

PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING: A TEACHERS' VIEW

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ABSTRACT: *This study investigates the different aspects that determine teacher professional development in teaching English language. It aims at explaining the concept of professional development, pin-pointing the necessity for teacher professional development in today's world, and exploring the field of teacher development in order to find out the best opportunities and activities. The study hypothesizes that teacher professional development leads to greater achievement in education. The data were collected through a questionnaire from teachers of English language in secondary schools. The results revealed that: Teachers have their own role to play in their professional development along with the role to be played with the government. In today's changing world, ongoing professional development is very crucial, teachers become highly confidential with their positive beliefs in what they are doing , for professional development both experience and reflective teaching are required, sharing experience and ideas between colleagues gives teachers a feeling of community and belonging . The study recommended that teacher professional development should be seen as a necessity in teacher's growth and student's achievements; and teachers should take part in the responsibility for their professional development.*

KEYWORDS: professional development, teaching English, teacher's growth.

INTRODUCTION

To meet the changing needs of learners in the modern world, teachers have to pursue professional development. They have to do this by assessing and reexamining their teaching beliefs and practices. They also need to take the responsibility for their professional development in their teaching. Teacher professional development is considered as an essential factor for teachers to function successfully. On the other hand, teacher professional development has to be viewed as an absolute necessity not only for professional reasons, but also for moral ones. Teachers have a moral obligation to be the best professionals they can. They do nurture learners' minds and expose them to skills and current techniques that will make them successful and thoughtful learners. The role that teachers have to play in their societies is crucial because teachers shape future generation and help create a better tomorrow for learners, themselves and all the society. As professional development is important for any career, it is equally important for all teachers. Teaching material, techniques and methods are constantly being updated and changed. This implies that teachers' education alone will not be enough to serve them throughout their career. Teacher professional development means life-long learning and growing as an educator because teachers' work is never complete. Fullan (1991) defines professional development as “ *The sum total of formal and*

informal learning experiences throughout one's career from pre-service teacher education to retirement"

Teachers always have something new to learn, something else to share with others or another strategy or resource to create. This is the true nature of the profession: disseminating, learning and reflecting. Teachers have to be given the time to learn frequently and in a supportive manner. This provides them with regular improvement and will be useful for them and their learners. It was found that an inspiring and informed teacher is the most important school-related factor influencing students' achievements. So it is critical to pay close attention to teachers training and developing as well as giving support to both new and experienced teacher. As a teacher of English for a long time, the researcher feel that it is very important to investigate the idea of teacher professional development. Teacher development constitutes the base for the process of English language teaching. Moreover, studies on professional development in the Arab world are scarce.

Statement of the Problem

Over the past two decades North Sudanese learners' achievement in English language has dropped drastically . Meanwhile, other Arabic-speaking countries have raced ahead in the field of foreign language teaching and learning. In other words, Sudan has experienced deep education deficits compared to other countries. It is known that the single most effective factor in learners' achievement is excellent teaching. Comparing between North Sudan and Arabic-speaking countries in English language education, it appears clearly that very little has so far been done to train, assess, and develop English language teaching in Sudan . Teachers are expected to develop without provision of continuous support , feedback and training. So, in order to rebuild North Sudan in the 21th century and provide every Sudanese with high-quality education, a revolution in education is needed. The revolution begins with the teacher. It is crucial now to work well with teachers and support them getting better and better. It is very crucial now to set the stage for a great change that is required .

Objectives

The objectives of this study are:

- 1- To explore the concept of professional development.
- 2- To identify teachers' view on professional development in today's world.
- 3- To explore the field of teacher development in order to find out the best opportunities and activities.

Questions of the Study

- 1- What is professional development in education?
- 2- Why do teachers need professional development?
- 3- How do teacher view professional development ?

Significance of the Study

The study will contribute to the field of English language teaching , teacher growth and development in North Sudan . This in turns will have positive impact on students' learning.

Limits

This study is conducted in North Sudan in the school year 2014. The subjects are secondary school teachers of English language.

LITERATURE REVIEW**Conceptual Framework**

Professional development is the skills, knowledge and ongoing learning opportunities undertaken to improve an individual's ability to do their job and grow as professionals. In the modern and ever changing work place professional development is key to career longevity. Professional development is about keeping one's skills and one's career fresh and on top of the game. Professional development is the skills and knowledge employees gain to optimize their personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. This development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed. Many different professionals engage in such learning opportunities, including teachers, lawyers, healthcare professionals, and engineers. These individuals often have a desire for career longevity and personal growth, and they are, therefore, willing to undergo the necessary training to obtain these goals.

In some professions development is an ongoing necessity and expected if one wants to maintain their jobs. For example doctors must stay abreast of new medical advancements, surgeons must learn new techniques, and teachers are also required to undergo further training. Professional development can be undertaken by individuals hoping to develop their skills in order to gain a promotion or a new job or can be requested by employers to give their employees further training to improve their job performance. The advantage of on the job professional development is the employee gets training specific to their current role and employers precise requirements. Also it is usually at no cost to the employee. For some specialized fields professional development is critical. In the United States, some states require teachers to participate in career development. For example, in the state of Arkansas, teachers are required to have 60 hours of these learning activities yearly. Additionally, an engineer may have to undergo career development to stay on top of new technology and practices.

The opportunities involved in career development can range from workshop attendance, to an entire semester of academic courses, to different services provided by various development providers. An individual can participate by taking the necessary classes on her own or taking advantage of the benefits offered by some corporate human resource departments. The main advantage of doing it on the job is the opportunity to learn and develop leadership abilities or specific task skills. Furthermore, individual training may cost the employee financially, which she may not be able to recover if the company does not have a reimbursement program.

There are numerous benefits to the employer as well as the employee. For example sending employees to industry conferences keep the abreast of new developments in the industry, for companies in quickly changing markets such as advertising or online technologies it would be very beneficial to advertising or online technologies companies to have employees who are on the

cutting edge. Professional Development can come in many different forms. Workshops, degrees, coursework, conferences, training sessions, online pod casts, discussion boards and classes, can all be forms of professional development. Different companies and industries prefer varying approaches to professional development, depending on the outcomes required. Some of these approaches are outlined below.

Case Study Method - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976) . The Case Study approach involves a group leader talking students through a case study and encouraging them to discuss options and come up with a solution. This approach helps with group communication, confidence in problems solving and group dynamics.

Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process. *The Consultation approach* is a similar approach to the *Case Study Approach*, in that it addresses problem solving but this approach focuses on uses specific processes to arrive at a solution. This approach is more structured and helps employees to learn to follow correct procedure in a timely fashion.

Coaching - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action. *The Coaching approach* works with the process of observation, reflection and then action. It looks to help employees in a range of areas through the art of watching and thinking before rushing to do.

The Communities of Practice approach groups employees together with common learning goals and teaches them to work together as a group to reach a common goal. This approach can be good for teaching teams about reaching organizational goals and networking. It improves professional practice by engaging in shared inquiry and learning with people who have a common goal.

Lesson Study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.

Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation. *The Mentoring approach* helps the individual to self assess their own abilities through reflection. Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The person in receipt of mentorship may be referred to as a *protégé* (male), a *protégée* (female), an apprentice or, in recent years, a mentee. "Mentoring" is a process that always involves communication and is relationship based, but its precise definition is elusive. One definition of the many that have been proposed, is "*Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)*". (Bozeman and Feeney 2007: 719).

Reflective Supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.

Technical Assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

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.

Previous Studies

The following areas (Vanessa Vega, 2003) detail the range of best practices found by researchers to be critical for ensuring teachers growth and success: 1. Effective Administrator and Teacher Leadership, 2. Job-Embedded Professional Development, and 3. Professional Learning Communities. Research shows that the following features of **effective leadership** can improve student achievement (Leithwood et al., 2004; Vescio, Ross, and Adams, 2008; The Wallace Foundation, 2012): 1. A vision of academic success for all students based on high expectations 2. A safe and cooperative climate for learning 3. Support and training to promote continual professional learning 4. Data to track and promote collaborative inquiry and practices that improve student learning 5. Cultivating leadership in staff, parents, and community partners. In job-embedded professional development, it has been found that: when teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). On the other hand, one-shot, "drive-by," or fragmented, "spray-and-pray" workshops lasting 14 hours or less show no statistically significant effect on student learning (Darling-Hammond, Wei, Andree, Richardson, and Orphanos, 2009). Above all, it is most important to stress that effective professional-development programs are **job-embedded** and provide teachers with five critical elements (Darling-Hammond et al., 2009): Collaborative learning: a. Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects, b. Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content, c. active learning: teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time, d. deeper knowledge of content and how to teach it: training teachers solely in new techniques and behaviors will not work, e. sustained learning, over multiple days and weeks: professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Research on professional development for teachers has shifted in the last decade from delivering and evaluating professional-development programs to focusing more on authentic teacher learning and the conditions that support it (**Webster-Wright, 2009**). **Professional learning communities** (PLCs) or networks (PLNs) are groups of teachers that share and critically interrogate their practices in an ongoing, reflective, collaborative, inclusive, learning-oriented, and growth-

promoting way to mutually enhance teacher and student learning (Stoll, Bolam, McMahon, Wallace, and Thomas, 2006). PLCs go a step beyond professional development by providing teachers with not just skills and knowledge to improve their teaching practices but also an ongoing community that values each teacher's experiences in their own classrooms and uses those experiences to guide teaching practices and improve student learning (Vescio et al., 2008). Research shows that when professional learning communities demonstrate four key characteristics, they can improve teaching practice and student achievement in reading, writing, math, science, and social studies subject tests (Vescio et al., 2008): Successful collaboration, focus on Student learning, continuous teacher learning, and teacher authority to make decisions regarding curriculum, the processes of their own learning, and aspects of school governance. Several practices of professional learning communities have received consistent support : Video-based reflections, lesson study, mentoring programs, and grade-level teams.

1. Video-based reflections: Using video to reflect upon teaching practice has been shown by several studies to improve teaching practice or student achievement (Allen, Pianta, Gregory, Mikami, and Lun, 2011; Brantlinger, Sherin, and Linsenmeier, 2011; Roth, Garnier, Chen, Lemmens, Schwille, and Wickler, 2011). In one case study, teachers met regularly to develop video clips of their best teaching practices for the National Board Certification application (Brantlinger et al., 2011). This resulted in the teachers engaging in intensive discussions about mathematical discourse while collaboratively and substantively examining each other's practices (Brantlinger et al., 2011). Similarly, in a case study of four middle school math teachers who participated in a yearlong series of ten video club meetings to reflect on their classrooms, teachers in the video club "came to use video not as a resource for evaluating each other's practices, but rather as a resource for trying to better understand the process of teaching and learning" in a supportive, nonthreatening setting (Sherin and Han, 2004). My Teaching Partner-Secondary (MTP-S) is a coaching system that provides a library of videos showing effective teaching, as well as personalized Web-based feedback videos of teaching practice using the research-based CLASS-S scoring system to define effective student-teacher interactions (Allen et al., 2011). In a randomized controlled experiment of 78 secondary school teachers and 2,237 students, MTP-S improved teacher-student interactions and increased students' performance on standardized tests by nine percentile points (Allen et al., 2011). Science Teachers Learning through Lesson Analysis (STeLLA) is a professional-development program for upper-elementary school science teachers in which teachers develop two lenses for analyzing teaching, the "Student Thinking Lens" and the "Science Content Storyline Lens," to analyze videos of teaching practice. In an experiment with 48 teachers and 1,490 upper-elementary students, STeLLA improved science teaching and science content knowledge among students and teachers (Roth et al., 2011).

2. Lesson study: Lesson study is a form of Japanese professional development that engages teachers in collaborative analysis of lessons. It has grown rapidly in the United States since 1999 (Lewis, Perry, and Murata, 2006). One purpose of lesson study is to continually improve the experiences that teachers provide for their students. Teachers come together to work on three main activities: (1) identifying a lesson study goal, (2) conducting a small number of study lessons that explore this goal, and (3) reflecting about the process (including producing written reports). In one California school district, lesson study began when an instructional improvement coordinator and a math coach sent an open letter inviting teachers to participate in lesson study during the 2000-01

school year. In the first year, 26 teachers responded, and six years later, the school was still continuing the program. Student achievement data at Highlands Elementary School suggest that lesson study is paying off for students (Lewis, Perry, Hurd, and O'Connell, 2006). Lesson study is used in the majority of elementary schools and middle schools in Japan but is rare in high schools (Yoshida, 2002). For materials to start a lesson study community, check out these resources by Makoto Yoshida, whose 1999 dissertation brought the practice to the attention of U.S. educators, and Catherine Lewis, who conducts academic research on lesson study.

3. Mentoring programs: A body of research indicates that mentoring programs can increase teacher retention, satisfaction, and student achievement (Ingersoll and Strong, 2011), as well as reduce feelings of isolation, particularly for early-career teachers (Beltman, Mansfield, and Price, 2011). For example, a quasi-experimental study by the Educational Testing Service found that teachers with a high level of engagement in a large-scale mentoring program (California Formative Assessment and Support System for Teachers) improved both teaching practices and student achievement, producing an effect size equivalent to half a year's growth (Thompson, Goe, Paek, and Ponte, 2004). Mentor relationships are most successful when the mentor is positive, pro-social, professional, and from the same teaching area (Beltman et al., 2011).

4. Grade-level teams: Grade-level teams focused on student learning have also been supported by research. In a quasi-experimental study in nine Title I schools, principals and teacher leaders used explicit protocols for leading grade-level learning teams, resulting in students outperforming their peers in six matched schools on standardized achievement tests (Gallimore, Ermeling, Saunders, and Goldenberg, 2009). These outcomes were more likely for teams led by a trained peer-facilitator, teaching similar content, in stable settings in which to engage in ongoing improvement, and using an inquiry-focused protocol (such as identifying student needs, formulating instructional plans, and using evidence to refine instruction) (Gallimore et al., 2009).

METHODOLOGY

This study adopts a positivist view of research. The methodology used is the descriptive research method. A questionnaire, in the form of a rating scale, is used for data collection. It consists of seventeen items. The questionnaire was judged by a committee of three for validity. A pilot trial was carried out to ensure reliability which was calculated via Pearson's coefficient, and it was 00.87. The subjects of the study were randomly selected using the lottery procedure to ensure that every one had a chance to be selected for the study. The total number of the sample was 40.

Data Analysis

Descriptive statistics is used for data analysis. Frequency distribution and percentages are used.

Table (4.1) Teachers need to take part of the responsibility for their professional development.

Scale	Frequency	Percentage
Strongly agree	25	62.50%
Agree	15	37.50%
Not sure	00	00.00%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Total	40	100.00%

The majority of the respondents chose “strongly agree”. Twenty five (62.50%) ensures the importance of the fact that teachers have to play their own roles in their professional development, but not to depend completely on the government. Fifteen respondents (37.50%) chose “agree” but none disagreed or strongly disagreed.

Table (4.2)

Ongoing professional development is essential in today's world.

Scale	Frequency	Percentage
Strongly agree	26	65.00%
Agree	13	32.50%
Not sure	01	02.50%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Total	40	100.00%

The majority of the respondents (65.00%) selected “strongly agree” that is “in today’s changing world ongoing professional development is very crucial and fundamental”. About thirteen respondents (32.50%) chose “agree” and only one (02.50%) was “not sure”.

Table (4.3)

Teachers' belief in themselves and in what they are doing make them confident.

Scale	Frequency	Percentage
Strongly agree	23	57.50%
Agree	16	40.00%
Not sure	00	00.00%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Missing	00	00.00%
Total	40	100.00%

The majority (57.50%) of the respondents chose "strongly agree" on item (3). While 40% chose "agree" Only chose disagree (02.50%). This illustrates that teachers become confident with their beliefs in themselves and in what they are doing.

Table (4.4)

Teachers' attitudes towards their profession development have to be positive.

Scale	Frequency	Percentage
Strongly agree	21	52.50%
Agree	17	42.50%
Not sure	01	02.50%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Missing	00	00.00%
Total	40	100.00%

twenty-one(52.50%) respondents chose "strongly agree" .(42.50%) selected "agree". Only one was "not sure" and also only one "disagreed". Thus, positive attitudes influence the way teachers act and behave and this is transmitted to their students and determine to a large extent the atmosphere and conditions they create for their classrooms.

Table (4.5)

Teachers need to be given a chance and time to develop.

Scale	Frequency	Percentage
Strongly agree	23	57.50%
Agree	15	37.50%
Not sure	01	02.50%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Missing	00	00.00%
Total	40	100.00%

The above table (4-5) shows that teachers have to be given both chance and time in order to develop. The majority of the respondents answered “strongly agree” (57.50%) and fifteen said “agree” (37.50%). One said he was “not sure” (02.50%) and one “disagreed” (02.50%). It is clear that teachers can’t develop without change and time.

Table (4.6)

Teachers have to be open for self-reflection and critique from others

Scale	Frequency	Percentage
Strongly agree	16	40.00%
Agree	22	55.00%
Not sure	02	05.00%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Total	40	100.00%

Sixteen (40.00%) strongly agreed with the idea that teachers have to be open for self-reflection and critique from others, where twenty-two (55.00%) “agreed, and only two participants (05.00%) were “not sure” . So this shows that for professional growth experience and self-reflection are required. This also implies that the ideas of critique and reflection are related to each other. Being aware of such concepts helps teachers improve.

Table (4.7)

Sharing experience and ideas with colleagues gives a teacher a sense of belonging.

Scale	Frequency	Percentage
Strongly agree	21	52.50%
Agree	18	45.00%
Not sure	00	00.00%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Total	40	100.00%

Twenty-one (52.50%) chose “strongly agree” and also about half of the respondents(45.00%) “agreed” with the notion that “sharing experience and ideas with colleagues gives a teacher a sense of belonging” but only one chose “disagree” . This means that teachers are not working in isolation but they are working together because they face similar challenges due to the nature of school environment. Also, some teachers especially those who are new to the field highly need to work in collaboration with experts and experienced, so they can’t be overwhelmed by the demands of teaching.

Table (4.8)

Reading periodicals in ELT keeps a teacher up-to-date.

Scale	Frequency	Percentage
Strongly agree	20	50.00%
Agree	20	50.00%
Not sure	00	00.00%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Missing	00	00.00%
Total	40	100.00%

Table (4-8) shows the dichotomy of the subjects about the idea that "reading ELT journals", makes a teacher up-to-date. "About half" of the respondents answered "strongly agree" and the other half (50.00%) "agreed"

Table (4.9)

Practicing reflective teaching is a fundamental part of continuity of development.

Scale	Frequency	Percentage
Strongly agree	12	30.00%
Agree	20	50.00%
Not sure	03	07.50%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Total	40	100.00%

Twelve (30.00%) subjects said "strongly agree" with the notion that practicing reflective teaching is a fundamental part of continuity of development but, "half" answered with "agree" (50.00%). Three of the respondents were "not sure" (07.50%). Five (12.5) did not provide answers to this item. It is true to say that practicing reflective teaching is considered as a fundamental part for the continuity of development.

Table (4.10)

Using new ideas and techniques is motivating and encouraging.

Scale	Frequency	Percentage
Strongly agree	25	62.50%
Agree	12	30.00%
Not sure	00	00.00%
Disagree	02	05.00%
Strongly disagree	00	00.00%
Missing	01	00.250%
Total	40	100.00%

The majority (62.50%) answered “strongly agree” that the item “using new ideas and techniques can be motivating and encouraging”. Twelve subjects (30.00%) agreed, while two (05.00%) “disagreed” whereas one was missing (02.50%). The world is constantly changing and using the new ideas and techniques is inevitable. This shows that using and adapting new ideas can be motivating and encouraging.

Table (4.11)

Teachers have to learn continuously and be life-long learners.

Scale	Frequency	Percentage
Strongly agree	20	50.00%
Agree	16	40.00%
Not sure	03	07.50%
Disagree	01	02.50%
Strongly disagree	00	00.00%
	40	100.00%

Half of the respondents answered “strongly agree” (50.00%) to the item teachers have to learn continuously and be life-long learners. 16 (40.00%) answered “agree”. Three (07.50%) were “not sure” and only one (02.50%) chose “disagree.” Accordingly, learning continuously makes teachers life-long learners so they are always up-to-date.

Table (4.13)

Equipping schools with the products of new technology is of great help in teacher development.

Scale	Frequency	Percentage
Strongly agree	21	52.50%
Agree	13	32.50%
Not sure	02	05.00%
Disagree	03	07.50%
Strongly disagree	00	00.00%
Missing	01	02.50%
Total	40	100.00%

This distribution shows varying responses. Twenty-one subjects chose “strongly agree” (52.50%), while 13 (32.50%) “agreed” with the item “equipping schools with the products of new technology is of great help in teacher development”. Two were “not sure” (05.00%). Three subjects (07.50%) “disagreed”. One respondent was missing. Their answers indicate that the schools must

be equipped with the products of the new technology so as to encourage the teachers to stay current and up-to-date with the world.

Table (4.14)

Teachers need a competitive salary and excellent career promotion.

Scale	Frequency	Percentage
Strongly agree	27	67.50%
Agree	09	22.50%
Not sure	03	07.50%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Total	40	100.00%

Twenty-seven (67.50%) respondents chose “strongly agree” regarding “teachers need a competitive salary and excellent career progression”. About nine (22.50%) agreed, while three (07.50%) were “not sure”. Only one (2.50%) “disagreed.” Low salaries lead to frustration and disappointment among teachers and thus they neglect seeking opportunities to develop professionally. This illustrates that teachers can become highly motivated and encouraged with good salaries and career promotion.

Table (4-15)

Attending workshops and conferences is a key factor in teacher professional development.

Scale	Frequency	Percentage
Strongly agree	22	55.00%
Agree	14	35.00%
Not sure	02	05.00%
Disagree	01	02.50%
Strongly disagree	00	00.00%
Missing	01	02.50%
Total	40	100.00%

Twenty-two (55.00%) subjects answered “strongly agree” and Fourteen (35.00%) answered “agree”. Two of the subjects (05.00%) were “not sure”. Only one (02.50%) chose “disagree” and the remaining one did not answer this item .

Table (4.16)

Professionally developed teachers can highly enhance students' motivation.

Scale	Frequency	Percentage
Strongly agree	17	42.50%
Agree	23	57.50%
Not sure	00	00.00%
Disagree	00	00.00%
Strongly disagree	00	00.00%
Missing	00	00.00%
Total	40	100.00%

Seventeen respondents (42.50%) answered “strongly agree” and twenty-three (57.50%) “agreed” about the item “professionally developed teachers highly enhance students' motivation”. The respondents’ stress that students’ motivation can be highly enhanced with the professionally developed teacher.

Table (4.17)

Teachers have to assess their performance in an accurate and objective way.

Scale	Frequency	Percentage
Strongly agree	19	47.50%
Agree	19	47.50%
Not sure	00	00.00%
Disagree	02	05.00%
Strongly disagree	00	00.00%
Total	40	100.00%

Nineteen subjects (47.50%) chose both the answers “strongly agree” and “agree” about “Teachers have to assess their performance in an accurate and objective way”. Only two respondents (05.00%) “disagreed” .

CONCLUSION

In the field of language education in North Sudan the teacher needs to be up-to-date with regards to innovative research on how student best learn. Teachers need to gain knowledge and access to new curriculum resources and technology tools for the classroom. This is especially important in the contemporary world of education.

To be a professionally developed teacher implies that a teacher is inspired and motivated to continue improving his/her teaching. It is also important for a teacher to think always about how he teaches.

The study has the following findings:

- 1- Teachers have their own role to play in their professional development along with the role to be played by the government. So, both teachers themselves and the government have complementary parts to be carried out in teacher professional development .
- 2- Being a professionally developed teacher means that a teacher is aware of how to motivate his or her students because motivation plays a great role in teaching and learning .
- 3- Teachers need to be up-to-date and this can be achieved via various ways.
- 4- Sharing experiences and ideas gives teachers a feeling of community and belonging. Having such feeling means that teachers are not working in isolation but they are working together because they face similar challenges due to the nature of school environment. Also some teachers especially those who are new to the field need to work in collaboration with experts and experience teachers so that they should not be overwhelmed by the demands of teaching .
- 5- In today’s changing world, ongoing professional development is very crucial and fundamental.
- 6- Teachers must have positive attitudes towards their profession, because positive attitudes influence the way teachers act and behave and so these are transmitted to their students and determine the condition they create in classes .
- 7- For professional development both experience and reflective teaching are required.
- 8- Teachers have always to assess their performance in objectively so as to seek professional development.
- 9- Adopting and using new ideas, techniques and resources can be motivating and encouraging. The world is constantly changing and using these new ideas and techniques is urged and inevitable.
- 10- Teachers can be burnt out and left behind if they are not given regular feedback and supervision .
- 11- Teachers do become highly motivated and encouraged with good salaries and career progression. Low payment leads to frustration and disappointment among teachers and thus they neglect seeking opportunities to develop professionally .
- 12- Teachers have to seek opportunities in their development such as participating in workshops and conferences. Through such opportunities teachers grow.
- 13- Schools must be equipped with the products of new technology so that teachers develop..
- 14- Teachers live in a world of changing technology therefore, they need to stay current and up-to-date

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