attempt to rationalize what is occurring or can move to safer areas, children do not have these luxuries. Due to the violence occurring during military conflicts that students witness in their environments, studies have shown that trauma can negatively influence their ability to learn and impact their aptitude to enhance their academic skills (Cervantes-Duarte & Fernández-Cano, 2016). Elbert, et al. (2009) in their study on the trauma and cognitive performance of children who have lived through military conflicts in Sir Lanka, asserted that their memory performance declined and consequently "traumatized children perform less well in language skills" (p. 244). Students do not usually score high grades in their test. They also have problems in the ability to memorize new information, especially if it is in another language. Students with post-traumatic stress disorder (PTSD) "demonstrated significant impairment of cognitive development" (Elbert, et al., 2009, p. 244). Unfortunately,

the literature reveals that many teachers, in areas of conflict, are not trained to identify students with PTSD. (Cervantes-Duarte & Fernández-Cano, 2016; Elbert, et al., 2009; UNESCO, 2010). This may result in teachers placing extra pressure on students for not acquiring the information and to put more effort.

Military Use of Schools: The literature has documented the transformation of schools during conflicts into barracks and camps, operational bases, sniper postings, and detention facilities by the various fractions in control (Alzaroo & Hunt, 2003; Nicolai, 2007). According to Downing, et al., (2018) between 2013 and 2017 the use of schools for military objectives was reported in 29 countries: "Afghanistan, Burundi, Central African Republic, Cameroon, Colombia, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, India, Iraq, Palestine, Kenya, Lebanon, Libya, Mali, Myanmar, Niger, Nigeria, Pakistan, the Philippines, Saudi Arabia, Somalia, South Sudan, Sudan, Syria, Turkey, Ukraine, Yemen, and Zimbabwe" (p. 38).

This has hindered the educational process since it deprives students of their schools. Moreover, schools become military targets that result in their partial or complete destruction which renders them unsafe to use (Balta, 2015; Ferrelli, 2015; Jones & Naylor, 2014c; Sheppard & Kizuka, 2011). Transforming schools for military use creates challenges for fractions at war when they attempt to identify targets to attack. The task to differentiate between schools used for military objectives and those which are not entails placing students, teachers, and staff at the risk of injury or death (Grover, 2011).

The consequences are devastating; the number of students, teachers and staff who are affected is large, not to forget that these individuals have families which are affected as well. The ripple effect starts with the loss of a school and has repercussions on those directly associated with the school and those indirectly associated with the school members. Those are the effects in

the short term; the effects in the long term are even worse. Students face interrupted education that can accumulate to years, as discussed in a previous section; these lost years cannot be made up. The reconstruction and rehabilitation of school structures require a large budget and as discussed previously, governments during conflicts tend to reduce spending on education.

For education to be effective, the elements of regularity, duration, and safety have to co-exist. In other words, in order for learning to occur properly with no "restriction of grade progression" (Justino, 2016, p. 77), students must have accessibility to education on a daily basis for an extended period of time which in most countries is about twelve years. Not only students need that access to education but also teachers need access to professional development that prepares them to deal with the conflict and its consequences on sectors of education, especially the students. With all these direct impact on the educational sector, it becomes exceedingly difficult for such training programs to take place.

This brings us to the second part of how conflicts impact education; the indirect effects.

Indirect Effects of Military Conflicts on Education

Behavioral Problems: The environment where conflict is escalating has a combination of traumatizing events (Cervantes-Duarte & Fernández-Cano, 2016). These events can be audible or graphic in the form of shootings, grenade explosions, landmines, shelling, deaths, injury, and destruction. The frequency of these events is based on the severity of the fighting and the location of the area. Some of these behavioral characteristics include depression, irritability, aggression, isolation, symptoms of posttraumatic stress disorder, and nervousness (Dimitry, 2012; Taylor & Sidhu, 2012). Elbert, et al. (2009) trace how continuous exposure to conflict and trauma can lead to problems in performance. They assert that for children witnessing traumatic

incidents, such as those mentioned earlier, "the resulting symptoms would interfere with their life through social withdrawal, difficulties leading a normal family life, and problems in school performance" (p. 241).

Reduced Financial Resources: This has two sides; one that is related to governments; the other related to families. When conflicts erupt, the economy is usually slowed down or brought to a standstill. Hoenig (2018) explains that there is a "clear negative link between conflict and economic performance and direct cost estimations" (p. 1). This leads to budget cuts. Education spending is reduced as schools are destroyed; teachers and students killed or forced to be displaced; text-book printing becomes more expensive (Dryden-Peterson, 2009; Jones & Naylor, 2014d; Taylor & Sidhu, 2012; UNESCO, 2011).

The second aspect is the financial effect on the family. The slowing economy has a negative impact on the household's financial resources. The effects of loss of jobs, home, and family-owned businesses result in a decrease in income. This undermines the education of children in these households. (Dabalen & Paul, 2014; Shemyakina, 2011). Just as governments cut back expenditure on education, so do many households. Providing for school uniforms, books and other school supplies and transportation all become burdening for the families especially if they have been displaced. Education takes second place when compared with the need to stay alive. Singh and Shemyakina (2015) confirm in their study on Punjab insurgency a decrease in years of schooling was a result of reduced expenditures by households during that period.

Forced Displacement: This includes students and teachers. Forced displacement occurs when there is heavy fighting or areas are taken over by militias (Dabalen & Paul, 2014) that tend to incarcerate or execute individuals based on ethnic, religious, ideological, or political beliefs.

Such a situation, especially for children, requires a new adaption to the environment. They need time to acclimatize (Cervantes-Duarte & Fernández-Cano, 2016). The speed in which the children can become familiar to their new surrounding depends on their age, trauma they have been through and amount of interrupted education they have experienced.

According to UNICEF (2010), due to displacement of Iraqis after the US invasion and occupation of Iraq, the number of students receiving elementary education declined by over 88,000 between 2004 and 2007. Most of the research emphasizes the negativity of displacement of student-achievement; this clearly demonstrates how displacement can result in less stable education (Diwakar, 2015; Hoenig, 2018; ICRC, 2018; Jones & Naylor, 2014a; Jones & Naylor, 2014c; Jones & Naylor, 2014d; Mizunoya & West, 2015; Shemyakina, 2011; Taylor & Sidhu, 2012).

In regard to the education staff, assassinations, abduction and torture of teachers on the way to and from school (Mizunoya & West, 2015) have forced them to leave their homes for safer environments. Depending on the country of conflict, some were relocated to other schools in safer areas, such as the case in Syria. In other countries with weak economies, teachers ended up unemployed. Some teachers had to leave everything behind, such as degrees, certificates, and other work-related documents (Hoenig, 2018; Mizunoya & West, 2015).

This disruption in place has led to a disruption in education. This exodus led public education systems to be overburdened and under-resourced. Two principal elements of education, students and staff have been uprooted and relocated. With this, a vacuum has occurred in the original area for those who do not have the ability to leave resulting in loss of teachers; therefore, the education is brought to a standstill. In the areas chosen for resettlement, education

systems are incapable of accommodating this influx of incoming students and educators creating overcrowded classrooms with poor education quality (Mizunoya & West, 2015).

Gender Difference in Schooling and Sexual Violence: Based on the literature, gender-related issues within conflict have been damaging for both boys and girls; however, education wise the negativity is higher for girls (Dryden-Peterson, 2009; EFA Global Monitoring Report, 2013; Jones & Naylor, 2014c; Justino, 2016; Martinez, 2013; Miller-Grandvaux, 2009; Poirier, 2012; Shemyakina, 2011; Singh & Shemyakina, 2015; UNESCO, 2010). Poirier's (2012) cross-sectional data on 43 African nations asserts that conflict has a strong negative effect on education enrollment, particularly for girls. When families were forced to choose who was to be enrolled in school, due to insufficient income or safety issue, boys came first. Shemyakina's (2011) research affirms the existence of a negative correlation between girls' enrollment in schools and military conflict.

Most of the literature identifies two main reasons for this gender inequality. The first is due to the household's reduced financial resources, which was discussed earlier. Therefore, parents have to make a decision. Many believe that sending the boys to school is a type of investment for the future. It is usually "a common pattern in behavior in less developed countries" (Singh & Shemyakina, 2015. p. 107). Justino (2016) explains that for boys "there is less perceived risk of violence, harassment or abduction, and more employment opportunities" (p. 78).

The second main reason for decline of female education is that they are often victims of rape and other sexual violence that accompanies armed conflicts (Downing, et al., 2018; EFA Global Monitoring Report, 2013; ICRC, 2018; Martinez, 2013; Shemyakina, 2011; Singh & Shemyakina, 2015; UNESCO, 2010; UNESCO, 2011). Most of the literature has documented

increased sexual and gender-based violence (SGBV), including rape (Martinez, 2013),

committed by militants based on the females' ethnicity, religion, or ideology. Another reason

was to restrain female participation in education (Singh & Shemyakina, 2015) and to undermine

their status in society in which could have a long-term human development and impede the

process of rebuilding the society when the conflict is over. The results of Singh & Shemyakina's

(2015) study confirmed "that women who were of school age during the insurgency and who

lived in districts that experienced a greater number of terrorist incidents and killings attained less

schooling than men of similar age" (p. 202).

Forced Recruitment of Children into Terrorist Groups: As mentioned in the previous

section, parents, suffering reduced financial resources, favored enrolling their sons in schools

more than their daughters believing boys are less threatened than girls during military conflicts.

Unfortunately, the outcome was devastating in many conflict countries especially Asian and

African nations, such as Afghanistan, Democratic Republic of Congo, Iraq, Kenya, Mali, Nepal,

Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Syria, Thailand, Turkey, and Yemen.

Many times, boys were abducted on their way to school or from their classrooms and forced into

becoming child soldiers.

Recruiting children into militias forcefully has been considered a serious obstacle to

education. Children are kept out of school, undergo threatening situations, experience long-

lasting trauma and have "problems of reintegration" (UNESCO, 2011, p. 145).

Child recruitment (Downing, et al., 2018; Jones & Naylor, 2014d; Kohrt, et al., 2008;

UNESCO, 2011) manifested itself when non-state militias recruited boys "under the age of 18 to

act as fighters, spies, or intelligence sources; for domestic work; to transport weapons or other

materials; or for any other purpose associated with the armed group" (Downing, et al., 2018, p.

19). Those who refused to be recruited by the armed groups were executed. Jones and Naylor, (2014d) give the example of the extremist Nigerian militia Boko Haram that was infamous in its attacks on education. Its attacks have "intensified and become more deadly since the start of 2012; most of the students who have been killed are males" (p. 9).

The recruited boys, who survived the conflicts, suffered from different types of trauma, such as, distraction, hostility, emotional instability, sorrow, withdrawal, sleeping difficulty, nightmares, and suspicion (Kohrt, et al., 2008).

There are so many common denominators that make the situation almost identical between the countries previously mentioned and the Syrian context. The effects of military conflict in Syria can be seen in, to name a few, reduced financial resources, forced displacement, the destruction of schools, killing of teachers, abducting and recruiting school children, and setting fire to the school textbooks.

All of these impacts should be taken into consideration when designing in-service training programs for teachers in conflict areas or maybe for those in a country just coming out of conflict. If they are not taken into consideration, then there will be gaps in the teachers' abilities to deal with issues that might occur in the classroom, such as tension, anger outbreaks, anxiety, withdrawal from participation or students being absentminded. In other words, teachers should not only be trained in the area of their specialization, but rather need to receive some training on becoming cultural workers. The teachers should be able to produce classroom cultures that transform prevailing inequalities and injustices (Kozleski & Handy, 2017) that the students have experienced due to the conflict. The professional development programs should

expand learning and help teachers respond to the cultural dynamics that mediate learning and social relationships in their classrooms.

Section Three: In-service EFL Professional Development Programs in the Middle East

Based on the list of conflict-affected countries between 2002 and 2011that was cited earlier, it is obvious that several Arab countries are listed as conflict areas. This brings me to the third section of the literature review that focuses on in-service training programs that are crucial for teacher development. They offer teachers ongoing support. However, the preparation and implementation of these programs in Middle Eastern countries, especially Arab countries, appear to have less impact and productivity. Arab EFL teachers' perspectives are negative in regards of attending these programs and their anticipated outcomes (Al-Issa, Al-Bulushi & Al-Zadjali, 2017; Al-Wreikat, Abdullah, & Kabilan, 2011; Alibakhshi & Dehvari, 2015; Ali, 2018).

The scale of the research articles shows that not much has been dedicated to investigating the training needs of Arab in-service EFL teachers and the success rate of the programs they undergo. Most of the articles highlight that in-service EFL teacher preparation programs in the Middle East, especially Arab countries, can be described as nonsystematic and inadequate (Al-Issa, 2019; Al-Issa, Al-Bulushi & Al-Zadjali, 2017; Al-Wreikat, Abdullah, & Kabilan, 2011; Alibakhshi & Dehvari, 2015; Ali, 2018). EFL teachers are mainly graduates of English Literature Departments. These departments prepare students to be English literature specialists or English-Arabic translators. They do not prepare them to become teachers in schools due to the very short pedagogical training they receive (Al-Issa, 2019). Some of the graduates might register for a one year post graduate teaching certificate and some might not, yet both can be appointed as EFL teachers in schools if they apply for the teaching positions advertised by the Ministry of Education in many Arab countries, such as, Syria, Egypt, Iraq, Jordan, Kuwait, Algeria,

Palestine, etc. Cross (1995) postulates that appointing untrained or inexperienced teachers to classrooms merely to meet increased demand or to expand access to schooling comes at the expense of the quality of teacher preparation and, hence, the quality of learning. This negatively affects the quality of education (p. 33).

The solution that ministries of education in Arab countries have come up with is to design mandatory EFL in-service teacher training to introduce what they deemed as modern teaching methods and to identify obstacles that hinder effective English teaching. Nevertheless, these development programs became a burden for EFL teachers. They are designed by education administrators and supervisors with complete negligence and absent communication with the EFL teachers themselves (Al-Issa, 2017; Alibakhshi & Dehvari, 2015; Ali, 2018; Al-Wreikat, Abdullah & Kabilan, 2011; Ramahi, 2015). Thus, no goals in relation to EFL teachers' knowledge and behavior are defined; no needs analysis is carried out because these training programs are annual routines; no consideration is given to teachers' level of education or professional competence.

Darling-Hammond et al. (2017) define professional development as "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes" (p. v). Bailey, (2004), Gutsky, (2002), and Roberts, (1998) refer to professional development as a framework that includes instructional practices teachers receive training on to achieve in-service professional growth and bring about changes in their attitudes and beliefs. According to the authors, these practices are interrelated with teachers' ongoing learning to improve their classroom instruction and enhance their students' learning. Professional development is built upon two crucial elements: problem solving and practice monitoring (i.e., professional development for in-service teachers should not revolve around theory and lecturing

but rather on a practical underpinning). Therefore, professional development encompasses selected types of facilitated learning to be situated in intensive and collaborative practice that integrates an evaluation as one of its components (Amadi, 2013).

Bell, (1991), Burns, (1999), Moon, (2004), Richards, (1998), and Wallace, (1998) emphasize that high quality in-service training programs will result in the professional development of teachers. Thus, teacher development is crucial for the progress of education in any society; it has become more urgent to keep up with the vast and rapid technological advances and learning methodologies that have become part of many Western classroom environments. The theoretical framework for in-service teacher programs is very rich with research. Ten Dam and Blom (2006) point out that "teacher education is changing at a rapid tempo" (p. 647). Unfortunately, this is not the case in many Arab countries especially in the past nine years with the so-called Arab Spring tearing countries apart and with military conflict spreading to fight off international terrorist organizations.

Although Cochran-Smith and Lytle (1999) emphasize that teachers are not confined to being a 'technician, consumer, receiver, transmitter, and implementer of other people's knowledge' (p. 16), it is found that EFL teacher training programs in Arab countries appear not to be evolving with this vision. These programs are paralyzed with a mentality that can be described best in the words of Schulz and Mandzuk (2005) when they explain that "inquiry is trivialized if it is understood only as a project, or if its purpose is primarily to tinker with and perfect certain skill sets" (p. 330). Teachers should be trained not to be only responsible but also response-able; "if we are truly committed to preparing teachers who are knowers, thinkers, leaders, and change agents—and we must be committed to this—then we need to take up Dewey's challenge to help our teachers become thoughtful and alert students of education"

(Schulz & Mandzuk, 2005, p. 330) rather than having teachers who resort to outdated teaching approaches that heavily emphasize student test scores (Benard, 2006; Chapman & Miric, 2009). Hence, EFL in-service training programs should not aim merely at imitating previous programs or reinventing the wheel, but rather the attention must be focused on assisting teachers to understand and adapt to the various complexities that associate the teaching profession. From a socio-cultural perspective on learning, these in-service training programs should encourage teachers to be active participants in educational practices in the most competent way possible. This requires that teachers have their own professional identity which should be respected and taken into consideration when developing in-service training programs. This is not the case in most Arab countries. The majority of EFL in-service training programs are designed with disregard to teachers' practical needs.

The majority of the articles on EFL training in the Middle East concluded that most of the EFL teachers were left with a negative impression about their in-service development programs. Al-Issa, (2017), Alibakhshi and Dehvari, (2015), Ali, (2018), Al-Wreikat, Abdullah and Kabilan, (2011), and Ramahi, (2015) asserted that the EFL teachers expressed this negative impression in regards of the in-service training programs they underwent. This could be due to alienation of teachers when designing these programs. Another aspect is the repetitious nature of the content. Al-Wreikat and Abdullah, (2010), Asassfeh, Alshaboul, and Alodwan, (2012), Fareh, (2010), Personn, and Yigitoglu, (2015) emphasized that the teachers they studied, believed that they were being trained on the same methods and techniques they have already received training on with no real change or development. Only two articles, Alibakhshi, and Dehvari (2015) and Orr (2011) reported a positive attitude to certain aspects of the training. The first was research conducted in Lebanon where the teachers reported positive attitudes towards their trainers and

the aspect of lesson planning (Orr, 2011). The other was on Iranian EFL teachers. The researcher reported that "CPD was also perceived to be improving current professional skills to continue to perform effectively in the work setting" (Alibakhshi & Dehvari, 2015, p. 10).

Reviewing these different articles, researchers concur that in order for in-service training programs to be effective, teachers need to be part of the design. This is part of the survey that I have designed. I will not only be basing my research on the literature review but also on the responses of the Syrian EFL teachers taking the survey in regard to what makes in-service training programs effective or ineffective. Will the Syrian EFL teachers have views and reasons similar to the ones offered in the literature reviewed or will they have a whole set of reasons unique to their experience and situation?

Chapter 4

The Methodology of the Research

The Present Study

Based on the literature review that has traced educational issues in regard to in-service professional development of teachers in both international and Middle Eastern contexts in addition to the impacts on education during times of military conflict and civil strife, the teacher has been at the core. For education to occur, the human factor is of the essence but more importantly trained and skilled educators with ongoing training is what can make the difference. The literature review emphasizes the importance of in-service training programs and how they can improve student outcomes, which indicates the importance of teacher-student interaction whether in traditional school environments or those in non-traditional ones, i.e., education in countries with military conflicts. Moreover, these in-service development programs aim at assisting in updating and transforming teacher class instruction from a didactic lecturing style to a more dialogic interactive communicative style. The pedagogy should be of relevance to both teachers and students rather than being imported from foreign educational systems, i.e., each educational system has its own unique characteristics, circumstances and limitations that need to be taken into consideration when designing in-service training programs.

Due to the lack of empirical data on in-service development programs for Syrian English language teachers, this research aims at exploring and investigating the nature of the Syrian English-language teacher in-service development programs in the context of military conflict in order to examine the fundamental pedagogical approaches that teachers receive training on and those that are being applied in the classroom context.

As mentioned above, the research will attempt to explore these two questions:

1- What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?

2- What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict?

Using a Mixed Methods Study

In order to comprehensively address the complexity of the research questions and understand the issues under investigation better (Bryman, 2008), a mixed method research design using both quantitative and qualitative methods has been applied. This allows for triangulation of data, in order to achieve greater validity and reliability in the study. The methods were designed to be closely related to each other to ensure a fully integrated research design.

The questions were investigated through a mixed method approach using a structured survey. In addition to that, teachers were asked to keep a journal to take notes of classroom practices and what facilitated their teaching of the subject and which of the teaching approaches, they trained on during their in-service training programs, worked or did not have impact on the students' language skills. This combination of data gathering tools was useful for identifying the teachers' different perceptions on in-service development programs during times of military conflict.

Rationale for Performing a Mixed Method Design

The use of mixed methods has been increasing in educational research (Bryman, 2008). Bryman (2008), Cohen et al. (2007), Creswell (2008), and Gay and Airasian (2003) argue that

the nature of the inquiry, the population, the hypotheses, the variables, and the type of research questions influence the selection of research approaches and methods of data collection. Therefore, when choosing the appropriate research approach, one has to understand and acknowledge the differences and how they can impact the nature of the study. Bazeley (2004), Halcomb and Hickman (2015), and Hayes et al. (2013) make this comparison between quantitative and qualitative research.

Table 18

Comparison between Quantitative and Qualitative Research

	Quantitative	Qualitative
Type of data used	numeric	textual
Logic employed	deductive	inductive
Type of investigation	confirmatory	exploratory
Method of analysis	statistical	interpretive
Approach to explanation	process theory	variance theory
Underlying paradigm	positivist or interpretive/critical	rationalistic or naturalistic

Although researchers applying one single research design in their study can arrive at significant data, such as, statistical, practical and/or clinical significance, this extraction can be "compromised by the limitations inherent in the method of extraction" (Onwuegbuzie & Leech, 2004, p. 778). In other words, structuring a single method approach can result in limited interpretations (De Lisle, 2011; Malina, Nørreklit & Selto, 2011; Onwuegbuzie & Leech, 2004).

On the one hand, the application of quantitative research in education, for example, can measure the addressed inquiry with precision by relying on numerical data. On the other hand, the application of a qualitative approach to the same issue can highlight its context in a natural setting with a focus on both humane and social aspects of the observed inquiry (Caruth, 2013; Greenne, 2007; Ponce & Pagán-Maldonado, 2015; Salehi & Golafshani, 2010).

According to Creswell and Garrett (2008), De Lisle (2011), Johnson and Onwuegbuzie (2004), Johnson et al. (2007), Tashakkori and Creswell (2007), and Wisdom et al. (2012), in order for the structure of the inquiry to be regarded as mixed methods, it has to incorporate both quantitative and qualitative elements in the various stages such as the questions, sampling, data collection and analysis methods for purposes of understanding and corroboration. Thus, the process of mixing occurs when elements of both qualitative and quantitative are intertwined to produce a more comprehensive analysis of the research problem (Glogowska, 2011; Halcomb & Hickman, 2015).

In other words, the mixed method research takes advantage of, and capitalizes on, the strengths of the data collection approach in both qualitative and quantitative methods. Moreover, it addresses their shortcomings to decrease the possible fragility of both in single research studies for a better understanding of the topic being researched (Halcomb & Hickman, 2015, Johnson & Onwuegbuzie, 2004, Malina, Nørreklit & Selto, 2011; McKim, (2017); Wisdom et al., 2012). Moreover, the research becomes more robust and inclusive because it uses "the strengths from one research model to offset methodological shortcomings from the other" (Ponce & Pagán-Maldonado, 2015, p.114). "Its logic of inquiry," according to Johnson and Onwuegbuzie (2004), "includes the use of induction (or discovery of patterns), deduction (testing of theories and

hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one's results" (p. 17).

The mixed method is more holistic and flexible. Researchers have more options and choices rather than being limited to a single research methodology. This allows the researcher to investigate more complex inquiries. "It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary" (Johnson & Onwuegbuzie, 2004, p. 7).

There are many other reasons that can persuade a researcher to design a mixed method study. Johnson and Onwuegbuzie (2004), highlight some advantages of applying a mixed method research. It:

- Can provide stronger evidence for a conclusion through convergence and corroboration of findings.
- Can add insights and understanding that might be missed when only a single method is used.
- A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.
- Can be used to increase the generalizability of the results.
- Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice. (p. 21)

Thus, this asserts a compatibility of both quantitative and qualitative methods. This allows for the correlation of both numerical and text data collected to help a better understanding of the research problem. In other words, in relation to my research questions, the results of the quantitative approach identify the number of teachers' position, as a group, on a certain aspect of the in-service training programs and classroom applications; thus, classifying what aspects are

deemed significant or less significant by the teachers, while the qualitative dimension allows for broadening the exploration of the reasons why such beliefs and views exist; therefore, uncovering the conditions the underpin current in-service development programs can lead to a transition in designing these programs to be more practical and beneficial for teachers.

Organization of the Research

For this study I implemented a sequential explanatory design that was comprised of two phases. The first part was quantitative; the second was qualitative. The rationale for such a design was to take advantage of the data collected from the quantitative part, the survey, to help guide and inform the qualitative phase: the teacher journals. This created connectivity between the data and the research process as it progressed. Another reason for this approach was as Creswell (2003) suggests that there are more advantages to exploratory studies when ''not much has been written about the topic or the population being studied'' (p. 30).

Data Collection Methods

Table 19 is a taxonomy of the research divisions. It shows the main data collection methods adopted in this study; it also presents purpose and targeted population.

Table 19

Taxonomy of Mixed Methods Research of this Study and Number of Participants

	Design	Method	Purpose	Target
Sequential Explanatory Design	Quantitative phase	Survey 517 participants	Identification of attitudes and perceptions towards EFL teaching during times of military conflict	EFL teachers
		Concept Mapping 194 survey responses 10 EFL teacher coders	Analyzing teachers' responses to open-ended question	EFL teachers
	Qualitative phase	Journal keeping 2 journals	Identification of classroom instruction based on teachers' reflection	EFL teachers

Survey: Data was collected via a survey. The survey allowed me to collect data from a large number of EFL teachers who accepted to participate in it. The survey attempted to identify concerns, perceptions, points of view related to teachers experiences who were located in different schools, their EFL learning/teaching and teacher training. Bryman (2008) explains that exploring teachers' beliefs about their practices is a reflection of the self-awareness and self-conceptualization of their teaching. The questionnaire was appropriate for collecting data for issues the Syrian EFL teachers identify and encounter because it allowed for asking all the teachers the same questions (Wilkinson & Birmingham, 2003; Cohen et al, 2007; Gass & Mackey, 2007).

The results from this study were intended to inform the design of the qualitative part, such as, understanding the concept mapping and teachers' journals; in addition to that, the final result aimed at improving future in-service course offerings and EFL classroom instruction in Syria.

The survey design was a cross-sectional study. It was intended to examine multiple groups of teachers: novice, moderately experienced, and very experienced (based on the number of in-service development programs they have attended) over a certain period in time: since the beginning of the Syrian crisis. This emphasizes how they view the effectiveness and necessity of training programs.

Designing the items and questions in a survey can range from close-ended to open-ended structures (Bryman, 2008; Cohen et al 2007; Gay & Airasian, 2003; Wilkinson & Birmingham, 2003). Due to the uniqueness of the Syrian EFL teachers' environment and in-service programs being offered during times of military conflict, I designed a survey that assisted in identifying current issues and explored the research questions. It was a blend of closed questions itemized in

a Likert scale with five options ranging from strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree (section 6 through 14), one open-ended question and a request for keeping a reflective journal on their in-class teaching practices. The open-ended question offered the teachers the opportunity to bring up issues they deemed important that were not in the survey questions; what they felt challenging in teaching English to their students, and how might professional development programs help them meet those challenges. The reason for designing the survey based on mostly closed questions was because it was not possible to investigate the teachers' understanding of all the principles of in-service development programs and their practices in the classroom through open-ended questions because such a design would result in a very long survey that, consequently, might discourage the teachers to participate in the survey.

Moreover, the structure of the statements depended on positively phrased and negatively phrased statements. When taking surveys, respondents may reveal directional bias as in acquiescence bias where they agree to statements without carefully reading them or comprehending the meaning (Baumgartner & Steenkamp, 2001; Drolet & Morrison, 2001; Greenleaf, 1992; Rossi, Gilula, & Allenby, 2001). In other words, the participants' in a survey may have a tendency to reveal acquiescence rather than disagreement with the statements of the survey. This response attitude can result in producing answer patterns that do not reflect the precise viewpoints or beliefs of the participants.

To overcome such bias, disrupt automatic response behavior and check that respondents are providing consistent answer, researchers recommended including reversed items as a validation technique (Baumgartner & Steenkamp, 2001; Drolet & Morrison, 2001; Greenleaf, 1992; Rossi, Gilula, & Allenby, 2001; Weijters et al., 2013). To create balance, Weems (2007)

suggested that "the inclusion of reverse coded items motivates participants to process items more carefully and prevents negative respondent behaviors such as response set, satisficing, and acquiescence" (p. 844). These reversed coded items are mostly statements that are structured in the negative form using (no or not), i.e., they are negatively worded statements.

The reversed statements require balanced scales that are coded in the opposite direction of the non-reversed statements (Paulhus, 1991; Podsakoff et al. 2003; Weems, 2007; Weijters & Baumgartner, 2012). After the data is entered into a spreadsheet using the Statistical Package for the Social Sciences (SPSS), "the scores for all reverse coded items should be recoded to facilitate consistent interpretation of the data and must be recoded if items are to be combined to form scales" (Weems, 2007, p. 845). This means the scale must be flipped. The high scores become low scores and low scores become high scores. For example, if the scale of a positively worded 5-point Likert scale consists of strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, and strongly disagree = 1, the numerical values that are assigned to each category in a negatively worded scale must be reversed to become strongly agree = 1, agree = 2, neutral = 3, disagree = 4, and strongly disagree = 5. By doing so, strongly disagreeing with a negative statement bares the same direction and measure as strongly agreeing with an affirmative statement in the statistical analysis. Therefore, after entering my data into the Statistical Package for the Social Sciences (SPSS) spread sheet, the scale for the negatively worded items were reversed followed by the application of the split-half test to confirm the reliability of the survey.

The survey was designed using Qualtrics. An anonymous link was generated and posted on three social media pages. A brief description of the survey and its goals preceded the link.

Sampling

The EFL teachers in Syria are the population targeted in this survey. My sample was a diverse one. As mentioned earlier, it included Syrian English language teachers with various backgrounds and experiences in teaching. There is a very large population of English language teachers; it is difficult to identify and include every member of this population. Therefore, the internet was used to reach out to as many Syrian EFL teachers as possible. Since it was an internet-based survey, it was a non-probability sample; thus, convenience sampling was used. It was left up to each individual to choose to participate in the survey. Using this, each member of the population of the Syrian English language teachers, then, had an equal chance of being selected as a subject to be surveyed if they chose to participate in the survey. A request was posted on three different social media pages that have over 94,000 members combined with at least a third being EFL teachers and others who have the intention of becoming EFL teachers in the future. Two of these social media pages are for Professor Ahmad Al-Issa who is a professor in English literature at the English Department and a former English language educator in the Postgraduate Certificate in Education (PGCE) academic program also known as Educational Rehabilitation Diploma at the School of Education, Tishreen University; both his pages have about 93,000 members; the third is for my language center that has more than 1,170 members. According to Fricker (2016), "in non-probability surveys the bias has the potential to be much greater, since it is likely that those who opt in are not representative of the general population. Furthermore, in nonprobability surveys there is often no way to assess the potential magnitude of the bias, since there is generally no information on those who chose not to opt in" (p. 168). However, because it was crucial to target a population with professional knowledge of the research issue, EFL teaching, a nonprobability sampling approach was chosen. I was attempting

to reach out to as many Syrian EFL teachers possible. In order to ensure that the use of social

media to solicit survey participants did not have a negative effect on the composition and

demographics of the participant sample; and that the posts on these social media pages were

being read by EFL teachers, two announcements were posted in Arabic. The posts requested only

EFL teachers in public or private schools to respond. They were requested to provide the

governate they were teaching in. Within less than a 24-hour timeframe, the number of EFL

teachers who replied to the two announcements posted on social media exceeded 3,295.

Moreover, the information they provided about their general location was very varied. Some

mentioned the name of the governates and others the names of the cities. This was evidence that

the teachers reading the posts represented the various regions and cities of Syria. For example,

some of the locations mentioned were: Lattakia, Lattakia countryside, Jablah, Banyas, Banyas

countryside, Tartous, Tartous countryside, Homs, Homs countryside, Damascus, Damascus

countryside, As-Suwayda, Hama, Hama countryside, Missyaf, Missyaf countryside, Safita,

Aleppo, Aleppo countryside, Idlib, Hassaka, and Qamishli (see appendix C).

The survey started with an announcement in Arabic on several social media pages (see

appendix D). The announcement was a translation of the English recruitment letter (see appendix

B). The announcement included a link that they could click on. This link took them first to an

"Informed Consent" form (see appendix E) that introduced the research and the researcher. It

also informed the participants that the purpose of the survey was to learn more about in-service

teacher training programs for EFL teachers during times of military conflicts in Syria. They were

being invited to take the survey because they were Syrian English language teachers. The

"Informed Consent" directly clarified and confirmed that the responses were for research

purposes on a final project at Syracuse University. In order to ensure confidentiality, I requested

that the participating teachers did not reveal their names or where they teach in the open-ended question of the survey. They were thanked at the end of the survey.

Because the participants were nonnative English speakers, the survey sections were written in a simple, straightforward, answerable, and uncluttered format. There was no attempt to lead the participants to select certain answers nor were there any biased or embarrassing questions. The survey was designed to have a simple layout. All the items had headings informing the participants what they were going to be surveyed on.

An approval from Institutional Review Board at Syracuse University was required for the administration of the survey. Therefore, an IRB application was turned in to The Syracuse University Human Research Protections Program's. The Institutional Review Board approved the survey and research procedure (see appendix A). After this approval, the announcements that included the link to the survey on the social media pages were posted.

Instrumentation

The survey instrument consisted of 15 sections and was designed in English. The statements were designed to describe the following aspects during times of military conflict.

1. EFL teachers' perspective on in-service teacher development programs.

2. Students in EFL classrooms.

3. EFL textbooks.

4. Teaching methods.

5. Teaching resources.

For the complete form of the survey, please see (appendix F).

The sections on the survey were:

Section 1: What is your current EFL teaching position?

Section 2: Considering your current and previous experience, how long have you been teaching EFL?

Section 3: How much university level training have you had in the area of teaching EFL? (Select highest level university degree you have attained)

Section 4: How many in-service EFL training programs have you attended since you started teaching?

Section 5: How many in-service EFL training programs have you attended since 2011 up to this date?

Section 6: Which areas did you receive the most training in? Rank the following areas according to the amount of training you received.

Section 7: How important was the training in your career? Considering all the training you have described above, rank the following areas according to how important the training has been in your career.

Sections 1-7, which are closed questions, focus on socio-demographic characteristics that include a brief set of items on teaching experience and satisfaction with the profession, education, and teacher training programs. However, both sections 6 and 7 have at the end an option to include an area they received training in that has not been listed and offer an explanation.

Section 8: Types of linguistic knowledge EFL teachers need. In this item they are asked to read the statements about linguistic understanding and indicate their level of agreement. These are closed questions.

Section 9: Understanding of language acquisition. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 10: Issues when undergoing EFL teacher preparation programs in times of conflict. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 11: Issues EFL teachers have in regard to their students during the past 7 years. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 12: Issues that EFL teachers have in regard to the textbook during the past 7 years. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 13: Issues EFL teachers have about the teaching methods used during the past 7 years. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 14: Issues EFL teachers have about teaching resources during the past 7 years. In this item they are asked to read each statement and indicate their level of agreement. These are closed questions.

Section 15: As a Syrian EFL teacher, in what other ways (besides those mentioned above) do you feel challenged in teaching English to your students, and how might professional development programs help you meet those challenges (please comment)? This is an open-ended question.

The last part of the survey was an invitation to keep a journal log. The invitation read: If you would like to contribute to this research more, you can keep a journal log during your teaching next semester. In this journal, you can record your thoughts and opinions on the teaching process. In what ways has the current conflict affected your teaching and/or your professional development? You can include your observations on the following issues in your classroom: class grade and number of students, method and techniques used, approaches followed in teaching English, which skill you focused on more, how well the students mastered the information, what you think worked in class and what did not, what needs improvement and more training.

The 5-point Likert-scale was used for items 6 to 14. The items focused on EFL teachers' perceptions in their English language pedagogy classes. The rationale for using the 5-point Likert-scale was that they could easily be answered by participants and could be administered to relatively large numbers of participants. Item 15 was an open-ended question that dealt with the teachers' opinions of challenges they wanted to highlight and were not mentioned in the survey. It encouraged teachers to reflect and voice their actual experiences and thoughts.

Pilot Study

The purpose of the pilot study of the survey was to test this instrument for its validity and reliability, and to receive feedback and suggestions on its administration and comprehensibility. According to the literature review, for any research tool to be practical, valid, and suitable, it must be piloted first and then adjusted as necessary (Gay & Airasian, 2003; Jack & Clarke, 1998; Marshall, G. 2005; Neuman, 2010; Wilkinson & Birmingham, 2003).

Van Teijlingen and Hundley (2002) emphasize that piloting a survey can allow for

• Developing and testing adequacy of research instruments.

• Assessing the feasibility of a (full-scale) study/survey.

• Designing a research protocol.

• Assessing whether the research protocol is realistic and workable.

• Establishing whether the sampling frame and technique are effective.

• Assessing the likely success of proposed recruitment approaches.

• Identifying logistical problems which might occur using proposed methods. (p.

290)

Validity

Due to the lack of administered surveys in Syria that are similar to this, face validity was

more relevant for this survey. Nevertheless, the experts were asked to comment on the content

(Cohen et al 2007; Gass & Mackey, 2007) to establish whether or not the survey parts of the

Syrian EFL in-service development programs and teacher practices during the military conflict.

The design of this survey was based on a triangulation of sources: review of literature on

education in times of conflict and EFL development programs, supervision, and advice from

experts (Gay & Airasian, 2012, Bryman, 2008) and on my own experience as an EFL teacher in

Syria between 1998 and 2017. Reviewing the literature on education in conflict areas and EFL

in-service development programs in the Middle East offered essential ideas and insight in regard

to obstacles, issues, teacher knowledge, and practice. Therefore, once I had a blueprint of the

questions and ideas, I started a multi-drafting process with the supervision of an expert on survey

design and mixed methods research, Associate Professor Joseph Shedd, who was the lecturer of

my courses on survey-design and mixed methods, which I attended over a 5-month period, and is

my research supervisor. With his guidance, the questions, the items, the scaling were

formulated. The process lasted for six months until it took its final shape. After it was approved

by the first specialist Associate Professor Joseph Shedd, it was presented to a group of Syrian

experts on the Syrian educational system. This group of experts consisted of:

1- Associate Professor Ahmad Al-Issa: Lecturer at the English Department and former

lecturer at the Postgraduate Certificate of Education program (PGCE), which is

considered a one-year preservice/in-service teacher training program, Tishreen

University.

2- Associate Professor Mounzer Boubou expert in statistics at the School of Education,

Tishreen University.

3- Professor Etab Darwish expert in statistics and social studies at the Sociology

Department, Tishreen University.

Based on the final recommendations of the four professors reviewing the survey, some

modifications were made to the scaling. In sections six and seven, teachers were asked to rank

the statements numerically (1 meant the most for the statement; 6 meant the least for the

statement), they suggested that for section six I use descriptive modifiers, such as, substantial,

fairly large, moderate, little and none. For section seven, they recommended I use descriptive

modifiers, such as, very important, somewhat important, as important as not, not particularly

important, and not at all important. Moreover, they advised to add an option at the end of these

two sections as 'other,' to allow participants to add their own statements and rank them. Another

significant point raised was not to neglect reversing the scale for the negatively worded items

because all the statements must be in the same direction before responses can be combined into a

single total score.

The survey received praise from them for its necessity and importance in regard to the issues it was addressing during the military conflict that the country was witnessing; in addition to that, they concurred that the questions and items addressed most of the elements associated with EFL development programs and teacher practices during the military conflict and the phrasing was appropriate and understandable. They offered valuable comments that helped focus the survey more for a Syrian EFL teacher population before its implementation.

After that, a pilot study was conducted. The survey was piloted by a group of teachers (N=15) that consisted of fellow Syrian EFL teachers back in Syria; this small group is equivalent to members of the target population of the survey (Bryman, 2008). I emailed the link to them. I hoped to receive insightful feedback on the wording, itemization, logic, fluidity, and order. It was important to see whether the participants were able to: understand the explanation and steps in the consent letter; comprehend the survey items and questions and point out any ambiguity, feel comfortable with the format and layout, be able to complete the survey within acceptable time, This feedback would allow me to revise the survey for its structure, the composition and any repetition or ambiguity in meaning that participants might face when completing the survey; consequently, improving the internal validity and reliability of the questionnaire (Jack & Clarke, 1998; Marshall, 2005; Van Teijlingen & Hundley, 2002).

The feedback was positive. Their completion time was between 12 and 17 minutes with the majority of respondents (70%) completing the survey in less than 14 minutes. All participants found the survey layout to be clear and the majority found both the font size and survey length acceptable. The instructions of the survey were considered easy to understand by all the participants. They expressed that the survey items addressed all the issues they could think of in

regard to training, teaching, and students; they did not suggest any additions. Therefore, no changes or omissions were necessary.

Reliability

Reliability is an essential characteristic for a survey to be a sound research tool. It can be measured using various methods. For this survey, split-half reliability and Spearman and Brown Formula were used. The split-half method is used to assess the internal consistency of surveys. This method requires splitting the survey items into two parts: odd numbered items are one part and even numbered items are the second. The reliability of each part is found by running a correlation in SPSS. If the two halves of the test provide similar results this would suggest that the test has internal reliability.

After piloting the study to a group of Syrian EFL teachers who were requested not to take part in the final version of the survey, the split-half reliability was applied. The respondents' answers to the survey items were entered into SPSS and split into two parts: odd numbered items were one part and even numbered items were the second part. Each participant's odd-numbered answers were summed in an X1 column, and then their even-numbered answers were summed in an X2 column. The result of the correlation was:

Table 20

Spearman-Brown Reliability Statistics Test

Correlation Between Forms		.836
Spearman-Brown Coefficient	Equal Length	.911
	Unequal Length	.911
Guttman Split-Half Coefficient		.902

The correlation of each part was 0.836 for odd numbered items and 0.836 for even numbered items. Then the correlation was estimated between the two parts by following Spearman and Brown formula:

$$r_{xx} = \frac{2r_{oe}}{1+r_{oe}}$$

$$r_{xx} = \frac{2 \times 0.836}{1+0.836} = \frac{1.672}{1.836} = 0.910$$

Therefore, the internal consistency measure of the survey was .910. This indicates that the survey is acceptable and, thus, reliable.

Concept Mapping

Section 15 in the survey is an open-ended question. These types of questions are typically included in a survey to either explain or confirm certain ideas (Gay & Airasian, 2003; Jackson & Trochim, 2002, Kane & Trochim 2007; Trochim, 1989). However, this type of data can be time consuming in regard to coding, recoding, and analyzing (Gay & Airasian, 2003; Silverman, 2015). These steps are mostly generated by the researcher which could result in researcher bias due to the subjective nature of the approach. Therefore, rather than merely providing my own coding, to avoid researcher bias, and to involve the Syrian EFL teachers more actively and engage them in the data analysis in my research, concept mapping was applied to analyze the open-ended response. Concept mapping is a structured process that "does not use forced category classifications that are laden with researcher bias. Instead, it enables estimation of the similarity between concepts and clusters of concept categories that are representative of a combination of

human judgment/respondent experience and statistical analysis" (Jackson & Trochim, 2002, p. 333). In concept mapping, the participants performing the coding are asked to read through a set of statements that are compiled from the responses to the open-ended question in a survey. Then, they are required to arrange these statements into groups based on their conceptual similarity. After these lists are turned in, they are arranged according to their similarities. Finally, the participants look at the finalized categories and are asked to label them. According to Jackson and Trochim (2002), concept mapping blends,

> The strengths of existing text analysis techniques and coupling them with the use of advanced multivariate statistical methods, concept mapping offers organizational researchers a way to code and represent meaning in text data based on respondent input with   considerable savings in analysis time and improvement in analytic rigor. (p. 308)

According to Creswell and Garrett (2008), De Lisle (2011), Johnson and Onwuegbuzie (2004); Johnson et al. (2007), Tashakkori and Creswell (2007), and Wisdom et al. (2012), in order for the structure of the inquiry to be regarded as mixed methods, it has to incorporate both quantitative and qualitative elements in the various stages. Concept mapping allows for such incorporation and blending to reveal connections (Jackson & Trochim, 2002; Kane & Trochim, 2007). Integrating both textual and multivariate analyses can result in the visual representation of concepts and ideas of a group of participants. This structured conceptualization reveals how a certain group thinks, relates, and evaluates the ideas in regard to the topic being addressed in the survey (Jackson & Trochim, 2002, Kane & Trochim 2007; Trochim, 1989). In return, this results in a conceptual framework that organizes and represents the ideas from the identified group which can assist in, for example, reinforcing research points, describing ideas, or planning

interviews (Baxter, Courage, & Caine, 2015; Jackson & Trochim, 2002, Kane & Trochim 2007; Trochim, 1989).

Moreover, an important element in concept mapping analysis is that it provides the participants equal opportunities to voice their ideas when arranging the statements. It is completely up to them to organize the statements according to the scale of connectivity or commonality they believe exist among them (Baxter, Courage, & Caine, 2015; Jackson & Trochim, 2002, Kane & Trochim 2007; Trochim, 1989). This contribution adds to the objectivity of the research because it is the participants of the survey who wrote these statements in response to an open-ended question, and it is a group of the same population who categorize them.

There are several stages for performing concept mapping. Baxter, Courage, and Caine, (2015), Jackson and Trochim, (2002), Kane & Trochim (2007), and Trochim, (1989) arrange them in the following sequence: preparing statements/ creating unites of analysis, sorting statements into categories, applying multidimensional scaling, performing a hierarchical cluster analysis using Ward's Algorithm to decide final clusters, and finally labeling the clusters.

Procedure

Phase 1: Preparing statements/ creating units of analysis: In this stage, the researcher prepares a list of the items that are stated by the participants in the open-ended question. The most important aspect to observe in this phase is that "each unit only contain one concept so that it can be considered distinct from other units" (Jackson and Trochim, 2002, p. 314).

Phase 2: Sorting statements into categories: According to Baxter, Courage, and Caine, (2015), Jackson and Trochim, (2002), Kane and Trochim (2007), and Trochim, (1989), there needs to be a group of at least ten participants to sort into categories the statements that in their

opinion are similar. They should put each statement into one category only. They have the liberty

to create as many categories as the deem logical as long as they do not have a miscellaneous

category. It is best to leave out the statements that do not belong to any category that each

participant created. Finally, they are requested to provide "a name that they thought most

accurately represented the statements in it" (Jackson &Trochim, 2002, p. 314).

Phase 3: Applying multidimensional scaling: When the participants complete their

sorting task, their choices are entered into binary squared matrix. There should be one binary

square matrix for each participant. The binary square matrix consists of an X row and a Y

column that represent the same statements, i.e., if there are 40 statements, then there should be

40 rows and 40 columns. The values of either 1 or 0 are used; "cell values represented whether

(1) or not (0) a pair of statements was sorted by that coder into the same pile" (Jackson and

Trochim, 2002, p. 315). Finally, the data is entered into one binary squared matrix that records

the frequency of how many times statements were sorted together by all the participants. Based

on this final matrix, a multidimensional scaling analysis is performed. The multidimensional

scaling creates "coordinate estimates and a two-dimensional map of distances between the

statements based on the aggregate sorts" (Jackson and Trochim, 2002, p. 315) of the participants.

A plot map originates that situates all the statements that were sorted by the teachers. The

function of this map as Jackson and Trochim (2002) explain,

Each statement on the map is represented by a point (accompanied by the statement

number). The distance between the points represents the estimates from MDS of how

similar the statements are judged to be by the sorters. Points that are farther apart on the

map were sorted together less often than those that are closer together. The position of

each point on the map (e.g., top, bottom, right, left) is not important—only the distance or spatial relationship between the points. (pp. 315-316)

Phase 4: Deciding on final clusters: After the multidimensional scaling phase, a hierarchical cluster analysis using Ward's Algorithm is performed to decide on final clusters. The tree diagram called a dendrogram assists in identifying each statement, called a cluster, and how it merges with other statements, i.e., clusters. In other words, it visually pinpoints the apparent connections between the clusters "to answer the question: Which items are often grouped together and therefore perceived to be similar, and which items are rarely grouped together and therefore perceived to be dissimilar (or "distant")?" (Baxter, Courage, & Caine, 2015, p. 321). The researcher, then, decides on the final cluster solution that identifies how many categories will result. Jackson and Trochim (2002) clarify that,

> The reason such judgment is required with cluster analysis is that there is no sensible mathematical criterion that can be used to select the number of clusters. This is because the "best" number of clusters depends on the level of specificity desired and the context at hand, factors that can only be judged subjectively. (p. 316)

Phase 5: Labeling the clusters: depending on the number of participants, statements, and categories, either manual or computed labeling can be performed. In a manual labeling, the original labels that are provided by the participants need to be examined and compared to the final clusters. If there are similarities between the final clusters and the original ones grouped by the participants, they can be adopted by the researcher as labels for the outcome. If the numbers of participants, statements, and categories were large, then computed labeling can be applied. This can be performed by using "a word frequency analysis tool to count how many times participants associated certain words with each category. The more times a word appears with a

given category, the more likely it would serve as a good name for that category" (Baxter, Courage, & Caine, 2015, p. 325). After the computed analysis is performed, Jackson and Trochim (2002) underline that,

> It is then up to the decision makers to examine the list of possible pile labels and decide if any of them is more appropriate to the statements in the pile than the label that was statistically chosen by the software. If none of the pile labels completely captures the theme of the cluster, a label can also be manually entered. (p. 322)

Teacher Journal Writing

Richards and Lockhart (1994) define writing teaching journals as "written or recorded accounts of teaching experiences" (p. 6). Bailey (1991) describes them as "a first-person account of a language learning or teaching experience, documented through regular, candid entries and then analyzed for recurring patterns or salient events" (p. 215).

Teaching journals, also known as diary studies, are a means to word ideas and thoughts and transform them from the mental form (existing only the mind) to a concrete one, i.e., a form of transcribing ones' ideas and experiences. It allows one and others to read and comprehend what patterns are occurring at work or any other setting. It is an opportunity to document those patterns and assess their functionality in a manner that allows for improving the advantages and decreasing the presence of disadvantages. Allen (2016), a literacy coach, emphasizes in her coaching of in-service literacy teachers that "the journal allows for quiet, honest reflection. I think it's freeing in the sense that it is sometimes easier to write about our weaknesses or questions than talk about them" (p. 100). She highlights the essence of journal keeping as an

important element of the self-learning process that can be practiced by teachers. Allen (2016) explains that,

> The journals also serve as an opportunity for me to model my own reflective practice for teachers. My own entries are reflections on what I think went well and areas that I would revise. These allow teachers to see my reflective process of how I am constantly listening to students, reflecting on what students are doing in classrooms, and revising what I do in classrooms based on student learning and to see that I too am always learning and revising. (p. 101)

Encouraging teachers to reflect on their own practice has many advantages in addition to the fact that it is a prerequisite for development (Bailey, 1991; Ballantyne & Packer, 1995; Bartlett, 1990; Bashan & Holsblat, 2017; Carter, 1998; Chitpin, 2006; Evans & Nation, 1989; Ramani, 1987; Richards & Lockhart, 1994).

Dewey (1933) recommended the application of reflective thinking for solving teachers' practical problems especially that reflective thinking can lead to professional growth. There are different methods to stimulate self-reflection; however, in in-service training or coaching, journal writing is the strategy that is mostly encouraged by supervisors to be applied by teachers (Davies, 1995). According to the literature, the journal-writing process has several functions, especially in English as a second language or English as a foreign language learning and teaching. First, not only does this process allow teachers to re-experience those moments being reflected on but also offers self-feedback (Campbell, 1996; Lowe, 1987; Progoff, 1992). Moreover, as Janesick (1999) puts it, "The clarity of writing down one's thoughts will allow for stepping into one's inner mind and reaching further into interpretations of the behaviors, beliefs, and words we write" (p. 514) because "diary entries can provide insights into processes of

learning which would be difficult, if not impossible, to obtain in any other way" (Nunan, 1992, p. 123). The journals offer the perspective of the teaching/learning process from the trainee's point of view (Parkinson & Howell-Richardson, 1990; Peck, 1996). Furthermore, they can provide researchers with raw data on issues related to language teaching from the perspective of the EFL/ESL teacher (Bailey, 1991; Maguire & Graves, 2001; Richards & Lockhart, 1994).

Thus, journal writing becomes a critical analysis of teachers' own beliefs and their classroom practices. This awareness of one's own teaching application can lead to change in classroom behavior due to this type of self-assessment (Evans & Nation, 1989). They are useful as a teaching/learning aid (Ballantyne & Packer, 1995). Dart et al. (1998) emphasize both the constructive and reflective aspects of writing teaching journals because in the process of sense-making and understanding, journal writing enables learners to recognize their own relevant ideas and beliefs (recognition), to evaluate these in terms of what is to be learned and how it is to be learned (evaluation), and to decide whether or not to reconstruct their ideas and beliefs (decision) (p. 296).

Nevertheless, writing journals can be time consuming for teachers who have busy schedules especially when undergoing in-service training. Therefore, it is suggested that teachers focus on what issues they would like to explore later or what instructions they are anxious about or questions they might think of that need to be addressed. This revision can allow teachers to gain powerful insights on their own practices which in turn can pave the way for professional development. They can also write about their concerns or reactions to classroom problems that might occur during instruction (Bailey, 1991; Bartlett, 1990; Richards & Lockhart, 1994).

Teachers, individually or in collaboration with other teachers or training supervisors, can go back to these journals and look for systematic patterns. Bailey (1991) encourages teachers to

"study the journal entries, looking for patterns and significant events" (pp.40-41). Richards and Lockhart (1994) suggest that teachers create a collaborative network to share their journals and discuss them regularly allowing them to benefit from the comments of their peers by gaining awareness, shared experiences, and concerns. Allen (2016) requested that her literacy in-service teachers keep a dialogue journal. She describes this shared journal as a collaborative journal with no limits or "rules to when it goes back and forth; it simply travels between us organically, fueled by the fermentation of our thinking. I launch the journals by writing the initial entry and then they simply move back and forth finding their way among mailboxes and desks" of teachers (Allen, 2016, p. 100). The journal not only becomes a tool of reflection but also a means of communication between the coach and the in-service teacher-trainees. Additionally, it offers the coach the opportunity to model the reflective practice process for the teachers allowing "teachers to see my reflective process of how I am constantly listening to students, reflecting on what students are doing in classrooms, and revising what I do in classrooms based on student learning and to see that I too am always learning and revising" (Allen, 2016, p. 101).

However, there are two drawbacks to writing teacher-journals. As mentioned earlier journals can be time consuming. Another disadvantage that journal writing might have is the teachers' inability or reluctancy to share what they deem as negative experiences. This sense could be amplified when teachers writing these journals know that their journals might be shared with other teachers. Hence, this results in in teachers recording what they believe the supervisors want to read rather than what is actually occurring in their classroom-teaching (Kobert, 1995). For this reason, teachers need to be offered support to overcome this feeling of vulnerability. Therefore, in my survey I have left the participation in the request for journal writing optional and confidential. I have requested that teachers do not mention their names, schools or any

information that can reveal their identity; they can drop off their journals at a mailbox at the

language center where I taught without the need to interact with anyone there. This anonymity

can encourage EFL teachers to feel that the journal is a safe space for free expression (Pinkstaff,

1985); consequently, they become more willing in sharing their negative and positive classroom

instructions and experiences.

The journal keeping aims at the identification of classroom instruction based on teachers'

reflections. This was requested at the end of the survey that was distributed online. I asked the

participants at the end of the survey if they would like to contribute to the research more, they

could keep a journal log during their teaching for several classes. I explained in the prompt that

in this journal, they could record their thoughts and opinions on the teaching process. In what

ways had the current military conflict affected their teaching and/or their professional

development? They could include their observations on the following issues in their classroom:

class grade and number of students, method and techniques used, approaches followed in

teaching English, which skill they focused on more, how well the students mastered the

information, what they think worked in class and what did not, and what needs improvement and

more training. In order to ensure confidentiality, I requested that the participating teachers do not

reveal their names or where they teach. They were asked to drop their journal at a mailbox.

Analysis of Data

Analyzing the Survey

To analyze the survey data, Syrian EFL teachers' responses were entered into the

Statistical Package for the Social Sciences (SPSS) analytical software. First, descriptive statistics

was used to present the data. The aim was to find out the frequency and percentage of agreement

and disagreement among the participants regarding the different issues presented in the survey. The rationality for using descriptive statistics was based on the audience. In addition to readers in higher education at Syracuse University, this research targets EFL instructors in Arabic speaking countries, especially Syria. Therefore, they may not be familiar with the sophisticated quantitative numerical analysis and equations, making it complicated to comprehend the essence and analysis of the data. For the open-ended question, concept mapping was conducted by the researcher to identify what other concerns and perceptions the participants voiced in regard to challenges of teaching during times of military conflict and professional development programs.

The second type of analysis was statistical analysis. It was used to answer question one of the research: "What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict? Sections six through fourteen of the survey were analyzed using a one-way analysis of variance (ANOVA). ANOVA is commonly used in research in doctoral programs, especially education (Aiken, West, & Millsap, 2008). It offers the opportunity to reveal the differences between groups and among groups. ANOVA indicates whether the means of groups differ significantly from one another. If the F-result is significant, this indicates that at least one of the means of the groups differs from the others. Therefore, if the ANOVA resulted in a p-value of less than .05, this leads to the conclusion that at least one of the means is different from the others. To isolate where the differences are, Fisher's Least Significant Difference (LSD) t-test procedure is conducted between each group to determine which specific groups are different from each other or not. Sections six through fourteen of the survey were analyzed using a one-way analysis of variance ANOVA based on the variable of the number of

development programs that the Syrian EFL teachers have attended since the beginning of the military conflict in Syria in 2011. This variable was obtained from section four on the survey that asked the EFL teacher to specify how many EFL training programs have they have attended since 2011 up to the time they took the survey; their answers range between none, one, two, three, four, five, or six and more.

For the open-ended question, concept mapping was conducted by the researcher to identify what other concerns and perceptions the participants voiced in regard to challenges of teaching during times of military conflict and professional development programs.

Analyzing Concept Mapping Applied to Section 15

Item 15 is an open-ended question**.** Syrian EFL teachers were asked to write a comment about other ways (besides those mentioned in the survey). they felt challenged in teaching English to their students, and how might professional development programs help them meet those challenges. 194 survey-participants provided responses. This will help answer the second question of the research: "What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict?" In order to minimize involvement in the concept mapping, I limited my level of participation to the preliminary part of this process. The written comments were counted according to number of repetitions. After crossing out all instance of repeated words, phrases and statements, the final list contained 35 words and phrases. Their comments were organized into a list with no specific order. I did not arrange them into groups. The reason for not doing so, was to remain neutral and avoid researcher-subjectivity and bias.

The words and phrases in the list were labeled with a number from 1 to 35. Then an announcement was posted on the same three social media pages, which the request for the survey was posted on, inviting Syrian EFL teachers to participate in the concept mapping and explaining that they will read 35 words and phrases and arrange them into groups; after they finished their grouping, they needed to provide a title for each category. A group of ten Syrian EFL teachers, who responded to the announcement on the social media pages, were asked to arrange the 35 words and phrases into groups and provide titles for those categories. To facilitate the arrangement for the teachers, they needed only to include the number of the phrases, from 1 to 35, rather than rewrite the whole word or phrase which could be time consuming for them. The teachers' categories were analyzed based on concept mapping

Based on the concept mapping adopted for this analysis, the statements were then entered into an Excel spread sheet for each teacher; their choices were entered into binary squared matrix. There was one binary square matrix for each participant. The binary square matrix consisted of an X row and a Y column that represented the same statements, i.e., there were 35 statements; therefore, there were 35 rows and 35 columns. The values of either 1 or 0 was used; "cell values represented whether (1) or not (0) a pair of statements was sorted by that coder into the same pile" (Jackson and Trochim, 2002, p. 315). Finally, the data was entered into one binary squared matrix that records the frequency of how many times statements were sorted together by all the participants, i.e., to count the repetition of each statement. Based on this final matrix, a multidimensional scaling analysis is performed. After that, the matrix was entered into SPSS to create a multidimensional scale that results in a plot map. The multidimensional scaling creates "coordinate estimates and a two-dimensional map of distances between the statements based on the aggregate sorts" (Jackson and Trochim, 2002, p. 315) of the participants. A plot map

originates that situates all the statements that were sorted by the teachers. In other words, the aim was to plot points that are sorted closer together based on their frequency in the teachers' sorting. Items that were mentioned together more frequently would be closer to one another in the plot while the statements that were not frequently grouped together would be set further from each other on the plot.

The next step for achieving more accuracy in grouping the statements, hierarchical cluster analysis using Ward's Algorithm in SPSS is used to group statements that were closest to one another. In other words, the order of the statements in the dendrogram reflected the similarity between them. The aim was to view how these groups come together to distinguish how teachers organized statements that are related to one another, i.e., to visually illustrate connections. This step of the analysis assisted in the determination of "the appropriate number of clusters that represent a final solution for the data" (Jackson & Trochim, 2002, p. 320).

Finally, in order to determine the number of clusters from this dendrogram, a vertical line was drawn at a value line to form a cluster cutoff. The rational for forming the cluster cutoff at a certain value line is to have several clusters.

Analyzing the Journals

The data from the journals was used to answer the second question of the research: "What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict?" The journals were analyzed based on the issues raised by the two teachers who sent in their journal logs. They were compared to both the survey participants' responses on issues presented in the survey and to the participants' responses to the open-ended question in the survey. The aim was to examine the similarities and

differences raised in the survey items, the teachers' comments in the open-ended question and the two teachers' journal logs. In other words, to what extent were the issues highlighted by the participants in the survey present in these two teachers' classroom experience?

Limitations of the Study

One of the limitations is due to the lack of face-to-face interaction with teachers. This resulted in limiting the scope due to absence of observations of EFL teachers practices in their classroom. This type of knowledge can provide deeper insight of the context in which the teaching occurs and assist in exploring how those teachers' attitudes about EFL teaching and curriculum processes are reflected in their actual teaching practices. Another limitation was the lack of interviews. Conducting interviews with the EFL teachers and EFL supervisors might have allowed for a deeper investigation into their understanding of the education system and their views about the in-service teacher professional development programs and how teacher training programs are structured, designed, and implemented.

Another limitation in this study is the lack of data on the process of curriculum development. This needs approval from the Syrian Ministry of Education and requires a lengthy duration of time. Furthermore, the lack of data on in-service development programs before 2011 was another limitation. Such data would have enriched the discussion especially when comparing the content and EFL teachers' attitude towards the training received before and after 2011.

In addition to the previous limitations, there is one limitation that is related to the design of the survey. While drafting the survey, the demographic questions seemed irrelevant at the time especially that I was seeking to preserve as much anonymity of the participants and to avoid

discouraging the EFL teachers from participating by requesting information regarding their location or their gender. However, during that time, there was a noticeable increase in the number of male teachers under the age of 40 who were being called into active military duty in the army reserves. Therefore, having that demographic information, such as gender and geographic distribution of the survey respondents would have enriched the findings and documented the EFL teacher-decrease/increase factor and male/female ratio in this profession and in which areas were in-service development programs witnessing an increase in female attendance and decrease in male attendance.

However, one of the distinctive elements of this research, methodologically speaking, is that up to this date, there has not been any research that has examined Syrian in-service EFL programs or their effectiveness from the EFL teachers' perspectives prior or during the military conflict.

Chapter 5

Analysis of the Survey

The survey phase of this study was designed to probe the points of views, understandings, and attitudes of Syrian EFL schoolteachers in regard to teaching and in-service teacher development programs during times of military conflict. The survey aims at determining the extent and ways teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict.

In this chapter the data was gathered via a survey of Syrian EFL teachers. The results and findings of the survey are presented. This presentation consists of two parts. The first part presents a comprehensive descriptive analysis of EFL teachers' responses on all the sections of the survey. The second part analyzes the survey results statistically. The survey was designed to obtain information about both research questions. It aimed at directly answering question one and indirectly answering question two:

1- What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?

2- What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict? Where does the problem, if it exists, lie?

The survey was launched in the summer of 2018. It was posted in June. The survey link was active for a year. The results were collected in August 2019. It was designed using Qualtrics. An

anonymous link was generated and an invitation to take the survey was posted frequently on three

social media pages. These social media pages have over 94,000 members combined with at least

a third being EFL teachers and others who have the intention of becoming EFL teachers in the

future. Two of these social media pages are for Professor Ahmad Al-Issa, a professor in English

literature at the English Department and a former educator of English language teaching

methodologies in the Postgraduate Certificate in Education (PGCE) academic program also known

as Educational Rehabilitation Diploma at the School of Education, Tishreen University; both his

social media pages have about 93,000 members. The third social media page is for my language

center that has more than 1,170. A brief description of the survey and its goals preceded the link.

The survey employed a quantitative approach with closed-question items, one open-ended item

and a final request in the form an invitation for the teachers to keep a journal log of their classroom

teaching. However, in this chapter only the findings of the survey will be addressed. As for the

open-ended item and the teacher-journal log, they will be discussed in the next chapter.

After the survey was distributed online via a Qualtrics link, the Syrian EFL teachers, who

chose to participate, completed the survey between mid-June 2018 and August 2019. By August

10th, 564 participants had taken the survey. However, 47 were classified as invalid because they

were incomplete and had missing responses. The total number of responses analyzed was 517.

To analyze the survey data, Syrian EFL teachers' responses were entered into Statistical

Package for the Social Sciences (SPSS). As explained in Chapter three, the scale for the negatively

worded items were reversed. Descriptive and statistical analyses were used to present the data. For

the open-ended question, which is presented in the next chapter, concept mapping was conducted

by the researcher to identify what other concerns and perceptions the participants voiced in regard

to challenges of teaching during times of military conflict and in-service professional development programs.

The 5-point Likert scale was used from section six through section fourteen. It ranges from 1 to 5 as indicated in Table 21:

Table 21

The 5-point Likert Scale Used in the Survey

Likert scale	Descriptive	Level
1	None/ Not at all important/ Strongly disagree	Low level
2	Little/ Not particularly important/Somewhat disagree	Low level
3	Moderate/ As important as not/ Neither agree nor disagree	Moderate level
4	Fairly large/ Somewhat important/ Somewhat agree	High level
5	Substantial/ Very important/ Strongly agree	High level

Part One

Descriptive Analysis

The objective was to represent the findings of the whole survey from section one through section fourteen. However, there was no attempt to draw conclusions about the population**.**

The Syrian EFL teachers who completed the survey are divided into four categories manifested in section one. The first is the pre-service teacher-trainees which represented 1.2%. This group consists of student-teachers who are attending the Postgraduate Certificate in Education program (PGCE) and are teaching in school as part of their semester long practicum and early childhood teachers from 1st to 4th grades in their senior year who are teaching as a prerequisite for

their graduation. The second is the elementary EFL teachers (also known as Basic education cycle 1) which represented 37.8%. The third category is the Preparatory EFL teachers (also known as Basic education cycle 2 for grades 7-9/ Middle school) which represented 23.4%. The final category is the Secondary EFL teachers (grades 10-12/ High school) which represented 37.6%.

Figure 6

Current Surveyed Teachers' Position
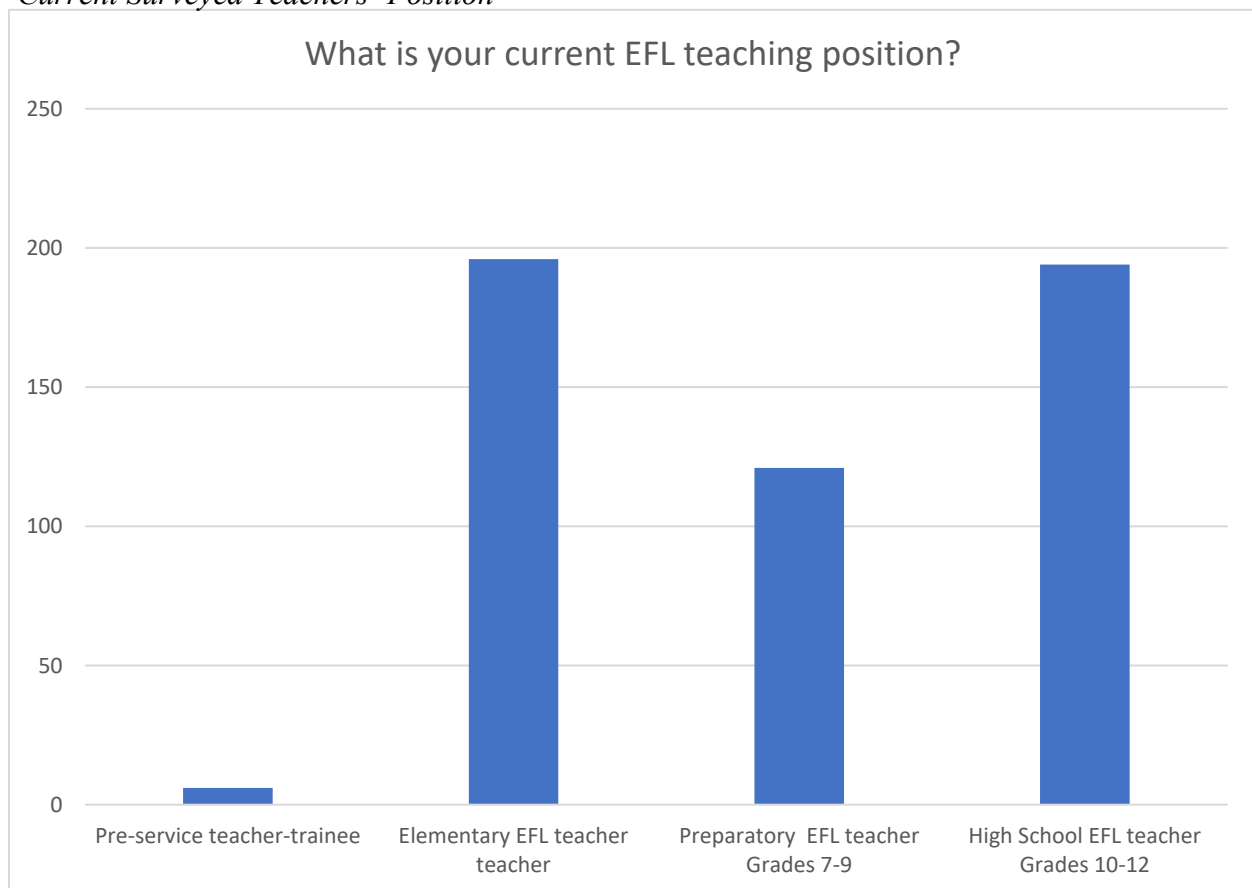
As for the years of experience, in section two, those who have less than 2 years represented 24.7%. Teachers that have between 3-6 years represented 9.8%. As for the ones who have between 7-10 years, they represented 29.7%. Teachers with more than 10 years represented 35.3%. The positive aspect of these percentages is that more than half of the teachers who completed the survey have experiences that extend back prior to the beginning of the militarized crisis in Syria. In

addition to that, the number of teachers who have moderate to high experience in EFL teaching is about 75% of the total number.

Figure 7

Teachers' Experience in Years
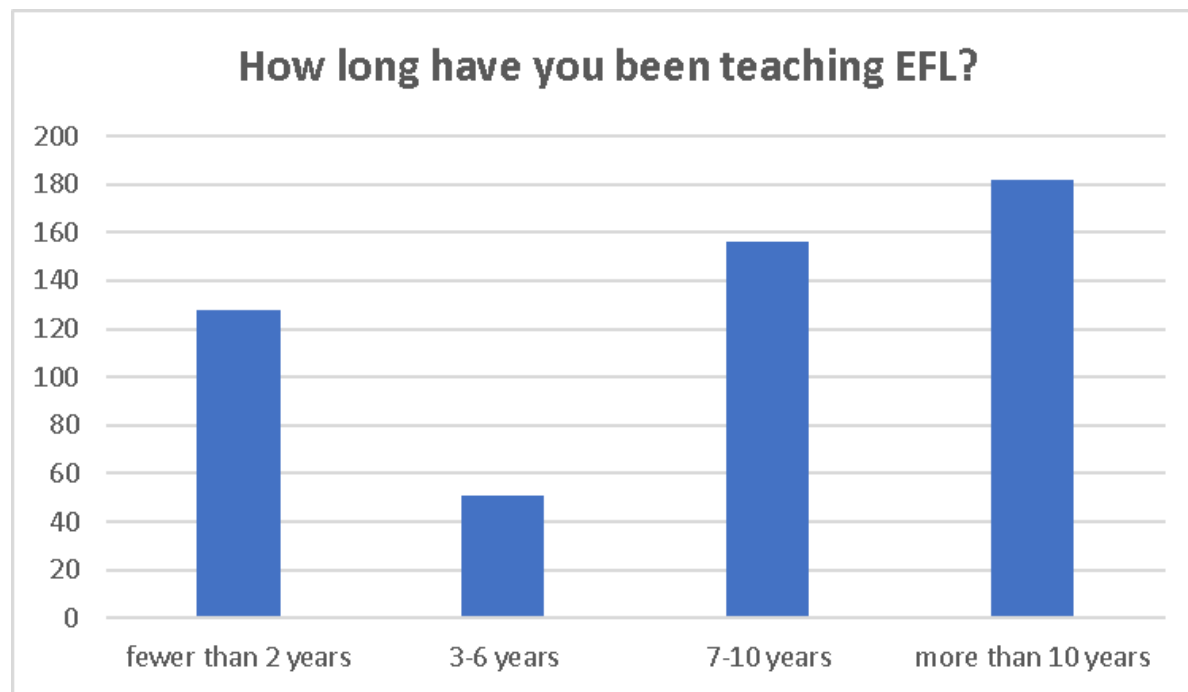
Section three focused on academic achievements. In regard to the highest degree attained, which reflects academic experience, the highest percentage was teachers who completed a Post Graduate Certificate in Teacher Education with a focus on English; they were about 77.7%. The second highest was those with a bachelor's degree in English literature about 12.9%. 8% were those who held an MA in English Literature; and 1.4% were those who held an MA in English Linguistics. The significance of the percentages in this section is that they reveal that many EFL Syrian teachers who participated in this survey have undergone some type of professional development whether preservice or in-service training program by completing the one-year academic Post Graduate Certificate in Teacher Education with a focus on English. However, it is

important to mention that all the teachers have a bachelor's degree in English Literature because that is a prerequisite for becoming an EFL teacher in Syrian schools. The reason for highlighting this point is due to that fact that before 2005, there were two preservice programs that students who wish to become teachers can apply to: Intermediate Teacher Training Institutes and Departments of English Literature as described in Chapter two on Syrian Education.

Figure 8

Teachers' Academic Levels
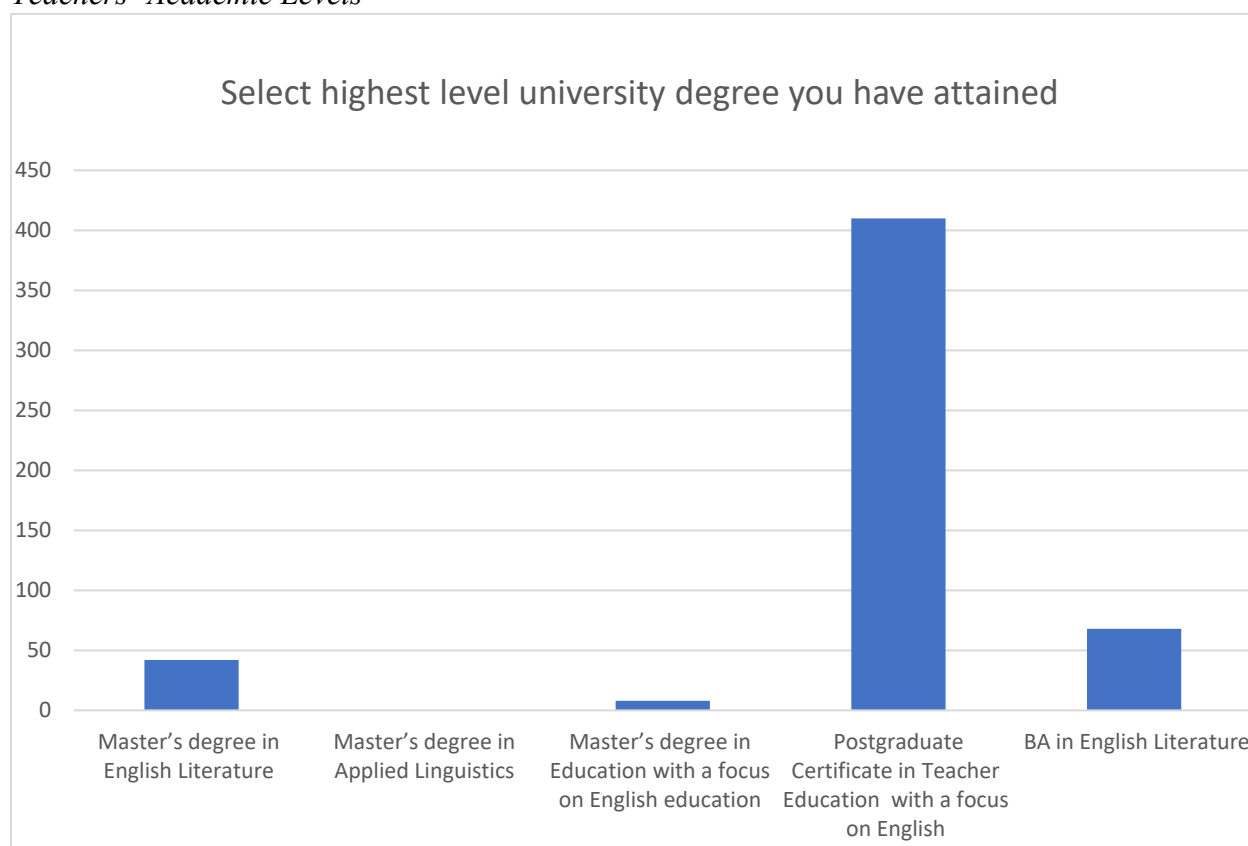
In section four, when teachers were asked about the number of in-service EFL training programs they had attended since they started teaching, the percentage for those who never attended any was 6.6%. 17.8% was for teachers who attended only one. 17.0% was for teachers who attended only two. 2.7% was the percentage of those who attended only three. Those who

attended four were 12.4%. 13.1% attended five and the highest was 30.5% that attended six and more. The positive aspect of these percentages is that more than half of the teachers who completed the survey, about 58.6%, have attended three or more in-service EFL training programs. This shows that the teachers have knowledge and experience of the training that is provided by these programs.

Figure 9

Number of EFL In-service Training Attended Since Appointment
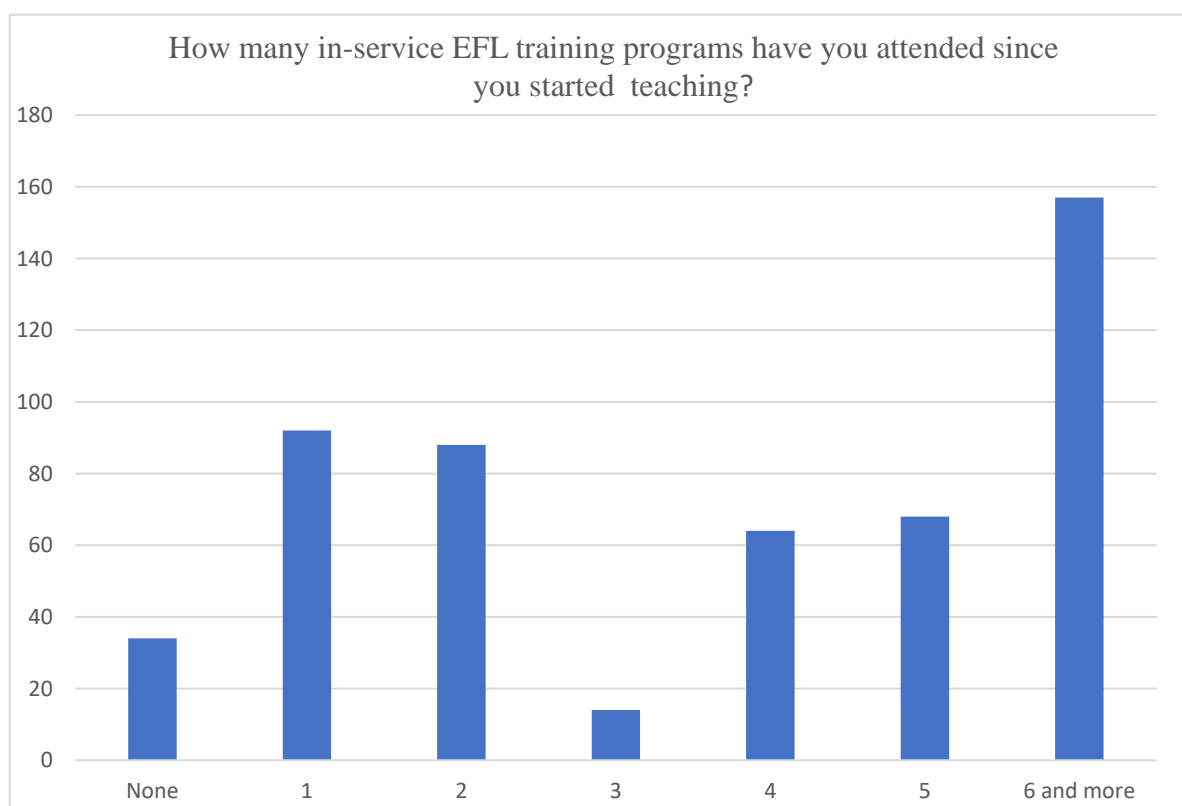
Section five was more specified to in-service training during the ongoing military conflict. When teachers were asked about in-service training programs they attended since the beginning of 2011, 8.9% was none with an increase of 2.3% than those who answered none in the previous section; this leads to the conclusion that this 2.3% of teachers had attended in-service development

programs before 2011 but did not attend any after 2011. 17.4% mentioned they only attended one. 18.5 chose twice. 19.3% mentioned three times. 19.1 % attended 4. 7.1% attended 5, while 9.7% attended 6 and more. The positive aspect of these percentages is that about 73.7% of the teachers who completed the survey have attended 2 or more in-service EFL training programs since the beginning of the military conflict in 2011. This offered insight to the advantages and disadvantages of these programs and how the applications were successful or not in the teachers' own classroom practices.

Figure 10

Number of EFL In-service Training Attended Since 2011
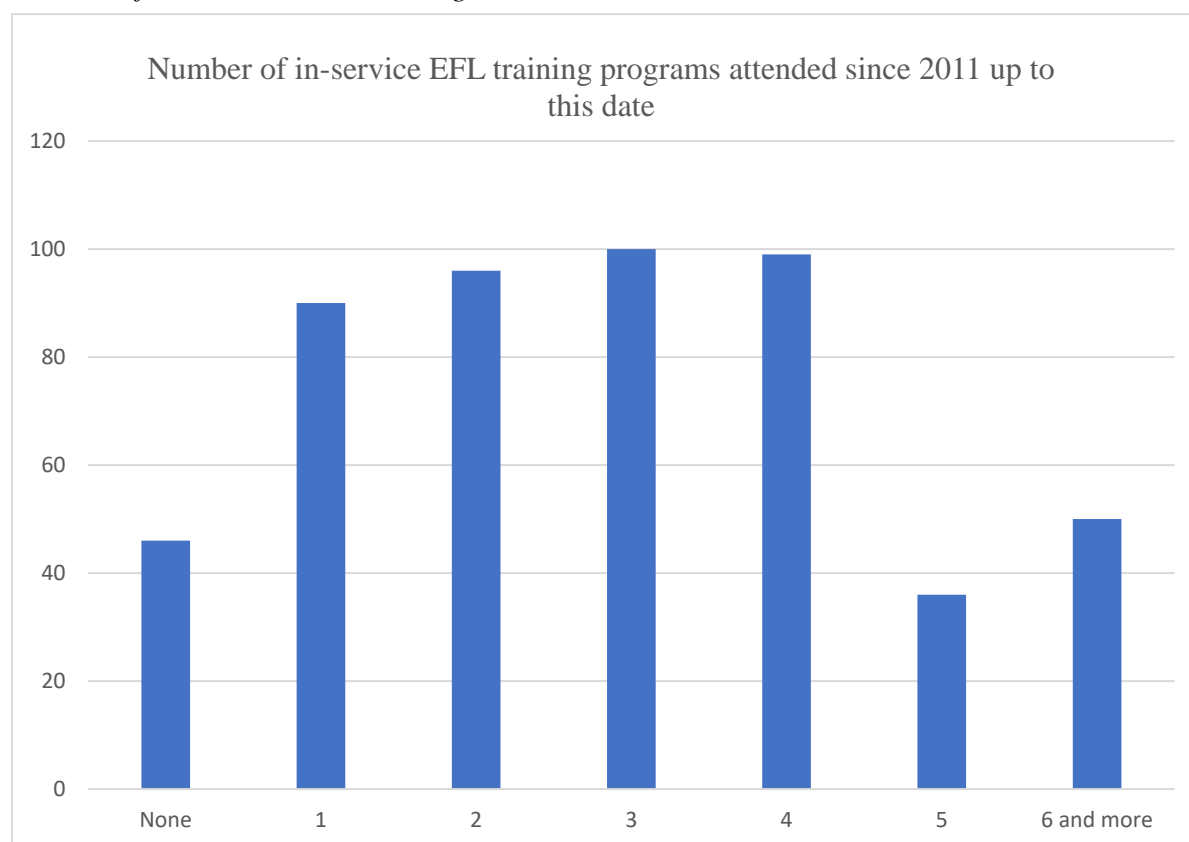
The teachers were asked in section six about the areas they received the most training in during the past 7 years. They were requested to rank the categories according to the amount of training they received (substantial, fairly large, moderate, little, none).

Table 22

Descriptive Statistics of the Areas EFL Teachers Received Most Training in

Questions/Statements Which areas did you receive the most training in? Rank the following areas according to the amount of training you received		Substantial	Fairly large	Moderate	Little	None	Mean	Std deviation	level & Rank
Teaching grammar	N	395	42	44	22	14	4.51	1.000	
	%	76.4	8.1	8.5	4.3	2.7			Substantial 1
Teaching oral skill (listening and speaking)	N	12	24	372	101	8	2.87	.615	
	%	2.3	4.6	72.0	19.5	1.5			Moderate 11
Teaching literacy skills (reading and writing)	N	353	58	74	26	6	4.41	.984	
	%	68.3	11.2	14.3	5.0	1.2			Substantial 2
Teaching English comprehension	N	371	33	65	40	8	4.39	1.068	
	%	71.8	6.4	12.6	7.7	1.5			Substantial 3
Training on new teaching applications	N	32	159	245	57	24	3.23	.894	
	%	6.2	30.8	47.4	11.0	4.6			Moderate 4
Using technology in classrooms	N	10	130	266	77	34	3.01	.861	
	%	1.9	25.1	51.5	14.9	6.6			Moderate 10
Developing English	N	20	114	282	87	14	3.08	.804	
	%	3.9	22.1	54.5	16.8	2.7			Moderate 8
Planning lessons	N	22	140	272	75	8	3.18	.785	
	%	4.3	27.1	52.6	14.5	1.5			Moderate 6
Managing instruction	N	12	125	281	83	16	3.07	.784	
	%	2.3	24.2	54.4	16.1	3.1			Moderate 9
Assessing students	N	25	138	281	71	2	3.22	.752	
	%	4.8	26.7	54.4	13.7	.4			Moderate 5
Managing the classroom	N	34	121	265	87	10	3.16	.847	
	%	6.6	23.4	51.3	16.8	1.9			Moderate 7
Weighted mean							3.46		
Std deviation								.58099	

Table 22 presents the descriptive statistics of the areas Syrian EFL teachers received most training in. Table 22 indicated that the highest average was "teaching grammar" with a mean of 4.51 and standard deviation of 1.000. It was followed by "teaching literacy skills" with a mean of 4.41and standard deviation of .984. The third ranking was "teaching English comprehension" with a mean of 4.39 and standard deviation of 1.068. Thus, the previous three statements ranged in the high level in Table 22. "Training on new teaching applications" followed with a mean of 3.23 and standard deviation of .894. "Assessing students" followed with a mean of 3.22 and standard deviation of .752. Ranking sixth was "planning lessons" with a mean of 3.18 and standard deviation of .785; this was followed by "managing the classroom" with a mean of 3.16 and standard deviation of .847. "Developing English" ranked eighth with a mean of 3.08 and standard deviation of .804, followed by "managing instruction" with a mean of 3.07 and standard deviation of .784. Next, "using technology in classrooms" followed with a mean of 3.01 and standard deviation of .861. Finally, ranking 11, was "teaching oral skill" with a mean of 2.87 and standard deviation of .615. The previous eight statements ranged in the moderate level.

The weighted mean average for section six was 3.46 and a standard deviation of .58099. This indicates that the trend of "the areas Syrian EFL teachers received most training in" is "high" as a general trend according to the 5-point Likert scale indicated in Table 22 because 3.46 lies in the interval 3.41- 5. Therefore, many of the participants placed emphasis on teaching reading, writing and grammar. The teachers' choices highlighted that they received more training on traditional approaches of teaching the Syrian curriculum. Figure 11 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 11

Areas Ranked According to the Amount the EFL Teachers Received Training in
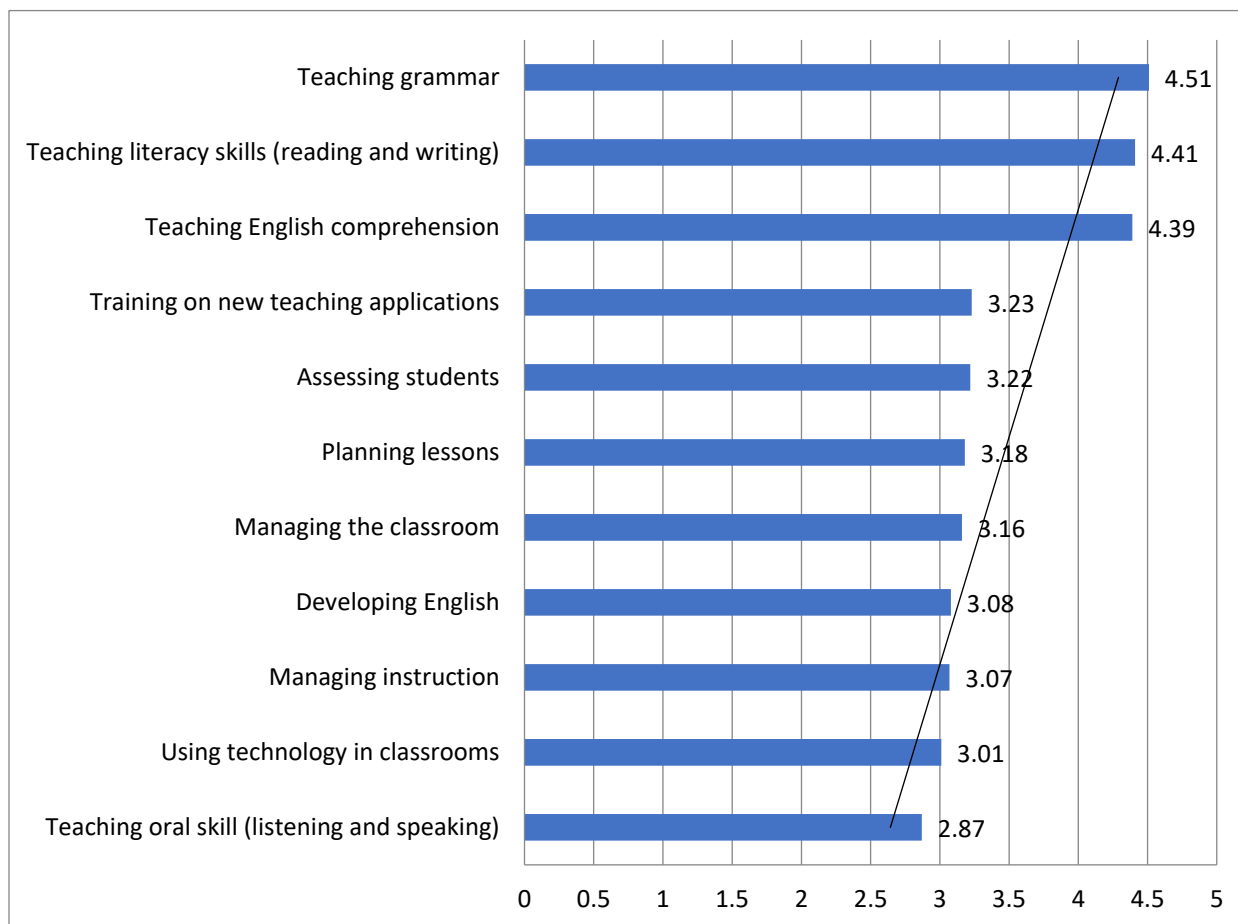
Section seven focused on the importance of the training EFL teachers received during their career. They were asked to consider all the training they have described and rank the areas according to how important the training had been in their career, i.e., did it impact their teaching practices in the classroom. They were requested to rank the categories according to importance of training they received (very important, somewhat important, as important as, not particularly important, not at all important).

Table 23

Descriptive Statistics of the Importance of the Training EFL Teachers Received during their Career

Questions/Statements How important was the training in your career? Considering all the training you have described above, rank the following areas according to how important the training has been in your career		Very important	Somewhat important	As important as not	Not particularly important	Not at all important	Mean	Std deviation	level & Rank
Teaching grammar	N	428	60	4	9	16	4.69	.839	
	%	81.1	11.6	.8	1.7	3.1			Very important 1
Teaching oral skill (listening and speaking)	N	94	101	235	16	16	3.36	1.027	As important as not 10
	%	18.2	19.5	45.5	13.7	3.1			
Teaching literacy skills (reading and writing)	N	400	70	8	19	20	4.57	.980	
	%	77.4	13.5	1.5	3.7	3.9			Very important 3
Teaching English comprehension	N	419	64	6	10	18	4.65	.888	
	%	81.1	12.4	1.2	1.9	3.5			Very important 2
Training on new teaching applications	N	73	271	99	52	22	3.62	.987	Somewhat important 7
	%	14.1	52.4	19.1	10.1	4.3			
Using technology in classrooms	N	66	262	103	70	16	3.56	.979	Somewhat important 8
	%	12.8	50.7	19.9	13.5	3.1			
Developing English	N	80	276	89	52	20	3.67	.983	Somewhat important 5
	%	15.5	53.4	17.2	10.1	3.9			
Planning lessons	N	70	277	85	73	12	3.62	.964	Somewhat important 7
	%	13.5	53.6	16.4	14.1	2.3			
Managing instruction	N	58	277	89	77	16	3.55	.979	Somewhat important 9
	%	11.2	53.6	17.2	14.9	3.1			
Assessing students	N	86	269	83	67	12	3.68	.975	Somewhat important 4
	%	16.6	52.0	16.1	13.0	2.3			
Managing the classroom	N	81	265	84	73	14	3.63	.996	Somewhat important 6
	%	15.7	51.3	16.2	14.1	2.7			
Weighted mean							3.87		
Std deviation								.72964	

Table 23 presents the descriptive statistics of importance of the training EFL teachers received during their career. Table 23 indicated that the highest average was "teaching grammar" with a mean of 4.69 and standard deviation of .839. It was followed by "teaching English comprehension" with a mean of 4.65 and standard deviation of .888. The third ranking was "teaching literacy skills" with a mean of 4.57 and standard deviation of .980. "Assessing students" followed with a mean of 3.68 and standard deviation of .975. "Developing English" ranked fifth with a mean of 3.67 and standard deviation of .983; this was followed by "managing the classroom" with a mean of 3.63 and standard deviation of .996. Two statements ranked seventh, "planning lessons" with a mean of 3.62 and standard deviation of .964; and "Training on new teaching applications" with a mean of 3.62 and standard deviation of .987 Next, "using technology in classrooms" followed with a mean of 3.56 and standard deviation of .979; followed by "managing instruction" with a mean of 3.55 and standard deviation of .979.Thus, the previous statements ranged in the agree descriptive based on Table 23. Finally, ranking tenth, was "teaching oral skill" with a mean of 3.36 and standard deviation of 1.027. The final statement ranged in the moderate level.

The weighted mean average for section seven in regard to "importance of the training EFL teachers received during their career" was 3.87 and a standard deviation of .72964. This indicates that the trend of "importance of the training EFL teachers received during their career" is "high level" according to the 5-point Likert scale indicated in Table 23 because 3.87 lies in the interval 3.41- 5. The choices highlight that there is a clear trend among the teachers to prioritize the principles of traditional approaches, such as the importance of teaching grammar, literacy skills and comprehension skills. Figure 12 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 12

Importance of Training in the EFL Teachers' Career

	Value
Teaching grammar	4.69
Teaching English comprehension	4.65
Teaching literacy skills (reading and writing)	4.57
Assessing students	3.68
Developing English	3.67
Managing the classroom	3.63
Planning lessons	3.62
Training on new teaching applications	3.62
Using technology in classrooms	3.56
Managing instruction	3.55
Teaching oral skill (listening and speaking)	3.36
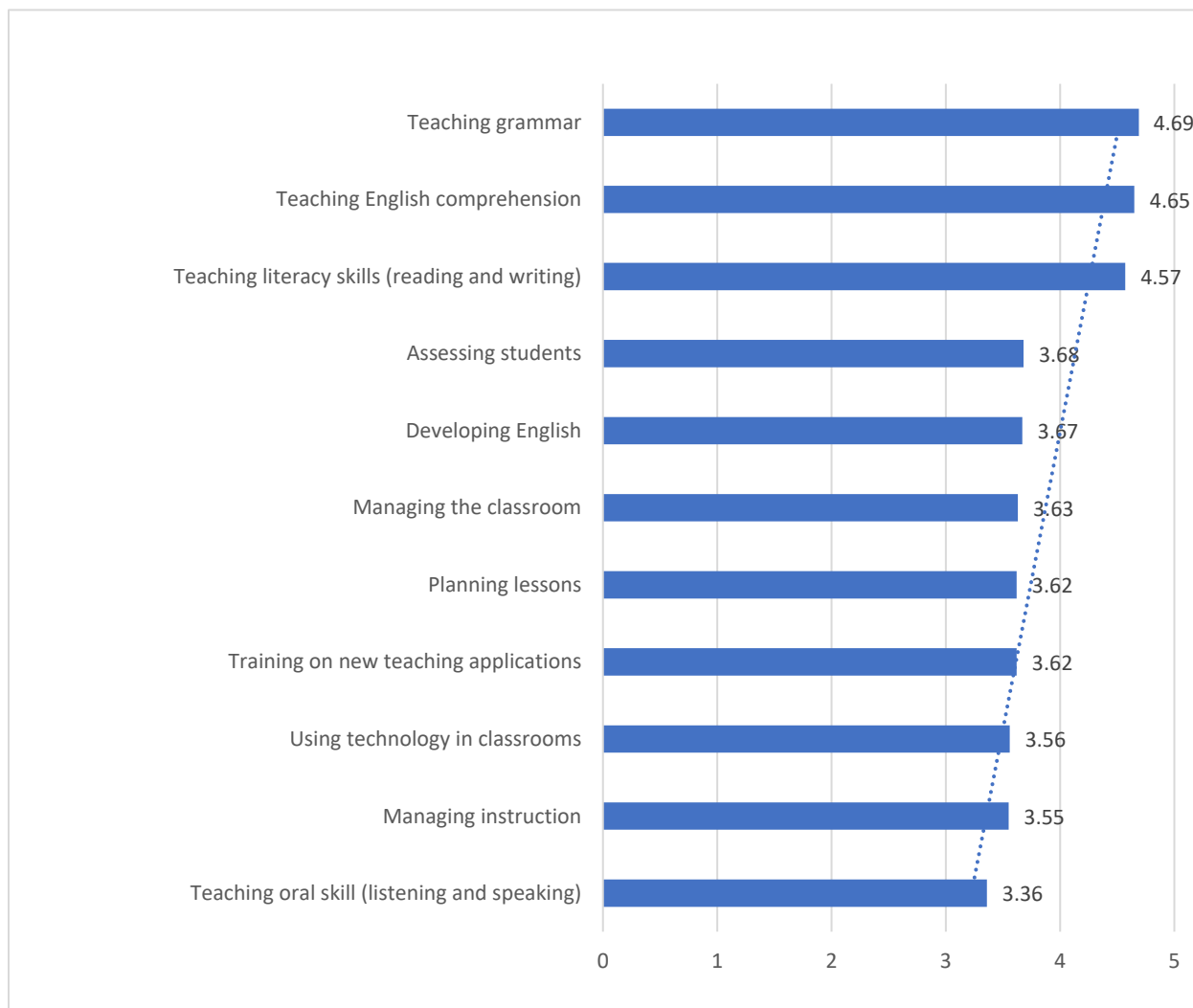
Section eight, asked teachers to read statements in regard to "the kinds of linguistic knowledge EFL teachers need." They were requested to choose the best that reflects their opinion and rank the categories according to their agreement (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree).

Table 24

Descriptive Statistics of the Kinds of Linguistic Knowledge EFL Teachers Need

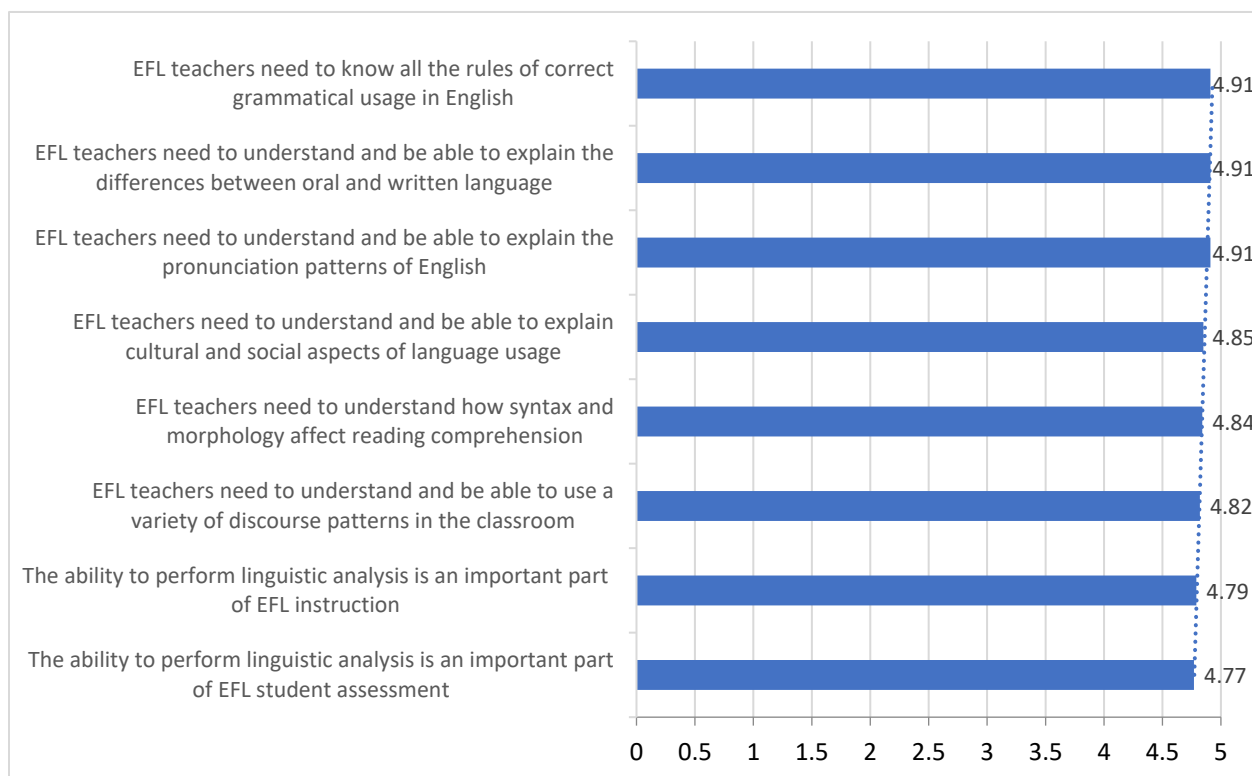| Questions/Statements The following statements are in regard to the kinds of linguistic knowledge EFL teachers need. Choose the best that reflects your opinion. Read each statement about linguistic understanding and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
EFL teachers need to understand and be able to explain the differences between oral and written language	N	479	30	6	2	0	4.91	.361	
	%	92.6	5.8	1.2	.4	0			Strongly agree 1
The ability to perform linguistic analysis is an important part of EFL instruction	N	433	62	18	4	0	4.79	.533	
	%	83.8	12.0	3.5	.8	0			Strongly agree 5
The ability to perform linguistic analysis is an important part of EFL student assessment	N	427	70	12	6	2	4.77	.584	
	%	82.6	13.5	2.3	1.2	.4			Strongly agree 6
EFL teachers need to know all the rules of correct grammatical usage in English	N	479	32	4	2	0	4.91	.346	
	%	92.6	6.2	.8	.4	0			Strongly agree 1
EFL teachers need to understand and be able to explain cultural and social aspects of language usage	N	458	47	8	2	2	4.85	.477	
	%	88.6	9.1	1.5	.4	.4			Strongly agree 2
EFL teachers need to understand and be able to explain the pronunciation patterns of English	N	479	32	4	0	2	4.91	.382	
	%	92.6	6.2	.8	0	.4			Strongly agree 1
EFL teachers need to understand and be able to use a variety of discourse patterns in the classroom	N	455	42	12	6	2	4.82	.556	
	%	88.0	8.1	2.3	1.2	.4			Strongly agree 4
EFL teachers need to understand how syntax and morphology affect reading comprehension	N	457	44	10	6	0	4.84	.492	
	%	88.4	8.5	1.9	1.2	0			Strongly agree 3
Weighted mean							4.85		
Std deviation								.33018	

Table 24 presents the descriptive statistics of "the kinds of linguistic knowledge EFL teachers need." Table 24 indicated that the highest average was for three statements: "EFL teachers need to know all the rules of correct grammatical usage in English" with a mean of 4.91 and standard deviation of .346; "EFL teachers need to understand and be able to explain the differences between oral and written language" with a mean of 4.91 and standard deviation of .346 and "EFL teachers need to understand and be able to explain the pronunciation patterns of English" with a mean of 4.91 and standard deviation of .382. They were followed by "EFL teachers need to understand and be able to explain cultural and social aspects of language usage" with a mean of 4.85 and standard deviation of .477. The third ranking was "EFL teachers need to understand how syntax and morphology affect reading comprehension" with a mean of 4.84 and standard deviation of .492. "EFL teachers need to understand and be able to use a variety of discourse patterns in the classroom" followed with a mean of 4.82 and standard deviation of .556. "The ability to perform linguistic analysis is an important part of EFL instruction" ranked fifth with a mean of 4.79 and standard deviation of .533. Finally, ranking sixth, was "The ability to perform linguistic analysis is an important part of EFL student assessment" with a mean of 4.77 and standard deviation of .584. Thus, all the previous statements ranged in the "agree" descriptive.

The weighted mean average for section eight in regard to "the kinds of linguistic knowledge EFL teachers need" was 4.85 and a standard deviation of .33018. This indicates that "the kinds of linguistic knowledge EFL teachers need." is "high level" according to the 5-point Likert scale indicated in Table 24 because 4.85 lies in the interval 3.41- 5. The choices of rating the statements in the high level highlight that there is a clear trend among the teachers to indicate that they are aware of the necessary knowledge and skills they need to acquire and master to increase enhance their professional career. Nevertheless, the influence of traditional teaching

approach is apparent due to the prioritization of teachers for the need to know all the rules of correct grammatical usage in English. Figure 13 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 13

Chart Showing EFL Teacher's Response to the Type of Linguistic Knowledge they Need

Section nine, asked teachers to read statements in regard to "the understanding of language acquisition." They were requested to choose the best that reflects their opinion and rank the categories according to their agreement (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree).

Table 25

Descriptive Statistics of the Kinds of Linguistic Knowledge EFL Teachers Need

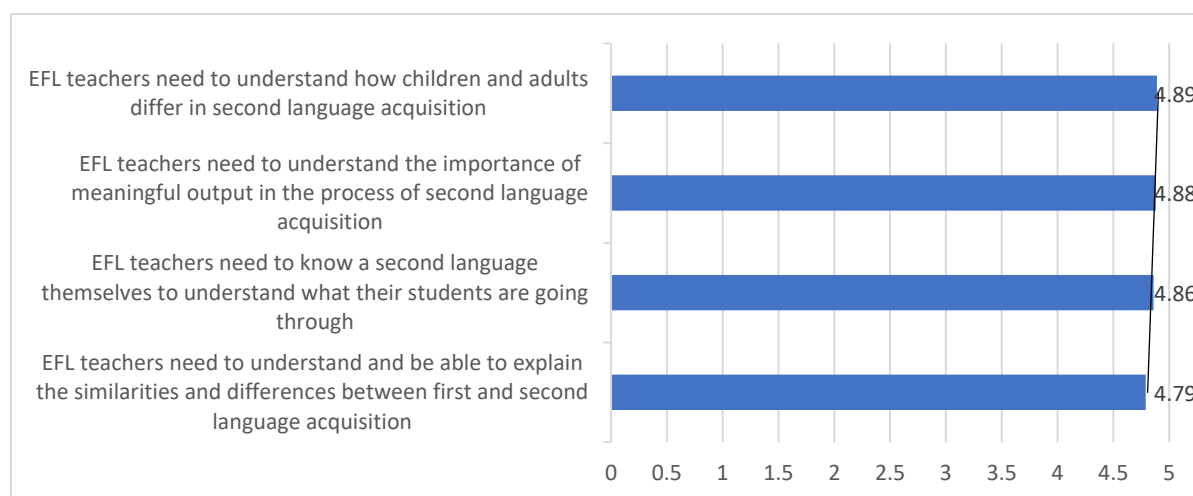| Questions/Statements The following statements are in regard to the understanding of language acquisition. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
EFL teachers need to understand and be able to explain the similarities and differences between first and second language acquisition	N	445	52	8	8	4	4.79	.618	
	%	86.1	10.1	1.5	1.5	.8			Strongly agree 4
EFL teachers need to understand how children and adults differ in second language acquisition	N	473	36	2	6	0	4.89	.421	
	%	91.5	7.0	.4	1.2	0			Strongly agree 1
EFL teachers need to know a second language themselves to understand what their students are going through	N	473	26	10	0	8	4.86	.499	
	%	91.5	5.0	1.9	0	1.5			Strongly agree 3
EFL teachers need to understand the importance of meaningful output in the process of second language acquisition	N	473	32	8	4	0	4.88	.424	
	%	91.5	6.2	1.5	.8	0			Strongly agree 2
Weighted mean							4.85		
Std deviation								.37331	

Table 25 presents the descriptive statistics of "the understanding of language acquisition."

Table 25 indicated that the highest average was for "EFL teachers need to understand and be able

to explain the similarities and differences between first and second language acquisition" with a

mean of 4.89 and standard deviation of .421. It was followed by "EFL teachers need to understand

the importance of meaningful output in the process of second language acquisition" with a mean

of 4.88 and standard deviation of .424. The third ranking was "EFL teachers need to know a second

language themselves to understand what their students are going through" with a mean of 4.86 and

standard deviation of .499. Finally, ranking fourth, was "EFL teachers need to understand and be

able to explain the similarities and differences between first and second language acquisition" with

a mean of 4.79 and standard deviation of .618. Thus, all the previous statements ranged in the "agree" descriptive.

The weighted mean average for section nine in regard to "the understanding of language acquisition." was 4.85 and a standard deviation of .37331. This indicates that this section is "high level" according to the 5-point Likert scale indicated in Table 25 because 4.85 lies in the interval 3.41- 5. The choices of rating the statements in the high level indicate that the EFL teachers are aware of the necessary knowledge and skills they need to be able to differentiate their teaching methods depending or the students' age groups, to know when to use Arabic or English, to recognize the difficulty of learning a foreign language and to communicate properly using English. Figure 14 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 14

EFL Teachers' Responses to the Importance of Understanding of Language Acquisition

Section ten, asked teachers to read statements in regard to "the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict." They were requested to choose the best that reflects their opinion and rank the categories according to their

agreement (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree).

Table 26

Issues When Undergoing Teacher Preparation Programs in Times of Military Conflict

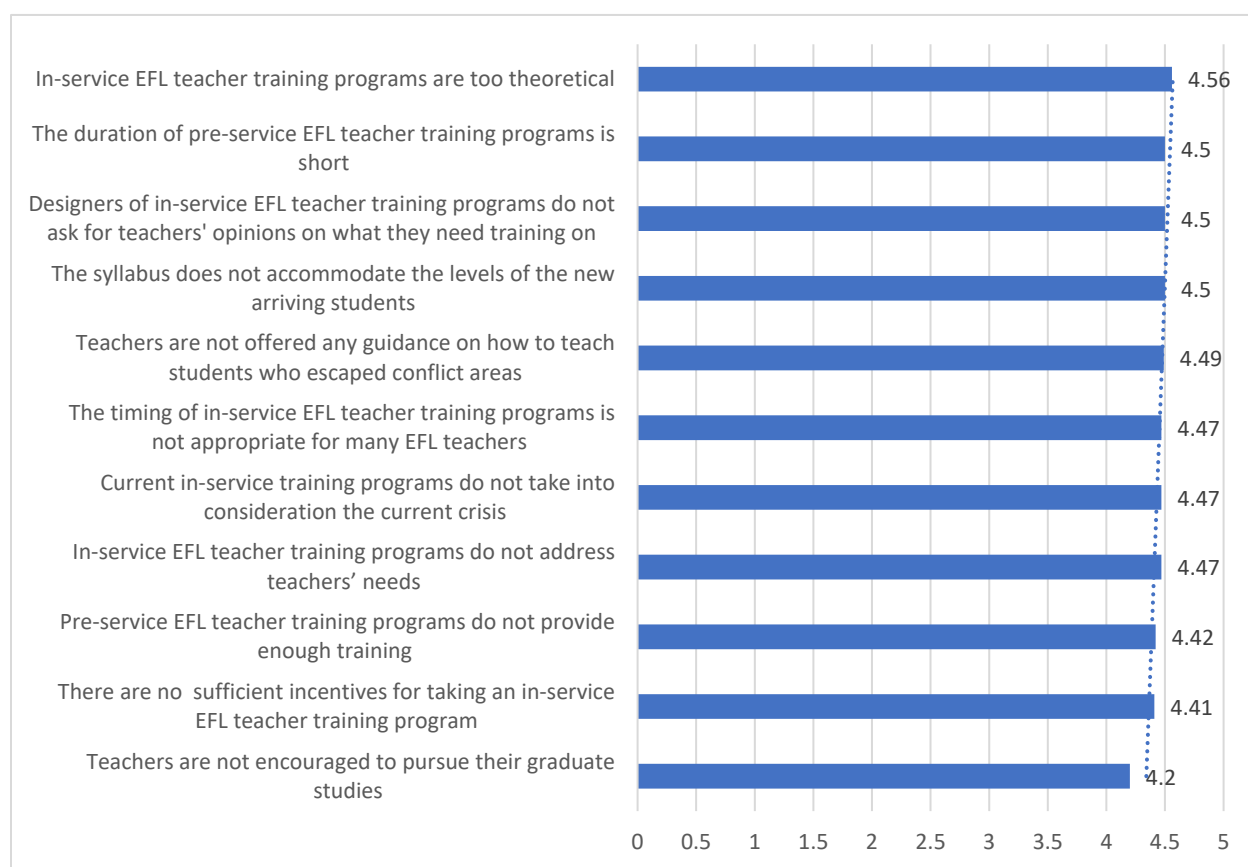| Questions/Statements This section deals with the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
Pre-service EFL teacher training programs do not provide enough training	N	283	196	20	8	10	4.42	.804	
	%	54.7	37.9	3.9	1.5	1.9			Strongly agree 5
The duration of pre-service EFL teacher training programs is short	N	291	198	22	6	0	4.50	.637	
	%	56.3	38.3	4.3	1.2	0			Strongly agree 2
In-service EFL teacher training programs do not address teachers' needs	N	295	188	18	14	2	4.47	.727	
	%	57.1	36.4	3.5	2.7	.4			Strongly agree 4
In-service EFL teacher training programs are too theoretical	N	321	174	14	8	0	4.56	.627	
	%	62.1	33.7	2.7	1.5	0			Strongly agree 1
There are no sufficient incentives for taking an in-service EFL teacher training program	N	271	206	26	10	4	4.41	.743	
	%	52.4	39.8	5.0	1.9	.8			Strongly agree 6
The timing of in-service EFL teacher training programs is not appropriate for many EFL teachers	N	287	196	28	4	2	4.47	.671	
	%	55.5	37.9	5.4	.8	.4			Strongly agree 4
Designers of in-service EFL teacher training programs do not ask for teachers' opinions on what they need training on	N	299	192	16	8	2	4.50	.672	
	%	57.8	37.1	3.1	1.5	.4			Strongly agree 2
Teachers are not encouraged to pursue their graduate studies	N	289	129	28	59	12	4.20	1.116	
	%	55.9	25.0	5.4	11.4	2.3			Strongly agree 7
Current in-service training programs do not take into consideration the current crisis	N	287	200	18	12	0	4.47	.677	
	%	55.5	38.7	3.5	2.3	0			Strongly agree 4
Teachers are not offered any guidance on how to teach students who escaped conflict areas	N	299	188	18	8	4	4.49	.711	
	%	57.8	36.4	3.5	1.5	.8			Strongly agree 3
The syllabus does not accommodate the levels of the new arriving students	N	309	174	18	16	0	4.50	.711	
	%	59.8	33.7	3.5	3.1	0			Strongly agree 2
Weighted mean							4.45		
Std deviation								.55884	

Table 26 presents the descriptive statistics of "the issues that EFL teacher face when undergoing teacher preparation programs in times of military conflict." Table 26 indicated that the highest average was "In-service EFL teacher training programs are too theoretical" with a mean of 4.56 and standard deviation of .627. It was followed by three statements ranking second: "The duration of pre-service EFL teacher training programs is short," "Designers of in-service EFL teacher training programs do not ask for teachers' opinions on what they need training on," and "The syllabus does not accommodate the levels of the new arriving students" with a mean of 4.50 and standard deviation of .637, .672, and .711 respectively. The third ranking was "Teachers are not offered any guidance on how to teach students who escaped conflict areas" with a mean of 4.49 and standard deviation of .711. "Current in-service training programs do not take into consideration the current crisis," "The timing of in-service EFL teacher training programs is not appropriate for many EFL teachers," and "In-service EFL teacher training programs do not address teachers' needs" followed with a mean of 4.47 and standard deviation of .677, .671, and .727 respectively. "Pre-service EFL teacher training programs do not provide enough training" ranked fifth with a mean of 4.42 and standard deviation of .804; this was followed by "There are no sufficient incentives for taking an in-service EFL teacher training program" with a mean of 4.41 and standard deviation of .743. Finally, ranking seventh was "Teachers are not encouraged to pursue their graduate studies" with a mean of 4.20 and standard deviation of 1.116. Thus, the previous statements ranged in the "agree" descriptive.

The weighted mean average for section ten in regard to "the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict" was 4.45 and a standard deviation of .55884. This indicates that the trend of "the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict" is "high level"

according to the 5-point Likert scale indicated in Table 26 because 4.45 lies in the interval 3.41-5. The choices highlight that there is a negative attitude that Syrian EFL teachers have about their in-service training programs that they attended during times of the militarized conflict. Figure 15 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 15

Issues that EFL Teachers Face when Undergoing Teacher Preparation Programs in Times of Military Conflict

The eleventh section in the survey touched upon the teachers' perspectives concerning the students especially the issues that were amplified during the past 7 years. The points rotated around students' motivation, participation, interaction, grades, absences, etc.

Table 27

Descriptive Statistics of the Issues that EFL Teachers Have in Regard to Their Students during the Past 7 Years

Questions/Statements This section deals with the issues that EFL teachers have in regard to their students during the past 7 years. As an EFL teacher, read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
Students lack motivation to learn English	N	230	253	6	20	8	4.31	.809	
	%	44.5	48.9	1.2	3.9	1.5			Strongly agree 4
Students do not interact in classroom activities	N	158	319	6	20	14	4.14	.835	
	%	30.6	61.7	1.2	3.9	2.7			Somewhat agree 6
Students do not participate because of their fear of making mistakes	N	209	280	6	16	6	4.30	.746	
	%	40.4	54.2	1.2	3.1	1.2			Strongly agree 5
Students do not use English outside the classroom	N	426	81	6	2	2	4.79	.507	
	%	82.4	15.7	1.2	.4	.4			Strongly agree 3
The students depend on translation to Arabic	N	440	69	4	4	0	4.83	.452	
	%	85.1	13.3	.8	.8	0			Strongly agree 1
Students do not allocate much time to complete their homework	N	191	304	12	4	6	4.30	.664	
	%	36.9	58.8	2.3	.8	1.2			Strongly agree 5
Students are focused on their grades more than learning	N	425	86	2	2	2	4.80	.488	
	%	82.2	16.6	.4	.4	.4			Strongly agree 2
Some students have interrupted learning due to the conflict	N	112	341	25	39	0	4.01	.758	
	%	21.7	66.0	4.8	7.5	0			Somewhat agree 7
Tension among the students is high	N	54	83	28	326	26	2.64	1.133	Neither agree nor disagree 8
	%	10.4	16.1	5.4	63.1	5.0			
Students are absent more	N	38	56	28	51	344	1.82	1.336	
	%	7.4	10.8	5.4	9.9	66.5			Little 9
Weighted mean							3.99		
Std deviation								.41367	

Table 27 presents the descriptive statistics of "the issues that EFL teacher have in regard to their students during the past 7 years." Table 27 indicated that the highest average was "The students depend on translation to Arabic" with a mean of 4.83 and standard deviation of .664. It was followed by "Students are focused on their grades more than learning" with a mean of 4.80
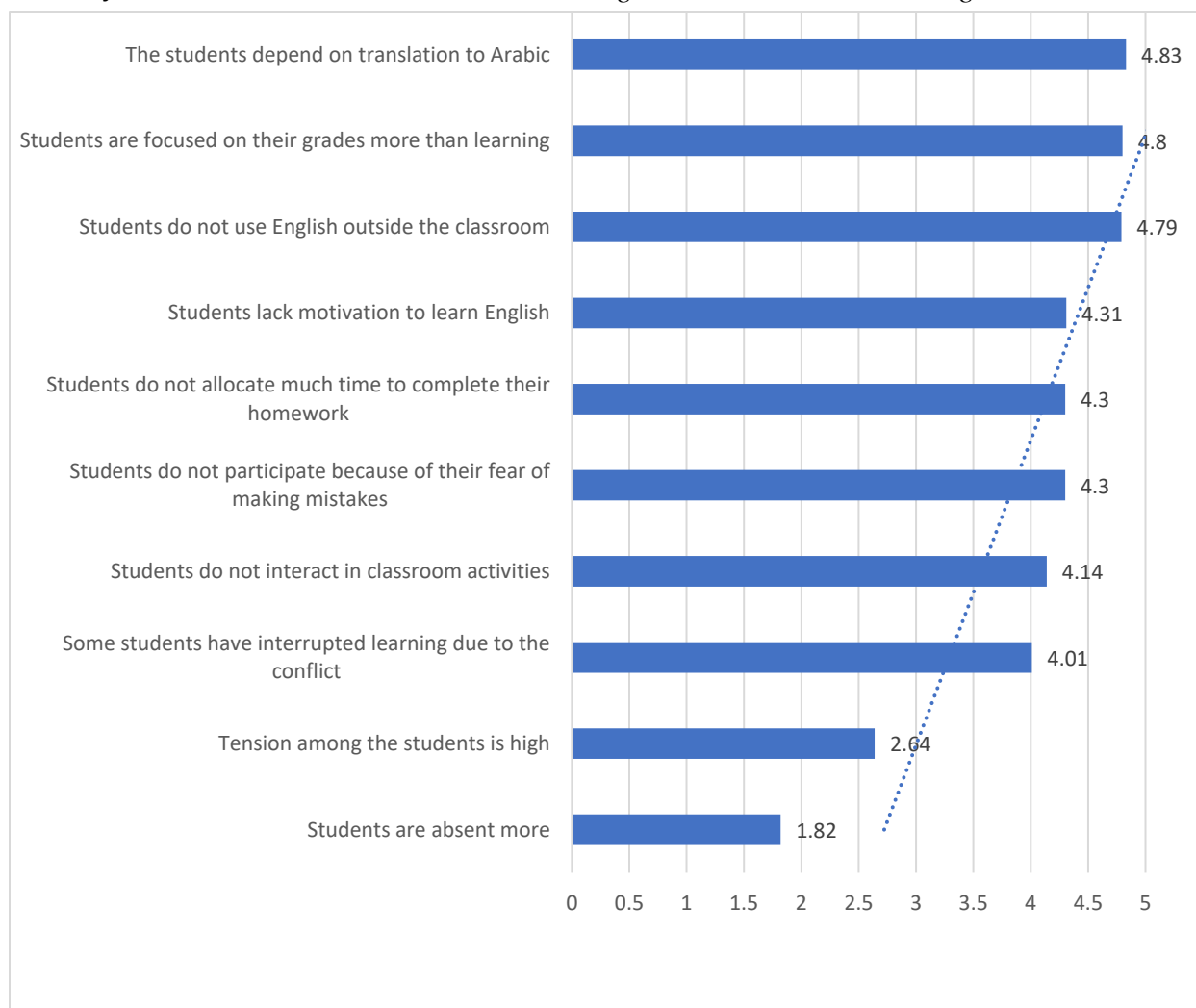
and standard deviation of .488. The third ranking was "Students do not use English outside the classroom" with a mean of 4.79 and standard deviation of .507. "Students lack motivation to learn English" followed with a mean of 4.31 and standard deviation of .809. "Students do not participate because of their fear of making mistakes" and "Students do not allocate much time to complete their homework" ranked fifth with a mean of 4.30 and standard deviation of .746 and .664, respectively. This was followed by "Some students have interrupted learning due to the conflict" with a mean of 4.01 and standard deviation of .758. "Tension among the students is high" ranked eighth with a mean of 2.64 and standard deviation of 1.133. Finally, ranking nineth was "Students are absent more" with a mean of 1.82 and standard deviation of 1.336. Thus, the previous statements ranged in the "agree" descriptive.

The weighted mean average for section eleven in regard to "the issues that EFL teacher have in regard to their students during the past 7 years" was 3.99 and a standard deviation of .41367. This indicates that the trend of "the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict" is "high level" according to the 5-point Likert scale indicated in Table 27 because 3.99 lies in the interval 3.41- 5. The choices highlight that there is a negative attitude that Syrian EFL teachers have about their students during times of the militarized conflict. This could be because teachers had mentioned in the survey that the in-service training programs did not take into consideration the current crisis; thus, teachers are not trained on addressing behavioral effects of the students due to the crisis. As for the final point about students' attendance and not having many absences, an explanation of this could be due to the fact that the major cities are secure, and schools are functioning normally, and more geographical areas were being liberated from terrorist organizations and declared safe during the timeframe that the

survey was being administered. Figure 16 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 16

Chart of the Issues that EFL Teachers have in Regard to their Students during the Past 7 Years.

Issue	Mean
The students depend on translation to Arabic	4.83
Students are focused on their grades more than learning	4.8
Students do not use English outside the classroom	4.79
Students lack motivation to learn English	4.31
Students do not allocate much time to complete their homework	4.3
Students do not participate because of their fear of making mistakes	4.3
Students do not interact in classroom activities	4.14
Some students have interrupted learning due to the conflict	4.01
Tension among the students is high	2.64
Students are absent more	1.82

Section twelve highlighted the Syrian English curriculum during the military conflict; the curriculum was introduced in 2002 as mentioned in chapter two. This explores the teachers' attitudes and perspectives on the curriculum that is described by its designers as communicative and student-centered as mentioned in chapter two.

Table 28

Descriptive Statistics of the Issues that EFL Teachers Have in Regard to the Textbook during the Past 7 Years

Questions/Statements This section deals with the issues that EFL teacher have in regard to the textbook during the past 7 years. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
The EFL textbooks are too dense	N	169	292	21	25	10	4.13	.847	Somewhat agree 5
	%	32.7	56.5	4.1	4.8	1.9			
The EFL textbooks are above student level	N	145	280	21	46	25	3.92	1.051	Somewhat agree 8
	%	28.0	54.2	4.1	8.9	4.8			
The number of sessions for EFL is not sufficient to finish the book	N	210	283	8	10	6	4.32	.709	Strongly agree 3
	%	40.6	54.7	1.5	1.9	1.2			
The design of the exercises in the EFL textbooks is not adequate for current classroom	N	180	291	18	24	4	4.20	.774	Somewhat agree 4
	%	34.8	56.3	3.5	4.6	.8			
The structure of the EFL textbooks does not address students with different levels of language mastery	N	172	276	16	49	4	4.09	.897	Somewhat agree 6
	%	33.3	53.4	3.1	9.5	.8			
The page layout is not engaging for the students	N	137	288	48	38	6	3.99	.871	Somewhat agree 7
	%	26.5	55.7	9.3	7.4	1.2			
The EFL textbooks do not support multi-skill learning	N	153	135	14	195	20	3.40	1.350	Neither agree nor disagree 9
	%	29.6	26.1	2.7	37.7	3.9			
The EFL teachers were not consulted before the EFL textbooks were prepared	N	413	66	24	6	8	4.68	.752	Strongly agree 2
	%	79.9	12.8	4.6	1.2	1.5			
The EFL teachers were not consulted to review drafts of the EFL textbooks before they were published	N	411	72	24	6	4	4.70	.682	Strongly agree 1
	%	79.5	13.9	4.6	1.2	.8			
Weighted mean							4.15		
Std deviation								.62355	

Table 28 presents the descriptive statistics of "the issues that EFL teacher have in regard to the textbook during the past 7 years." Table 28 indicated that the highest average was "The EFL

teachers were not consulted to review drafts of the EFL textbooks before they were published" with a mean of 4.70 and standard deviation of .682. It was followed by "The EFL teachers were not consulted before the EFL textbooks were prepared" with a mean of 4.68 and standard deviation of .682. The third ranking was "The number of sessions for EFL is not sufficient to finish the book" with a mean of 4.32 and standard deviation of .709. "The design of the exercises in the EFL textbooks is not adequate for current classroom" followed with a mean of 4.20 and standard deviation of .774. "The EFL textbooks are too dense" ranked fifth with a mean of 4.13 and standard deviation of .847. This was followed by "The structure of the EFL textbooks does not address students with different levels of language mastery" with a mean of 4.09 and standard deviation of.897. "The page layout is not engaging for the students" ranked seventh with a mean of 3.99 and standard deviation of .871. Ranking eighth was "The EFL textbooks are above student level" with a mean of 3.92 and standard deviation of 1.051. The final rank was for "The EFL textbooks do not support multi-skill learning" with a mean of 3.40 and standard deviation of 1.350. Thus, the previous statements ranged in the "agree" descriptive.

The weighted mean average for section twelve in regard to "the issues that EFL teacher have in regard to the textbook during the past 7 years" was 4.15 and a standard deviation of .62355. This indicates that the trend of "the issues that EFL teacher have in regard to the textbook during the past 7 years" is "high level" according to the 5-point Likert scale indicated in Table 28 because 4.15 lies in the interval 3.41- 5. The choices highlight that there is a negative attitude that Syrian EFL teachers have about the current English curriculum during times of the militarized conflict. It appears that more than 80 % of the teachers agreed that the books are too dense, and the content of the textbooks are above student levels to be taught during the regular academic year due to the inadequate number of weekly sessions, three-forty-five-minute sessions a week are not sufficient.

Moreover, 90% agreed that the design of the exercises is not adequate for the current classroom conditions nor does the structure of the EFL textbooks address students with different levels of language mastery according to 86% of teachers. Figure 17 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 17

Chart of the Issues that EFL Teachers have Regarding the Textbook during the Past 7 Years
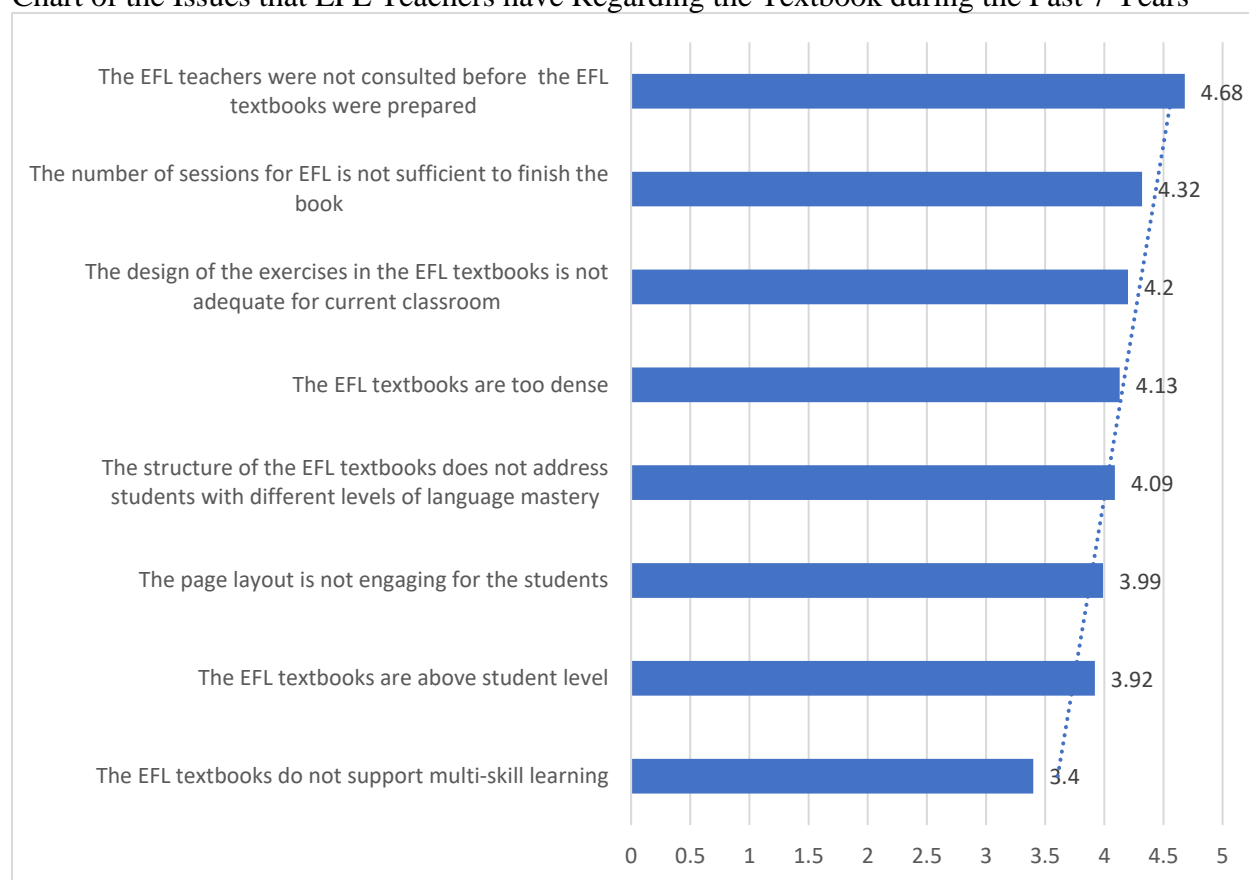
Section 13 reflected the issues that EFL teachers have regarding the teaching methods they have used during the past 7 years (during the militarized conflict).

Table 29

Descriptive Statistics of Issues that EFL Teachers have in Regard to Teaching Methods They have Used during the Past 7 Years

Questions/Statements This section deals with the issues that EFL teachers have in regard to teaching methods they have used during the past 7 years. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
I have knowledge of the teaching methods	N	338	157	8	8	6	4.57	.713	
	%	65.4	30.4	1.5	1.5	1.2			Strongly agree 1
I have sufficient experience in teaching English oral skills (listening and speaking)	N	215	254	32	10	6	4.28	.762	
	%	41.6	49.1	6.2	1.9	1.2			Strongly agree 6
I have sufficient experience in teaching English literacy skills (reading and writing)	N	256	243	8	8	2	4.44	.645	
	%	49.5	47.0	1.5	1.5	.4			Strongly agree 4
I have received professional development in new methods of instruction in the past 5 years	N	167	283	19	20	28	4.05	1.000	
	%	32.3	54.7	3.7	3.9	5.4			Somewhat agree 8
I use the same approach for teaching in all the grade levels	N	123	280	18	36	60	3.72	1.231	Somewhat agree 14
	%	23.8	54.2	3.5	7.0	11.6			
I use mixed teaching methods for different skills	N	103	302	98	6	8	3.94	.756	Somewhat agree 11
	%	19.9	58.4	19.0	1.2	1.5			
I choose a teaching method based on the lesson objective	N	100	311	91	11	4	3.95	.722	Somewhat agree 10
	%	19.3	60.2	17.6	2.1	.8			
I choose a teaching method based on the students' mastery level	N	86	319	104	4	4	3.93	.680	Somewhat agree 12
	%	16.6	61.7	20.1	.8	.8			
I prepare a lesson plan	N	88	117	187	111	14	3.30	1.070	
	%	17.0	22.6	36.2	21.5	2.7			Neither agree nor disagree 16
I use Arabic for explanation	N	333	119	16	20	29	4.37	1.096	
	%	64.4	23.0	3.1	3.9	5.6			Strongly agree 5
I use Arabic for clarifying students' mistakes	N	343	124	12	22	16	4.46	.960	
	%	66.3	24.0	2.3	4.3	3.1			Strongly agree 3
I use techniques to support cognitive development in language use	N	109	311	79	4	14	3.96	.799	
	%	21.1	60.2	15.3	.8	2.7			Somewhat agree 9
I teach different language skills	N	86	185	205	27	14	3.58	.918	Somewhat agree 15
	%	16.6	35.8	39.7	5.2	2.7			
I concentrate on English grammar	N	343	116	28	22	8	4.48	.894	
	%	66.3	22.4	5.4	4.3	1.5			Strongly agree 2
I encourage oral communication	N	108	350	57	0	2	4.09	.589	Somewhat agree 7
	%	20.9	67.7	11.0	0	.4			
I evaluate student's skills throughout the semester	N	98	280	104	29	6	3.84	.834	Somewhat agree 13
	%	19	54.1	20.1	5.6	1.2			

Questions/Statements This section deals with the issues that EFL teachers have in regard to teaching methods they have used during the past 7 years. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Ran
I have sufficient time to finish my lesson	N	30	108	48	254	77	2.53	1.146	Somewhat disagree 17
	%	5.8	20.9	9.3	49.1	14.9			
I offer remedial classes for students with language-learning difficulties	N	30	54	39	25	369	1.74	1.290	Strongly disagree 18
	%	5.8	10.4	7.5	4.8	71.4			
Weighted mean							3.84		
Std deviation								.30526	

Table 29 shows the descriptive statistics of "issues that EFL teacher have in regard to teaching methods they have used during the past 7 years." Table 29 indicated that the highest average was "I have knowledge of the teaching methods" with a mean of 4.57 and standard deviation of .713. It was followed by "I concentrate on English grammar" with a mean of 4.48 and standard deviation of .894. The third ranking was "I use Arabic for clarifying students' mistakes" with a mean of 4.46 and standard deviation of .960. "I have sufficient experience in teaching English literacy skills (reading and writing)" ranked fourth with a mean of 4.44 and standard deviation of .645. Fifth was "I use Arabic for explanation" with a mean of 4.37 and standard deviation of 1.096. "I have sufficient experience in teaching English literacy skills (reading and writing)" followed with a mean of 4.37 and standard deviation of 1.096. "I encourage oral communication" ranked seventh with a mean of 4.09 and standard deviation of .589. This was followed by "I have received professional development in new methods of instruction in the past 5 years" with a mean of 4.05 and standard deviation of 1.000. "I use techniques to support cognitive development in language use" ranked nineth with a mean of 3.96 and standard deviation of .799. Ranking tenth was "I choose a teaching method based on the lesson objective" with a mean of 3.95 and standard deviation of .722. The eleventh rank was for "I use mixed teaching methods for

different skills" with a mean of 3.94 and standard deviation of .756. "I choose a teaching method based on the students' mastery level" followed with a mean of 3.93 and standard deviation of .680. Thirteenth was for "I evaluate student's skills throughout the semester" with a mean of 3.84 and standard deviation of .934. This was followed by "I use the same approach for teaching in all the grade levels" with a mean of 3.72 and standard deviation of 1.231; "I teach different language skills" with a mean of 3.58 and standard deviation of .918 in fourteenth and fifteenth rank, respectively. In the sixteenth rank was "I prepare a lesson plan" with a mean of 3.30 and standard deviation of 1.070. "I have sufficient time to finish my lesson" with a mean of 2.53 and standard deviation of 1.146; "I offer remedial classes for students with language-learning difficulties" with a mean of 1.74 and standard deviation of 1.290 ranked seventeenth and eighteen, respectively. Statements from 1 through 15 ranged in the "agree" descriptive; statement 16 ranged in the "Neither agree nor disagree" descriptive; both statements 17 and 18 ranged in the "disagree" descriptive.

The weighted mean average for section thirteen in regard to "issues that EFL teacher have in regard to teaching methods they have used during the past 7 years" was 3.84 and a standard deviation of .30526. This indicates that the trend of "issues that EFL teacher have in regard to teaching methods they have used during the past 7 years" is "high level" according to the 5-point Likert scale indicated in Table 29 because 3.84 lies in the interval 3.41- 5. This highlights the application of traditional approaches to teaching EFL in Syrian classrooms because the participants emphasized teaching grammar, using Arabic to correct and explain mistakes and using similar approaches for different student levels. Figure 18 presents the descending distribution of the participants answers based on the means from highest to lowest.

Figure 18

Chart of Issues that EFL Teachers have in Regard to Teaching Methods they have Used during the Past 7 Years
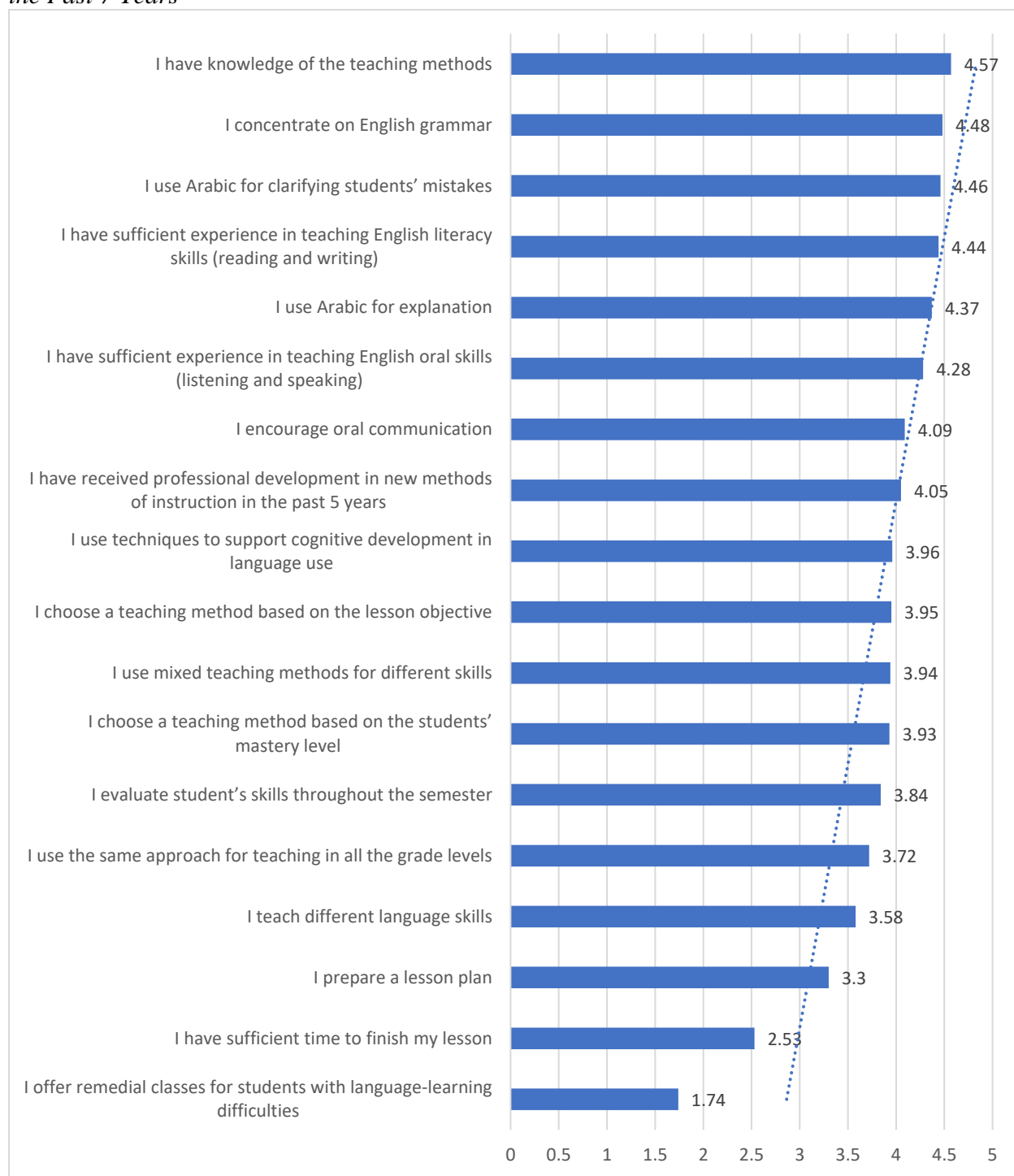
Section 14 concentrates on the issues that EFL teachers have in regard to teaching resources

and teaching aids during the past 7 years. The points ask whether technological aids are available,

usable, and contemporary. In addition to training received for these aids and whether there is

sufficient time for the use of these resources or not.

Table 30

Descriptive Statistics of Issues that EFL Teachers have in Regard to Teaching Resources and Teaching Aids during the Past 7 Years

Questions/Statements This section deals with the issues that EFL teachers have in regard to teaching resources and teaching aids during the past 7 years. Read each statement and indicate whether		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Mean	Std deviation	level & Rank
The resources and teaching aids are outdated	N	186	300	15	12	4	4.26	.695	
	%	36.0	58.0	2.9	2.3	.8			Strongly agree 1
Audio-visual teaching resources are available in my classroom	N	20	14	9	27	447	1.32	.938	
	%	3.9	2.7	1.7	5.2	86.5			Strongly disagree 6
Technology such as smartboard and internet are available in my classroom	N	10	12	6	10	479	1.19	.740	
	%	1.9	2.3	1.2	1.9	92.6			Strongly disagree 9
I use teaching aids	N	24	58	13	20	400	1.62	1.235	
	%	4.6	11.2	2.5	3.9	77.4			Strongly disagree 4
I have time to use teaching aids to support my lessons	N	14	39	18	34	412	1.47	1.047	
	%	2.7	7.5	3.5	6.6	79.7			Strongly disagree 5
I have received training on using these teaching aids	N	23	51	14	224	205	1.96	1.103	Somewhat disagree 3
	%	4.4	9.9	2.7	43.3	39.7			
The use of teaching aids is too complicated	N	24	131	46	259	57	2.62	1.114	Neither agree nor disagree 2
	%	4.6	25.3	8.9	50.1	11.0			
The school provides supporting materials for teaching English	N	12	8	8	42	447	1.25	.769	
	%	2.3	1.5	1.5	8.1	86.5			Strongly disagree 7
The school has a library with books in English for extended reading	N	6	8	20	18	465	1.20	.769	
	%	1.2	1.5	3.9	3.5	89.9			Strongly disagree 8
Weighted mean							1.87		
Std deviation								.57440	

Table 30 presents the descriptive statistics of "issues that EFL teacher have in regard to teaching resources and teaching aids during the past 7 years." Table 30 indicated that the highest average was "The resources and teaching aids are outdated" with a mean of 4.26 and standard deviation of .695. It was followed by "The use of teaching aids is too complicated" with a mean of 2.62 and standard deviation of 1.114. The third ranking was "I have received training on using these teaching aids mistakes" with a mean of 1.96 and standard deviation of 1.103. "I use teaching aids" ranked fourth with a mean of 1.62 and standard deviation of 1.235. Fifth was "I have time to use teaching aids to support my lessons" with a mean of 1.47 and standard deviation of 1.047. "Audio-visual teaching resources are available in my classroom" followed with a mean of 1.32 and standard deviation of .938. "The school provides supporting materials for teaching English" ranked seventh with a mean of 1.25 and standard deviation of .769. The final rank was for "Technology such as smartboard and internet are available in my classroom" with a mean of 1.19 and standard deviation of .740. Statement ranking 1 ranged in the "agree" descriptive; statement ranking 2 ranged in the "Neither agree nor disagree" descriptive, 16 ranged in the "Neither agree nor disagree" descriptive; the remaining 7 statements ranged in the "disagree" descriptive.

The weighted mean average for section fourteen in regard to "issues that EFL teacher have in regard to teaching resources and teaching aids during the past 7 years" was 1.87 and a standard deviation of .57440. This indicates that the trend of "issues that EFL teacher have in regard to teaching resources and teaching aids during the past 7 years" is "low level" according to the 5-point Likert scale indicated in Table 30 because 1.87 lies in the interval 1- 2.60. This emphasizes the participants' frustration towards the lack of teaching aids and resources in their classrooms. Moreover, this asserts the application of traditional approaches to teaching EFL in Syrian classrooms because teaching oral skills or applying project-based learning require the presence of

audiovisual aids in addition to technology, such as, computers and the internet. Figure 19 presents

the descending distribution of the participants answers based on the means from highest to lowest.

Figure 19

Issues that EFL Teachers have in Regard to Teaching Resources and Teaching Aids during the Past 7 Years
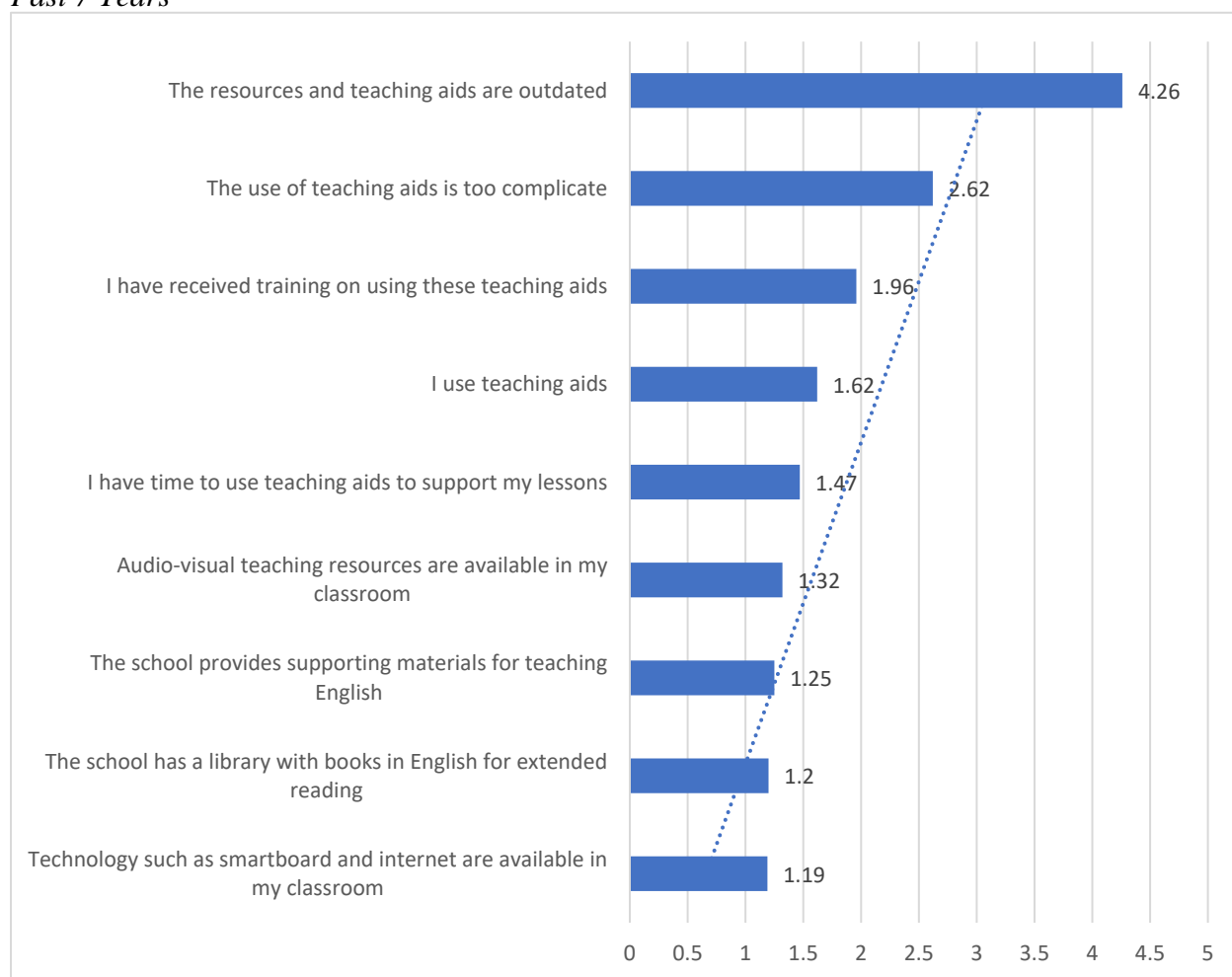
To summarize part one, the focus was on presenting the descriptive findings of the survey

concerning the views and perceptions of Syrian EFL teachers in regard to professional

development programs and teaching English as a foreign language during times of military

conflict. They included attitudes towards areas they received the most training, the importance of

the training they received, kinds of linguistic knowledge EFL teachers need, issues that they face

when undergoing teacher development programs, teachers' perspectives concerning the students, the Syrian English curriculum, issues that they have regarding the teaching methods, issues that they have in regard to teaching resources and teaching aids all of which are during time of military conflict.

The survey participants survey-responses mostly expressed negative views about their EFL training programs. Their answers reflected that there was a gap between ideas brought up in development programs and the actual classroom practices. Some of the issues identified by the teachers' responses were that these programs did not take into consideration the overcrowded classrooms and poor language proficiency of the students who merely focus on grades and exams, exam-oriented instruction, and the lack of audio-visual aids to support the curriculum.

Part Two

Statistical Analysis

In order to present a comprehensive meaningful description of the survey data, descriptive statistics was applied, first. Charts and summary data tables organized the data in a visual way; they were followed by descriptions and explanations of what the charts and tables were showing. The aim was to present the results of the whole survey from section one through section fourteen. However, there was no attempt to draw conclusions about the population. Therefore, in this part, in regard to the first research question, inferential statistics was applied to sections six through fourteen based on the variable of the number of EFL in-service professional development programs attended since the beginning of the military conflict in Syria in 2011. This application facilitated drawing conclusions about the population based on the sample of participants who took part in the survey on EFL Syrian teachers. It consisted of comparing means, one-way ANOVA and Fisher's Least Significant Difference (LSD) t-test. This was repeated for all the sections from six to fourteen

To answer question one "What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?," sections six through fourteen of the survey were analyzed using a one-way analysis of variance (ANOVA). However, in order to show the need for the ANOVA, I computed the sample means for each group based on the number of in-service development programs they have attended since 2011 and used the sum of means that was calculated. I did this by adding up the means of the items in every section and dividing them by the number of the items. The rationale for choosing to represent the sum of means of each group is to reveal whether there are differences among the groups that compel running a one-way ANOVA; the research question focuses on whether there are differences among the groups based on the number of in-service training programs they attended and does not intend to focus on the differences that could exist in the responses of the members of the same group. Focusing on individual items in each section could be useful, could yield additional data on each item and each group, and could show different levels of importance for those who have taken different numbers of training programs; however, this would require a longer study and performing more data analysis, such as factor analysis for each group to reveal interrelationships among the members of each group, which, to emphasize, is not the focus of this research question.

After presenting the table of the sum of means, ANOVA was conducted. ANOVA is commonly used in research in doctoral programs, especially education (Aiken, West, & Millsap, 2008). It offers the opportunity to reveal statistically significant differences between groups and among groups. ANOVA indicates whether the means of groups differ significantly from one

another. If the F-result is significant, this indicates that at least one of the means of the groups differs from the others.

A one-way analysis of variance (ANOVA) offers the ability to determine if any of the groups are different from each other but does not provide the information on which ones are different. Therefore, if the ANOVA resulted in a p-value of less than .05, this leads to the conclusion that at least one of the means is statistically different from the others. To isolate where the differences are, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not. The rationale for the consideration to apply Fisher's LSD is that it is more powerful than other alternatives because it computes the pooled standard deviations from all the groups rather than merely comparing standard deviations of two means; and Fisher's LSD is at least eight percent more powerful than, for example, Tukey's Honest Significance Test (HSD) (Seaman, et al., 1991; Williams, & Abdi, 2010). Thus, it is better to apply Fisher's LSD since there is a comparison of multiple means and at least one of them is statistically significant, i.e., p-value of less than .05, which is a requirement for conducting the post-hoc Fisher's LSD test as a follow up to ANOVA. Sections six through fourteen of the survey were analyzed using a one-way analysis of variance (ANOVA) based on the variable of the number of development programs that the Syrian EFL teachers have attended since the beginning of the military conflict in Syria in 2011. This variable was obtained from item four on the survey that asked the EFL teacher to specify how many EFL training programs have they have attended since 2011 up to the time they took the survey; their answers ranged between none, one, two, three, four, five, or six and more. Moreover, it is important to point out that the statistical analyses of sections six and seven excluded those who had answered they had not attended any in-service development programs since 2011 due to the fact that these

two sections focus on the content of these programs. The participants' answers were included in the remaining sections of the statistical analysis.

To answer section six of the survey in regard to ranking the areas the EFL Syrian teachers received the most training in since they started teaching up to the time they took the survey, the null hypothesis was: based on the number of in-service training programs the survey participants attended, there is no difference in their answers in regard to ranking the areas they received the most training. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 31

Comparison of the Means of the Participants' Answers on Section 6: Which areas did you receive the most training in?

N in-service training programs	N	Mean	Std. Deviation
1	90	44.67	6.27
2	96	41.94	8.03
3	100	39.63	7.32
4	99	42.93	4.41
5	37	38.78	3.31
6 and more	50	41.46	2.68

Table 31 indicate that: the highest mean is among the sample members who have taken only one training course. By contrast, the lowest mean is among those who have attended five training courses. Table 32 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 32

ANOVA on Section 6

Which areas did you receive the most training in?	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1677.986	5	335.597	8.902	.001
Within Groups	17568.130	467	37.700		
Total	19246.117	472			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means of the tested samples are equal. Instead, the alternative hypothesis, which states that there will be at least two different means, is accepted. In other words, there are meaningful variations between the means of the sample members. These variances, which are related to the number of in-service training programs EFL teachers have attended since 2011, have significance. Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not.

Table 33

Multiple Comparisons LSD for Section 6 Which Areas Did You Receive the Most Training in?

	1	2	3	4	5	6 or more
1	X	2.72917* (.003)	5.03667* (001)	1.73737 (.053)	5.88288* (.001)	3.20667* (.004)
2		X	2.30750* (.009)	-.99179 (.260)	3.15372* (.008)	.47750 (.656)
3			X	-3.29929* (.001)	.84622 (.474)	-1.83000 (.086)
4				X	4.14551* (001)	1.46929 (.168)
5					X	-2.67622 (.045)
6 or more						X

Table 33 indicates the following:

1. There are variances with statistical significance $p < .05$ in the answers of the individuals who have attended one in-service development program and the rest of the sample members more according to the variable (the areas they received most training on). There is no statistical significance $p > .05$ with those who have taken four in-service development programs.

2. There are variances with statistical significance $p < .05$ in the responses of those who have attended two in-service development programs and those who have attended one, three or five training programs. The variance has no statistical significance $p > .05$ compared with those who have attended four or six training programs.

3. There is no statistical significance $p > .05$ in the responses of the sample members who have attended three training programs and those who have attended more than four.

4. The variances are statistically significant $p < .05$ in the responses of those who have attended four training programs and those who have attended three or five programs. There is no statistical significance $p > .05$ with those who have taken six training courses.

5. The variances are statistically significant $p < .05$ in the responses of those who have attended five training courses and those with two, three or four training programs. There is no statistical significance $p > .05$ with those who attended three training programs.

6. There are variances with statistical significance $p < .05$ in the responses of those who have high training (attended six programs or more) and those with one training program. There is no statistical significance $p > .05$ at all with those who attended two or more training programs.

Therefore, in section 6 "Which areas did the EFL teachers receive the most training in?" the findings are:

1. There are variances with statistical significance p < .05 in the responses of the sample

members who have attended one in-service development program and the rest of the sample

members and that is according to the variable "the areas they received most training on of

training."

2. The variances have no statistical significance p > .05 between those with five development

programs and those with more than five according to the variable "the areas they received most

training on of training."

To answer section seven of the survey that asked the EFL Syrian teachers to rank the

areas they received the most training in according to how important the training had been in their

career, the null hypothesis was: the responses of the surveyed teachers concerning the

importance of the training they have received do not differ according to the difference of the

number of in-service training programs they have attended. To ascertain the validity of this

hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of

the number of in-service training programs they attended since 2011. Below are the results of

comparing the means.

Table 34.

Comparison of the Means of the Participants' Answers on Section 7: How Important was the Training in Your Career?

N in-service training programs	N	Mean	Std. Deviation
1	90	50.31	5.95
2	96	48.29	6.87
3	100	42.59	11.66
4	99	46.67	7.07
5	37	41.57	8.32
6 and more	50	38.40	5.83

Table 34 indicates the following:

The highest mean in the responses of the Syrian EFL teachers about how important the training had been in their career was among those who have attended one in-service development program. By contrast, the lowest mean was in the responses of those who have attended 6 or more in-service training programs. Table 35 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 35

ANOVA on Section 7

How important was the training in your career?	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6904.283	5	1380.857	21.358	.001
Within Groups	30128.393	467	64.653		
Total	37032.676	472			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means of the tested samples are equal. Instead, the alternative hypothesis, which states that there will be at least two different means, is accepted. In other words, there are meaningful variations between the means of the sample members. These variances, which are related to the number of in-service training programs EFL teachers have attended since 2011, have significance. Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not.

Table 36

Multiple Comparisons LSD for Section 7: How Important was the Training in Your Career?

	1	2	3	4	5	6 or more
1	X	2.01944 (.088)	7.72111* (.001)	3.64444* (.002)	8.74354* (.001)	11.91111* (.001)
2		X	5.70167* (.001)	1.62500 (.159)	6.72410* (.001)	9.89167* (.001)
3			X	-4.07667-* (.001)	1.02243 (.509)	4.19000* (.003)
4				X	5.09910* (.001)	8.26667* (.001)
5					X	3.16757 (.070)
6 or more						X

Table 36 indicates the following:

1. There are differences with statistical significance $p < .05$ between those who attended one in-service teacher development program and those who attended more than two in-service development programs in terms of the variable of the importance of the training in the EFL teachers' career.

2. There is statistical significance $p < .05$ in the responses of the sample members who attended two in-service development programs and those who attended one in-service development program on the one hand, and those with four in-service development programs. There is statistical significance $p < .05$ between the samples above and those with three, five or six in-service development programs.

3. There is statistical significance $p < .05$ between those who attended three in-service development programs and the sample members except for those with five in-service development programs.

4. There is statistical significance $p < .05$ between those with four in-service development

programs and the rest of the sample members except those with two in-service development programs only.

5. There is statistical significance p < .05 in the responses of those who attended five in-service development programs and the rest of the sample members except those with three or six in-service development programs.

 6. There is statistical significance p < .05 in the responses of those who attended six or more in-service development programs and the rest of the sample members except those with five in-service development programs.

Therefore, in section 7 "How important was the training in the EFL teachers' career?" the findings are:

1. There is no statistical significance p > .05 in the responses of the sample members as far as 'how important the training had been in their career based on the number of in-service training programs attended' is concerned between those who attended one in-service development programs and those with two in-service development programs.

2. There is no statistical significance p > .05 in the responses of the sample members with five in-service development programs and those with six or more in-service development programs.

To answer section eight of the survey in regard to the kinds of linguistic knowledge EFL teachers need, the null hypothesis was: the responses of the sampled individuals concerning the linguistics and grammatical knowledge needed by EFL teachers do not differ according to the difference of the number of in-service training programs they have attended. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is

conducted in terms of the number of in-service training programs they attended since 2011. Below

are the results of comparing the means.

Table 37

Comparison of the Means of the Participants' Answers on Section 8: The Kinds of Linguistic Knowledge EFL Teachers Need

N in-service training programs	N	Mean	Std. Deviation
None	45	35.20	3.89
1	90	38.40	3.31
2	96	38.98	2.20
3	100	39.52	1.59
4	99	39.29	1.82
5	37	39.46	1.50
6 and more	50	39.56	1.40

Table 37 indicates the following:

The means of the responses of the sampled members about the measured criteria (the kinds

of linguistic knowledge EFL teachers need) are approximate with all the sample members who

have received any training whatever its level is. But the means are lower with those who have

received no training at all. Table 38 will indicate whether there is a statistically significant

difference between the group means or whether they are due to chance. A one-way analysis of

variance (ANOVA) was conducted.

Table 38

ANOVA on Section 8

The kinds of linguistic knowledge EFL teachers need	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	735.945	6	122.657	21.871	.001
Within Groups	2865.772	511	5.608		
Total	3601.716	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not.

Table 39

Multiple Comparisons LSD for Section 8: The Kinds of Linguistic Knowledge EFL Teachers Need

	None	1	2	3	4	5	6 or more
None	X	-3.20435-* (.001)	-3.78351-* (.001)	-4.32435-* (.001)	-4.09728-* (.001)	-4.26381-* (.001)	-4.36435-* (.001)
1		X	-.57917- (.096)	-1.12000-* (.001)	-.89293-* (.010)	-1.05946-* (.022)	-1.16000-* (.006)
2			X	-.54083- (.111)	-.31376- (.355)	-.48029- (.295)	-.58083- (.160)
3				X	.22707 (.499)	.06054 (.894)	-.04000- (.922)
4					X	-.16653- (.715)	-.26707- (.516)
5						X	-.10054- (.845)
6 or more							X

Table 39 indicates the following:

1. There are differences with statistical significance p < .05 between the responses of those with who did not attend any in-service development programs at all and those with training regardless of the number of the in-service development programs.

2. There are differences with statistical significance $p < .05$ between the responses of those with one training course only and the rest of the sample individuals except those with two in-service development programs.

3. There is no statistical significance $p > .05$ between those with two in-service development programs and all the sample individuals except those with who did not attend any in-service development programs.

4. For those who have attended three in-service development programs or more the difference has statistical significance $p < .05$ only with those who did not attend any in-service development programs at all or those with one in-service development program only.

Therefore, in section 8 "The kinds of linguistic knowledge EFL teachers need" the findings are:

1. There are differences with statistical significance $p < .05$ between the responses of those who did not attend any in-service development programs and those who received training regardless of the number of training courses.

2. There are no differences with statistical significance $p > .05$ between those with one and those with two in-service development programs regarding the linguistic information needed by EFL teachers.

3. Those with three in-service development programs categorically differ from those with who did not attend any in-service development programs or with less than three in-service development programs.

To answer section nine of the survey in regard to the EFL teachers' understanding of language acquisition, the null hypothesis was: the responses of the sampled individuals concerning

EFL teachers' understanding of language acquisition do not differ according to the difference of the number of in-service training programs they have attended. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 40

Comparison of the Means of the Participants' Answers on Section 9: EFL Teachers' Understanding of Language Acquisition

N in-service training programs	N	Mean	Std. Deviation
None	45	18.09	2.35
1	90	19.18	1.88
2	96	19.50	0.98
3	100	19.78	0.79
4	99	19.58	1.47
5	37	19.46	1.71
6 and more	50	19.96	0.20

Table 40 indicates that:

The lowest means about language comprehension is among the individuals who have did not attend any in-service development programs compared with those who have attended in-service development programs. The means of the latter are close to each other regardless of the number of in-service development programs. Table 41 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 41

ANOVA on Section 9

EFL teachers' understanding of language acquisition	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	117.598	6	19.600	9.693	.001
Within Groups	1033.259	511	2.022		
Total	1150.857	517			

p < .05

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not.

Table 42

Multiple Comparisons LSD for Section 9: EFL Teachers' Understanding of Language Acquisition

	None	1	2	3	4	5	6 or more
None	X	-1.09082-* (.001)	-1.41304-* (.001)	-1.69304-* (.001)	-1.48880-* (.001)	-1.37250-* (.001)	-1.87304-* (.001)
1		X	-.32222- (.123)	-.60222-* (.004)	-.39798- (.055)	-.28168- (.311)	-.78222-* (.002)
2			X	-.28000- (.169)	-.07576- (.710)	.04054 (.883)	-.46000- (.064)
3				X	.20424 (.312)	.32054 (.242)	-.18000- (.465)
4					X	.11630 (.671)	-.38424- (.120)
5						X	-.50054- (.105)
6 or more							X

Table 42 indicates the following:

1. There are differences with statistical significance $p < .05$ between the responses of those who did not attend any in-service development programs at all and those with training regardless of the number of the in-service development programs as far as language comprehension is concerned.

2. There are no differences with statistical significance $p > .05$ between the responses of those with one in-service development program only and those with two or five in-service development programs regarding language comprehension.

3. There is a significant difference $p < .05$ between those who have attended one in-service development program and those who have attended three, four or six in-service development programs.

4. There is difference with statistical significance $p < .05$ between those with two in-service development programs and those who did not attend any at all, while there is no statistical significance $p > .05$ between those with two in-service development programs and those with one or more.

5. There is no statistical significance $p > .05$ between those with three in-service development programs and those who did not attend any at all or with one in-service development program.

6. There is difference with statistical significance $p < .05$ between those with four or five in-service development programs and those who did not attend any at all.

7. There is difference with statistical significance $p < .05$ between those with six in-service development programs and those who did not attend any at all or with one in-service development program.

To answer section ten of the survey in regard to issues EFL teacher face when undergoing teacher preparation programs in times of military conflict, the null hypothesis was: According to the difference of the number of in-service training programs EFL teachers have attended, their responses do not vary regarding the problems EFL teachers face when they take training courses during the time of military conflict. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 43

Comparison of the Means of the Participants' Answers on Section 10: Issues EFL Teachers Face When Undergoing Teacher Preparation Programs in Times of Military Conflict

N in-service training programs	N	Mean	Std. Deviation
None	45	48.17	5.29
1	90	44.89	6.34
2	96	47.48	5.97
3	100	50.79	5.68
4	99	48.82	5.27
5	37	53.16	4.80
6 and more	50	53.76	3.74

Table 43 indicates that:

The highest means are among the individuals who attended five or six in-service development programs. The means of those who did not attend any in-service development programs, one, two three and four are close to each other regardless of the number of in-service development programs. Table 44 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 44

ANOVA on Section 10

Issues EFL teacher face when undergoing teacher preparation programs in times of military conflict	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3872.078	6	645.346	21.054	.001
Within Groups	15662.920	511	30.652		
Total	19534.998	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which

stated that the means are approximate. On the other hand, we will accept the alternative

hypothesis which states that at least two means will not be equal. (In other words, there are

differences with statistical significance in the responses of the sample individuals and these

differences relate to the number of the given in-service development programs). Therefore,

Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group

to determine which specific groups are different from each other or not.

Table 45

Multiple Comparisons LSD for Section 10: Issues EFL Teachers Face When Undergoing Teacher Preparation Programs in Times of Military Conflict

	None	1	2	3	4	5	6 or more
None	X	3.28502* (.001)	.69475 (.484)	-2.61609-* (.008)	-.64427- (.515)	-4.98825-* (.001)	-5.58609-* (.001)
1		X	-2.59028-* (.002)	-5.90111-* (.001)	-3.92929-* (.001)	-8.27327-* (.001)	-8.87111-* (.001)
2			X	-3.31083-* (.001)	-1.33902- (.092)	-5.68300-* (.001)	-6.28083-* (.001)
3				X	1.97182* (.012)	-2.37216-* (.026}	-2.97000-* (.002)
4					X	-4.34398-* (.001)	-4.94182-* (.001)
5						X	-.59784- (.619)
6 or more							X

Table 45 indicates the following:

1. There are no differences with statistical significance $p > .05$ regarding the issues faced

during the training during time of military conflict between the sampled individuals who did not

attend any in-service development programs at all and those with two or four in-service

development programs. By contrast, there are variances with statistical significance $p < .05$

between those who did not attend any in-service development programs and those who attended

one, three, five or six programs.

2. There are no differences with statistical significance $p > .05$ between the responses of those

with two in-service development programs and those with four in-service development programs

regarding the training during time of military conflict.

3. There are differences with statistical significance $p < .05$ between those who have attended

two or four in-service development programs and those with other levels of training.

4. There are differences with statistical significance $p < .05$ between those with one or three in-

service development programs and the rest of the sample members.

5. There is no statistical significance $p > .05$ in the higher levels of training five or six and more

in-service development programs.

To answer section eleven of the survey concerning issues that EFL teachers have in regard

to their students during the past 7 years, the null hypothesis was: According to the difference of

the number of in-service training programs EFL teachers have attended, their responses do not

vary regarding the problems they face with their students. To ascertain the validity of this

hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of

the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 46

Comparison of the Means of the Participants' Answers on Section 11: Issues that EFL Teachers have in Regard to Their Students during the Past 7 Years.

N in-service training programs	N	Mean	Std. Deviation
None	45	42.83	4.98
1	90	38.89	4.76
2	96	39.76	4.27
3	100	40.81	4.16
4	99	38.51	2.37
5	37	40.54	3.37
6 and more	50	40.06	3.27

Table 46 indicates that:

The highest means are among the individuals who did not attend any in-service development programs. By contrast, the means were almost similar in the responses of the members with other levels of training. Table 47 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 47
ANOVA on Section 11

Issues that EFL teachers have in regard to their students during the past 7 years	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	779.223	6	129.871	8.239	.001
Within Groups	8055.134	511	15.763		
Total	8834.357	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not regarding the problems EFL teachers have with their students according to the number of in-service development programs attended since 2011.

Table 48

Multiple Comparisons LSD for Section 11: Issues that EFL Teachers have in Regard to Their Students during the Past 7 Years

	None	1	2	3	4	5	6 or more
None	X	3.93720* (.001)	3.06567* (.001)	2.01609* (.005)	4.32104* (.001)	2.28555* (.009)	2.76609* (.001)
1		X	-.87153- (.135)	-1.92111-* (.001)	.38384 (.507)	-1.65165-* (.034)	-1.17111- (.095)
2			X	-1.04958- (.065)	1.25537* (.028)	-.78012- (.310)	-.29958- (.665)
3				X	2.30495* (.001)	.26946 (.724)	.75000 (.276)
4					X	-2.03549-* (.008)	-1.55495-* (.024)
5						X	.48054 (.577)
6 or more							X

Table 48 indicates the following:

1. There are variances with statistical significance $p < .05$ between those who did not attend any in-service development programs and those who attended in-service development programs regardless of the number.

2. There are variances with statistical significance $p < .05$ between those who attended one in-service development program and those who did not attend any, attended three or five programs.

3. There are variances with statistical significance $p < .05$ between those who have attended two in-service development programs and those who did not attend any, attended three or four programs.

4. There are differences with statistical significance $p < .05$ between those with four in-service development programs and those who did not attend any or attended two and more programs.

5. There are differences with statistical significance $p < .05$ between those with five in-service development programs and those who did not attend any or attended one and four programs.

6. There are differences with statistical significance $p < .05$ between those with six or more in-service development programs and those who did not attend any or attended four programs.

To answer section twelve of the survey concerning issues EFL teachers have in regard to the textbook during the past 7 years, the null hypothesis was: Based on the difference of the number of in-service training programs EFL teachers have attended, their responses do not vary regarding the issues they have in regard to the textbook. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 49

Comparison of the Means of the Participants' Answers on Section 12: Issues that EFL Teachers have in Regard to the Textbook during the Past 7 Years.

N in-service training programs	N	Mean	Std. Deviation
None	45	35.83	6.30
1	90	35.06	4.67
2	96	36.38	4.41
3	100	39.84	4.90
4	99	35.06	3.45
5	37	43.05	5.09
6 and more	50	40.82	7.33

Table 49 indicates that:

The highest means are among the EFL teachers with the highest level of training five in-service development programs or more. The lowest mean is among those with who did not attend any in-service development programs at all or with those who attended three or less programs. Table 50 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 50
ANOVA on Section 12

Issues that EFL teachers have in regard to the textbook during the past 7 years	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3614.076	6	602.346	24.247	.001
Within Groups	12694.179	511	24.842		
Total	16308.255	517			

p < .05

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not regarding the issues EFL teachers have with the textbook according to the number of in-service development programs attended since 2011.

Table 51

Multiple Comparisons LSD for Section 12: Issues that EFL Teachers have in Regard to the Textbook during the Past 7 Years

	None	1	2	3	4	5	6 or more
None	X	.77053 (.394)	-.54891- (.539)	-4.01391-* (.001)	.76548 (.390)	-7.22797-* (.001)	-4.99391-* (.001)
1		X	-1.31944- (.072)	-4.78444-* (.001)	-.00505- (.994)	-7.99850-* (.001)	-5.76444-* (.001)
2			X	-3.46500-* (.001)	1.31439 (.066)	-6.67905-* (.001)	-4.44500-* (.001)
3				X	4.77939* (.001)	-3.21405-* (.001)	-.98000- (.257)
4					X	-7.99345-* (.001)	-5.75939-* (.001)
5						X	2.23405* (.039)
6 or more							X

Table 51 indicates the following:

1. There are variances with statistical significance p < .05 between those who did not attend any in-service development programs or those who attended two programs or less and those who attended three or five in-service development programs. However, the differences have no

statistical significance p > .05 between those who did not attend any in-service development programs and those with one, two or four programs.

2. There is no statistical significance p > .05 between those who attended three in-service development programs and those who attended six and more programs.

3. There is no statistical significance p > .05 between those who have attended four in-service development programs and those who attended one or two programs.

4. There is no statistical significance p > .05 between those who have attended five in-service development programs and the rest of the sample members.

5. There are differences with statistical significance p < .05 between those who have attended six in-service development programs and the rest of the sample members except the ones who attended three programs.

To answer section thirteen of the survey concerning issues that EFL teachers have in regard to teaching methods they have used during the past 7 years, the null hypothesis was: Based on the difference of the number of in-service training programs EFL teachers have attended, their responses do not vary in regard to teaching methods they have used. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 52

Comparison of the Means of the Participants' Answers on Section 13: Issues that EFL Teachers have in Regard to Teaching Methods They have Used during the Past 7 Years

N in-service training programs	N	Mean	Std. Deviation
None	45	67.48	9.99
1	90	66.37	3.71
2	96	67.91	4.19
3	100	69.57	3.84
4	99	73.72	4.78
5	37	71.43	3.24
6 and more	50	67.30	3.82

Table 52 indicates that:

The highest means is among the EFL teachers with four in-service development programs. They are followed by those who attended five programs. The means seem approximate to a great extent with the rest of the sample members. Table 53 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 53

ANOVA on Section 13

Issues that EFL teachers have in regard to teaching methods they have used during the past 7 years	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3417.867	6	569.644	23.901	.001
Within Groups	12178.706	511	23.833		
Total	15596.573	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not concerning the issues EFL have in regard to teaching methods according to the number of in-service development programs attended since 2011.

Table 54

Multiple Comparisons LSD for Section 13: Issues that EFL Teachers have in Regard to Teaching Methods they have Used during the Past 7 Years

	None	1	2	3	4	5	6 or more
None	X	1.11159 (.210)	-.42799- (.625)	-2.09174-* (.017)	-6.23891-* (.001)	-3.95417-* (.001)	.17826 (.858)
1		X	-1.53958* (.032)	-3.20333-* (.001)	-7.35051-* (.001)	-5.06577-* (.001)	-.93333- (.279)
2			X	-1.66375-* (.017)	-5.81092-* (.001)	-3.52618-* (.001)	.60625 (.477)
3				X	-4.14717-* (.001)	-1.86243-* (.048)	2.27000* (.007)
4					X	2.28474* (.015)	6.41717* (.001)
5						X	4.13243* (.001)
6 or more							X

Table 54 indicates the following:

1. There are variances with statistical significance $p < .05$ between those who did not attend any in-service development programs or those who attended three or five programs.

2. There are variances with statistical significance $p < .05$ between those who attended one in-service development programs and those who attended two or five programs.

3. There are variances with statistical significance $p < .05$ between those who have attended two in-service development programs and those who attended one or five programs.

4. There are variances with statistical significance $p < .05$ between those who have attended three or five in-service development programs and the rest of the sample members.

5. There are differences with statistical significance $p < .05$ between those who have attended six in-service development programs and those who attended three or five programs regarding the teaching methods they have used during the past 7 years.

To answer section fourteen of the survey concerning: Issues that EFL teachers have in regard to teaching resources and teaching aids during the past 7 years, the null hypothesis was: Based on the difference of the number of in-service training programs EFL teachers have attended, their responses do not vary in regard to teaching resources and teaching aids during the past 7 years. To ascertain the validity of this hypothesis, first, a comparison of the means of the participants' answers is conducted in terms of the number of in-service training programs they attended since 2011. Below are the results of comparing the means.

Table 55

Comparison of the Means of the Participants' Answers on Section 14: Issues that EFL Teachers have in Regard to Teaching Resources and Teaching Aids during the Past 7 Years

N in-service training programs	N	Mean	Std. Deviation
None	45	22.50	8.24
1	90	17.08	5.41
2	96	16.35	4.32
3	100	16.21	4.00
4	99	15.82	4.82
5	37	17.08	3.92
6 and more	50	15.86	2.27

Table 55 indicates that:

The highest means is among the EFL teachers who did not attend any in-service development programs. The means seem approximate to a great extent with the rest of the sample members. Table 56 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 56

ANOVA on Section 14

Issues that EFL teachers have in regard to teaching resources and teaching aids during the past 7 years	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1692.772	6	282.129	11.917	.001
Within Groups	12098.008	511	23.675		
Total	13790.780	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, we will accept the alternative hypothesis which states that at least two means will not be equal. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not concerning the issues EFL have in regard to teaching resources and teaching aids according to the number of in-service development programs attended since 2011.

Table 57

Multiple Comparisons LSD for Section 14: Issues that EFL Teachers have in Regard to Teaching Resources and Teaching Aids during the Past 7 Years

	None	1	2	3	4	5	6 or more
None	X	5.42222* (.001)	6.14583* (.001)	6.29000* (.001)	6.68182* (.001)	5.41892* (.001)	6.64000* (.001)
1		X	.72361 (.311)	.86778 (.220)	1.25960 (.076)	-.00330- (.997)	1.21778 (.157)
2			X	.14417 (.836)	.53598 (.442)	-.72691- (.440)	.49417 (.561)
3				X	.39182 (.570)	-.87108- (.353)	.35000 (.678)
4					X	-1.26290- (.179)	-.04182- (.961)
5						X	1.22108 (.248)
6 or more							X

Table 57 indicates the following:

1. There are variances with statistical significance p < .05 between those who did not attend any in-service development programs and the rest of the sample members who attended programs.

2. There is no statistical significance p > .05 between the sample members who attended in-service development programs in regard to teaching resources and teaching aids during the past 7 years.

Total Scale findings:

To answer the first research question "What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?" the null hypothesis was: Based on the difference of the number of in-service training programs EFL teachers have attended, their responses do not vary in regard to enhancing their teaching methodology to create effective learning environments for students in a country experiencing a military conflict. To ascertain the validity of this hypothesis, first, a comparison of the means of the sample members' responses on the total scale of the items 6 through 14 is conducted. Below are the results of comparing the means.

Table 58

Comparison of the Means of the Participants' Answers on Section 6 through 14

N in-service training programs	N	Mean	Std. Deviation
None	45	353.35	30.66
1	90	354.83	13.31
2	96	356.58	14.86
3	100	358.74	14.04
4	99	360.38	12.81
5	37	364.54	10.48
6 and more	50	357.18	15.33

Table 58 indicates that the means of the sample members' responses on the total scale increase with the increase of the number of in-service development programs attended except those with a high level of training, i.e., six or more programs. The mean of the latter is approximate to those with intermediate training, i.e., two or three programs. Table 59 will indicate whether there is a statistically significant difference between the group means or whether they are due to chance. A one-way analysis of variance (ANOVA) was conducted.

Table 59

ANOVA on Total Score for Sections 6 through 14

Total Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4294.825	6	715.804	2.811	. 011
Within Groups	130109.491	511	254.617		
Total	134404.317	517			

$p < .05$

The *p* value is lower than .05 which entails the rejection of the null hypothesis, which stated that the means are approximate. On the other hand, the alternative hypothesis, which states that at least two means will not be equal, will be accepted. (In other words, there are differences with statistical significance in the responses of the sample individuals and these differences relate to the number of the given in-service development programs). Therefore, Fisher's Least Significant Difference (LSD) t-test procedure was conducted between each group to determine which specific groups are different from each other or not concerning the issues EFL have in regard to teaching resources and teaching aids according to the number of in-service development programs attended since 2011.

Table 60

Multiple Comparisons LSD for Total Score of Sections 6 through 14

	None	1	2	3	4	5	6 or more
None	X	-1.48551- (.608)	-3.23551- (.259)	-5.39217- (.058)	-7.03601-* (.014)	-11.19271-* (.002)	-3.83217- (.240)
1		X	-1.75000- (.455)	-3.90667- (.093)	-5.55051-* (.017)	-9.70721-* (.002)	-2.34667- (.405)
2			X	-2.15667- (.345)	-3.80051- (.097)	-7.95721-* (.010)	-.59667- (.830)
3				X	-1.64384- (.468)	-5.80054- (.059)	1.56000 (.573)
4					X	-4.15670- (.177)	3.20384 (.248)
5						X	7.36054* (.034)
6 or more							X

The statistical significance of the differences, in Table 60, between the means of the sample members' responses on the total scale in terms of the number of in-service development programs attended. Table 60 indicates:

1. There are variances with statistical significance $p < .05$ between those who did not attend any in-service development programs or who attended only one and those who attended four or five programs. There is no statistical significance $p > .05$ between those who did not attend any in-service development programs or who attended only one and those who attended six or more.

2. There is statistical significance $p < .05$ between those who attended two in-service development programs and those who attended five programs. However, there is no statistical significance $p > .05$ between those who attended two in-service development programs and the rest of the sample members.

3. There is no statistical significance p > .05 between those who attended three in-service development programs and the rest of the sample members.

4. There is statistical significance p < .05 between those who attended four in-service development programs and those who did not attend any or only attended one program.

5. There is statistical significance p < .05 between those who attended five in-service development programs and those who did not attend any or attended one, two and six or more programs.

6. There is statistical significance p < .05 between those who attended six or more in-service development programs and those who attended five programs. There is no statistical significance p > .05 between those who attended six or more programs and the rest of the sample members.

In conclusion, inferential statistics was applied to sections six through fourteen of the survey based on the variable of the number of EFL in-service professional development programs attend since the beginning of the military conflict in Syria in 2011. This application facilitated drawing conclusions about the population based on the sample of participants who took part in the survey on EFL Syrian teachers. It consisted of comparing means, one-way ANOVA and Fisher's Least Significant Difference (LSD) t-test.

Chapter 6

Analysis of Concept Mapping and Teachers' Journals

This chapter consists of two parts. The first part analyzes the open-ended question of the survey. It presents the findings through concept mapping. The second part discusses the journal logs of Ms. May and Ms. April, two Syrian EFL teachers who sent in their journal logs of their classroom practices in response to the invitation proposed at the end of the survey.

Part One

Concept Mapping of Open-Ended Question

Section 15 of the survey was an open-ended question**.** Syrian EFL teachers, who took the survey, were asked to write a comment about other ways (besides those mentioned in the survey) they feel challenged in teaching English to their students, and how might professional development programs help them meet those challenges. 194 survey participants provided responses. Their written comments were counted according to number of repetitions; the number next to each statement represents the number of times the statement was mentioned by the teachers who answered this question. The significant aspect was that they were all criticisms with negative implications. I did not arrange them into groups. The reason for not doing so, is to remain neutral and avoid researcher-subjectivity. A group of ten Syrian EFL teachers, who responded to the announcement on the social media pages, were asked to arrange the 35 words and phrases into groups and provide titles for those categories. The teachers' categories were analyzed based on concept mapping that was described in the methodology section. The following is a list of statements and the frequency of their occurrence in original answers on the survey:

1.   Not enough focus on oral skills (N=9)

2. Not enough focus on literacy skills (N=5)

3. Large number of students in the classroom (N=14)

4. Students lack motivation (N=10)

5. Lack of technology (N=4)

6. Need Engaging content (N=3)

7. Lack of good training programs (N=15)

8. Too much focus on grammar (N=5)

9. More instruction time needed (N=11)

10. No parental support (N=3)

11. No access to resources   (N=7)

12. Curriculum not suitable for student level (N=4)

13. Providing ineffective strategies in teacher training programs (N=9)

14. Corruption in the educational sector (N=3)

15. Too much use of Arabic (N=7)

16. Evaluation not efficient (N=3)

17. Students focus on grades more (N=7)

18. No interactive exercises (N=10)

19. Teacher open-mindedness needed (N=4)

20. less rigorous school rules (N=2)

21. Not enough practice in English (N=15)

22. Student discipline needed (N=5)

23. Difference between students in cities and those in the country- side (N=5)

24. No listening aids (N=6)

25. No focus on setting teaching goals (N=4)

26. Job security (N=4)

27. Students pass from grade to grade with EFL gap growing (N=5)

28. No visual aids in classroom (N=16)

29. No sufficient promotions (N=4)

30. Low teacher income (N=3)

31. Mixed proficiency levels (N=6)

32. The need to use different teaching strategies (N=6)

33. Lack of training for students with disrupted learning (N=6)

34. Teacher training program is too theoretical (N=15)

35. No electricity (N=3)

The comments were written out and labeled with a number from 1 to 35. Then an announcement was posted on the same three social media pages, which the request for the survey was posted on, inviting Syrian EFL teachers to read the statements and arrange them into groups; after they finished their grouping, they were asked to give a title to each group (see appendix G). To facilitate the arrangement for the teachers, they were asked only to include the number of the phrases rather than rewrite the whole phrase which could be time consuming for them. Ten teachers replied and sent their copies of the sentence arrangements. The common aspect among the teachers was that their sets consisted of four clusters that nearly had the same statements in the same group. In addition to that their titles were almost similar

According to the concept mapping adopted for this analysis, which was discussed and described in the methodology section, the statements were entered into an Excel spread sheet for each teacher (see appendix H). Then, a group matrix was constructed to count the repetition of

each statement. After that, the matrix was entered into SPSS to create a multidimensional scale

that results in a plot map. In other words, the aim is to plot points that are sorted closer together

based on their frequency in the teachers' sorting. Items that are mentioned together more

frequently will be closer to one another in the plot while the statements that are not frequently

grouped together will be set further from each other on the plot. The following is the plot map of

the 35 statements based on multidimensional scaling is SPSS,

Figure 20

 Plot Map of Teachers' Grouping of Statements
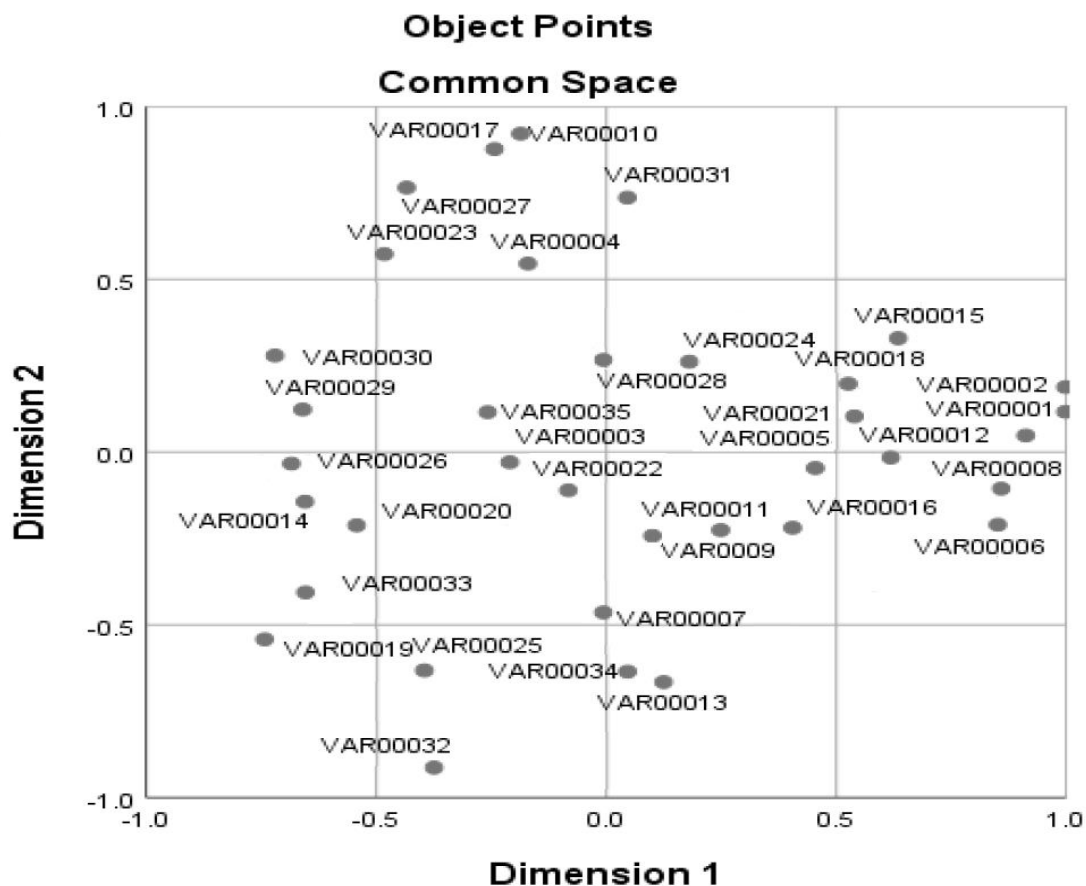
As can be seen in the plot map, there are statements that are situated closer to each other

while some are not. To be more accurate in grouping the statements, hierarchical cluster analysis

using Ward's Algorithm in SPSS was used to group statements that are closest to one another. In

other words, the order of the statements reflects the similarity between them. The aim is to view

how these groups come together to distinguish how teachers organized statements that are related

to one another, i.e., to visually illustrate connections. This step of the analysis assists in the

determination of "the appropriate number of clusters that represent a final solution for the data"

(Jackson & Trochim, 2002, p. 320).

Figure 21

Dendrogram of Teachers' Statements
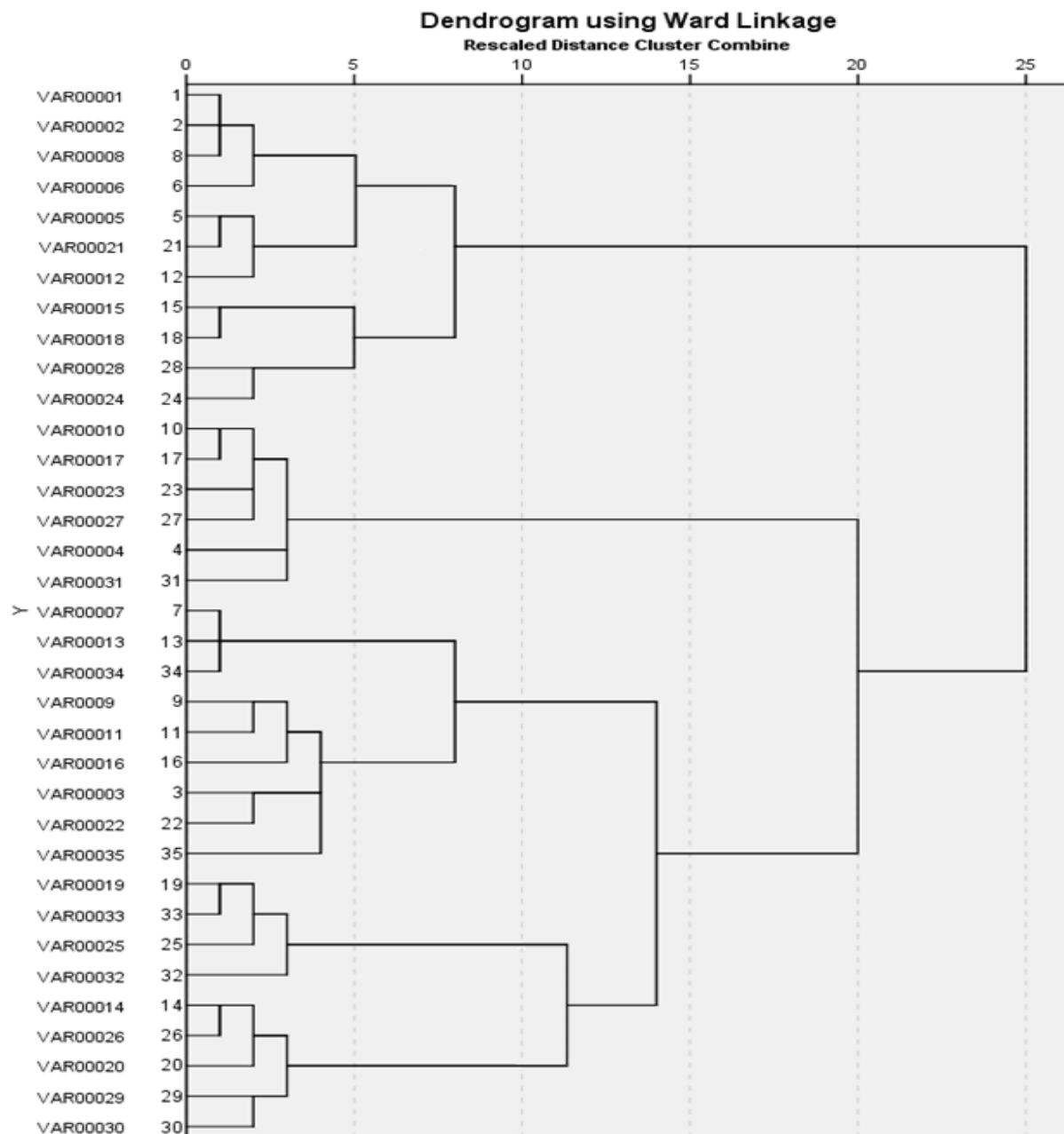
In order to determine the number of clusters from this plot, a vertical line is drawn at the value 10 to form a cluster cutoff. By counting the number of lines that the vertical line intersects with, the result is five clusters. The rationale for forming the cluster cutoff at the value 10 is to have a number of clusters that is approximately similar to the number of groups that each of the ten teachers had organized their statements in to; as mentioned earlier, they organized the statements into four groups.

The following are statements according to the five clusters after the cutoff including the title for each cluster:

Cluster 1: Issues related to teaching:

Not enough focus on oral skills (N=9)

Not enough focus on literacy skills (N=5)

Lack of technology (N=4)

Need Engaging content (N=3)

Too much focus on grammar (N=5)

Curriculum not suitable for student level (N=4)

Too much use of Arabic (N=7)

No interactive exercises (N=10)

Not enough practice in English (N=15)

No listening aids (N=6)

No visual aids in classroom (N=16)

Cluster 2: Issues related to students:

Students lack motivation (N=10)

No parental support (N=3)

Students focus on grades more (N=7)

Difference between students in cities and those in the country- side (N=5)

Students pass from grade to grade with EFL gap growing (N=5)

Mixed proficiency levels (N=6)

Cluster 3: Teacher perspectives on training and classroom issues:

Large number of students in the classroom (N=14)

Lack of good training programs (N=15)

Providing ineffective strategies in teacher training programs (N=9)

Teacher training program is too theoretical (N=15)

More instruction time needed (N=11)

No access to resources (N=7)

Evaluation not efficient (N=3)

Student discipline needed (N=5)

No electricity (N=3)

Cluster 4: Issues related to teachers:

Teacher open-mindedness needed (N=4)

No focus on setting teaching goals (N=4)

The need to use different teaching strategies (N=6)

Lack of training for students with disrupted learning (N=6)

Cluster 5: Job-related issues:

Corruption in the educational sector (N=3)

less rigorous school rules (N=2)

Job security (N=3)

No sufficient promotions (N=4)

Low teacher income (N=4)

The titles for each group were directly from the titles provided by the ten teachers. Since SPSS cannot generate titles for the clusters nor are the titles for the groups, which were suggested by the 10 teachers, entered into the software, the titles given to the groups by the teachers were recorded and matched to the resulting clusters. Based on the resemblance and

reoccurrence of the statements between the participants' clustering and the final clusters, the titles were associated with final clusters.

Therefore, through this analysis, five categories emerge. These categories represent many teachers' opinions based on the number of participants who offered answers to the open-ended question of the survey. Moreover, these statements represent Syrian EFL teachers' negative attitude that reveals problems with EFL in-service development programs and EFL teaching in Syrian classrooms during times of military conflict. This identification uncovers areas that need more investigation. These similar views presented by the participants based on their experiences, through concept mapping, have generated pointers that can assist in identifying the gaps in Syrian EFL teacher training programs. This can later be employed by the Ministry of Education in Syria to design practical EFL development training programs because now there is concept map that groups issues with EFL training and teaching in Syria proposed by EFL teachers themselves and categorized by the same population. In addition to that, this is the first time that the issues, regarding EFL in-service training programs during the military conflict period, have been statistically identified and explored based on EFL teachers' classroom experiences and their evaluation of the training sessions they have attended.

Part Two

Analysis of Teachers' Journals

At the end of the survey an invitation for the teachers to keep a journal log was put forth. The objective was to invite teachers to contribute to this research more and understand how they conceptualize their own teaching and classroom practices. In this journal, they were asked to keep record of their thoughts and opinions on their teaching process and to focus on the ways the current conflict has affected their teaching and/or their professional development. They were

asked to try to include their observations on the following issues in their classroom: class grade and number of students, method and techniques used, approaches followed in teaching English, which skill they focused on more, how well the students mastered the information, what they think worked in class and what did not, what needs improvement and more training.

Two teachers, Ms. May and Ms. April, responded with two journal logs of their classroom teaching and approaches (see appendix I).

Ms. May's Journal:

Ms. May has been a teacher since 2002; she has 18 years of experience. She has a BA in English Literature and a Postgraduate Certificate in Education (PGCE) an academic program also known as Educational Rehabilitation Diploma from a Syrian public university. She has attended six in-service professional development programs since 2002. Five of which the language of training was English and one Arabic. The reason for this is because the first five were in-service training programs for EFL teachers while the one in Arabic targeted teachers from different specializations. However, out of the six, only two were scheduled after 2011. She said, "I did not hear about some of the professional development programs nor was I invited to attend them." This statement reveals that she was not that eager to attend as she did not seem to reveal any resentment for not learning about the development programs. This point echoes a statement in the survey to which 90% of the participants agreed that there are no sufficient incentives for taking an in-service EFL teacher training program; in fact, she mentioned there might be a penalty if a teacher is informed of the in-service training program and does not attend; the penalty can be in a form of a salary deduction; however, she mentioned that she was never penalized for not attending nor were any of her colleagues at her school who did not attend some of the training programs. Although, salary deduction can be seen a type of incentive if teachers

did not want their salary to be deducted, the attendance of the development programs seemed more coercive than optional. Moreover, she stated that they were usually timed during spring break from Monday to Thursday or on the weekend on a Saturday, so she would have two or four consecutive Saturdays to attend from 9 in the morning to 2 in the afternoon. They were short in duration; this point was agreed on by over 90% of the teachers who took the survey. The scheduling of the training programs was not appropriate for her which was similar to the perspectives of many participants of the survey, over 90% agreed that the timing of in-service EFL teacher training programs was not appropriate for many EFL teachers.

She teaches Secondary school students in one of the secondary schools located in the urban area; she teaches students in grades 10, 11 and 12. Similar to what was mentioned in the teachers' statements for the open-ended question, she had overcrowded classrooms. The number of students is between 45 to 60 in a classroom. This was reflected in teachers' answers in the open-ended question when the issue of classrooms being overcrowded with a large number of students was repeated 14 times. She emphasized nostalgia for the days when there were only 25 to 30 students in the class before the military conflict erupted in 2011; many families had to flee dangerous areas controlled by terrorist groups to safe areas controlled by the Syrian government. This large number of students as she said, "did not give me any chance to have students practice dialogues, do pair work or group work." These were some of things that were emphasized in one of the training sessions attended. She mentioned that "the English language supervisor told us we must start applying these practices to enhance the students' learning of the language." She mentioned that she did not have the audio files associated with the dialogues and the listening activities in the textbooks nor did she have audio equipment in the classroom and many times there was no electricity to use audio equipment if they were to be available. The lack of audio-

visual aids in class was supported by more than 90% of the survey participants. One time she attempted to have her students practice the dialogue. They spent the whole period, 45 minutes, on one activity due to the large number of students and because not all the students had the same fluency levels. This echoes some of the points in the survey where participants agreed that their students had mixed abilities and it was mentioned in the teachers' answers to the open-ended question, more than 65% agreed on facing time constraints due to the shortness of the class period, and more than 90% agreed to insufficient number of weekly sessions. She explained that "I would fall behind the semester lesson plan and would be penalized for not being on schedule if an English language inspector visited the school for observation." In addition to that, another reason for not being able to do more drills on such activities was that "the students complained that they were wasting their time if the exercises or activities are not required for the midterm or final examinations." This reflects one of the survey statements where 82% of the participants strongly agreed that students are focused on their grades more than learning.

Ms. May explained that although the English language supervisors, during the training sessions, highlighted the importance of a student-centered class because the curriculum is student-centered and focuses on all the language skills, that was not possible due to the large numbers of students in each lesson. She wrote, "I have a teacher-centered class because I have to ask the questions, provide the correct answers and read the passages aloud due to time restrictions, while students repeated after me, answered my questions and corrected their homework." Although Ms. May controlled the discourse inside the classroom, she attempted to include as many students as possible in the lesson activities as will be seen in the grammar example later on.

Another strategy highlighted in one of her in-service training programs was rearranging students' seating in the classroom. She criticized this as being impossible due to the design of the desks that were large and bulky and due to the large number of students. She said, "it seems that trainer has never been in any of our classrooms lately nor does he seem to remember that the desks are designed to seat 3 to 4 students, If I was going to move the desks around in a circle so all students are facing each other, only 12 desks can be moved, what do I do with the rest and where will all the students sit?" Over 80% of the survey participants agreed that the training programs are too theoretical and do not apply to the current classroom environment.

Ms. May pointed out that three 45-minute sessions a week was not enough to assist students to master the material and skills present in the book. More than 90% of the surveyed teachers agreed that the number of sessions for EFL is not sufficient to finish the book. Ms. May elaborated that the 45 minutes did not mean exactly 45 minutes of instruction. First, she had to take attendance. Then, asked students to take out their student books or their workbooks. That by itself was time consuming. Then, more time was spent on managing the class by giving disciplinary directions to focus on a certain exercise or passage or to be quiet. In addition to that, she had to repeat difficult words, and check that the students understood the meaning. Moreover, many times she would have to resort to using Arabic to offer the translation of a word, phrase, or sentence in order to save time spent on rephrasing and to make sure that students with poor English understood the meaning.

Ms. May uses Arabic in teaching the grammar rules and passages because it saves time rather than having to spend more time on rephrasing the statements for most of the explanations provided in English. She said, "to be honest, due to the dense textbooks, I barely have time covering the passages, the grammar and the written assignments." In other words, she was

focusing on what usually students would be examined on. They are not examined on oral skills; the exams focus only on literacy skills.

Her method in teaching grammar is straight forward. Her approach fits the Grammar-translation method. According to Aqel (2013), "using of the Grammar-translation method as a teaching method made the grammatical rules easier, the learning process was   faster, and increased the students' capability to answer correctly in both oral and written exams, and effected on their confidence positively" (p. 2475). Ms. May's procedure for teaching grammar is as follows: first, wrote the grammar title on board. Then she wrote the grammar structure. Finally, she described when the rule is used and not used. She gave an example of how she taught the present continuous structure.

Affirmative case:

Pronoun + verb to be + verb + ing.

I +am + verb + ing.   E.g., I am writing.

He, she, it + is + verb + ing.   E.g., She is eating.

They, you, we + are + verb + ing.   E.g., We are playing

Negative case:

Pronoun + verb to be + not + verb + ing.

I + am + not + verb + ing.   E.g., I am not writing.

He, she, it + is + not + verb + ing.   E.g., She is not eating.

They, you, we + are + not +verb + ing. E.g., We are not playing

Interrogative case:

Wh questions start with where, who, when, how, why, what, etc.

Wh word + verb to be + pronoun + verb +ing?

What + am + I + verb + ing? E.g., What am I doing? I am reading.

What+ is + he/she/it +verb +ing? E.g., What is he watching? He is watching a movie.

What +are + you, they, we + do +ing? E.g., What are they reading? They are reading a story.

Yes/No questions start with verb to be am, is, are:

Am + I + verb + ing? E.g., Am I driving today? Yes, you are. No, I you are not.

Is + he, she, it + verb + ing? E.g. Is she singing? Yes, she is. No, she isn't.

Are + we, they, you + verb + ing? E.g., Are you doing the dishes? Yes, I am. No, I am not.

After writing the rules on the blackboard, she asked the students to come up with sentence similar to the rule on the board. She corrected the wrong answers and complimented the correct answers. However, she mentioned not all students could participate in giving examples due to time constraints. Then, she moved on to explain when they should use the present continuous tense. She wrote on the board the rule and translated it into Arabic to make sure all the students understood it. Then she would give an example, ask students to provide several examples and then move on to the next rule. She mentioned that she tried to include as many students as possible by having different students share examples for each rule. Ms. May acknowledged the importance of encouraging students to practice their language. If there was extra time, she would try to provide the students with an opportunity to play a more active role in the classroom; she would choose two students. Using the grammatical structure learnt, one asked a question and the other gave an answer. If the student could not come up with a question or

answer, she would provide the students with a question or answer in Arabic for them to translate. She repeated this drill until the extra time was over. Finally, she assigned the exercises in the workbook associated with the present continuous tense.

In regard to teaching the reading skill, she explained that the passages were not short, and some had difficult words. Moreover, in both the 11th and 12th grade, in addition to the student book and workbook, they had a third book; one for the literary branch that contains short literary works, and one for the scientific branch that contain scientific articles. Both these books focus on reading texts and answering comprehension questions. This created a huge burden for Ms. May, due to time constraints and large number of students, to finish the three books and follow the curriculum plan; this point is supported by the participants of the survey when over 80 % of the teachers agreed that the books are too dense. That is why she read the passages aloud and translated the difficult words as she read. After she finished, she asked students if there were any other difficult words or if there were sentences that they did not understood. Then she would request that the students answer the questions below the text. She gave the students a minute before they discussed the questions. The students raised their hands to answer. It was usually the same students who raised their hands; students with poor command would barely finish answering or might be afraid to offer a wrong answer. If the students provided a wrong answer, she would choose another student to answer. Then she told students to underline the answers in the text. Students focused on this activity because it was on the exam. Figure 22 is an example of a text that Ms. May taught; it is taken from grade twelve student book for both scientific and literary branches.

Figure 22

Sample of a Comprehension Text Taught by Ms. May

Why do people leave their home countries?

This article looks at three reasons why people emigrate and gives historical examples.

A _____

In the early 19th century, the most important economic activity in Ireland was agriculture /ˈægrɪˌkʌltʃə/. But the farmers were poor and **they** used old-fashioned methods. Because they heard
5 that they could earn four times as much abroad, some farmers emigrated. But between 1820 and 1840, the economic situation in Ireland deteriorated and in 1845 the Potato Famine began. Disease destroyed 75% of the year's potatoes – the main
10 food for most of the population. During the next two years, 350,000 people died of starvation and there was a huge increase in emigration. By the end of 1854, a quarter of the population of Ireland had left for other parts of the world.

B _____

15 Tristan da Cunha /ˈtrɪstan də ˈkuːnə/ is a small island in the South Atlantic Ocean. In August 1961, earth tremors started and gradually became more frequent. At the beginning of October, the government decided that the island was no longer
20 safe and the whole population of 268 people was evacuated to a nearby island. A ship picked **them** up and took them to South Africa. As they passed Tristan da Cunha, they saw the volcano erupt. Later the people were taken to England, where they stayed
25 for the next two years. In 1963, the volcanic activity on the island stopped and most of the people voted to go back. However, not everyone returned: 14 people had adapted to life in England and decided to stay there, and five elderly people had died. There
30 were other changes too: ten couples from the island had married, and eight babies had been born.

C _____

The economic success of the 1960s and 1970s saw the Arabian Gulf countries transformed into modern and wealthy states, funded by oil and other
35 precious natural resources such as natural gas. The needs of the oil and construction industries led to a huge demand for skilled workers. Many thousands of people moved to the region to help build high-tech cities all over the Gulf. These workers, from
40 many regions of the world, were able to find a better life and help with the development of the region.

Check your understanding

4 Read the article again and decide whether these statements are True or False.

    a In the 19th century over half a million people died as a result of the potato famine.
    b The people of Tristan da Cunha were taken from their island to England.
    c The people of Tristan da Cunha went home even though there was still volcanic activity.
    d The Arabian Gulf countries experienced an economic success requiring large numbers of workers.

5 Find adjectives from the article that have the opposite meaning to words a–e.

    a tiny   **b** modern   **c** late   **d** young   **e** rare

6 What do the words in bold in the text above refer to:

    a they (line 3)   **b** them (line 21)

Note. Reprinted from Syrian school textbook. English for starters 12 (Haines, 2011, p. 16). Copyright 2011 by Syrian Educational Publishers.

Another reason for using English in class, as Ms. May wrote, was that she wanted her students to be successful by learning the new vocabulary introduced in the lessons. In other words, students understood the meanings of the new words by using Arabic. This point is reflected in the survey when 90%, of the participants agreed that the students depend on translation to Arabic.

Ms. May expressed that it was very difficult to teach them writing and the elements of writing, such as, tone, audience, purpose, clarity, unity, and coherence. According to her, writing was not something a student learned immediately but rather an accumulation of continuous practice throughout the many years at school. She said that several of her students were able to write, mostly because they had enrolled in language courses since their childhood at private language centers, but the other students had problems with sentence structure, grammar, meaning, and choice of words. They also faced challenges in composing paragraphs. She mentioned that most of the paragraphs did not have topic sentences, coherence, or unity. The most reoccurring problem was translating sentences from Arabic to English. Students would think in Arabic, compose the sentence in Arabic and then translate it into English. She said this approach created errors in both grammar and meaning. She provided the following examples of two students' writing: "This women might she is example of a lot of womens. This women without luky. When she wanted his life long, it was short." The second one is: "We are see the story. We are see tow brothers. Each one in built high. He is not know he has brother. They speaks the same language. They not understand themself."

She mentioned that in the training programs, they did not inform or train her how to deal with such situations: students who had many problems with writing especially if they were at secondary level. In the survey, more than 90% of the participants agreed that the EFL teacher

training programs did not provide enough training. Another reason for such poor writing quality can be related to the density and difficulty of the content of the textbook which is also reflected by the participants in the survey when more than 90% agreed that the EFL textbooks are above student level. The density and difficulty of the content of the textbook and the time constraints imposed by the weekly schedule result in the teacher's inability to address all the issues or provide enough practice for the students and result in students' inability to master all the skills and content material of the curriculum.

Ms. May knew that writing a correct paragraph or paragraphs for the composition questions in the textbook was important for the students because one of these questions was going to be on the exam, verbatim. Therefore, she started writing the incorrect sentences on the board and asked students to correct them. Then, she started to write the paragraphs as a collaborative class work. She explained that she wrote the composition question on board. Then she asked students to volunteer ideas and sentences. The final product was a paragraph that addresses the assignment and could help students in their exam.

Figure 23 is an example of a writing exercise from grade twelve student book for both scientific and literary branches.

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Figure 23

Sample of a Written Task that Ms. May taught

Note. Reprinted from Syrian school textbook. English for starters 12 (Haines, 2011, p. 69). Copyright 2011 by Syrian Educational Publishers.

Ms. May's final journal entry was pointing out how important it was to decrease the

number of students in the classrooms and to equip classes with audio-visual aids. She hoped that

since many areas had been liberated from the control of terrorist militias, that families could start

going back to their towns and cities which could decrease number of students in the classroom.

However, she knew it would a while before that happened because many schools in those areas

had been damaged or completely destroyed or because those places need to be cleared from the landmines and explosives left behind by the terrorist militias.

Ms. April's Journal:

Ms. April has been a teacher since 2011, she has 9 years of experience. She has a BA in English Literature and a Postgraduate Certificate in Education (PGCE) an academic program also known as Educational Rehabilitation Diploma from a Syrian public university. She currently teaches secondary school levels in one of the secondary schools in the countryside. She teaches six different sections; each section has 45 students. She has attended three in-service professional development programs since 2011. Two of which the language of training was English and one Arabic. The reason for this is because the first two were in-service training programs for EFL teachers while the one in Arabic targeted teachers from different specializations. She mentioned that each development program had different content. The first EFL specialized one focused on the curriculum, the second focused on evaluation and testing (the four skills). The general one for all teachers from different specializations was on active learning which targeted students at the elementary level. According to Ms. April, the training program on the curriculum was too theoretical and not applicable to real classroom environment. This also applied to the one on evaluation and testing especially in regard to testing and evaluating oral skills of students who had no previous practice in oral skills throughout their prior grades. As for the one on active learning, it was not for secondary school students, so she could not benefit from the information. This point was reflected in the answers of the survey when over 80% of the participants agreed that the training programs are too theoretical and do not apply to the current classroom environment. However, she wrote that she was interested in learning about the communicative approach, task-based approach, project-based approach, active

learning and evaluating oral skills. Similar to Ms. May, Ms. April mentioned that the duration of these training programs was short, and their scheduling was not suitable due to her heavy load of grading and lesson preparation for 6 different sections. One of them was scheduled on the weekend, six consecutive Saturdays with 4 hours of instruction per day. Another was during spring break from Sunday to Thursday with 5 hours of instruction per day. This is similar to many participants of the survey, over 90% agreed that the timing of in-service EFL teacher training programs is not appropriate for many EFL teachers. The other negative aspect of these training programs was, according to Ms. April, that the organizers did not provide printed material neither during the program nor at the end. The teachers had to take notes and that was the only way to remember what was presented during the sessions.

Ms. April pointed out that many of the EFL supervisors who were in charge of the training programs were not very qualified to be in this position; there were only four EFL supervisors that were able to explain the ideas clearly and had knowledge of what they were presenting. She believed that the lack of experienced EFL supervisors is a serious situation that has negative consequences on the EFL development programs, the teachers, and their students. This echoes a point that was brought up by several teachers in their answer on the open question when they mentioned "corruption in the educational sector." What Ms. April was inferring to was that some of the EFL supervisors used their connections to be appointed as EFL supervisors.

Ms. April believed that "many factors affect the teaching process; some of them are out of the teacher's hands, others are related to the teacher's strategies and techniques used by them, and others emerged from the current conflict in Syria." Ms. April wrote that none of the training programs provided her with teaching techniques on how to manage a class with a large number of students. Each one of her classes had 45 students. This issue was reflected in teachers'

answers in the open-ended question when the problem of classrooms being overcrowded with a large number of students was mentioned 14 times. She gave an example of oral skills and the large classroom problem. Ms. April confirmed that one of the training programs emphasized on oral skills. For example, "they told us how important it was to have students listen, watch and interact through pair and group work." Then she explained, how was she supposed to provide students with audio-visual activities if there was no electricity due to the power outages that could last between 2-4 hours depending on the severity of the terrorist attacks on power plants; the issue of electricity outages was also present in the teachers' answers in the open-ended question. She continued to say that her classes were not even equipped with audio-visual equipment; the lack of audio-visual aids in class was supported by more than 90% of the survey participants. Ms. April hypothesized that, for example, if she were to have audio-visual equipment, "having 45 students listen to or watch something is the easy part, how can I offer comprehensive practice and provide equal time for all students especially that the students have never been exposed to such types of instruction? That is the impossible part." The period was too short, it was only 45 minutes. She complained that 45 minutes three times a week was not sufficient to have student practice four skills present in the book. When I examined the teacher manual of the Syrian EFL textbook, I noticed that the authors had estimated the time required for each exercise to be completed. With a simple calculation, the time teachers need to address the exercises on one page and have students practice pair work and group work is approximately between 35 to 45 minutes. If the authors' suggested time frames are to be applied, this means the teachers will not be able to teach half of the content of the textbook, let alone address the workbook, the quizzes, the tests, or any other issue that could occur in an instable military conflict setting. More than 90% of the surveyed teachers agreed that the number of sessions for

EFL is not sufficient to finish the book. Ms. April, similar to what Ms. May expressed earlier, elaborated that the 45 minutes did not mean exactly 45 minutes of instruction. First, she had to take attendance. Then, asked students to take out their student books or their activity books and checked who did and did not do their homework assignments. That by itself was time consuming. In addition to that, more time was spent on managing the class by giving disciplinary directions to focus on a certain exercise or passage or to be quiet. She mentioned that several years back, there were more distractions, such as, distant explosions or jets flying over; the students would start to have side talks to speculate the cause of the explosions and where they could have occurred or to which terrorist-controlled area were the jets heading to. Ms. April believes that the military conflict has created a huge burden on the Syrian educational system. She wrote,

> The crucial problem that the teacher faces with the students is the increasing numbers of students in each classroom. The main reason behind that is the current conflict in many areas in Syria that forced many families to move from risky areas into more peaceful areas and this has definitely raised the pressure on the teacher and caused troubles regarding to insufficient time and places to cover all students' needs.

Ms. April criticized the curriculum for being more focused on the reading skill. It has many texts. These texts have many difficult words and activities related to them. Teaching the texts barely leaves enough time to focus on other skills. There are three English books for eleventh and twelfth grades for both scientific and literary branches; the student book, the activity book, and the supplementary book one for the literary branch and one for the scientific branch. All these books contain reading texts; the supplementary books are composed mainly of texts and comprehension questions. This point is echoed in the survey when more than 65% of

the participants agreed that the EFL textbooks do not support multi-skill learning. That is why she found it difficult to create an active environment that allows students to participate actively in the reading. Sometimes she would ask a student to read part of the passage and translate it. If there were any mistakes, she would ask another student to correct the translation. When she would find herself out of time, she would read the passage and translate the meaning. This point was emphasized in two statements in the survey when more than 85% of the participants agreed they use Arabic for explanation and another 90% agreed that the students depend on translation to Arabic. Moreover, she explained,

> Many texts should be finished in limited periods of time; and thus these big numbers of texts in each English book for each class will certainly effect on catching up the time for the other three skills speaking, writing, and listening. That is why the teacher feels that he is forced to finish the required lessons before the examination date.

Her opinion that she felt pressured to try to finish the three books before the exam is reflected in the survey when more than 88% agreed that the EFL textbooks are too dense and the number of weekly sessions are not adequate enough as mentioned earlier. In the survey more than 65% percent disagreed to having sufficient time to finish the lessons.

Ms. April voiced her frustration that all her students only cared about the exam and their grades. They tend to work less or pay attention to activities that they would not be examined on, while on the contrary they paid attention to exercises that would be part of the exam questions, such as writing, reading and grammar. She wrote "the main goal of the students is getting high marks." Both these issues were asserted in the survey when more than 90% of the participants agreed that students are focused on their grades more than learning; and more than 85% of the

teachers find themselves focusing more on teaching grammar. As a result, Ms. April expressed

that the result was "students become rich in stored vocabularies they had memorized, but poor in

using them during their class to interact and communicate with each other using the four skills

altogether in one time." This point was stressed in the survey when more than 90% of the

participants agreed that students lack interaction.

In regard to teaching writing, Ms. April, expressed that students were very weak in

composing their own paragraphs. That is because they did not depend on themselves to write but

rather were provided, by their previous teachers or private tutors, with prewritten topics that the

students memorized for the exam. This is similar to a point Ms. May mentioned earlier, the

textbooks have a certain number of written assignments; one of which would be on the exam,

verbatim. Students memorized by heart the written assignments. Ms. April attempted to teach the

paragraph by writing the sentences on the blackboard, correcting the grammar mistakes, and

showing the relationship among them to create a paragraph. However, due to lack of sufficient

instruction time, she found herself on many occasions providing the students with prewritten

paragraphs for the assignments as a final resort to prevent students from answering wrong on the

exam.

Ms. April wanted to try different approaches with her students, but these methods ended

up being too time consuming and alienated some students in the class. She described the

following steps in one of her lessons in the 10th grade where she tried to create a communicative

student-centered class. She wrote:

My lesson was about 'How to advertise a product'. I planned to achieve my basic

objectives for that lesson; firstly, the students at the end of the class should have been

able to make an advertisement themselves with respect to engaging the key words and phrases related to commercial marketing, as introduced in their book, to their communicative task; secondly, to speak English fluently with a customer; and thirdly, to form well-organized sentences.

She first tried a warmup activity by asking her students about their daily routines. Some responded and some did not. Next, she wrote several new vocabularies that were going to be used in the lesson and explained their meaning and offered examples on how to use them in sentences. After that, as Ms. April elaborated, "I started my conversation by taking the role of an advertiser for a product in an attractive way and I tried to apply certain tips for having a successful advertisement. Then, the students would guess and discover what our lesson would be about." Some of the students interacted and answered and some remained silent. So, she rephrased her explanation and stressed important words and raised the pitch of her voice. When that did not work, she resorted to the use of Arabic to explain what the lesson was about in order to prepare all the class for the task. After that she placed students in pairs to work on preparing an advertisement. Some of the students wanted to write rather than talk to each other. Ms. April commented that "it is obviously noticeable that most students master writing and reading and avoid speaking English so as not to make mistakes in front of their school mates. Thus, this indicates their weak self-confidence." This point is reinforced by the participants of the survey when more than 90% agreed that students do not participate because of their fear of making mistakes.

Ms. April ended her journal with several suggestions. First, more time is needed for practice or else the "the students' communication problems will clearly increase and become hard to be solved." Second, the need for

 Rehabilitating the emigrant students psychologically, economically, and educationally

through making training courses for English learning to compensate for the missed

lessons and enhance their self-confidence. And also, building more schools may solve the

huge number of students, distribute them equally and hence create a typical class for

them. Also, since some teachers actually suffer from disrespect and impoliteness of some

students and sometimes of their parents themselves, I suggest imposing some sacredness

and disciplinary rules that preserve the teachers' rights and support them to do their best

without unexpected obstacles; and consequently, teachers would be able to give their

lessons in a smooth way, with total control and without any confusion or losing time for

useless debates. Also, we can't ignore the importance of providing all the schools by

more modern technical educative means and devices that serve the teaching process in an

interesting and beneficial way. More importantly, teachers should keep up with new

methodologies for English teaching through constant training courses. And finally,

increasing the teachers' salaries.

Conclusion

Both Ms. May and Ms. April expressed that the exams overshadowed their teaching and

emphasized that students were focused on learning for the exam more than for acquiring a

language. This resulted in repetition of classroom methods in teaching. This can be understood

when one reads through the questions that are usually on the exam question sheets. The

following is a sample of the exam question sheet for the 12th grade scientific branch that was

administered in June 2018. The exam is composed of two pages. The structure of the questions

does not change; it is repeated every year. The structure of the questions reveals that only

reading, writing, grammar and translation are being tested. This supports both what Ms. May and

Ms. April have critiqued in regard to their in-service development programs, students and the

curriculum.

Figure 24

Sample of the Exam Question Sheet for the 12th Grade Scientific Branch Page 1

الاسم :
الرقم :
المـــدة: ســـاعتان
الدرجة: /٣٠٠/ ثلاثمائة

امتحــان شــهادة الدراســة الثانويــة العامــة دورة عــام ٢٠١٨

الدورة الأولى

(الفــرع العلمي)
(الصفحة الأولى)

اللغة الإنكليزية

(انتبه إلى رقم السؤال بحيث يتطابق مع رقم الجواب ولا تنقل صيغة السؤال إلى ورقة الإجابة)

I- Read the following text then do the tasks below:

The amount of sleep human beings need varies from individual to individual. Most adults need about 8 hours of sleep a day, but this number can vary greatly. Babies need about 16 hours a day while many teenagers need an average of 9 hours. As people get older, they tend to need less sleep. Exactly how much we need depends on several factors, including our age, our daily routine, the quality of our sleep and our genetic make-up.

Some of the signs that you may need more sleep are:
You have memory problems.
You cannot concentrate at school or at work;
You are moody.

Getting enough sleep allows us to recharge our mental and physical batteries and be ready for each new day. People who have been deprived of sleep find it difficult to perform the simplest activities. For example, motorists who fall asleep at the wheel are responsible for thousands of traffic accidents every year.

How we sleep also affects us. When we fall asleep, our sleep can be deep and restful or light and shallow. Shallow sleepers wake up still feeling tired, while deep sleepers wake up refreshed.

Answer the following questions: **(18 marks)**

1. What are the factors that affect the amount of our sleep?

2. Why is it important to get enough sleep?

3. How are shallow sleepers different from deep sleepers?

Find words in the text which mean the following: **(10 marks)**

4. easily feeling gloomy for no good reason

5. give all your attention to a subject

Rewrite these sentences about the text to correct the information: **(12 marks)**

6. Babies usually sleep less than adults.

7. Many traffic accidents happen because of drivers who feel alert.

II- Read the following text then do the tasks below:

Antibiotics are incredibly useful and they have transformed modern medicine. However, there is a danger that we use them too much. The more we use antibiotics, the more the bacteria they fight get used to them and build up a **resistance**.

There are many reasons why this might happen. Often patients stop taking a course of antibiotics when they start to feel better but before all the bacteria have been eliminated. This means that the bacteria that **survive** are the strongest and most resistant. These resistant bacteria will multiply and spread and, in future, will not be eliminated by the same antibiotics. There is a real danger that these new "superbugs" could cause diseases that antibiotics are unable to fight.

It is very important not to overuse antibiotics in order to prevent bacteria from becoming too resistant. Try to avoid antibiotics unless **strictly** necessary and, if you are taking them, make sure you take everything prescribed and don't just stop when you feel better. You should always wash your hands, especially when you feel ill, to make sure you kill all of the resistant bacteria.

Choose the correct answer a, b or c:
(12 marks)

8. Antibiotics are useful to -------------.
   a- cure many illnesses
   b- allow bacteria to multiply
   c- spread infections

9. Using the same antibiotics over and over again makes the body --------- the bacteria.
   a-stronger to kill   b- unable to fight
   c- able to attack

Match two of the underlined words from the text to the definitions/meanings below:
(12 marks)

10. the ability to stop something from harming you

11. continue to live or exist

Complete the following sentences with information from the text: **(12 marks)**

12. Patients who start to feel better while taking antibiotics shouldn't ....

13. Cleaning the hands helps people to ....

Figure 24 Continued.

Sample of the Exam Question Sheet for the 12th Grade Scientific Branch Page 2

امتحـــان شـــهادة الدراســـة الثانويـــة العامـــة دورة عـــام ٢٠١٨

الاسم :
الرقم :
المــدة : ســـاعتان
الدرجة : / ٣٠٠ / ثلاثمائة

اللغة الإنكليزية
(الفـــرع العلمـي)
(الصفحة الثانية)
الدورة الأولى

(انتبه إلى رقم السؤال بحيث يتطابق مع رقم الجواب ولا تنقل صيغة السؤال إلى ورقة الإجابة)

III- Complete the following paragraph by filling in the gaps: (18 marks)

14. The law related to computer crime ----- changing

15. very quickly. ----- recent years, computer crime

16. has increased ----- the number of people using the Internet has grown.

IV- Fill in the spaces with words from the list. Use each word once only: (24 marks)

lessons, successful, youngest, nothing, knew

17. Marie's mother died when her ----- daughter was

18. only ten. From then on, Marie ----- that she

19. would have to work hard at her ----- if she

20. wanted to be ----- in her life.

V- Complete the following dialogue by writing suitable questions or answers. Write at least three words for each question: (32 marks)

21. **Ruba:** .... ?
   Khaled: Animals migrate to find food or to raise their young.

22. **Ruba:** .... ?
   Khaled: They often migrate twice a year.

23. **Ruba:** .... ?
   Khaled: They usually travel to warmer places.
   Ruba: How can we protect animals?

24. **Khaled:** ....

VI- Rewrite the following sentences as required in brackets: (32 marks)

25. Many women don't make their dresses themselves.
   (use the causative verb 'have')

26. Human activities have destroyed the natural environment.
   (make passive voice)

27. " Have you tasted Indian food?"
   (report using "She asked him")

28. I can't play the piano.
   (use "I wish"........)

VII- Complete the following sentences using clauses: (14 marks)

29. If you want to succeed in your job, ...

30. I broke my glasses, so ....

VIII- Choose the correct words in brackets: (18 marks)

31. Many (recycling, recycle) factories were built in our town.

32. When I was twelve, I (did, made) the decision not to eat any more fast food.

33. This man has three villas. He (can't be, must be) rich.

IX- Correct the verbs in brackets: (18 marks)

34. My father retired after he (finish) the project.

35. Hassan (write) an essay all morning. He is very tired now.

36. When Sami graduates, he (travel) to London.

X- Translation:
Translate the following sentence into Arabic: (10 marks)

37. Virtual reality allows people to live, work and interact with others in an electronic world.

Translate the following sentence into English: (8 marks)

38.
   – دفع السائق غرامة لمخالفته القانون.

XI- Composition: (50 marks)
Write a composition of no less than 80 words on the following topic:

" Water shortage, suggesting ways of consuming less water. "

END OF EXAM

Ms. May's journal logs on her approaches to classroom teaching and their association with the in-service training programs resemble the point of view of many of the participants in the close-ended portion of the survey. They also echo the teachers' answers to the open-ended question. In comparison to the answers analyzed in the concept mapping, both Ms. May and the participating teachers share the following points:

Not enough focus on oral skills

Not enough focus on literacy skills

Too much focus on grammar

Curriculum not suitable for student level

Too much use of Arabic

Not enough practice in English

No listening aids

Students focus on grades more

Students pass from grade to grade with EFL gap growing

Mixed proficiency levels

Large number of students in the classroom

Lack of good training programs

More instruction time needed

Providing ineffective strategies in teacher training programs

Teacher training program is too theoretical

The need to use different teaching strategies

No electricity

Ms. April's record of teaching and final suggestions match many of the responses in the open-ended question. The following are the similarities between Ms. April's journal and some of the open-ended responses of other Syrian EFL teachers,

Large number of students in the classroom

Students lack motivation

Lack of good training programs

Too much focus on grammar

More instruction time needed

Curriculum not suitable for student level

Providing ineffective strategies in teacher training programs

Corruption in the educational sector

Too much use of Arabic

Students focus on grades more

Not enough practice in English

No listening aids

Students pass from grade to grade with EFL gap growing

No visual aids in classroom

Mixed proficiency levels

The need to use different teaching strategies

Lack of training for students with disrupted learning

Teacher training program is too theoretical

Lack of technology

No parental support

less rigorous school rules

Student discipline needed

Low teacher income

No electricity

      The journals revealed an overlap between the teachers' experience of their in-service development programs in relation to their classroom reality and what the survey reflected. In other words, both Ms. May and Ms. April's written accounts retained the same impression that was reported by the teachers' answers of the survey in regard to teaching and attending in-service development programs during times of military conflict.

Chapter 7

Discussion of the Findings

The present chapter provides a comprehensive discussion of the research questions as identified in the data from the research participants' responses. It brings together the findings from the survey, concept mapping, and teachers' journals in order to answer the research questions and synthesizes them in the context of the literature review. Applying a mixed-methods approach offers the audience the ability to view the connection between the data and the research questions. Moreover, presenting the data gathered via various methods solidifies the responses and views of the participating EFL Syrian teachers because it pools similar individual responses and, thus, creates a collective response to the questions being researched (Cohen et al., 2007).

This chapter focuses on the discussions of the findings. It is divided into three main parts in line with the research questions. The first part presents the Syrian education system during times of military conflict in the context of the literature review. The second part discusses the first research question and the third one discusses the second research question. The study set out to explore the following research questions:

1- What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?

2- What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict?

Part One

Conflict as Context

The aim is to present the findings regarding the Syrian education system during times of military conflict in the context of the literature review, i.e., it is consistent with the broader picture.

Prior to the eruption of the military conflict in 2011, the Syrian youth were regarded to be among the most educated in the Middle East region (Bouchane, 2016; WES, 2016). Actually, four years into the conflict, according to The World Education Services (2016) (WES) report, "in 2015, the literacy rate (defined as those aged 15 and over who can read and write) among Syrians was still relatively high in comparison with the region as a whole" (p. 4). International reports asserted that the Syrian education system had reached near universal primary education before 2011. In the United Nation's Millennium Development Goals Report on Syria, Hijazi, Ismail & Nawar (2010) confirm that "the net enrollment ratio in primary education for the age group (6-11 years of age) increased from 95.4% in 1990 to 98% in 2006 and then to 99% in 2008" (p. 15). The World Education Services (2016) report also corroborates that the education enrollment was about 93 percent before the conflict. The number of students at Primary level had been on the rise since 1999. This confirms that Syria was approaching universal primary education levels. The number of students exceeded 4,000,000 between 2004 and 2012, nearly reaching 5,000,000 (see Table 12, p. 47). Then in 2013 the drop in numbers began. This was due to the rise and spread of the military conflict in different geographical areas in Syria mostly the ones that border Lebanon, Jordan, and Turkey. In 2013 the number nearly decreased by half going down from 4,860,348 to 2,966,846. However, this status was no longer to be maintained due to the loss of control in certain geographical areas. The Syrian education system has faced many problems during the conflict. Some of these problems were related to interrupted education, destruction of

infrastructure, violence against teachers, decline in number of students and negative impact on the quality of education.

The consequences of interrupted education were amplified especially when they become repeated, unilateral, compulsory, and imposed upon the educational sector and the people living in the conflict zone. The most serious impact is the reverse effect the conflict has had on the progress that was achieved before the breakout. My own data on Syria is consistent with the findings of researchers on the impact of conflict in other war-torn areas. The conflicts set educational systems back several decades (Brooks & Sungtong, 2016; Cervantes-Duarte & Fernández-Cano, 2016; Diwakar, 2015; ICRC, 2018; Jones & Naylor, 2014d; Mizunoya & West. 2015; Shemyakina, 2011; UNESCO, 2011). Another significant consequence of interrupted education is the loss of education that could have been acquired by the students. The most visual impact is the loss of school buildings and destruction of education infrastructure due to military conflict. Schools are considered soft targets. They do not have security measures. The latest statistics published by the Syrian Central Bureau of Statistics (2019), reveals that there was a decline in the number of Primary School buildings. In 2014, there were 13,604 schools throughout Syria while in 2017 there were 10,279 operational schools, i.e., about 3,325 less than 2014 (see Table 10, p. 45). This case applies to Secondary schools. In 2014 there were 1,807 functional Secondary Schools but in 2017 the number decreased by 211. The number of remaining schools that were still operational was 1,596 (Central Bureau of Statistics, 2019) (see Table 11, p. 46). The partial or complete destruction, in addition to the continuous attacks led to the closure of schools due to constant dangers on students and teachers (Dabalen & Paul, 2014; UNESCO, 2010; 2011). According to an interview with the Syrian Minister of Education (Interview with Syrian Minister of Education, 2019) and his debriefing on the current condition

of the education system to the Syrian Parliament (Debrief of Syrian Minister of Education, 2019), the number of schools that are out of service exceeds 10,000: more than 5,000 are completely destroyed; 2,800 are partially destroyed; and 2,500 are slightly destroyed. Before the conflict there were 24,000 schools but now only 12,500 are being used.

Considering the mentality that compels entities or groups to target schools, only one explanation surfaces: ideological beliefs of vilifying the other. Balta (2015); Cervantes-Duarte and Fernández-Cano (2016); Grover (2011); Merrouche (2011); Miller-Grandvaux (2009); Sheppard and Kizuka (2011) demonstrate that schools, for militants, represent government establishments. For extremist religious militants, schools are considered a representation of secular society and vice versa if these schools have been captured by militants. Thus, they target schools in an attempt to terrorize the families to pull their children out of school and to force teachers to abandon their jobs in fear of being killed. This is confirmed by the data on Syria that is consistent with the findings of researchers on the impact of conflict in other war-torn areas. Some of the most horrifying terrorist attacks in Syria were in the form of attacks on schools while the students were in their classes. On January 6th, 2012 in Almidan neighborhood in Damascus, a suicide bomber blew himself up near the elementary school in that neighborhood killing 25 civilians and injuring 46. On February 21st, 2012, more than 50 people were killed and 200 wounded in a car bombing in central Damascus in Mazraa neighborhood. The car bomb exploded near an elementary school. On April 8th, 2013 more than 15 people were killed and 53 wounded in a car bombing near Albokhary elementary school in Alshahbander neighborhood in Damascus where the Syrian Ministry of Education is located. However, the deadliest attack targeting a school was in the city of Homs. On October 2nd, 2014, at least 41 elementary-school children were killed and 74 others were injured in a dual terrorist bombing targeting the

Almakhzoumi elementary school. The first explosion took place via a car bomb in front of the school during the exit of students. The second, minutes later, a suicide bomber blew himself up among the parents and civilians who arrived to evacuate and treat the wounded. Cervantes-Duarte and Fernández-Cano (2016) confirm that the main reason for attacking schools is that "the ideological confrontation between the opposing factions incites them to attack those places where the population may be indoctrinated, either as a means of recruiting followers or attacking and hurting the enemy" (p. 8). The outcome of the repeated attacks on schools resulted in their partial or complete destruction as documented previously (Jones & Naylor, 2014a; Jones & Naylor, 2014c; Jones & Naylor, 2014d).

This degrade in number of schools was associated with a decrease in number of students attending and in overcrowded classrooms in most safe areas. Decline in enrollment rates was due to the instability and poverty that overshadow conflict areas, people become reluctant to enroll their children in schools. Families fearing for the safety of their children become more unenthusiastic to pursue their children's learning. In addition to that, displacement plays a major role in keeping children out of schools. Forced displacement occurs when there is heavy fighting or areas are taken over by militias (Dabalen & Paul, 2014) that tend to incarcerate or execute individuals based on ethnic, religious, ideological, or political beliefs. Such a situation, especially for children, requires a new adaption to the environment. They need time to acclimatize (Cervantes-Duarte & Fernández-Cano, 2016). The speed in which the children can become familiar to their new surrounding depends on their age, trauma they have been through and amount of interrupted education they have experienced. Dryden-Peterson, Dahya and Adelman (2017) assert that "refugee children are some of the most educationally marginalized in the world, facing enormous social, political, and economic challenges with few visible

resources" (p. 38). The situation in Syria is no exception. This is reinforced by the statistics on Syria that are consistent with the findings of researchers on the impact of conflict in other war-torn areas. The UNHCR (2017) estimated that 2.5 million children were internally displaced in Syria. As the families are forced to move from one troubled area to a safer zone, their children have to leave and re-enroll in school. In Syria, this occurred because people were fleeing the terrorist-controlled areas, where extremist Islamic Wahabi Saudi laws and Islamic Saudi curriculum were being enforced onto people, to government-controlled areas where there was secular life and civil law. Many of the temporary international resettlements or refugee camps that these families reside in do not offer schooling (Dabalen & Paul, 2014; Jones & Naylor, 2014a; Jones &Naylor, 2014b; Jones &Naylor, 2014c; Jones &Naylor, 2014d; Mizunoya & West, 2015; Shemyakina, 2011; Talbot, 2013; UNESCO, 2010). Mizunoya and West (2015) stated in their research that "KG-12 education in Syria fell by 2.3 million (from 5.5 to 3.2 million) from 2010/11 to 2014/15. In this period, most of the loss occurred in basic education" (p. 63). This was due to the spread of the military conflict that began to expand in different geographical areas in Syria mostly in border areas. However, the numbers started to rise steadily in 2016/17 as the government liberated more areas that were under the control of the terrorist groups and started to reopen schools in those locations. In 2017 the number of students increased to 3,425,140 (see Table 12, p. 47). This increase in student attendance in the Syrian liberated areas confirms the influence of attacks on schools and their role in reducing student attendance.

In addition to students, violence targets teachers**.** UNESCO (2010) reports, that in conflict stricken countries, "there have been thousands of reported cases of students, teachers, professors, academics and other members of the educational community being taken prisoner, held in captivity, beaten, tortured, burnt alive, shot by rebels, armies and repressive regimes;

imprisoned or raped by armed groups or forces in school or on their way to school" (p. 14); the

education staff, assassinations, abduction and torture of teachers on the way to and from school

(Mizunoya & West, 2015) have forced them to leave their homes for safer environments. Many

of the studies have focused on teachers being the target of many attacks in order to discourage

them from fulfilling their educational duties, which in turn, would deprive the schools and

students of their staff and role models (Downing, et al., 2018; Grover, 2011; Martinez, 2013).

The lack of trained teachers makes it more difficult to sustain the quality education during times

of conflict and even more challenging to have the educational system ready for recovery after the

conflict is over (Talbot, 2013; UNESCO, 2011). My data on Syria is consistent with the findings

of these other researchers. The military conflict impacted the Syrian teachers in similar ways. As

Syria was approaching universal education for its citizens in 2011, there was a steady increase in

the number of teachers to accommodate the increasing numbers of students and new schools that

were being opened. According to the Central Bureau of Statistics (CBS) (2011), the number of

teachers in 2000 was 90,864 teachers. This number increased significantly in 2010 to become

271,782 teachers. After 2011, according to Ministry of Education press releases, many teachers

lost their lives due to terrorist attacks. The decline of the number of teachers was also reported in

the Central Bureau of Statistics (CBS) (2019) report but it did not distinguish between teachers

in the Basic and General Secondary division (see Table 14, p. 49). However, there is no specific

documentation on the precise total number of teachers who lost their lives or were forced to

relocate whether internally to other cities or internationally to other countries. The indication

that the number could be significant can be inferred based on the number of teachers that were

appointed by the Ministry of Education. Between 2017 and 2020 approximately 35,000 teachers

were appointed. In 2017 there was an announcement by the Ministry of Education for employing

teachers. The number of the teachers appointed in 2018 was 30,000 teachers; there are currently

300,000 teachers in the various schools across the country according to an interview with the

deputy assistant of the Ministry of Education (Syrian starts the new school year, 2018), This

number will increase in 2020 by 10,000, as the Minister of Education announced in his

debriefing on the educational status-quo to the Syrian Parliament (Debrief of Syrian Minister of

Education, 2019). Shortly after, an announcement was made to appoint 15,000 teachers in April

2019. At the time of writing this dissertation, the process was still in progress as the names of

those teachers who applied and passed the written test were announced July 2nd, 2020 and the

dates for the interviews was set between July 22nd and 26th, 2020. This is a specific and active

intervention process that has been put in place as more schools are being renovated, rebuilt and

nearly ready to be in service.

Due to all the former effects, the type of education students receive during conflicts does

not compare to what they had received before the conflict erupted. The quality of education

should not be measured only through tests but rather based on skills learnt and the personality

traits being nurtured towards being future productive individuals in the society. Unfortunately,

with fighting breaking out and people being in constant danger, quality of education disintegrates

especially when militias and armed groups control the curricula.

In conflict-stricken regions, there is typically under-investment in infrastructure, teacher

training and compensation and a focus on restoring "normality" rather than nurturing learning

(Davies &Talbot, 2008, p. 513). Students are discouraged to attend school due to the lack of

skilled teachers (Cervantes-Duarte & Fernández-Cano, 2016) or because students lack the

inspiration and will to learn. The teachers do not receive training as educational budgets are

decreased.   Miller-Grandvaux (2009) emphasizes that during times of conflict "teacher training

institutions are dysfunctional, lacking appropriate teachers' curriculum; and learning and teaching materials are not available and probably never were" (p. 11). To amend the gap in decreased number of teachers, most Syrian teachers of English were appointed in 2018 on the merit of passing both a written exam and interview when applying to teaching vacancy positions announced by the Ministry of Education which can have negative effects on both teachers and students. Appointing novice teachers with no practical experience in teaching nor pre-service teacher training can be strenuous for these teachers when they find themselves in overcrowded classes and very limited instruction time; Al-Issa (2019) points out that the Ministry of Education "appointed more than 10,000 full time teachers with zero pedagogical training or teacher education" (p. 5). My attempts to locate detailed budget spending on education only brought up data dating back to 2009 and earlier dates. Examining the databases of both the Syrian Ministry of Finance and the Ministry of Education did not result in any detailed information on allocated spending on Education in Syria during the current military conflict. However, there were certain indicators in my research data that revealed there was under-investment in education that is consistent with the findings of researchers on the impact of conflict in other war-torn areas. The first indicator of under-investment in education was regarding the termination of the Teacher's Laptop Loan. The program was initiated by the Ministry of Education to assist teachers in owning their own laptops to use them in their classrooms and lesson planning. The Laptop loan was offered with no interest by the Ministry of Education to the teachers. Ms. May mentioned in her journal that she had taken advantage of this loan to purchase her laptop. This program was eliminated towards the end of 2012 due the rise in laptop prices and reduction in budget spending.

Perhaps the most important program that was stopped in the school year 2010/11 provided financial support for teachers to attend a one-year Postgraduate Certificate in Education after being appointed at their schools. This program was considered as an in-service development program that became very critical for the professional development of the teachers in general and EFL teachers in particular who were appointed based on their B.A. degree, which developed them as experts on English literature not English language teaching. According to one of the supervisors of the Arabic language teachers, at the Directorate of Education in Lattakia, that I reached out to, this financial support program was stopped to reduce expenses (personal communication). The Ministry of Education used to pay all the university tuition fees on behalf of the teachers. Teachers were given a choice to either register at the Syrian Virtual University or attend in person at the university of their choice. They were given a one-year-paid leave to concentrate on their study. This means all the teachers received their salaries while they were studying for the Postgraduate Certificate in Education. The supervisor mentioned another reduction. It was related to the salary raise the teachers received after they successfully finished their Postgraduate Certificate in Education. Before 2011, teachers received a 5-percent raise. After 2011, it was reduced to a 3-percent raise. The final indicator was provided by some of the participants in the survey who chose to provide answers for the open-ended question in section 15 that was analyzed in chapter 6. Some teachers pointed out that their salaries were low, there were no sufficient salary promotions, there were no visual aids, no listening aids, and no technology in their classrooms. These aspects that were highlighted by the teachers are examples of reduction in budget spending on education.

In addition to that, the gravity of the quality of education is seriously disrupted when militias and armed groups control schools and force teachers to include in their instruction

"hatred and intolerance and radical ideologies" (Miller-Grandvaux, 2009, p. 11). They have opposed education for females, and they considered government schools and teachers as a symbol of the corrupt power they want to destroy. This has been the case in certain parts of Syria which were under the control of Islamist factions ISIS and al-Qaida's affiliate al-Nusra Front (Aubrey, et al., 2016). These two terrorist organizations banned the Syrian curriculum and replaced it with a Saudi version that is based on extremist Islamic religion. They eliminated science, math, history, literature, languages, music, and art. Only Arabic was taught as a language since it was the language of the Quran. These Islamist factions placed a major emphasis on Islamic education and Sharia (or Islamic) law taken from the Saudi curriculum (Aubrey, et al., 2016). These types of education programs can effectively become an instrument to strengthen the power of the factions that are in control.

Part one of this chapter has documented the context for discussion of the first and second research questions in the next two parts. It has addressed the direct impact of Syria's military conflict on education, while the next two parts address indirect but more immediate and no less important effects of the conflict.

Part Two

Discussion of Research Question One

Required Professional Development

This part focuses on answering question one: What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?

Both the descriptive and statistical analysis of the teachers' responses revealed that most of the EFL teachers prioritized aspects that are related to traditional approaches of teaching methods as both recipients of training and as providers of education. Moreover, the statistical findings revealed that although there was statistical significance in the analysis. That was mostly between the group of teachers who had not attended any professional in-service development programs or had attended only one. They perceived professional development differently than other groups that attended two or more.

As the number of in-service development programs attended increased, the negative attitudes of the Syrian EFL teachers became more apparent. Consistent with other international and regional studies of professional development of teachers, my respondents indicated that their additional training programs lacked any systematic progressive training, i.e., they are repetitive in content, short in duration, and lack practical classroom applications in design (Al-Issa, 2019; Al-Issa, Al-Bulushi & Al-Zadjali, 2017; Al-Wreikat, Abdullah, & Kabilan, 2011; Alibakhshi & Dehvari, 2015; Ali, 2018). The programs are mostly in the form of lecture presentations rather than practical training. This was also highlighted in the two journals by Ms. May and Ms. April who mentioned that to be one of the negative aspects of their program. Although some of the EFL teachers had attended six or more training programs, they favored resorting to traditional teaching methods in their classrooms; They viewed the methods presented in the training programs as not suitable for addressing the actual present classroom environment, which resulted in no change in their performance. Many teachers in their responses to the survey statements strongly agreed that the dense curriculum, insufficient instruction time, combined with large number of students in the classroom makes it more difficult to adhere to the practices presented in the training programs and

the guidelines of the national educational lesson plan published at the beginning of the school year by the Syrian Ministry of Education.

Content of In-service Development Programs

When teachers were asked to rank the areas they had received the most training on, there was a significant difference between those who have had little training, such as those with one development program and the rest of the groups. These differences become less obvious and less fluctuating in the other levels of training. The means become closer to one another for those who have attended two or more in-service development programs (see Table 31, p. 164).

The teachers ranked three statements "teaching grammar, teaching literacy skills and teaching English comprehension" as the topics they received most training on. The previous three statements ranged in the high level as indicated in Table 22. The teachers' choices highlighted that they received more training on traditional approaches of teaching the Syrian curriculum. These teaching approaches heavily emphasize aspects of teaching that affect student test scores (Benard, 2006; Chapman & Miric, 2009). The Syrian EFL teachers' ranking has emphasized aspects that are required for students to pass their examinations and receive higher grades: reading, grammar, and writing. This point was emphasized by both Ms. May and Ms. April in their journal entries. They expressed that they had to focus on grammar instruction and translating comprehension passages more than on oral and listening skills which were considered time consuming due to the large number of students in their classes and students with mixed proficiencies. Before 2011, this was not the case, as there were moderate class sizes and many students were in the same range of English proficiency. According to Ms. May, before the conflict started, she used to use more English and much less Arabic in her classroom instruction.

Importance of In-service Development Programs

To explore the previous issue more, teachers in section 7 ranked the areas according to how important the training had been in their career. The means in the responses of the sample individuals with low training (attended two in-service development programs or less) are approximate to each other but they vary and fluctuate downwards as the number of in-service development programs attended increase in number. Those who had attended three, four, five or six and more training programs reveal that training has become less important in their career (see Table 34, p. 167).

Similar to the previous section, the highest average was for "teaching grammar, teaching English comprehension and teaching literacy skills." The choices highlighted that there is a clear trend among the teachers to prioritize the principles of traditional approaches, such as the importance of teaching grammar, literacy skills and comprehension skills. The Syrian EFL teachers' ranking has emphasized aspects that are required for students to pass their examinations and receive higher grades: reading, grammar, and writing. This point was reiterated by both Ms. May and Ms. April in their journal entries. They expressed that their focus on literacy skills and grammar structures after 2011 was based on the reality of their classroom environment that was aggravated by the military conflict in regard to large student numbers, short periods, and insufficient number of English weekly sessions. Ms. May described that her method in teaching grammar is straight forward. Her approach fits the Grammar- translation method. According to Aqel (2013), "using of the Grammar-translation method as a teaching method made the grammatical rules easier, the learning process was faster, and increased the students' capability to answer correctly in both oral and written exams, and affected their confidence positively."(p. 2475). Desimone et al. (2002) indicate that for change in teaching to

occur, teachers need to experience "consistent, high-quality professional development. But we find that most teachers do not experience such activities" (p. 105). Thus, this reveals that the Syrian EFL in-service development programs share a common aspect with many in-service teacher development programs around the world: ineffectiveness of many in-service development programs (Berry, Daughtrey & Wieder, 2010; Buczynski & Hansen 2010; Cohen & Hill, 2000; Darling-Hammond et al., 2009; Guskey, 2000; Luft, 2001; Smylie, 2014; Tooley & Connally, 2016; Wee et al., 2007). Buczynski and Hansen (2010) explain that "unsuccessful professional development is seen as too conventionally taught, too top–down, and too isolated from school and classroom realities to have much impact on practice" (p. 600). This is also echoed by Berry, Daughtrey and Wieder (2010), who believe that "professional development has suffered from a one-size-fits-all approach that does not accommodate the difference in knowledge and skills of different recruits and veterans alike" (p. 1).

Teachers' Awareness of the Importance of Linguistic knowledge during the Military Conflict

When the Syrian EFL teachers were asked in section 8 to rank statements in regard to "the kinds of linguistic knowledge EFL teachers need" by choosing the best that reflects their opinion, the highest average was for the statement "EFL teachers need to know all the rules of correct grammatical usage in English." There was a significant difference between those who have had no training at all and those with one training course only. These differences become less obvious and less fluctuating in the other levels of training. The means become closer to one another for those who have attended two or more in-service development programs (see Table 37, p. 171).

The choices of rating the statements in the high level for this section highlighted that there is a clear trend among the teachers to indicate that they are aware of the necessary linguistic knowledge and skills they need to acquire and master in order to enhance their professional career. Nevertheless, the influence of traditional teaching approach is apparent due to the prioritization of the need to know all the rules of correct grammatical usage in English.

The teachers revealed they were aware of the importance of both linguistic knowledge and language acquisition. There was a significant difference between those who have had no training at all and those with one training course only. These differences become less obvious and less fluctuating in the other levels of training. The means become closer to one another for those who have attended two or more in-service development programs (see Table 40, p. 174).

The choices of the participants indicate that the Syrian EFL teachers are aware of the necessary knowledge and skills they need to be able to differentiate their teaching methods depending or the students' age groups, to know when to use Arabic or English, to recognize the difficulty of learning a foreign language and to communicate properly using English. However, as mentioned earlier, the dense curriculum, insufficient classroom time combined with large number of students in the classroom made it more difficult to depart from the traditional approaches of teaching English. This was reflected more clearly in their negative attitude towards their in-service development programs and preservice programs during the times of military conflict.

Teachers' Attitudes towards Development Programs during the Military Conflict

All the trainees without exception faced the same problems because these problems were not related to the level of training. The means in the responses of the sample individuals with low

training (attended two in-service development programs or less) are approximate to each other but they vary and fluctuate downwards as the number of in-service development programs attended increase in number. Those who had attended three, four, five or six and more training programs reveal that training has become less important in their career (see Table 43, p. 177).

The in-service development programs were designed by education administrators and supervisors with complete neglect and absent communication with the EFL teachers themselves (Al-Issa, 2017; Alibakhshi & Dehvari, 2015; Ali, 2018; Al-Wreikat, Abdullah & Kabilan, 2011; Ramahi, 2015). Although EFL teachers were not involved in the development of in-service development programs before the military conflict erupted, the classroom setting before 2011 did not have so many constraints that were either aggravated or created by the conflict. The Syrian EFL teachers were not satisfied with the in-service development programs nor with preservice programs during the times of military conflict. The more in-service training programs the teachers underwent, the more the teachers' negative reactions increased (Al-Issa, Al-Bulushi & Al-Zadjali, 2017; Al-Wreikat, Abdullah, & Kabilan, 2011; Alibakhshi & Dehvari, 2015; Ali, 2018). Another aspect the participants underscored was the repetitious nature of the content. Due to this monotonous nature, Ms. May expressed that she had stopped attending, before this she had not been attending because she was not receiving the invitation that was usually sent out to schools. This is a common attitude that Syrian EFL development programs share with many in-service development programs studied in the Middle East. Al-Wreikat and Abdullah, (2010), Asassfeh, Alshaboul, and Alodwan, (2012), Fareh, (2010), Personn, and Yigitoglu, (2015) emphasized that the teachers they studied in various Middle Eastern countries believed that they were being repeatedly trained on the same methods and techniques with no real change or development.

Many of the Syrian EFL teachers did not receive any teacher-training during their university education at the English departments they graduated from. Of those who attended preservice training programs, over 90% asserted that their preservice training was neither sufficient nor satisfactory; unfortunately, "traditional university-based teacher preparation is often denigrated as being ineffective and attracting mediocre candidates with limited commitment to teaching" (Berry, Daughtrey & Wieder, 2010, p. 4). As for the failure of the in-service development programs, that depended to a large extent on their improper planning and management. The common criticism was that these programs were too theoretical, short and did not involve the teachers' in the design of these programs. This was aggravated by the conflict. According to Ms. May's journal and the responses on the survey, the development programs had been presented in this theoretical manner even before the conflict erupted. Teachers were and still are in need of practical guidance that can be applicable in their classrooms during the short time frames they have. Thus, by excluding teachers' opinions prior to the design of the programs, these programs, when implemented, do not address what the teachers need, such as how to accommodate the levels of the new arriving students especially those who escaped conflict areas, how to manage overcrowded classrooms, and how to cope with other consequences of the military crisis. Bell, (1991), Burns, (1999), Moon, (2004), Richards, (1998) and Wallace, (1998) emphasized that in order for positive professional development of teachers to occur, the in-service development programs should be high quality in-service training programs.

Both Ms. May and Ms. April raised similar issues in their journal entries. Ms. May explained that although the English language supervisors, during the training sessions, highlighted the importance of a student-centered class because the curriculum is described by its authors as being student-centered and focuses on all the language skills, that was not possible due to the

large numbers of students in each lesson. She wrote, "I have a teacher-centered class because I have to ask the questions, provide the correct answers and read the passages aloud due to time restrictions, while students repeated after me, answered my questions and corrected their homework." Moreover, another strategy highlighted in one of her in-service training programs was rearranging students' seating in the classroom. She criticized this as being impossible due to the design of the desks that were large and bulky and due to the large number of students. She said "it seems that trainer has never been in any of our classrooms lately nor does he seem to remember that the desks are designed to seat 3 to 4 students. They were not decreasing the gaps between the teachers' original preparation and the reality of the current classroom teaching environment, etc. (Norwani, Daud, Mansor & Yusof 2017; Personn & Yigitoglu, 2015; Sowden, 2007).

Issues that EFL Teachers have Regarding their Students during the Military Conflict

Another critical issue was that the in-service development programs failed in meeting most of the surveyed teachers needs in regard to interaction with students. The EFL teachers who had attended one in-service development program found the training to be beneficial compared with the rest of the sample members (see Table 46, p. 180). This confirms that these types of programs can have a significance for decreasing the number of problems an EFL teacher might have in teaching English to their students, but it should not be limited to EFL teachers with little training. The programs need to address current issues in the classroom for all teachers.

Most of the teachers' complaints were in regard to students preferring the use Arabic translation rather than focusing on understanding the lesson within its English context, students

were focused on their grades more than learning the use of English, students were not practicing English outside the classroom, students lacked motivation to learn English and they did not participate because of their fear of making mistakes which resulted in little interaction in classroom activities. The students' passive attitude only increases the difficulties EFL teachers face in the classroom and for the implementation of the curriculum that is advocated as being multi-skill oriented (Fareh, 2010; Aloreibi, & Carey, 2017; Bianchi, & Razeq, 2017; Hos & Cinarbas, 2017; Tryzna & Al Sharoufi, 2017).

The participants in the survey indicate that there is a clear negative attitude and perspective that Syrian EFL teachers have about their students during times of the militarized conflict. This could be because teachers, as mentioned in the survey, felt that the in-service training programs did not take into consideration the current crisis; thus, teachers are not trained on noticing behavioral effects of the students due to the crisis. Moreover, it forced teachers to depend on outdated approaches such as recitation and memorization of accuracy exercises and grammar rules which are often classified as teacher-centered activities that entail less student interaction or authentic communication (Ellis, 2006; Farrell, & Lim, 2005; Hinkel & Fotos, 2002); thus, they are perceived by students as less demanding especially by those who lack the ability to communicate or are embarrassed by making errors in English or are focused more on examination results.

Both Ms. May and Ms. April echoed that their in-service development programs did not provide them with practical methods to address their students' sole interest in topics that were directly related to the examinations. This issue was also aggravated by the conflict. Before 2011, many students were interested in learning English due to the fact that Syria was an international tourist destination and the main means of communication with them was English. In addition to

that Syria, between 2001 and 2011, was attracting many international companies to open

branches. English was a requirement to be hired at these international companies that offered

high salaries. Moreover, the opportunities for mastering English before 2011 were more diverse.

Language courses at private language centers were cheaper before 2011; there were many events

sponsored by the British and American cultural centers and the language schools affiliated with

them, especially in the form of summer English camps with native English-speaking instructors.

These were either terminated or become very limited in 2011. Currently, the incentives for

learning English have decreased; it has become merely a school subject. Students are interested

more in the literacy aspect than oral skills. In other words, their focus is exam oriented as

explained in Chapter 6.

Both Ms. April and Ms. May voiced their frustration that all their students only cared

about was the examination and their grades; they did not care about pair work or group work that

would strengthen their speaking and listening skills, on which they would not be tested. The

students tended to work less or not pay much attention to activities that they would not be

examined on, while on the contrary they paid attention to exercises that would be part of the

examination questions, such as writing, reading and grammar. Ms. April wrote "the main goal of

the students is getting high marks." These issues were asserted in the survey when more than

90% of the participants agreed that students are focused on their grades more than learning; and

more than 85% of the teachers find themselves focusing more on teaching grammar. As a result,

Ms. April expressed that the result was "students become rich in stored vocabularies they had

memorized, but poor in using them during their class to interact and communicate with each

other using the four skills altogether in one time." This point was underlined in the survey when

more than 90% of the participants agreed that students lack authentic interaction using English as

a means of communication with both their classmates and their teacher during the lesson. In addition to that, Ms. May stressed that in the training programs, they did not inform or train her how to deal with students who had many problems with writing especially if they were at secondary level. In the survey, more than 90% of the participants agreed that the EFL teacher training programs did not provide enough training.

EFL Teachers' Perspective Regarding the Curriculum during the Military Conflict

In addition to issues with students, the curriculum itself and receiving adequate training is another issue. The EFL teachers' responses increased negatively for those who underwent multiple in-service development programs (see Table 49, p. 183). This reveals that training does not decrease the problems regarding textbooks that EFL teachers face.

The textbooks and their density were not appropriate for the current classroom. The Syrian EFL teachers were dissatisfied with the books during these times of military conflict. The textbooks were designed by foreign authors who had not been in the Syrian classroom and were adopted as the new curriculum starting 2002 when the learning environment had less constraints (Fareh, 2010; Aloreibi, & Carey, 2017; Bianchi, & Razeq, 2017; Hos & Cinarbas, 2017; Tryzna & Al Sharoufi, 2017). One of the constraints on the curriculum that was aggravated by the conflict was the large number of students in classrooms. Before 2011, the number of students was much less than the present. According to Ms. April, when she was first appointed in a school in the countryside, her classes had between 15 to 20 students at most, but now she has more than 50 students in each class. Ms. April mentioned that she has between 50 to 60 students in her current classrooms while the highest number she had before 2011 was 30 students.

The textbooks were described by their British authors as communicative and student centered. While their recommendations might seem progressive to outside observers, they do not

take into consideration the large class size nor the lack of teaching aids, such as audio-visual aids. The three forty-five-minute sessions a week devoted to English instruction do not allow for any flexibility for teachers to develop or select appropriate and meaningful materials to account for students' different needs. In fact, the authors of the Syrian EFL textbook have estimated the time required to finish each exercise in the teacher manual. With a simple calculation, the time teachers need to address the exercises on one page and have students practice pair work and group work requires at least 35 minutes. These suggested time frames lead to the conclusion that the teachers will not be able to teach half of the content of the textbook, let alone address the workbook, the quizzes, the tests, or any other issue that could occur in an instable setting. Although these three sessions were in place before 2011, the teachers were able to keep up due to the reasonable number of students in their classes, students had similar levels of language proficiency to a certain extent, and there were less interruptions in attendance throughout the school year. After 2011, the classes doubled in student numbers; three 45-minute sessions became insufficient for the curriculum; the language proficiency gap among students became larger due the financial burdens on families who were no longer able to register their children at language centers or hire tutors; and there were many interruptions due to terrorist attacks and military battles that resulted in frequent school closures ranging from one day to several weeks.

It became more of a burden for the teachers to keep up with the national lesson plan. Syrian EFL teachers were not able to apply communicative strategies, which focus on oral skills listening and speaking, in their classrooms because they were required to finish pre-determined sections of the textbooks each semester as specified by the national lesson plan. More than 80 % of the teachers agreed that the books are too dense, and the content of the textbooks are above student levels to be taught during the regular school year due to the inadequate number of weekly

sessions, three forty-five-minute sessions a week are not sufficient. Moreover, 90% agreed that the design of the exercises is not adequate for the current classroom conditions nor does the structure of the EFL textbooks address students with different levels of language mastery according to 86% of teachers (Fareh, 2010; Tryzna & Al Sharoufi, 2017).

Issues that EFL Teachers have Regarding EFL Teaching Methodology during the Military Conflict

In regard to methodologies adopted by teachers in their classroom, the in-service development programs appear to have very little impact on those who have attended four, five or six and more training programs (see Table 52, p. 186). This could be due to the teachers' own convictions that they are more capable of dealing with methodology problems or due to the repetitive content of the programs. Therefore, they pay little attention to them.

The participants highlighted the application of traditional approaches to teaching EFL in Syrian classrooms because they emphasized teaching grammar, using Arabic to correct and explain mistakes and using similar approaches for different student levels (Al-Issa, 2019; Orafi & Borg, 2009; Fareh, 2010). The shift to a student-based classroom did not occur. The teaching methodologies applied by the EFL teachers underlined the role of the teacher as the source of information with full control and authority over the classroom (Al-Issa, 2019; Al-Issa, 2010; Fareh, 2010).

In the teacher journals, both Ms. May and Ms. April mentioned that one of the in-service development programs focused on the theme of active learning that included lectures on how to use project-based learning, problem-based learning, cooperative learning, collaborative learning and flipped learning. However, this training program did not take into account the class setting.

The traditional classroom arrangement consisted of three vertical lines of back-to-back bulky desks that can seat up to three students each. There is not much space between the desks for maneuvering or relocating. In 2004, the Syrian Ministry of Education started building school complexes: several school buildings in the same area, for example, in my city four school complexes were built. The aim was to have only one daily shift in each school. This also helped in decreasing the number of students in classrooms. Unfortunately, after 2011, they had to go back to two daily shifts: the morning shift is from 7:30 AM to 11:45 AM; the afternoon shift is from 12 PM to 4:15 PM. Before 2011, the number of schools that had two shifts were scarce, but this increased dramatically after 2011. This was due to the increase of the number of students who had escaped with their families and areas that were controlled by terrorist groups or that came under foreign occupation.

In order for such learning methodologies to be applied the classrooms need appropriate conditions to facilitate the implementation of such strategies. Similarly, the research in other countries echoes what Syrian EFL teachers have pointed out that many EFL teachers believed that their instructional needs were not met; most suggested activities were irrelevant; the training methods were inefficient and demotivating with no provision for feedback; and the development programs lacked active participation; there was no systematic in-service training model (Altan, 2016; Altun et al., 2007; Bayrakcı, 2009; Çalgan, 2008; Çimen et al., 2010; Koç, 2016; Gountoura, 2002; Önen et al, 2009; Personn, & Yigitoglu, 2015; Saiti & Saitis, 2006; Tekin & Yaman, 2008).

Moreover, as discussed earlier, large class size, the lack or teaching aids, and exam-oriented students solidified the teachers' resort to traditional approaches in their teaching (Fareh, 2010; Aloreibi, & Carey, 2017; Bianchi, & Razeq, 2017; Hos & Cinarbas, 2017; Tryzna & Al

Sharoufi, 2017). Based on the reviewed samples of the exam questions (see Figure 24), it becomes apparent that there is discrepancy between what students are examined on and what the main objectives of the multi-skill student-centered curriculum are as described by its authors. This discrepancy led the teachers to criticize both the teaching methodologies provided in their in-service development programs and the traditional repetitive examinations. These examinations focus on testing students' knowledge of grammatical structures and language forms; very little attention is given to assessing students' oral skills. This measurement is usually in the form of writing statements whether questions or answers to certain prompts. Hence, the EFL teachers' disregard certain methodologies provided in their in-service development programs and resort to teaching the content of the curriculum in ways that prepares students for their examinations. As mentioned previously, Ms. May asserted that her teaching methodology is straight forward. Her approach fits the Grammar- translation method which simplifies grammar forms for students and increases students' confidence to answer more accurately (Aqel, 2013). However, these approaches do not ensure student success, nor do they guarantee achieving desired outcome of students mastering English (Al-Issa, Al-Bulushi, & Al-Zadjali, 2017; Alibakhshi & Dehvari, 2015; Ali, 2018; Al-Wreikat, Abdullah & Kabilan, 2011; and Ramahi, 2015).

Issues that EFL Teachers have Regarding Teaching Resources and Aids during the Military Conflict

Not only did teachers resort to traditional methodology in teaching but they also did not find any advantages in using teaching aids offered in the in-service development programs. They are less important for the participants who attended 2, 3, 4, 5, or 6 and more training programs due to the fact that teaching aids are so rare in Syrian schools especially during the military conflict (see Table 55, p. 189).

The participants' frustration towards the lack of teaching aids and resources in their classrooms, in turn, reinforces the application of traditional approaches to teaching EFL in Syrian classrooms; teaching oral skills or applying project-based learning require audiovisual aids in addition to technology, such as, computers and the internet. Ironically, some received training on using smartboards although the educational administration, the trainers and the trainees acknowledge that such technological aids are not available in most schools. Moreover, the EFL teachers confirmed that due to the large class size, the dense curriculum, and the few English language weekly sessions, there would be insufficient time for the use of these technological applications and teaching aids even if they were available.

Both Ms. May and Ms. April indicated the lack of teaching aids and resources in their classrooms. Ms. May had pointed out that there was an attempt in 2010 to equip teachers with laptops. The Syrian Ministry of Education introduced the laptop loan; it offered the teachers loans with no interest to purchase laptops. This initiative stopped in 2012 after the eruption of the military conflict; it became more difficult to purchase a laptop after 2011 due to the inflation in the economy; for example, a laptop that cost 25,000 Syrian Pounds in 2010 now costs 500,000 Syrian Pounds. Moreover, it was apparent that due to the current environment of the classroom setting whether the resources were available or not, it would still be difficult to simultaneously accommodate all the students and address multi-skills. Ms. April confirmed that, for instance, one of the training programs emphasized teaching oral skills; she wrote "they told us how important it was to have students listen, watch and interact through pair and group work." Then she asked, how was she supposed to provide students with audio-visual activities if there was no electricity due to the power outages that could last between 2-4 hours depending on the severity of the terrorist attacks on power plants? The issue of electricity outages was also present in the

teachers' answers in the open-ended question. Power outages were scarce before the 2011 mainly occurring during severe storms. She continued to elaborate that her classes were not even equipped with audio-visual equipment; the lack of audio-visual aids in class was noted by more than 90% of the survey participants. Ms. April hypothesized that, for example, if she were to have audio-visual equipment, "having 45 students listen to or watch something is the easy part, how can I offer comprehensive practice and provide equal time for all students especially that the students have never been exposed to such types of instruction? That is the impossible part." The period was too short, it was only 45 minutes. She complained that 45 minutes three times a week was not sufficient to have student practice four skills present in the textbook. More than 90% of the surveyed teachers agreed that the number of sessions for EFL is not sufficient to finish the book.

It is important to point out that the curriculum itself does require teaching aids especially audio-visual ones. The textbooks include dialogues and listening activities. Moreover, some of the teaching methodologies in the in-service development programs require the presence of teaching aids and technology, such as the ones that focus on active learning that included project-based learning, problem-based learning, cooperative learning, collaborative learning and flipped learning. In addition to that, most schools lack properly equipped libraries that can provide both teachers and students with supportive material for teaching and learning. Unfortunately, this was aggravated by the conflict as many of the publishing houses were attacked and burnt down. The books that are present in the library are the school textbooks that are handed out to students at the beginning of the school year. There were no encyclopedias or books that can be used for research. Providing the schools with supportive learning resources would assist in implementing a student-centered classroom that motivates students to actively learn English rather than being

mere passive recipients and would offer teachers more resources to create multiple sources of

language input.

Part Three

Assisting Teachers to Enhance their Professional Development during Times of Military

Conflict in Syria

This part focuses on answering the second research question: What are the ways that

teachers can be assisted to enhance their in-service professional development in a country

experiencing a military conflict?

Syrian EFL teachers at the end of the survey were requested to add their own opinions in

regard to in service development programs during times of military conflict; to be more specific

they were asked "in what other ways (besides those mentioned above) do you feel challenged in

teaching English to your students, and how might professional development programs help you

meet those challenges?" After generating a list based on the surveyed teachers' responses to this

question, a group of ten Syrian EFL teachers, who responded to the announcement on the social

media pages, were asked to arrange the 35 words and phrases into groups and provide titles for

those categories. Based on the concept analysis, five categories emerged. These categories

represented many EFL Syrian teachers' opinions based on the number of participants who

offered answers to the open-ended question of the survey. Similar to EFL teachers' negative

reaction revealed by the survey, these statements represented Syrian EFL teachers' negative

attitude that underscore problems with EFL in-service development programs and EFL teaching

in Syrian classrooms during times of military conflict. This identification uncovers areas that

need to be addressed to create a better education environment for both teachers and students.

The Five Clusters

The five clusters that emerged from the concept mapping are:

Issues related to teaching: The most frequently mentioned concerns were no visual aids in the classroom (N=16) and not enough practice in English (N=15). Both concerns were aggravated by the military conflict. In regard to the absence of visual aids, this was due to the under-investment in education that occurs during times of military conflicts (Davies &Talbot, 2008) which was discussed in part one of this chapter. Both Ms. May and Ms. April mentioned in their journals that the smartboard was introduced, in one of their in-service development programs they attended, as a learning aid that facilitates visual learning. However, the Ministry of Education never equipped their classes with it due to the lack of financial resources to purchase them for every classroom in the country in addition to the frequent electricity blackouts during school hours and unavailability of the internet in the classrooms. As for the second concern regarding the issue that students do not practice English sufficiently during the lesson, this is directly related to the increase of the number of students in the classroom and the dense English language curriculum. Ms. May and Ms. April stressed this concern in their journals. They mentioned that their classes might have up to 60 students in each classroom while before 2011, the number barely exceeded 30. Moreover, the curriculum they were teaching consisted of three books. They only had 3 to 4 weekly sessions for 10th and 11th grades, and 4 to 5 weekly sessions for 12th grade. These sessions were 45 minutes in duration. Neither the number of sessions nor the length of classroom instruction offers a chance for these large numbers of students to receive sufficient practice using English.

Issues related to students: The most frequently mentioned concerns were students lack motivation (N=10) and Students focus on grades more (N=7). The first concern was a direct result of the military conflict. Before 2011, students were learning English not only as a school subject, but also as a way to communicate with tourists, as a means of continuing their study abroad, or for increasing their chances in future occupations especially in the oil-rich Arab gulf countries. After the beginning of the crisis in 2011, the English speaking countries, such as, USA, Canada, Australia and the UK, closed their doors to Syrian immigrants, killed the interest in English or made it look useless and fruitless due to the Western coercive sanctions on Syria that prevented foreign tourists from visiting Syria; thus, reducing interest in learning English to merely being a school subject. Ms. May and Ms. April stressed these two concerns in their journals. Students were not motivated to learn the language but rather were focusing on receiving a high grade on this school subject. If the information is related to the exam, the students paid attention to it. The reason for this, in addition to the one mentioned previously, is because the Ministry of Higher Education usually allocates the important majors, such as medicine, pharmacy, dentistry, architecture, and engineering to the students with the highest A-level grades, whereas the English major is left for the students with lowest A-level grades.

Teachers' perspectives on training and classroom issues: The most frequently mentioned concerns in this category were lack of good training programs (N=15), teacher training program is too theoretical (N=15) and large number of students in the classroom (N=14). The first two concerns are closely related and are aggravated by the military conflict. The training programs as highlighted in the responses to the survey did not involve teachers in the planning and were not even required to provide feedback after they were over. The programs did not address the issues that EFL teachers were facing in their current classroom environment,

such as overcrowded classroom, dense curriculum, insufficient lesson time and lack of teaching aids and resources. As for the second concern, these programs were viewed as impractical because some of them focused on imported techniques that cannot be applied in the current Syrian classroom, such as project-based learning and the flipped learning. Moreover, Ms. May and Ms. April stressed that their training programs were mostly presented lecture style with no authentic practice. They also stressed the third concern of having nearly 60 students in each class. This was a direct result of the conflict. Classrooms doubled in size because of the destruction of schools and families fleeing the towns and areas that have become battle grounds to safer areas controlled by the Syrian government.

Issues related to teachers: The most frequently mentioned concerns in this category were the need to use different teaching strategies (N=6) and lack of training for students with disrupted learning (N=6). The first concern highlights the awareness of the teachers regarding the necessity to adopt different techniques when teaching English and asserts the lack of these different approaches in their current teaching methodologies. This echoes section nine of the survey and Ms. April's comments in her journal. Teachers find it difficult to depart from the traditional approaches of teaching English and mostly focusing on literacy skills of reading and writing more than speaking and listening. This is due to the dense curriculum, insufficient classroom time combined with large number of students in the classroom resulting from the military conflict.

The second concern is very important. It confirms what the participants in the survey strongly agreed on that the in-service development programs they attended did not provide guidelines on how to address issues related to students with interrupted education due to the military conflict. Both Ms. May and Ms. April stress this issue in their journals. They pointed out

that none of the development programs they had attended incorporated this topic as part of the training. It was left up to the teachers' judgement on what to do when there were students with interrupted education present in their classrooms. When they inquired about this concern, the only advice they were provided with was not to pressure the students to participate and not to penalize them for incorrect answers or for not doing their homework.

Job-related issues: The most frequently job mentioned concerns were no sufficient promotions (N=4) and low teacher income (N=4). Both of these concerns were a direct result of the military conflict and the unilateral coercive Western sanctions on Syria. After 2012, there was a decrease in government spending. This affected the education sector, too. The government employees received a couple of raises since the 2012 including teachers. In addition to that, teachers have a salary increase every two years as their promotion. However, salary and lack of salary promotions are considered insufficient due to the inflation of the Syrian economy, devaluation of the Syrian currency and increase in prices of everyday needs, such as food, medicine, clothing, transportation, and housing. To clarify this point better: before 2012 the currency exchange for one US dollar used to be 45 Syrian pounds. Currently, each US dollar equals 1,262 Syrian pounds. This means that a teacher's salary in 2011 was at least 400 US dollars but now a typical teacher's salary is equal to 50 US dollars. Before being devastated by the military conflict and constrained by the Western sanctions, the teacher's salary used to cover all the expenses, such as rent, car loan, and daily expenses. Currently, it is barely sufficient for the rent of an apartment.

Most of these concerns in the five clusters that emerged from the concept mapping were raised in the journals of Ms. May and Ms. April as well. The analysis of both the five clusters and the teachers' journals point to the failure of the design of the in-service development

programs based on a top-down approach during times of military conflict. Although there might be a comprehensive perspective behind the mentality of what is being presented from the viewpoint of the Ministry of Education, the components lack the attention to the current practical needs of the Syrian EFL teachers due to the aggravated consequences or the newly emerged ones previously discussed in relation to the military conflict. The macro-aspect of these programs fails to address the specificities of different EFL teachers in different classrooms; the design appears to view the EFL teachers and their students as homogeneous. The macro approach, thus, puts forth a one-size fits all agenda, which actually fits hardly anyone, disregarding the impact of the military conflict on the teachers, the students, and the classroom environment as cited in parts one and two. The analysis of the survey findings, the clusters of the concept mapping and the teachers' journals in the previous chapter underline that the designers of these programs tend to overlook the fact that public education as a system is in constant interaction with individuals in different environments, including teachers or students who were forced to relocate from different dangerous environments and others who have always been in safe areas. The approaches to engage the EFL teachers and their students do not seem to be effective. Therefore, one can infer from the five clusters and the teachers' journals, that these participants need a different approach during this ongoing military conflict. The design should be structured upon the micro attributes and analysis of the specific EFL teachers' needs in the context of their actual classroom environment. For that, many researchers have emphasized the necessity of offering teachers development programs that can actually be applied in their classrooms and not merely be applications of skills and methodology offered theoretically in some teacher training programs (Craft, 2002; Guskey, 2000).

Although Ms. May and Ms. April have different years of experience (18 and 9 respectively) and have attended a different number of in-service development programs (6 and 3 respectively), there was no distinctive variation in their teaching methodologies or classroom practices since the beginning of the military conflict. They followed similar steps in the delivery of the content of the textbooks. Based on their description of their daily routines, similar steps were applied in terms of classroom management due to the large number of students present in their classrooms which was a direct consequence of the relocation of students and their families from dangerous conflict areas to safer ones. They depended on the traditional methods of direct deductive grammar instruction and translation, i.e., language forms and rules were presented, followed by examples and then students practiced these rules by providing similar examples. The students' participation was limited to choral repetition, memorization, answering teacher-directed questions, identifying grammatical structures, and knowing the meaning of new vocabulary, i.e., the activities were all governed by the textbook and the teachers' initiation of questions and answers that reduced students to passive learners. There was no practical teacher-student engagement nor any authentic student-student initiated interaction which as discussed earlier in the chapter was attributed to large number of students, short sessions, and insufficient number of English lessons per week. Neither teacher mentioned any enrichment activities related to active learning that aimed at offering students a chance to develop higher-order thinking skills that incorporated analyzing texts or applying learned language to their own scenarios, for example.

Moreover, the questions asked by the teachers were mostly directly related to the texts checking for students' comprehension. This echoes what was reflected in the survey and concept mapping clusters that the teachers mainly focus on basic reading and writing skills. This reveals

both teachers' tendency to maintain more traditional patterns of classroom practices deemed as being suitable for these current overcrowded classrooms which is one of the direct results of the military conflict as mentioned earlier. Although the Syrian curriculum was described by its British designers as multiskilled and supportive of pair and group work, there was no evidence of collaborative forms of learning being used in the lessons, despite the fact that such approaches were mentioned by both teachers as being part of one of their in-service development programs that addressed active leaning.

The teachers' journals revealed that their teaching was mostly exam-oriented and heavily dependent on their authoritarian and test-preparing practices. Even though both teachers in their journals indicated their understanding of the pedagogical knowledge required to implement interactive teaching practices, as did most of the participants in the survey, their classroom practices did not match the active learning practices they were advised to use in their classrooms during their in-service development programs. This underlines a gap that exists between the in-service development programs designed by the Syrian Ministry of Education and the reality of the classroom environment during the times of military conflict. The school examinations become a source of anxiety and pressure for teachers and students because their success is often weighed on the level of final grades. The teachers' journals, the results of concept mapping and answers to the survey's closed questions all emphasized teachers' focus on exam-oriented approaches as not only being important to their reputation as teachers whose students pass their exams with high grades but also to their students' and the parents' focus on high grades. Therefore, much expectation is held in regard to students achieving good or high grades at the end of each school year. As explained in chapter two on the Syrian education system, the Ministry of Higher Education usually allocates the important majors to the students with the

highest A-level grades, i.e.,   students can apply to departments at the universities based on their

final grades in the high-school national exam administered at the end of the twelfth grade. If

teachers fail to deliver on this, students and their parents would consider them incompetent

teachers. This results in EFL teachers focusing on teaching and prioritizing the literacy content

of the textbooks and disregarding the learning of oral language skills from one grade to another.

This aspect was aggravated by the conflict as the overcrowded classrooms and insufficient lesson

time placed more burden on the Syrian EFL teachers.

Moreover, the guidance of the trainers during the training sessions, who were mostly the

EFL supervisors, according to the teachers' journals was not satisfactory. These supervisors

failed in providing the teachers with clear guidance on how to manage EFL instruction in the

conflict-enforced overcrowded classroom setting. This was linked to the shortness of the

program, the one-size fits all approach, the top-down approach or the trainer's lack of English

proficiency. It was evident from Ms. May's and Ms. April's journals that they could have

benefited more from their in-service training if they had been asked to participate actively in

the training sessions rather than listening to a lecture or observing a prearranged

roleplay. In addition to that, the trainers did not request the participants to critically evaluate

what was presented.

As a result, based on the survey, the clusters of the concept mapping and Ms. April's and

Ms. May's journals, it is inferred that the in-service development programs during times of

military conflict have been viewed positively only by the Syrian EFL teachers with little or no

prior training. Teachers with extensive teaching experience, who have attended three, four, five,

six and more programs, found the training to be less influential and perceived it more negatively.

The designers of these programs do not recognize that many of their teachers are already

burdened with full schedules and that not all teachers have the same priorities that can affect

their enthusiasm to commit to professional development programs. These EFL teachers criticized

the programs they attended as being repetitive, short, and not properly designed for their

classrooms. Both Ms. April and Ms. May would like to see the trainers actually provide a

modeled lesson in a real classroom environment with actual students and not teacher trainees;

this would place the same constraints that teachers face, such as, large number of students,

students with mixed English proficiencies, short class sessions, and coercive interruptions, such

as, the sound of jetfighters and close or distant explosions.

Conclusion

The similar views presented by the participants in this research based on their

experiences, through the survey, concept mapping and journal logs identified gaps and

limitations in Syrian EFL teacher in-service development programs during the military conflict.

In addition to identifying the need to decrease number of students in class and increase the

number of English language sessions or extending the duration of each session, these finding can

guide the Ministry of Education in Syria in designing practical EFL development training

programs that take into account the challenges teachers face as a result of the military conflict.

They can do so using the concept map generated and categorized by teachers themselves that

groups issues with EFL training and teaching during the military conflict. In addition to that, this

is the first time that the issues, regarding EFL in-service training programs during the military

conflict period have been statistically identified and explored based on EFL teachers' classroom

experiences and their evaluation of the training sessions they have attended.

The discussion revealed that the designers of the Syrian EFL in-service development

programs during the military conflict overlooked the fact that public education as a system is in

permanent interaction with various heterogeneous individuals in different environments. The

approaches to engage the EFL teachers and their students did not seem to be effective. Desimone

et al. (2002) indicate that for change in teaching to occur, teachers need to experience

"consistent, high-quality professional development. But we find that most teachers do not

experience such activities" (p. 105). Therefore, one can infer the need for a design structured

upon the micro attributes and analysis of the specific EFL teachers' needs in the context of their

actual classroom environment. This can occur by involving the teachers in what needs to be

included in the programs. These concerns are addressed in the next chapter.

Chapter 8

Summary, Implications, Limitations and Future Research

This chapter discusses the implications of the current study, and what can be recommended and suggested for continuing research in regard to English as a Foreign Language in-service professional development programs in Syria. It begins by providing a brief summary of the stages of the study. Then, it provides implications regarding teacher education and the implementation of EFL in-service teacher professional development based on the findings of the study. It then presents limitations of the study and suggestions for further research.

Summary

The study set out to explore the following research questions:

1- What impact do English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how does this perceived impact relate to the country's current military conflict?

2- What are the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict?

The purpose of this dissertation was to research how English language teachers' in-service professional development in Syria has been affected during times of military conflict: to examine what impact English language teachers in Syria perceive the professional development programs they are required to attend have on their teaching and the learning environments they provide for their students, and how this perceived impact relates to the country's current military conflict; and to explore the ways that teachers can be assisted to enhance their in-service professional development in a country experiencing a military conflict. Thus, by probing these

issues, this study provides the foundation for the initiation of pedagogical change based on a systematic approach towards in-service teacher training programs, exploring the training needs of teachers in light of the current military conflict, and on the EFL teachers own perspectives on both these programs and their in-class practices. The importance of this research grows from the scarcity of empirical data on the EFL Syrian teachers' previous or current practices in their classrooms and in regard to the in-service training they have received.

After outlining the importance of this study and its research questions in the introductory chapter, I provided a detailed description of the Syrian educational system with a special focus on teaching English before and after the breakout of the military conflict and war on terrorism in 2011. Next, the literature review provided comprehensive details on the impact of military conflicts and violence on education by triangulating theoretical and empirical academic publications, policy documents, case studies, reports, and evaluations that deal with the subject of military conflicts and their consequences on education. The logic for this triangulation was to assure the validity of this research that explores literature with different types and methods of data collection. In addition to that, the analysis of a broad range of articles aimed at highlighting the devastating impact of violence against education and educators. In other words, the chapter synthesized knowledge about education in countries with military conflicts. It focused on exploring the empirical and professional literature to reveal what is known about education during times of military conflict. The intention was to examine how these programs have been studied.

The literature review also discussed best practices in teacher development programs of in-service EFL teachers in general and then in Middle Eastern countries with a focus on Arab countries. In-service training programs are crucial for teacher development. They offer teachers

ongoing support. However, the preparation and implementation of these programs in Middle Eastern countries, especially Arab countries, appear to have little impact and value. Arab EFL teachers' perspectives were negative in regard to attending these programs and their anticipated outcomes. Best practices in the professional preparation of in-service training of teachers of English as a foreign language were identified in the chapter three. In addition to that, it attempted to find the literature, if any, that addressed the preparation or training of EFL teachers in Syria.

The research design and methodology for data collection was presented in the fourth chapter as previously explained, in regard to the impact of military conflicts and violence on education in Syria. In order to comprehensively address the complexity of the research questions, a mixed method research design using both quantitative and qualitative methods was applied. This allowed for triangulation of data, in order to achieve greater validity and reliability in the study. The methods were designed to be closely related to each other to ensure a fully integrated research design. The questions were investigated through a mixed method approach using a structured survey as well as teachers' journal-logs. Teachers were asked to keep a journal to take notes of classroom practices and what facilitated their teaching of the subject and which of the teaching approaches worked or did not have impact on the students' language skills. Moreover, I used concept mapping of responses to the open-ended question in the survey to avoid researcher bias and to let a group of Syrian teachers develop and label clusters of the participants' responses on the survey. The data analysis in chapter five combined the application of both descriptive and statistical analysis. To present a comprehensive meaningful description of the survey data, descriptive statistics were applied, first. Charts and summary data tables organized the data in a visual way; they were followed by descriptions and explanations of what the charts and tables were showing. The aim was to present the results of the whole survey from section one through

section fourteen. However, there was no attempt to draw conclusions about the population. Therefore, in this second part of the analysis, in regard to the first research question, inferential statistics were applied to sections six through fourteen based on the variable of the number of EFL in-service professional development programs attend since the beginning of the military conflict in Syria in 2011. This application facilitated drawing conclusions about the population based on the sample of participants who took part in the survey on EFL Syrian teachers. It consisted of comparing means, one-way ANOVA and Fisher's Least Significant Difference (LSD) t-test. After that there was an analysis of the findings of clusters that originated from the concept mapping and teachers' journals.

Chapter six analyzed the concept mapping and teachers' journals. It consisted of two parts. The first part analyzed the open-ended question of the survey. It presented the findings through concept mapping. The second part discussed the journal logs of Ms. May and Ms. April. They are two Syrian EFL teachers who sent in their journal logs of their classroom practices in response to the invitation proposed at the end of the survey.

Chapter seven focused on the discussions of the findings. It was divided into three main parts in line with the research questions. The first part presented the Syrian education system during times of military conflict in the context of the literature review. The second part discussed the first research question and the third one discussed the second research question

Implications and recommendations of this study for practice

Highlighting the direct and indirect impacts of the military conflict when designing in-service development programs during times of military conflict

The study revealed that Syrian EFL teachers were not trained to recognize or deal with classroom issues related to the military conflict since its outbreak in 2011. The impacts that a

military conflict can have on both students and teachers should be taken into consideration when designing in-service training programs for teachers in conflict areas or maybe for those in a country just coming out of conflict. If they are not taken into consideration, then there will be gaps in the teachers' abilities to deal with issues that might occur in the classroom, such as overcrowded classrooms, interrupted learning, wide disparities in students' learning, lack of motivation, tension, anger outbreaks, anxiety, withdrawal from participation or students being absentminded. In other words, teachers should not only be trained in the general pedagogies of teaching in their area of specialization, but also their need for training on becoming cultural workers. The teachers should be able to produce classroom cultures that transform prevailing inequalities and injustices (Kozleski & Handy, 2017) that the students have experienced due to the conflict. The professional development programs should expand learning and help teachers respond to the cultural dynamics that mediate learning and social relationships in their classrooms, i.e., teachers have to be trained to deal with the real-world effects of the conflict on their students and their classrooms.

Since 2011, the upbringing, background and environments of many Syrian children has either partially changed or has been completely altered due to the military conflict. Before 2011 classrooms consisted of students living in the same neighborhoods and villages because there were schools in most neighborhoods in the cities and villages. This changed in the areas that witnessed heavy fighting or were controlled by the extremist terrorist groups. This resulted in many families relocating to safer areas and their children being re-enrolled in new schools. The Syrian classroom became a mixture of students from different Syrian regions and cities. These students bring with them different socioeconomic statuses, hardships, fears, traditions, beliefs, and ways of life. The teachers themselves could be new to the classroom due to relocating. This

unique blend should be taken in consideration when teaching. Rather than adopting traditional methods of teaching that were highlighted in the survey responses and the teachers' journals where the teacher is the source of knowledge and the student is merely a passive recipient whose role is reduced to memorizing information, it becomes crucial that these students' experiences, cultures, and backgrounds are engaged. For example, instead of reading the story in the textbook, teachers can encourage students to share the children stories they grew up listening to; students who live near border areas might have different stories than those who do not; those who live in coastal cities where it never snows might have stories that are different from those who live in the inland areas where it snows. Another example, rather than asking students to compose passages about specific topics in the textbook, they can ask the students to write about something that is unique about the area they lived in, thus, the students become experts and the source of knowledge. This could boost their self-confidence, create more classroom exchange and understanding among the students, promote an inclusive environment for the new students and engages students in real life experiences. However, in order for the teachers to be able to become cultural workers, they need to reach out to the students and their families. Unfortunately, many Syrian EFL teachers do not know much about their students other than the information in their records; a reason for that is due to the teachers' overburdened responsibilities, grading, overcrowded classrooms, short class sessions, dense curriculum, and strict national syllabi. When the EFL teachers have appropriate knowledge of their students, they would be able to design activities that can activate the prior knowledge and experiences of their students in a manner that fits the lesson. By doing so, it will encourage the students to speak and participate, i.e., find their own voice by emphasizing the importance of their background, traditions, or region they come from. Moreover, teachers as cultural workers would be able to recognize and

respond to the impacts of trauma and stress on students as a result of the ongoing military conflict and its direct impact on their lives that can affect their learning and behavior. Not only would teachers as cultural workers show empathy to their students but also advocate empathy among the classroom community. By assisting these students to open-up, confide, share and communicate their experiences through the medium of English provides support to these students to release the stress, start the healing process and build a positive classroom culture.

Creating positive outcomes for the education system

This study has confirmed that several factors can create a positive outcome for the education system, the EFL teachers and the students who have witnessed an ongoing conflict since 2011. These elements, during these times of strife and uncertainty, must be reflected in the in-service development programs for them to be successful for the improvement of teachers' knowledge of pedagogy, content, and students on the one hand and for their students to enhance their learning and achievement on the other hand. They are: focusing on content and collaborative interaction between teachers, encouraging self-inquiry into their own teaching practices and transforming schools into integrated learning environments for the teachers (Darling-Hammond et al., 2009; Desimone et al., 2002; Garet et al., 2001; Ingvarson et al., 2005; Yoon et al., 2007); consequently, they become models of professional growth (Borko 2004; Darling-Hammond et al., 2009; Darling-Hammond, 2017; Guskey, 2003; Tooley & Connally, 2016).

Engaging Syrian EFL teachers

The study found that designers of in-service programs have attempted to introduce new teaching methodologies with total disregard to the ongoing military conflict and its impact on teachers and the classroom setting. The school might be situated in an area where there is

sporadic fighting or where explosions are continuously heard. As for the classroom setting, the classroom is overcrowded or could have a number of newly admitted students with interrupted education. Syrian administrators and designers of EFL in-service professional development programs need to realize that implementing new teaching methodologies or classroom practices, such as active learning approaches, based on a top-down approach is not the best scheme towards advocating educational change. The literature highlights that organizers of some professional development programs do not take into consideration the school environment or school population when they design the program (Tooley & Connally, 2016). Such a design excludes the EFL teachers who are the cornerstone for change to occur. This lack of recognition from the decision makers leads to a negative impact on the EFL teachers. As indicated in this study, excluding the experienced teachers, who have attended three, four, five, six or more development programs, from participating in the planning of training programs resulted in a great deal of negativity towards attending these programs. In order for the programs to be appealing for teachers, Syrian administrators and designers of EFL in-service professional development programs must adopt a different approach. The design should either favor a bottom-up approach or at least be structured on a blend of top-down and bottom-up approaches. There needs to be coordination between the EFL teachers and the program designers. Such a coordination can result in an authentic training environment based on the EFL teachers' actual needs; thus, teachers become truly engaged in the content and practices being provided in the training. The teachers' perspectives must be present and involved during all the stages of the in-service programs: the planning; the design, the implementation and finally in the evaluation of the program.

Duration and timing of in-service development programs

Another finding of this study is the impracticality of the in-service development programs due to their shortness and timing. Although the in-service development programs during times of military conflict have been viewed positively by the Syrian EFL teachers with little or no prior training, experienced teachers were dissatisfied with the little amount of training they received due to the lack of time. In Syria, the EFL in-service development programs, before and during the military conflict, were usually timed during spring break from Monday to Thursday or on the weekend on a Saturday, so teachers would have two or four consecutive Saturdays to attend from 9 in the morning to 2 in the afternoon. The teachers' journals and survey responses (90 %) confirm they were short in duration and inappropriate timing as most of them were assigned during the teachers' weekend or Spring break. Before the military conflict, the teachers did not face as many problems as they did during the conflict, such as overcrowded classrooms that diminished time for practice, students with interrupted education that led to different English proficiency levels, sudden explosions that would either create distraction or bring teaching to a stop, lack of teaching aids and resources that led teachers to use more Arabic to explain English and no electricity that prevented teachers from using their own laptops if they had any to facilitate instruction. The Syrian Ministry of Education should consider reviewing the in-service development program model adopted in countries that provide their teachers lengthy development programs. In countries, such as Singapore, Sweden and the Netherlands, the teachers have to participate in a 100-hour professional development program every year; these programs are supported by the governments to encourage teachers and assist them financially (Darling-Hammond et al., 2009, Darling-Hammond 2017).

Moreover, researchers who have studied teachers' professional development in other countries have stressed the importance of practice and the time spent in training. For example, if teachers want to improve their professional development, which reflects in students' achievements, they need, as Darling-Hammond et al., (2009) explain, to invest over a duration of six months to a year with at least 30 to 100 hours of training. Yoon et al. (2007) in their report on professional development in the USA, Canada, Australia and the UK confirm that the "studies that had greater than 14 hours of professional development showed a positive and significant effect on student achievement from professional development" with some programs offering 100 hours of professional development, while the studies "that involved the least amount of professional development (5–14 hours total) showed no statistically significant effects on student achievement" (p. 12).

Decentralization of in-service development programs

An important finding of the study was related to teachers' skepticism about centralized in-service development programs and grouping many EFL teachers in one location in the city. This places more burden on teachers who must commute from far areas, such as the villages, to attend them. These teachers who live in the countryside or on the outskirts of the city find difficulties regarding transportation especially during the weekends and after the official workday is over. The military conflict and the Western coercive sanctions on Syria have led to a shortage in fuel. Therefore, public transportation becomes scarce during the weekend and the evenings because drivers have to spend a whole day or two at the gasoline stations to fill up their vehicles; the lines of vehicles can extend up to two or three miles long. This scarcity in public transportation results in either teachers deciding not to attend these in-service development programs that are scheduled on the weekends or having to pay extra expenses on transportation

to attend. In addition to that, these types of programs view the EFL teachers and their students as homogeneous in levels of knowledge and proficiency as if the 9-year-old military conflict did not have any impact on them. It would be better if the supervisors focus on the EFL teachers within their school setting and provide schools with budgets that are allocated for their own development programs as is the case in certain countries where schools are provided with the financial support for their professional development programs. (Beauchampa et al., 2015; Dutto, 2014; Evans, 2011; McNamara & Murray, 2013; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003). By doing so, the in-service teacher education is related directly to classroom environment. This would incentivize more teachers to be involved in these training programs. This approach contributes to accommodating more practical teacher-based needs which can result in more practice at schools and more relevant learning (Beauchampa et al., 2015; Evans, 2011; Furlong, 2013; Furlong & Lawn, 2011; Furlong et al., 2000; McNamara & Murray, 2013). Consequently, teachers would have to map out and develop their own professional scheme to share with other teachers and supervisors, which in return, assists in teacher development (Dutto, 2014; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003).

The macro approach in Syrian in-service development programs, thus, reflects a one-size fits all agenda. These programs did not take into consideration the centralized lesson planning that is published at the beginning of every school year, the anxiety of being penalized by the supervisors for not maintaining the lesson plan, the lack of sufficient time and weekly sessions, the dense curriculum, the large number of students, students with mixed levels of proficiency, bulky desks difficult to rearrange to accommodate various pair or group work techniques, and the mismatch between the content of the examinations focusing on accuracy, reading and writing in comparison with the ostensible objective of a multi-skill curriculum.

Moreover, rather than designing centralized in-service development programs and grouping many EFL teachers in one location, according to the EFL teachers surveyed and Ms. May and Ms. April's journal logs, it would be better if the supervisors, throughout the conflict duration, target the EFL teachers within their school setting and take into account the actual constraints they have in their classrooms. For example, in both England and Italy schools are provided with the financial support to their own professional development programs (Beauchampa et al., 2015; Dutto, 2014; Evans, 2011; McNamara & Murray, 2013; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003). The aim is to relate in-service teacher education directly to the current classroom environment. This approach would assist in orienting training towards a more practical teacher-based needs which can result in more practice at schools and more relevant learning (Beauchampa et al., 2015; Evans, 2011; Furlong, 2013; Furlong & Lawn, 2011; Furlong et al., 2000; McNamara & Murray, 2013). Consequently, in the context of the military conflict this would lay the basis for teachers who are continuously learning and modifying their skills based on their own classroom environments and their students' needs. In a way, teachers would have to map out and develop their own professional scheme to share with other teachers and supervisors, which in return, assists in teacher competency (Dutto, 2014; Ostinelli, 2009; Selmo, & Orsenigo, 2014; Todeschini, 2003). A successful example of this is in Singapore. The Ministry of Education in Singapore has designed the Teacher Growth Model (TGM). It is "a professional development model aimed at encouraging and helping teachers to develop holistically in the twenty-first century, by engaging in continual learning, and taking ownership of their professional growth and personal well-being" (Choy & Chua, 2019, p.73). Based on this program, the design of professional programs is a combined effort between school principals and teachers. The teachers can take part in

planning what learning they need based on their skills and interests. The school principals

usually survey their teachers before the design of the programs to get a fuller and more accurate

perspective on their teachers'' needs and aspirations. (Lim, 2011; Ong Kelly et al., 2008; Steiner,

2010; Tripp, 2004).

Pedagogical training

Since 2005 all the newly appointed EFL teachers in Syria are graduates of English

Literature Departments. The study found that most of the EFL teachers who participated in the

survey and journals did not receive any pedagogical training during their study at the English

Literature Departments. Al-Issa (2019) points out that the Ministry of Education in 2018

"appointed more than 10,000 full time teachers with zero pedagogical training or teacher

education" (p. 5). Even those who attended the Postgraduate Certificate in Education program

(PGCE) were skeptical about the short duration of their practicums. These practicums were

impractical because they were structured on teaching methods and classroom settings appropriate

for Syrian classrooms prior to 2011. The EFL teachers could not apply what they were lectured

on, such as pair work and group work activities, engaging students in English conversations,

emphasizing listening skills, etc. The number of students was too large, the students did not have

the same level of language proficiency, the students were not interested in learning English and

wanted the student-teachers to use Arabic and merely focus on grammar, and there were no

teaching aids or resources in the classrooms. Moreover, according to Al-Issa (2019), the

language of instruction in most of the courses during the Postgraduate Certificate in Education

program (PGCE) is Arabic and only two are in English. In other words, the EFL teachers are not

receiving sufficient input and output in teaching English. Therefore, there needs to be a reform

not only to the in-service development programs as mentioned earlier, but also to the preservice

programs. One method to address this pedagogical gap would be for English Departments in Syrian Universities to offer courses on teacher education to the students throughout their four-year study. Another approach would be to offer students the opportunity to major in a specific specialization in their senior year. For example, those who prefer a career as translators can specialize in translation; those who intend to become teachers can specialize in EFL teaching, etc. All the courses during that senior year would address that specific specialization. However, due to lack of pedagogical training in the current English Literature major as a preservice preparation teaching program, in-service training is all the more important.

In-service development programs as an ongoing pedagogical and professional development

The Syrian EFL in-service development programs lacked systematic training that addresses issues of teaching English in the context of a military conflict. The components of the in-service development programs based on a top-down approach failed to address the practical needs of the teachers based on their classroom settings that have been discussed earlier in the chapter. Syrian teachers are not the only ones with such criticisms. The literature on professional development in other countries indicates that organizers of professional development programs often fail to take into consideration the current school environment or school population when they design their programs (Tooley & Connally, 2016). Hence, teachers return to their traditional classroom setting, in an environment overshadowed by a nine-year ongoing military conflict, to encounter the same barriers that existed before the training programs, whether these barriers were created or aggravated by the conflict, such as insufficient time to apply new skills, lack of teaching aids and necessary equipment (technology, books, material that can facilitate teaching the curriculum, etc.), excessive workload, overpopulated classrooms (Ayeni, 2011; Johnson &

Fargo, 2010; Tikly, 2011; Tooley & Connally, 2016). The macro-aspect of Syrian EFL in-service development programs does not take into account the specificities of different teachers whether personal or professional. On a personal level, some of these EFL teachers were forced to abandon their homes and relocate to safe places; some of these teachers have lost loved ones or have missing family members who may have been abducted by terrorist groups for ransom or execution; many videos of such atrocities were uploaded by the extremist terrorist militias to social media platforms or were aired on news channels. On a professional level, in-service development programs did not take into account what teaching aids the EFL teachers have available in their different classrooms; the designers of the in-service development programs appear to view the EFL teachers and their students as homogeneous.

In order for the pedagogical methods presented during in-service professional development to be more effective, they need to be offered over a sustained period of time. The survey participants, the results of the concept-mapping and the teachers' journals have highlighted the fact that the programs they attended were too short, repetitive, and theoretical. Therefore, the designers and policy makers at the Syrian Ministry of Education need to address this issue. The shorter these programs are, the more theoretical they become due to insufficient time to provide practice and drills for the teachers, thus, rendering these programs inadequate and irrelevant for the teachers. If teachers want to improve their professional development, they need, as Darling-Hammond et al., (2009) explain, to invest over a duration of six months to a year with at least 30 to 100 hours of training. Therefore, the policy makers need to prolong these in-service programs and present them as an ongoing process rather than fragmented training sessions held at different times of the school year.

Limitations of the Study and Implications for Future Research

The first limitation is the lack of interviews with EFL supervisors which could have ensured the representation of key aspects of the educational process because the Syrian EFL supervisors have first-hand knowledge on how teacher training programs are structured, designed, and implemented. In March 2020, I attempted to contact the office of EFL supervisors in the Directorate of Education in Latakia, Syria and requested interviews but did not receive any response from them. This could have been either due to their unwillingness to take part in the research or to the International COVID-19 pandemic that resulted in a nation-wide closure of schools and other workplaces in Syria and then in the abrupt termination the school year in late April as a precautionary measure. The interviews are considered significant because they are dialogic, interactive, flexible, explorative, and informative (Brown and Dowling, 2009; Parsons, 1984; Robson, 2002). Interviews are: "a conversation with a purpose" (Berg, 2009, p. 101), 'an active encounter in which someone seeking information is supplied with it by another' (Radnor, 1994, p. 13), "a specific hierarchical and instrumental form of conversation" (Kvale, 2007, p, 485), "purposeful interaction in which one person obtains information from another" (Gay & Airasian, 2012, p. 386) and "another survey-based method of eliciting L2 data" (Mackey, 2007, p. 148). They can support the research with expert opinion (Bryman, 2008; Corbin and Strauss, 2008; Mackey, 2007; Mackey and Gass, 2005). This can be a study for future research. It is important to investigate how in-service development programs are drafted, designed, and executed from the perspective of Syrian EFL supervisors. They are considered experts in their fields and such a study would shed light on crucial phases of in-service professional development during times of military conflict.

The second limitation is the lack of classroom observation. For a variety of reasons, I was not able to return to Syria during the school year to observe teachers in their classrooms. Observation of classrooms has been a part of in-service teacher-evaluation, used as an effective tool for teachers' self-development, and can serve as a basis for preservice training programs. Such observations would have offered direct insight and firsthand experience to teachers' knowledge and selection processes of what goes into teaching at a certain time; and how this knowledge and selection is applied during real time classroom practice (Breen et al, 2001; Gatbonton, 1999; Golombek, 1998; Mullock, 2006; Vasey, 1996). Moreover, classroom observation can shed light on the classroom dynamics and interactions that take place as they unfold and assist in defining the instructional patterns. Thus, resulting in obtaining naturalistic data, in the sense that, the classroom interactions are not pre-arranged or orchestrated (Kennedy, 1999). In other words, it can assist in underscoring possible gaps that may exist between the theories of teaching and their application in the classroom (Breen et al, 2001; Gatbonton, 1999; Golombek, 1998; Mitchell et al., 2010; Mullock, 2006; Vasey, 1996). A study that suggests itself in this context of military conflict is to observe teachers in their classrooms before attending programs, during their attendance of their in-service development programs, and when they return to their classroom setting via longitudinal investigations that would provide a better comprehensive understanding of Syrian EFL teachers' practices. This could help determine which teaching methods are more effective for this particular context. This study could provide data for researchers to analyze what influences teachers to incorporate new teaching methods or not. In addition to that, it would help in designing in-service development programs in a military conflict time to fit the needs of the teachers and the students.

A third limitation is that the focus of this study is limited to the conduct of EFL teaching and EFL in-service professional development. A broader study of the experience of all Syrian teachers and their in-service professional development in the context of conflict might have allowed me to speculate on how the experience of EFL teachers might be similar or different than those of other teachers. This is a very important proposal for a future study. A comparative study between teachers of other school subjects and EFL teachers can assist in identifying strengths and weaknesses in regard to classroom instruction and teachers' general needs during times of military conflict.

A fourth limitation is the lack of information on what the in-service professional development provided to teachers was, and specifically teachers of English as a foreign language, prior to the commencement of the 2011 military conflict. It was reflected in their responses of the experienced surveyed teachers, but since the focus of questions was on the conflict period -- and there was no other research on Syrian professional development prior to the conflict -- I have only limited and indirect information on how professional development may have changed. Therefore, a future research would be to conduct a retrospective study based on interviews with both EFL supervisors and EFL teachers' experiences and knowledge of the in-service programs prior to 2011. After that, it would be essential to compare the data collected about the in-service development programs prior to 2011 with the data in this study that focuses on in-service development programs after 2011. This would assist in determining how the conflict may have changed such professional development programs.

A fifth limitation is the possibility that some of the teachers' assessments of professional development (positive or negative) may be attributable to their length of service as teachers, rather than to the number of professional development sessions they have or have not yet attended.

Conducting a study to distinguish between the two possibilities in future research would be important. In other words, investigating how experience and long years of teaching reflect on teachers' assessments of in-service development programs. Will the differences in teachers' responses vary in relation to number of in-service trainings attended or is this really about years of service?

A sixth limitation is that this study was not designed to take up policy makers who pursue policies that encourage student-centered and constructivist teaching. The question of what adjustments need to be made to avoid obstacles and amend existing policies, in a student-centered and constructivist teaching setting that the military conflict poses for teachers and students, points to an important area of future research. Therefore, it is essential to probe the current educational policies in Syria in order to identify the strengths and weaknesses of these policies that are usually reflected in the in-service development programs and classroom environment.

A seventh limitation is that this research does not address the disruption COVID-19 has had on Syrian education in general and EFL teaching in particular. I compiled the data for the research before COVID-19 became a pandemic. Therefore, a future research should investigate the impacts and constraints it has forced upon both the EFL teachers and their students' performance and achievements in a country that is already experiencing a military conflict and unilateral U.S. coercive sanctions. The study should highlight the types of burdens COVID-19 has resulted in for both teachers and students; the gap it has created in English language learning due to the abrupt termination of the second semester of the 2019/20 school year; and the trajectories of learning loss in the beginning of 2020/21 school year. The potential future

research should examine the implementations that were adopted and how practical they were in amending the English language learning loss during the school closures.

Nevertheless, despite these seven limitations, this research has added to both international literature on the theme of education in conflict areas in general, and to Syrian EFL teaching during times of military conflict in particular. The uniqueness of this research is due to the fact that it was completed while the military conflict was still ongoing unlike most studies that are retrospective and have taken place after conflicts were resolved. Another distinctive element of this research, methodologically speaking, is that up to this date, there has not been any empirical research that has examined Syrian in-service EFL development programs or their effectiveness from the EFL teachers' perspectives prior to or during the military conflict.

This study offered a crucial perspective of the EFL teachers who participated in this study via the survey, concept mapping and the journal logs. These perspectives revealed their classroom practices and the issues they faced in relation to the in-service training they have received during the times of military conflict. The mixed methods approach of the study has provided in-depth detailed insights into current in-service professional development programs and teachers' actual classroom practices. This sets the solid foundation for a systematic redesign of Syrian EFL in-service development programs in a manner that addresses both the teachers' needs and the students' language-learning needs while taking into consideration the class environment.

The military conflict in Syria has impacted the educational system in general and EFL instruction in particular. Before 2011, the Syrian education system had reached near universal primary education; in 2013 the number of students nearly decreased by half. Other issues related to the military conflict were manifested in interrupted education, destruction of infrastructure,

violence against teachers, decline in number of students and negative impact on the quality of education. These constraints negatively influenced the classroom setting and burdened the EFL teachers with extra work due to the large number of students in these classes, insufficient instruction time, and inadequate number of weekly English classes. This was apparent in the respondents' feedback in this study who focused nearly all their observations on their immediate challenges. These challenges were a result of how educational policy makers and designers of the EFL in-service development programs have managed or mis-managed their programs, and the ways they have failed to address the consequences of managing educational systems in the midst of a military conflict. The EFL teachers in this study did not spend much time discussing the conflict itself, even though they were invited and encouraged to elaborate on how the conflict has impacted the educational setting in both the open-ended question in the survey and the invitation to keep journals on their class instruction. The idea of conflict as background that constrains and affects everything to a certain extent is taken for granted by the EFL teachers who participated in this study. In other words, the conflict is a nine-year old fact that does not appear to have an end in sight; it has become part of their daily life. The immediate issues raised by the teachers appear to hold the educational policy makers and the designers of the in-service development programs responsible for their mismanagement of the educational setting within the context of military conflict. This underscores the necessity for education policy makers to listen to EFL teachers and involve them in identifying the challenges that in-service professional development must address. The focus must shift from attempting to enforce teaching methodologies developed elsewhere for different students, different classroom settings, and different (generally stable) teaching environments; such an approach reduces the teachers' role into passive recipients of pedagogical knowledge. There should be a dialogue between both EFL

teachers and designers of in-service development programs that takes into consideration the current teaching context in order to design approaches and methodologies that are developed specifically for this setting. Both education policy makers and designers of in-service development programs need to come to a realization that teaching methodologies and practices designed by foreign researchers tend to be general in comparison with the specific needs of Syrian EFL teachers or what they already practice and have conditioned to their classroom setting. If policy makers do still want to pursue policies that encourage student-centered and constructivist teaching, they must take into account the obstacles that military conflict poses for teachers and students and make reasonable adjustments for those obstacles. In short, if the education policy makers and the designers of the in-service development programs do not listen to teachers, teachers will simply resort to the teaching methodologies that have been working for them in the context of military conflict.

It is important to point out a couple of points that were surprising. The first one was positive and revealed how remarkable the Syrian EFL teachers were and their readiness to engage in the research through its various stages: the survey, the coding for the concept mapping and the journals. This asserts that they really would like to be involved and part of a study that is focusing on their daily educational setting and the issues they have had to cope with since 2011, i.e., they were being asked to voice their opinions, share their views, and offer their firsthand experience of the actual classroom setting amidst a military conflict. This by itself is of great value that those responsible for making the decisions at the Ministry of Education should take advantage of to discard the traditional approaches towards designing in-service development programs and initiate bottom-up approach based on the teachers themselves. In other words, the EFL teachers are ready to participate if they are given the opportunity to do so in providing

practical insight of the serious matters that overshadow their classroom settings. The teachers are willing, but the Ministry of Education is not.

However, the second point was negative. Due to the ongoing military conflict, their seemed to be an acceptance on the part of the EFL teachers of the current educational setting as if they were saying: this is the educational system in Syria, as EFL teachers we do not have a voice; those responsible for designing English language training and making decisions do not reach out to us; therefore, we need to accept the status-quo and conform. It is a painful realization to learn that the Syrian educational system used to export highly qualified English language teachers to other Arab countries, such as Kuwait, Saudi Arabia, Bahrain, UAE, Libya, the Sudan, and Yemen up until to 2011. Now we no longer see that. Those same countries are no longer seeking to recruit Syrian EFL teachers.

Unfortunately, conforming to the status-quo created a deeper rift in English language teaching. The data revealed a sense of passivity. The EFL teachers were resorting to traditional teaching methods, focusing on grammar rules, and applying exam-oriented instruction. Their approaches have become automated and monotonous. For example, rather than teaching the skills of writing in response to the writing exercises in the textbooks, the teachers compose the paragraphs, dictate them to their students and inform the students to memorize them because one of these written topics will be on the exam question sheet. This encouraged more students to become exam-oriented rather than focusing on learning. Where is the education in such an approach? When the conflict ends, as it surely will, students' lack of English language speaking and listening skills will make it more difficult for them to reengage with the world beyond Syria's borders.

It appears that the 9-year-old military conflict has severely impacted English language teaching not only due to the existing mentality of the designers of the professional development programs but also due to the prevailing passive and resigned nature of both EFL teachers and their students. Moreover, the constant updating of the curriculum has added to that. Teachers think the curriculum will become more suitable for the current educational setting, only to find out that the changes are superficial because they consist of merely replacing names of characters in dialogues, exchanging several reading texts with similar ones, redesigning the cover, and changing the titles of the textbooks in every update from English for Starters to English for Syria and, finally, to Passport to the World. The teachers want something done at the core, but the Ministry of Education offers cosmetics and cosmetics do not cure the core.

When I was analyzing the data, I was hoping to come across at least one aspect that revealed progress or that something had been done to improve a certain aspect of the educational setting. This was not reflected in the teachers' contributions and answers. This is a serious sign that should raise red flags, i.e., the education system in Syria is going in the wrong direction and so is English language teaching.

To conclude, the function of EFL in-service development programs during times of military conflict should assist the EFL teachers in the context of their classroom environments via more flexible and down to earth approaches. The purpose of this dissertation was to investigate the chronic problem of EFL teacher in-service development programs in Syria during times of military conflict. Teacher training is indeed a great paradox. Teachers are taught to have their students problem solve but they adopt spoon-feeding. They are trained to introduce the interactive communicative approach, but they stick to the outmoded behaviorism and grammar translation approaches. Instead of the dialogic, they adopt the didactic. Instead of de-

standardization, they over-standardize. Instead of customization, they de-individualize and generalize. Instead of the polyphonic and the heterogeneous, they stick to the monologic and the homogeneous. There is something wrong. All the paraphernalia of the EFL teaching situation in Syria during the times of military conflict need revision, re-definition, and re-designing.

Appendix A

IRB Exemption

SYRACUSE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
MEMORANDUM

TO: Joseph Shedd
DATE: June 6, 2018
SUBJECT: **Determination of Exemption from Regulations**
IRB #: 18-189
TITLE: *Survey of Syrian EFL Teachers in Regards to In-Service Training During Times of Military Conflict*

The above referenced application, submitted for consideration as exempt from federal regulations as defined in 45 C.F.R. 46, has been evaluated by the Institutional Review Board (IRB) for the following:

1.   determination that it falls within the one or more of the five exempt categories allowed by the organization;
2.   determination that the research meets the organization's ethical standards.

It has been determined by the IRB this protocol qualifies for exemption and has been assigned to categories **1** & **2**. This authorization will remain active for a period of five years from **June 6, 2018** until **June 5, 2023**.

CHANGES TO PROTOCOL: Proposed changes to this protocol during the period for which IRB authorization has already been given, cannot be initiated without additional IRB review. If there is a change in your research, you should notify the IRB immediately to determine whether your research protocol continues to qualify for exemption or if submission of an expedited or full board IRB protocol is required. Information about the University's human participants protection program can be found at: http://orip.syr.edu/human-research/human-research-irb.html Protocol changes are requested on an amendment application available on the IRB web site; please reference your IRB number and attach any documents that are being amended.

STUDY COMPLETION: Study completion is when all research activities are complete or when a study is closed to enrollment and only data analysis remains on data that have been de-identified. A Study Closure Form should be completed and submitted to the IRB for review (Study Closure Form).

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.

Tracy Cromp, M.S.W.
Director

DEPT: Teaching & Leadership, 150 Huntington Hall   **STUDENT:** Fadi Al-Issa

Appendix B

Recruitment Letter

Recruitment Letter

Date 5-22-2018

Dear Participant:

My name is Fadi Al-Issa and I am a PhD student at the School of Education, Syracuse University. For my final research study, I am examining In-service teacher training programs for EFL teachers during times of military conflict in Syria. Because you are a Syrian English language teacher, I am inviting you to participate in this research study by completing the attached survey.

Participation is strictly voluntary, and you may refuse to participate at any time without any penalty.

If you require additional information or have questions, please contact me at the email listed below.

Please, click on the link for further information and access to the consent form.

Sincerely,

Fadi Al-Issa

falissa@syr.edu

Instructor's Name: Professor Joseph B. Shedd

Instructor's e-mail address jbshedd@syr.edu

Appendix C

Arabic Posts on Social Media to Verify it was Reaching Syrian EFL Teachers

Translation of the two posts:

Dear Colleagues: This post is intended only for English language teachers and English language supervisors. Please respond with a period and the location of the governate you are in if possible. We would like to know the number of EFL teachers for research purposes. Thank you very much.

Dr Ahmad Al-Issa
23h · 🌐

ارجو من الزميلات والزملاء
الصديقات والاصدقاء على هذه الصفحة
الذين يدرسون اللغة الانكليزية
في المدارس - فقط الاساتذة
والزميلات الموجهات والزملاء الموجهين
ان يعلقوا ولو بنقطة
مع ذكر المحافظة ان امكن
نريد ان نعرف عدد الاصدقاء الاساتذة
لغاية بحثية علمية
مع جزيل الشكر سلفا لتعاونكم

👍❤️😗 2.4K   573 Comments

Ahmad Al-Issa
23h · 🌐

ارجو من الزميلات والزملاء
الصديقات والاصدقاء على هذه الصفحة
الذين يدرسون اللغة الانكليزية
في المدارس - فقط الاساتذة
والزميلات الموجهات والزملاء الموجهين
ان يعلقوا ولو بنقطة
مع ذكر المحافظة ان امكن
نريد ان نعرف عدد الاصدقاء الاساتذة
لغاية بحثية علمية
مع جزيل الشكر سلفا لتعاونكم

👍❤️😗 895   400 Comments 3 Shares

Appendix D
Recruitment Announcements Arabic Version on Social Media

Aram Language Center مركز آرام للغات
June 23, 2018 · 🌐

السادة المتابعين لصفحة مركز آرام للغات: نطلب منكم مشاركة الرابط الموجود في هذا المنشور مع اقرباؤكم واصدقاؤكم من مدرسي اللغة الانكليزية. هذا الرابط سوف يفتح لكم صفحة فيها استبيان . هذا الاستبيان مخصص لجمع آراء مدرسي اللغة الانكليزبة عن واقع تعليم اللغة الانكليزية ولاسيما في السنوات السبع الماضية من عمر الازمة. الهدف من هذا الاستبيان هو النهوض بالواقع التعليمي للغة الانكليزية. هذا الاستبيان مخصص للبحث الذي يقوم به أ. فادي العيسى لإتمام اطروحة الدكتوراه والتي تتمحورحول واقع تعليم اللغة الانكليزية في سوريا. الاستبيان باللغة الانكليزية وقائم على الاحتمالات المتعددة. ما عليكم الا اختيار الاحتمال الذي يعبّر ويعكس وجهة نظركم. ليس مطلوب منكم مشاركة اي معلومة شخصية. عند ظهور الصفحة الاولى، يُرجى اختيار الاحتمال الأول في نهاية الصفحة لكي يظهر لكم الاستبيان.

…https://syracuseuniversity.qualtrics.com/…/SV_0v1lRw1aUVsv6

SYRACUSEUNIVERSITY.QUALTRICS.COM
Online Survey Software | Qualtrics Survey Solutions
Qualtrics sophisticated online survey software solutions make creating online surveys easy. Learn more about Research Suite and get a free…

Dr Ahmad Al-Issa
June 25, 2018 · 🌐

هذا البوست مخصص للزميلات والزملاء
أساتذة اللغة الإنكليزية
وهو عبارة عن استبيان متعدد الخيارات
يتعلق بتدريس اللغة الإنكليزية في سورية
خلال السنوات السبعة الماضية
والاستبيان جزء من رسالة الدكتوراه
التي يعدها (ابني) فادي العيسى في جامعة سيراكيوز (أمريكا)
شكرا سلفا لتعاونكم ومشاركتكم
الرابط:

https://syracuseuniversity.qualtrics.com/.../SV…

Appendix E
Informed Consent

INFORMED CONSENT

My name is Fadi Al-Issa and I am a PhD student at the School of Education, Syracuse University. For my final project, I am interested in learning more about in-service teacher training programs for EFL teachers during times of military conflicts in Syria. Because you are a Syrian English language teacher, I am inviting you to participate in this research study by completing the survey.

The following questionnaire will require approximately 15 minutes to complete. In order to ensure that all information will remain confidential, please do not include your name or work place. Copies of the project will be provided to my Syracuse University instructor. There is no compensation for responding nor is there any significant risk. Participation is strictly voluntary and you may refuse to participate at any time without any penalty. Neither I nor anyone else will know whether you have chosen to participate.

Whenever one works with email or the internet; there is always the risk of compromising privacy, confidentiality, and/or anonymity. Your confidentiality will be maintained to the degree permitted by the technology being used. It is important for you to understand that no guarantees can be made regarding the interception of data sent via the internet by third parties.

You must be 18 years of age or older.

By clicking on the link, you confirm that you are 18 years of age or older and agree to participate in this research study.

If you have any questions, concerns or complaints about the research please contact me at the email listed below

Fadi Al-Issa

falissa@syr.edu

Appendix F

Survey Questions

1- What is your current EFL teaching position?

Pre-service teacher-trainee	Elementary EFL teacher Basic Level Cycle 1	Preparatory EFL teacher Grades 7-9 Basic Level Cycle 2	Secondary EFL teacher Grades 10-12

2- Considering your current and previous experience, how long have you been teaching EFL?

Never	fewer than 2 years	3-6 years	7-10	more than 10 years

3- How much university level training have you had in the area of teaching EFL? (Select highest level university degree you have attained)

completed a master's degree in English Literature	
completed a master's degree in Applied Linguistics	
completed a master's degree in Education with a focus on English education	
completed a Post Graduate Certificate in Teacher Education with a focus on English	
completed a BA in English Literature	

4- How many in-service EFL training programs have you attended since you started teaching?

None	1	2	3	4	5	6 and more

5- How many in-service EFL training programs have you attended since 2011 up to this date?

None	1	2	3	4	5	6 and more

Appendix F Continued

Survey Questions

6- **Which areas did you receive the most training in? Rank the following areas according to the amount of training you received**

	Substantial	Fairly large	Moderate	Little	None
Teaching grammar					
Teaching oral skill (listening and speaking)					
Teaching literacy skills (reading and writing)					
Teaching English comprehension					
Training on new teaching applications					
Using technology in classrooms					
Developing English					
Planning lessons					
Managing instruction					
Assessing students					
Managing the classroom					
Other (please explain)					

7- **How important was the training in your career? Considering all the training you have described above, rank the following areas according to how important the training has been in your career**

	Very important	Somewhat important	As important as not	Not particularly important	Not at all important
Teaching grammar					
Teaching oral skill (listening and speaking)					
Teaching literacy skills (reading and writing)					
Teaching English comprehension					
Training on new teaching applications					
Using technology in classrooms					
Developing English					
Planning lessons					
Managing instruction					
Assessing students					
Managing the classroom					
Other (please explain)					

Appendix F Continued

Survey Questions

8- The following statements are in regard to the kinds of linguistic knowledge EFL teachers need. Choose the best that reflects your opinion.

	Read each statement about linguistic understanding and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	EFL teachers need to understand and be able to explain the differences between oral and written language					
2	The ability to perform linguistic analysis is an important part of EFL instruction					
3	The ability to perform linguistic analysis is an important part of EFL student assessment					
4	EFL teachers need to know all the rules of correct grammatical usage in English					
5	EFL teachers need to understand and be able to explain cultural and social aspects of language usage					
6	EFL teachers need to understand and be able to explain the pronunciation patterns of English					
7	EFL teachers need to understand and be able to use a variety of discourse patterns in the classroom					
8	EFL teachers need to understand how syntax and morphology affect reading comprehension					

Appendix F Continued

Survey Questions

9- The following statements are in regard to the understanding of language acquisition

	Read each statement and indicate whether	Strongly disagree	Somewhat disagree	Neither agree or disagree	Agree	Strongly agree
1	EFL teachers need to understand and be able to explain the similarities and differences between first and second language acquisition					
2	EFL teachers need to understand how children and adults differ in second language acquisition					
3	EFL teachers need to know a second language themselves to understand what their students are going through					
4	EFL teachers need to understand the importance of meaningful output in the process of second language acquisition					

Appendix F Continued

Survey Questions

10 -This section deals with the issues that EFL teachers face when undergoing teacher preparation programs in times of military conflict

	Read each statement and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	Pre-service EFL teacher training programs do not provide enough training					
2	The duration of Pre-service EFL teacher training programs is short					
3	In-service EFL teacher training programs do not address teachers' needs					
4	In-service EFL teacher training programs are too theoretical					
5	There are no sufficient incentives for taking an in-service EFL teacher training program					
6	The timing of in-service EFL teacher training programs is not appropriate for many EFL teachers					
7	Designers of in-service EFL teacher training programs do not ask for teachers' opinions on what they need training on.					
8	Teachers are not encouraged to pursue their graduate studies					
9	Current in-service training programs do not take into consideration the current crisis					
10	Teachers are not offered any guidance on how to teach students who escaped conflict areas					
11	The syllabus does not accommodate the levels of the new arriving students					

Appendix F Continued

Survey Questions

11- This section deals with the issues that EFL teachers have in regard to their students during the past 7 years.

	Read each statement and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	Students lack motivation to learn English					
2	Students do not interact in classroom activities					
3	Students do not participate because of their fear of making mistakes					
4	Students do not use English outside the classroom					
5	The students depend on translation to Arabic					
6	Students do not allocate much time to complete their homework					
7	Students are focused on their grades more than learning					
8	Some students have interrupted learning due to the conflict					
9	Tension among the students is high					
10	Students are absent more					

Appendix F Continued

Survey Questions

12- This section deals with the issues that EFL teachers have in regard to the textbook during the past 7 years.

	Read each statement and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	The EFL textbooks are too dense.					
2	The EFL textbooks are above student level					
3	The number of sessions for EFL is not sufficient to finish the book					
4	The design of the exercises in the EFL textbooks is not adequate for the current classroom.					
5	The structure of the EFL textbooks does not address students with different levels of language mastery					
6	The page layout is not engaging for the students.					
7	The EFL textbooks do not support multi-skill learning					
8	The EFL teachers were not consulted before the EFL textbooks were prepared					
9	The EFL teachers were not consulted to review drafts of the EFL textbooks before they were published					

Appendix F Continued

Survey Questions

13- This section deals with the issues that EFL teachers have in regard to teaching methods they have used during the past 7 years

	Read each statement and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	I have knowledge of the teaching methods					
2	I have sufficient experience in teaching English oral skills (Listening and speaking)					
3	I have sufficient experience in teaching English literacy skills (reading and writing)					
4	I have received professional development in new methods of instruction in the past 5 years					
5	I use the same approach for teaching in all the grade levels					
6	I use mixed teaching methods for different skills					
7	I choose a teaching method based on the lesson objective					
8	I choose a teaching method based on the students' mastery level					
9	I prepare a lesson plan					
10	I use Arabic for explanation					
11	I use Arabic for clarifying students' mistakes					
12	I use techniques to support cognitive development in language use					
13	I teach different language skills					
14	I concentrate on English grammar					
15	I encourage oral communication					
16	I evaluate student's skills throughout the semester					
17	I have sufficient time to finish my lesson					
18	I offer remedial classes for students with language-learning difficulties					

Appendix F Continued

Survey Questions

14- This section deals with the issues that EFL teachers have in regard to teaching resources and teaching aids during the past 7 years

	Read each statement and indicate whether	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	The resources and teaching aids are outdated					
2	Audio-visual teaching resources are available in my classroom					
3	Technology such as smart board and internet are available in my classroom					
4	I use teaching aids					
5	I have time to use teaching aids to support my lessons					
6	I have received training on using these teaching aids					
7	The use of teaching aids is too complicated					
8	The school provides supporting materials for teaching English					
9	The school has a library with books in English for extended reading					

15- As a Syrian EFL teacher, in what other ways (besides those mentioned above) do you feel challenged in teaching English to your students, and how might professional development programs help you meet those challenges (please comment)?

_____
_____
_____
_____
_____

Appendix F Continued

Survey Questions

16- If you would like to contribute to this research more, you can keep a journal log during your teaching next semester. In this journal, you can record your thoughts and opinions on the teaching process. In what ways has the current conflict affected your teaching and/or your professional development? You can include your observations on the following issues in your classroom: class grade and number of students, method and techniques used, approaches followed in teaching English, which skill you focused on more, how well the students mastered the information, what you think worked in class and what did not, what needs improvement and more training.

 If you decide to volunteer to keep a journal, once you finish, you can drop it off at the Aram Language Center mailbox, Talal Yasseen St. Alramel Alshimali, Lattakia. Please, do not provide any personal information.

Thank you for completing the survey

Appendix G

Sample of Teachers' Sorting of Statements for Concept Mapping

Teacher 1 grouping and titling

Teacher-related Factors	Student-related Factors	School-related Factors	Curriculum-related Factors	Factors related to the Educational Institution
7	4	3	1	23
8	10	5	2	26
13	17	11	6	27
14	21	20	9	29
15	31	24	12	30
16		28	18	33
19		35		
25		22		
32				
34				

Teacher 5 grouping and titling

Hello
Curriculum's Problems
1-2-6-8-9-12-16-18-25
Schools' Problems
3-14-24-26-28-35
Difficulties which face teachers
3-5-6-7-11-13-15-17-18-22-23-27-3
0-31-
32-34
Students' needs
4-10-19-20-33

Appendix H

Sample of an Excel Spreadsheet for a Matrix for One of the Participating Teachers' Answers for the Concept Mapping

Appendix I

Sample of Ms. April's Journal Entries

معي إحازة بأدب الانكليزي وشهادة دبلوم تأهيل تربوي .. عمدرّس من عام ٢٠١١ يعني تسع سنوات تدريس لغة انكليزية ..درّست اول سنتين للمرحلة الابتدائية في ريف الرقة خمس شعب و عدد طلاب الصف حوالي ١٥ بكل شعبة . وباقي السنوات للمرحلة الثانوية حوالي ست شعب تختلف اعداد الشعب من سنة لسنة .وعدد طلاب الثانوي بكل شعبة حوالي ٤٥ طالب

خضعت لدورة تدريبية بعنوان التعلم النشط ودورة اخرى بخصوص المناهج المطورة..

بعنوان التقويم والاختبارات (وهذه الدورة تخص اتباع نموذج اختياري وامتحاني جديد يتضمن انماط مختلفة من الاسئلة التي تشمل تقييم المهارات الاربعة للطالب) واذا احببت ارسل لك صورة لنمط أسئلة جديد لصف ما وتوزيع مختلف للدرجات

دورة المناهج كان تفتقد لمرونة التطبيق الميداني اكثر بمعنى أنه لم نجسد حالات التدريس والتفاعل بشكل فعال ومؤثر ضمن جلسات الدورة

اعطونا بعض من الطرق الجديدة وصراحة لم يستطيعوا احيانا ايصال الطريقة لنا بشكل جيد ولكن انا حاولت أن اصقل اسلوبي التعليمي واحد ما يناسب من الطرق الجديدة واتابع الطلاب بمايناسب .. واغير بالطرق التقليدية لانه الاسلوب التقليدي اصبح عادة عند الطلاب ان يتعملوا من خلاله .. لانه اغلبهم يريد كل شي جاهز للاسف

بالنسبة للطلاب طبعا لا .. تعليم الحوار باللغة الانجليزية كان في فروق بالنتيجة .. تبعا لشخصية واهتمام وتأسيس كل طالب

واحيانا اجد نتيجة مع طلاب كانوا يخافوا التحاور بالبداية ويخطؤوا كتير ولكن مرة ورا مرة مع المتابعة تحسن كم طالب عندي من ناحية التحدث وخفت الاخطاء القواعدية عندن

The curricula are mostly designed in a way that concentrates largely on the reading task through including many texts that should be finished in limited periods of time ;and thus these big numbers of texts in each English book for each class will certainly affect on catching up the time for the other three skills speaking, writing, and listening. That is why the teacher feels that he is forced to finish the required lessons before the examination date.The reasons behind this , in general, are that the main goal of the students is getting high marks regardless of the real activation of their new learned language , the lack of time needed for students to express their ideas in English and improve their speaking skill. And consequently, students become rich in stored vocabularies they had memorized, but poor in using them during their class to interact and communicate with each other using the four skills altogether in one time.

Furthermore, , the crucial problem that the teacher faces with his students is the increasing numbers of students in each classroom. The main reason behind that is the current conflict in many areas in Syria that forced many families to move from risky areas into more peaceful areas and this has definitely raised the pressure on the teacher and caused troubles regarding to insufficient time and places to cover all students'needs. To overcome such difficulties resulted in the current conflict in Syria, some procedures should be taken such as : rehabilitating the emigrant students psychologically, economically and educatinally through making training courses for English learning to compensate for the missed lessons and enhance their self-confidence. And also, building more schools may solve the huge number of students , distribute them equally and hence create a typical class for them .

Appendix J

Patterns of the Need for Professional Development Among Countries
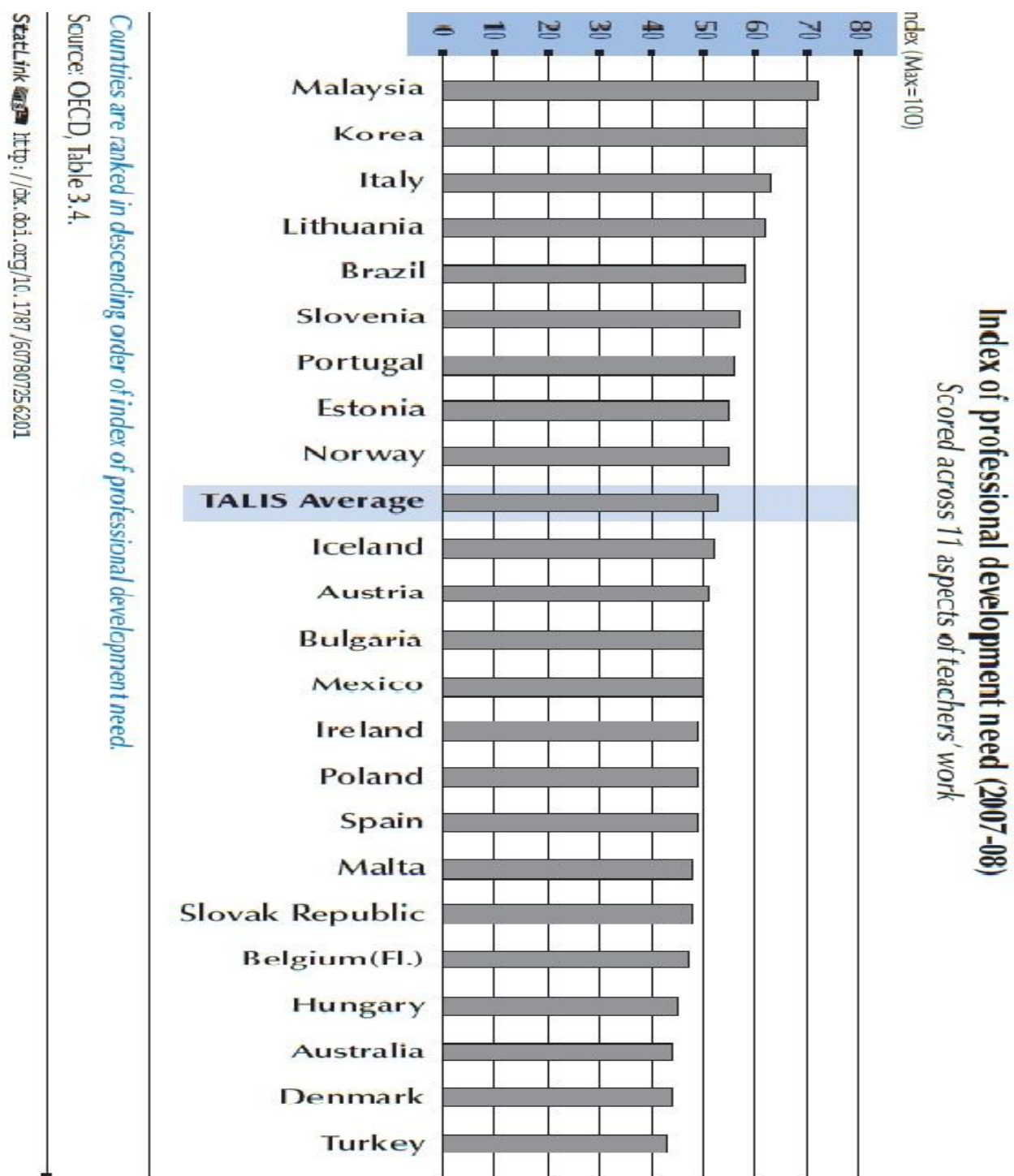
Note. Reprinted from (OECD, 2009, p. 62).

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and Teacher Education*, 27(2), 454-462.

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CURRICULUM VITAE

FADI AL-ISSA

Email: falissa@syr.edu
fadialissa@hotmail.com
Tel: (++1) 315 800 8125
(++963) 966 322 022

</div>

EDUCATION

- **Doctor of Philosophy, Teaching and Curriculum**   8/ 2017 – 12/ 2020
  Dept. of Teaching and Leadership, Syracuse University, USA

- **Future Professoriate Program**   8/ 2018 – 5/ 2019
  Syracuse University, USA

- **Certificate of Advanced Studies in Language Teaching**   1/ 2016 - 12/ 2016
  TESOL/TLOTE   Syracuse University, USA

- **MS in Teaching and Curriculum**   8/ 2015 - 12/ 2016
  Dept. of Teaching and Leadership, Syracuse University, USA

- **M.A. in English Literature**   8/ 2001 - 8/ 2003
  Dept. of English Literature, Florida State University, USA

- **Post Graduate Study Diploma in English Literary Studies**   9/ 1998 - 8/ 1999
  Dept. of English Literature, Tishreen University, Syria

- **B.A. in English Literature**   1993 - 1998
  Dept. of English Literature, Damascus University, Syria

PROFESSIONAL EXPERIENCE

- **Teaching Assistant**   8/ 2018 - Present
  Dept. of Teaching and Leadership, Syracuse University, USA
  *Fall 2020 (*3 sections)
  EDU 366/ EED 640 Safe & Healthy Learning Environments M001
  EDU 366/ EED 640 Safe & Healthy Learning Environments M002
  EDU 366/ EED 640 Safe & Healthy Learning Environments M003
  Spring 2020
  EDU 303: Children's Learning in ENL Inclusive Classrooms
  *Fall 2019 (*3 sections)
  EDU 366/ EED 640 Safe & Healthy Learning Environments M001
  EDU 366/ EED 640 Safe & Healthy Learning Environments M002
  EDU 366/ EED 640 Safe & Healthy Learning Environments M003
  Spring 2019 (2 sections)
  EDU 366/ EED 640 Safe & Healthy Learning Environments M001
  EDU 366/ EED 640 Safe & Healthy Learning Environments M002

Fall 2018 (3 sections)
EDU 366/ EED 640 Safe & Healthy Learning Environments M001
EDU 366/ EED 640 Safe & Healthy Learning Environments M002
EDU 366/ EED 640 Safe & Healthy Learning Environments M003

- **English Language Instructor**   **5/ 2018 -7/ 2018**
  Summer Session 1, English Language Institute, Syracuse University
   Accuracy (Level 4)
   Oral Communication (Level 4)

- **Teaching Assistant**   **8/ 2017 - 5/ 2018**
  Dept. of Teaching and Leadership, Syracuse University, USA
  Spring 2018
   EDU300 Understanding ENL and Other Learners
   EED 425 Intermediate Literacy Methods and Curriculum Grades 4-6
   Fall 2017
   Research assistant for the preparation of the American Educational Research Association
   (AERA) conference held in Syracuse, NY

- **Director of the Aram Language Center**   **1/ 2017 - 8/ 2017**
  Lattakia, Syria

- **English Language Instructor**   **8/ 2016 - 12/ 2016**
  English Language Institute, Syracuse University, USA
  Accuracy (Level 2)

- **The Aram Language Center**   *Director and Teacher*   **1/ 2004 - 8/ 2015**
   Lattakia, Syria
   Courses taught:
  - EFL for communicative purposes
  - Preparation courses for TOEFL and TOEIC
  - Teaching English for Academic Purposes
  - Academic Writing (English Literature Students)
  - Literary Analysis (English Literature Students)
  - Translation (teaching and translating articles)

- **Teaching Assistant**   in the College Composition Program   **8/ 2001 - 12/ 2003**
  Dept. of English, Florida State University, USA
  Courses taught:
  > *Fall 2003:* ENC 1101 Freshman Writing about Literature *(Three sections)*
  > *Summer 2003:* ENC 1101 Freshman Composition and Rhetoric
  > *Spring 2003:* ENC 1102 Freshman Writing about Literature
  > *Fall 2002*: ENC 1102 Freshman Writing about Literature
  > *Summer 2002:* ENC 1101 Freshman Composition and Rhetoric
  > *Spring 2002:* ENC 1102 Freshman Writing about Literature
  > *Fall 2001:* ENC 1101 Freshman Composition and Rhetoric

- **Instructor:** Teaching English for Academic Purposes   **1998 - 2000**
   Tishreen University, Syria
   Courses taught:

Fall 2000: College of Medicine
Spring 2000: Dept. of Sociology
Fall 1999: College of Pharmacy
Spring 1999: Dept. of Geography
Fall 1998: Dept. of History

ADMINISTRATIVE EXPERIENCE

- **Director of the Aram Language Center**   **2001 - 2017**
  Lattakia, Syria

- **A member of the First Year Writing Committee**   **9/ 2002 - 8/ 2003** Dept.
  of English, Florida State University, USA

- **A representative of A.C.E.S. on the Literature Committee**   **9/ 2001 - 8/ 2002**
  Dept. of English, Florida State University, USA

- **A representative of A.C.E.S.** (Advisory Council of English Students) **8/ 2001 - 8/ 2002** Dept.
  of English, Florida State University, USA

- **A representative of G.U.E.S.S.** (Graduate Union of English Students) **8/ 2001 - 8/ 2002**   Dept.
  of English, Florida State University, USA

PUBLICATION

- Translation into Arabic: Manuela Macedonia & Katharina von Kriegstein. "Gestures Enhance Foreign Language Learning." Trans. Fadi Al-Issa. The Kuwaiti *Al-Thaqafa Al-Alamia (World Culture). Spec. issue of Journal of Linguistics: The Beginning and Development of Language*. 172 (2013): 75-105 Print

- Book Chapter: With Pavel Zemliansky, His-Ling Huang, and Masood Raja. "When You Look and Sound "Un-American: Advice for Foreign-Born Teachers of Writing." *Finding Our Way*. Eds. Wendy Bishop and Deborah Coxwell-Teague. Houghton-Mifflin, 2004.

- Designed a teaching strand for the First Year ***Writing about Literature*** course at the Florida State University in collaboration with Dave Swanson, Debbie Carruth, Dan Melzer, Jay Szczepanski, and Veronica Evans (A group of Teaching Assistants at the English Department.) The strand was ***Reading Cultures*** that appeared in the First Year Writing Teacher's Guide, 2003-2004 Edition. (Dept. of English, Florida State University)

- Designed an **Assumption Exercise** on writing that appeared in the First Year Writing Teacher's Guide, 2003-2004 Edition, in collaboration with Christie Kornstein, Leslie Maners and Veronica Evans. (A group of Teaching Assistants at the Dept. of English, Florida State University)

UNDER REVIEW

- Al-Issa, Fadi. "Construction, reflection and portrayal of the Arab-American identity." Manuscript under review.

IN PREPARATION
- Al-Issa, Fadi. (2019). A Critique of Natsuko Shintani's "Input-based tasks and the acquisition of vocabulary and grammar: A process-product study." Manuscript in preparation.
- Al-Issa, Fadi. "Perspectives of Syrian EFL teachers in regard to in-service training during times of military conflict." Manuscript in preparation.
- Al-Issa, Fadi. "How to unpack a stereotype of the other." Manuscript in preparation.

SCHOLARSHIPS, AWARDS & HONORS

- **Recipient of a Graduate Teaching Assistantship**   **2017 - present**
  Syracuse University, USA

- **Recipient of Open Society Foundations scholarship**   **8/ 2015 - 12/ 2016**
  (Civil Society Leadership Awards) For an MS in Teaching and Curriculum.
  Syracuse University, USA

- **Nominated for a teaching award 'Excellence in Teaching'**   **2003**
  Dept. of English, Florida State University, USA

- **Nominated for a teaching award 'Excellence in Teaching'**   **2002**
  Dept. of English, Florida State University, USA

- **Recipient of the Fulbright Scholarship**   **2001 - 2003**
  For an MA in English Literature at Florida State University, USA
  AMIDEAST- Syria

- **A James Nesteby award for essay writing** (American literature)   **1998**
  The American Cultural Center, Damascus - Syria

PROFESSIONAL DEVELOPMENT

- Attended a Teacher Training Course (Summer Semester)   **2001**
  Dept. of English, Florida State University, USA

- Attended a Teacher's Training Course   **1997**
  The American Language Center, Damascus, Syria