

FACTORS AFFECTING THE PROFESSIONAL DEVELOPMENT OF PRIMARY LEVEL TEACHERS (ENGLISH LANGUAGE TEACHING)*

Zaw Myo Naing¹, Htay Khin², Thet Naing Oo³

Abstract

The main aim of this research is to explore the professional development factors for primary level English language teachers. The specific aims are 1) to explore the factors affecting the professional development of primary level English language teachers 2) to explore the teaching competencies for primary level English language teachers 3) to study the extent of professional development practices of primary level English language teachers 4) to study the extent of English language teaching practices of primary level English language teachers 5) to study the variations of English language teaching practices according to the teachers' personal factors 6) to study the variations of professional development practices according to the school related factors 7) to develop a professional development model for primary level English language teachers. Explanatory sequential mixed methods design was used in this study. The total number of participants included in this study was 511. Exploratory factor analysis was used to identify the professional development factors and teaching competencies for primary level English language teachers. Interviews and classroom observations were also conducted to observe the teachers' practices on professional development factors and English Language Teaching at the primary level. The identified professional development factors were English Language Teaching (ELT) workshops and meetings, collective teaching practices, principal's leadership support, self-directed professional development and analysing critical incidents. Also, the observed teaching competencies were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. With the aim of improving English Language Teaching at the primary level, the proposed professional development model with the inclusion of the five validated professional development factors and the five validated teaching competencies was revealed.

Keywords: Professional Development, English Language Teaching

Introduction

English has become a widespread international language since early 1980s because of its worldwide multifunctional importance (House, 2003). English is the formal means of communication in several different parts of the world from the North America to East Asia, and it is the language of modern technology and internet. Consequently, companies and publishing houses have been working hard to enrich the field of English language teaching through printing and producing aids to facilitate learning. Different types of dictionaries have been published, and all latest technologies have been dedicated to help learners master the language with the minimum effort and within the shortest time. Smart board, for instance, has made teaching much easier, and language labs help students master listening and speaking. However, it has also been proved that all learning resources can never be effective unless directed by a reliable English language teacher as a main input component in the learning process (Korthagen, 2004). Due to

¹ Dr, Assistant Lecturer, Department of Educational Theory, Yangon University of Education

² Dr, Retired Professor and Head of Department, Department of Educational Theory, Yangon University of Education

³ Dr, Lecturer, Department of Educational Theory, Yangon University of Education

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the fact that teaching English is a multi-dimensional process, it is required intensive, continuous care from all affecting factors. Therefore, this study will focus on exploring about the professional development factors; the actions or activities teachers do or receive for improving their English Language Teaching at the primary level. In this research, the investigation into the teaching competencies for primary level English language teachers will also be highlighted with the aim of improving effective English Language Teaching at the primary level.

Research Objectives

1. To explore the factors affecting the professional development of primary level English language teachers
2. To explore the teaching competencies for primary level English language teachers
3. To study the extent of professional development practices of primary level English language teachers
4. To study the extent of English language teaching practices of primary level English language teachers
5. To study the variations of English language teaching practices according to the teachers' personal factors
6. To study the variations of professional development practices according to the school related factors
7. To develop a professional development model for primary level English language teachers

Research Questions

This study aimed to address the following specific questions.

1. What are the factors affecting the professional development of primary level English language teachers?
2. What are the teaching competencies for primary level English language teachers?
3. What is the extent of teachers' practices on professional development factors?
4. What is the extent of teachers' practices on primary level English language teaching?
5. What are the variations of English language teaching practices according to the teachers' personal factors?
6. What are the variations of professional development practices according to the school related factors?
7. What is the professional development model for primary level English language teachers?

Theoretical Framework

Theoretical framework in this research includes two main components: *professional development for primary level English language teachers* (Evans, 2014; Harzallah, 2011; Richards & Farrell, 2005) and *English Language Teaching Practices at the primary level* (Paul, 2010; Spratt, Aulverness, & Williams, 2005; Stern, 2004).

Professional development is defined as a process, spanning an individual career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and new responsibilities are accepted (Karasi & Jevalaxmy, 2005). Professional development factors have been defined as the activities teachers do or receive

for the sake of their improvement in teaching (Harzallah, 2011). Professional development factors also refer to the actions or activities which are supportive for enhancing teachers' professional knowledge and teaching skills to improve students' learning (Guskey, 2000; Harzallah, 2011). Richards and Farrell (2005) recommended a number of professional development factors for primary level English language teachers. These factors are workshops, teacher support groups, mentoring, peer coaching, self-directed professional development and analyzing critical incidents (Harzallah 2011; Richards & Farrell, 2011). Additionally, it is claimed that school principal's support is critical in creating professional development opportunities for teachers (Evans, 2014).

The component of English Language Teaching comprises of six areas such as theories of language teaching, knowledge about students, knowledge of content, creating effective learning environment, instructional delivery and assessment of student learning (Paul, 2010; Spratt et al., 2005; Stern, 2004).

Definitions of Key Terms

- a. **Professional Development** is defined as a process, spanning an individual career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and new responsibilities are accepted.
- b. **Professional development factors refer** to the actions or activities teachers do or receive for improving their English Language Teaching at the primary level.

Research Method

Mixed methods research was used in this study. Among the various types of mixed methods designs, this study used explanatory sequential mixed methods design which includes a two-phase project whereby the researcher firstly collected the quantitative data by the use of proportional stratified sampling method. This is followed by quantitative data analysis, and then planning for the next step of qualitative data collection. In conducting the explanatory design, the researcher purposefully selected the participants for the qualitative data collection, based on the quantitative results of the study. In this study, the researcher collected survey data and analysed them. Then, qualitative interviews and observations were conducted to help explain the survey responses.

Population and Sampling

Proportional stratified sampling method was used in this study. The participants included in this study were Primary Teachers and Junior Teachers who are teaching English at the primary level at the public schools in Yangon Region. The total number of participants was 511 from the 15 selected townships in Yangon Region.

Instrumentation

Questionnaire survey and interview questions were used in this study. The set of questionnaires for the primary level teachers of English was developed after the thorough review of the literature. There were 62 items which are critical for exploring the professional development factors for primary level English language teachers. The questionnaire was structured with two main portions: teachers' perceptions on the degree of importance and the extent of practices rated by teachers with regard to the professional development factors and English Language Teaching practices for primary level English language teachers. Interview questions were developed after a thorough review of related literature.

Procedure

The permission to collect the required data at the selected schools was granted by the Department of Basic Education, Yangon Region in August 2018. The modified questionnaires were distributed to the selected schools in the second week of August 2018. The researcher, therefore, followed the procedure granted by the research steering committee of Yangon University of Education.

In administering the questionnaires, there are varieties of ways to deliver the instruments to the participants. However, the researcher directly went to the participants' schools to give them the questionnaires. Although it was a time-consuming process, this was to make sure that the participant-teachers received the survey questions. The participants were given for two weeks to complete the questionnaires. Then, the completed questionnaires were collected. After obtaining the answered survey questions, the researcher started the process of data analysis by using SPSS version 22. In addition to quantitative data collection, interviews and classroom observations were conducted in November 2018.

Analysis of the Data

The collected data were systematically analysed by using Statistical Package for the Social Science software version 22 as it is widely used in analysing quantitative data analysis. Likert scaling was used for analysing the items. In identifying the professional development factors and teaching competencies for primary level English language teachers, principal component analysis (PCA) was used. To reveal the professional development practices and English Language Teaching practices of primary level English language teachers, the extent of practices was demonstrated by the indication of the associated mean values. For eliciting the significant differences of data according to the participants' teaching grade level, position, and types of schools where they worked, the independent samples *t* Test and One Way of Analysis of Variance (ANOVA) were employed. In analysing the data from interviews, the researcher transcribed the interview data and the interviewees were shown to make sure the written answers were what they said. Some of the misleading interpreted words were re-written and re-worded. Also, the findings of classroom observations were also thoroughly interpreted to show what the real findings of those teachers' teaching were.

Findings

Identifying the Factors Affecting the Professional Development of Primary Level English Language Teachers

The principal component matrix analysis revealed the presence of five factors with eigenvalues exceeding 1, explaining 47.1%, 8.8%, 7.4%, 4.8% and 3.8% of the variance respectively (Table 1).

Table 1 Rotation Sums of Squared Loadings for Professional Development Factors

| Rotation Sums of Squared Loadings | | |
|-----------------------------------|-------------|---------------|
| Factors | Eigenvalues | % of variance |
| Factor (1) | 13.19 | 47.1 |
| Factor (2) | 2.46 | 8.8 |
| Factor (3) | 2.07 | 7.4 |
| Factor (4) | 1.35 | 4.8 |
| Factor (5) | 1.06 | 3.8 |

Table 2 Factor Loadings and Communalities for Factors Affecting the Professional Development of Primary Level English Language Teachers (N=511)

| Variables | Component | | | | | Communalities |
|--|-----------|------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Discussing teachers' opinions at the workshops | .77 | | | | | .69 |
| Asking ELT related questions at the workshops | .76 | | | | | .71 |
| Participating in teacher support group | .73 | | | | | .69 |
| Participating in the professional development meetings organised by subject leader | .72 | | | | | .67 |
| Applying workshop experience in teaching | .71 | | | | | .66 |
| Attending workshops to improve teachers' ELT and ELP | .70 | | | | | .60 |
| Discussing curriculum implementation at the professional development meetings | .63 | | | | | .67 |
| Keeping professional development meeting minutes for future use | .59 | | | | | .65 |
| Having critiques on teachers' teaching | | .85 | | | | .85 |
| Observing each other's teaching | | .81 | | | | .76 |
| Cooperating with other teachers in creating new teaching methods | | .81 | | | | .83 |
| Collaborating in solving teaching problems | | .77 | | | | .77 |
| Discussing the applicability of mentors' advice | | .66 | | | | .63 |
| Giving advice to improve teachers' teaching | | .66 | | | | .65 |
| Using internet to improve teachers' ELT and ELP | | | .85 | | | .84 |
| Using ICT materials to improve teachers' ELT and ELP | | | .83 | | | .80 |
| Watching ELT supportive programme on TV | | | .80 | | | .79 |
| Building a rapport with mentors | | | .77 | | | .74 |
| Reading books and articles on ELT and ELP | | | .57 | | | .65 |
| School principal's support in developing instructional materials | | | | .79 | | .81 |
| School principal's support for attending ELT and ELP courses | | | | .79 | | .73 |
| School principal's support in organising professional development meetings | | | | .78 | | .79 |
| School principal's support for attending professional development workshops | | | | .65 | | .69 |
| School principal's support to access ICT materials | | | | .63 | | .62 |
| Re-examining about the root causes of critical incidents | | | | | .71 | .76 |
| Reflecting on the means of solving unexpected problems faced in teaching | | | | | .69 | .73 |
| Analysing critical incidents experienced in teaching | | | | | .61 | .66 |
| Researching the best ways to solve unexpected problems faced in teaching | | | | | .58 | .71 |
| Eigenvalues | 13.19 | 2.46 | 2.07 | 1.35 | 1.06 | |
| % of variance | 47.1 | 8.8 | 7.4 | 4.8 | 3.8 | |

Note: Loading <.3 are suppressed

Extraction method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

In order to identify the names of factors which resulted from the factor analysis statistics, the researcher had discussed with the well experienced teacher educators from the Department of Educational Theory, Yangon University of Education. Some of the factors had to be renamed and reworded so that the name of the factors can best represent the associated items in each professional development factor. Having discussed with experts, the researcher gained valuable advice and gave the names for the professional development factors. The five validated factors affecting the professional development of primary level English Language Teachers were as follows:

1. ELT workshops and meetings
2. Collective teaching practices
3. Self-directed professional development
4. Principal's leadership support
5. Analysing critical incidents

Identifying the Teaching Competencies for Primary Level English Language Teachers

The principal component matrix analysis revealed the presence of five factors with eigenvalues exceeding 1, explaining 54.3%, 7.9%, 5.1 %, 4.1% and 3.2% of the variance (See Table 2). Furthermore, the obtained factors were further inspected with a scree plot test.

Table 3 Rotation Sums of Squared Loadings for Teaching Competencies

| Rotation Sums of Squared Loadings | | |
|-----------------------------------|-------------|---------------|
| Competency | Eigenvalues | % of variance |
| Competency (1) | 18.46 | 54.3 |
| Competency (2) | 2.69 | 7.9 |
| Competency (3) | 1.74 | 5.1 |
| Competency (4) | 1.42 | 4.1 |
| Competency (5) | 1.09 | 3.2 |

Table 4 Factor Loadings and Communalities for Teaching Competencies of Primary Level English Language Teachers (N=511)

| Variables | Component | | | | | Communalities |
|--|-----------|---|---|---|---|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Using classroom language | .75 | | | | | .81 |
| Being proficient in four language skills | .75 | | | | | .80 |
| Knowing grammar rules | .73 | | | | | .81 |
| Reading with intonation | .71 | | | | | .76 |
| Pronouncing the words with facial expression | .70 | | | | | .74 |
| Using language chunks | .70 | | | | | .74 |
| Playing language games | .68 | | | | | .70 |
| Enabling children to ask things around them in English | .67 | | | | | .80 |
| Supporting children to learn language by imitation | .59 | | | | | .71 |
| Using the functions of language | .51 | | | | | .60 |

| Variables | Component | | | | | Communalities |
|--|-----------|------|------|------|------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Knowing the stages of children's language development | | .78 | | | | .77 |
| Practising children to learn language from peers and adults | | .77 | | | | .72 |
| Praising children in language teaching | | .75 | | | | .76 |
| Practising children to learn language through social interaction | | .75 | | | | .74 |
| Being aware of children are naturally able to learn language | | .74 | | | | .63 |
| Knowing about children's language acquisition are under five systems of language | | .73 | | | | .74 |
| Giving opportunities for children to think | | .73 | | | | .76 |
| Teaching songs and rhymes | | .71 | | | | .74 |
| Using pictures in language teaching | | .56 | | | | .71 |
| Making a balance between discipline and freedom | | | .81 | | | .85 |
| Practising children to get accustomed to classroom setting | | | .77 | | | .81 |
| Creating the classroom to be supportive in building children's self confidence | | | .76 | | | .79 |
| Having pictures, posters, English cartoons and story books in the classroom | | | .74 | | | .81 |
| Arranging the seats for effective teaching and learning | | | .68 | | | .73 |
| Teaching through role play | | | | .81 | | .76 |
| Making a sound of an animal to ask what it is | | | | .79 | | .72 |
| Teaching writing skills to provoke children's thoughts | | | | .70 | | .69 |
| Showing a half of an animal's picture to ask what it is | | | | .68 | | .72 |
| Integrating grammar rules in children's daily activities | | | | .60 | | .74 |
| Teaching to value others' culture | | | | .56 | | .74 |
| Having students' records to know their improvement in four language skills | | | | | .77 | .81 |
| Keeping students' records to notice grammar progress | | | | | .76 | .80 |
| Making children answer questions of international tests | | | | | .61 | .70 |
| Assessing children's improvement in language learning by teacher's opinion | | | | | .60 | .69 |
| Eigenvalues | 18.46 | 2.69 | 1.74 | 1.42 | 1.09 | |
| % of variance | 54.3 | 7.9 | 5.1 | 4.1 | 3.2 | |

Note: Loading <.3 are suppressed

Extraction method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization

In identifying the name of each teaching competency, the researcher had discussion with the well experienced teacher educators from the Department of Educational Theory, Yangon University of Education. Very useful advice was gained from the experts for giving the best names of teaching competencies that can also represent the associated items in each teaching competency. Eventually, the validated teaching competencies for primary level English Language Teachers were as follow:

1. Knowledge of content
2. Knowledge about students
3. Creating effective learning environment
4. Instructional delivery and
5. Assessment of student learning.

Table 5 Mean Values and Standard Deviations for the Practices on Factors Affecting the Professional Development of Primary Level English Language Teachers

(N=511)

| Professional Development Factors | Mean | SD | Remark |
|--|------|-----|-----------------------------|
| ELT workshops and Meetings | 3.39 | .45 | practise to some extent |
| Collective Teaching Practices | 3.63 | .48 | practise to moderate extent |
| Self-directed Professional Development | 3.34 | .52 | practise to some extent |
| Principal's Leadership Support | 3.26 | .52 | practise to some extent |
| Analysig Critical Incidents | 3.66 | .49 | practise to moderate extent |

1.00-1.80 = do not practise at all 1.81-2.60 = practise to a small extent 2.61-3.40 = practise to some extent
 3.41-4.20 = practise to a moderate extent 4.21-5.00 = practise to a great extent

Table 5 shows the extent of practices on professional development factors perceived by primary level English language teachers. It was found that teachers practise to some extent in the professional development factors of ELT workshops and meetings, self-directed professional development and principal's leadership support as the associated mean values were 3.39, 3.34 and 3.26 respectively. It was also found that teachers practised to a moderate in the professional development factors of collective teaching practices and analysing critical incidents as the associated mean values were 3.63 and 3.66 respectively.

Table 6 Mean Values and Standard Deviations for the Practices on the Teaching Competencies for Primary Level English Language Teachers

(N=511)

| Competency | Mean | SD | Remark |
|---|------|-----|-----------------------------------|
| Knowledge of Content | 3.86 | .50 | can practise to a moderate extent |
| Knowledge about Students | 3.88 | .50 | can practise to a moderate extent |
| Creating Effective Learning Environment | 3.86 | .49 | can practise to a moderate extent |
| Instructional Delivery | 3.58 | .51 | can practise to a moderate extent |
| Assessment of Student Learning | 3.67 | .52 | can practise to a moderate extent |

1.00-1.80 = cannot practise at all 1.81-2.60 = can practise to a small extent 2.61-3.40 = can practise to some extent
 3.41-4.20= can practise to a moderate extent 4.21-5.00= can practise to a great extent

Table 6 shows the extent of English Language Teaching practices perceived by primary level English Language Teachers. It was found that teachers can perform to a moderate extent in each teaching competency.

Table 7 Independent Samples *t* Test Results Showing Mean Values and Standard Deviations in Teaching Competencies Grouped by Teaching Grade Level

(N=511)

| Variables | Teaching Grade Level | N | Mean(SD) | <i>t</i> | <i>df</i> | <i>p</i> |
|---|----------------------|-----|-----------|----------|-----------|----------|
| Knowledge of Content | KG-G2 | 334 | 4.10(.50) | 1.82 | 368.8 | ns |
| | G3-G4 | 117 | 4.00(.49) | | | |
| Knowledge about Students | KG-G2 | 334 | 4.10(.51) | .93 | 376.0 | ns |
| | G3-G4 | 177 | 4.05(.48) | | | |
| Creating Effective Learning Environment | KG-G2 | 334 | 4.01(.48) | 1.45 | 356.2 | ns |
| | G3-G4 | 177 | 3.94(.49) | | | |
| Instructional Delivery | KG-G2 | 334 | 3.91(.51) | 2.12 | 367.3 | .03* |
| | G3-G4 | 177 | 3.81(.50) | | | |
| Assessment of Student Learning | KG-G2 | 334 | 3.92(.53) | .24 | 376.2 | ns |
| | G3-G4 | 177 | 3.91(.51) | | | |
| Overall Teaching Competencies | KG-G2 | 334 | 4.00(.43) | 1.54 | 368.0 | ns |
| | G3-G4 | 177 | 3.94(.42) | | | |

* $p < .05$, ** $p < .01$, *** $p < .001$, ns=no significance

Table 7 shows that primary level English language teachers who taught at Kindergarten, Grade 1 and Grade 2 were significantly different from those who taught at Grade 3 and Grade 4 in “*Instructional Delivery*” ($t=2.12$, $df=367.3$, $p=.03$). However, there was no statistically significant difference in overall English language teaching practices.

Table 8 One-Way ANOVA Results Showing Mean Values and Standard Deviations of the Professional Development Factors Grouped by Types of Schools

(N=511)

| Variables | Types of Schools | N | Mean(SD) | <i>F</i> | <i>p</i> |
|--|------------------|-----|-----------|----------|----------|
| ELT Workshops and Meetings | Group A | 228 | 3.93(.41) | 1.70 | ns |
| | Group B | 111 | 3.96(.40) | | |
| | Group C | 172 | 4.03(.52) | | |
| Collective Teaching Practice | Group A | 228 | 3.98(.47) | .31 | ns |
| | Group B | 111 | 3.99(.51) | | |
| | Group C | 172 | 4.03(.49) | | |
| Self-directed Professional Development | Group A | 228 | 3.81(.51) | .53 | ns |
| | Group B | 111 | 3.84(.52) | | |
| | Group C | 172 | 3.87(.54) | | |
| Principal's Leadership Support | Group A | 228 | 3.87(.47) | .11 | ns |
| | Group B | 111 | 3.88(.57) | | |
| | Group C | 172 | 3.89(.55) | | |
| Analysing Critical Incidences | Group A | 228 | 3.95(.43) | 1.21 | ns |
| | Group B | 111 | 4.02(.84) | | |
| | Group C | 172 | 4.05(.56) | | |
| Overall Professional Development Factors | Group A | 228 | 3.95(.43) | 1.99 | ns |
| | Group B | 111 | 4.02(.84) | | |
| | Group C | 172 | 4.05(.56) | | |

ns= no significance

As shown in Table 8, there was no statistically significant difference in all professional development factors among the group of primary level English Language Teachers who taught at the schools of Group A, Group B and Group C.

Professional Development Model for Primary Level English Language Teachers

The results of factor analysis statistics revealed a five-factor solution regarding the professional development factors for primary level English language teachers. These factors were ELT workshops and meetings, collective teaching practices, self-directed professional development, principal's leadership support and analyzing critical incidents. It also uncovered another five-factor solution with respect to teaching competencies for primary level English language teachers. The obtained teaching competencies were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. The professional development factors would enable teachers to improve their competencies of English Language Teaching. When the primary level English language teachers engaged in professional development activities, their teaching competencies could improve. Subsequently, the improvement in teaching competencies will also make teachers improve their English language Teaching. Therefore, a proposed professional development model for primary level English language teachers with the five professional development factors and the five teaching competencies was presented (See Figure 1).

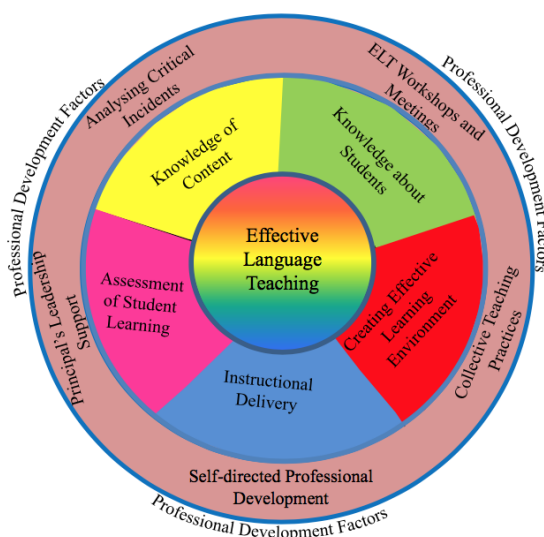


Figure 1 Proposed Professional Development Model for Primary Level English Language Teachers

Overall findings of Teacher Interviews

It was found that 4 out of 12 teachers had experience of attending **ELT workshops** for their professional development. All the interviewees said that teachers should attend ELT workshops for improving their English Language Teaching. Concerning **professional development meetings** organised by the subject leaders, 10 out of 12 teachers exclaimed that the meetings were supportive for the professional development of teachers. For **collective teaching practices**, all teachers revealed that they should have a culture of collective teaching for their professional development. However, 3 out of 12 teachers stated that they did not have sufficient time to practise collective teaching due to excessively heavy teaching workloads. With regard to **principal's leadership support**, 11 out of 12 teachers said that the school principals did not

create opportunities for teachers to attend ELT workshops. However, all teachers said that their school principals provided the required teaching aids to teachers as much as they can when teachers requested to them. In **self-directed professional development**, all teachers said that they did not have plenty of time to engage in self-directed professional development activities. This was because they were very busy with the teaching duties and the duties of their families. However, they read ELT supportive books and periodicals and used internet as a source for their professional development in their available time. Lastly, in the area of analysing critical incidents, all teachers said that critical analysis about teaching was important for teachers' professional development. They all stated that critical analysis was practised as much as they can to improve their English Language Teaching.

Observations

The researcher observed the English Language Teaching practices of primary level English language teachers. During the observation periods, the researcher thoroughly explored the English language teaching practices of teachers with regard to the teaching competency of "*Instructional Delivery*". Field notes were also taken to analyse the primary level English language teachers' teaching practices. Taken together, the results suggested that most of the primary level English language teachers who were implementing the new curriculum could combine games and activities for enabling the students to engage in language teaching. However, the majority of teachers who were teaching at Grade 3 and Grade 4 mainly focused on exam oriented teaching. It was found that they were teaching the students to be able to sit well the examination. Overall, it was observed that the group of teachers who taught at Kindergarten, Grade 1 and Grade 2 practised more language games and activities by using teaching aids than the group of teachers who taught at Grade 3 and Grade 4.

Conclusion

Conclusion and Discussion

This study revealed a five-factor solution that consisted of ELT workshops and meetings, collective teaching practices, self-directed professional development, principal's leadership support and analysing critical incidents. The identified teaching competencies for the primary level English language teachers were knowledge of content, knowledge about students, creating effective learning environment, instructional delivery and assessment of student learning. It was found that teachers practised to some extent in the professional development factors of ELT workshops and meetings, self-directed professional development and principal's leadership support. However, they practised to a moderate in the professional development factors of collective teaching practices and analysing critical incidents. A model for the professional development of primary level English language teachers was proposed. It was widely accepted that when teachers practised the identified professional development factors, their competencies in English Language Teaching could improve. Accordingly, the improvement in teaching competencies could also result in effective English Language Teaching at the primary level.

Recommendations

Based on the findings of the study, there are a couple of recommendations to be considered:

1. There should be more ELT workshops organised at the township or district level which are led by the English Language Teaching experts. The schools should be informed before the events so that the school principals can arrange to send the teachers who teach English at the primary level to attend the workshops.
2. Using teaching aids in English Language Teaching at the primary level is very effective for enhancing students' language learning. Some of the teaching aids are provided by the school principals for teachers' use. However, teachers still need to develop teaching aids by themselves. They also care about the expenses of developing those instructional materials. Therefore, ELT workshops about developing teaching aids with minimum cost should be organised for the teachers of English who are working at the public schools.
3. The primary level English language teachers should build a professional learning culture at their schools. A professional learning culture in a school plays a vital role to build teachers' collective capacities and improving the English language skills of students.
4. The school principals should establish a kind of school culture in which teachers work cooperatively as a team. Professional learning culture is a place in which teachers are inspired and committed to *their* growth and development as practitioners. It can help teachers to continue their studies as life-long learners for enriching their knowledge and skills through maximizing opportunities for learning.
5. Primary level English language teachers need to combine language games and activities in teaching English to children. When the teachers apply language games and activities in teaching, they need to have enough time for effective language teaching. Therefore, teachers need to manage the available time wisely for combining language games and activities in teaching.

Need for Further Research

This study explored the factors affecting the professional development of primary level English language teachers. The explored factors were the actions or activities teachers do or engage in for improving their English Language Teaching at the primary level. It is thought that factors affecting the professional development of teachers can be related to teachers' demographics such as age, gender, educational qualification, etc. Therefore, further research should be conducted to explore about what personal factors make teachers develop themselves as professional teachers.

The participants included in this study were primary level teachers of English Language Teaching. One of the factors affecting the professional development of primary level English language teachers was principals' leadership support. The researcher asked the teachers to know the leadership support for their professional development. However, in this research the researcher excluded the school principals to be the research participants. It will be more reliable if the researcher could include the school principals in examining the leadership support for the professional development of teachers. It is, therefore, recommended to conduct a further research with the research participants of teachers and their school principals.

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