

Developing Teachers' Expertise to Teach English Language: An Evaluative Study of Professional Development Programme at Taif University English Language Centre

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Abstract—Language teachers need opportunities to enhance and update their language teaching skills. Current researches in English language teaching methodologies have proved that teachers who stay up to date with latest teaching techniques are always efficient. They always need to be trained and aware of how they can continue being effective teachers and cope with relative challenges such as students' low level of language proficiency, large number of students in class at a time and longer teaching hours. Hence the sole objective of the present research is to evaluate the effectiveness of Professional Development Program (PDP) of Taif University. Seeking for this objective, the researcher collected the data through a questionnaire from the participating teachers both males (50) and females (50). The survey was based on five principles drawn by Loucks-Horsley, et al. (2010). The respondents acknowledged the utility and importance of continuous up gradation of their professional development and leadership skills. They also acknowledged that PDP provides learning opportunity for them. Furthermore they regarded PDP in line with the TU-ELC mission, goal, and objectives. However, they expressed constraints regarding experimentation of new instructional practices, continuous support and follow-up activities, and a research base similar to the ELC situation, community and context.

Index Terms—teacher development, English language teaching, continuous professional development

I. INTRODUCTION

The concept of professional development especially among teachers of English has always been a subject of great interest. There are certain processes and practices that may help them to improve their teaching skills, knowledge and attitude and such improvement assures change in the intellectual, physical, emotional, and social development of each student (Fullan, 2005). There is a variety of pre-service teacher training courses but most of the teachers believe in life-long education and learning that goes beyond such acquisitions and have thus sought various platforms for continuing professional development (CPD). "A cursory search for CPD websites gives us 10,600,000 sites on professional development and 99,400,000 sites for professional development of teachers and teacher organizations. These sites have a range of topics from theoretical inputs, tasks, lesson plans, action-research projects and tool kits for ICT" (Shivakumar, 2013, p.71)

CPD ensures professionalism in all spheres of society, especially in teaching profession. Enabling teachers to abreast with the demands of modern teaching practices, pedagogy and teaching methodology, and to follow the latest developments in their profession, it is necessary to systematically organize and ensure teachers' participation in various professional development activities. Putnam and Borko (1997) discuss four essential maxims of professional development of teachers considering them as active learners constructing their own understanding, empowered and treated as professionals, situated in classroom practices, and teacher trainers should treat them as students.

It is difficult to define professional development as there are so many factors like educational reforms, methodology, types of activities, delivery methods, government agenda, individual agenda and various models of development that influence the concept. Experts provide different perspectives and insight into professional development. Professional development means workshops, study groups, action research and professional conversation between teachers (Crossman, 1994), learning that teachers undertake from courses to private reading (Craft, 2000), not only about knowledge but also about teaching skills (Frechtling & Katzenmyer, 2001), an intentional, on-going, systematic process of activities aimed at positive improvement and change (Guskey, 2000), and transformation in teachers' practice (Feiman-Nemser, 2001). CPD also helps teachers to acquire knowledge and skills to ensure quality and successful collaboration with colleagues, management, and local communities. "Professional development enables teachers to continuously acquire, expand and extend their knowledge and to develop skills and abilities with the aim of improving the quality of both teaching and learning, as well as the achievements of all students" (Popovic & Subotic, 2013 p.108). Teachers' participation in professional development activities may arise from an interest in lifelong learning, a sense of

moral obligation, a felt need to enhance professional competence, or to keep abreast of recent developments in their field of work (Golding & Gray, 2006).

Teachers need to equip themselves with the hands-on opportunities to acquire teaching strategies required to understand the shifts in curriculum, instruction and assessment in the twenty first century standards. This shift is not only in content knowledge but in practice as well. Core areas in the domain of ELT, like learning progression, continuous assessment in relation to the learning continuum, curriculum and instructional support to respond to students' needs are required to be understood. This will lead to produce deep learning in students. This research will help administration and teachers regarding recent developments and practices in the field of language teaching.

Established in 2009, the English Language Centre of Taif University has been catering for 20 faculties in the University providing English language programs for about 15000 students of both genders every year. The purpose is to prepare the students to undertake English-medium instruction and to help them improve English as an effective means of communication in their relevant fields of study. The TUELC mission is consistent with the TU policies, relevant to the community needs and cultural values of the Kingdom. The mission has been developed in consultation with the stakeholders and is reviewed keeping in view the changes in the field of ELT. Realizing the importance of continuous professional development, TUELC initiated professional development programme in 2012. A series of bi-annual weeklong theme-based CPD was designed and executed. After having completing three years, a need was felt to assess the CPD in terms of development in teachers' skills and practices.

Research Question

How do teachers perceive TUELC-PDP helping them to develop their professional skills?

Objectives

1. To investigate factors influencing TUELC professional development program
2. To identify practices that promote and ensure professional development

II. LITERATURE REVIEW

Richards (2011) has explored ten core dimensions of an exemplary English language teacher. These dimensions range from knowing the language of instruction to the capacity to derive theory from practice: the language proficiency factor, role of content knowledge, teaching skills, contextual knowledge, language teacher's identity, learner-focused teaching, pedagogical reasoning skills, professional development, belonging to a community of practice, and professionalism. Richards argues that teachers' philosophies should be addressed in professional development programs because they help teachers learn. Teaching philosophies are shaped by the ability to reflect upon experience and arrive at principles for second-language teaching and learning.

Being the heart of the classroom, a teachers' competence in the teaching-learning process is important (Hawes, 1979; Galabawa, 2001) and one must be a competence, academically and pedagogically. He must be efficient, knows teaching and learning methods and have access to resources, and enjoys support from administration (Rogan, 2004; Van den Akker & Thijs, 2002; Mosha, 2004). The ultimate goal of professional development is better educational programs and outcomes for all students in the institution.

There are various models of professional development. There is a traditional approach, one-size-fits-all, context-independent model of teacher learning (Vescio et al., 2008) but the recent trends in situated nature of learning (Wenger, 1998), new models have been introduced focusing on teacher's own practical knowledge and context (Burbank & Kauchak, 2003). CPD engages teachers in sharing in their own unique context (Darling-Hammond, 2003) enabling them in self and critical reflection. That's why definitions of CPD differ according to educational traditional and contexts. In well-established teacher education institutions and programmes, professional development is considered as experiences in a teacher's career (Arends et al. 1998) through a process having activities that enhance professional career growth (Teale, 2006).

Richards and Farrell (2005) differentiate the terms training and development. They argue that training is about preparing teachers for the teaching task itself, that is, techniques that would help them cope with teaching situations such as adapting materials and grouping learners among others. On the other hand, development involves teachers' knowledge of themselves and of their teaching situations. Development is bottom-up because it "often involves examining different dimensions of a teacher's practice as a basis for reflective review" (Richards & Farrell, 2005, p. 4). Dimensions they include are the understanding of how students learn language and the analysis of teachers' philosophies for language teaching.

Professional development is a long-term and complex process and it is "...a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisations and their pupils" (Padwad and Dixit, 2011, p.10). The vision of lifelong learning and continuous professional development requires a teacher who is capable of reflection and self-evaluation. Harding (2009) enlists the Professional Development which are continuous, individual teacher's responsibility, evaluative rather than descriptive, and an essential component of professional life, not an extra.

In the EFL context, different aspects of paradigm shift in foreign language teacher education (Jacobs & Farrell, 2001) have rendered professional development urgent for in-service teachers (Shang, 2010). Recent developments in the field

of professional development has shifted the focus to the increased emphasis on the role of the learner (rather than the teacher), the learning process (rather than the product), the social nature of learning (rather than learners as de-contextualized individuals), learner diversity as a resource (rather than an impediment), learning as a lifelong process (rather than exam preparation), assessment for learning (rather than of learning) etc. (Jacobs & Farrell, 2001). Published research has demonstrated that professional development can impact positively on educational processes and outcomes (Fullan & Hargreaves, 2002).

Villegas-Reimers (2003), Díaz-Maggioli (2004), and Wilde (2010) opined that CPD must engage teachers in reflective and collaborative work including teachers' skills, knowledge, and experience. Also, such programmes may provide teachers with opportunities to develop their professional practice and receive feedback on it. This kind of practice engages teachers as learners. We also need to understand the actual realization of how these programs come about when they are designed and implemented. Institutional support and adequate infrastructure as well as teacher willingness are some of the conditions for professional development programs to be successful.

In pre- and in-service professional development, workshops, courses and similar CPD activities contribute significantly. Researchers (Broad & Evans, 2006; Timperley, Wilson, Barrar & Fung, 2008) suggested the following features for a successful CPD: need-based, teacher involvement in decision making, collaboration, institutional support, critical reflection on beliefs and practices, mentoring, follow-up, and valuing teacher's experience and knowledge.

Kruse and Luis (1997) and Quinn & Restine (1996) argue for an interactive, on-the-job coaching and mentoring approach to the CPD due to its cost-effectiveness. They suggested organizing workshops in small groups engaging qualified senior teachers to serve as trainers and mentors. Such formal arrangements for professional development are supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contributes to self improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (Pounder, 1999).

Professional development programmes are constructed keeping in view the basic principles of adult education. The research on adult education indicates that adult learn and retain best with realistic and relevant goals, discussion and analysis in small groups, promoting a positive self-image, getting feedback and results, and presence of on-going learning opportunities.

In their study, Álvarez and Sánchez (2005) found that the CPD helped teachers to become aware of their teaching practices and of the need to update themselves continuously. The participants had a chance to share pedagogical ideas and improve their language proficiency as well. Activities engaged them as learners in a meaningful manner and they became aware of teaching issues that affect learners.

Sierra (2007) argues that teachers involved in CPD activities the teachers developed research skills, critical thinking skills, collaborative skills and teacher attitudes. The participants were participative and contributed to the CPD activities and they developed positive attitudes toward being engaged in CPD.

Ariza and Ramos (2010) conducted an action research study and found that the CPD allowed the participants to make connections between theory and practice, helped them to discuss problematic areas in their teaching contexts, and helped the participants to become more reflective about their teaching practice.

TU-ELC PDP was conceived and started in 2012. During this series various themes relating to English language teaching were included and discussed in weeklong bi-annual workshops for male and female faculty members working in the Centre. Teachers having different nationalities and qualification/experience have to teach English to Arab students enrolled in various levels of English proficiency courses in their preparatory year.

III. RESEARCH DESIGN

To evaluate the effectiveness of the CPD, a survey was conducted based on the following principles drawn by Loucks-Horsley, et al. (2010) based on the work of Fullan, 2005; Guskey, 2000; Loucks-Horsley, Stiles, & Hewson, 1996:

- Principle 1: Build on foundation of skills, knowledge, and expertise
- Principle 2: Engage participants as learners
- Principle 3: Provide practice, feedback, and follow-up
- Principle 4: Measure changes in teacher knowledge and skills
- Principle 5: Measure changes in student performance

Based on the above principles, a questionnaire was designed and executed to 50 male and 50 female teachers at the English language centre who have been participating in the TUELC Professional Development Program regularly. The statements had five options from strongly agreed to strongly disagreed. The responses were tabulated using average as the purpose of getting feedback from participants was to know the effectiveness of the on-going PDP.

IV. DATA PRESENTATION AND DISCUSSION

The survey on the effectiveness of the TU-ELC PDP had five sessions keeping in view the five principles as discussed in the research design. Each statement had five options: strongly agreed, agreed, no sure, disagreed, and

strongly disagreed. For the purpose of discussion, the data was tabulated in average (5-maximum to 1-minimum) to evaluate the effectiveness of the on-going TU-ELC PDP.

A. Build on Foundation of Skills, Knowledge, and Expertise

In designing a CPD for teachers, the first principle provides us basic guidelines that the CPD should be based on participants' knowledge, skills and experience, and their desire to participate in such activities.

TABLE 1:
PRINCIPLE 1 - BUILD ON FOUNDATION OF SKILLS, KNOWLEDGE, AND EXPERTISE (SCALE: 5-1)

	Statements	Male	Female	Both
1	Staff is receptive to professional development activities – they recognize the need; readiness has been developed.	3.98	3.43	3.71
2	The program provides for challenging changes in knowledge, skills, attitudes, and beliefs of participants.	3.88	3.35	3.62
3	I model continuous upgrading of my own professional development and leadership skills.	4.55	4.08	4.32

The participants' response (4.32) to the statement 'I model continuous upgrading of my own professional development and leadership skills' reflects their desire to enhance their skills keeping view the rapid changes in educational activities all around the world which have brought new requirements into classroom instructions. It means that teachers try to keep themselves updated with the change and plan their own professional development. They ought to be open to changing scenario to learn and enhance their teaching skills. This is how they can make a difference in their classroom practices and student learning. Professional development has an impact on teachers' knowledge, skills, motivation, and thus classroom teaching and student learning (Yoon, Duncan, Lee, & Shapely, 2008).

The participants (3.71) also recognized the need of professional development as they are aware of changes in teaching theories and practices over the time and they have to keep abreast with such changes to meet the challenges in the classroom. Teachers' view must be considered while planning CPD and they must have a voice in decision making (Guskey, 2002; Stakey, 2009; Sparks and Hirsh, 1997).

In addition, they (3.62) acknowledged that the ELC CDP brought in changes in their knowledge, skills, attitude, and beliefs because it was based on their personal and professional needs. It reflects that they consider their professional development as an integral part of their career. They want to reflect on their teaching practice, share ideas and experiences, and follow new developments. Needs of teachers may be recognized by the institution to make them more dynamic in order to change their personal approach, and stimulate them to develop. So, the PDP proved a successful programme as it responded to teachers' personal needs. It corresponds to Koc (1992) and Evans (1998) ideas suggesting that needs of the teachers must be considered as an initial step before planning a CPD. Teachers may be more resistant to change when their voice is absent (Richardson, 2003) but if a CPD is based on their needs they might think it helpful in their professional development.

B. Engage Participants as Learners

Teachers become a part of their training if they are involved in planning their learning and they feel motivated and interested in such activities.

TABLE 2:
PRINCIPLE 2-ENGAGE PARTICIPANTS AS LEARNERS (SCALE: 5-1)

1	The learning climate of PD activities is collaborative, informal, and respectful.	4.33	3.47	3.90
2	The program includes a variety of activities designed for adult learners.	3.75	3.69	3.72
3	Teachers have regular and equal access to professional development programs.	3.78	3.06	3.42
4	The program leader is knowledgeable and has credibility with the participants.	4.30	3.55	3.93

The TU-ELC PDP participants understand their own needs and this factor leads to create a learning environment of PD activities which are collaborative, informal, and respectful, as mentioned by the participants (3.90). Knowles (1970) argues that "teachers of adults who do all the planning, who impose pre-planned activities, typically experience apathy and resentment from the learners" (p. 42).

Adults learning style differs from children as suggested by Malcolm Knowles in his theory of andragogy which is defined the "art and science of helping adults learn" (Knowles, 1970, p. 38). There are different approaches used in adult learning as they have developed a psychological need to be more self-directing. The concept of self-directed learning is also used in planning and conducting a CPD Experience of a person shared through a variety of activities designed for adult learners becomes a resource for learning, as agreed by participants (3.72). Therefore, learning would be more meaningful if it is based on experience of the participants as they take risk, experiment, and learn from their mistakes while trying out new techniques in improving their professional skills (DuFour, et al, 2010).

The participants (3.42) agreed to the statement that they have regular and equal access to professional development programmes. This reflects the interest of the institution and leadership engaged in this activity. Lee (2005) stated that in professional development programs "administrators put a lot of emphases on the latest hot topics, rather than attempting to individualize and personalize professional growth plans" (p.39). That's why majority of the participants (3.93) acknowledged the leader's expertise in organizing the TUELC PDP.

C. Provide Practice, Feedback, and Follow-up

Professional development programs should provide teachers with opportunities to develop their professional practice and receive feedback on it.

TABLE 3:
PRINCIPLE 3–PROVIDE PRACTICE, FEEDBACK, AND FOLLOW-UP (SCALE: 5-1)

1	The program includes continuous support and follow-up activities.	3.45	3.37	3.41
2	The program expects and can demonstrate changes in teachers' classroom practices.	3.68	3.59	3.64
3	All PD activities include theory, demonstration, practice with feedback, and coaching.	3.88	3.18	3.53
4	The faculty has ongoing discussion groups on professional development issues.	3.83	3.35	3.59

Villegas-Reimers (2003), Dáz-Maggioli (2004), and Wilde (2010) opined that CPD must engage teachers in reflective and collaborative work; thus bringing change in their classroom practice as agreed by the majority (3.64) of the TU-ELC PDP participants. Also, Darling-Hammond (2009) argues that 'active learning opportunities allow teachers to transform their teaching' (p. 48).

In a research on a CPD, Richardson's (1990), the participants were videotaped while conducting their class. After watching themselves and having a discussion on related theories, they were asked to reflect on their teaching. Richardson found that the research based practice model resulted in a positive change in teachers' practice. Such practice is possible in case when participating teachers have discussion groups and a CPD including theory, demonstration, practice with feedback, and coaching. These two aspects were supported (3.59 and 3.53) by the participants of TU-ELC PDP.

Though the participants of the programme (3.41) acknowledged the statement that the PDP provides continuous support and follow-up activities but as a researcher I think this aspect needs more attention by making arrangements for classroom observations, discussion with teachers and students for improving teaching and learning environment at TU-ELC. For a sustainable CPD, Richardson (2003) emphasise on a long-term focus incorporating follow-up and reflection on the implementation of newly acquired skills.

D. Measure Changes in Teacher Knowledge and Skills

The fourth principle deals with changes in teacher knowledge and skills.

TABLE 4:
PRINCIPLE 4–MEASURE CHANGES IN TEACHER KNOWLEDGE AND SKILLS (SCALE: 5-1)

1	A norm of experimentation exists which permits educators to try on new instructional practices.	3.73	3.39	3.56
2	Classroom observation reflects teachers' use of an innovation and its impact on students.	3.95	3.27	3.61
3	Every teacher continues to refine their skills and knowledge.	4.13	3.57	3.85
4	Leadership advocates, encourages, and supports professional development through incentives and resources.	3.80	3.61	3.71

The participants of the TU-ELC PDP acknowledged that they (3.85) continue to refine their skills and knowledge in ELT. In a study, Desimone et al. (2002) concluded that there is a relationship between the CPD contact hours and teachers' active learning and coherence in their professional development. The same findings were made by Hustler et al. (2003) regarding the CPD duration and a perceived high impact on teachers' overall classroom practice.

Leadership encourages CPD activities in the Centre as the participants (3.71) acknowledged that leadership advocates, encourages, and support professional development through incentives and resources. TU-ELC has established a Teacher Resource Centre with update references to help teachers to keep themselves knowledgeable and updated.

Regarding classroom observation and experimentation of new instructional practices, teachers responded positively (3.61 and 3.56). However, these areas need to be streamlined to help teachers to adopt new techniques and their effects on students' learning in the classroom.

E. Measure Changes in Student Performance

The ELC helps university students to improve their English language skills that may facilitate them in understanding English-medium instructions and to communicate effectively.

TABLE 5:
PRINCIPLE 5–MEASURE CHANGES IN STUDENT PERFORMANCE (SCALE: 5-1)

1	PDP is aligned with ELC strategic plan including mission, goal and objectives.	3.93	3.80	3.87
2	The PDP has a research base similar to the ELC situation, community and context.	3.80	3.29	3.55
3	The PD approach has both long-term and short term goals tied to ELC improvement plan.	4.15	3.59	3.87
4	PDP is helpful in increasing student learning.	3.78	3.92	3.85

The majority of participants agreed to the statement that PDP is aligned with ELC strategic plan include mission, goal and objectives (3.87) and the PD approach has both long-term and short-term goals tied to ELC improvement plan (3.87). They (3.85) also agreed to the point that PDP is helpful in increasing student learning. This is in agreement with

the findings of the Gusky's (2003) investigation of effective professional development that is directly linked with student learning.

Much research (Reeves, 2010; Guskey, 2003; Fullan, 1993 and 2003; Joyce and Showers, 1995; Hirsch and Killion, 2007; Danielson, 2009; Zepeda, 2008; DuFour et al., 2010) has acknowledged the impact of professional development on effectiveness of instructions and student learning. "It (professional development) directly relates to the needs of the teachers and students, and it provides opportunities for application, practice, reflection, and reinforcement" (Reeves, 2010 p. 23).

F. Focused Group Discussion

In an informal focused group discussion, the participant teachers were asked their evaluation of the TUELC PDP in terms of participant outcomes, organizational outcomes and student outcomes.

a. Participant outcomes

The participants acknowledged the importance of TUELC PDP mentioning that it enhances knowledge of participants in ELT, updates them about the developments in the field, and encourages the faculty members to participate attend and share expertise with others. Some of the comments are:

- It will enrich my professional career through exchanging information with highly professional teachers with versatile experiences.
- Teachers are likely to improve and amend their teaching methodology and strategies to cope with challenges that the Arabic speaking EFL learners pose. As a result, the overall performance of the centre is likely to climb up.
- Teachers have more insight on the learning teaching behavior of students.
- I will try to implement many of the ideas and activities in my classes. Also, the PDP lectures have given us a greater insight into the challenges that we face here in Taif as well as some of the ways to remedy these problems.
- After PDP I think participants can find many useful things to use to encourage their students to participate. Also can find new ways of teaching each skill.
- A more balanced outlook on teaching with the motivation to improve further.
- Teacher can now design lessons to better serve the need of students.
- Learning anew ways of teaching and learning also an interesting activity, also it helps the teachers about how to deal with students.
- Some of the topics are very useful and give me new ideas to use them in my class.
- Learn about new methods of teaching and how to apply them in classes. Learn from other staff members and gain more experience.
- Increased participation, interactivity, expression and learning.
- It encourages teachers to relate the PDP material to classroom environment.
- We are as teachers introduced to some new strategies, theories and ways of teaching.
- The teachers will be conscience of what they do in the classroom and will want to be better teachers and professionals.

However, some participants commented that:

- Minimal development as most PDP seminars failed to deliver workshops related to the initial topic. Several workshops were in fact reviews of pass thesis projects.
- The PDP sessions were all based on the lecturers' theses which I have no idea have they expected us to apply to our day to day teaching.
- However, some teachers seem to have little interest and a bad attitude about having to participate. Actually I was very disappointed by the rude practices of some teachers during PDP. I am discouraged to participate in both presenting and discussion. People talk throughout presentations and often make rue comments and judgments about presenters. It is not a supportive community. I also heard teachers comment on those who participated in discussion, so now I prefer to keep quiet rather than have my comments mis-constructed and judged by others.
- The PDP should be at the beginning of the year so teachers can implement new techniques.
- Could be more informative with professional education which will be their line of expertise.

b. Organizational outcomes

- Participants being updated will give their input to the organization which will consequently provide the essential support to the teachers so that they benefit the students better than before.
- The ELC will constantly keep English teachers in touch with modern techniques and methodologies to help them refine and polish their profession.
- The staff up-gradation in terms of equipping them with better teaching techniques is no doubt likely to result in improved results and a better image of the organization. Also, it is likely to develop a conducive teaching-learning environment and better coordination among the staff to share their experiences.
- The organization will progress with a clearer idea of the challenges and opportunities of the unique challenges that we face here in Taif.
- As a result benefits from motivated staff; has developed and congenial environment; developed team work.
- If we can support one another we will all benefit more. There will be improvement in the teaching of those teachers who are interested in improving their teaching. And students will benefit from that.

- The organization will benefit from the teachers' increased knowledge and experience.

The ELC will have more professionally trained teachers.

However,

- Organization can provide more facilities and updated materials and curriculum.
- Issues discussed should be published for the benefit of all ELC instructors.

c. Student outcomes

- It helps participants to use the knowledge they obtained to deal with students issues in better ways.
- I believe that some of the strategies and methods presented will help some teachers touch upon some weak points in their style.
- What has been discussed could be used to enhance the learning process of students.
- Students will most definitely benefit.
- Teacher training is always likely to benefit the students because a good teacher always tries to apply his skills in the classroom to excel and achieve good results in terms of student learning outcomes.
- Students likely to achieve better results as a result of awareness of their needs and cultural background.
- The students have an array of tools in which to benefit from, as the teacher can now broaden his/her horizons.
- Students will receive an improved teaching that will help them.
- All the language instructors are in better position to comprehend the Saudi culture to follow it while teaching English.
- We being teachers can apply whatever we have gained in PDP and students will enjoy the fruition.
- Students will find greater enjoyment in English classes through implantation of the techniques that have been learnt over the past week.
- Get fresher ideas from teachers; are also motivated in return; get empathy by more understanding teachers.
- I think if we can apply these ideas it will be for the benefit of students.
- Students are able to improve in their LSRW skills. They are able to construct their own sentences by recognizing pictures and using hints.
- Ideally, the students will benefit from the teachers' learning new skills, theories and practices.
- The students will benefit on the program and will definitely improve their skills in using English.
- Student interest would be at the heart of our teaching.
- Instructors might go back to the class and actually use some of the ideas shared in PDP.

V. CONCLUSION

Continuous professional development is a systematic and ongoing process to bring about a change in teaching practices in the classroom, teachers' attitude and beliefs, and students' learning outcomes (Guskey, 2002). So, such programmes have an impact on teachers' teaching and students' learning. After considering the teachers' needs, knowledge, skills, and experience, there is a strong likelihood of positive results. This research was conducted to assess the TU-ELC PDP in the light of principles set by Loucks-Horsley, et al. (2010). The participants acknowledged the importance and success of the programme in terms of their classroom practices and better results. TU-ELC PDP was based on needs analysis focusing on what they do, what they know and what they would like to know. It also considered their attitude and beliefs towards language teaching and learning. At the same time, theoretical input was considered while designing the bi-annual weeklong CPD. The findings reflected that CPD promotes teacher's competency in teaching skills which is reflected through a better learning environment and catering students' learning needs which ultimately influence student achievement. Majority of the participant teachers realizing the importance of professional development model continuous upgrading of their professional and leadership skills. As far as, the learning climate of the TU-ELC PDP was concerned, they acknowledged it as collaborative, informal, and respectful. Regarding the third principle, they mentioned that the programme demonstrated changes in their classroom practices. This reflects teachers' involvement in PDP which is aligned with TUELC mission, goal, and objectives. However, there were some reservations regarding regular and equal access to PD activities, continuous support and follow-up activities, experimentation of new instructional practices, participants' motivational level and presenters' expertise, and provision of updated study material. Finally, the TU-ELC PDP has a positive imprint on participant outcome, administrative outcome, and student outcome as was deliberated in the focused group discussion with the participant teachers.

The following steps are suggested for improvement:

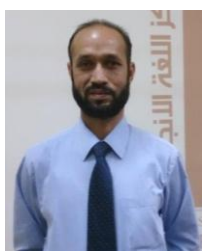
- Though TU-ELC PDP is a need based programme, however, for each segment, teachers' opinion may be sought.
- Each CPD activity may provide opportunities for teachers to make sense of theory and to criticize and use it meaningfully for classroom contexts.
- PDP participants may be encouraged to explicitly use the theory in lesson plans, class observations, and the planning and execution of classroom activities.
- Teachers, trainers and administrators may reflect before and after the PDP to what ways the program is having an impact on teachers.
- Trainers must ensure that they do have close contact with each and every one of the participants in the PDP.

- There may a systematic process of class observation which can help the trainers to monitor a teacher's progress while he or she is in a CPD.
- Academic planners and administrators may develop a collaborative culture within the ELC and guide teachers to develop goals around student learning and to grow professionally.

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