

The Willingness of Jordanian EFL Teachers to Endure Taking Online Professional Development Programs Rather Than Face to Face

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Abstract: This study attempts to investigate the willingness of Jordanian EFL teachers to endure taking Online Professional Development Programs (OPD) rather than face to face learning in both private and public schools. Therefore, a qualitative research methodology was carried out to examine the extent to which Jordanian EFL teachers are willing to endure taking Online Professional Development Programs (OPD) rather than face to face learning. Data were collected via online interviews with teachers through e-Learning forums as well as other means of interactive social Medias such as Zoom, Facetime and Microsoft teams during COVID-19 Pandemic in the second semester of the scholastic year 2019-2020. Ten EFL teachers were randomly chosen from forty public and private EFL school teachers to respond to the interviews. The sample consisted of ten teachers who were selected randomly for the interview. The interview content focused on two domains which are: the challenges faced teachers in online learning and the good learning practices experienced by EFL teachers during online learning regarding their experiences through the pandemic. The interviews were taking the form of semi-structured interviews. The findings of the study revealed that the majority of EFL teachers are unwilling to continue taking online professional development programs as they faced many troubles and obstacles through experiencing distant learning during the COVID-19 Pandemic as part of their first hands on experience. Two teachers showed a tendency to continue Online Professional Development Programs in parallel with face to face programs.

Keywords: EFL teachers, COVID-19 Pandemic, face to face learning, online learning, Professional Development Programs PD.

رغبة معلمي اللغة الإنجليزية في متابعة الانخراط بالتنمية المهنية عن بعد عوضا عن التعلم المباشر

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الجامعة الأردنية || الأردن

المخلص: هدفت الدراسة للتحري عن مدى رغبة معلمي اللغة الإنجليزية القطاع العام والخاص بالأردن؛ في متابعة استمرارية الانخراط بالتنمية المهنية عن بعد عوضا عن التعلم المباشر وجها لوجه من خلال معايشتهم وخبراتهم بالتعلم عن بعد للفصل الدراسي الثاني للعام 2020-2019 بفترة انتشار وباء كورونا "كوفيد-19". تكون مجتمع الدراسة من (40) معلما ومعلمة لغة إنجليزية من معلمي المدارس الحكومية والخاصة تم اختيارهم بشكل عشوائي، تم تطبيق الدراسة على عشرة معلمين فقط ممن كان لديهم الرغبة بالمشاركة الفاعلة بالمقابلات التي تمحورت حول الصعوبات التي واجهت المعلمين وأفضل الممارسات التي عايشها المعلمون من خلال برامج التنمية المهنية في التعلم عن بعد.

أظهرت نتائج الدراسة عدم توافر الرغبة لدى الغالبية العظمى من معلمي اللغة الإنجليزية لمواصلة المشاركة ببرامج التنمية المهنية للمعلمين عن بعد. بينما كانت استجابة معلمين (2) وبنسبة (20%) فقط إيجابية للتعلم بشرط أن تكون ملازمة للتعلم المباشر.

الكلمات المفتاحية: معلمي اللغة الإنجليزية كلغة أجنبية، وباء كوفيد-19، التعلم عن بعد، التعلم المباشر وجها لوجه، برامج تنمية المعلمين مهنيًا.

1. Introduction

The Ministry of Education MOE pays great attention to provide English language teachers with the required competences that are essential in the 21st century to help teachers to improve their classroom practices and become more skillful in their teaching profession. To assess the effectiveness of any professional development program held for teachers, you need to examine the learning outcomes of learners as well as teachers' practices whether they have transferred theory into practice successfully or not. Many people are criticizing the learning outcomes due to poor teachers' preparation due to the quality of professional development programs that teachers went through. Many teachers believe that it is significant to spot that professional development is not a fixed process; it is constantly in the manner of altering. (Darling-Hammond, 2005). It is essential to update EFL teachers with the latest methodologies to enhance authentic communication among learners. Darling-Hammond (2005) claims that teachers' necessity care concerns both what to teach as well as understanding how teaching actually forms teachers' practice and qualifies them to become adaptive experts who can remain learning.

In addition, PD programs should include topics that concern teachers; therefore, PD planners should consider the curriculum change in designing and baring the importance of knowing teachers' previous experiences. The new teachers regularly mandate courtesy to classroom management, without recognizing that their lack of knowledge of syllabus and teaching may cause many of the classroom difficulties they encounter (Shields, Humphrey, Wechsler, Riel, Tiffany-Morales, & Woodworth et al., 2001).

Some EFL teachers are demotivated to enroll in PD programs since they lack the interest to change their teaching acts as well as they believe that they have limited duties to perform regarding their teaching mission only. In America some teachers adapt the ideology of being a lifer's: "I teach those who want to learn; there's nothing I can do with those students that are unwilling to learn." "My duty is not a social worker as I'm here to teach only, I am not willing to do more than teaching students who want to learn. "Others refer to lifer's pedagogy as the pedagogy of poverty since teachers are unwilling to give students more than what keeps them alive "To provide learners with the least amount needed of knowledge to be ready to learn" (Sabir, 2007). Therefore, this kind of teachers' would need to be involved in PD programs to change the wrong perspective of teachers' duties and ethics changing their negative attitudes towards teaching before changing their teaching strategies to fit with educational changes.

Existing in a fast changing world, teachers' education cannot stay still as it is essential to catch up with the increase speed of alteration with the rest of the globe. Therefore, it is considered to be a must not to be left behind as it is not novice anymore. Currently, great responsiveness has been revealed on so-

called 21st century skills which will influence humanity in all of its domains. Although some schools and teachers are looking for this change in terms of changing the old educational tools into technological ones hence the need is a lot more than just the replacement of blackboard to smart TV, it requires real involvement of teachers' training to use the technological devices and applications to improve their skills, participate in distant learning (SH Lim, 2017). EFL teachers are not expected to teach students through distant learning if they have not experience it first. There are many trends which emphasize learning by doing; therefore, the first-hand experience should be targeted towards teachers' training through online learning.

There are several obstacles encountering some EFL teachers such as asking them to teach students meeting a high level of standardization which requires more efforts from teachers beyond their qualifications which leads to the feeling of devastation as they can't reach this degree of Excellency so they choose to leave these high standard schools. (Hilliard, A., 2000). The type of PD programs varies according to many factors that affect designing these programs to meet the changes that cannot be left behind. Professional Development programs are intended to cope with the change that occurs in the field of education as well as in the whole world as English language teaching has its own specialty, it is meant to generate communication as well as gaining knowledge as a human necessity. In 2020 the world faced COVID -19 or as called Corona Virus which changed the lives of many countries around the world included Jordan in terms of education, travelling, healthcare, economy and everyday practices. "On March 14, 2020, the Jordanian government imposed measures fight the outbreak, including a tighter locking down all borders, banning all incoming and outgoing flights, closing schools and universities for two months and banning daily prayers in mosques. The minister of Education announced launching TV channels to broadcast lessons to high school students. Private schools and universities announced their schedules of online lessons using different channels."(Wikipedia).King Abdullah II ibn Al Hussein the King of Jordan has announced "A Royal Decree has been issued, approving the Cabinet's decision to proclaim The Defense Law number 13 for the year 1992, taking effect across the Hashemite Kingdom of Jordan, as of 17 March 2020 which included the following His Majesty King Abdullah sent a letter to Prime Minister Omar Razzaz, 17 March 2020"(King Abdullah II official website, 2020).Therefore, the government issued new constraints on all life sectors in response to the Royal decree" The Prime Minister Omer Razzaz announced that". The Education Ministry will also start implementing its distance learning plan through national TV channels starting this week and through the Ministry's e-learning site next week. Educational directors are tasked with arranging the working hours of the Ministry of Education's employees according to the instructions issued". (The Jordan Times, 2020). In addition, the Jordanian government issued many regulations to stop the spreading of this virus by restricted procedures of quarantine and enclosure which banned learning and teaching in the traditional way " Face to Face" in schools instead all learners and teachers were directed to a new kind of learning which is the distance "

Online learning". Many sectors were affected by this quarantine included teacher Professional Development programs which were all held using different types of online interactive social Medias such as Zoom, Skype, Blogs, Facebook live, E- learning forums, Microsoft Teams and many other available applications.

The researcher intended in this research to investigate the willingness of Jordanian EFL teachers to continue joining Online Professional Development Programs (OPD) rather than the previous way of learning which is face to face enabling teachers to live the experience of online learning in the same way as their learners.

1.1 Stating the problem

Most English language teachers are aware of the importance of enrolling in EFL professional development programs to be updated with the latest pedagogical competences and to meet their students' needs for learning English for communicative purposes successfully; therefore there were a lot of concerns related to planning and designing the type of training that fulfill teachers' ambition and be parallel with the MOE vision for development. In February 2020, the world witnessed a global crises which is COVID-19 also known as Corona Virus which imposed changing in the whole world educational systems to overcome this issue with the least amount of losses hence the Ministry of Education in Jordan rushed to take actions in transferring the whole educational systems to resolve this issue using online learning in all its forms to continue teaching and developing teachers' profession. The researcher aims at investigating the willingness of Jordanian EFL teachers' to continue Online Professional Development Programs (OPD), suggesting essential future changes for further programs and enriching the good practices based on teachers' responses in towards this novice experience

1.2 Purpose and Question of the Study

Based on the reviewed literatures and the conducted studies, the study investigated the willingness of Jordanian EFL teachers to endure taking Online Professional Development Programs (OPD) rather than face to face learning during the COVID-19 Pandemic. The study explored whether EFL teachers are willing to continue enrolling in online forms that include different methods and technological applications to be used by online learning or they prefer to go back to the traditional ways of professional development which are based on face to face meetings" direct teaching and learning". Also, the study identified the most common challenges as well as the good practices that EFL teachers went through.

This study particularly aimed to answer the following questions:

- 1- To what extent are EFL teachers willing to enroll in Online Professional Development Programs (OPD) rather than face to face programs?

- 2- What are the most common challenges faced EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?
- 3- What are the good learning acts experienced by EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?

1.3 Significance of the Study

The Ministry of Education has been concerned with the improvement of the quality of education in general and EFL teaching in particular. Consequently, in order to improve the sufficient quality of EFL learners to cope with the updated communicative purposes of using English as a foreign language as well as a lingua-franca in most of the countries, the Government of Jordan has put learning English as a priority. Therefore, there was a need to develop EFL teachers' practices to meet this goal and to enrich them with the necessity tools of the 21st century. Online learning has spread all over the world and many countries offer teachers' international certificates and academic degrees according to their active involvement in these courses. During COVID-19 quarantine Jordan took brave steps towards enrolling teachers and students as well in e-learning programs and made all the facilities in a relatively short period of time to establish this vision to become a reality. This study intends to examine the successfulness of novice professional development online experience from EFL teachers' hands on experience. All the professional teachers' development programs were held online using various technological devices, applications, social Medias to enable learners' continue their educational journey successfully. There are ridged plans taken by the government towards moving forward to reassigning all the educational system to be automated. Endless efforts are done to achieve this vision in all the countries sectors.

This researcher hopes that this study may contribute to the development of teaching English language in Jordan and provide Jordanian English Language teachers, supervisors and the Ministry of Education with valuable information about how to improve the FEL professional development programs to meet teachers' needs and to be convenient and achieve the desired EFL teachers development while coping with the world changes in education systems. Consequently, when EFL teachers are capable of using these technological advances as learners, they will transfer these abilities with teaching their students at schools using online learning easily and successfully.

1.4 Definition of Terms

COVID -19: refers to Corona Virus quarantine that attacked many counties around the world and cause enclosure which affected all life sectors in Jordan specially education

Online learning: refers to utilizing various electronic technologies to access pedagogical courses, programs online addressed for EFL teachers a part from traditional face to face meetings.

Face to face learning: refers to the traditional courses and programs held while learners in this study refer to EFL teachers are physically present with their trainers in the same setting.

Professional Development Programs PD: refer to all the courses which are designed to improve EFL teachers' competences and performances. These courses include theoretical and practical data.

EFL teachers: refer to teachers who teach English as a foreign language in both public and private schools in Jordan.

1.5 The Limitation of the Study

The study intended to investigate the willingness of using online learning by ten Jordanian EFL teachers for the professional development proposed during COVID -19. The study was conducted in the second semester 2019-2020.

2. The literature Review

2.1 Theoretical Background

Nowadays there are enormous sources of self-development techniques that are accessible to all teachers if they are eager to develop themselves in their teaching profession with reasonable cost. Borg (2009) states that teachers need to be motivated enough to develop themselves by searching new methodologies and theories related to teaching EFL. Therefore, there are new roles for teachers to be taken in the future as being self-initiated teachers towards fulfilling their needs for professional development in their career.

Teachers need to cope with the alteration of their career requirements as teaching English has its own unique identity and language learning keeps changing so if we want to change learners' learning outcomes to communicate better using EFL, we definitely need to change EFL teachers' beliefs towards their autonomous duties of developing their teaching using all the available sources of learning willingly (Borg & AL-Busaidi, 2012). Teachers need to value the importance of improving their teaching competences as a theoretical part of learning which will result in improving their actual practices in classrooms. All training programs must work on teachers' beliefs as a priority for amendment. Borg (2011) claims that improving the quality of training courses for EFL teachers' development programs will lead to better practices besides arranging the suitable atmosphere for teachers' learning that suits their needs. Nevertheless, if EFL teachers were forced to enroll in PD programs that do not meet their interests and needs, they would not gain the intended results of training.

Liu M.-H. (2012) claims that providing teachers with authentic video case discussion of their actual teaching in classrooms helps teachers' interaction on online forums discussing what went wrong and went good in teaching by in-service EFL teachers as online Professional Development programs enhance preservice and in-service teachers' training, a collaborative learning community was expanded by further involving in-service through self-reflection and social interaction. As a result, many teachers engaged in the same field were likely to learn how to enhance their teaching by making sense of the

sharing practices online with others. This selected experience offers to develop online cooperative networks for teachers with an aim to increase the absence of traditional face-to-face teacher training programs or workshops.

Comparing the PD programs designed for English teachers as a second or a foreign language with other subjects, languages have their own characteristics that need to be illustrated and versioned by trainers. For example, the sociocultural matters were not addressed fully using Online Professional Development Programs (OPD), while these characteristics appeared clearly during face to face PD teachers' programs which allow interaction, dialogue and reflection in a natural space (Taylor et al., 2009). One of the benefits gained after implementing online teachers' training is the supportive style of teaching in knowledge-building that might be granted by different interaction of teachers with mixed experiences and qualifications in the field of teaching (Chen, Y. Chen.N, -S.& Tsai, 2009).

While sociocultural issues are addressed in much of the education literature, and they are considered to be prominent topics in transformative learning (Tisdell, 2006). The connections between educational goals, sociocultural awareness, and critical discussion is not clear in online spaces; therefore, face-to-face settings allow "interaction, dialogue, and reflection" among participants (Boyer, Maher, & Kirkman, 2006, p. 336). One of the sensitive topics in teachers' (OPD) is the challenges underlying assumptions about beliefs and values, key components to the transformative process (Mezirow, 2000). Clarity is needed to determine the ways in which adult learners engage with one another in the online world. While studies have been completed about the potential for transformative learning in traditional settings (King, 2002; Taylor, 2007, 1997), research into transformative learning in online environments remains limited (Killeavy & Moloney, 2010). Given this gap in the research and knowledge about transformative learning in online spaces, this study examines evidence of learners' transformative experiences surrounding sociocultural issues, while participants were enrolled in online professional development programs offering EFL teachers variety of pedagogical teaching strategies that could be implemented to suite different teachers' needs and interests such as getting access to textbook or journal article reading, online assignment or activity, teachers' critical reflection, sharing teachers' class experience in forums, interactive meetings, online videos, interaction with EFL scholars, dialogue with classmates or professional EFL colleague, discussion forum, PowerPoint presentations on pedagogical matters and many other learning strategies (Forte & Blouin, 2016).

The presence of online professional development programs for EFL teachers is no longer an alien option for educators as SH Lim (2017) suggests that involving EFL Korean teachers in a community of practice online workshops and professional development programs will promote the pedagogical competences and performances of teachers. PD programs neither mean simple data transmission nor dissemination of useful accepted practices; rather, learning is a product attained via interaction and collaboration among its participants so involving teachers in a community of practice training will

overcome the obstacles of time, place and cost, gaining the desired outcomes of communication and cooperation with their colleagues.

Interestingly, self-directed or as called self-initiated teachers have found online teachers' learning as a solution to improve their teaching acts by selecting Online Professional Development Programs (OPD). Belgard (2013) clarifies that sharing evidence in the e-Portfolio helps teachers to develop their collaborative skills as trainers as well as trainees can benefit from their teaching experiences and their pedagogical backgrounds by establishing their e-Portfolios. Additionally, teacher trainers can share information, collaborate to complete tasks, reflect analytically about their writing and critique one another's work in a mutual way.

In many cases there have been contradictory views regarding EFL teachers' motivation towards (OPD) programs as for some teachers they found online learning as a helper to escape from face to face interaction because of their preference of learning in a certain level of isolation. This psychological fear of getting along with colleagues has been a topic of argument as part of EFL teachers' traits is to be sociable in order to generate meaningful communication. Some EFL are willing to continue (OPD) programs because of being more flexible in time, in cost and Pedagogical knowledge could be delivered by native speakers of English which enables them to engage in authentic communication (Truong & Murray, 2019). In addition, EFL Online Professional Development Programs have been labelled as outstanding options for teachers' improvement because of their reasonably low cost, easiness of access and flexibility (England, 2012).

Teacher's education is no longer limited by time and place as educational networks help EFL teachers combine, adapt and share course resources and useful tools in order to enhance their teaching that can occur anytime, anywhere, permitting teachers to involve in personal and professional developments. Self-motivated teachers can easily obtain the latest upgraded pedagogical training according to their professional needs and preferences (Taskiran, 2019).

2.2 Related Studies

Recently, many researchers conducted their studies to identify the effectiveness of using online learning to enhance EFL teachers' proficiency level and to transfer theory into practice to improve teachers' acts in real classrooms. Also, they investigated EFL teachers' perspective towards PD programs held online by different technological applications and methods of learning. The researcher reviewed some of the studies which were most associated to the topics of the current study.

Chen, Y., Chen, N.-S. & Tsai (2009) investigated the effect of using online learning on the experiences of an in-service professional development program for teachers with a focus on online synchronous discussions. Data analysis of the 3600 message were conducted with ten EFL participants' interviews about their perceptions of the synchronous discussions. The findings revealed that based on

the interview data, synchronous discussions seemed to give little benefit when compared to face-to-face discussions.

One of the benefits of enrolling EFL teachers with e-learning training, is the fact that heavy teaching loads prevent them from interacting and exchanging aptitudes. Meskill & Sadykova (2011) examined the effectiveness of the structure and dynamics of an online professional development activity, the Moodle fishbowl. The fishbowl was intended to give an opportunity for experienced EFL educators to witness and make sense of instructional conversation strategies to merge with entirely online venues. A three-week-long collaborations were established between participating faculty's EFL students and a 'cultural expert' in the US. The role of the faculty in training was to observe these conversations held by the participants. The study suggested future considerations in supporting language educators as they move some or all of their instruction online.

Liu M.-H. (2012) investigated 21 preservice and 11 in-service EFL Taiwan teachers' perspective of using online professional development learning, this study used a mixed-method design by incorporating both quantitative and qualitative techniques attempted to draw a better-off, if not complete, picture of the preservice and in-service EFL teachers' professional development in an online video case discussion community. Data analysis included video-taped instructions, online discussion messages, semi-structured interviews, an open-ended questionnaire, reflection journals and recording online discussion messages. The findings revealed that EFL teachers benefited from this experience having some concerns including online stage fright, limited previous experience in discussing online video-cases, and self-identity as online learners.

Forte & Blouin (2016) carried a qualitative study to examine the use of the transformative learning theoretical framework to explore perspective shifts happening in an online on 24 ESL in-service teachers, purposefully sampled participants experienced learning who teach K-12 classroom. Data were collected using inductive data analysis by critical reflection of ESL teachers on their new genre of online learning experiences. The findings show positive changes that will benefit English language learners in the classroom. The data analysis described above indicates the occurrence of evidence of changes in perceptions of program participants on sociocultural issues were noteworthy for teachers' preparation programs.

SH Lim. (2017) explored how online community programs of the Korean EFL teachers contribute and involve in professional development using collaborate web 2.0 technologies. It is a qualitative study, data were collected over seven months of online participants' observation, and computer-Medias activities from the virtual community. The findings described the characteristics of the community of practice (CoP) of Flipped EFL Classroom teacher's NAVER BAND in terms of domain, community and practice and the relation to the effectiveness of online teacher community programs as mean of sustained and significant teachers' learnings.

English has become 'lingua franca' in many countries nowadays, in Turkey many people are interested to learn English for intercultural purposes as well as to communicate and run their own business. Taskiran (2019) investigated five EFL Turkish teachers' opinions towards using Edmodo which is a social networking platform designed for educational purposes. As a free and secure simulated learning environment used for their professional development. The qualitative methods, phenomenological research method were used. Data analysis were based on conducting interviews and the findings indicated mostly positive perceptions regarding Edmodo as networks because providing opportunities for life-long learning, international partnership, acquiring up to date information, and saving time and money.

Truong & Murray (2019) investigated the motivation for Online Teachers Professional Development since in-service Vietnamese EFL teachers were obliged to participate in PD programs, and online seems to be a viable option for them. Data were collected via t semi-structured interviews were analyzed to understand nineteen participants' primary and sufficient motivations for the designed (OPD) programs. The findings revealed a significant role of technology in motivating teachers to both start and endure in the course; a strong influence of second language motivation on teachers' learning experiences, and a challenge to the established importance of collaborative learning in virtual environments.

Alzahrani & Althaqafi (2020) carried a study that intended to inspect EFL teachers' perceptions of the effectiveness of the online professional development program provided by a Saudi University which continued for one year. The researchers conducted online questionnaire to investigate EFL teachers' perceptions of the usefulness of the program. Findings in lighted the limitations in EFL teachers' positive perceptions of the features of the OPD courses offered by the online PD programs.

Generally, several studies were conducted to investigate in-service EFL professional development teachers' programs comparing to pre-service programs. Mumford & Dikilitaşb (2020) explored the progress of reflective thinking skills in three pre-service English language teachers in Turkey as case study who attended a hybrid course concentrating on reflection development over mainly online engagement with a practicum Teacher Research project. Data collection were based on interviews, observations of their active involvement with online lessons, and EFL teachers' reflective papers. The findings showed that teacher reached higher levels of reflection.

3. Methods and procedures

3.1 Participant of the study

This study was carried out in Amman in Jordan. The sample consisted of ten EFL teachers which were randomly chosen from forty EFL teachers in both private and public schools to respond to the interviews. Only ten EFL teachers responded to the interviews.

3.2 Instruments of the study


This study is a qualitative study which aimed at exploring the willingness of Jordanian EFL teachers to endure taking Online Professional Development Programs rather than face to face learning and investigating the good practices and the challenges faced EFL teachers through Online Professional Development programs in Jordan. Data were collected using online interviews with teachers using e-Learning forums as well as other means of interactive social Medias such as Face time, Zoom and Microsoft Teams to collect data via semi- structured interviews during COVID-19 Pandemic. Ten EFL teachers were randomly chosen from forty public and private school to respond to the interviews. The interviews' content focused on two domains which are: the challenges that faced EFL teachers and the good practices they have experienced during participating in the Online Professional Development Programs regarding their experiences during the pandemic. The interviews were taking the form of semi-structured interviews. Recorded interviews were transcribed for text analysis, and then significant statements, which are believed to define the phenome will be used in the discussion chapter of this study.










The researcher followed several steps in collecting the data of the study. First, interview questions were developed based on related literature. Second, the validity of the interview instrument was ensured by consulting five EFL teachers. Third, interviews were recorded and transcribed to ensure intra-rater reliability. Finally, the researcher used the audio online recording for the interviews for the ease and accurate data interpretation. Interviews took 4 to 10 minutes as a result of the cooperation of the interviewee and the allotted time.

4. Results

To answer the first question: To what extent are EFL teachers willing to enroll in Online Professional Development Programs (OPD) rather than face to face Programs? EFL teachers' interviewees' responses were recorded and the transcript in the following table which shows registering the actual responses of ten EFL teachers as they were specified by numbers from 1-10. Results are presented in Table1.

Table (1) EFL teachers' responses to the first question in the interview "To what extent are EFL teachers willing to enroll in Online Professional Development Programs (OPD) rather than face to face programs?"

Number	Willing to continue online PD learning	Unwilling to continues online PD learning	The interviewee transcript responses
1			Yes, I am willing to continue learning online besides face to face learning. I think blended learning can be more effective to students since it can meet students' different styles and needs. The second reason is that online learning can help shy students

Number	Willing to continue online PD learning	Unwilling to continues online PD learning	The interviewee transcript responses
			to participate. Some students feel more comfortable when they talk distantly.
2			Yes, I am willing to continue learning online if I have the choice. First, it gives me more time to do my assignments instead of wasting the time on going back and forth to college. Second, I feel more comfortable to choose the way and the time to learn since the class are on line and I them at home
3			I do not recommend taking any further training courses for my colleagues as the trainers themselves were confused with using these new technological advances specially Microsoft Teams they were really headache to me.
4			I would rather face to face learning because it ensures better communication rather than being worried about issues like charging the phone or an internet cut...etc. Another reason is that distant learning means in most cases receiving your lecture at home which is not an appropriate place for having a lecture online with family members interrupting some times.
5			I am not willing to continue online learning as a substitute for face to face learning. There are many important techniques that may be declined completely through distance learning. We can use distance learning for emergency or as a support for face to face learning only.
6			I am not going to try online learning again because it lacks a lot of things comparing it to face to face learning.
7			It wasn't that bad but I had a problem with the internet connection as it was slow and sometimes I could not connect at all. I prefer the traditional way for training which was easier for me.
8			No way, I will never participate unless the Ministry of Education provides us with training on these social Medias first. It was a waste of time as it took me very long to get used to it.
9			It is the worst experience I have gone through in all my teaching as well as learning experiences because as a mother before being a teacher I could not match between taking online courses at home with my four toddlers keeping them calm for long hours.
10			I didn't like distant learning at all since it requires excellent computer abilities that I am qualified enough eat this age to

Number	Willing to continue online PD learning	Unwilling to continues online PD learning	The interviewee transcript responses
			learn them. I am not with the idea of distant learning; as we are not prepared enough for it. It needs more efforts from the learners and the lecturers in order to be considered a successful experience.

Table 1 shows EFL teachers' interviewees responses whether they are willing to continue enrolling in (OPD) programs hold online or not. Teachers' responses indicated that the majority of teachers are unwilling to take (OPD) programs due to external factors far away from the teaching and learning materials.

To answer the second question: What are the most common challenges faced EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic? EFL teachers' interviewees' responses were recorded and the transcript in the following table which shows registering the actual responses of ten EFL teachers as they were specified by numbers from 1-10. Results are presented in Table2.

Table (2) represents EFL teachers' responses to the second question in the interview "What are the most common challenges faced EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?"

Number	The number of challenges during online PD learning	Examples of the most common challenges that faced the interviewee transcript responses
1	Only three challenges mentioned.	<ol style="list-style-type: none"> 1. The bad internet connection at my place. 2. There are sometimes some kinds of misunderstanding during the classes because the teacher and the students are not sitting in person. 3. The cut off of electricity would cause a problem during the exams or quizzes.
2	One challenge only was mentioned	We need to have more organization that ensures more interactive participation among EFL learners
3	There are plenty but I will mention the most annoying to me. 3 challenges	<ol style="list-style-type: none"> 1. There is no clear facial expressions that can add to my messages more meaning so this may lead to some misunderstandings. 2. The voice may not be clear in online classes especially for students who live in far places. 3. Sometimes it doesn't save time and effort since some technical problems may occur
4	There are many but these three are the most common ones.	<p>Family interruptions</p> <p>Internet connectivity</p> <p>Health issues (earache: headphones)</p>

Number	The number of challenges during online PD learning	Examples of the most common challenges that faced the interviewee transcript responses
5	Mentioned seven challenges but these three are the most common.	I can't control the atmosphere in my home while I am in distance to be suitable for learning. Some assessments tools can't be used effectively such as electronic tests as we are not trained to this type of assessment. The spirit of group work may be useless.
6	Many challenges were mentioned	Online learning requires calm learning environment which is unlikely to be available in my case while face to face learning overcome my personal problem of controlling the whole family to stay quite till someone finishes his online learning.
7	Many challenges were mentioned	1. The cost of online learning is an issue that the MOE needs to consider. The internet connection which was sometimes bad. It made me feel lost during the lectures as I couldn't usually keep in touch with my doctors and colleagues and share the ideas with them. 2. The big number of assignments which had to be sent within limited periods of time. 3. The assessment method was not fair.
8	Many challenges were mentioned	I am overloaded by online assignments that are another burden to me as I have got many duties beside the double amount of time that online learning takes comparing to the normal face to face classes.
9	Many challenges were mentioned	I can't study by myself as I can't organize my time and that problem accelerated during online learning. Also, the electronically problems are encountering me as well.
10	Many challenges were mentioned	Some trainers waste our time waiting for the rest of teachers' participants in the PD to be connected instead of starting the learning process on time and I hate this act. Also, some teachers are producing annoying sounds from the surroundings as they don't mute themselves and this is another distraction to be added.

Table 2 shows EFL teachers' responses towards the endorsement of Online Professional Development Programs based on their experiences by answering the second interview question which is "What are the most common challenges faced EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?"

To answer the third question: "What are the good learning acts experienced by EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?" EFL teachers' interviewees' responses were recorded and the transcript in the following table which shows registering the actual responses of ten EFL teachers as they were specified by numbers from 1-10. Results are presented in Table3.

Table (3) EFL teachers' responses to the third question in the interview "What are the good learning acts experienced by EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?"

The interviewee number	The number of good practices you have experienced	Examples of the best practices experienced in online learning interviewee transcript responses
1	Two practices mentioned	<p>1. I would like the professors to depend on assignments and conducting the research more than the actual exams. Moreover, colleges need to be more organized about what requirements they need from the students in order to avoid confusion.</p> <p>2. Assignment builds my research abilities as a productive learner rather than just being receptive one.</p>
2	There is not any good practices mentioned but rather suggestions for improvement future online PD programs	<p>More plans and steps must be taken in consideration in order to improve distant learning which concern with the schedules, assessments, assignments, the internet connection,</p>
3	Three good practices were mentioned	<p>As a PHD student as well as being a teacher, I think universities should reconsider the whole teaching process. Since online learning seems to be a persistent necessity nowadays, online learning can be a part of teaching. Also, internet facilities can be provided to students and professors in order to encourage them teach and study online. It helps a lot.</p>
4	Nothing	<p>I totally disagree that there is any benefit of this online phase. No good experiences are worth mentioning.</p>
5	One good practice was mentioned	<p>Online EFL PD enabled me during COIVD -19 to make use of the wasted time as we were all locked in our houses during the quarantine for 2 months so it was a good solution in similar cases as plan B.</p>
6	Two good practices were mentioned	<p>Teachers who are in villages or urban areas may benefit of these courses and exchange experiences and working in a collaborative way with other teachers in other parts of the country.</p>
7	One good practice was mentioned	<p>We were updated with the latest methodologies as I have enrolled in distant learning held by TC college which provides you as a teacher with wider range of helpful teaching tips that could be applied in our Jordanian context</p>
8	Two good practices were mentioned.	<p>It was a new experience as far as I know for most teachers so I think it is good to keep changing but recognizing learners' needs. For me I was able to choose the online courses that I badly need.</p>
9	One good practice was mentioned	<p>I could work and still learn while not being in the same place as the place limitations was solved</p>

The interviewee number	The number of good practices you have experienced	Examples of the best practices experienced in online learning interviewee transcript responses
10	One good practice was mentioned	It enabled me to continue my PD in difficult times.

Table 3 shows the results of the third question in the interview which is "What are the good learning acts experiences by EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?"

5. Discussion

The results of the first question of this study which is "To what extent are EFL teachers willing to enroll in online professional development programs rather than face to face one?" showed that most EFL teachers are unwilling to participate in online or distant PD learning attributed mostly to external factors such as the availability of facilities and learning atmosphere. Teacher 7 said that "It wasn't that bad but I had a problem with the internet connection as it was slow and sometimes I could not connect at all. I prefer the traditional way for training which was easier for me". Eight interviewed teachers were unwilling while only two teachers were willing to participate in online PD programs. These findings are similar to Liu M.-H. (2012) investigated 21 preservice and 11 in-service EFL Taiwan teachers' perspective of using online professional development learning who had some concerns towards online learning as shown in table 1. These findings match with Chen, Y., Chen, N.-S. & Tsai who had similar responses as teachers preferred enrolling in face to face more than distant PD programs. Most of the enumerated studies in this research paper have used the semi-structured interview instrument to collect data. For instance, the study conducted by Mumford & Dikilitaşb in 2020, which is the same instrument used in this study, as it can provide reliable data to depend on.

In addition, the results of the second question which is "What are the most common challenges faced EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?" revealed that most of the EFL teachers who went through the experience of online PD programs during COVID -19 had faced many challenges that demotivated them from enduring online PD programs in the future unless they are obliged to do so or if the Ministry of Education can solve the technical internet problems as presented in table 2. Teacher 2 said that "The voice may not be clear in online classes especially for students who live in far places as well as sometimes it doesn't save time and effort since some technical problems may occur". These findings are similar to Chen, Y., Chen, N.-S. & Tsai (2009) who investigated the effect of using online learning on the experiences of an in-service professional development program for teachers with a focus on online synchronous discussions revealing that based on the interview data, synchronous discussions seemed to give little benefit when compared to face-to-face discussions. Furthermore, the results of this research were similar to the findings of Alzahrani

& Althaqafi which indicated that there were kinds of limitations towards teachers' positive responses concerning online PD programs. Consequently, researchers are required to examine the successes in other worldwide studies to make use of others experiences such as SH Lim. (2017) who explored how an online community of the Korean EFL teachers responded to online teachers' community to design PD programs that suite teachers' needs for improving their actual teaching by identifying the characteristics of the community of practice (CoP). For that reason, the researcher of this study had the opportunity to tackle the issue of transforming EFL teachers' PD programs in difficult situations during The COVID -19 Pandemic which is considered a first hand on experience for most EFL public as well as private school teachers; therefore, the Ministry of Education needs to conduct studies for improving the quality of online learning and to facilitate this tremendous shift in PD programs addressed to teacher.

Finally, the results of the third and the last question in the semi-structured interview which is "What are the good learning acts experienced by EFL teachers during Online Professional Development Programs throughout the COVID -19 Pandemic?" reveled that teachers had a little tendency towards online EFL PD programs and that is elicited from the limited number of good practices experienced by teachers during the COVID-19 Pandemic. Teacher 4 had the most negative perspective towards EFL online PD programs as claimed to "I totally disagree that there is any benefit of this online phase. No good experiences are worth mentioning" while other teachers were rather fair to mention some good practices such as teacher 1 said that". I would like the professors to depend on assignments and conducting the research more than the actual exams. Moreover, colleges need to be more organized about what requirements they need from the students in order to avoid confusion. Assignment builds my research abilities as a productive learner rather than just being receptive one." These findings in table 3 are similar to Truong & Murray (2019) who investigated the motivation for Online Teachers Professional Development since in-service Vietnamese EFL teachers were obliged to participate in PD programs resulting with good practices in PD programs. Teachers' were able to share their experiences and discuss what were the good practices that were beneficial with their students in unlimited zones as online Professional Development Programs have widen the scope of communication among larger scale of public and private schools were unlikely to meet in the old traditional ways of teachers' programs and this issue was clearly mentioned in studies like Liu M.-H. (2012) who found that teachers could benefit a lot by online programs rather than face to face. In addition, Mumford & Dikilitaşb (2020) conducted a study reveling that Turkish teachers shared positive feedbacks towards Online Professional Development Programs as enabling them to reflect on their teaching and that is part of improving their higher order thinking skills and this is one of the teaching requirements that the Ministry of Education in Jordan insists on in their (OPD)

Eventually, globalization affects all fields of life and most importantly it affects education hence providing teachers' with the needed tools to cope with this fast pace of integrating technology in both

teachers' professional development and the teaching and learning processes that can't be left behind. The researcher believes that new innovated technologies require time and training to get used to it. The researcher supports the point of view that enhances the use of (OPD) programs in certain settings that would enable teachers who are endowed with self –initiated traits for developing themselves in their teaching career to enroll in these programs. This view goes with the attitude of many researchers' findings such as Taskiran, 2019 who believes that (OPD) programs paved the way for improving EFL Turkish teachers' competencies by resolving the problems of place, time, and considerable cost of training and interacting with native English speaking trainers.

6. Conclusions and Recommendations

This study aims to investigate the willingness of Jordanian EFL teachers to endure taking Online Professional Development Programs (OPD) rather than face to face learning in both private and public schools. Therefore, a qualitative research methodology was carried out to examine the extent in which Jordanian EFL teachers are willing to endure participating in Online Professional Development Programs (OPD) rather than face to face learning. Data was collected via online interviews with teachers through e-Learning forums as well as other means of interactive social Medias such as Zoom, Facetime and Microsoft teams during the COVID-19 Pandemic in the second semester of the scholastic year 2019-2020. Supervisors, stakeholders and PD programs planners need to bear in mind the difficulties that faced EFL teachers to set up feasible solutions to overcome these problems. Also, they are advised to conduct further studies on a larger scale of teachers' experiencing Online Professional Development Programs (OPD) extending their data before planning any new (OPD) future programs in order to achieve the best results. The Ministry of Education has worked hard to continue updating EFL teachers with the latest pedagogical knowledge and that is a remarkable step but still we need to make teachers' enrollment easier by providing them with free internet access as well as to train both trainers and trainees on using various online interactive social Medias. Other researchers are recommended to conduct further studies on this issue on a wider range of EFL teachers covering different angles that would be great assess for designing useful (OPD) future programs.

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