

EFFECTIVE PROFESSIONAL DEVELOPMENT STRATEGIES OF ENGLISH LANGUAGE TEACHERS

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Abstract

This paper discusses what 'social learning' entails for ELT teachers throughout their teaching career and which methods for professional improvement they choose to use. The researcher has developed a questionnaire of three accessible questions addressed by 50 language instructors. Of regard to the methods. Descriptive figures were used to interpret the findings. It was seen, however, that only 30 percent of the participants assign value to their continued professional growth by utilizing primarily techniques such as participatory testing, growth portfolios of technical experts or study groups. The students are conscious of the need for the word "professional development."

Keywords: *Professional development; peer-coaching; study groups; action research; mentoring; teaching portfolios; in-service training; team teaching.*

1. Introduction

Various aspects of career growth such as:

- In-service instruction and conferences are offered.
- Teachers are monitored to obtain expertise during this process. •
- It is a method of lifelong learning, in which instructors mostly strive to educate according to students' desires and needs.

It seems to be clear that this definition does not only include a particular idea, but it incorporates several separate concepts that can be identified (Clarke, 1994; Clarke, 2001; Clarke, 2003):

- Mobilize the assistance of teachers and district administration, educators, friends, and a wider school community to engage in classes rather than specific citizens from a variety of schools.

- Identifying and solving the multiple challenges to person, school and district growth of teachers

The norm.

- The model desired classroom interventions through in-house seminars to create a better picture of the reforms suggested utilizing teachers as partners in classroom or as students in actual circumstances.

- Enable preparation, contemplation and reviews time and space for documenting milestones and

Community deficiencies to exchange "practice information" and to address challenges and strategies for particular students and innovative approaches to education.

- Allow teachers to become active in decision-making to a significant degree of ownership make and be treated as real allies in the phase of transition.

- Understand that improvements are a slow, complex and sometimes difficult process that offers individuals and important friends constant help.

- Inspire teachers to meet more career development targets. This paper aims at explaining what 'professional development' means in ELT teachers' perspectives, listing effective professional development strategies such as peer-coaching, study groups, action research, mentoring, teaching portfolios, in-service training, and team teaching, and presenting the findings of a study done on professional development and

effective professional development strategies used by English language teachers.

2. Effective Professional Development

Active career practice elements have been viewed from multiple viewpoints. In order to illuminate this, Day (1999) has addressed the seven popular ingredients that are encouraging (sharing visions), displaying, debating, cross reference opportunities for expectations, instruction on different techniques, experimentation opportunities and coaching. On the other side, Adey (2004, p.194) has placed forward the following 14 reasons for successful vocational growth:

1. The Innovation

1a. has a principle of sufficiency

1b. Introduces approaches by which efficacy 1c is shown. Suitable good quality products are sponsored

2. The PD programs

2a. The second. is long and intense enough.

2b. Uses approaches that represent 2c's teaching methods. Requires in-school coaching plans

3. Senior management in the school (s)

3a. Are creativity dedicated

3b. Share the idea of department leaders introducing 3c. Institute operational improvements required to ensure maintenance

4. The teachers

4a. Act together to exchange experiences

4b. effectively coordinate with each other on creativity

4c. A sense of ownership in creativity 4d is granted the potential to grow. their trust in teaching and studying is doubted

4d. Have tones of realistic and meditation tools

4c. While there are various influences, it is clear that teachers of English have to evolve quickly in order to keep pace with the constantly evolving and growing educational landscape. Effective Professional Development Strategies

3.1. Peer-Coaching

Peer coaching is focused on two instructors' joint meetings. Their guidance and encouragement about their lessons is given to each other. In peer coaching, every instructor serves as both the mentor and the mentee, thereby maintaining consistency and lowering training expenses by including every person in the process as an equal collaborator. Thorn et al. (2007) provides several advantages in peer coaching:

- • Minimize leaders' alienation
- • Set collaborative criteria
- • Build a popular knowledge
- • Communicate effective practices
- • Promoting contemplation.
- • More coherent business culture

It offers a positive and growth framework for teachers because of a technical dialogue that is extremely valuable for language teachers who may acquire and utilize different linguistic and cultural activities.

3.2. Study Groups

Study groups consist of a variety of teachers and managers who trade information, arrange classes, evaluate the works of students and debate policies in schools (Murphy, 1992) and thus communicate with scripts (Birchak et al., 1998). The debates may be quite relevant in terms of focusing on instructional practices and techniques of other teachers and representing their successful methods in their schools. Many main notions should be taken into account, therefore, such as the scale of the groups (ideally six individuals per party), duration and regularity of the meeting, the requirement of community leaders and members and so forth (Joyce & Showers, 1995).

3.3. Action Research

Action research is a process in which participants systematically and carefully examine their own education practice using research techniques (Ferrance, 2000). In this way, teachers and directors work together to solve the problems that they have identified for themselves. The participants in action research can then obey such valuable recommendations in the following:

- • Pick the setup,
- • Describe what is being measured
- • Choose or design your process of data collection
- • Data collecting
- • Evaluate the outcomes of your initial analysis (Nunan, 1992, p.4)

3.4. Mentoring

The mentoring process involves a more experienced practitioner who is generally a new person in the job, the organization or the profession, who supports a less experienced person (Butcher 2002). Mentoring

demands that mentors learn some common activities, like techniques such as:

- • Analytically observing lectures
- • make their expertise clear, •
- • Provide proper and valuable instructional reviews.
- • Note and gain from resources for learning
- • Set acceptable mentee growth goals
- Assessing and assessing the abilities and shortcomings of a trainer (Malderez & Bodóczyk, 1999;

3.5. Teaching Portfolios

The professional advancement of teachers in the planning & preparing of classes, the real teaching introduction, appraisal, reviews and currency in the sector (Seldin 1993) can be helpfully carried out through their teaching portfolio. Edgerton et al.'s (1991) portfolios are then defined as follows.

- ✓ Portfolios offer confirmation of the teaching relevant to the details and contexts of teaching.
- ✓ They go beyond dependency on student scores, as they provide a number of facts
- ✓ Various outlets, including syllabi, student samples, self-reflections, student study reports and teaching creation.
- ✓ The faculty is hard at thinking regarding the option and arrangement of its portfolio content
- ✓ Teaching, a method that will contribute to functional change.
- ✓ Universities ought to answer the issue of productive teaching and which criteria can inform university teachers while determining what should be a portfolio and how it should be measured.
- ✓ Portfolios are a move into a more common and competent teaching viewpoint. You mirror lessons as a scholarly activity.

3.6. In-service Training

Service training is described as the expected event, event sequence or enhanced certified or unaccredited learning programme in order to distinguish between less organized on-the-job development work and established relationships and inter-school networks (Day, 1999). As Ozen states, there are fast developments in the world today and teachers should be up to speedy success as professionals. These services also offer teachers an insight into teaching knowledge, focus on the activity of classrooms and interact with transition and differentiation (Hiep,2001).

3.7. Team Teaching

Team teaching requires teachers who work together to educate a community of students in a purposeful, coherent and interactive manner. Teachers set targets for a lesson, draw up a schedule, plan specific classes, instruct students and analyses the outcomes, contributing to greater classroom engagement (Buckley, 1998). The successful execution of team instruction will be significantly improved if such measures are taken such as preparation, success and assessment.

4. Methodology

The research is focused on a sample of teachers of English who are assumed to have significant expertise of student growth strategies.

4.1. Subjects

Fifty English language professors who serve in preparatory schools in Tiruvallur were the targets of this report. The age of teachers varied between 24 and 46 with an average of 35 years. While they are predominantly Tamil and Telugu others are chennai, (number 12). Among the three instructors, thirty have a B.A. degree and fifteen of them have a Master's degree. There are 39 females and 11 males in the sample.

4.2. Research Questions

1. The goal of the thesis is to find the following answers to the questions of research:
 1. Do you think it's necessary to learn professionally?
 2. Give your own professional growth ample significance?
 3. What are the methods you use to grow the career successfully and continuously (e.g. peer counselling, study groups, action testing, mentoring, portfolio teaching, in-service preparation and team teaching)?

4.3. Instruments

As a guide for this study , the researcher prepared a questionnaire. Two forms of questions and one alternative question is included in the questionnaire. A portion of personal details was also included in the questionnaire, so the researchers got to know more about the ages, the sex, gender, ethnicity etc. of the participants. In addition, the teachers were granted a blank space to convey their more thoughts.

4.4. Analysis of the Data

The data was evaluated by means of descriptive statistics and the frequency and percentage of responses were measured to find answers to each study query (see below).

Table 1. Teacher responses regarding questions 1-2.

Question	Frequency	Percentage
Q1	42	84%
Q2	22	44%

This table indicates that while the majority (84 percent) of English language teachers see vocational development as an significant part of their career, only 22 of them reported that they owe their own professional development adequate significance. They also found it challenging for them to grow quickly and efficiently: the division of resources, strict work schedule, rigid working hours, finances, lack of coordination with workers, lack of enthusiasm, lack of help from administrative units.

The following table shows the findings with respect to methods used for career advancement:

Table 2. Responses to question 3

Professional development strategies	Frequency	Percentage
Peer-coaching	6	4%
Study groups	14	9.3%
Action Research	19	12.7%
Mentoring	21	14%
Teaching Portfolios	34	22.7%
In-service Training	42	28%
Team Teaching	14	9.3%
Total	150	100%

With reference to the third question, English teachers prefer mentoring, portfolios, in-service education as professional development strategies, or experience them as mentors. The others remain a minority, which means that collaboration inadequate represents a fundamental impediment to their professional development since communications and collaboration strategies are preferred very quickly. In addition, they have stated that the number of training courses they expect is not as high, but even these unusual training courses are very popular amongst teachers. Another finding is that there is a tendency to be mentored by experienced teachers, that is to say. As shown in the table, groups of study and teaching groups share the same rate of 14%..

5. Concluding Remarks

In this research, the opinions of teachers of English were examined on which methods for professional growth they favor. It has been observed that collective efforts by language teachers with the exception of mentoring are usually ignored. It was noticed also that they will not be interested in pair coaching, which indicates that it may harm both the trust of the instructor and the supporting atmosphere, as reported by Cosh (1999). However, Cordingley (2005) has a lesser impact on teachers and students contrasted sustainable and coordinated professional development outcomes with ongoing yet non-collaborative professional growth. In addition, Hutchison (2003) states that group work is important in terms of success in the classroom and instructional setting and stresses that group work should be implemented into pedagogy and programmed so that continued professional learning can be maximized. On the other, Kelchtermans (2004) strongly stresses the value of consultation between teachers and providers and adds that the analytical, influencing decisions and acts of providers in professional development are worth stressing more effectively throughout their practice. In short, a lack of coordination, engagement and teamwork impact the preferences of professional learning initiatives for English language teachers and thus greater focus and priority can be given to more successful teaching practitioners.

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