

CHAPTER II

LITERATURE REVIEW

This chapter discusses the followings: (1) efl teacher; (2) teachers' professional; (3) professional development; (4) teachers' professional development; (5) the importance of teachers' professional development; (6) teachers' professional development obstacles; (7) previous related studies.

2.1 EFL Teacher

The role of the teacher is very important to make teaching and learning process run well so that the students can learn English well. Dubin and Olsbtain (1987) note that in a natural setting, teachers usually are native speakers or near-native speakers of the language and can cope with various decision- making steps that deal with language use. Futhermore, Day and Sammons (2014) note that a person who holds the key to success of the students in learning something such as science, language, or others is a teacher. Mann (2005) adds that the English language teacher needs to be aware of the teaching methods and techniques needed for successful teaching and a good teacher is also supposed to be very competent in English. Thus, it could be concluded that the teacher is very influential in the teaching and learning process.

2.2 Teachers' Professional

To be a good English teacher, it is needed to be professional. In accordance with Whitty (2000), teaching profession should have a professional mandate to act on behalf of the state in the best interest of its students. Additionally, teacher used to struggle with the distinction between professionalism and professionalism.

Professionalism refers to strategies and rhetorics employed by members of an occupation in seeking to improve status, salary, and conditions. Professionalism also related to the improvement in the quality of service rather than the enhancement of status (Hoyle, 2001). Additionally, Phelps (2006) states that professionalism is measured by the best and the highest standards. When teachers use excellence as a critical criterion for judging their actions and attitudes, their professionalism is enhanced. Three primary indicators constitute the meaning of professionalism: responsibility, respect, and risk taking. When teachers are committed to these three values, their behaviors will reveal greater professionalism.

Next, another important discussion related to teacher professionalism is professionalism. Professionalism is a term introduced by Hoyle (1975), who identifies two distinct aspects of teachers' professional lives: professionalism and professionalism. Hoyle (1975) explained the distinction as being between status-related elements of teachers' work, which he categorised as professionalism, and those elements of the job that constitute the knowledge, skills and procedures that teachers use in their work, and which he categorised as professionalism. In addition Evans (2002) states that professionalism as: *an ideologically-, attitudinally-, intellectually-, and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice*. To sum up, English teachers need to have professionalism and professionalism in teaching.

2.3 Professional Development

Professional development is the way to elevate someone's ability in his work.

According to Gabriel and Maggioli (2004), professional development is collaborative and aimed at ensuring the teachers adequately address the needs of students. Meanwhile Mcleod (2014) assumes that professional development is defined as 'learning activities that are primarily aimed at promoting specific job- relevant skills and knowledge'. Rhoton and Bowers (2001) claim that professional development is a concerted effort to help teacher understand and change teacher practices and beliefs as they improve the learning experiences they provide for students within their school and district. Furthermore Rhoten and bowers (2001) add if the professional development can also serve a broader purpose: to help teachers develop leadership and change agent skills. It prepares teachers to take a more informed and focused leadership role in fostering the implementation or improvement of the instructional program. In brief, the nature of professional development programs in which teachers participate will, to a large extent, determine the changes in students' learning experiences.

Furthermore, professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement (Mizell 2010, p. 5). Professional development also provides occasions for teachers to genuinely address change and renewal and reach beyond the "make and take" and "idea swap" sessions to more global, theoretical conversations that focus on teachers' understanding of content, pedagogy, and learner (Rhoton and Bowers, 2001). To sum up, teachers need to be professional.

2.4 Teachers' Professional Development

Teachers professional development has a role not only to improve students

achievement but also for other efforts. According to Rosemary, Roskos, and Landreth (2007) teachers' professional development is not only about observing the outcomes of effective teaching, but also about the many efforts, and the cumulative effect of them, in achieving larger school and district goals. Furthermore, Avalos (2010) states that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. In conclusion, teachers professional development give positive effect in teaching and learning process.

Teachers professional development is the most effective ways to fulfill students needs. Department of Education (USD OE in 2002) indicates that effective teacher professional development is more than just coursework designed to fulfill a state or district requirement. It is a set of activities grounded in scientifically based research and producing a measurable effect on student academic achievement. Professional development is most effective when it is part of a system-wide plan to improve and integrate teacher quality at all stages: preparation, induction, support, and ongoing development (as cited in Olla, 2012). Professional development refers to those intentional, systematic, and ongoing processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might improve the learning of students (Guskey, 2000). In brief, professional development might give improvement for the quality of teaching of the teacher.

2.5 The Importance of Teachers' Professional Development

Teachers' professional development programs have positive effects on learning outcomes. According to Jiang (2017) professional development for English teacher is the efforts made by teacher in the pursuit of better teaching effects and being better teacher. Mizell (2010) adds that effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Richard and Farrel state that professional development is a dynamic learning process. English teachers reflectively analyze their classroom teaching, and share their reflection on teaching belief, teaching value and teaching principles, then make themselves participate in professional development eventually (as cited in Jiang, 2017, p. 18). It can conclude that professional development for English teachers is the efforts made by teachers in the pursuit of better teaching effects and being better teachers.

Professional development would impact for the development of the teacher. Gabriel and Maggioli (2004) claim that professional development is collaborative and aimed at ensuring the teachers adequately address the needs of students. Gabriel and Maggioli also add effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs. It should follow the principles that guide the learning practices of experienced adults, in teaching communities that foster cooperation and shared expertise.

Professional development provides opportunities for teacher to improve their skill and knowledge. Rhoton and Bowers (2001) assume that planning for effective

professional development means planning for the extension, institutionalization, evaluation, reflection, and continuing improvement of teaching and of the professional development itself. One goal of any professional development must be that participants learn how to sustain and continue their own learning. Mizell (2010) adds that professional development provides ongoing opportunities for educators to continue to improve their knowledge and skills so they can help students achievement. When educators learn, students learn more. Anyone concerned about their students' futures will want to support a cycle of continuous professional growth for educators. In conclusion, professional development is also the only way educators can learn so they can improve their performance and improve student achievement.

2.6 Teachers' Professional Development Obstacles

EFL teachers have a wide variety of professional development choices, however each choice has its obstacles that prevent effective professional development. Richards and Farrell (2005) state that teachers have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense, and it is the school and the classroom that provide a major source for further professional development.

Richard and Farrel (2005) also adds that there are some obstacles affecting teachers professional development: *The structure of professional development and*

teachers' time: Teachers may hesitate to commit time to professional development that extends beyond the regular school day and year. *The content of professional development:* Professional development that focuses on subject matter content and classroom practices can meet with resistance. Even in supportive environments, some individuals may be uncomfortable sharing their understandings and beliefs with colleagues and supervisors. *School factors:* It is challenging and time-consuming to design and implement professional development that incorporates multiple characteristics of high quality. *District Factors:* "Teachers often perceive that district reforms are fragmented and uncoordinated, and this likely...impedes voluntary participation in professional development...". and the last is *Costs:* High quality professional development is expensive, perhaps more than twice the amount that districts typically spend per teacher.

Besides, Ahmed (2003) states that English teachers professional development faces several obstacles such as the number and the quality of in-service training courses, lack of specialized periodicals and books, heavy teaching load, lack of confidence, working in isolation, and uncooperative colleagues.

2.7 Previous Related Studies

In this study there are three previous related study about teachers professional development.

The first study was written by Ahmed (2003) which investigate professional development obstacles facing primary English language teachers in Northern Gaza. The purpose of this study was to discussed the professional difficulties facing teachers of english with surface reference to professional development. The design of this research was used mix method technique. The result of this study was most participant agreed that the sudden and rare visits of supervision are the greatest

institutional professional development obstacles, participant agreed that money and financial issues are the main self-directed professional development obstacles, and majority believed the unbearable heavy teaching load, lack of time, overcrowded classes, and absence of promotion are the most important professional development obstacles from the nature of the work. The differences the study with this research is qualitative and in his research is mix method. And the similarity of this study is to find the obstacles.

Second study was from Hişmanoğlu (2010). He investigated English language teachers perceptions of educational supervision as a professional development tool. The study was a small case study carried out in the Turkish Republic of Northern Cyprus. Forty two nonnative speakers of English and eight native speakers of English were the participants. The data collection tools were a pre-questionnaire, a post-questionnaire, and interviews. The study concluded that English language teachers seem to show a very positive attitude towards professional development whereby they are able to build on previous activities by learning new trends in the field, discuss classroom experiences with other teachers, reflect upon their own teaching, and become aware of other opportunities encouraging their ongoing professional development, which is the actual case in the recent educational literature that accepts the significance of effective and continuous professional development. The similarity with this study is to examine about teacher professional development. The differences with this research is the level of the sample. In his study the sample was nonnative speakers of English and native speakers of English in Turkish, then in this research the sample is the primary teachers who arenonnative speaker.

Last, Abdel Halim (2008) conducted a research to determine the effect of using a training program based on three professional development strategies: action

learning, peer coaching and study groups, on improving teaching performance of EFL student teachers as pre-service training at the Faculty of Education, Helwan University. The researcher used an observation checklist to determine the weak teaching performances that need to be improved. In addition, four other tools were used: scoring rubric, achievement test, a portfolio assessment checklist for continual evaluation and program satisfaction questionnaire. The sample consisted of twenty four EFL student teachers as one group. The results showed there were differences between the mean scores of the EFL student teachers in favor of the posttest mean scores. The program proved effectiveness on improving of teaching performance. This study also proved that the teacher needs the training to be professional teacher. The similarity with this study to examine about teachers professional development. The differences with this research is the instrument. In his study, he used observation checklist and test, then in my research the instrument will be through interview and observation.