

STUDY ON THE ENGLISH LANGUAGE LEARNERS' CONTINUOUS PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study examined ELL instructors' CPD. So, 83 ELL instructors from varied socio-economic, multi-cultural, educational, and disciplinary backgrounds were surveyed on CPD. Random samples were used to acquire data through questionnaire. Teachers take ownership of their CPD, but for better results, they need shared experience, reflective teaching, and a feeling of community to meet global education standards. This research explains CPD and its importance in English teaching. This study recommends teacher professional development to boost student success. The data also showed that instructors feel confident in their work because of CPD. According to the data, every ELL instructor should take ownership of their professional growth to help students reach their goals.

Keywords: CPD, Experience, ELL (English Language Learners), Community

1. INTRODUCTION

It has become even more necessary to boost the morale of the students because of the rapid advancement of technology and in the entirety of the competitive field. This can be done by providing more pedagogic training, innovative presentations, seminars, workshops, using authentic materials, and making classrooms more interactive, among other things. In this scenario, it is up to the teachers to decide not just how the students will advance in their learning, but also how they will advance in their learning.

Across the course of the last several decades, there has been a steady but persistent shift in the educational environment for instructors all over the world. This movement has been brought about by technological advancements. The practices that are now utilized in the field of educator training in India are exhibiting indicators that they have been impacted by this transformation as well. The Bachelor of Education programme has recently been expanded to a two-year duration and now incorporates extended teaching practice as an integral part of the programme. The National Council for Teacher Education is responsible for making this adjustment (NCTE). Students are expected to do an internship during their first year that

lasts for a period of time equal to four weeks and an internship during their second year that lasts for a period of time equal to sixteen weeks while working inside the respective institutions.

The majority of educators do not, as of yet, treat their participation in continuing professional development opportunities like seminars, workshops, orientation programs, and other events of a similar nature as a voluntary endeavor. These opportunities include events such as seminars, workshops, and orientation programs. Nevertheless, the person who should really benefit from all of this effort—namely, the student—does not get the attention or the rewards that they are due. To the school administrators, it is still a part of their administrative routine, and the dollars are spent for the record books; nevertheless, the actual person who was supposed to benefit from the entire endeavor is not receiving what he or she is entitled to. When young kids in primary classes are denied the precious opportunity to acquire the language at a time when their capacity for learning is at its highest, they often continue to struggle with language proficiency when they go to more advanced levels. Students who have trouble with their language skills often find that it is extremely difficult to function effectively in English when they reach higher levels of education (secondary and tertiary), where the majority of subjects are taught in English. This is because the majority of textbooks are written in English. These youngsters are being treated unfairly by the school system. The gravity of the situation escalates when these pupils complete their education and go on to become lecturers; they, in turn, are tasked with the responsibility of instructing and guiding fresh pupils.

When it comes to a nation's overall growth and development, the quality of the basic education that is provided through the public school system is of the utmost significance. The younger generation and the needs that are essential to their development are of the utmost significance and need to have serious consideration given to them. As a consequence of this, it is of the highest need to make certain that the primary classrooms have an environment that is conducive to learning.

Therefore, the quality of the teaching takes on the role of an essential component in the process of establishing an environment that is conducive to learning. Since a result of this, it is of the highest significance to place a significant focus on the ongoing education of primary school teachers, as they are the major stakeholders responsible for molding the academic performance of young kids.

Children in India begin their instruction in English as a Second Language (ESL) as early as the primary school years. This is due to the fact that the education system in India has made the study of English an essential component of virtually all of its curricular offerings. As a result, it is very necessary to do

research into the degree of quality and effectiveness of the English as a second language (ESL) teaching and learning techniques that are currently being utilized in our primary schools.

The research investigates the impact of current English as a Second Language (ESL) teacher training programs offered to primary school teachers in rural areas, as well as the effectiveness of these programs. The investigation is based on the premise that teacher training practices (both pre-service and in-service) make it possible for teachers to increase the level of professional expertise that they possess. In addition to this, it investigates whether or not it would be possible to provide English as a second language teacher in rural primary schools that are employed by the government with the opportunity to participate in supplemental training courses with the objective of enhancing their professional development.

Need and Importance of Teacher Education

1. **Understanding of Diverse Teaching Styles:** The teacher education programme gives future teachers the conceptual and practical knowledge they need to grasp different teaching methods. It prepares prospective teachers to combine and evolve new teaching approaches by experimenting with various methods.
2. **Educational Psychology Knowledge:** A teacher must cope with a classroom full of different kids. The understanding of educational psychology imparted by the teacher education programme enables prospective teachers to comprehend learners, their learning styles, differences, and other factors, which aids them in dealing with real-world classroom teaching and learning.
3. **Teaching Competency:** Teacher education assists teachers in gaining competence and competency in the classroom by providing training in various teaching techniques. These abilities assist the teacher in achieving excellence in the classroom.
4. **Instructional Aids Knowledge:** Teachers are exposed to the use and knowledge of audio-visual enables, which aids them in selecting and employing the appropriate instructional aid for a given topic.

2. OBJECTIVES OF THE STUDY

The major objectives of the study are listed below:

- The very first objective of this study is to understand existing and informal means and modes of on demand and practical CPD.
- Examine the attitude and motivation of English language learners

3. METHOD OF RESEARCH

In order to acquire both data streams and responses to the study question about CPD opportunities for ELLs (Primary School Teachers) in the province of Punjab, both qualitative and quantitative methodologies were used in the research.

3.1 Design of the Study

A research design provides a framework for the collection and analysis of data (Bryman, 2008). The type of research design is determined by the aim, rationale, and type of data that will be collected. To achieve the objectives of this study, a descriptive survey research design was used. A descriptive survey allows the researcher to use both the quantitative and qualitative methods which provide rich data that lead to important recommendations.

The research methodology used in this study was quantitative, and the data collection was through a Survey Questionnaire. Likert scale was used in the mentioned questionnaire to indicate the degree of disagreement and agreement from 1 to 5: *strongly disagree, disagree, neutral, agree, and strongly agree*. The numerical values were assigned to the participants' responses for each questionnaire item. Therefore, if a learner marked strongly agree, he/she received 5 for that item. For agree, a numerical value of 4, for neutral, 3, for disagree, 2, and for strongly disagree, 1 was assigned. The reliability of this questionnaire was calculated through using Cronbach's alpha ($r = 0.88$).

The participants were randomly chosen for the experiment and were EFL teachers. The questionnaire had three sections: previous professional development experience, their standpoint on the significance of CPD, and their response towards CPD. It was a practical approach and helped the researcher study the data well. The participants were also made aware that their privacy would be respected and kept intact. The preparation of this research paper through impartial data collection reinforced the utmost sincerity of the researchers.

The researchers collected the data from 83 participants, consisting of 60 male and 23 female teachers. The participants were selected from three English secondary schools, and their age range was between 25 and

43 years old. The data in this study shows participants' impressions of the possible improvements through the present CPD program. Their responses were analyzed using the Statistical Product and Service Solution (SPSS).

4. RESULTS AND DISCUSSIONS

Before beginning any kind of analysis, it was absolutely necessary to verify that the data followed normal distributions. As a result of carrying out the Kolmogorov-Smirnov test of normality, it has been determined that the assumption of normality was accurate (p values were more than 0.05). The data collection and analysis were done with the help of the Likert scale. In terms of experience, five were rated as being very excellent, while one was ranked as being the worst. Following this, more research revealed the following parameters: self-development, their impressions of CPD, and feedback on CPD.

Teachers' Opinion and Awareness towards Developing Their Teaching Skills

As can be observed, all of the mean scores of the questionnaire items were above 3.00 in this questionnaire (see questions) (which is the average value of the choices when strongly agree receives 5 and strongly disagree receives 1). This indicates that all of the questionnaire items were agreed upon by the participants. Option # a (M = 4.76), and option # b (M = 4.53) in Table 1 had the highest mean scores, indicating that the instructors agreed with the statements that 1) developing learning targets to recognize professional improvements in myself, and 2) using self-reflection as a technique to better my teaching skills. In the same vein, all of the other things were approved by the participants. The bar chart in Figure 1 also visually represents the acquired results:

Table 1 Teacher's Attitudes towards various self developmental courses

Items	Mean
A	4.76
B	4.53
C	3.98
D	3.23
E	4.14
F	4.09

Survey questions related to TABLE 1

I frequently enroll in various self-development courses and activities

- (a) Setting learning goals to observe professional improvements in myself
- (b) Using self-reflection as a technique to improve my teaching abilities
- (c) Looking for answers to my professional learning requirements in professional papers or articles
- (d) Seek guidance and professional assistance from other instructors.
- (e) Assist another teacher in improving their teaching approaches.
- (f) Research and implement innovative teaching concepts.

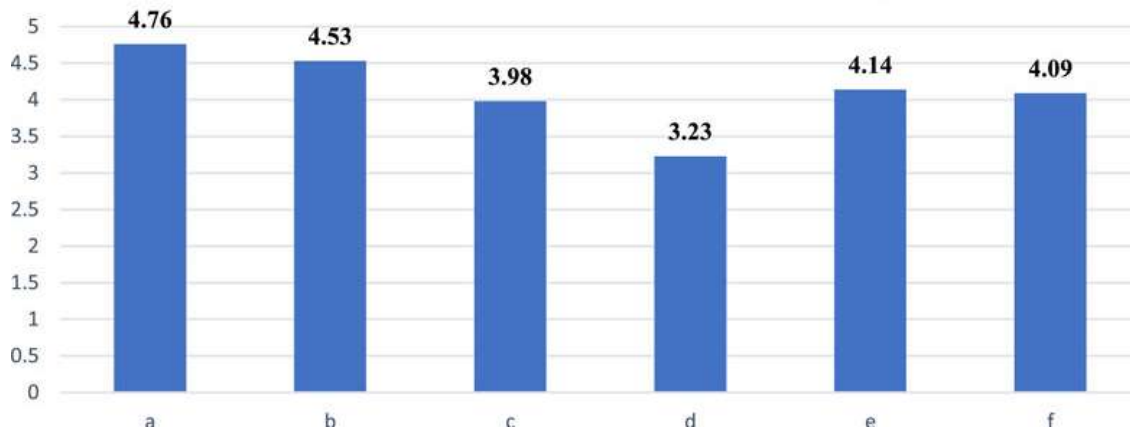


Figure 1 ELL teachers opinion and attitude towards self-development

Figure 1 shows how instructors refined their instruction via professional development. Teachers were self-aware of their CPD and took the effort to develop themselves professionally by establishing objectives (4.76). These teachers have a feeling of self-development, which they may further through sharing information professionally. Also, participants were interested in exploring and using new teaching concepts (4.09) and helping other instructors (4.14). This demonstrates that instructors approve of bottom-up reform and successful involvement. Experience, observation, and teamwork enable shared learning. Respondents were also interested in reading professional books for professional development. Self-development is at the centre of a teacher's professional progress, and collaborative research with fellow teachers nurtures their learning and professional development objectives.

Teachers' Perceptions of Continuous Professional Development and its Effect on Personal Development

As noted in the table above, all mean scores were higher than the average pick (that is, 3.00). All teachers agreed with questionnaire statements (see questions below). They liked the things. The following bar chart shows this plainly.

Survey questions related to table 2

How do I feel about CPD and its importance in teachers' professional growth

- (a) Enjoy learning with other teachers
- (b) Overview of networking with other teachers
- (c) Listening to experts in the field of CPD.
- (d) Seeking and incorporating new strategies or ideas to use
- (e) Forced to reflect critically and creatively as a student and instructor
- (f) Made to set goals to achieve a superior level of teaching
- (g) Using acumen to solve critical issues that impede teaching
- (h) Guidance from specialists in the field of teacher training and CPD
- (i) Thinking carefully about my own experience of teaching
- (j) Collaborative learning and brainstorming with co-workers
- (k) Gives chances to implement my knowledge
- (l) Certificates as proof of my knowledge and training

Table 2 Teachers' perceptions regarding CPD for professional growth

Items	Mean
A	3.23
B	3.53
C	4.03
D	4.16
E	3.94
F	3.76
G	3.39
H	3.47
I	3.12
J	4.32
K	3.97
L	3.9

Figure 2 shows how ELL teachers see CPD. Teachers valued information sharing and brainstorming with coworkers (4.32), exploring and adopting new teaching ideas (4.16), and listening to CPD experts (4.03). Participants' perceptions helped the researcher comprehend teachers' belief in collaborative and self-motivated learning (Section 4.1). These results demonstrate instructors' desire to improve professionally, but also anxiety. CPD courses allow instructors to use their knowledge in the classroom (3.97), but they must also reflect critically and creatively as a student and instructor (3.94) and develop goals to improve their teaching (3.76).

These parameters address programme management, duration, and participant count. Shortage of room to accommodate all participants, difficulty to establish an interesting and participatory session, and lack of opportunity for participants to express opinions and self-reflect are the underlying concerns. Other concerns were networking with coworkers (3.53), help from teacher training and CPD professionals (3.47), and applying acumen to address teaching challenges (3.39). Poor course administration, huge numbers of participating instructors with little opportunity for interaction, and limited workshop duration may have caused these difficulties.

ESL teachers perceptions of CPD and its effect on personal development

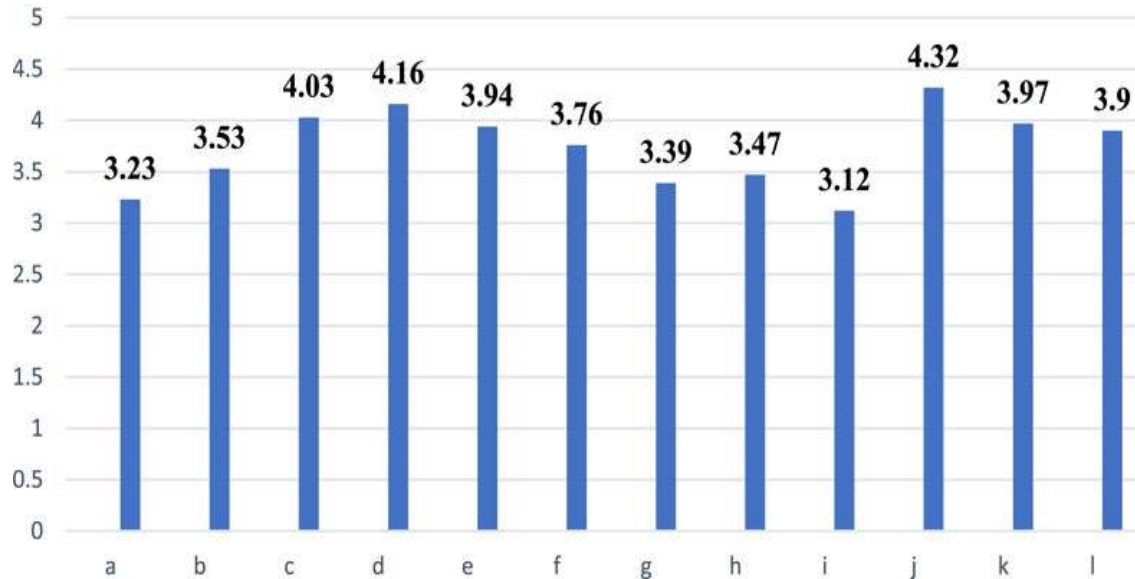


Fig 2 Perception of Teachers Regarding CPD and its effect on personal development

5. CONCLUSION

This research aimed to examine ELL instructors' ideas and opinions about professional development, activities, and obstacles to teaching skill advancement. The questionnaire answers showed that instructors knew the value of CPD to improve professionally as a teacher or leader. Most instructors were self-aware of professional development and believed in collaborative work to continually enhance their abilities. Concerns concerning networking, short CPD sessions, numerous participants with limited seats, and facilitator instructions should be included.

After engaging in the CPD programme, participants underlined the value of professional development courses, activities, resources, partnerships, peer learning, self-reflection, and observation. They agreed CPD improves awareness, talents, views, and ideas. Some CPD components require adjustment, according to this research. These challenges entail institutional rules, support, and resources for instructors, an open learning environment, and post-learning activities.

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