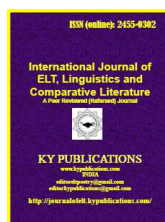




PROFESSIONAL DEVELOPMENT AND ITS IMPACT IN SECOND LANGUAGE TEACHERS

REETA BAI G

Research Scholar, Bharathiar University
Coimbatore



ABSTRACT

This paper defines the importance of professional development and it aims to develop the interest and necessity for the teachers to learn and explore the art of teaching the second language. As far as language teachers are concerned they are sole responsible for the improvement of the students as English is the basic language to learn other subjects. If the students are confident with the language they could learn other subjects ease. To improve the standard of teaching the teachers could follow few steps such as class observation, reflective practice and dairy study.

KEYWORDS: Professional Development, Second language, teachers

INTRODUCTION

Teachers play an inevitable role in the life of the students as they train the young minds to face the future, but the present state of teachers, is they can't cut the mustard as the students are highly influenced by globalization. The present paper is a flashing thought for the process of professional development.

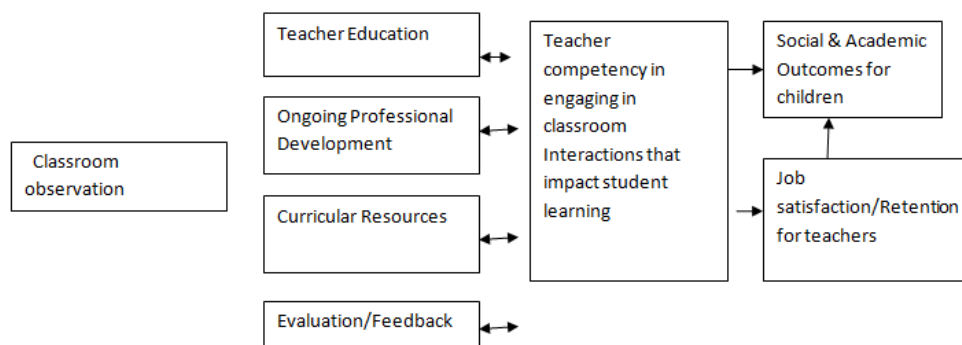
AIM AND SCOPE OF THE STUDY

The need of English teachers is getting diminishing day by day as the methodology of teaching seemed to be a drop in the bucket. Only solution to overcome this scenario is to improve the self in terms of professional development.

The below stated methods would help the language teachers especially the second language teachers in the process of professional development

CLASSROOM OBSERVATION

Observing the classroom plays a vital role in systematically improvement in the use of effective classroom practice. Observations are embedded within an overarching framework for understanding how learning and development take place both for teachers and for students.



International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.6.Issue.6. 2018(Nov-Dec)****ISSN:2455-0302**

The above figure helps in understanding the concept of classroom observation. Classroom observation helps to link the improvement resources to positive outcomes for teachers and students.

Classroom observation needs a standardized observation tool without which the test will lack formal training and without the adequate tool the observation would be a failure. Hence standardized criteria would determine the validity of the test. Feedback with standardized scale would add appropriate value to the feedback of the teachers.

The observer must have the standardized tool, which will validate against student outcomes can know their strength and weakness and also the challenges they come across in the classroom. Standardized tool will give the accurate feedback than having the interventions of personal opinions. It will give the standard and specific feedback that is consistent across all teachers. Although some will argue that individual contexts require unique tools to match their student population, research suggests that the same set of effective teaching practices have fairly consistent effects across contexts.

In order to enhance students' experiences in school and thus their academic and social success, it is necessary to not just measure but also improve the teaching skill based on the observation made.

A well-defined classroom observation system can assist in addressing the three factors such as

1. Management and teachers with a common vision and the maximum use of the resources.
2. Standard tool to assess the classroom.
3. Satisfying the personnel need of teachers and the school

The first factor is the well established school has effective practice as there are professionals in the school. Without a shared vision of effective practice, communication between teachers and administrators and among teachers is likely to be unproductive, a reliable and validated observational protocol provides school personnel with a shared definition of effective practice and a common method for looking for these practices in the classroom. Teachers and administrators can have confidence that their shared definition of quality practice is leading them to focus on the types of classroom interactions that really make a difference for students.

The second factor explicit purpose of ELT classroom observation system is to assess the standing of classroom interactions deemed relevant for student success. Using reliable and valid tools to observe and rate classrooms provides a research-based mechanism for achieving this second step toward systematic increases in educational quality.

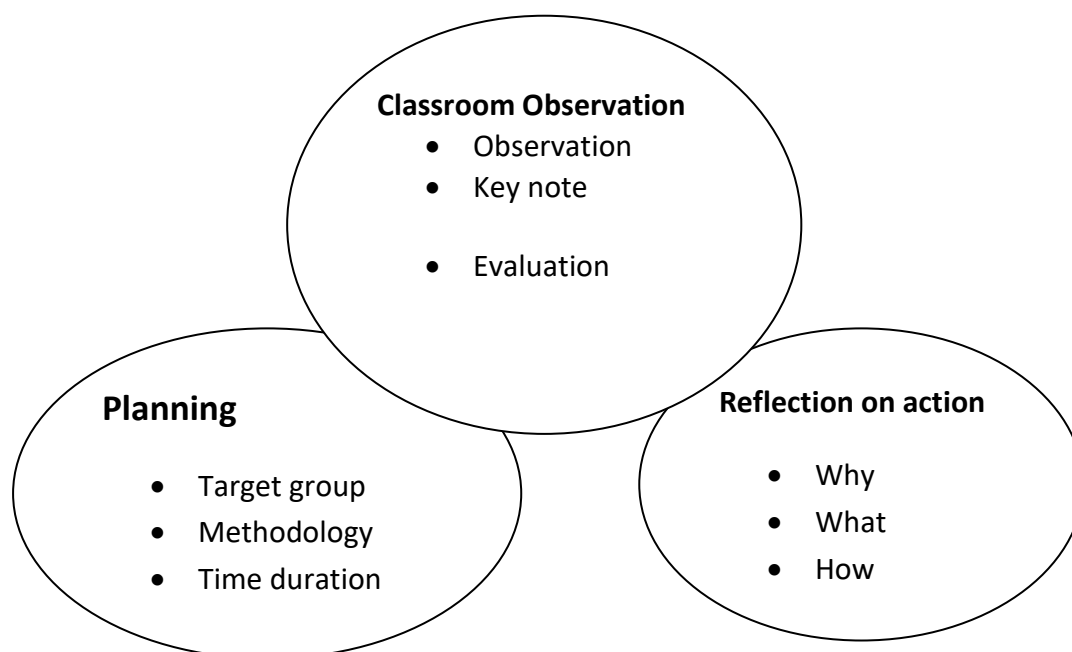
The third factor that facilitates improvement in ELT teaching practice is access to professional development that offers ongoing training support and feedback. Identifying areas of strengths and challenges based on classroom observation scores can provide information about school-level instructional weaknesses which can be targeted for intensive in-service trainings. Furthermore, profiles of the strengths and areas of challenges for individual teachers provide a useful starting point for individualized professional development plans that target improvements in specific areas of teaching practice through the provision of support and constructive challenge.

REFLECTIVE PRACTICE

Researchers have to develop their self in practice and share good practice with others to engage them and to have continuing professional development. The quality of a trained ELT teacher is to have the ability of reflection on what, why and how. Reflection is a process and activity which teachers undertake during their novice period. It is not about mountains of paper to be taken as evidence but it is all about reflection on what they have learnt and how to be implemented effectively. Reflective practice helps in learning from an experience



or situation to promote deep learning identify personal and professional strengths and also it improves areas of educational needs and to acquire new knowledge and skills. Teaching with learning is a lifelong continuous process; we must create positive environment to make ELT learning more lively and fruitful.



The above figure states the effective ways to use reflective practice before handling the subject.

Classroom observation

At the time of classroom observation the novice teacher must take care of three points such as observing the methods, key words to be noted and to evaluate the reach of the particular topic

Planning

During the time of planning the ELT novice teacher must be careful in selecting the topic based on the target group, apt use of methodology and the time duration.

Reflection on action

After the teaching process the novice ELT teacher must ponder on why the session was successful, is there any need for improvement. What has made the session more lively what was the major success or failure. How to improve the level of reaching the target group analyze the drawbacks and add value to feedback.

DIARY STUDY

A diary is "personal, with oneself as an addressee, long-term, and may also relatively unbounded in the kinds of facts it records, at least within the broad area with which it is concerned" (McDonough & McDonough, 1997, p.122). The diary study is first-person account of a language learning or teaching experience, documented through regular, candid entries in personal journal and then analyzed for recurring patterns or salient events. As a researcher genre, diary studies are part of a growing body of literature on

International Journal of ELT, Linguistics and Comparative Literature

(Old Title-Journal of ELT & Poetry)

<http://journalofelt.kypublications.com>

Vol.6.Issue.6. 2018(Nov-Dec)



ISSN:2455-0302

classroom research. The date, diary studies in language research and pedagogy have generally taken one of three broad focuses.

1. Language learning experiences
2. Student teachers' reactions to academic courses
3. Language teaching experiences

Diary study approach can be used as one option for the classroom-centered research project required in the practicum, the course in which the graduate students complete a practice teaching assignment. Bailey (1991) draws a clear distinction between ordinary diaries used by second language learners and those involved in "diary studies". She argues that a learner's diary alone does not allow for a "diary study" as the diary itself typically provides nothing more than raw data. Diary is a self reflective data to analyze the available reflection and analysis.

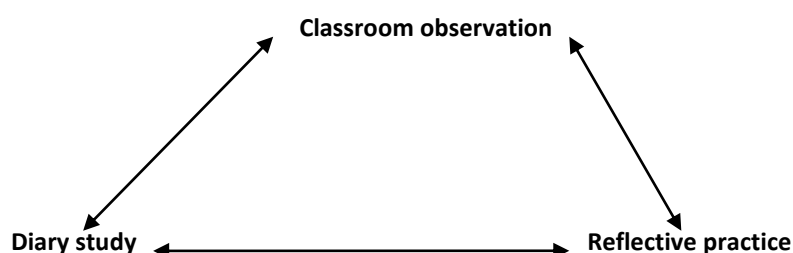
The procedure for keeping a diary are relatively simple, technologically speaking, but the process does require discipline and patience. Two phases of conducting a diary studies are making the daily entries and analyzing the raw quantitative data provided by these entries. To start a diary study we must potentially use the ideas collected from several teachers and teachers –in –preparation who have kept diaries and second is to illustrate some of the typical procedure involved. In writing an assertion, a diarist should ask "Why? Why did I write that? What evidence do I have for the statement I just made?" If the answers are not readily apparent, these questions can be kept in mind as the language experience continues, since they prompt additional insights for future entries. Wherever possible, it is important to support reflective comments with examples from class sessions or actual language data.

The advantage of diary study is "diary entries can provide insights into processes of learning which would be difficult, if not impossible, to obtain in any other way" (Nunan, 1992, p. 123). Diary studies enable us to see the diversity among learners even within a homogeneous class (Bailey, 1983). As Allwright and Bailey (1991) rightly state, diary studies provide us with data that neither observations nor questionnaires produce. Diary study is an awareness to raise questions for furthermore discussion.

Diary study has limitation in the nature of diary data, and how that data is interpreted (Nunan, 1992). Put simply, the question: "[T]o what extent does the diary entries realistically reflect what was really going on at the time the recordings were made? (Nunan,1992, p. 123). Indeed, we are unaware of the hidden information.

Diary studies usually involve a limited number of participants and do not provide quantifiable data. It is a time consuming data collection and needs commitment and so the researcher must be cautious in the usage of diary studies.

PROFESSIONAL DEVELOPMENT



International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.6.Issue.6. 2018(Nov-Dec)****ISSN:2455-0302**

The above figure denotes that the classroom observation, reflective practice and diary entry are interconnected, the effective use of the methodology will help the ELT teachers in professional development. In this modern scenario teachers have to move on with the changes if not the changes would halt. Thus, the professional development is based on interest of an individual as they have to face modernization. Especially ELT teachers must keep a check on the progress of the techniques involved in teaching. This topic will develop the quality of teaching and excel in professional development in order to serve and sustain in this competitive society.

DISCUSSION

Teaching is a part of learning to keep pace with teaching professional development is essential. If it is done with patience and interest it would create huge impact in teachers.

WORK SITED

1. Allwright, D., & Bailey, M. (1991). *Focus on the language classroom*. Cambridge: Cambridge University Press.
2. Bailey, K. M. (1983). Competitiveness and anxiety in adult second language acquisition: Looking at and through the diary studies. In H. Seliger & M.H. Long(Eds.), *Classroom oriented research in second language acquisition* (pp.67-103). Rowley, MA: newbury house.
3. Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215-240). Cambridge: Cambridge University Press.
4. McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold.
5. Megan W. Stuhlman, Bridget K. Hamre, Jason T. Downer, & Robert C. Pianta. "Why should we use classroom observation", University of Virginia.
6. Nunan, D. (1992). *Research methods in language learning*, Cambridge: Cambridge University Press.