

Impact of Teachers' Professional Development on EFL Students

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المستخلص

أصبح التطوير الذاتي للأساتذة من القضايا المهمة في عصرنا الحالي ، وهى تعنى اكتساب المهارات و المعرفة والترقي المهني . هدفت هذه الدراسة من التحقق في أهمية التطوير الذاتي و أثره على الطلاب الليبيين بجامعة المرقب- كلية الآداب والتربية. أهم أهداف هذه الدراسة هي محاولة التقصي من أهمية التطوير الذاتي للأساتذة وأثره على دارسي اللغة الانجليزية كلفه أجنبية بهذه الكليات. واتبع الباحث المنهج النوعي والكمي. و أستخدم الاستبيان لجمع بيانات الدراسة و تم تحليلها ببرنامج الإحصاء التحليلي, حيث أظهرت النتائج أن التطوير الذاتي للأساتذة أثر واضح على الطلاب الليبيين بجامعة المرقب.

Abstract

(TPD) has become one of the most important issues nowadays; it refers to the acquisition of skills and knowledge, both for development and for career advancement. The aim of this study is to investigate the process of TPD, and its impact on EFL students of Al Merghib University College of Arts and College of Education Libya, mainly to examine the TPD impact on EFL students studying in two Colleges: Arts and Education. The study is of qualitative and quantitative nature. The main instrument used in collecting the data is a closed-ended questionnaire. The questionnaire was conducted and analyzed using the SPSS. The findings of this study suggests a model of Professional development that might help the teachers to deal with the challenges that they face such as the low motivated students and the lack of in service training.

1.Introduction

TPD ,which refers to the acquisition of skills and knowledge, both for development and for career advancement encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. Mizell (2010) states that TPD is the strategy schools use to ensure that education continues to strengthen their practice throughout their career. The most effective TPD engages a team of teachers to focus on the needs of their students. Richard, et al(1998) sees teacher's development as a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers experience gained in instructional and management practice over their career. From the time teachers begin any initial preparation or teaching, plans needs to be made for ongoing development of their subject matter knowledge; concrete skills to teach, observe, assess, and reflect incentives; and career growth. Baba(2017) Adds that the minimal level of professional qualities of teachers continues to be highly debated issue in educational research that needs immediate attention as a result of unsatisfactory academic performance of students.

The aim of this study is to investigate TPD process and its impact on EFL students, and why it is so essential for both teachers and EFL students. Mizell (2010) says good teaching is not an accident; while some teachers are more naturally gifted than others, all effective teaching is the result of study, reflection, practice and hard work. A teacher can never know enough about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning therefore, TPD is the only means for teachers to gain such knowledge. whether students are high, low, or average achievers, they will learn more if their teachers regularly engage in high-quality professional development.

The impact of TPD on EFL students is considered to be a significant issue, and critical for teachers and students at the same time. Scheerens (2010) reveals that since students outcomes depend mostly on the teaching quality, colleges, schools need to enhance teachers' continuous professional development to cope effectively with on-going changes and improve the quality of teaching outputs. TPD is considered an important prerequisite for

adding continuous improvements in the teaching process. Therefore, the significance of TPD research is drawn from the fact that teachers, students and schools or colleges can get benefit from the results of such research. If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, TPD worth the worth the cost

2. Professions Development

Becoming an instructor is unique and there is no single path or direct map to follow. This journey involves being open to new experiences and capable of reflecting on one's own skills and abilities. In the fast changing globe of the early 21st century, teachers are urged to ensure best learning outcomes for their students, help them become independent, and provide them with motivation and interest for lifelong learning. To handle ongoing changes and strengthen the quality of education, teachers should be equipped with the needed strategies to make real transformations in their day-to-day surroundings (Zaghar, 2019). Knowledge, skills, and attitudes cannot be fully developed during initial teacher education. Teachers need to be lifelong learners, 21st century students need different knowledge and skill. Constant upgrading is not a choice, but a must. Furthermore, professional quality is a pre-requisite to quality teaching and learning. However, the most merits of TPD may be considered as an important for continuing ongoing development and which are:

1. Keep abreast of the most recent developments and innovations in teaching in general and the world of EFL in particular.
2. Select more appropriate teaching resources.
3. Develop materials required to match the future needs of the learners.
4. Become reflective practitioner.
5. Create a safe, supportive learning atmosphere.
6. Teach their learners how their own cultures aids them to understand other alien cultures.
7. Offer multiple opportunities to their students to better their linguistic output.
8. Elevate their learners' intercultural awareness to interact effectively in diverse multicultural encounter.

9. Teach their students how actively engage in a variety of language learning opportunities with manifold audience
 10. Take appropriate decision and actions to correct students' misbehaviors that do not meet classroom expectations.
 11. Modify and readdress the teaching and learning experiences and stay well-informed of the current practices in language education.
- The suggested types of Professional Development to be implemented Two kinds of methods were conducted; Teaching Portfolio.

3. Analyzing Critical Incidents.

3.1. Teaching Portfolios:

A teaching portfolio, also termed dossier or profile, is regarded as an effective way for teachers to reflect on, select , organize, portray, and document their teaching philosophy, objectives and accomplishment.

Evans(1995) typifies the nature of a portfolio:

A professional portfolio is an evolving collection of carefully selected or composed professional thought, goals, and experiences that are threaded with reflection and self- assessment. It represents who you are, what you do, why you do it, where you have been, where you are, where you want to go, and how you plan on getting there(p.11) The eminence of reflective practice in educational circles is widely recognized as a means of extending, evidencing and supporting professional growth, and this may offer prospects for more innovative teaching resolutions. Numerous educators make the point that the portfolio serves some purposes which can be to:

1. Facilitate quality teaching.
2. Help set goals for further development or improvement.
3. Demonstrate individual capabilities and achievements.
4. Aid in refreshing skills and updating one's depth of knowledge.
5. Support reflection and self-evaluation.
6. Encourage collaboration with colleagues.

Therefore, it appears that by using a Portfolio, teachers will maintain individual actions and find out a kind of a framework of reference for continuous learning and deep reflection.

3.2. Analyzing Critical Incidents:

The Concept of Critical Incident is variously interpreted by researchers and practitioners; in the educational context the useful technique used for self-reflection is critical incident analysis, which is seen as an empowering and supportive process that deals with problems or challenges that educators encounter in day-to-day practice. Critical incidents are instruments for boosting one's awareness and comprehension of human behaviors, attitudes, expectations, and interactions.

For Flanagan(1954:31) The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

This technique helps teachers know how they operate, question their own practice, and then explain and provide a solution. Many scholars take the view that examining and uncovering Critical Incidents can have a number of merit.

1. Promote self-directed Professional growth.
2. Create a heightened sense of self awareness.
3. Allow for building collegiality, sharing expertise, and identifying a possible resolution.
4. Aid teachers to fine-tune their instructional repertoire.
5. Give teachers support to pose critical questions about many aspects of teaching.
6. Assist in raising the educator's deeper level of reflective thinking.

Valuing the importance of analyzing Critical Incidents as a profitable professional way, teachers are recommended to use it in order to capture plenty of different events that take place on the terrain, and to record the learner's' attitudes and misconducts. As a result, the instructors can gain useful insights into how to improve methodologies and practices. And to correct the misbehaviors and help their students develop positive attitudes towards their learning experience.

Khan's(2014) Professional development refers to the acquisition of skills and knowledge, both for personal development and for career advancement. Thus ,Scheeren's(2010) professional development is frequently reserved for "continuous professional development in schools". Professional development is viewed as systematic activities to prepare teachers for their job, including



initial training, induction courses, in-service training, and continuous professional development within school settings. It is an activity that develop individual skills, knowledge, expertise and other characteristics as a teacher. Johnston(2013) adds PD encompasses all types of facilitated learning opportunities, ranging from college degree to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practices, lesson study ,mentoring, reflective supervision and technical assistance. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices, or to comply with professional regulatory organization. Indeed many are also forced to participate in so called professional development courses as part of a human resources exercise; the point and use of which is debatable. For example Arkansas USA teachers must complete 60 hours of documented professional development activities. Annually professional development credits are named differently from state to state.

Khan(2014) argues that Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. In a broad sense, professional development may include formal types of vocational education, training leading to qualification credential required to obtain or retain employment. It may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are effectiveness skills, team functioning skills, and system thinking skills.

4. Methodology

This section focuses on explaining the procedures of collecting, analyzing and interpreting the research data and materials. It describes the subjects, data, instrument and procedures of the research. It also, assesses the results of the data analysis in addition to making recommendations to be directed to different societal categories mostly concerned with the current study issue comprising students, teachers, it ends up with proposing some pedagogical implications to the educationalists beside suggesting some relevant topics for further research.

This section sheds some light on the subjects and population of the current study. It also, describes the instrument and procedures followed in gathering and analyzing research data.

Subjects of the current study consists of 40 Libyan EFL, university students, English majors students including both sexes(male and female students) . Their ages range between 17and 22 years. They are studying in the college of Arts, and college of Education at Almerghib university

This study uses a quantitative and qualitative methods to collect the data. A questionnaire was distributed to 40 Libyan EFL, university students. The questionnaire contains 8 items and it has been a adopted from Missoum,(2015) because it matches with the students age which between 17 and 22 and it covers the main area of the study impact of teachers' professional development on EFL students. And then 10 of college teachers from both colleges, college of Arts and college of Education were surveyed, and asked about their own opinions concerning impact of teachers' professional development on EFL students.

The main instrument that is used in collecting the needed data for this study is questionnaire designed by the researcher in consultation and cooperation with some expert teachers, in addition to interview of 10 of college teachers asking them about their own opinions about the issue of teachers' professional development. Libya is an Arab country located in North Africa, between Arabic speaking countries: Egypt, Tunisia, Algeria and Sudan. Vanderwall (2006:7).The population of Libya is approximately 8.5 million, the majority of whom live mainly in the north of the country. It is the fourth largest country on the African continent. It has a Mediterranean Sea coast line of about1,900 Kilometers. Libya is a large country with an area of about

1.8 million square Kilometers, which is seven times the size of the United Kingdom. Vanderwall (2006:7) . Also Agnaia (1996)points out that Libya is A bi-lingual country, with the language spoken being Arabic and Berber. People who speak are a minority.

4.1 Data collection.

The data of the current study consists of two sources of information: primary sources, and they comprise of a questionnaire and an interview presented to both students and teachers themselves. The secondary sources, of the current research data include Linguistic information gathered from different sources, such as books, theses, journals, and websites, etc.

4.2 Data analysis and discussion.

Statistical analysis.

Data analysis.

Table 1: Teachers' professional development can make a difference to EFL students' achievement.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	30	10	0	0
percentage	75%	25%	0	0

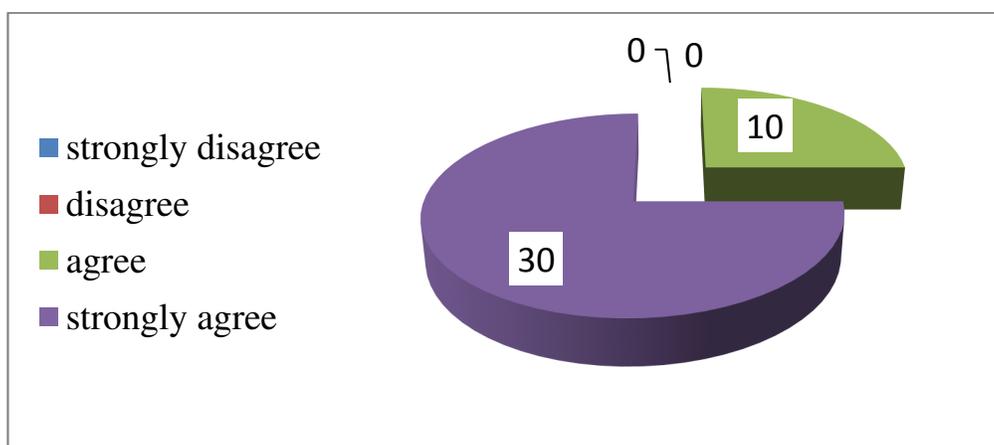


Figure 1: Teachers' professional development can make a difference to EFL students' achievement.

The statement of the questionnaire given to the students in table 1 was teachers' professional development can make a difference to students' achievement. The number of strongly agree answers are 30 out of 40, this

will constitute 75% ,agree answer 10 out of 40 the percentage is 25%. And zero answers for disagree and strongly disagree answers. Hence, TPD makes a difference to students achievements.

Table 2: Teachers' professional development has strong impact on EFL students

	Strongly agree	Agree	Disagree	Strongly disagree
Number	25	10	3	2
percentage	62.5%	25%	7.5%	5%

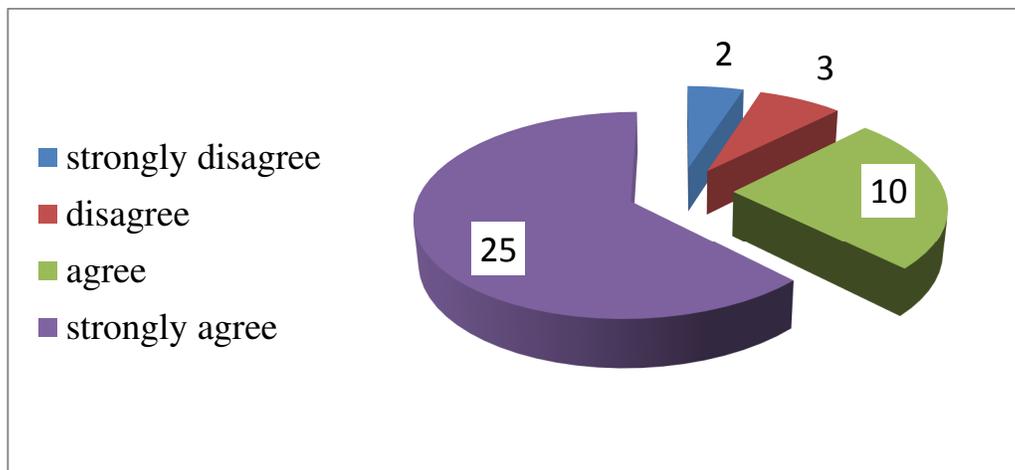


Figure 2: Teachers' professional development has strong impact on EFL students

The number of strongly agree answers are 25 out of 40 respondents, and the percentage is 62.5% the numbers of agree 10 out of 40 will make 25% of the total respondents. Disagree only 3 out of 40 the percentage is 7.5%. and strongly disagree 2 out of 40, the percentage is 5%. Therefore, teachers' professional development has strong impact on EFL students.

Table 3: EFL students can get more benefit from teachers' professional development.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	22	10	3	5
percentage	55%	25%	7.5%	12.5%

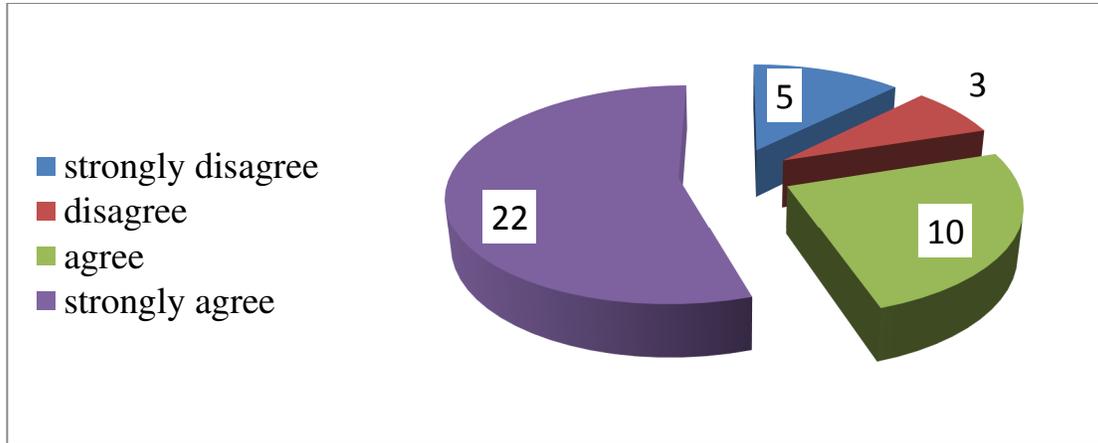


Figure 3: EFL students can get more benefit from teachers' professional development.

Strongly agree 22 out of 40 this constitutes 55% of the total number of the respondents . And 10 out of 40 for agree statement. And will constitute 25% of the total number.3out of 40 for disagree, the percentage is 7.5%.and strongly disagree 5 out of 40, and the percentage is 12.5%.

Table 4 : Teachers' professional development is considered to be important process.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	20	16	2	2
percentage	50%	40%	5%	5%

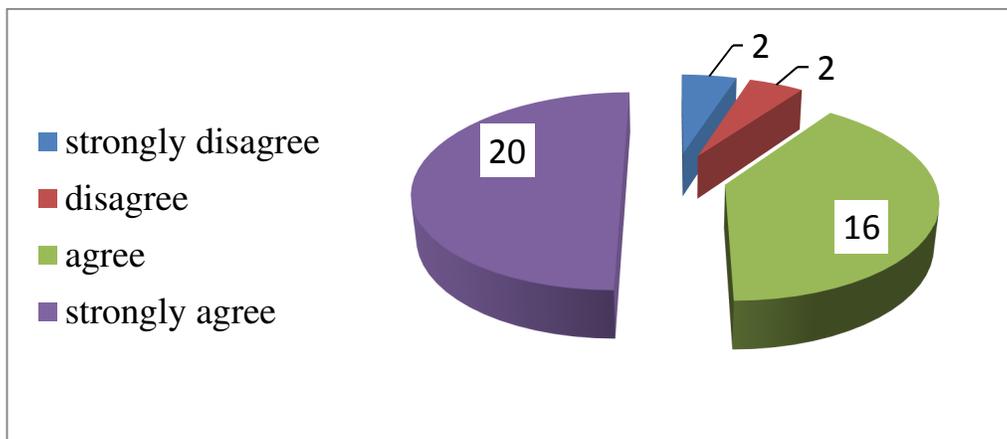


Figure 4 : Teachers' professional development is considered to be important process.

The number of strongly agree answers to the statement 20 out of 40, the percentage is 50% of the total number of the respondents. And agree 16 out of 40, the percentage 40%, disagree 2 out of 40 the percentage is only 5%. Strongly disagree also 2 out of 40 respondents' the percentage is 5%. Strongly agree and agree represent 90% in aggregation. This means teachers' professional development is an important process.

Table 5: When teachers learn, students learn more.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	23	12	2	3
percentage	52.5%	30%	5%	7.5%

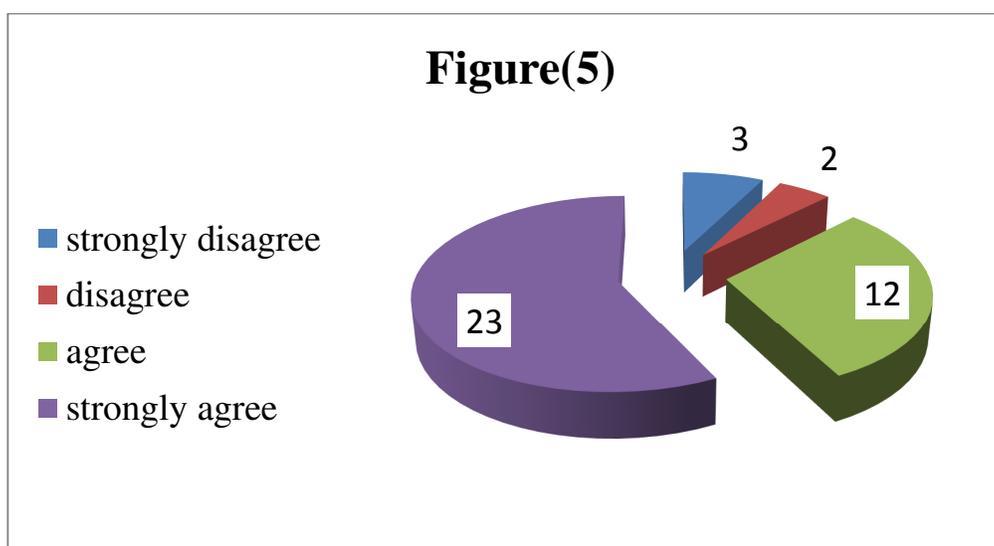


Figure 5: When teachers learn, students learn more.

Strongly agree 23 out of 40 respondents, makes 52.5%. and agree answers 12 out of 40, constitutes 30%. 2 out of 40 for disagree answers and 5%. Strongly disagree answers 3 out of 40, the percentage 7.5%. This verifies the idea that when teachers learn, students learn more.

Table 6: Teachers' professional development engages team of teachers to focus on the needs of their students.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	21	13	3	3
percentage	52.5%	32.5%	7.5%	7.5%

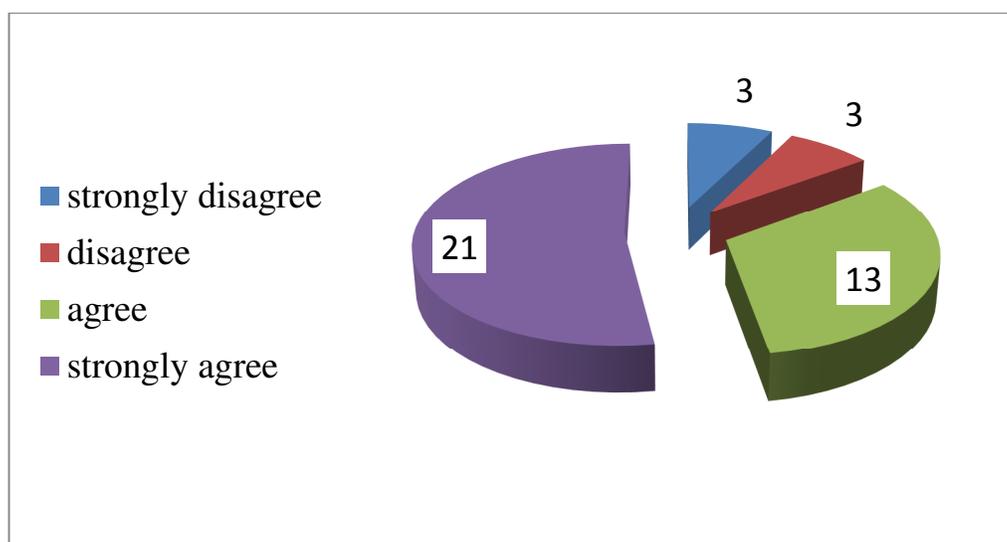


Figure 6: Teachers' professional development engages team of teachers to focus on the needs of their students.

Strongly agree 21 out of 40 respondents, 52.5%. Agree 13 out of 40 respondents 32.5%. disagree 3 out of 40 and 7.5%. strongly disagree also 3 out of 40, and 7.5%. This proves the concept that teachers' professional development engages a team of teachers to focus on the needs of their students.

Table 7 : Students' outcomes depend mostly on teachers' quality

	Strongly agree	Agree	Disagree	Strongly disagree
Number	21	10	0	0
percentage	75%	25%	0	0

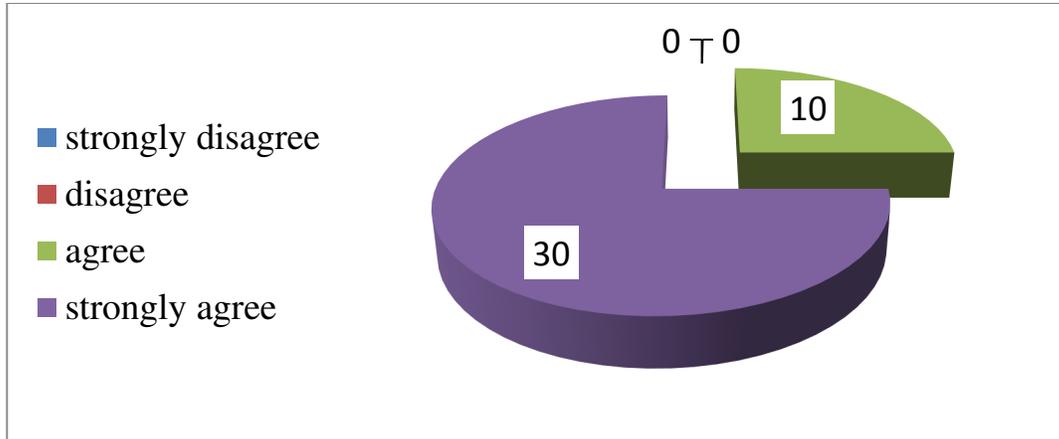


Figure 7 : Students' outcomes depend mostly on teachers' quality

The participants answers are 21 out of 40 for strongly agree, and total percentage is 75%. And 10 out of 40 for agree and the percentage is 25%. and zero for disagree and strongly disagree. The majority of the assumption that students outcomes depend mostly on teachers; quality.

Table 8: EFL students' achievement can be developed at higher level through teachers professional development.

	Strongly agree	Agree	Disagree	Strongly disagree
Number	26	14	0	0
percentage	65%	35%	0	0

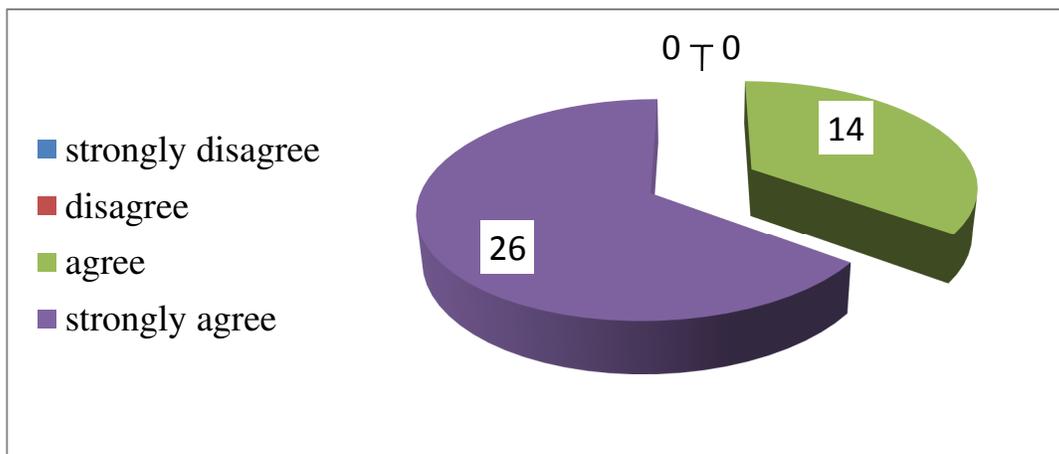


Figure 8: EFL students' achievement can be developed at higher level through teachers professional development.

Strongly agree 26 out of 40 , and the percentage is 65 %. And 14 out of 40 for agree and the percentage is 35%.While zero for disagree and strongly disagree. This means EFL students' achievement is developed at higher level through teachers' professional development.

5. Discussion.

The statement in questionnaire is asked to investigate whether teachers' professional development can make a difference to students' achievement. Thus, the respondents revealed that 30 out of 40 strongly agreed and 10 out of 40 agreed about the statement, that means total of 75% plus 25% equals 100% of them strongly agreed and agreed that teachers' professional development can make a difference to students achievements. Table 2 and figure 2 has also shown that the participants were surveyed whether the process of teachers' professional development has an impact on EFL students, 25 out of 40 strongly agreed and 10 out of 40 were agreed ,and the percentages are 62.5% and 25% reveal that the total of 87.5% strongly agreed and agreed about the statement. While only 3 out of 40 and 2 out of 40 disagreed and strongly disagreed total of 12.5%. Table 3 and figure 3 also showed us clearly the numbers and figures of the statement being asked by the researcher concerning the benefit of EFL student from the issue of teacher training. EFL students can get more benefit from teachers' professional development 22 out of 40 strongly agreed ,and 10 out of 40 agreed total of 55% plus 25% means 80% of the total respondents strongly agreed and agreed about this statement .3 out of 40, and 2 out of 40 disagreed and strongly disagreed respectively. It indicates that only 20% revealed negative attitudes about the issue.

Table 4 figure 4 in this statements the researcher wants to assure the importance of the process of training to educators. And asked EFL students that teachers' professional development is considered by most of experts as critical and important process. Their results are as follows 20 out of 40 answered that they strongly agreed, and it means 50% of the total number. And 16 out of 40 also agreed, and it means 40% of the total number. 90% of the respondents strongly agreed and agreed that the process of teacher training is important. And only 2 out of 40 and 2 out of 40 responded with disagree and strongly disagree. Moreover, in table 5 figure 5 Research confirms that the most important factor contributing to a students' success in

school or college is the quality of teaching, a teacher has to be a good learner and role model for his students, they were surveyed if it's true that when teachers learn, and again a good knowledge students will learn more 23 out of 40 strongly agreed and 12 out of 40 agreed, 57.5% and 30% means 87.5% of the total number. While only 2 out of 40 and 3 out of 40 disagreed and strongly disagreed. Table 6 and figure 6 the statement is that teachers' professional development engages team of teachers to focus on the needs of their students, 21 out of 40 strongly agreed and 13 out of 40 agreed, the total percentage of the statement 52.5% plus 32.5% means 85%. And 3 out of 40 disagreed and 3 out of 40 strongly disagreed. Table 7 figure 7 Students outcomes depends mostly on teachers quality. Thus 30 out of 40 strongly agreed about this statement and 10 out of 40 agreed that the output of the students mainly depends on teachers quality. Table 8 and figure (8) EFL students' achievement can be at higher level through teachers' professional development. 26 out of 40 strongly agreed and 14 out of 40 agreed, and zero points for disagree and strongly disagree. it means 65% plus 35% equals 100% of the total respondents strongly agreed and agreed that EFL students' achievement can be at higher level through teachers' professional development.

The interview with the university teachers

To collect primary data in order to answer the research questions formulated above, and in addition to students questionnaire, the researcher designed teachers interview to review the opinions of the university teachers in the two colleges, Arts and college of Education at AL-Merghib University concerning teachers' professional development and its impact on EFL students. English language teachers at AL-Merghib University were selected randomly and asked about the impact of teachers' professional development on EFL students. 90% of the respondents strongly agreed that teachers' professional development has strong impact on students achievement, because teachers continually expand their knowledge and skills to implement the best educational practices. In addition to that 85% of the respondents also agreed that professional development is the only way teachers can learn so that they are able to better their performance and raise students' achievement in English. 88% of the respondents stated that teachers' professional development has direct impact on EFL students, students learning and

achievement increase when teachers take effective professional development focused on the skills teachers need in order to address students major learning challenges. Most of the respondents strongly agreed that there are a lot of benefit concerning teachers' professional development on EFL student in particular, and students in general. Teachers' professional development yields three level of results:

- (a) Teachers' use what they learn to improve teaching and leadership.
- (b) Teachers learn new knowledge and apply it inside the classroom.
- (c) Students learning and achievement increase because teachers use what they learned in professional development.

6. Findings.

This study has been carried out to investigate the impact of teachers' professional development on EFL students. Case of Libyan EFL university students, at AL-Merghib university colleges of Arts and Education. the data for this study has been collected by questionnaires for students and an interview for teachers of English. They have been chosen in a random way, after analyzing the data the following are the findings of the study.

1. Teachers' professional development process is critical and important for both teachers and students .
2. It has great impact on EFL students in particular and students in general, because students outcomes depends mostly on teachers quality.
3. When teachers learn, students learn more.
4. Teachers' professional development is important for helping teachers to maintain language proficiency and be up to date, gain new knowledge, and improve practice of language teaching and learning.
5. Spending more may allow for greater intensity, higher quality, more time for learning, and more follow-up and support as teachers apply their learning. Whenever teachers has participated a lot in teachers' professional development programs, it will be effective for them to acquire more experience and skills.
6. Teachers professional development has benefits for both teachers and students. Good teaching is not an accident. All effective teaching is the result of study, practice, and hard work

7. Teachers' professional development matters, because it enable teachers to learn the knowledge and skills necessary to address the identified student learning problems.

7. Recommendations

We believe that the starting point to improve higher educational system is to support the teachers. Thus, the model suggested will help the teachers who face challenges that affect their work in terms of support and self-learning. Finally, on the part of university administration, although the university has significant challenges, yet the university has significant resources to draw upon in upgrading its colleges, and teaching resources.

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