

Examining The Effects Of Teacher Development Programs On The English Pedagogical Practices Of Early Childhood Education Teachers: A Comparative Study

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Abstract: It's always hard for language teachers to keep things interesting. They try to use the best learning theories, techniques, tools, resources, and aids in their lessons so that their students can learn by doing and understand what they are learning. They can work together with their friends and use their common experiences to figure out how to solve problems using this method. This repeated process is often used by researchers to get past social and psychological obstacles. This is especially important when teaching a second or foreign language. One main goal of this thoughtful practice is to help students learn language better. Teachers use study results as a guide and add to their method with educational articles and chances for useful professional development. When a teacher does reflection, they bring to the classroom not only their knowledge, but also all the things they have learnt, the things they have done, and important academic frameworks. Teachers can help their students learn language better by keeping an eye on how they respond, looking at data, and changing how they teach. By thinking about themselves, teachers may realise that they need to change or update the ways they teach. In this way, the classroom is like a lab where you can use what you've learnt in the classroom. Teachers get useful information that helps them decide how to teach by watching how students connect with each other.

Keywords: *Professional development, Early childhood education, English pedagogy, Comparative study.*

1. Introduction

The purpose of the process of illuminating the issue was to increase their acquaintance with and comprehension of reflection, as well as its various facets and the several ways in which educational reflection might be facilitated. More than ever before, researchers, educator trainees, and classroom instructors have all come to the conclusion that reflective teaching is an essential component of effective lesson delivery. It is possible that the idea of reflection was already present in the oldest forms of educational discourse (Appleton et al., 2021). Due to the fact that it assists educators in recognising and addressing issues that may occur in their classrooms or during their professional development, it is simply impossible for educators to do their professions effectively without it. If anything like this were to occur, they would be unable to devote their whole attention to the task. It would be impossible for educators to do their duties in an effective manner if they did not have access to this aid. It is necessary for them to have access to it in order for them to carry out their responsibilities in a conscientious manner. The practice of instructors engaging in self-reflection is not a new phenomenon; however, the development of this practice into a coherent theoretical framework within the discipline of TESOL (Teaching English to Speakers of Other Languages) is a relatively recent phenomenon. However, this is the case despite the fact that reflection is not a novel idea; it has been around for a considerable amount of time. This is true in the current day, despite the fact that educators have been engaging in the practice of self-reflection for a very long time. When cited, the author ESL (English Language Teaching) teachers have gained a deeper comprehension of reflective practice as a direct result of the current empirical research that has been conducted on the topic. The most recent of these enquiries was carried out not too long ago. There is a clear connection between this and the efforts that have been made to encourage instructors to routinely participate in reflective practices (Ryan et al., 2020).

2. Background Of the Study

During the early 1900s, a significant amount of time and effort was invested by a variety of individuals, including applied linguists, in the process of developing methodologies and frameworks for the development of instructional strategies and

material. Richards and Rodgers's writings were the ones that were mentioned in this instance. When everything was said and done, this resulted in the development of the foundation upon which modern language instruction was based. The number of individuals who speak English as their first language is now higher than that of any other language being spoken anywhere in the globe. There has been a significant amount of acceptance for the concept that its speakers were positioned in different parts of the world. Given this, one can have the misconception that English is the worldwide language, rather than a language that is only spoken by native speakers. It was hoped that every single person on the planet would have at least a fundamental understanding of the English language (Blasé, 2019). This was due to the fact that English was used in a wide variety of contexts and for a wide variety of reasons. Currently, it is being taught in a wide variety of contexts, including as a foreign language or a second language, in a significant number of nations all over the globe. The English Language Teaching (ELT) profession in China has a long and illustrious history that extends back over 150 years. This industry is known for its rich and distinguished heritage. Classes are currently offered as an extra language option for pupils in a wide variety of educational institutions, ranging from elementary schools to colleges. There were a great number of other nations where the situation was fairly similar. At this point in time, the English language is used in almost every academic institution and professional area. Politics, business, education, information technology, and science are just some of the many other fields that might potentially benefit from its use. As a whole, it contributes to the education of the general public by bringing to light the events that are taking place in many regions of the globe at the present moment. The majority of individuals all around the globe call English their second language. This is true for the majority of people. There was one thing that was completely certain: it encompasses a far wider portion of human history than was previously believed. As a result of this, students of all grade levels are now required to actively seek out English language instruction and endeavor to enhance their language abilities. According to Gill et al. (2018), teacher preparation programs increased their emphasis on the need of reflecting on one's own actions and experiences.

3. Purpose of the Study

Engaging in reflective teaching is something that some educators may do in order to get a better understanding of their teaching style, methodology, and students. Reflective teaching is a method that some teachers use in order to improve both themselves and the ways in which they educate in the classroom. Reflective teaching, on the other hand, is a strategy that some educators use in an effort to improve the outcomes of their students and address the problems that they face. The purpose of reflective educators was to examine their pedagogical position, educational tools, and coping strategies in the classroom in order to enhance their teaching methods. One of the processes that may be included in the process of learning about new methods and improving ways is the process of determining whether mode of instruction—individual, small-group, or large-group—is the most beneficial for each particular student. Another way that might be learnt from reflective teaching is cooperative learning, which is a strategy in which students work together to accomplish a common goal. As a component of thoughtful instruction, they could experiment with various methods of teaching in the classroom to determine which ones are successful and which ones are not.

4. Literature Review

On the other hand, despite the fact that a significant amount of research has been conducted on English Language Teaching (ELT), relatively little has been done to address the problem of teacher development (Chaula, 2019). Something must be done in order to make this situation better. Any and all advancements achieved towards the goal have to be the primary focus of attention. The fact that this conclusion coincided with the results of the vast majority of English Language Teaching (ELT) research carried out over the course of the preceding several years came as somewhat of a surprise. To the researcher's good fortune, he or she was able to track down a few research articles that the teachers had produced as a kind of reflective pedagogy. Academic journals were the venues for the publication of these publications. These articles were initially aimed at academic journals as their target readership. Richards's work was originally published in 1991 under the title "Towards Reflective Teaching," which made it available to readers and the general public for the very first time (Richards, 1991). In 1991, Richards's artwork was shown to the general public for the very first time (Carl, 2019). Once upon a time, it was referred to as Towards Reflective Teaching. "Towards Reflective Teaching" was the initial title of Richards' article that was published in 1991. Since then, it has been reprinted several opportunities. In this research, the many methods that may be used to establish a reflective teaching perspective are discussed here. "Towards Reflective Teaching" was the working title of the first edition of the book, which was authored by Richards and published in 1991. During the course of his investigation, they came across a few essential strategies that teachers may use in their programs. These measures include, but are not limited to, observing oneself and others, working together with other students in the classroom, sharing thoughts on education, and using tactics that are similar to those used by other students. Additionally, the researcher found a few of additional tactics that were relatively equivalent to the one that was being investigated. It has been revealed by the researcher that there are various other methods that are pretty comparable to these. In addition, the author has discovered a great number of alternative tactics that are comparable to these. His research has led him to

discover a number of these methods. The researcher has found other techniques and procedures that are comparable to these methods and processes with which they were already familiar. In addition to these strategies, the researcher found more approaches and processes that were fairly comparable to these methods. This was accomplished by the researcher by carefully examining the similarities that existed between the various procedures and approaches that were used. In addition, the author found a number of other techniques that were relatively analogous to the ones he had uncovered prior to his discovery (Baker, 2019).

5. Research Objectives

- i. To conduct a comparative analysis of teachers' pedagogical practices before and after participation in different professional development programs to identify significant differences in effectiveness and student outcomes.
- ii. To examine early childhood education teachers' perceptions of professional development programs and how these perceptions influence their willingness to adopt new English teaching methods and approaches.

6. Research Methodology

The following methodological procedures were used to achieve the goals that were outlined earlier:

Primary Sources of Data

The primary sources of data were the Lower secondary level English language teachers teaching in schools in China.

Secondary Sources of Data

The researcher gathered the information needed for the study from a broad range of sources, including books, journals, papers, articles, research works, and other internet sites that were pertinent to the topic under investigation. This was done to make the research endeavor easier to handle on a day-to-day basis. To do this, the researcher examined a substantial amount of previous work, some of which was done by Phuyal, while other examples included work done by Wallace Richards and Lockhart Ur.

7. POPULATION OF THE STUDY

English language teachers from a range of schools in the Chinese volunteered their time to participate in this research. These individuals came from China and volunteered their services. The students who were enrolled in the lower levels of secondary education were under these teachers' tutelage so that they may gain from their expertise in the English language.

8. SAMPLING PROCEDURE

Throughout the whole of the experiment, a selection approach was used, and assignments were not utilised in any manner, shape, or form. Following a thorough deliberation, the panel of judges came to the conclusion that the most effective way to demonstrate the many communities that can be found across China would be to include twelve schools. For the teaching post that was up for grabs, twenty educators with a variety of educational backgrounds were considered for the role. Each and every teacher was given the chance to teach at least one lesson to the individuals who were there. One of the components of the approach was the method that was utilised to obtain the data, and a portion of that procedure consisted of monitoring a total of twenty distinct classes.

9. TOOLS FOR DATA COLLECTION

The major research tools for collecting data from selected schools were the classroom observation, checklist and questionnaire.

10. PROCESS OF DATA COLLECTION

To get things going, the researcher developed a checklist of observations that addressed a number of potential curricular areas that the instructors may decide to focus on first. The researcher was able to move things forward in the appropriate direction as a result. They visited each of the chosen educational institutions to make requests for authorisation to conduct the research study on each campus from individuals serving as those schools' administrators. Furthermore, they convened a meeting with the chosen educators, using the opportunity to apprise them of the latest findings from his research and endeavouring to foster a collaborative partnership. The researcher visited their courses pretending to be an observer after being granted permission to do so in order to collect data. The checklist served as the main source of direction and guidance for the duration of the classroom observation, guiding the process. That being said, the study focused primarily on how instructors use reflective teaching practices in the context of their own classrooms. This directly led to the inclusion of the data collected during the observation in the report. The author sent questionnaires to the instructors and urged them to complete them all and return them to him by the deadline in order for him to collect data on their involvement in reflective teaching. This was carried out in order to provide the researcher with the necessary data. This allowed them to fulfil his goal of learning as much as possible.

11. Result

ANALYSIS AND INTERPRETATION OF TEACHER'S VIEWS

This section focused primarily on the many aspects of reflective teaching, with particular emphasis paid to those aspects as seen by English instructors employed in lower secondary schools. English teachers' perspectives were used to observe

these aspects of reflective teaching. Teachers of English in lower secondary schools were the target audience for this section. English instructors employed at lower secondary schools were the target audience for this portion of the essay. This emphasis was provided since reflective teaching mostly consists of those elements. Since those components comprise the bulk of it, it was the rationale for the focus and the rationale behind the attention. The authors of this part set out to write it with the intention of helping English instructors who were now employed by schools serving lower secondary pupils. This was the main source of motivation for all of their effort. Since their parents did not participate in their schooling, their children were at a severe disadvantage when it comes to their academic advancement in this specific area. Since they provided the great majority of the data collected for the research that was the subject of this paper, the questionnaires were by far the most significant source of information that was obtained. The instructors' replies to these questionnaires were now the focus of an investigation and study that was happening right now. The purpose of this questionnaire, which included fifteen distinct questions, was to collect as much data as possible in order to ask educators about reflective practice activities. The aim of the questionnaire was to get as much data as feasible from the respondents. Two of the most important topics that were examined throughout this research study were the degree to which English language teachers engaged in reflective teaching and the general tactics they employed to develop reflective practice while operating inside the confines of the classroom. These two aspects were thought to be among the most crucial elements that were examined over the course of the inquiry. These two major concerns were the main focus of the research that was conducted. This research also sought to determine whether or not English teachers of students for whom English is not their first language engage in reflective teaching practices. The extent to which instructors of languages other than English participated in reflective teaching was also one of the topics examined. This was among the items that were examined. This particular item was one of the ones examined. This was one of the things that was questioned in relation to this specific situation. All of the research required for the project would be conducted in the United Kingdom as it was determined that this would be the ideal place for the study. Several other subsections that conduct analysis and study of the teachers' points of view were built from the observations that the instructors made as a direct and immediate result of this.

Table 1 : Information Obtained from Teaching Diary

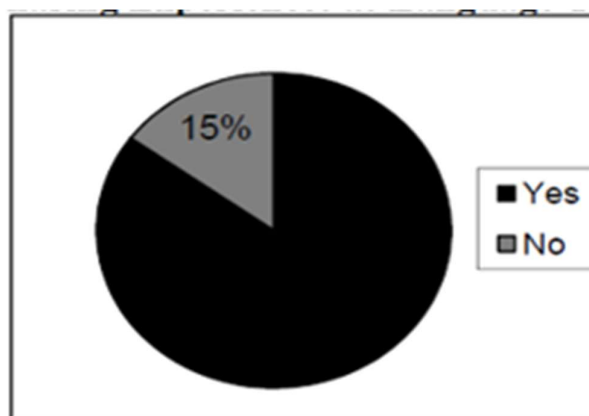
Responses	No. of Teacher	Percentage
Not at all	0	0
Very little	2	10
A little	15	75
A lot	3	15
Total	20	

Sharing

Experiences

Everyone who takes part in an activity that encourages the sharing of experiences and focused on the topic of learning a second language is able to benefit in some way from the activity. If one person in a conversation offers their own experience and another person shares the experience of another person, then both of the participants in the conversation stand to benefit from the exchange. When one person shares their own experience and another person shares the experience of another person, the conversation is beneficial to both parties since it allows them to acquire something from the conversation. To better prepare themselves for future academic endeavours, students who take this exam have the chance to obtain a deeper understanding of both the areas in which they excel and the areas in which they struggle. This allows them to better prepare themselves for future academic endeavours. Consequently, they were had the opportunity to enhance their performance in each of these domains.

Figure 1: Sharing Experiences as a Language Teacher



12. Discussion

It is of the utmost importance in which the education teachers in programs influences particularly with regard the use of innovative provide teachers with

have a good impact on the lives of their students. Based on the findings of the research, it seems that structured professional development might potentially enhance the teaching strategies used by teachers, as well as their relationships with students in the classroom and the outcomes of their students' learning. Establishing a strong focus on practical application is an essential component of professional development that is both successful and efficient. Programs that include real-world-based educational settings, hands-on activities, and collaborative learning have a greater chance of succeeding in their efforts to win over teachers. These components not only provide teachers with the materials they need, but they also foster an environment that encourages them to experiment with new methods of instruction. Being in an atmosphere that is supportive is vital because it will push instructors to utilise the information they have gained in the classroom, which will ultimately lead to an improvement in their teaching abilities. When doing a comparative research study, it may be beneficial to compare the educational methods of teachers who have participated in various professional development programs with those of instructors who have not participated in such programs. This comparison may give important information. The precise results, such as student involvement, improvements to teaching strategies, and overall classroom performance, are taken into consideration when determining which methods are the most effective. In order to do this, one method is to look at specific findings. By contrasting and analysing the different approaches, we may be able to get a better understanding of how professional development might be conducted to cater to the specific requirements of early childhood educators (Aunola et al., 2022).

13. Conclusion

An action research study was conducted with the purpose of enhancing the teaching tactics that were used in an English as a Foreign Language (EFL) approval course. In addition, the purpose of the action research study was to improve the teaching tactics that were really being used in the classroom. The purpose of this study was to generate a report on an action research project that was carried out with the intention of enhancing the instructional methods that were used in the aforementioned course. During the course of this investigation, the report on the project was scheduled to be given. The methods of instruction that are used in the classroom were supposed to be the major focus of the research. In order to investigate these adjustments in more depth, the report was planned to be written. Increasing the effectiveness of the instructional methods that are used in the program was the key reason for doing this research. In addition, this objective was the fundamental motivation for the implementation of the plan. Because the program was supposed to be enhanced, this sort of study was carried out once it was discovered. At the same time as this was a significant component in the choice to go forward with the treatment, it was also the reason why the surgery was carried out. For the purpose of providing the students with a more individualised educational experience, the purpose of this research was to identify areas in which the pedagogical practices of the course needed to be enhanced. The most important purpose of the research was to identify practical methods for the enhancement of processes. As part of the action research study, the researchers wanted to discover a number of different ways in which the instructional strategies used in the class may be improved, with the ultimate objective of locating these distinctive methods. It was the purpose of the research to look for other approaches to the educational methodologies that were being used.

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importance to explore the ways engagement of early childhood professional development their pedagogical practices, to the teaching of English. With methods, these programs aim to the tools they need in order to

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