

Online Communities of Practice and EEL Teachers

مجتمعات الممارسة عبر الإنترنت ومدرسي اللغة الانجليزية كلغة اجنبية

RAHMANI Asma*, (University Batna1) asma.rahmani@univ-batna.dz

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Abstract

This paper involves an action research that aims at encouraging teachers to investigate the benefits of using the Online Communities of Practice to boost their professionalism and adopt them. Besides, this study seeks to provide a conceptualization of professional process in the field of teaching English as a foreign language. Also, it attempts to gain more insights into how Foreign Language teachers perceive professionalism. Empirical data are gained through an administered questionnaire to a randomly selected sample of thirty teachers from the Department of English at Batna-2 University, Algeria. This questionnaire examines teachers' awareness, attitudes, and readiness towards adopting online community of practice to develop professional skills. Ultimately, the obtained results show that teachers define professionalism differently. Moreover, the results encourage and recommend the integration of Online Community of Practice into foreign language teaching to assist teachers in perfecting their mission and update their professionalism.

Key Words: Professionalism; Teaching English; Professional skills; Online community of practice, Teachers.

ملخص

يهدف هذا البحث إلى تشجيع المعلمين على تدارس فوائد استخدام مجتمعات الممارسة عبر الإنترنت (Online Communities of Practice) لتعزيز احترافيتهم وتبنيها، لذلك تسعى هذه الدراسة إلى تقديم تصور عن العملية الاحترافية في مجال تدريس اللغة الإنجليزية كلغة أجنبية، أيضًا محاولة الحصول على مزيد من الأفكار والمعلومات حول كيفية إدراك وفهم معلمي اللغات الأجنبية لمفهوم الاحتراف، حيث تم الحصول على البيانات التجريبية من خلال استبيان مطبق على عينة عشوائية مكونة من ثلاثين مدرسًا من قسم اللغة الإنجليزية بجامعة باتنة -2، الجزائر، يدرس هذا الاستبيان وعي المعلمين ويكشف عن مواقفهم واستعدادهم نحو تبني مجتمع الممارسة عبر الإنترنت لتطوير المهارات المهنية، أين توصلت نتائج الدراسة الى أن كل معلم يعرف المهنة بشكل مختلف، علاوة على ذلك فإن النتائج تشجع وتوصي بدمج مجتمع الممارسة عبر الإنترنت في تدريس اللغة الأجنبية لمساعدة المعلمين في إتقان مهمتهم وتحديث احترافهم.

الكلمات المفتاحية: الاحتراف؛ تدريس اللغة الانجليزية؛ المهارات المهنية؛ مجتمعات الممارسة عبر الانترنت؛ المدرسين.

* Corresponding author

Introduction

Professionalism is one of the most intriguing concepts. Specialists in the field could entail no conventional definition (Freidson, 1994). Indeed, professionalism has been extensively debated through time from different perspectives and frames of reference (Fox, 1992). Hilferty (2008) notes that professionalism's definition changed and evolved through time in relation to changes of the different historical, political, and social contexts.

Likewise, globalisation initiates innumerable transformations and metamorphoses to all life's domains. Hunter (1995) believes that the impact of introducing several and continuous updates and configurations of the fundamental standards that form any process is clearly noted in this millennium. Respectively, globalisation establishes and changes all domains and their basic parameters. Henceforth, the effects of globalisation can be mirrored in the definition and the requirement of being professional in any given domain particularly EFL context. Viewing the widespread of teaching/learning languages around the globe, EFL teachers need to be professional and prove their efficiency in their teaching jobs.

This paper attempts to provide a global conceptualization of professionalism and clarifies some main professional standards in the field of EFL teaching. It endeavors to answer questions such as: Are those principles of EEL teachers' professionalism relevant to exclusively teaching context? and what are the main strategies used to promote professionalism among EFL teachers? Additionally, it inquires into how EFL teachers at Batna-2 University perceive professionalism, and to what extent they are ready to adopt the Online Community of Practice (OCP) in order to boost their professionalism. Furthermore, this paper recommends the integration of (OCP) to assist teachers to become more aware of EFL teaching professional principles and develop them for the purpose of the refinement of the process of education. In this spectrum, the following hypothesis is set: EFL teachers at Batna-2 University are ready to adopt (OCP) to boost their professionalism.

Statement of the Problem

Improving teachers' professionalism is considered as one of the prerequisites of today's world. Teachers need to be constantly updated, innovative, and knowledgeable about all what is new in their teaching field. On the other hand, there is a growing recognition of the importance of Online Communities of Practice (OCoP) in boosting teachers' professionalism. OCoPs are regarded as modern effective technological tools that provide new opportunities to foster teachers' professional development. Adopting such tool could assist EEL teachers to promote their professionalism through engaging them in co-constructing new knowledge to impact teaching practices and exchanging various affordances offered by modern Internet technologies.

Importantly, teachers need to be knowledgeable about the main characteristics of professionalism and particularly EFL professional teacher.

Aim of the Study

The current study's main aim is to investigate teachers' readiness and acceptance toward the introduction of new technologies to promote their professionalism. Besides, a number of objectives are targeted such as:

1. Investigating teachers' conceptualization of professionalism. This latter could determine the possibility and effectiveness of using a unified OCoP.
2. Determining teachers' endorsement about the significance of professional development.

Conceptual Study

1.1. Professionalism and Professional EFL Teachers

Myriad definitions of professionalism have been proposed by several researchers and practitioners. In this respect, Fox (1992) holds that "Professionalism means different things to different people. Without a language police; however, it is unlikely that the term professional(ism) will be used in only one concrete way" (p.2). Freidson (1994) points that "much of the debate about professionalism is clouded by unstated assumptions and inconsistent and incomplete usages" (p.169). Therefore, discussions among specialists could entail no standard definition.

However, providing a clear definition of professionalism is one of the major objectives of this paper relying on Towney (1921) claims. This researcher believes that professionalism is a normative value that has an impact on the maintenance of balance in different systems. Applying this definition in the teaching area, professionalism could refer to all values and qualities that assist teachers to attain satisfactory teaching outcomes.

Nevertheless, Hoyle (1975) notes that professionalism is all 'those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions' (p. 315). This means that professionalism could be regarded as a mean of the betterment of individual's situations/lives. To attain such improvement, individuals need to continuously develop and enhance some particular strategies and apply them accordingly.

Furthermore, Ozga (1995) holds that the concept of professionalism in general and professional teacher in particular are better understood in a given context. She argues that "Professionalism is best understood in context, and particularly in policy context. Critical analyses of professionalism do not stress the qualities inherent in an occupation but explore the value of the service offered by the members of that occupation to those in power." (p.22). Ozga (1995) believes that professionalism is related to the refinement of final

products and the obtained satisfactory results rather than just citing and possessing some qualities. In this respect, learners' grades reveal to what extent teachers are professional and it does not indicate the qualities that they may maintain. This view is supported by Sockett (1996) who posits that "Sometimes intentionally, but more often unintentionally, "professionalism" has the same connotation in the phrase "the new professionalism" as that adopted in this article, that is, improvement in the quality of service rather than the enhancement of status" (2001, p.148). Notably, this researcher's suggestion to define professionalism contradicts the prior mentioned Hoyle's (1975) and many other researchers' view.

Defining professionalism as a quality of a final product is a view that has been opposed by many researchers such as Boyt, Lusch and Naylor's (2001). The same researchers report that professionalism can be described as a set of some particular characteristics that fit a particular job. The same researchers hold the following: "Professionalism consists of the attitudes and behavior one possesses toward one's profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations." (P.320). This definition propels us to note that professional individuals should possess some unique and distinct traits, values, and behaviors which distinct them from the non-professional members of the same community. In other words, particular and exceptional qualities assist them to do their works in an impeccable way. Moreover, the requirements of professionalism vary according to the different contexts. For instance, professional teachers possess a distinctive set of qualities that is different from those of professional businessmen, lawyers, farmers and managers. This is highly emphasized by Troman (1996) who insists that professionalism is 'a socially constructed, contextually variable and contested concept ... defined by management and expressed in its expectations of workers and the stipulation of tasks they will perform'. (p.476). Besides the particularity of contexts, professional traits can be settled and specified, for instance, by supervisors of projects, or directors of companies depending on the work's needs and demands.

Professional teacher's definition is constantly changing to fit the new circumstances and conform to the new and continuous updates of the educational field. Indeed, Helsby (1999) asserts that: "in relation to teacher professionalism: 'There is nothing simple or static about the concept of teacher professionalism in England: it is constantly changing and constantly being redefined in different ways and at different times to serve different interests'" (p. 93). Indeed, professional teacher prerequisite and requirements differ from one stage/context to another.

Barber (1965) suggests that any professional behavior should entail the following four core/essential characteristics:

- possession of a considerable amount of generalization, systematic and organized knowledge,
- Being altruist,
- having a significant control of behaviour during the several work's situations and circumstances,
- Relying on a particular system of rewards that would serve as motivation to achieve the necessary work.

Besides those basic elements, autonomy is another key element of any professional teachers. Forsyth and Danisiewicz (1985) believe that autonomy is one important trait of professionalism in teaching. Autonomy as a quality in the professional teaching reflects the capacity of making decision without being pressured by any external factors.

Therefore, it provides the teachers not only with the necessary power and strength to stand as a buffer against the pressure but also it would help them to improve their personal and professional development (Friedman, 1999; Bull 1998). In addition to autonomy, self-confidence is another prerequisite to be professional teachers (Rueda & Garcia, 1996; Armor, et al, 1976; Goddard & Goddard 2001; Goddard, Hoy, W.K. & Hoy, 2000; Wheatley, 2002). This quality assists teachers to overcome any possible hindrances that they may face during teaching. Moreover, this trait comforts them about the rightfulness of their classroom's/ teaching's decisions.

Besides these requirements, many researchers (Barber, 1965; Forsyth and Danisiewicz, 1985; Garcia, 1996; Armor, et al, 1976) provide many other traits which are summarized in the following:

- Respecting public ethic teaching code of practice: As any profession, teaching has its proper norms and regulations that should be respected. For instance, being honest, punctual, objective, fair, polite, committed, compassionate, and patient.
- Expert communication skills and community-building skills: Body language, verbal and non-verbal skills assist teachers to convey particular knowledge in an appropriate way. Also, being knowledgeable about those skills, teachers would be able to detect students' difficulties in learning. Moreover, teachers' ability to create a collaborative environment to learn is seen as one of teachers' traits of professionalism.
- Responsive to change and innovation: Teachers should be flexible to changes and adoptive of new teaching strategies according to students' needs. Also, they need to be constant creators and innovators in classes to attract learners' attentions and fit their different learning preferences.

- Updates with technological invention: Today's world evolution imposes on teachers to follow the rapid changes happening in the technological field particularly that side connected to education.

The above standards are not the unique competencies that would improve professionalism in the realm of teaching EFL. However, they could be described as the core components and the essential prerequisite constituents of the professional teacher (Goddard & Goddard 2001; Wheatley, 2002). Various strategies and techniques are put forward and recommended by specialists. Online Community of Practice is one of the new advised and contemporary means that proved efficiency in developing professional teachers (Johnson, 2001; Brown and Duguid, 2002).

1. 2. The Online Communities of Practice

During this era, major educational reforms and teaching training programs try hard to construct and maintain Communities of Practice (CoP) wherein adherents of different subjects could enhance their career and become more professionally developed. Integrating the Online Community of Practice (OCP) to promote professionalism is highly upraised particularly as it fulfills the digital era demands. Caffarella and Zinn (1999) consider such innovative paths as the needed and mandatory adjustments to promote teachers' development. For the appropriate understanding of this paper, providing definitions of the Communities of Practice (CoP) and the Online Community of Practice (OCP) was necessary.

The Community of Practice is defined by many recent researchers such as Allee (1997) and Wenger (2001). This latter asserts that CoP refers to "a group of people who share an interest in a domain of human endeavor and engage in a process of collective learning that creates bonds between them: a tribe, a garage-band, a group of engineers working on similar problems" (p. 2). Still for the same researcher, CoP has three main constituents: a domain, community and practice. A specific domain of CoP indicates that individuals who belong to it should possess at least some common preliminary competences in distinct areas. While the community of this CoP points out the interaction of individuals in the particular domain to learn collaboratively. Wenger (2001) notes that members of COP's community "engage in joint activities and discussions, help each other, and share information" (p. 2). ultimately, and still for the same researcher, the practice in this CoP context denotes that individual who integrate such community "develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice" (p. 3).

On the other hand, the Online Community of Practice (OCOP) is a virtual context, climate or setting in which individuals and particularly teachers can engage and discuss issues and exchange various information to develop their

skills and boost their professionalism (Johnson, 2001). It shares the same three principles as the CoP.

Respectively, Brown and Duguid (2002) approach the CoP as one of the best tools that would generate and guarantee a healthy environment and robust atmosphere for both learners and teachers to achieve their educational objectives. Indeed, it could contribute positively to the development and the refinement of both processes of learning and teaching (Brown and Duguid, 2002). In this account, CoP could be of paramount importance in the accessibility to, and availability of, the information, and relevant knowledge (Stewart, 1996). Furthermore, CoP would assist the development of some effective skills and efficient personality traits through the permission and the promotion of appropriate practice (Wenger & Snyder, 2000; Lesser and Everest, 2000). Viewing the various benefits of CoP and OCoP provided in this brief review of literature, this study endeavors to analyze the extent to which EFL teachers are ready and apt to use the online community of practice.

2. Methodology

This study highlights how professionalism is perceived by EFL teachers. Likewise, this paper attempts to reveal teachers' readiness and acceptance to adopt and use the Online Communities of Practice to get the self-development and to be professional. To collect the needed data, a qualitative and quantitative questionnaire (see Appendix A) is designed by the researcher and administered to a randomly selected sample of 30 EFL teachers at the Department of English at Batna-2 University, Algeria. The obtained data are statistically analysed through the use of software Statistic Pack of Social Sciences (SPSS). To check the validity of this questionnaire, we sent it to 10 teachers, who did not belong to the sample of this research, to provide us with the necessary feedback.

2.1. Questionnaire

It consists of 12 items divided into three main sections: teachers' general information, professionalism and professional language teacher and online community of practice. To check its clarity, the questionnaire was piloted before administrating it to other teachers.

2.2. Population and Sample

The population of this study consists of all teachers of English at the department of English at Batna-2 University. A representative sample of 30 teachers was randomly selected. The selection of population was based in the nature of the subject as it targets the EFL teachers.

2.3. Results and findings

The questionnaire's obtained results are reported in the following.

Section One: The Teachers' General Information.

The first section of the questionnaire aims at collecting general information about the teachers' age, gender and years of experience. This section is adopted because the researcher believes that differences in the

aforementioned criteria may affect the results. Results are clearly manifested in the following tables.

Table (1): Teachers' Age and Gender

Age	24-29	30-35	More than 36	Total	Percentage %
Male	07	00	3	10	20%
Female	14	05	03	20	80%
Total	21	05	04	30	100%

Table (2): Teaching Experience

Age	0-5	6-11	12-17	More than 17	Total	Percentage %
Male	02	03	04	01	10	20%
Female	12	05	03	00	20	80 %
Total	14	08	07	01	30	100%

As table 1 denotes, respondents' answers reveal that the majority of respondents (80%) are females young teachers. Males teachers represent the minority of the sample (20%). Only one male teacher belongs to the age category of more than [36] while three females belong to the same category and five to [30-35]. While table 2 demonstrates that all teachers have a significant teaching experience which lasts at least five years.

Section Two: Professionalism and Professional Language Teacher.

This section pertains to gain information about teachers' perceptions of professionalism and its different components. Also, this section integrates information about teachers' use of new technologies in both daily and professional lives.

Item 1: Criteria of Professionalism.

According to teachers' answers, illustrated in table 3 below, data reveal that all the mentioned criteria of professionalism are important and significant to be professional. They believe that self-improvement (98%), respect for others (95%), communication and collaboration (97%) are the most significant criteria to be a professional teacher. Also, 22 teachers consider that responsibility is another important criterion that leads to professionalism. Additionally, they note that all of: integrity, reliability, altruism and advocacy are very critical in the development of professionalism. Furthermore, the great proportion of respondents (80%) holds that honesty and self-awareness/knowledge are also vital components to be a professional teacher. Furthermore, teachers mention some additional characteristics such as: commitment, mastery of the taught subject, and integration of new technologies in teaching.

Table (3): Teachers Answers' about Criteria of Professionalism

Responses	Number	Percentage%
A. Altruism/advocacy	21	88%
B. Communication/collaboration	23	97%
C. Honesty	19	80%
D. Integrity	21	87%
E. Reliability	21	87%
F. Respect for others	23	95%
G. Responsibility	22	93%
H. Self-awareness/knowledge of limits	19	80%
I. Self-improvement	23	98%

Item 2 & 3 “What kind of Technologies do you use in your daily life?”
 “What kind of Technologies do you use while teaching?”

These questions were set to reveal teachers’ use of different technologies in both daily and professional lives. All respondents report that they use the telephone, computer and internet-related services in their daily life. In addition to these previously mentioned devices, half of respondents (54%) use projectors in classes. Also, some teachers (49%) utilise internet sources particularly "Google" and "YouTube" to prepare their courses and lectures. Only 2 participants use the Social Network Sites such as Facebook, Twitter in their teaching/ preparation of courses.

Section Three: Online Community of Practice.

This section attempts to reveal teachers prior received development training and their perception about the significance of professionalism in the realm of EEL teaching. Additionally, it unveils teachers’ interest in using OCoP to boost their professionalism.

Item 4: Teachers' Received Development Training

Teachers’ answers are represented in the table below.

Table (4): Teachers' Received Development Training

Answers	Number	Percentage
A. Courses and workshops	18	75%
B. Individual and Collaborative Research	23	96%
C. Informational Dialogue to Improve Teaching	17	71%
D. Joining Professional Organization	02	08%
E. Mentoring and Peer Observation	19	83%
F. Professional and Development Network	20	87%
G. Qualification Program	05	21%
H. Reading Professional Literature	17	71%

As it is denoted in table 4, only 02 teachers joined professional organisations, and 05 others followed some qualification programs. The majority of them (96%) do some individual and collaborative research. Also, the great proportion of teachers (87%) believes that professional and development networks could help in their professional development. On the other hand, the great proportion of the respondents (83%) maintains that mentoring and peer observation would be of paramount importance in the enhancement of their professionalism. Furthermore, teachers' answers reveal that the organised courses, workshops (75%) and informational dialogue to improve teaching (71%) are perceived as very efficient and constructive tools in the professional development.

Item 5 & 6 “Do you consider that Self-development is a key element that develops the teachers professionally?”, “Do you consider professionalism as a vital element in teaching the English language?”

These items were set to check teachers' opinion about the importance of self-development in developing professionalism and the significance of this latter in EEL context. The majority of teachers (76%) agree on that self-development is an essential element that keeps them updated on all what is new in the field of their interest and they acknowledge its significance in the professional development. Moreover, teachers report that professionalism is an integral component of teaching the English language. Contrarily, some teachers (24%) hold that neither self-development is fundamental in teachers' professional development nor professionalism is relevant and significant in teaching the English language.

Item 7 & 8: “Do you see that the use of the Online Community of Practice can help the teacher to develop their professional skills?”, “What would you like to suggest as far as this topic is concerned?”

These items were set to check if OCoP are already introduced and used by teachers to promote their professionalism. The results reported indicate that the majority of respondents (80%) agree on the fact that Online Community of Practice could help them to develop their professional skills. They add that such technological tool keep them updated not only with teaching related matters but also with the latest teaching technological inventions. Interestingly, none of the teachers note that they are using OCoP.

According to their answers, the only obstacle that teachers might face is the conflict with work time (80%), and the scheduled time (45%). Only few respondents (10%) note that financial support could deter them from such use or integration. Minority of teachers (20%) pinpoints that the use of online communities of practice could not help them in their professional development.

Some teachers suggest the creation of a common Online Community of Practice that includes and enrolls all teachers of the department of English. Furthermore, they recommend the establishment of an online community of Practice for each specific subject. On the contrary, few teachers demonstrate a

lack of awareness of OCoP and ask for more details, information and clarification about those communities and how to appropriately integrate them into their professional development. This attitude can be considered as a positive reaction toward the OCoP.

General Discussion

Through the analysis of the questionnaire's results, we notice that definition and conceptualization of professionalism and the professional teacher vary from one teacher to another. A fact that could be reinforced by the controversies and divergence in experts' definitions acknowledged in the previous sections. All this confirm the findings of Freidson (1994), Fox (1992), and Hilferty (2008) who note that professionalism is a polymorphous term and concept.

Broadly, respondents define professionalism to be as a set of qualities that teachers should possess. These traits are:

- Self-improvement
- Self-awareness/knowledge of limits
- Responsibility
- Respect for others
- Reliability
- Integrity
- Honesty
- Communication/collaboration
- Altruism/advocacy

The degree of importance of these criteria differs from one respondent to another. However, all of them shared the same common standards/criteria of professionalism. All these criteria emphasis the findings of many researchers such as Wheatley (2002), Boyt, et al, (2001), Goddard and Goddard (2001), Goddard, et al, (2000), Helsby (1999), Rueda and Garcia (1996), Armor, et al, (1976), and Barber (1965).

Since the majority of respondents believe that being professional is necessary, we can estimate that those teachers can use a unified OCoP. What reinforces our believe is the fact that those teachers share similar domain, community and practice (Wenger, 2001). Moreover, teachers acknowledge that professionalism is a predominant factor that would tremendously help them in teaching foreign languages. Particularly, teachers believe that the self-development fuels their professional careers. Furthermore, the majority of teachers receive some professional training during their teaching experiences which indicate and reflect their interest and attempt to be more professional. Additionally, teachers use various technologies in their daily lives and during their teaching despite the reported differences in age. This indicates that technology is part of the new educational process and this fall in the same spectrum of Brown and Duguid's (2002) findings.

Importantly, the youngest ones are more motivated to use more technologies whilst teaching and preparing courses. Also, the results indicate teachers agree on the fact that Online Community of Practice could assist them to develop their professional skills. The findings of this research prove that using such OCoP can boost teachers' updating concerning their field of work and even about the possible and new educational technologies.

Ultimately, the obtained results confirm the study's hypothesis. In this respect, teachers' answers affirm their readiness and positive attitude toward the utilisation of the Online Communities of Practice in to develop their professional careers.

Recommendations

Consequently, this paper recommends that language faculties should design and constantly develop Online Communities of Practice for each particular subject to create virtual platforms whereby teachers could boost their professional development and exchange several teaching experiences. This creation could be considered as a new educational initiative and a faculty support to the continuous professional development of teachers. Ultimately, teachers of foreign languages should be informed about the existence and the significance of Online Communities of Practice and try to lessen and decrease their fears towards the use of these tools to get more professional improvement through organising some tutorial sessions.

Conclusion

The preliminary empirical results of this research show that the concept of professionalism had been differently approached by teachers who differ in age and years of experience. The analysis of the obtained results succeeded to get a synthesized set of behaviors that form professionalism in EEL teaching area. Also, the data gathered demonstrate that the use of the Online Community of Practice could effectively improve teachers' professionalism regarding their motivation demonstrated toward adopting them. Again, their reaction toward such new use varies importantly with accordance to teachers' age and their years of experience. One important factor that we should consider is the teachers' readiness and especially familiarisation with the new technologies as it has an integral part in such adoption.

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Appendix

Appendix A:

Dear participants,

The present questionnaire is part of a research about the Online Communities of Practice, Professional English language Teachers and the Teacher Self-development. It aims at investigating and gaining information about the perception of professionalism held by teachers and their readiness to

accept and use of the online community of practices as a mean to develop their professional career.

Your answers will be anonymous.

Section one : General Information

- 1. Age :
- 2. Gender : Male Female
- 3. Teaching Year of experience: 0-5 6-11 12-17 more than17
- 4. Tick the appropriate answer :
Professionalism is :

- A. Altruism/advocacy**
- B. Communication/collaboration**
- C. Honesty**
- D. Integrity**
- E. Reliability**
- F. Respect for others**
- G. Responsibility**
- H. Self-awareness/knowledge of limits**
- I. Self-improvement**

Other:.....
.....
.....

5. Do you consider self-development a key tool that develops the teachers' professionalism?

Yes No

Why?.....
.....

6. Do you consider professionalism as a vital element in teaching English language?

Yes No

Why?.....
.....

Section Two: Online Community of Practice

7. what kind of professional development you received before? (Tick the appropriate answer)

A. Courses and workshops

B. Individual and Collaborative Research

C. Informational Dialogue to Improve Teaching

D. JOINING Professional Organization

E. Mentoring and Peer Observation

F. Professional and Development Network

G. Qualification Program

H. Reading Professional Literature

Other:.....
.....

8. What kind of technology you use in your daily life?

.....
.....

9. What kind of technology you use in teaching?

.....
.....

The online community of practice is the virtual context, climate or setting in which the individuals and specifically teachers can engage and discuss issues that have relation to their field of work.

10. What could prevent you from using the Online Community of practice (Tick the Appropriate answer)

A. Salary Supplements

B. Scheduled Time

C. Financial Support

D. Conflicts with work schedule

Online Communities of Practice and EEL Teachers

Other:.....

.....

11. Do you see that the use of the Online Community of Practice can help the teachers to develop their professional skills? Yes No

12. What would you like to suggest as far as this topic is concerned?

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.....

Thank you for your time and collaboration.