

Teachers' Perceptions of the Effect of Technology-Enhanced Global Training on Their Professionalism

By
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Abstract

This study was conducted to fill a gap in the literature regarding teachers' in-service professional training in Kuwait and suggest a new professional training trend. It is also aimed at gaining an understanding of global professional training plans and strategies. More specifically, the study aimed at determining the perceptions of Teaching English to Speakers of Other Languages (TESOL) teachers in Kuwait toward technology-enhanced global training's effects on their professionalism. It also sought to determine the main barriers and obstacles teachers may encounter during the adaption of the training from TESOL teachers' perspectives. This study was guided by the connectivism theory, the community-embedded learning model, and the technology acceptance model because of their high explanatory power in the context of investigating the effects of the technology-enhanced global training on teachers' professionalism. The quantitative descriptive method was adapted to serve the objectives of the study, and a group of TESOL teachers who work for the Kuwaiti Ministry of Education in various school districts and at different teaching levels were invited to participate. The findings of the study indicate that Kuwaiti TESOL teachers demonstrated mainly positive perceptions of the effects of technology-enhanced global training on their professionalism. However, teaching experience seemed to be the most influential factor affecting this perception. Based on the findings, the researcher provided implications and recommendations as well as directions for future research.

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List of Acronyms

CELM	Community-Embedded Learning Model
CT	Connectivism Theory
ETF	Education and Training Foundation
MOE	Ministry of Education
TAM	Technology Acceptance Model
TEGT	Technology-Enhanced Global Training
TESOL	Teaching English to Speakers of Other Languages
PD	Professional Development
VET	Vocational Education and Training

Chapter 1: Introduction

This chapter aims at providing the rationale of the study and clearly stating its problem, purpose, and significance. In addition, it highlights the questions addressed in this study and explains the main terms by providing an operational definition for each of them.

Background

The contemporary era's complexity and diversity pose new and significant challenges for teachers' professional training. In particular, the emergence of technology features and characteristics has completely revolutionized how training sessions are conducted at educational institutions (Beukes et al., 2018). Therefore, technology's primary role in teachers' professionalism must be better acknowledged and understood. Kirschner (2015) revealed that teachers' professional training programs must focus on using technologically advanced features. Through technology-enhanced global training (TEGT), teachers will have the opportunity to learn innovative techniques for teaching their students and thus develop scientific knowledge for dealing with students. At present, the conventional form of training is time consuming (El-Daou, 2016). Hence, the integration of technology within teachers' professional plans can open new doors to enhance their professionalism.

Building upon Parsons et al. (2016) and Taylor et al. (2011), a highly qualified teacher provides learners with a good education, creates an effective classroom environment, and enjoys a satisfying career. Determining the essential characteristics of a valuable, qualified teacher sometimes seems challenging because, according to Male and Shields (2013), teachers require far more than content knowledge, they should be accountable, organized, resourceful, determined, and professional. Siphai (2019) added that teachers should also challenge, inspire, relate, and enjoy teaching. To obtain all these skills and characteristics, teachers must sharpen and refresh their teaching practices, and they must adapt to rapid global changes to succeed (Al-Awidi & Al-Dhafeeri, 2017). In other words,

teachers must reflect the high standards of educational professionalism within their teaching practices to be called professionals.

A high-quality teaching process is one that aims to consolidate a powerful and informed professional body that would be able to respond to the concerns of the community, as well as educational concerns, and it would also be able to transform options. Professional opportunities that can be a source of personal development are essential for the mission of teaching English to speakers of other languages (TESOL) teachers, because they can be considered keys to exploration and growth, as well as learning and professional evolution (Abbasi, 2015).

Improving the quality of English teaching requires ongoing incentives for successful professional development (PD) courses (Zhang, 2015). Exposure to professional training is therefore of paramount importance, because it helps educators improve student learning outcomes (Hairon & Dimmock, 2012). It can also enable TESOL teachers to take a more active approach to curriculum planning that includes building on existing practices and refining them, and it allows the teachers to develop consistently excellent teaching practices (Molle, 2013).

In this context, professional training can play a crucial role in helping teachers adapt to significant global changes and make educational policymakers realize that professional training works best if teachers change themselves in accordance with these shifts instead of ignoring them, even if this seems impossible. Various researchers (Abuhmaid, 2011; Butler & Schnellert, 2012; Girvan et al., 2016) have found that many forms of professional training help teachers cope with today's changes based on their nature, audience, milestones, and tools. The current research focuses on a new trend called global training, particularly technology-enhanced training and its effects on the professionalism of teachers who practice TESOL in Kuwait.

Problem Statement

Traditional training methods are no longer effective; instead, new training trends that suit current and future realities should be instituted to make the best use of training (El-Daou, 2016). However, ineffective traditional training methods are still applied in Kuwait in spite of the high training budget specified by the Ministry of Education (MOE). Many studies have highlighted the lack of professional training programs for teachers in Kuwait (Al-Hamdan & Al-Shammari, 2008; Al-Hamidi, 2013; Al-Sharaf, 2006; Male & Shields, 2013); all recommended urgent intervention to run desirable programs based on teachers' needs and account for the necessity of reflecting professional standards, a solid knowledge foundation, and innovative teaching practices.

Additionally, reports issued by the United Nations Educational, Scientific and Cultural Organization (UNESCO) office in Kuwait have indicated the shortcomings of teachers' professional training programs in the country, which requires serious action to improve and vary the current programs and make them broader and more holistic (UNESCO, 2008). Moreover, according to the Kuwait National Curriculum and Standards report issued in 2014 by the English Language Teaching general supervision in the MOE, kindergarten through 12th-grade (K–12) TESOL teachers' professional training status should be improved to meet the standards of the new English language curriculum. The report explicitly stated, "The new Kuwait National Curriculum is anticipated to be a challenge for teachers in terms of professional competencies and practices" (MOE, 2014, p. 82).

For these reasons, the Kuwaiti MOE devoted an exceptional proportion of its budget to addressing these shortcomings to reform the educational system comprehensively. However, the educational reform plans did not properly target training programs (MOE, 2014). As a result, teachers in Kuwait continue to have limited access to effective

professional training programs in spite of such programs' significant positive effects on students, educational systems, and teachers.

However, education superintendents and leaders drew attention to a severe problem that affects the education field and results in poor educational outcomes. Teacher performance generally fails to meet expectations because of shortened PD programs to meet teachers' needs (Badri et al., 2016). Accordingly, educational stakeholders have called on Kuwaiti MOE officials to intensify professional training programs to empower teachers with the tools and skills they need to meet their professional requirements.

TEGT can play a vital role in this context and can enhance teachers' performance and ensure the pursuit of targeted PD. It will also facilitate the ideal use of the professional training budget and enable all teachers to have equal training opportunities regardless of temporal and geographical barriers to access.

Purpose Statement

Teachers should reshape their performances and import new implications into their teaching practices, or they will be unable to prepare the new generation to fulfill the 21st century's demands. To achieve this goal, TESOL teachers must receive sufficient training to integrate new technology or approaches into their classrooms effectively. Teachers with appropriate training can master a number of currently required skills and will, therefore, provide high-quality education, which is considered a significant educational policy goal. In recognition of the significance of teachers' professionalism, educational policymakers in Kuwait should give due concern to teachers' professional training.

Therefore, the researcher conducted this research to fill a gap in the literature regarding teachers' in-service professional training in Kuwait and imply a new professional training trend. It is also aimed at gaining an entire understanding of global professional training plans and strategies. More specifically, she aimed at finding out the perceptions of

TESOL teachers in Kuwait toward TEGT's effects on their professionalism. The researcher's goals are as follows:

- Participate in developing effective PD practices to assist in improving TESOL teachers' quality in Kuwait;
- Market this significant training concept and draw Kuwaiti educational officials' attention to its importance and effectiveness with the long-term goal of adopting TEGT within the TESOL teachers' future PD plans;
- Examine TESOL teachers' perceptions of TEGT and how it affects their professionalism;
- Highlight obstacles and challenges that the Kuwaiti MOE may face in adopting TEGT and that may limit its positive effects on TESOL teachers' professionalism; and
- Suggest educational avenues to overcome obstacles that may diminish the positive effects of adopting TEGT for TESOL teachers' professionalism.

Significance of the Study

Because good teachers lead to good students, training is important for enhancing teachers' quality. Many reasons exist for considering global training an important educational goal that should be addressed. El-Shaban and Egbert (2018) mentioned that TEGT in today's world could facilitate an informational session for a large audience all at once.

In the same vein, Hou (2014) added that such training can provide basic guidelines for certain practices or thought leadership without being overly instructional, and it should be lecture-oriented with set engagement features such as preset polls, file shares, and question-and-answer sessions. This sounds difficult, but apart from clear policies and shared visions for best practices, professional training experts can serve such a mission as full-service

providers with appropriate solutions that employ many different teaching methods and learning materials (Frost et al., 2009).

Accordingly, global training can be an educational means and goal at the same time. As Koehler and Ludebeg (2013) suggested, global training can work as an effective tool to help teachers achieve a set of educational goals, or it can serve as an important educational goal itself. Either way, global training appears to be important for ensuring the pursuit of long-term educational objectives while producing distinguished educational outcomes.

The effectiveness of global training in creating global professional performance standards and identities to address globalized expectations successfully has supported in the existing body of literature on the topic (e.g., Fakhruddin et al., 2019; Heiser et al., 2013). Education policy- and decision-makers, therefore, encourage the implementation of global training strategies to obtain high performance and success levels in an increasingly interconnected, complex world with growing uncertainty and unpredictability. They do this not only to survive but also because they understand that jobs are evolving because teachers and students have changed due to ongoing globalization characterized by disruptive technologies and massive structural changes (Borel, 2011).

Moreover, Avalos (2011) revealed that educational administrators are always eager to find and implement tools that will transform the training experience. Although technology-enhanced training tools have high potential value, how they are implemented can affect their actual value to teachers considerably (Penuel et al., 2007). The benefits of technology-enhanced training as global training are clear. As Reynolds et al. (2012) mentioned, such training more easily enables educational administrators to identify and address particular teacher improvement needs and helps reduce training's costs and maximize its positive effects.

However, for global training to achieve its maximum potential, it must be harnessed and designed properly. This requires sufficient knowledge about teachers' weaknesses to address them directly through global training. Through designed global training, teachers will gain a significant opportunity to experience valuable training that is based on their needs and suitable for their times and circumstances.

Research Questions

Thus, the study was designed to address the following main questions:

- What are the perceptions of TESOL teachers in Kuwait regarding the effect of TEGT on their professionalism?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional values and attributes?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional knowledge and understanding?
- What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional skills?
- What are the perceptions of TESOL teachers in Kuwait regarding obstacles that may limit the positive effect of TEGT on their professionalism?

Operational Definitions

Global Training

Global training is an aspect of PD plans and a form of professional training conducted to improve teachers' skills and enhance their professional practices to make them competitive with their global peers.

Technology-Enhanced Global Training

This refers to the carefully designed training program to help teachers connect with their peers globally and collaborate together across technology-enabled platforms and tools such as Google tools, Skype, Zoom, LinkedIn, online courses, videos, and so on, or any other social networking services that can be adopted for the teachers' training purposes.

Teachers' Professionalism

Teachers' professionalism refers to teachers demonstrating manners that represent the values, knowledge, and skills of the teaching profession with the purpose of inspiring ideal practices and performances that distinguish them from other workers.

Chapter 2: Literature Review

This chapter is aimed at discussing the work of previous researchers and establishing a link to the current study. This literature review helps me explore gaps in the teaching field by advancing studies on TEGT and its effects on teachers' professionalism in Kuwait. In addition, it ensures an in-depth analysis of the strengths and weaknesses of other research. This creates a rationale for the study and makes it important to conduct further studies to ensure the creation of a meaningful approach that can lead to a comprehensive study. The literature explains the study's theoretical framework and facilitates the understanding of the importance of teachers' professionalism in Kuwait. In addition, it explains the effect of technology and effective training that can enhance teachers' understanding and create a suitable environment for teaching and learning in Kuwaiti classrooms. Therefore, it is critical to discuss the theories and work of other researchers to show their relationship to the current study.

Theoretical Underpinning

The current study is guided by connectivism theory (CT), the community-embedded learning model (CELM), and the technology acceptance model (TAM).

Connectivism Theory

CT is a crucial theoretical framework that mainly focuses on how the Internet of Things and other technologies such as online forums, technological tools, social networking, and web browsers contribute to new avenues of teaching and learning (Harasim, 2017).

It also views knowledge and education as networking and the learning process as pattern recognition. Moreover, the CT theoretical framework connects the implications of technological innovation with individuals' incremental ability to learn and provide better guidance (Anderson, 2016).

In this manner, CT illustrates the importance of integrating technological enhancements into the educational training field to support teachers' professionalism (Callaghan & Bower, 2012). Therefore, TEGT can support the principles of CT by connecting teachers worldwide on the same platform to exchange experiences and learn from each other. Thus, teachers' professionalism and aptitude for the overall education system will be positively affected.

Many educational institutes have integrated instructional technologies, including interactive technological tools and equipment that provide better assistance for training teachers globally and allows them to perform more professional practices (Korunka & Vartiainen, 2017). Moreover, such educational institutes are gaining more recognition, so teachers are considered more professional, and their educational outcomes are competent in comparison with their peers at other educational institutions where teachers do not receive enough professional training. For instance, Miller et al. (2017) compared the outcomes of institutes that incorporate technology to train teachers with those of other institutes. Their results indicated that educational institutes with technology-enhanced professional training for teachers are relatively more effective in terms of education and professionalism than institutes that employ traditional teaching and training methods. Therefore, the effect of TEGT on teachers' professionalism improves the education system considerably.

Community-Embedded Learning Model

The CELM is commonly used to contextualize how learners in online learning programs or technologically advanced classrooms respond to experiential learning in their academic programs (Most, 2011). This model clearly articulates that technology that benefits particular learning outcomes or goals should not be restrained but should be introduced on a wider scale to benefit the learning communities (Carpenter, 2015).

The model's utility is therefore reflected in the use of technology in the education and training process to offer a core framework that accommodates conceptual and empirical studies to reduce the requirements for an extensive range of the conceptual framework. Becnel and Moeller (2017) indicated that overwhelming evidence suggests that students' achievement and engagement increase remarkably when their teachers have opportunities to work with their global peers as professional learning communities.

In the same context, Zhou et al. (2015) used the CELM as the primary element to review the importance of technology integration within professional training plans. Their results indicated that through this advanced training process, teachers gain the professionalism to provide better empirical and conceptual teaching methods to students in the classroom. As a result, students' ability to learn under the supervision of teachers who have been trained using technology-enhanced features tends to improve. Therefore, the CELM facilitated the positive outcome of TEGT for teachers' professionalism and students' learning capabilities.

Technology Acceptance Model

The TAM is an information system theory that models how individuals accept and apply various technologies. Fathema et al. (2015) highlighted that the TAM mainly suggests which factors typically influence an individual's decision to accept a new technology. Moreover, Abdullah and Ward (2016) emphasized that technological enrichment in the professional training field can be accepted at a much wider scale in educational institutes to enhance teachers' professionalism and students' learning experiences.

As Al-Emran et al. (2018) indicated, this model divides technology acceptance into two main factors: perceived usefulness and perceived ease of use. In the context of the current study, this model falls into the category of perceived usefulness because this technology is quite useful for teachers' professionalism and for student outcomes. This

technological enhancement also falls into the category of perceived ease of use because it makes the professional training process easier and more convenient for teachers to accept and seek. Hence, significant consideration should be paid to adopting TEGT because teachers would be more willing to accept and obtain it because of its flexibility and numerous merits related to teachers' professionalism.

Overview of Literature and Relevant Studies

Teachers' Professional Standards

Definition of Teacher's Professional Standards

The definitions and scope of professional standards for teachers not only vary but they can also be fluid. An examination of the definition and scope of professional standards for teachers in Finland, the United States, Australia, and England reveals similarities in both the standards and the reasons why standards are formulated. In most countries, a combination of government and regulatory agencies want to make sure that teachers are prepared to deliver consistent, quality education and curriculum (Bourke et al., 2018). Individual schools and school districts also set professional standards to comply with government and organizational standards.

Professional standards for teachers are sometimes thought of as best practices or guidelines that produce optimal or desired results (Niemi, 2015). However, some researchers express strong opinions that the development and implementation of professional standards for teachers are not a guarantee that all issues in education will be resolved. Call's (2018) examination of professional standards in the education field specifically warns that defining professional standards can result in the neglect of equally important emotional dimensions of teaching, especially in terms of passion for teaching and caring for the well-being of students. Call's (2018) warning refers to an overemphasis on defining professional educational standards according to quantitative and concrete scopes, which runs the danger of neglecting

the qualitative and more difficult to define aspects of teaching that contribute to desirable results.

Bourke et al. (2018) categorized professional standards as developmental and regulatory. He explained that developmental standards tend to include measures for controlling quality, PD, or for the implementation of teaching methods. On the other hand, regulatory standards are considered “common sense” protocols, methods for quality assurance, certification, control, and accountability standards (Bourke et al., 2018). In the same context, Tuinamuana (2011) mentioned four dimensions or schools of thought on professional standards for teachers, such as common sense, managerialism and performance, professionalism and quality, and strategic maneuvering. He highlighted that the various schools of thought are different ways of understanding professional standards, as well as defining them—specifically, the importance of instilling professional teaching standards in terms of ensuring consistent quality and PD, which has been linked to producing quality.

Importance of Professional Standards for Teachers

Although the term quality can be subjective in both interpretation and scope, the design, development, and implementation of professional standards help define what quality means. In general, the academic discourse on professionalism and quality states that standards can be used by teachers to identify their current and developing skills or capabilities, professional goals, and achievements (Tuinamuana, 2011). In terms of quality, standards that are both explicit and available to the public allow teachers to demonstrate competence, knowledge, practice, and engagement, and at the same time, they help elevate public perception of the teaching profession and teachers while communicating the professionalism of teaching itself (Tuinamuana, 2011).

In addition to being able to distinguish from methods and results that produce effective results, implementing professional standards for teachers is important in terms of

quality because high-quality teaching is linked with higher student performance (Al-Rwele, 2018). In countries such as the United States, higher student performance and/or elevating student performance (specifically on test scores), is more valued as a sign of quality teaching and curriculum (Thoonen et al., 2011). Furthermore, in countries such as the United States, test performance standards are directly tied to school and teacher quality ratings, as well as funding (Thoonen et al., 2011). PD, on the other hand, is linked to improving the quality of teachers' work and performance.

As defined by Clarke and Moore (2013), designing and implementing standards tends to standardize people, "making them into self-monitoring, self-motivating persons who use the audit to align themselves with regulations" (p. 487). Therefore, designing and implementing standards motivates teachers to perform at higher levels and achieve higher performance. However, there should be a point where teachers' performance peaks and some factors should indicate how and why professional standards for teachers are implemented according to shifts in underlying ideologies of what constitutes quality and professional development. For a better understanding, it would be beneficial to dig deeper into some countries' successful experiences with the implementation of professional standards (e.g., Finland, the United States, Australia, and England). This will significantly help with realizing how the implementation of professional standards in each of these countries has positively contributed to professional practices.

Professional Standards for Teachers in Various Countries

Finland's approach to evaluating teachers is directed towards elevating teachers' skills in pedagogy and improving students' success (Niemi & Nevgi, 2014; Tarhan et al., 2019). Finland's teacher evaluation model tends to assess the effectiveness of teachers differently from accountability-based models. Tarhan et al. (2019) indicated that school administrators and cities assess Finnish teachers to increase quality and empower teachers.

They added that teachers in Finland are assessed based on the needs of teacher education and PD initiatives (Tarhan et al., 2019).

In the same context, Niemi (2015) stated that various teaching principles also make up the foundation of the Finnish education system, which is considered to be both holistic and one of the best systems in the world. He added that Finland has successfully been able to produce high-quality teachers through PD, such as preservice teacher education (Niemi, 2015). This standard helps prepare and support teachers' knowledge and skill development prior to entering the classroom, which can help flatten the learning curve, enhance quality, and produce more effective results.

Professional standards for teachers in the United States have gone through a period of reform in the K–12 education system. As Chung and Kim (2010) indicated, the reforms have shifted focus to teachers' performance, what they are able to accomplish in the classroom, and the knowledge they have or are aware of. As student performance became linked with teacher performance, standards for measuring and improving the quality of teaching and teacher education (i.e., PD) were put into place (Jaquith et al., 2011). The standards of the National Council for Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium, and the National Board for Professional Teaching Standards were implemented to improve and monitor teacher performance, quality of teaching, and teacher education (Chung & Kim, 2010). Although the components of each of the sets of standards vary, some are more comprehensive than others regarding classroom skills, knowledge, professional responsibility, communication, instructional planning, and student assessment (Allen & Penuel, 2015).

Although student performance in the United States is still criticized and lagging school districts where funding and poverty in the surrounding communities remain a problem, the establishment of professional quality and development standards for teachers in

the United States has at minimum created guidelines and targeted objective (Desimone & Garet, 2015). This indicates the need for more progress in terms of both garnering support for the standards implemented in the United States, as well as the potential need for interjecting new or revised standards. Establishing standards for quality and PD in the United States has perhaps resulted in consistent guidelines, but perhaps not the intended academic results.

Educational standards in England have also gone through periods of reform, similar to the United States. Teacher quality standards focus on building, sustaining, and retaining teachers' commitment and resilience, in addition to standards related to curriculum delivery and roles in the classroom (Crossley, 2017). Efforts to standardize the teaching profession in England have embraced the ultimate objective of reshaping teaching as a profession, rather than a job or set of tasks perceived as "less than" or "undesirable" (Tummons, 2016). At the same time, teacher education or PD standards in England have moved towards embracing schools as influential stakeholders (Murray & Mutton, 2016). Thus, overlapping and even conflicting objectives arise when it comes to England's professional standards for teachers.

According to English standards, those employed by the educational system should be committed yet serve multiple roles in the classroom while being influential, which are qualitative, soft skills that can be enhanced and developed through training but are also difficult to define and execute. The National Standards for School-Based Initial Teacher Training Mentors are an additional set of PD standards for mentors and student teachers that aim to improve quality (Jerome & Brook, 2019). The standards introduce the concept of guided experiential learning, in which skills and quality are increased through experience with real-life classroom scenarios. This has been successful in augmenting knowledge of theory.

In the Australian context, the Australian Institute for Teaching and School Leadership set the National Professional Standards for Teachers, which comprises seven interdependent,

interconnected, and overlapping standards. As Clarke and Moore (2013) mentioned, Australian professional standards for teachers include knowing students and how they learn, knowing the content and how to teach the content, and planning for and implementing effective teaching and learning. Moreover, they mentioned that the standards also include creating and maintaining supportive and safe environments for learning, assessing, and providing feedback, as well as reports on student learning, engaging in professional learning, and engaging professionally with coworkers, parents or guardians, and the community. The standards have been touted as the reason why the Australian education model is one of the best in the world (Clarke & Moore, 2013; Slemp et al., 2017).

Teachers' Professionalism

Definition of Professionalism

Neve et al. (2017) asserted that the definition of professionalism can be challenging for teachers mainly because of the lack of a universal definition and congruence. Skills, expertise, and aptitude are important elements of professionalism, but teachers' experiences also play a vital role in shaping the understanding of professionalism (Neve et al., 2017). Therefore, professionalism is essential for maintaining efficiency and effectiveness along with ensuring credibility, competence, and expertise in all aspects of a profession. Therefore, professionalism involves the skills, competence, and expertise of employees or executives in a particular field or profession (Jenlink, 2019). Moreover, professionalism also usually refers to the traits, characteristics, qualities, and behavior of experts in a particular field in the context of the knowledge, expertise, and skills required to accomplish objectives efficiently (Alexander et al., 2019).

Moreover, professionalism encompasses social contracts or obligations, occupational control or efficiency, values or expertise, and adherence to a code of conduct (Taylor et al., 2017). In fact, the definitions of professionalism may vary across different disciplines, but at

the same time the elements of expertise and skills are the most common attributes in almost all definitions. Thus, according to Taylor et al. (2017), the multiple definitions of professionalism available in a variety of academic disciplines and professions lead to vagueness and confusion among professionals. Although professionalism is necessary for ensuring competence in professions, the lack of a universally accepted definition and ambiguity in multiple definitions lead to misunderstandings and disparities (Dubai et al., 2019).

However, many professionals fail to understand the definition and meaning of professionalism along with the scope and extent of the term in a profession such as pedagogy or teaching (Young & Lygo-Baker, 2017). The usual and most common definitions of professionalism usually focus on professionals' expertise, ethical or acceptable behavior, and good judgment in a particular discipline. On the other hand, professionalism also encompasses a variety of untaught skills and qualities, including communication, continuous improvement, and collaboration (Huffmyer & Kirk, 2017).

Accordingly, professionalism involves a broad range of concepts and the framing of definitions varies across multiple disciplines due to the differences in definitions and interpretations. In this context, DeLoughery (2018) illustrated that the definitions of professionalism change in different contexts of integrity, behavior, respect, excellence, and business. The definitions of professionalism under the integrity context focus on honesty, responsibility, and accountability, whereas behavioral and economic framing involves attitudes or perceptions and financial or marketing challenges, respectively (DeLoughery, 2018).

On the other hand, as Baggini (2005) highlighted, the definitions of teachers' professionalism primarily focus on teachers' professional qualifications and on the ideology of being good at the job (given the difficult circumstances they may face) and meeting all the

highest performance standards. In the same context, Amzat and Valdez (2017) also believed that teachers' professionalism would be interpreted in the context of the difficulties they experience and the extent to which they would be able to use their skills related to their respective professions. Similarly, Jiang (2017) stated that teachers attain professionalism when they carry out their duty to transfer their skills to other individuals and new teachers who would benefit from their approach. A professional teacher can also be considered a person who is paid and fulfills the job, but on a higher level, a professional teacher represents a person who is considered the best in the profession and sets the highest standards (Tichenor & Tichenor, 2005).

Therefore, one can conclude there are two versions of teacher professionalism that are portrayed in different scholarly debates. The two ideologies are "old professionalism" and "new professionalism." These approaches emerged through the changing political and cultural circumstances. However, they are not completely opposite to each other. Sachs (2003) stated that old professionalism is concerned with notions such as conservative practices, self-interest, external regulations, and exclusive membership. On the other hand, Amzat and Valdez (2017) stated that the redefinition of teachers' professionalism has changed the entire profession and brought about positivity. They stated that scenarios linked with transformative professionalism or new professionalism include collaborative and collegial, activist organization, knowledge-building, and inquiry-oriented aspects, among others.

Importance of Professionalism

There is a great need to invest in qualified teachers. Teachers face challenges related to incorporating changes that occur within educational systems due to changes in society. Accordingly, TESOL teachers have new roles due to the shift from traditional learning and

teaching methods to new models that involve technology, so they require frequent training to play these new roles (Eady & Lockyer, 2013).

Various educational experts (Gudmundsdottir & Hatlevik, 2018; O'Grady, 2015) have proposed international measures to improve professional teaching practices, because this would increase classroom productivity, positively affects educational outcomes, and enhance teachers' quality. Therefore, vocational education and training (VET) and PD programs should be introduced as compulsory steps in education reform. VET and PD programs would ensure countries like Kuwait implement some practices for teachers to familiarize themselves with and become confident with professional tools. Hence, Kuwaiti education officials should implement balanced strategies to enable teachers to develop complex approaches to increasing their professionalism and decreasing the tension in the diversified and changing educational system.

According to Guthrie (2010), it is imperative to challenge the traditional teaching methods to balance vocational currency, pedagogical skills, and other models that inform teaching practices. To ensure specific criteria in education, teachers should demonstrate expertise in the content and knowledge that surpasses the students'. VET and PD programs would play a significant role in enhancing teachers' professionalism by enriching their content knowledge in a specific subject area.

Good teachers are often believed to have an innate predisposition for their work. This faith in the existence of inborn talent decreases their teaching potential considerably because there is no systematic effort to improve teachers' professionalism. Researchers have found that teachers should not be assumed to have developed sufficient knowledge to be well informed about their teaching practices and technological knowledge after obtaining a bachelor's or a master's degree (Moodie & Wheelahan, 2016).

The problem is that higher education awards teaching degrees that are more theoretical than practical. When young teachers go into the classroom, they feel out of touch with reality and show that they are not ready to manage the curriculum and the classroom. In college, they practice in controlled educational environments with adults, so the young teachers usually do not understand how children behave. Accordingly, training programs better prepare teachers for work and constitute one of the main means of improving education: by creating more professional teachers (Varela & Maxwell, 2015).

The developed educational system aims to provide teachers with training that improves their professionalism and allows them to relate to the global educational context. This is a working means of making a country's educational system adequate. Such professional improvement programs must provide educators with the latest information in their subject, give them access to contemporary methodologies, and use modern technological advancements (Aziz, 2012).

According to Subedi (2015), the inadequate transmission of skills, knowledge, behaviors, and attitudes from a training environment where educators are supposed to improve their professional level to the working environment poses a considerable problem. In general, this occurs in all spheres, not only in education, but this does not mean that the situation should not be changed. Instead, teachers' training should be improved in a minimum of six ways, including overall school development, teachers' PD, training course efficiency, equity, accessibility, and objective quality.

Problems often occur because of misunderstandings between teachers and training organizers. Even though professional courses are created by teachers and for teachers, there is a lack of understanding regarding the specific needs of teachers from a particular region, culture, or school. Research shows that when organizers clearly understand the teachers' aims, they provide more relevant information and practical training (Subedi, 2015).

In this context, Hawick et al. (2017) argued that preservice teachers' lack of clarity in their understanding of professionalism and the minimum amount of knowledge that is offered to them in this domain result in uncertainties by in-service teachers related to the necessity of working within its principles. Hence, teachers' attitudes and values significantly affect the framing and definitions of professionalism in the context of pedagogy that usually focuses on teachers' responsibilities of (Hawick et al., 2017).

Hargreaves (2000) also considered the fact that different polarized directions mark the era of professionalism. The notion of professionalism would direct the teachers to work effectively in different groups and manage themselves in immense pressure-oriented situations that require intensified demands (Hargreaves, 2000).

Stevenson et al. (2007) followed the same line because they believed that it is useful to opt for a teacher professionalism approach as a viable ideological construct that can be considered neither static nor universal (Stevenson et al., 2007). Similarly, the historical and political backgrounds play roles in this perspective. The political context would play a role in determining professionalism in the modernized context (Donaldson & Grahovac, 2013). It is important to opt for a teacher professionalism approach as a viable ideological construct that can neither be considered as static or universal (Darling-Hammond & Hyler, 2017).

It is, therefore, possible to divide teachers' professionalism into two main categories. Teachable components include the teachers' knowledge level and methodological skills. Unteachable components determine teachers' professionalism levels. These include teachers' attributes and values. Both components are equally important to defining teachers' professionalism (Kim, 2015).

Teachers' Professionalism and Continuous Professional Learning

Professionalism is a key characteristic of a qualified teacher. However, diverse views of this concept indicate that perceptions of professionalism depend on many factors. It is

possible to define this concept as how a person acquires results, a salary, and social recognition in the work sphere. Some researchers have emphasized that the quality of services a person provides is more important than social recognition, whereas others have doubted the assumption that high-quality work is not well compensated (Demmirkasimoglu, 2010).

In general, this is a question of the professional's personal priorities: high-quality work with recognition and monetary compensation or without them. In all cases, professionalism is a synonym for high proficiency in the work sphere and high-quality results. Thus, even though perceptions of professionalism vary, a high level of work is the common criterion that unites them.

The idea of professionalism in teachers' work is sometimes divided into new and old professionalism. However, they are more alike than different. As Swezey (2014) explained, new professionalism can be defined as a teacher's ability to adapt to the cultural, political, and social circumstances of the environment, whereas old professionalism refers to a teacher's ability to adapt to slower changes and is strongly influenced by conservative ideas. Even so, both approaches to professionalism focus on obtaining good results, responding to changes, having a progressive and flexible nature, and educating students (Swezey, 2014).

At the same time, it is impossible to identify a single objective definition of professionalism in pedagogy. This sphere is multifaceted, and teaching standards vary in different countries. For example, the American educational system values individualism and the development of leadership qualities, and this is evident even in foreign language lessons. Asian schools might not promote such individualistic values simply because they are inconsistent with their cultural beliefs and values (Creasy, 2015). Nevertheless, despite the lack of a globally accepted definition of professionalism, Creasy (2015) highlighted certain consistencies in the relevant literature: Professionals are expected to attain solid knowledge

that they can utilize to make insightful judgments, pursue professional training, possess traits that are exclusive to their field, and have principles to which they are accountable and responsible.

In the English language teaching context, Aziz (2012) found a direct connection between TESOL teachers' professionalism levels and their students' advancements in learning English. It is impossible to adapt the educational process to contemporary needs without regular advancements. Such shifts include the optimization of curricula and evaluation criteria and the improvement of methodological bases. All of these elements show that TESOL teachers' professional language training is an integral part of improving students' academic performance.

These elements, as Varela and Maxwell (2015) clarified, constitute important components of teachers' professionalism, so when young teachers have no experience with them, their level of professionalism is comparatively low. At the same time, they must acquire this knowledge in stressful classroom situations by making many mistakes, which shows the weaknesses of formal teacher education and foregrounds the necessity of additional training

Wati (2011) emphasized that a TESOL teacher should become an example of lifelong learning and a distributor of culture for his or her students. However, most of these teachers in Kuwait are not native English speakers, so long-term programs to improve their English language proficiency are crucial and required. Therefore, such training should provide TESOL teachers with opportunities to enhance their linguistic and cultural knowledge, not just focus on the methodology of teaching. In other words, these teachers must be continuous learners themselves.

To encourage TESOL teachers to be continuous learners, they should have access to continuing education that they can receive anywhere and complete when convenient for

them. Therefore, TEGT is an ideal fit in this context and can play this essential educational and professional role. Wilinski et al. (2016) indicated that global training is a vehicle for global teachers to engage their peers in a given strategy and can ensure that teachers in all positions possess the competencies needed to achieve their goals. Nonetheless, philosophies of learning vary because every person learns differently. This fact adds a critical feature of global training, which Usakli (2011) emphasized when he described global training as providing a learning environment suitable for all individual participants. In addition, TEGT is also aimed at ensuring that the same knowledge is disseminated within the target group.

In this context, Jackson and Stoneman (2013) underlined that acting responsibly at all levels in an ever-shrinking and interdependent world can only be guaranteed by promoting professional action competencies. However, global training cannot be separated from global learning. Global learning is aimed at putting phenomena into a larger context or holistic view. It is therefore no longer just about content but also about social skills, so global training as an action-learning concept could be a helpful mandatory tool to meet this need.

Although the term “TEGT” seems self-explanatory, it differs considerably from typical online training. Koehler and Ludebeg (2013) explained that TEGT content and strategies must be designed to cater to a much wider audience—as opposed to a specific employee group or workforce demographic. Therefore, with teams composed of teachers from all over the world, TEGT must be adjusted to address all teachers’ professional needs. However, issues arise when designing effective training and development approaches for teachers from diverse backgrounds.

Thus, effective global training should enable all teachers to have equal training opportunities, especially teachers in developing countries. Reynolds et al. (2012) showed that teachers cannot afford the expense of taking high-quality training courses or traveling abroad to attend conferences or training sessions from which they can import new educational

applications into their local educational field. However, they can register online for an educational webinar training session with a reasonable fee and derive the most benefit possible from it. This is achievable because of the technology revolution, which has changed the way classrooms operate, teachers teach, and students learn at an unbelievable rate.

Wang et al. (2012) suggested that utilizing technology features in the training domain must make the best technology accessible to teachers worldwide, no matter their background, and must have a considerable effect on teachers' PD, which, in the end, will benefit the students' achievement. Consequently, when teachers can benefit from TEGT, their educational practice will undergo a remarkable transformation. Moreover, global training can result in changes to teaching methods, preparation, and students' assessment as well as increases in teachers' self-confidence and sense of empowerment.

Reasons for the Demand for TESOL Teachers' Professionalism

Van Der Heijden et al. (2015) described professional training as an effort to improve teachers' capacity to function as effectively as possible by having them learn new skills, attitudes, and knowledge. On the other hand, Prestridge (2010) defined professional training as the sum of informal and formal learning teachers experience in a learning environment under dynamic changes and complex conditions. Therefore, training activities are intended to benefit the teacher and the student to attain educational goals.

In general, the direct effect of a teacher's professionalism on the students' academic success level is supposed to be a proven fact in education. Thus, English language teachers connect a certain bias with the definition of professionalism. Some of them emphasize the language proficiency level, whereas others pay more attention to the teacher's ability to organize the learning process. This has caused discussions about the criteria that should be used in evaluating teachers' professionalism, and it explains the necessity for coming up with a clear definition of this notion (Asib & Maranto, 2018).

Modern American schools often introduce the idea that every student should have his or her own personal computer that is integrated into the classroom. Teachers need to understand how to work with these computers and make their subjects technological. This makes it necessary to adapt curricula to the new reality. That is often a challenge for teachers, especially those who are used to traditional classroom activities. This situation illustrates the idea that teachers adapt to the requirements of the time through professionalism (Casamento, 2017).

Society has high expectations for teachers, so it is necessary for them to receive training and ensure they promote their role in the learning environment. Parents tend to use different ways to evaluate the professionalism of teachers who work in schools where their children study. Therefore, today's teachers have the responsibility of seeking professional training so they can have sufficient skills to ensure that they are passing down information effectively (Whitty, 2008). Thus, training teachers is necessary to equip them with the skills they need to motivate students, enhance classroom activities, and engage with students in the learning environment.

Kim (2015) analyzed the professional experience of TESOL teachers who work in Korea by discussing fallacies such as the fallacy of identity and the fallacy of nativism. These notions are connected with teachers' personal values, their knowledge of pedagogical content, and their language awareness. The fallacy of the native speaker norm shows that teachers of English as a second language are not confident in their language proficiency. They assume that anyone who lives in a country where English is the main language of communication has better language skills. This makes these teachers feel anxious while communicating with their classes, and this negative effect should be eliminated through training and improving their professionalism (Kim, 2015). The misconception of identity also supposes that anyone who has a high level of language proficiency can be a good teacher. For

example, people often assume that a native speaker who does not have pedagogical education and experience is a better teacher than a Korean teacher. This sense of inferiority has a great effect on the professional levels of English teachers (Kim, 2015).

Moreover, Asib and Maranto (2018) wrote about the experiences of Indonesian educators in checking the professionalism level of their teachers. Most of the schools in the country have tests designed for all teachers in the middle or at the end of every semester. This mode of supervision allows administrators to make sure that all teachers have the required qualifications to educate students and that their PD does not stop. The tests usually have different tasks that can trace teachers' progress, which ensures continuous learning and thus professionalism. In general, the problem with the professionalism of teachers in Indonesia is rather urgent. Asib and Maranto (2018) wrote that according to their research, only a few students in the country could actually communicate in English, even though all of them learned it for years and it was an obligatory subject in schools. This problem is likely due to the lack of linguistic and pedagogical competence of teachers in Indonesia.

In general, these examples and experiences show the importance of working with TESOL teachers and improving their levels of knowledge because it has a direct connection to their students' academic results. The researcher assumes that regular supervision programs and tests that check teachers' professionalism levels and trace their professional progress positively affect students' results and educational outcomes.

Shortcomings of Current Professional Training Programs

In general, the existing system of professional education has three main weaknesses, according to DeMonte (2013). He wrote that first, the existing system is not applicable to the things that teachers do regularly in the classroom. Second, it is not connected to the curricula that teachers use and does not satisfy their specific needs. His last point was that professional training is episodic and that even teachers regard it as something that is not obligatory, which

does not improve their professionalism level. At the same time, his research showed that the level of students' academic performance improves when teachers attend training (DeMonte, 2013).

Wati (2011) highlighted the distinctions between long-term and short-term programs for English language teachers. The research that she conducted showed that short-term training did not influence the level of English language proficiency among teachers in Malaysia who participated in the experiment. However, short-term training greatly improved their motivation and professional confidence, which are also important in the prolific work of a teacher. In addition, Raja (2014) showed that training only succeeds if it meets certain requirements. Among the characteristics that affect the effectiveness of professional training are informational and emotional support from supervisors, free access to physical facilities that are connected with the training, and the interest of all participants in cooperation. In addition, the program should be implemented in a broader context and needs to be part of the institutional program for professional growth.

DeMonte (2013) also wrote about existing problems in teachers' PD and emphasized the assertion that it needs to become a systematic process. Most teachers attend training and courses episodically. That is usually not enough because education is developing constantly; thus, professional improvement should also be continuous. El-Shaban and Egbert's (2018) article is comparatively new and presented urgent data on the topic of technology use in schools and colleges. They claimed that even though there is an ongoing program to supply educational institutions with new technologies, educators actually use only a small percentage of them. Teachers often do not know how to get the most out of the technologies they possess. As a result, there is a real necessity to implement PD courses for teachers in this sphere (El-Shaban & Egbert, 2018).

The information Hanover Research (2014) described was an attempt to concentrate on the integration of technologies in pedagogical PD. The report also emphasized the importance of face-to-face communication, which makes this study consistent with other research about this topic. The study also suggested that there should be several standards according to which technological professional training should be conducted. The first standard is cognitive coaching, which has to do with educators' abilities to solve problems in the classroom and their ways of thinking. It includes lesson planning, technological assistance during the lesson, and so on. The second standard is instructional coaching, which supposes the ways in which educators instruct students, assess their results, and plan the contents of their lessons. The last type of standard is peer coaching. The ultimate aims of this standard are to improve cooperation between teachers and to allow them to exchange their practical experiences with the implementation of technologies in the classroom (Hanover Research, 2014).

The presence of nonverbal communication, in which participants use only text to communicate, makes this interaction process different from face-to-face encounters. The peculiar issue is that teachers who use computer-mediated communication tools need to improve the terminology they use. The online language classroom is directly connected with the use of language, and thus it is crucial to come up with terminology for effective teaching and learning experiences (Heiser et al., 2013).

Samburskiy and Quah (2014) focused on the challenges that TESOL teachers might face in asynchronous online interaction. Among the most evident problems that they had to overcome was the difficulty with corrective feedback. It is important to learn how to react adequately to students' mistakes and drawbacks, and when teachers use the same methods of learning, it becomes easier for them to teach by example. Among the important details are the

discernment of the appropriate individual teaching style, the choice of materials for teaching that are available online, and the improvements of online communicative competencies.

One of the barriers to the implementation of professional training is that workshops do not continue for long periods. It is difficult for teachers to adapt to a new team and set goals, and afterward, they find it problematic to reach these goals. Video conferences and distance learning, which can be extended in time, are effective solutions to this problem (Koehler & Ludebeg, 2013).

Effect of Globalization on Teachers' Training Plans

From a global perspective, Briga (2019) claimed that intercultural competencies are equally important for students and teachers, which foregrounds the necessity of implementing online training in professional courses for educators. It is possible to define intercultural competence as a person's ability to use appropriate knowledge, skills, and attitudes in communication with people from other cultures.

In the same context, Lauwers (2019) highlighted that the world is changing dynamically, and that education also changes to satisfy the needs of the postindustrial economy. In general, there has been a shift from a labor-intensive economy to a knowledge-based economy. The global training of teachers allows one to determine the international cultural context that is connected with postindustrial society to better understand contemporary students' needs.

Lauwers (2019) referred to children and teenagers who were born after 2000 as digital-born learners. The global training of educators is an effective means of stimulating the new learning environment, which is individualized and flexible. High-level computer skills, which are also improved during global training, are obligatory in this environment. According to statistical information, more than 50% of educators who are younger than 74

years old have low or extremely low computer skills (Lauwers, 2019). This requires significant improvements to meet the requirements of contemporary education.

Global training supposes that there is no division into specific cultures and that there are no premade solutions for these cultures. Teachers should be able to interact with students in the context of the globalized culture. This means that educators should be ready to interact effectively with people of diverse ethnic and cultural origins. Perhaps the most important issue is that teachers need to improve their intercultural competence throughout their lives; thus, there is a lifelong necessity to be part of the global educational discourse (Briga, 2019).

Teachers' Professionalism and Technology

Types of Web-Based Training Methods

The rapid evolution of technology enabled the enhancement of teacher training and made it more accessible and diverse. Teachers can utilize multiple opportunities web-based technology provides to complete their degrees, undergo additional training, or simply engage in ongoing personal learning (Wastiau, 2014). There is also growing recognition of the fact that existing teacher education and training models can no longer meet the increasing and fast-changing demands of the teaching profession, and web-based learning offers a way to align teacher competencies with educational system requirements. Many web-based training methods are currently available to teachers, and some of the most common of them are described below.

Burns (2011) provided an exhaustive list of web-based (online) models for teacher training. One of the most popular models is online courses for teachers. Such online courses have been recognized as an attractive alternative to face-to-face PD, which is not always available and accessible because of time and resource constraints (Hartshorne et al., 2012). In some countries, such as Singapore and South Korea, online teacher training has even become the major model of on-site training and continuing education (Latchem & Jung, 2009). Every

course has specific characteristics, but there are some common aspects, such as the presence of an online instructor (facilitator), certain requirements, and assessments. Some online courses apply mostly individual study, while others can be group-based (Information Resources Management Association, 2018).

Online courses for teachers have many advantages. First, they lower financial costs associated with teacher preparation, thus eliminating barriers to training and career entry (Drew et al., 2017). Second, content in online courses can be revisited and accessed many times, and students can take their time and choose their own pace, which enables thoughtful and effective learning (Adelsberger et al., 2008). Third, evidence shows that there is little to no difference between the learning outcomes of web-trained teachers and those completing traditional courses (Drew et al., 2017). Some of the drawbacks of online courses include the potential loss of intellectual property rights (Hess & McShane, 2014), teachers' limited technology skills (Gaillet & Guglielmo, 2014), and some others, but they seem to be insignificant and do not outweigh the benefits.

Blended (hybrid) learning is another common model of web-based teacher training (Collopy & Arnold, 2009). Blended learning implies a mix of online and face-to-face instruction, with the former prevailing. Students enrolled in blended courses can study online and attend lessons in classrooms where they can interact with professors and other students. According to Horn and Staker (2011), there are many models of blended programs, so students are free to choose the one most suitable for them. These types include an online lab model, rotation model, face-to-face driver model, flex model, online platform model, and self-blend model. Evidence shows that teachers who have completed blended learning courses tend to have higher levels of technology proficiency, greater confidence in using technology in classrooms, and a better understanding of student-centered methodologies compared to those who completed online-only courses (Byrka, 2017; Shand & Farrelly,

2018). Li et al. (2019) agreed that blended learning is indeed an excellent alternative to traditional and online-only courses. However, unlike online education, blended courses require students' physical presence in a classroom, which may be problematic because of geographic distance, work commitments, and other personal issues.

Additionally, there is computer-mediated communication, which can be used as part of teacher training. This model of web-based teacher training includes various online forums, discussion groups, e-mail, e-lists, groupware, and bulletin boards (Hirvela, 2006). Computer-mediated communication can be either part of online teacher courses or a separate activity that students or working teachers can engage in to build their skills and competencies. This type of activity enables the fast sharing of information and experience by allowing participants to ask questions, participate in discussions, share their experience, critically reflect on their practice, and simply be part of the scholarly community.

It has long been recognized that "more information widens learning opportunities, but without interaction, learning is not enhanced," and technology simply helped take this interaction to a new level (Seagren & Watwood, 1996, p. 514). Grooms (2003) added that information-sharing platforms such as forums foster a sense of belonging, which may also be beneficial for creating a distinct professional identity. However, as the only means of teacher training, computer-mediated communication is certainly not enough. Liaw (2017), in turn, found that computer-mediated communication does not enhance teacher efficacy during school-based activities.

Online conferences are another type of web-based teacher training available to everyone regardless of geographic location. They originated from face-to-face conferences, which are still extremely popular among teachers around the world (Crane, 2016; Vrasidas & Glass, 2006). Online conferences eliminate issues associated with participants' time constraints and personal commitments and allow more teachers to participate. However,

online conferences have their disadvantages as well. As Vrasidas and Glass (2006) noted, this teacher training model implies access to computer technology and computer skills, which some teachers may lack. Another issue is the difficulty in retaining participants' attention and commitment (Vrasidas & Glass, 2006). This latter challenge is a concern in all web-based teacher training models.

Online coaching and mentoring are also available as a web-based teacher training model. "Coaching" is defined as a process of "directing, instructing, and training a person or group of people to achieve a particular goal or to develop a set of specific skills" (Burns, 2011, p. 73). Mentoring, in turn, is about building a professional relationship between a more experienced teacher and a less experienced one so that the latter can receive advice and guidance. Both types of activities can be performed online, which means that young and inexperienced teachers can get in touch with more experienced professionals even if they live far away from each other (e.g., in different cities or in rural areas; Wortmann et al., 2008). In the face of teacher shortages, this model becomes an extremely valuable teacher training option that can support students and graduates (New Teacher, 2017). One of the challenges associated with the use of online coaching and mentoring is time limitations. The problem is that mentors and coaches are usually full-time teachers, so they have to find time for online interaction (New Teacher, 2017).

Furthermore, there are also virtual schools, which are one of the fastest-growing web-based teacher training models (Zweig & Stafford, 2016). Unlike the online courses for teachers that traditional colleges and universities provide, virtual schools exist only online. However, they have a similar structure, course requirements, assessments, and so on. Because of this similarity, virtual schools have the same advantages and disadvantages as online courses do (Bacsich et al., 2013; Hartshorne, 2012).

Several other web-based teacher training models are worth mentioning. Online learning communities, for example, are a great tool for informal, practice-based learning, but they also can be part of online courses (Blitz, 2013). By communicating in online platforms, teachers can develop lesson plans, discuss various practice-related topics, share their experiences, mentor young teachers, and so on (Clarke & Watts-Taffe, 2014). However, online learning communities cannot replace traditional, more formal learning, so they should not be perceived as its substitute. Webinars and portals are also available to teachers, as long as they possess at least the basic computer skills and know-how to access these sources (Information Resources Management Association, 2018).

Web-based teachers' training can also be classified into synchronous and asynchronous learning (Martin & Martin, 2015). Synchronous learning happens online in real time. Online conferences, lectures, discussions, and so on are examples of synchronous learning. It is believed to have many benefits, such as better engagement with peers and teachers, dynamism, and instructional depth. However, it is rigid in terms of schedule and may be associated with some technical difficulties (e.g., a stable Internet connection is needed). Asynchronous learning, in contrast, may include various discussion boards, video and textual learning materials, webinars that can be accessed anytime, and so on. Research shows that asynchronous learning is useful for collaborative activities and cognitively demanding processes because it allows students to concentrate on the task (Hartshorne, 2012). The hybrid models mentioned above integrate the best practices of synchronous and asynchronous learning (Martin & Martin, 2015).

Another model that should be mentioned in this context is TEGT, which is mainly based on webinars and portals and involves teachers interacting with their international peers to learn from each other. This model is quite similar to the web-based training methods described above because it utilizes similar synchronous and asynchronous methods and

approaches (e.g., online conferences, lectures, and discussions). However, it differs from them in its focus on global networks. Global training implies communication with students and professionals from all over the world, not just one country or region.

Thus, it is possible to conclude that contemporary technology enables the emergence of a wide variety of web-based teaching models, which can be valuable for all teachers regardless of their competence level, location, and financial resources. Online courses, blended learning, computer-mediated communication, online conferences, online coaching and mentoring, virtual schools, and many other training models can be successfully utilized via TEGT to prepare TESOL teachers for the demanding requirements of the modern educational setting.

Technology's Role of in Teachers' Professionalism

Technological introduction as a part of teachers' training is important because it shapes their learning processes. Various interconnected factors, such as gaining practical skills, show that training teachers is critical for student development (Evetts, 2006).

Brewer and Amant (2015) emphasized that in today's world, technology is a norm that allows people in different countries to communicate and collaborate as easily as if they were in the same location. Moreover, globally distributed individuals who are in the same professions can learn about their professions' advancements and can offer their services worldwide. As a result, technology is an important tool that helps in the international distribution of knowledge and advanced skills.

Hollins-Alexander (2013) wrote about the development of virtual learning communities that allow teachers to improve their professionalism levels through online training. Some teachers doubt whether technologies and particularly online trainings can substitute for real face-to-face communication. According to the experiment that Hollins-Alexander (2013) conducted in an urban school district, it is possible to imitate this face-to-

face communication with the help of video conferences and group chats with video and audio materials.

Some countries, such as Bangladesh, are facing an educational crisis because, according to statistical data, only one teacher out of five has a teacher's degree. Technologies in such cases allow these teachers to improve their competence, thus improving the level of education in the country. Shohel et al. (2012) described the educational policy in Bangladesh and claimed that the main goal of these training programs was to make the knowledge that teachers receive applicable in the classroom.

It is also necessary to mention that adult education should utilize different approaches than the education of children. Andragogy supposes that adult learners are responsible for the decisions they make in the process of education and that they need to have the right to decide which information they need. Technology provides them with the opportunity to choose, which makes it an indispensable part of adult learning and the professional training of teachers in particular because this professional training also falls into the category of andragogy (Picciano, 2017).

The benefits of adopting technology in PD can be different, and they are not limited by academic results. For example, Ebert et al. (2014) wrote that Internet-based training can be used as an effective means of coping with depression and the symptoms of anxiety, which are signs of burnout in teachers. In general, the use of Internet-based training in problem-solving allows educators to reduce signs of stress, improve the overall state of their mental health, and increase their self-efficacy. These results were obtained from a 3-month experiment.

Internet-based interventions showed positive dynamics in coping with workplace stress for several reasons. First, educators can access the Internet in any place and at any time they need it. Second, it offers a high level of anonymity for those who need it to ask

questions. Sometimes teachers are afraid of self-disclosure, and this augments constant stress. In addition, Internet-based interventions allow teachers to work at their own pace and review materials if necessary. All of these benefits make Internet-based techniques for coping with stress more effective than traditional in-person communication (Ebert et al., 2014).

Technologies can make teachers' education more flexible and can provide teachers from alienated regions the opportunity to access it. For example, teachers from isolated rural communities do not have physical access to professional training. Online solutions allow them to join groups of other teachers via the Internet. It is not only an effective means of improving their professional qualifications but an opportunity to join the global culture and become part of the international educational discourse without leaving their homes (Salazar et al., 2010).

Kitade (2014) focused on TESOL teachers' training in an online format. She claimed that online training programs for language teachers have two positive consequences. First, they provide language teachers with opportunities to enhance their media literacy. They also actively develop the teachers' professional identities. The professional skills that language teachers develop during online training include methodology improvement, curriculum development, linguistic competency, and practical pedagogical knowledge. Online training is also an effective means of broadening teachers' worldviews and reshaping their values and beliefs.

It is necessary to introduce the notion of smart work in the context of online training. Patrick (2011) wrote that there is a vital need to introduce online training courses for educators because contemporary schools cannot function without teachers who understand how digital technologies work. Modern schools have to provide students with a digital and student-centered curriculum to meet their diverse educational needs. The traditional monolithic school is gradually declining, and teachers need to adapt to this new reality.

In general, this new reality is about high levels of flexibility that are characteristic of online training. Technologies allow trainee teachers to disregard concepts such as presence in the traditional classroom, work hours, and so on. The implementation of such courses allows teachers to organize the educational process more effectively and make learning more convenient compared to the traditional classroom (Ravicchio & Trentin, 2015).

Kuwaiti Context

Overview of Kuwaiti Educational System

This section provides an overview of the public educational system in Kuwait. It offers a description of the structure of public education, some recent statistics, the state of female and male education, the state of special education, and so on. The section also reviews scholars' criticism of education in Kuwait and the government's efforts to address the existing issues. Thus, the section provides the background information needed to proceed to discuss teacher training in Kuwait.

The system of public education in Kuwait consists of general education (2 years of kindergarten (ages 4–6), 5 years of primary school (ages 6–10), 4 years of intermediate education (ages 10–14), and 3 years of secondary education (ages 14–18) and higher education, which includes college and university (Oxford Business Group, 2016). All nationals are required by law to complete at least the secondary level of education, and it is available to them free in gender-segregated schools distributed among six different school districts (Burney et al., 2013). There are also secondary-level religious schools in Kuwait. Interestingly, students who choose to attend these schools not only have their tuition fees covered by the government but also receive a stipend (Hwang, 2009).

Public schools are controlled and funded by the MOE and funded by the government; the MOE also establishes admission rules and supervises schools' functioning. MOE works in collaboration with the National Center for Educational Development, which is responsible

for school inspections, the administration of international tests, and so on (Wiseman et al., 2014).

The MOE also ensures free and appropriate education for students with special educational needs. Educators are encouraged to incorporate students with moderate learning disabilities into the general classroom, which is usually achieved through the development of Individualized Education Plans (Al-Shammari & Hornby, 2020). In addition, students with severe disabilities can attend specialized schools if they cannot benefit from inclusion.

The public educational system in Kuwait seeks to ensure that students with special educational needs receive equal career and social opportunities (Al-Shammari & Hornby, 2020). However, some scholars criticize the current approach to special education in Kuwait by arguing that student accommodation should become a priority and that teachers should be provided with additional training to be more sensitive to the needs of children with special educational needs (Khan, 2016).

Evidence shows that the public educational system in Kuwait is not without flaws. Kuwait's public educational system is one of the most effective in the Middle East, which is exemplified by the fact that the adult literacy rate was 96.06% in 2018 (Statista, 2020b), and 97% of the total population is literate (MOE, 2019). However, the country lags behind global leaders because its students perform poorly in international assessments (e.g., the Trends in Mathematics and Science Study and the Progress in International Reading Literacy Study; Al-Nakib, 2013). Although the government has promoted the incorporation of technology in classrooms, it has been mainly superficial and was limited to the distribution of iPads (Al-Nakib, 2013).

Furthermore, some scholars criticize this system for its focus on rote learning and excessive centralization, which is common across the Arab world (Massialas & Jarrar, 2016). It kills initiative and is simply not aligned with the country's desire to become a knowledge-

based economy. Teachers have little freedom in creating lesson plans and modifying the curriculum to meet students' needs while the latter are taught in a strict environment of submission to authority (Banks, 2017). The textbooks are expected to be used according to a timetable, so teachers have no opportunity to diversify instruction to cater to the needs of individual students and classrooms.

Burney et al. (2013), in turn, maintained that even though Kuwait invests immense resources in developing its educational system, which does not always translate to better performance and academic outcomes. The authors argued that one of the problems is that schools have little authority over local policies. The same issue was raised by Al-Kandari (2013), who stressed that centralization in the public educational system causes communicative failures, bureaucratization, a poor work environment, a lack of collaboration, and many other issues. Furthermore, the improvement of managerial processes can help produce greater output with fewer inputs, and teachers' PD and training, which are currently suboptimal, could improve educational services in public schools (Akiba & LeTendre, 2017).

The Kuwaiti government has been committed to addressing these challenges and reforming the educational system to keep up with global standards (Winokur, 2014). In its ambitious Vision Kuwait 2030 report, the government claimed that it aims to reinvigorate the educational system because it is the key to making the country competitive and strengthening its economy. The Kuwaiti government also collaborated with the World Bank in 2015 to build capacity, improve the quality of teaching, and monitor progress. As part of the development process, the MOE will engage in enhancing and developing curriculum and updating national standards as well as developing teachers' performance.

Teachers' Preparation Programs

To explore teachers' training status in Kuwait, it is important to understand the general state of teacher training in this country. This section provides an overview of the

current teacher training requirements and explains how teachers of all levels are prepared in Kuwait. Apart from offering some background knowledge, the researcher also review studies that discuss the flaws of the existing teacher preparation programs. This information is needed to identify the challenges and propose solutions and improvements that could enhance teacher skills and competence.

After completing primary education, Kuwaiti students can choose from in- or out-of-state universities or several vocational schools. There are also private universities available to both Kuwaiti nationals and international students. Students who choose education as a career should join colleges of education and have a bachelor's degree at minimum to practice this profession (Alhouti, 2018).

Teacher preparation colleges are now faced with an increasing burden because the Kuwaiti government seeks to prepare more teachers and enhance the skills of those already working in the field. Two main institutions are currently tasked with preparing teachers for meeting the new challenges: The College of Education, which is part of Kuwait University, and the College of Basic Education, which is part of the Public Organization of Vocational Education and Training. The former prepares teachers for intermediate and secondary schools, while the latter prepares primary teachers (Male, 2015). The purpose of these teacher preparation institutions is to provide future teachers with relevant strategies, teaching methods, and educational values compatible with the country's broader visions.

Both institutions offer four-year programs consisting of eight semesters, allowing graduates to earn bachelor's degrees (Lamine, 2010). The faculties accept applicants with secondary general certificates or those who have completed the public school curriculum. They are also similar in their curricula, which normally consist of three components. These include general culture, specialization, and vocational curricula (Noor, 2019). General training covers some broad areas of knowledge, such as cultural training, languages, writing,

and so on. Academic/special training is focused on pedagogy itself and is the core of the programs. Finally, vocational training includes the delivery of conceptual knowledge of the educational curriculum (Noor, 2019).

During the last semester in teacher preparation programs, the teaching practicum centers send preservice teachers to public schools, where they are expected to complete internships (Alsaleh et al., 2017). They work there full-time and gain practical experience by applying theory in real classrooms. Teaching practicum centers supervise preservice teachers along the way. Meanwhile, a college of education supervisor, school principal, and head department supervisor are engaged in preservice teachers' assessment. They supervise teachers and evaluate their progress by giving constructive feedback. At the end of the internship course, preservice teachers receive their evaluation report, which they send to their college (Alsaleh et al., 2017). If the results of the internship are positive, preservice teachers receive the opportunity to get a full-time position in the selected institution.

Status of Teachers' Professional Training in Kuwait

The current research targets the improvement of professional training practices in Kuwait. The researcher examines the status of the PD of teachers in Kuwait and identifies factors that are not in place. Unfortunately, the literature examining teachers' professional training plans and programs in Kuwait is severely limited because the MOE has granted little access to policy documents.

Teacher development continues after graduates enter the profession. To enhance teachers' professional skills in public schools, supervision is provided with the consideration of the ministry regulations (Al-Daihani, 2017). Ideally, teachers have local supervisors who support and guide them through work. In most cases, however, teachers receive supervision only when they start their internships or immediately after graduation. More experienced

teachers rarely get professional support. This is consistent with research by Alhouti (2018), which showed that in-service PD is unavailable to more than half of teachers in Kuwait.

In fact, the majority of teachers in Kuwait believe that traditional supervision is aimed at assessing and criticizing them rather than promoting their PD. In-service preparation issues were also discussed in an earlier study by Al-Sharaf (2006), in which the author stressed that due to their ineffectiveness, young teachers become disillusioned and disinterested in their profession. According to Al-Sharaf (2006), the first years of practice are crucial for graduates' formation as teachers, so they should receive more support and guidance during this period.

Many studies have been conducted highlighting the flaws of the teacher preparation system in Kuwait (Kirkpatrick, 2016). Some have argued that not enough funding is allocated for teacher development. Although the government has been increasing funding and seeking additional investment options, these measures have not improved the quality of education yet (RSM, 2017). Teacher preparation courses are believed to be ineffective as well because they focus disproportionately on theory at the expense of practical experience. The duration of some courses is very short, which does not allow all important areas to be covered. Another area that should be improved is teacher motivation. Future and in-service teachers need to be motivated to engage in PD; one way to achieve this is to ensure that it is connected directly to their practice (Al-Ahmadieh & Al-Nabhan, 2019).

Other scholars have criticized the teacher-centered educational approach (Hayden et al., 2015). Teachers are taught that they are the core of the educational process and possess the ultimate authority. However, a teacher-centered approach means that teachers are not prepared to encourage active dialogue among students, promote innovativeness and creativity, or enable active learning (Al-Felajj, 2016). Thus, it is possible to suggest that the educational curriculum for teachers should be changed to enable them to create a more

student-centered atmosphere in classrooms, which is more aligned with international standards.

A United Nations report (2015) also highlighted some gaps in teacher preparation in Kuwait. Specifically, the authors of the report argued that there is a strong need to improve the professional competence of teachers. The level of teacher preparation appears to be low, meaning that teachers are simply not equipped to meet increasingly demanding requirements. Most teachers, if not all, acquired bachelor's degrees in education in public schools in Kuwait, but some are still not adequately qualified (MOE, 2014; National Institute of Education, 2013). Thus, the UN (2015) recommended designing an effective tool to assess teachers' performance that could identify areas of weakness and serve as a starting point for implementing improvements in teacher preparation programs.

Kuwaiti teachers' training needs, however, led to the creation of a training center that provides facilities for training activities. A committee created by the Division of Education, the Committee for Training and Preparation, constructed a new training center called the Department of Development and Improvement, which complies with requirements of the teaching process and is coordinated by the MOE and its experts (UNESCO, 2011).

By tracking the evolution of professional training in the Kuwaiti MOE, the researcher has noticed that its evolution can be traced to the academic year of 1962–1963, when there was no specialized staff employed for training. Training was instead carried out by MOE technical supervisors (MOE, 2000). With the competitive demands of today's global world, many researchers have pointed out that our societies are undergoing structural transformations that have changed the bases on which they are built (Baldwin et al., 2010). Therefore, educational officials in the Kuwaiti MOE realized that there was an urgent need to increase teachers' training opportunities and plan more in-service professional training programs.

As Al-Dhaen (2012) highlighted, the training focus at the beginning was on newly appointed teachers who did not have educational backgrounds because they came from different schools. These schools were not schools that offered degrees in education, so they had solid knowledge in their fields but a lack of experience in applying this knowledge in a classroom setting. After this phase, the Kuwaiti MOE adopted several types of professional training programs that were addressed to particular groups of teachers. These groups included newly recruited Kuwaiti teachers, teachers who were supposed to be promoted, and non-Kuwaiti teachers who came from different cultures and had been prepared to teach differently in their countries (Al-Obaid, 2006). In 2002, the MOE also launched a large professional training project to address computer literacy. It was mandatory for all teachers belonging to the Kuwaiti MOE to take this training course to obtain an International Computer Driving License certificate (Al-Sharija & Qablan, 2012).

In comparison with other teachers, Varghese and Jenkins (2005) revealed that TESOL teachers require global training access to upgrade their teaching methods and techniques. They need adequate, up-to-date qualifications in both the subject matter that they teach and teaching methodology. They also need opportunities for sharing expertise with other experienced teachers and educators that lead to practical reflection (Hansen-Thomas et al., 2013). Hence, by teaching education, language development, and an inclusive curriculum, TESOL teachers can have access to new research and knowledge. Therefore, the Kuwaiti MOE cooperated with some international training institutions located in Kuwait to train TESOL teachers. The MOE (2015) highlighted that the frequent professional training partnership was conducted with the British Council, a British organization specializing in international cultural and educational opportunities, and with AMIDEAST, an American organization that offers opportunities for learning and training to people of the Middle East and North Africa.

Although these partnerships are considered distinguished in terms of professional training, they are administered in inappropriate ways. Teachers who are called to join the training courses offered by these institutions are selected randomly rather than according to their professional needs. Additionally, teachers have no obligation to join these professional training programs, and they have the right to reject the professional training offers, whether they have serious issues or are simply not interested (Al-Jinaee, 2009).

Based on the abovementioned efforts, it is obvious that the experts of the Kuwaiti MOE have made important progress in their effort to improve teachers' professional training. However, as reported by the Educational Statistical Group of the MOE (2010), only 16% of teachers benefited from such professional training plans, and the MOE's aim was to include 95% of all teachers in these professional programs (MOE, 2007). In this case, educational experts in Kuwait stressed the need for school-based training and for the opening of new training centers in every district, which would reach the most teachers and help the Kuwaiti MOE develop all its teachers (Al-Saleh et al., 2017).

The result of this context is that as long as in-service professional training programs in Kuwait are fully under the control of the MOE, neither schools nor teachers are authorized to design the teaching programs. For this reason, the level of in-service professional training programs in Kuwait is unfortunately below the expectation threshold of MOE officers. However, if the MOE is not able to provide teachers with modern professional training practices, such as TEGT, or to establish sufficient teaching quality, Kuwaiti students might experience a substantial reduction in academic achievements. Consequently, TESOL teachers in Kuwait should be actively engaged in the assessment of teaching practices and programs, and they should participate actively in promoting regional, state, and national education initiatives. The strategies of professional training bodies for TESOL teachers in Kuwait are meant to enhance and promote teaching effectiveness, both of which support professional

growth and qualify TESOL teachers to take on higher-status roles and acquire new responsibilities within their profession.

Summary

Based on the review of the literature above, the global training is the most crucial component in the preparation of TESOL teachers. It is impossible to disregard this subject in the postindustrial economy, especially when English is considered the main language of international communication. The researcher found no particular studies in the previous literature focusing on examining teachers' perceptions of TEGT's effect on their professionalism and filling this literature gap is the main purpose of this study.

Chapter 3: Methodology

In this chapter, the researcher describes the study's design and data collection methods. She also discusses the data analysis process used. Furthermore, she explains the main criteria and strategies used when selecting participants and articulate the research variables. In addition, the researcher provides a detailed description of the instrumentation.

Research Variables

The current study includes five independent variables: gender, age, nationality, teaching level, and teaching experience. On the other hand, there is only one dependent variable, which is teachers' perceptions of the effect of the TEGT program on attaining professional values and attributes, professional knowledge and understanding, and professional skills.

Research Participants

In this research, the concentration is on in-service professional training for TESOL teachers in Kuwait. They have been chosen because they are privileged with having the English language proficiency to go through the global training successfully and may not encounter any language barrier.

Hence, all Kuwaiti and non-Kuwaiti TESOL teachers from all educational levels and school districts were invited to participate in this study. The participants' first language is Arabic, and the majority of participants hold bachelor's degrees in English language education. Some of them hold graduate degrees in the same field of study. They are from different age groups, different nationalities, and have different teaching tenures.

According to the recent statistical abstract of education for academic year 2017/2018 issued by the Educational Planning Department of the Kuwaiti MOE (2019), the grand total of TESOL teachers who work with the MOE in Kuwait in all educational stages is 7,368. The

following table provides more details about the whole population of the current study in terms of their nationalities and genders.

Table 1. *Population Distribution across Gender and Nationality*

Males			Females			Totals		
Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
529	1630	2159	2409	2800	5209	2938	4430	7368

Data Collection

Data were collected from TESOL teachers of different educational levels and districts who rated the effect of TEGT on their professionalism from their own perspectives and the expected obstacles that they may encounter from its adoption by the Kuwaiti MOE. A survey using a 5-point Likert scale was constructed by utilizing the advanced statistical features that are offered by Qualtrics Software to pursue the purposes of this study. The survey included three main parts: demographic information, professional standards, and obstacles and barriers to adopting this type of professional training.

The professional standards adopted in this survey were based on the official professional standards that are applied in England. The English standards were developed by the Education and Training Foundation (ETF) in 2014 with the consultation of experts across the education sector (ETF, 2014). The reason for choosing England is that the English curricula that have been adopted by the Kuwaiti MOE are in British English. Hence, to keep consistency between the instrument statements and the purpose of this research, the professional standards of England were specifically adopted.

Self-selected sample techniques were applied by distributing the final electronic copy of the questionnaire to all K–12 TESOL teachers in Kuwait at the beginning of February 2020. This was accomplished in cooperation with the Kuwaiti MOE and the Kuwait Teachers

Society to use their electronic database. Teachers were sent a link to the questionnaire via email and SMS messaging. Additionally, some social media features were utilized in this context to serve in the data-collection process. Participants were allowed as much time as needed to complete and return the questionnaires so that they were able to participate whenever and however they preferred.

Validity and Reliability

The survey construct was reviewed, and feedback from a panel of experts from the University of Kansas and the Kuwait University was sought to ensure that the questionnaire was valid and accurate regarding the effect of technology-enhanced training on teachers' professionalism in Kuwait. This occurred by sending them the initial drafts of the survey to seek their insightful reviews. After getting their feedback, many in-person and online meetings were held to discuss the survey items and dimensions. In addition, many back-and-forth emails were sent between me and the experts who agreed on reviewing the instruction and providing neutral perspectives. Accordingly, many critical adjustments were made to ensure the internal and external validity of the research instrument.

To ensure that was designed appropriately to pursue the research objectives before applying the final full-scale study, a pilot study was administered. By referring to databases of the Kuwaiti MOE, an anonymous link was sent randomly to 30 TESOL teachers. Only 16 TESOL teachers responded to it. These respondents were later separated from the final study participants. Based on the findings of the pilot study, the reliability of the survey was assessed by applying Cronbach's alpha to confirm internal consistency among the survey statements. Table 2 demonstrates the main Cronbach's alpha coefficient for the whole instrument, $\alpha = 0.949$. It is very high, demonstrating that the instrument is reliable. Table 2 also shows that there was adequate consistency among the instrument items in each part.

Furthermore, the professional standards part of the instrument was the most reliable one, $\alpha = 0.965$.

Table 2. *Summary Statistics of Reliability Test*

Scale	Number of Items	Cronbach's α
Professional Standards	27	0.965
Barriers and Obstacles	21	0.915
Total Value	48	0.949

Data Analysis

Survey data were analyzed using IBM SPSS 26 software. Multiple regression was employed as a statistical method to predict values of the criterion variable as well as to test the associations between the independent variables and a single dependent variable of the current study. A coefficient Cronbach's α with a level of .07 was set to calculate the internal consistency coefficients of the items included in the survey of this study.

Consent to Study

Official approval was sought from the Institutional Review Board in the Human Research Protection Program at the University of Kansas before conducting the current research. When this approval was obtained, permission was requested from the MOE Educational Research Department in Kuwait to obtain official access to TESOL teachers from different school districts in Kuwait.

Chapter 4: Results

This chapter provides a detailed description of the sample's descriptive data and demographics in view of the study variables gender, age, nationality, teaching level, and teaching experience. In addition, to answer the research questions, each research question was studied separately. Research questions 1 and 5 were answered using descriptive statistics along with qualitative explanations. The remaining research questions 2 through 4 were answered using multiple regression models that investigated the association between the criterion variables with their predictors.

Descriptive Data and Demographics

This study targeted in-service K-12 TESOL teachers in Kuwait. There were no exclusion criteria, as all TESOL teachers were encouraged to participate in the survey, which was distributed widely across all school districts nationwide. As stated earlier, data from the Kuwaiti MOE show that 7,386 TESOL teachers were reached. However, only 377 participants filled out the survey, and out of these 377 responses, 104 responses were missing data. Therefore, the 273 remaining complete cases were used for analysis. In the following, descriptive data will be presented to help understand the study sample and its demographics.

Although all teachers were encouraged to participate in the survey, disparity in gender representation among the participants was evident in the collected data. While females constituted about 86% of the sample ($n = 236$), male participants were merely 14% ($n = 37$; see Table 3). Such disparity might create concerns when running the analyses and comparing between genders, but the researcher acknowledges this when results of later analyses manifest.

Table 3. *Gender Distribution*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	9.8	13.6	13.6
	Female	236	62.6	86.4	100.0
	Total	273	72.4	100.0	
Missing	System	104	27.6		
Total		377	100.0		

The researcher wanted to investigate the variability in the nationality of the participants, as nationality is one of the independent variables in the coming analyses. Participants were coded as either Kuwaiti or non-Kuwaiti. Participants of Kuwaiti nationality comprised around 63% of the sample ($n = 172$), whereas non-Kuwaiti nationals were about 37% ($n = 101$; see Table 4). Although not ideal, the gap between participants' nationalities is not as severe as that found in gender.

Table 4. *Nationality Distribution*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kuwaiti	172	45.6	63.0	63.0
	Non-Kuwaiti	101	26.8	37.0	100.0
	Total	273	72.4	100.0	
Missing	System	104	27.6		
Total		377	100.0		

In addition to gender and nationality, the researcher looked into teachers who teach at different teaching levels and divided these levels into primary, intermediate, and secondary teaching levels. Demographic data show that 43%, 19%, and 37% of the participants were primary, intermediate, and secondary TESOL teachers, respectively (see Table 5). Notably, when this variable was used in the upcoming regression analyses as an independent variable, it was first dummy-coded, and the primary category was used as the reference group.

Table 5. *Teaching Level Distribution*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	119	31.6	43.6	43.6
	Intermediate	52	13.8	19.0	62.6
	Secondary	102	27.1	37.4	100.0
	Total	273	72.4	100.0	
Missing	System	104	27.6		
Total		377	100.0		

There are many independent variables in the study including age, gender, teaching experience, teaching level, and so on. However, age and teaching experience were used to examine their effect on teachers' perceptions of the effect of TEGT on their professionalism. Both variables were treated as continuous. The mean age of participants was 36.66 years ($SD = 8.65$). The skewness of age was 0.768 (see Table 6), indicating that this was a fairly normally distributed variable and not severely skewed. The minimum age was 20 and the maximum reported age was 80 years old. Regarding teaching experience, the mean was 12.66 years of experience ($SD = 8.35$). This variable was also normally distributed, with a skewness of .603 (see Table 6).

Table 6. *Descriptive Statistics of the Study Sample*

	<i>N</i>	Range	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	
						Std. Error	Std. Error
Age	273	58.00	36.6630	8.65495	.768	.147	1.499
Teaching Experience	273	40.00	12.6337	8.34754	.603	.147	-.136
Valid <i>N</i> (listwise)	273						

Research Questions

This study addressed five research questions:

- What are the perceptions of TESOL teachers in Kuwait regarding the effect of TEGT on their professionalism?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional values and attributes?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional knowledge and understanding?
- What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional skills?
- What are the perceptions of TESOL teachers in Kuwait regarding obstacles that may limit the positive effect of TEGT on their professionalism?

Results

Research questions 1 and 5 were answered mainly using descriptive statistics supported by qualitative explanations. However, questions 2 through 4 were addressed using general linear models (multiple regression models). In this section, the analysis of the results of each research question are presented separately and in detail. Finally, note that the sample size was originally 273 when descriptive statistics were conducted; however, multiple regression uses list-wise deletion, resulting in a new sample size of 177.

Research Question 1

What are the perceptions of TESOL teachers in Kuwait regarding the effect of TEGT on their professionalism?

TESOL teachers in Kuwait who participated in the study demonstrated a predominantly positive view of the effect of TEGT on their professionalism. This is evident

given the results of the survey, which asked about the three dimensions of professionalism—professional values, professional knowledge, and professional skills. The survey used a Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). As shown in Table 7, the mean perception of TESOL teachers in Kuwait who participated in the study was ($M = 4.08$, $SD = .61$).

Table 7. Mean and Standard Deviation of the TEGT Effect on Teachers' Professionalism

	<i>N</i>	<i>M</i>	<i>SD</i>
TEGT Effect	177	4.0808	.60970
Valid <i>N</i> (listwise)	177		

Virtually no participant disagreed or strongly disagreed with the fact that TEGT affects their professionalism (see Figure 1). However, a few participants responded with *neutral*, which could suggest that they either had a literally neutral stance or they were in between agreeing and disagreeing. Overall, the histogram in Figure 1 shows that the vast majority of the participants confirmed that TEGT does in fact have an effect on their professionalism.

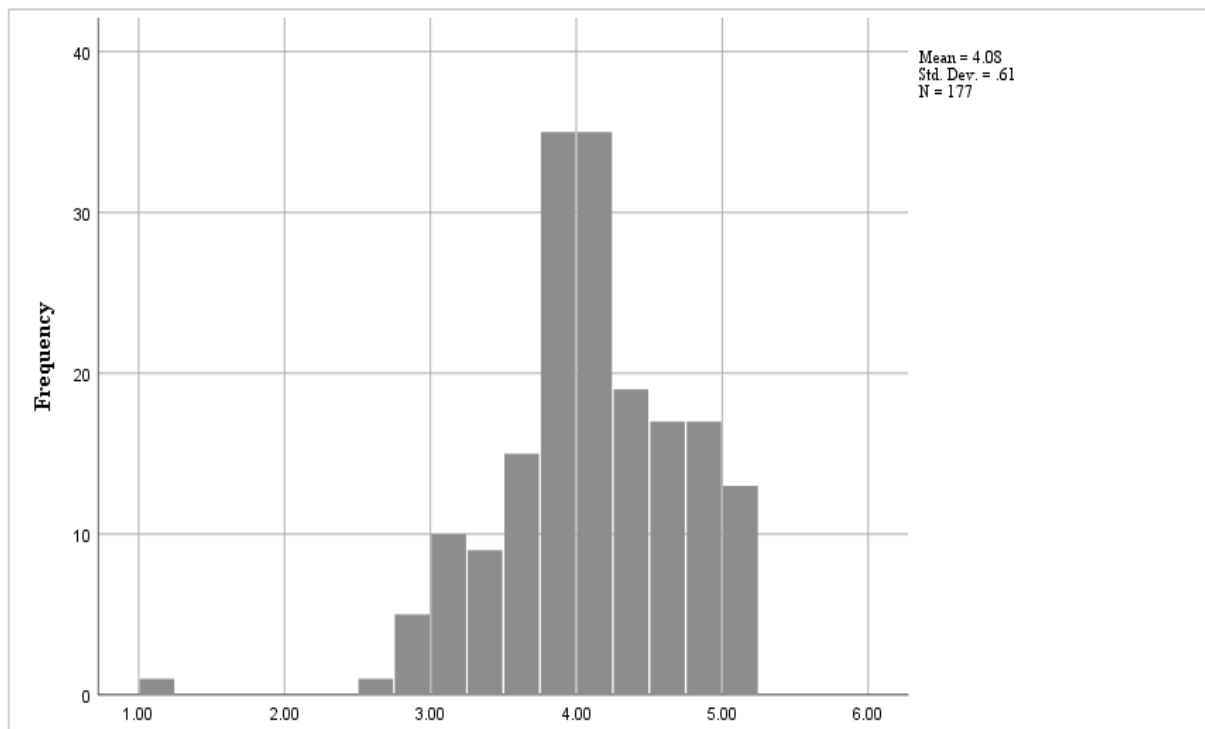


Figure 1. TEGT's Effect on Teachers' Professionalism

Research Question 2

What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional values and attributes?

To study the association between TESOL teachers' perceptions regarding TEGT's effect on attaining professional values and attributes and the five independent variables (gender, age, nationality, teaching level, and teaching experience), a multiple regression analysis was conducted. It is important to note here that prior to running the analysis, teaching levels were dummy-coded, and the primary category was used as a reference group. Additionally, gender was also dummy-coded, with male as the reference group. Finally, nationality was another independent variable that was dummy-coded, and Kuwaiti was the reference group.

The regression model summary is shown in Table 8. According to these results, the predictors account for approximately 8% of the variance in the criterion variable (professional values), $R^2 = .079$, $F(6, 170) = 2.44$, $p < .05$. Although the amount of variance in the criterion variable accounted for by the predictors is small, the overall model is statistically significant.

Table 8. *Summary of Perceptions on Professional Values and Attribute Attainment*

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>SEM</i>	Change Statistics				
					ΔR^2	ΔF	df1	df2	ΣF
1	.28 ^a	.079	.047	.60138	.079	2.442	6	170	.027

a. Predictors: (Constant). Secondary: Teaching Experience, Gender, Nationality. Intermediate: Age.

Predictors were further examined individually in order to identify which predictors contributed the most and which were statistically significant. Teaching experience was the only statistically significant predictor that predicted the criterion variable professional values,

$t(170) = 2.454, \beta = .442, p = .015$ (see Table 9). To clarify further, a 1-*SD* change in teaching experience is associated with a .032-*SD* change in professional values, holding other variables constant. Although age approached significance, $p = .068$, it is noteworthy that age seemingly correlates negatively with professional values (see Table 9). In other words, as age increases, professional values decrease. However, it is important to note that this variable is not a statistically significant predictor; thus, this result is not to be considered in the interpretation of the model.

Regarding teaching level, TESOL teachers of primary schools tend to differ from those teaching intermediate levels. In fact, primary school TESOL teachers tend to have a .193 increase in positive perception of TEGT compared to that of intermediate-level TESOL teachers, $t(170) = -2.105, \beta = -.193, p = .037$.

Table 9. *Variables Contributing to Professional Values and Attribute Attainment*

Model		Unstandardized Coefficients		Standardized Coefficients		Correlations			
		B	SEM	β	t	Sig.	Zero-order	Partial	Part
1	(Constant)	4.651	.355		13.113	.000			
	Gender	.076	.134	.048	.564	.574	.126	.043	.041
	Nationality	-.028	.101	-.022	-.277	.782	.006	-.021	-.020
	Age	-.025	.014	-.339	-1.839	.068	.045	-.140	-.135
	Teaching Experience	.032	.013	.442	2.454	.015	.119	.185	.181
	Intermediate	-.284	.135	-.193	-2.105	.037	-.196	-.159	-.155
	Secondary	-.061	.104	-.049	-.588	.557	.033	-.045	-.043

Research Question 3

What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional knowledge and understanding?

Multiple regression analysis was conducted to investigate the association between TESOL teachers' perceptions regarding the effect of TEGT on attaining professional knowledge and understanding and the five independent variables. Similar to the previous model, gender, nationality, and teaching level were dummy coded for the purpose of this analysis and the reference groups were the same (i.e., male Kuwaiti TESOL teachers of primary schools).

The summary of the regression model is shown in Table 10 below. The predictors age, gender, nationality, teaching level, and teaching experience accounted for approximately 9% of the variance in the criterion variable (professional knowledge and understanding), $R^2 = .089$, $F(6, 170) = 2.77$, $p < .05$. Although the amount of variance in the criterion variable that was accounted for by the predictors was minimal, the overall model was statistically significant.

Table 10. *Summary of Factors Affecting Professional Knowledge Attainment*

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	SEM	Change Statistics				
					ΔR^2	ΔF	df1	df2	Sig. F Change
1	.298 ^a	.089	.057	.65421	.089	2.767	6	170	.014

a. Predictors: (Constant). Secondary: Teaching Experience, Gender, Nationality. Intermediate: Age

The predictor variables were further analyzed separately in order to pinpoint which predictors contributed the most and which ones were statistically significant. Teaching experience was the only statistically significant predictor of the criterion variable (professional knowledge), $t(170) = 2.064$, $\beta = .370$, $p = .041$ (see Table 11). To clarify, a 1-*SD* change in teaching experience was associated with a .029-*SD* change in professional knowledge and understanding, holding other variables constant. Interestingly, no differences among gender, nationality, or teaching levels were observed (see Table 11).

Table 11. *Variables Contributing to Professional Knowledge and Understanding Attainment*

Model		Unstandardized		Standardized		Correlations			
		B	SEM	β	<i>t</i>	Sig.	Zero-order	Partial	Part
1	(Constant)	4.349	.386		11.271	.000			
	Gender	.219	.146	.127	1.494	.137	.192	.114	.109
	Nationality	-.134	.110	-.098	-1.220	.224	-.052	-.093	-.089
	Age	-.019	.015	-.237	-1.294	.197	.063	-.099	-.095
	Teaching Experience	.029	.014	.370	2.064	.041	.120	.156	.151
	Intermediate	-.260	.147	-.162	-1.767	.079	-.198	-.134	-.129
	Secondary	-.069	.114	-.050	-.609	.543	.035	-.047	-.045

Research Question 4

What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional skills?

Multiple regression analysis was conducted to inspect the association between TESOL teachers' perceptions regarding the effect of TEGT on attaining professional skills and the five independent variables. As in the previous model, gender, nationality, and teaching level were dummy coded for the purpose of analysis, and the reference group was the same.

The results of the regression model summary are shown in Table 12. Five predictors were included in this model (age, gender, nationality, teaching level, and teaching experience), and they account for approximately 10% of the variance in the criterion variable (professional skills), $R^2 = .102$, $F(6, 170) = 3.205$, $p < .05$. Regardless of the marginal amount of variance in the criterion variable accounted for by the predictors, the overall model was statistically significant.

Table 12. *Summary for Factors Affecting Professional Skills Attainment*

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	SEM	Change Statistics				Sig. F Change
					ΔR^2	ΔF	df1	df2	
1	.319 ^a	.102	.070	.62577	.102	3.205	6	170	.005

a. Predictors: (Constant). Secondary: Teaching Experience, Gender, Nationality. Intermediate: Age

The table for the regression coefficients (Table 13) describes how much each independent variable contributed to the criterion variable and whether that contribution was statistically significant. To that end, the variables were individually analyzed to determine which predictors contributed the most and which ones were statistically significant. Age and teaching experience were the only two statistically significant predictors of professional skills, $t(170) = -2.096$, $\beta = -.382$, $p = .038$; and $t(170) = 2.994$, $\beta = .533$, $p = .003$, respectively. A 1-*SD* increase in age was associated with a .382-*SD* decrease in professional skills, holding other variables constant. Similarly, a 1-*SD* change in teaching experience was associated with a .533-*SD* change in professional skills, holding other variables constant. Age correlated negatively with professional skills. Similar to the previous model, no differences among gender, nationality, or teaching levels were observed (see Table 13).

Table 13. *Variables Contributing to Professional Skills Attainment*

Model		Unstandardized		Standardized		Correlations			
		Coefficients	SEM	Coefficients	<i>t</i>	Sig.	Zero-order	Partial	Part
1	(Constant)	4.541	.369		12.304	.000			
	Gender	.239	.140	.144	1.709	.089	.192	.130	.124
	Nationality	-.078	.105	-.060	-.746	.457	-.003	-.057	-.054
	Age	-.030	.014	-.382	-2.096	.038	.093	-.159	-.152
	Teaching Experience	.041	.014	.533	2.994	.003	.173	.224	.218
	Intermediate	-.157	.140	-.102	-1.118	.265	-.170	-.085	-.081
	Secondary	.004	.109	.003	.037	.970	.064	.003	.003

a. Dependent Variable: Professional Skills

Research Question 5

What are the perceptions of TESOL teachers in Kuwait regarding the obstacles that may limit the positive effect of TEGT on their professionalism?

In the third part of the survey, participants were asked about their perceptions regarding administrative, content, technical, and personal obstacles that could restrict the positive effect of TEGT on their professionalism. Descriptive statistics supported by qualitative explanation were used to answer this research question. As shown in Table 14, 163 participants completed this part of the survey, M response = 3.58, SD = .63, which was a neutral result leaning toward positive perception. In other words, TESOL teachers in Kuwait almost positively think that such obstacles would limit the positive effect of TEGT on their professionalism. However, many responses were neutral, which could suggest that either such obstacles did not apply to those respondents or they simply refrained from answering such questions.

Table 14. *Mean and Standard Deviation of the Obstacles Encountered*

	<i>N</i>	<i>M</i>	<i>SD</i>
Obstacles	163	3.5828	.62987
Valid <i>N</i> (listwise)	163		

To investigate this issue further, Figure 2 shows more than what Table 14 revealed. The distribution of the responses was normal and almost centered around the *neutral* and *agree* responses, although it is slightly skewed toward the *strongly agree* category. This suggests that TESOL teachers in Kuwait think that administrative, content, technical, and personal obstacles limit the positive effect of TEGT on their professionalism.

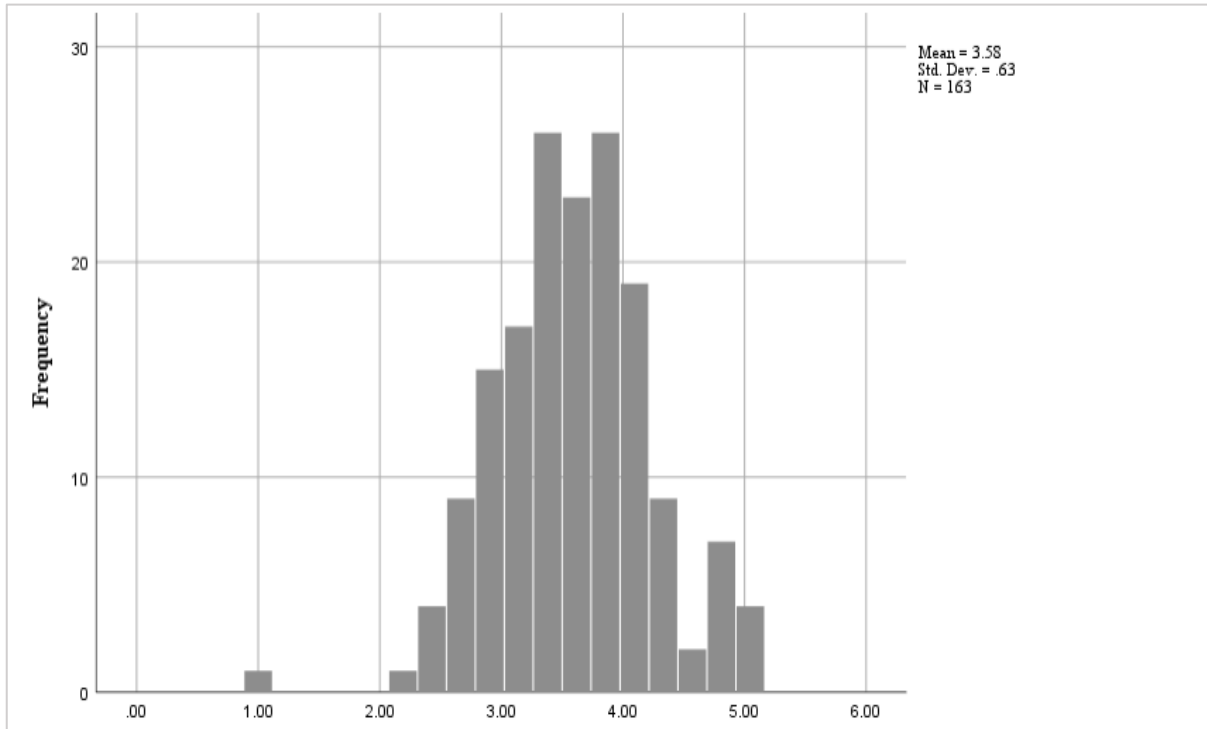


Figure 2. *Obstacles of TEGT's Positive Effect on Teachers' Professionalism*

Chapter Summary

Results were obtained using either descriptive analyses or multiple regression analyses. With the help of tabular as well as visual presentation, the results were presented and interpreted. This chapter revealed the answers to the research questions and provided a good basis for me to write the next chapter, that is, the discussion.

Chapter 5: Discussion

This study looked into Kuwaiti TESOL teachers' perception of the effect of advanced TEGT on their professionalism. Here, the researcher summarizes the major results and findings of the study. Additionally, implications and recommendations that stemmed from the results of the study are presented and explained. Furthermore, there were some limitations that the researcher deemed important to point out when interpreting the results. Finally, the researcher identified some areas where future research could take place to further explore the dimensions of this study.

Purpose of the Study

The purpose of the study was mainly to fill a gap in the literature pertaining to in-service teachers' professional training in Kuwait with a view to implying and implementing a new professional training trend in the field. Furthermore, the researcher attempted to examine Kuwaiti TESOL teachers' perceptions of the effect of TEGT on their professionalism.

Based on these purposes, the current study asked five research questions as follows:

- What are the perceptions of TESOL teachers in Kuwait regarding the effect of TEGT on their professionalism?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional values and attributes?
- What are the relationships between TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional knowledge and understanding?
- What are the relationships between the TESOL teachers' genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional skills?

- What are the perceptions of TESOL teachers in Kuwait regarding obstacles that may limit the positive effect of TEGT on their professionalism?

Interpretation of Findings

Through the research questions, the researcher examined Kuwaiti TESOL teachers' perceptions regarding the effect of TEGT on their professionalism. The concept of professionalism was examined as a whole, and then its dimensions (i.e., professional values and attributes, professional knowledge and understanding, and professional skills) were examined individually. Additionally, barriers and obstacles that might inhibit the positive effect of TEGT on teachers' professionalism were investigated. These obstacles were categorized into four categories: administrative, content, technical, and personal barriers.

Overall, TESOL teachers in Kuwait who participated in the study demonstrated a predominantly positive perception toward the effect of TEGT on their professionalism. In terms of the associations between each aspect of professionalism and the independent variables, all regression models were statistically significant, although they demonstrated weak correlations between the criterion variables and predictors. The following is a more detailed discussion of the findings for each research question.

In the first research question, participants were asked 27 items on a Likert scale of 1 (*strongly disagree*) to 5 (*strongly agree*). Items 1–9 represented professional values and attributes, items 10–16 represented professional knowledge and understanding, and items 17–27 represented professional skills. Participants' responses to these items were averaged, showing that teachers positively perceived the effect of TEGT on their professionalism ($M = 4.08$, $SD = .61$). In fact, the distribution of the responses was negatively skewed, suggesting that the vast majority of responses were either *Agree* or *Strongly Agree*. It is evident that global training is effective and can be used as a tool to help teachers achieve a set of educational goals (Koehler & Ludebeg, 2013). These outcomes conform to all three

theoretical underpinnings addressed in Chapter 2—CT, the CLM, and the TAM—such that the effects of technology and technology-enhanced training are positive on teachers’ professionalism, the performance of their students, and the quality of education (Aziz, 2012; Miller et al., 2017).

The second research question examined the relationship between TESOL teachers’ genders, ages, nationalities, teaching experience, and teaching level and their perceptions regarding the effect of TEGT on attaining professional values and attributes. Teaching experience was the only significant predictor of a positive perception of TEGT, which agrees with the literature. Teaching experience is one of the most influential factors that affects teachers’ professionalism (Varela & Maxwell, 2015). Additionally, there seems to be a statistically significant difference in the relationship between professional values and attributes among teaching levels, specifically between intermediate and primary teachers in favor of primary teachers. This might be attributable to the amount of responsibilities that primary teachers are entrusted with in terms of preparing elementary students and instilling social and traditional values.

Moving to the third research question, the relationship between TESOL teachers’ genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional knowledge and understanding was examined using multiple regression analysis. Although the model is statistically significant, similar to the previous model, only teaching experience was a significant predictor, which still agrees with the literature (Varela & Maxwell, 2015).

Similarly, the fourth research question examined the relationship between TESOL teachers’ genders, ages, nationalities, teaching experience, and teaching levels and their perceptions regarding the effect of TEGT on attaining professional skills. Similar to the previous two models, teaching experience was still a significant predictor. However, this

model showed that age was another statistically significant predictor. According to the results of this research, teachers' perception of the effect of TEGT on attaining professional skills decreases as they progress in age.

Finally, the fifth question explored the perceptions of TESOL teachers in Kuwait regarding obstacles that may limit the positive effects of TEGT on their professionalism. These barriers were divided in the survey into administrative, content, technical, and personal obstacles. Teachers' perception of this issue is between neutral and positive. Put differently, TESOL teachers in Kuwait perceive these obstacles as influential and able to limit the positive effect of TEGT on their professionalism. This was evident from the fact that around 80% of the participants responded with *Agree* to the items in this part of the survey.

Implications and Recommendations

The TEGT has a positive impact on teacher professionalism if it is implemented very well. Teachers should train extensively when there is a change in the educational system. Connective, behaviorist and constructive views suggest that teachers are a key guide to how students adapt in a learning environment. It is critical to ensure that students are able to assimilate and acquire knowledge from practical lessons. The skills that are passed down from teachers to students are essential as they help in understanding a subject matter from various perspectives. Because technology is widespread, teachers should learn to adapt and communicate confidently with students. Therefore, teachers are identified as the guide to how students perform in classrooms, hence an important emphasize should be put on teacher training globally.

In this study, the researcher's aim was to examine the perception of Kuwaiti TESOL teachers concerning the effect of TEGT on their professionalism. The results revealed that Kuwaiti TESOL teachers demonstrated a positive perception of this matter as evidenced in the series of analyses conducted and demonstrated earlier. Thus, it is highly advised to invest

in such type of training because it pays dividends in the quality of the teachers' professionalism (Hollins-Alexander, 2013). TESOL teachers in Kuwait realize the importance of technology in their development and competence, which conforms to the case of teachers in Bangladesh (Shohel et al., 2012).

Given that, the researcher recommends the following:

- The MOE in Kuwait should extend its efforts in providing TESOL teachers with more TEGT because it reflects positively not only on their practice, but also on the academic achievement of their students and the overall K–12 system.
- According to the study results, teaching experience is a key factor in establishing a positive perspective of the importance of this type of training on teachers' professional skills, knowledge, and understanding, as well as values and attributes. Thus, it is highly recommended to encourage teachers with limited experience to take part in this type of training due to its positive effect on their practice. This could be done, for example, through professional workshops where more experienced teachers share their perspectives on TEGT training and how it had helped reform their teaching and practice.
- The MOE in Kuwait should reimage the current PD programs for teachers and utilize the advanced features of technology and embed them within the teachers' professional training plans.

Study Limitations

Although the findings of the current study indicated a positive effect of TEGT on TESOL teachers' professionalism, the study has certain limitations. One of the limitations of this study was the sample's age distribution. The youngest participant was 22 years old and the oldest was 80. This could be a good thing if we look at it from a representation perspective, because the sample represents all ages. However, if one needed to study young

teachers versus older teachers or different age groups, then the large variance in the sample along with the limited sample size might not enable one to do so. Therefore, the researcher wanted to acknowledge this point and clarify how this could be both an advantage and a disadvantage.

Another limitation of the study is the gender distribution of the participants. There appears to be a gender distribution gap with approximately 14% males and 86% females. Therefore, we should be careful when interpreting any gender differences. Moreover, there might have been gender differences, but the difference was not captured due to the underrepresentation of male teachers. Given that and the fact that the researcher used self-selected sampling instead of random sampling, results have limited generalizability or at least should be interpreted with this in mind.

An additional limitation of the study is that the researcher used multiple regression to answer Questions 2, 3, and 4 independently. In each question, the criterion variable was one of the three dimensions of professionalism, and the predictors were the same in each analysis. Put differently, the researcher used three criterion variables and five predictor variables. Ideally, canonical regression could have been conducted to answer the three questions in one model. However, due to the technical complexity of canonical regression, she saw that the three-separate multiple regression analyses was the better option.

Moreover, the sample used was limited to TESOL teachers only, so this study could be expanded to a larger sample to include other subjects' teachers or from different countries to be able to generalize the results to a larger population. Also, the effect of the TEGT could be measured on educational aspects different from teachers' professionalism. Furthermore, the study could be supported by using a qualitative approach by asking TESOL teachers about their experiences with the current professional programs in general and the professional training programs in particular.

Finally, another limitation of the study is the survey instrument that the researcher used to collect the data. This survey was developed solely by the researcher and this was the first time to use it in real life research and data collection. It would be wise to revise it again in light of the collected data and the results of the analyses. It could also be given to a different panel of judges to review and give their feedback.

Future Research

This research attempted to include all professionalism dimensions and study them all at once. The researcher would recommend that future research dig deeper into each dimension independently and address it as a separate construct. In fact, professional values and attributes, professional knowledge and understanding, and professional skills could be investigated thoroughly only if each one is examined separately. Handling each dimension separately would mean digging deeper into its implications and associations with other variables.

Moreover, as demonstrated in the previous sections, gender distribution in this study was far from even, and therefore it would be interesting to see a replication of this study where gender distribution is quite even. Finally, an exciting area of future research would be to conduct an experimental study of technology-enhanced training and study its effects on teachers' professional practices. The nature of the training might possibly affect teachers' perceptions.

Furthermore, a future study could extend the sample that was used in this survey. It would be interesting to see this study replicated in a different country or region. In addition, the study could be adjusted slightly to study teachers of subjects other than TESOL. Finally, the setting could be changed from K–12 to a postsecondary setting, which would be an endeavor for researchers interested in studying the university and college setting.

Additionally, future research could look into the various barriers and obstacles that may limit the positive effect of TEGT on teachers' professionalism. Each type of barrier could be thoroughly investigated independently. For example, a researcher could examine administrative barriers and how they inhibit the positive effect of TEGT on teachers' professionalism. The same approach could be taken for the content, technical, and personal categories of barriers.

Conclusion

The study aimed at examining Kuwaiti TESOL teachers' perceptions of TEGT and how it affects their professionalism. Moreover, this study further looked into potential obstacles and barriers that teachers might experience and that would affect their positive perceptions of the effects of TEGT on their professionalism. Three hundred and seventy-seven teachers across the country who had such training were invited to fill out the online survey, although only 273 were used in the analyses. The sample was examined by gender, age, teaching experience, teaching level, and nationality. The results were interesting, and the study revealed some key findings. Through a series of quantitative analyses, the result showed that Kuwaiti TESOL teachers demonstrated mainly positive perceptions regarding the effect of TEGT on their professionalism. However, teaching experience seemed to be the most, if not the only, influential factor affecting such perception. The more experienced a teacher is, the more positive his or her perception of the effect of TEGT on professionalism becomes. In addition, teaching level seemed to be another important factor because teachers of various levels do not hold the same beliefs on this issue. Based on these findings, implications and recommendations were provided as well as ideas for future research.

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Appendices

Appendix A: Human Subject Committee Approval



Date: January 3, 2020

TO: Asmaa Alotaibi, (asmaaalotaibi.phd@ku.edu)

FROM: Alyssa Haase, IRB Administrator (785-864-7385, irb@ku.edu)

RE: **Approval of Initial Study**

The IRB reviewed the submission referenced below on 1/3/2020. The IRB approved the protocol, effective 1/3/2020.

IRB Action: APPROVED	Effective date: 1/3/2020	Expiration Date : 1/2/2025
STUDY DETAILS		
Investigator:	Asmaa Alotaibi	
IRB ID:	STUDY00145068	
Title of Study:	Teachers' Perceptions of Technologically-Enhanced Global Training's Impact on Their Professionalism	
Funding ID:	None	
REVIEW INFORMATION		
Review Type:	Initial Study	
Review Date:	1/3/2020	
Documents Reviewed:	• Alotaibi's Consent form.pdf, • Alotaibi's Research Instrument.pdf, • Email Script & Social Media Posts.pdf, • KU HRPP Human Research Protocol.pdf	
Exemption Determination:	• (2)(i) Tests, surveys, interviews, or observation (non-identifiable)	
Additional Information:		

KEY PROCEDURES AND GUIDELINES. Consult our website for additional information.

1. **Approved Consent Form:** You must use the final, watermarked version of the consent form, available under the "Documents" tab, "Final" column, in eCompliance. Participants must be given a copy of the form.
2. **Continuing Review and Study Closure:** You are required to provide a project update to HRPP before the above expiration date through the submission of a Continuing Review. Please [close your study](#) at completion.
3. **Modifications:** Modifications to the study may affect Exempt status and must be submitted for review and approval before implementing changes. For more information on the types of modifications that require IRB review and approval, [visit our website](#).
4. **Add Study Team Member:** [Complete a study team modification](#) if you need to add investigators not named in original application. Note that new investigators must take [the online tutorial](#) prior to being approved to work on the project.
5. **Data Security:** [University data security and handling requirements](#) apply to your project.
6. **Submit a Report of New Information (RNI):** If a subject is injured in the course of the research procedure or there is a breach of participant information, an RNI must be submitted immediately. Potential non-compliance may also be reported through the RNI process.
7. **Consent Records:** When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.
8. **Study Records** must be kept a minimum of three years after the completion of the research. Funding agencies may have retention requirements that exceed three years.

Human Research Protection Program

Youngberg Hall | 2385 Irving Hill Rd | Lawrence, KS 66045 | (785) 864-7429 | research.ku.edu/hrpp

Appendix B: Kuwait Ministry of Education Approval Letter of Request



January 27, 2020

Ministry of Education
State of Kuwait

To Whom It May Concern,

The purpose of this letter is to allow my supervised student, Asmaa Alotaibi, to conduct her dissertation survey on English language teachers who work with the Ministry of Education in Kuwait at all educational levels.

Asmaa Alotaibi is a Ph.D. candidate in the Educational Technology program and she is working now on her dissertation entitled "Teachers' Perceptions of Technologically-Enhanced Global Training's Impact on Their Professionalism".

For that reason, she attempts to collect relevant data as part of her Ph.D. degree requirements at our university, the University of Kansas in the US, and of course, the data collection process will be conducted within an agreed, reasonable timeframe.

I personally would like to thank you in advance for your highly appreciated cooperation and support for the advancement of scientific knowledge and scholastic work, which will positively impact humankind in general and Kuwait in specific.

Thank you again,

Sincerely,

A handwritten signature in black ink, appearing to read 'Yong Zhao'.

Yong Zhao, Ph. D.
Foundation Distinguished Professor
Department of Educational Leadership and Policy Studies
School of Education
University of Kansas
419 Joseph R. Pearson Hall
Phone: 785-864-0757
Email: yongzhao@ku.edu

Appendix C: Kuwait Ministry of Education Approval Letter

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION



وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

Ref.:
Date:

المرجع: ٥٦٩
التاريخ: ٢٠١٩/٢/٢٠

السيد / مدير عام منطقة الفروانية التعليمية المحترم

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة أسماء عبدالله العتيبي المسجلة على درجة الدكتوراه بجامعة كانساس في الولايات المتحدة الأمريكية بإجراء بحث تحت عنوان -تصورات المعلمين حول مدى تأثير التدريب العالمي المعزز تكنولوجيا على مهنتهم-.

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق الاستبانة المختومة صفحتها من إدارة البحوث التربوية على معلمي ومعلمات اللغة الانجليزية في المدارس التابعة لمنطقتكم خلال العام الدراسي الحالي ٢٠١٩/٢٠٢٠.

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية

د. تهناني صالح العنزي
مراقب إدارة البحوث التربوية



- نسخة الملف
- afrah/2019

Appendix D: Kuwait Ministry of Education Approval Letter

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION



وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

Ref.:
Date:

المرجع: ٥٦٨
التاريخ: ٢٠٢٠/٥/٢٥

السيد / مدير عام منطقة الجبراء التعليمية المحترم

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة أسماء عبدالله العتيبي المسجلة على درجة الدكتوراه بجامعة كانساس في الولايات المتحدة الأمريكية بإجراء بحث تحت عنوان -تصورات المعلمين حول مدى تأثير التدريب العالمي المعزز تكنولوجيا على مهنتهم:-

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق الاستبانة المختومة صفحاتها من إدارة البحوث التربوية على معلمي ومعلمات اللغة الانجليزية في المدارس التابعة لمنطقتكم خلال العام الدراسي الحالي ٢٠١٩/٢٠٢٠.

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية

د. نهالي صالح العنزي
مراقب إدارة البحوث التربوية



- نسخة الملف
- afrah/2019

Appendix E: Kuwait Ministry of Education Approval Letter

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION



وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

Ref.:
Date:

المرجع: ٥٧٠
التاريخ: ٢٠١٩/١٢/٥

السيد / مدير عام منطقة الأحمدية التعليمية المحترم

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة أسماء عبدالله العتيبي المسجلة على درجة الدكتوراه بجامعة
كانساس في الولايات المتحدة الأمريكية بإجراء بحث تحت عنوان "تصورات المعلمين حول
مدى تأثير التدريب العالمي المعزز تكنولوجيا على مهنتهم":

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق الاستبانة المختومة صفحاتها
من إدارة البحوث التربوية على معلمي ومعلمات اللغة الانجليزية في المدارس التابعة
لمنطقتكم خلال العام الدراسي الحالي ٢٠١٩/٢٠٢٠.

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية
د. نهالي صالح العنزي
مراقب إدارة البحوث التربوية



- نسخة الملف
- afrah/2019

Appendix F: Kuwait Ministry of Education Approval Letter

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION



وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

Ref.:
Date:

المرجع: ٥٧٣
التاريخ: ٢٠١٩/١٣/٥

السيد / مدير عام منطقة العاصمة التعليمية المحترم

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة أسماء عبدالله العتيبي المسجلة على درجة الدكتوراه بجامعة كانساس في الولايات المتحدة الأمريكية بإجراء بحث تحت عنوان "تصورات المعلمين حول مدى تأثير التدريب العالمي المعزز تكنولوجيا على مهنتهم".

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق الاستبانة المختومة صفحاتها من إدارة البحوث التربوية على معلمي ومعلمات اللغة الانجليزية في المدارس التابعة لمنطقتكم خلال العام الدراسي الحالي ٢٠١٩/٢٠٢٠.

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية

نهائي صالح العنزي
مراقب إدارة البحوث التربوية



- نسخة للملف
- afrah/2019

Appendix G: Kuwait Ministry of Education Approval Letter

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION



وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

Ref.:
Date:

المرجع: ٥٧٢
التاريخ: ٢٠١٩ / ٥ / ٢٠

السيد / مدير عام منطقة حولي التعليمية المحترم

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة أسماء عبدالله العتيبي المسجلة على درجة الدكتوراه بجامعة كانساس في الولايات المتحدة الأمريكية بإجراء بحث تحت عنوان "تصورات المعلمين حول مدى تأثير التدريب العالمي المعزز تكنولوجيا على مهنتهم".

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق الاستبانة المختومة صفحتها من إدارة البحوث التربوية على معلمي ومعلمات اللغة الانجليزية في المدارس التابعة لمنطقتكم خلال العام الدراسي الحالي ٢٠١٩/٢٠٢٠.

مع خالص الشكر والتقدير

مدير إدارة البحوث التربوية

د. تهناني صالح العنزي
مراقب إدارة البحوث التربوية



- نسخة الملف
- afrah/2019

Appendix H: Kuwait Ministry of Education Approval Letter

State Of Kuwait
Ministry Of Education
Mubarak Al-Kabeer Educational Area
General Director Office



دولة الكويت
وزارة التربية
الإدارة العامة لمنطقة مبارك الكبير التعليمية
مكتب المدير العام

10 FEB 2020

نشرة خاصة
لجميع مدارس المراحل التعليمية الثلاث (بنين / بنات)
للعام الدراسي 2020/2019م

السادة المحترمون / مديرو ومديرات المدارس
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة الباحثة / أسماء عبدالله العتيبي

بالإشارة إلى كتاب إدارة البحوث التربوية رقم 571 المؤرخ في 2020/2/5م والخاص
بالموضوع أعلاه .

يرجى تسهيل مهمة المذكورة أعلاه المسجلة على درجة الدكتوراة بجامعة
كانساس في الولايات المتحدة الأمريكية بإجراء بحث ميداني بعنوان "تصورات المعلمين
حول مدى تأثير التدريب العالمي المتمركز تكنولوجيا على مهنتهم" وذلك من خلال تطبيق
الاستبانة المضمومة صفحاتها من إدارة البحوث التربوية على معلّمي ومعلّمات اللغة
الإنجليزية للعام الدراسي 2020/2019م .

مع خالص التحية،،،

مدير عام

الإدارة العامة لمنطقة مبارك الكبير التعليمية

محمد ربيع العتيبي
مدير عام
منطقة مبارك الكبير التعليمية

الإدارة العامة لمنطقة مبارك الكبير التعليمية
مكتب المدير العام

نسخة لكل من
مدير إدارة الأنشطة التربوية
مراقب الأنشطة الدراسية
الملف رقم

Appendix I: Research Instrument

Dear TESOL Teachers,

I am a PhD candidate in the Educational Technology Leadership program at the University of Kansas. For my dissertation project, I am conducting a research study on “Teachers’ Perceptions of the Effect of Technology-Enhanced Global Training on Their Professionalism.”

Technology-enhanced global training (TEGT) basically aims to present a carefully designed training program to help teachers connect with their peers globally and collaborate together across technologically enabled platforms and tools such as Google tools, Skype, Zoom, LinkedIn, online courses, videos, and so on or any other social networking services that can be adopted for the teachers’ training purposes.

“Teachers’ professionalism” refers to teachers’ manners that demonstrate and represent the values, knowledge, and skills of the teaching profession with the purpose of aspiring to ideal practices and performances that distinguish them from other workers.

The survey of this study is designed to examine English language teachers’ perceptions of TEGT relative to their professionalism and to highlight the main obstacles they may encounter in its adoption by the Kuwait Ministry of Education.

Because you are an English language teacher working in the Ministry of Education in Kuwait, I am inviting you to participate in this study by completing the attached questionnaire.

The questionnaire focuses on addressing unique professional standards, and it includes three main parts. The first is about participants’ background information, the second about the effect of TEGT on teachers’ professionalism, and the third is about the barriers and obstacles of adopting TEGT in Kuwait.

Participation is strictly voluntary, and you may withdraw from the study at any time. The study is completely anonymous; therefore, you do not need to provide your name or any other identifying information.

The questionnaire will require approximately 15-20 minutes to complete. If you choose to participate in this research project, please answer all questions as honestly as possible. Completion and submission of the questionnaire will indicate your willingness to participate in this study.

Your thoughtful participation will greatly assist me in my educational endeavors. Additionally, the collected data will contribute to improving the professional training status in the Kuwait Ministry of Education.

Thank you for your time and careful consideration as you complete each section of this survey. If you require additional information or have questions, please contact me at the email listed below.

Sincerely,
Asmaa A. Alotaibi
asmaalotaiby@gmail.com

Part I: Demographic Information

1. Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
2. Nationality	<input type="checkbox"/> Kuwaiti	<input type="checkbox"/> Non-Kuwaiti	
3. Teaching Level	<input type="checkbox"/> Primary	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Secondary
4. Age (Please Specify Your Age)		
5. Teaching Experience (Please Specify Your Teaching Experience)		
6. Have you ever had an experience with TEGT?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Part II: Professional Standards

For each statement below, please indicate the extent to which you agree or disagree by circling the appropriate number.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

A. Professional Values & Attributes		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology-Enhanced Global Training can help me to . . .						
1	meet the diverse needs of English language learners.	1	2	3	4	5
2	assess my professional values and beliefs.	1	2	3	4	5
3	evaluate my English teaching practice.	1	2	3	4	5
4	inspire English language learners through my enthusiasm.	1	2	3	4	5
5	be innovative in adapting English language-teaching strategies.	1	2	3	4	5
6	value the social and cultural diversity of my English language learners.	1	2	3	4	5
7	promote the equality of opportunity and inclusion.	1	2	3	4	5
8	create positive rapport with my English language learners.	1	2	3	4	5
9	build collaborative relationships with English language teachers.	1	2	3	4	5

B. Professional Knowledge and Understanding		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology-Enhanced Global Training can help me to . . .						
10	maintain knowledge of English language instruction.	1	2	3	4	5
11	renovate knowledge of my English language-teaching practices.	1	2	3	4	5
12	apply theoretical understanding of effective practices in English language teaching drawing on research.	1	2	3	4	5
13	apply theoretical understanding of effective practice in assessment drawing on research.	1	2	3	4	5
14	evaluate my English language teaching practice with others.	1	2	3	4	5
15	promote positive behavior of my English language learners.	1	2	3	4	5
16	understand my professional role and responsibilities as an English language teacher.	1	2	3	4	5
C. Professional Skills		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology-Enhanced Global Training can help me to . . .						
17	motivate my English language learners to promote achievement.	1	2	3	4	5
18	plan effective learning content for diverse groups in a safe and inclusive environment.	1	2	3	4	5
19	deliver effective learning content for diverse groups in a safe and inclusive environment.	1	2	3	4	5
20	promote the benefits of technology by supporting English language learners in its use.	1	2	3	4	5
21	creatively address the English language needs of my learners to overcome individual barriers to learning.	1	2	3	4	5
22	apply appropriate and fair methods of assessment to my English language learners.	1	2	3	4	5
23	apply constructive feedback to support the English language progression of my learners.	1	2	3	4	5
24	maintain my teaching and training expertise in collaboration with peers in the English language-teaching field.	1	2	3	4	5
25	update my English language skills through collaboration with peers in the English language-teaching field.	1	2	3	4	5

26	contribute to organizational development through collaboration with peers in the English language-teaching field.	1	2	3	4	5
27	contribute to quality improvement through collaboration with peers in the English language-teaching field.	1	2	3	4	5

Part III: Barriers and Obstacles

For each statement, please indicate the extent to which you agree or disagree by circling the appropriate number.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

TEGT stands for Technology-Enhanced Global Training

A. Administrative Obstacles		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	There may be no clear vision on how TEGT can be implemented.	1	2	3	4	5
2	There may be no strategic plans to develop training tools and methods.	1	2	3	4	5
3	There may be no obligation on me to go through this kind of training.	1	2	3	4	5
4	TEGT may cost a lot and require a very high budget.	1	2	3	4	5
5	Time zone differences may hinder my possibility of joining a TEGT course.	1	2	3	4	5
B. Content Obstacles		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	TEGT content may be boring and irrelevant.	1	2	3	4	5
7	TEGT content may not address my professional needs.	1	2	3	4	5
8	TEGT content delivery methods and techniques may be uncreative.	1	2	3	4	5
9	TEGT content may not reflect my culture.	1	2	3	4	5
10	TEGT content may not be accessible when the training session is over.	1	2	3	4	5

11	TEGT content may not be presented by experts in the field.	1	2	3	4	5
C. Technical Obstacles		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	TEGT may require a solid technological infrastructure.	1	2	3	4	5
13	TEGT may require an existing technical support team.	1	2	3	4	5
14	TEGT may require a high-speed Internet connection.	1	2	3	4	5
15	TEGT may require equipped training rooms.	1	2	3	4	5
16	TEGT may require specific technical programs.	1	2	3	4	5
D. Personal Obstacles		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17	I may not be motivated to join a TEGT course.	1	2	3	4	5
18	I may not be able to join a TEGT course because of my heavy workload.	1	2	3	4	5
19	I may not join a TEGT course because of my limited technological skills.	1	2	3	4	5
20	I may not be capable of communicating with my global peers.	1	2	3	4	5
21	I may not need to be engaged in a TEGT course.	1	2	3	4	5