Professional Development for English Language Teachers in Libya: Beginning and Ambition

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ABSTRACT

The topic of this article is essential for the world of English language teachers since many English teachers have genuine potential to develop professionally. Some of these teachers are recent graduates with ambitions to enter teaching, while others have upwards of a quarter-century of experience. Still, all use the same strategy, regardless of the curricula and levels that they teach. This study investigates the factors influencing teacher professional development in the English language classroom. Its purpose is to illustrate professional development and highlight the importance of teacher training in today's world. Besides, it researches the topic of teacher development to see what possibilities and activities are available. The study proposes that teacher professional development leads to higher educational success. Regarding methodology, the researchers created a questionnaire with four open-ended questions as well as sixteen yes-or-no questions that 23 language teachers answered. The data were analyzed using descriptive statistics. The findings revealed that most ELT teachers appreciate the essence of the term "professional development.

الملخص

يعد موضوع هذه المقالة أمرًا بالغ الأهمية لمعلمي اللغة الإنجليزية، فالعديد من معلمي اللغة الإنجليزية لديهم إمكانات حقيقية للتطوير المهني، فبعض هؤلاء المعلمين هم من الخريجين الجدد الذين يطمحون إلى دخول مجال التدريس، بينما يتمتع بعضهم الآخر بخبرة تزيد عن ربع القرن، ومع ذلك؛ يستخدم الجميع نفس الإستراتيجيات في عملية تدريس اللغة الإنجليزية، بغض النظر عن المناهج التي يدرسونها أو المستوى الذي يقومون بتدريسه (ابتدائي، ثانوي، الجامعي). تتناول هذه الدراسة العوامل المؤثرة في التطوير المهني للمعلمين في فصول اللغة الإنجليزية، والغرض منها توضيح التطوير المهني، وإبراز أهمية تدريب المعلمين في عالم اليوم. علاوة على ذلك، فهو يبحث في موضوع تطوير المعلم لمعرفة الإمكانات والأنشطة المتاحة، وترى الدراسة: أن التطوير المهني للمعلم يؤدي إلى النجاح الأمثل للعملية التعليمية. أما مايتعلق بالمنهجية؛ فأنشأ الباحثون استبانة تحتوي على أربعة أسئلة مفتوحة، بالإضافة إلى ستة عشر سؤالًا (بنعم، أو لا)، أجاب عليها (23) معلما في اللغة الإنجليزية، وقد تم تحليل البيانات باستخدام الإحصاء الوصفي، وأظهرت النتائج أن معظم معلمي تدريس اللغة الإنجليزية يقدرون جوهر مصطلح (التطوير المهني).

Introduction

Instructors in today's culture are challenging yet rewarding professions, requiring strong psychological advocacy and subject-matter expertise to coordinate classroom activities effectively. The role of educators in achieving educational goals is crucial, encompassing their career, professional growth, and leadership development. Monitoring teachers' personalities, attitudes, and approaches is essential, as skilled and inspired teachers significantly impact student performance. Special attention and support are needed for both new and experienced educators.

Teachers must enroll in professional training programs to meet the demands of students in the digital age. They must analyze their teaching beliefs and adopt opportunities for personal and professional development. Teacher professional development should be enjoyable and integrated into their work. Academic professional development is crucial for both professional and ethical reasons. It enriches students' imaginations, provides modern methods, and influences future generations. Teachers play a significant role in shaping their cultures.

Language teachers, according to Hismanoglu (2010), should engage in continuous professional development through in-service training, workshops, and lifelong learning. This involves focusing on teaching in line with students' needs and demands. Teachers should follow a specific plan, read books, and participate in training courses, as teaching is a challenging career requiring patience, knowledge of psychology and sociology, and an understanding of instructional techniques.

Professional development is the only option for improving instructors' efficiency in school systems. Professional development is similarly the best way for educators to enhance their productivity and boost students' accomplishments by developing skills.

A Statement of the Problem

Postwar Libyan students' English language achievement has declined, with high failure rates and a growing obsession with language. Teachers and inspectors have noted students' inability to develop language abilities, leading to communication issues and a language teaching deficiency compared to other Arab countries. The lack of interest in training, assessment, and monitoring English language teaching is a significant factor.

The commonly held view is that teachers should strive for professional development without receiving help or motivation to improve their performance. Addressing monotonous performances and establishing a professional style in education is crucial. Teachers should be encouraged to improve their teaching approach and update their cultural and professional qualifications to achieve the highest levels of teaching and learning.

Objectives of the Study
The essential purpose of this paper is to shed some light on the following basic objectives:
1. To define the concept of professional development and identify its value in increasing teacher effectiveness.
2. To find out the most effective professional development strategies.

Questions of the Study

1. How does professional development benefit our students?

2. How do educators make sure professional development is effective?
3. What are the most effective strategies for professional development?

Significance of the Study

This research emphasizes the significance of professional development in the educational process, highlighting its positive impact on teachers, administrative staff, mentors, and trainers, ultimately benefiting students and the nation.

Limits

The Corona pandemic has led to closures of schools and universities, disrupting communication with the study's sample, and causing power outages and internet outages. The rising temperatures have also made research conditions challenging. Libya's refusal to accept science and study has resulted in scarce data, causing a delay in publication. The study's primary data collection tool, the questionnaire for training centers, was cancelled due to a lack of responses.

Review of Related Literature

Research indicates that teaching quality significantly impacts student academic achievement, with teachers' temperament, desire to improve, devotion, and love for their work being crucial foundations. The pedagogical-psychological perspective, as cited by Golub (2012), is based on pedagogical and psychological theories of learning, emphasizing the positive relationship between teacher behaviors and student achievements. The pedagogical-psychological perspective, as cited by Golub (2012), is based on pedagogical and psychological theories of learning, emphasizing the positive relationship between teacher behaviors and student achievements.

Ukraine (2013) stated that teachers should stay updated with new curricula, approaches, and teaching methods to effectively teach English. They should analyze language, enroll in language development courses, and practice English language skills with native speakers. Teachers lacking subject expertise or teaching methodologies cannot provide sufficient learning opportunities.

Likewise, the teacher should keep up to speed with all that is new in terms of curricula, approaches, and teaching methods, and implement much of what is new in the field of education. teachers can analyze the language to obtain a better understanding of how it works, enroll in language development courses, and look for opportunities to practice and improve their ability to listen to, read, speak, and write in English, by not missing opportunities to interact orally with native speakers, Furthermore, Darling-Hammond, as mentioned by Ukraine (2013), states categorically that teachers who lack the expertise of the subject and/or teaching methodologies cannot provide enough learning opportunities to their pupils.

Eraut (2000), and Morrow (2007), stated that professional development is the most effective way for schools and districts to meet this requirement, as it combines propositional and practical data.

The most effective way for schools and school districts to satisfy this requirement is through professional development. professional knowledge combines propositional and practical data.

Mizell (2010), states professional development involves systematic procedures like conferences, seminars, workshops, collaborative learning, and college courses, as well as less formal settings like coworker talks and peer-to-peer learning. It aims to contribute to the learning of instructors after basic training.

Definition of professional development

Professional development is a comprehensive education approach that includes specialized training, formal education, and advanced learning opportunities for administrators, teachers, and other educators to enhance their knowledge, competence, skill, and effectiveness. It is often referred to as staff development, in-service training, professional learning, or continuous education.
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The advantages of professional development for students

We will start with a quote from the ancient Greek philosopher Plato, who says "The state shall not be ruined if shoemakers are not so courteous and noble". New educational leaders must fulfill their responsibilities to prevent ignorance and future destruction. Teachers and administrators must engage in professional learning to improve student performance.

Mizell (2010) and Duncan (2015) emphasize that good teachers exist due to study, reflection, practice, and dedication. They believe teachers are nation builders, instilling knowledge and skills in children, and we must appreciate and support their work.

To improve teaching and learning processes, implementing precise criteria, superior student assessments, technology, and data-driven instruction can help narrow achievement gaps and improve success rates. Mizell (2010) suggests that educators need to understand student learning and progress, and professional development is crucial for teachers and learners. Regular participation in high-quality professional development can enhance student learning.

Strategies and approaches for professional development

Researchers suggest various approaches to professional development policy, including state support and local monitoring. Strategies include developing accountability standards, monitoring quality, requiring induction and mentoring programs, leveraging collegial strategies, and partnering with professional organizations. Policymakers may prefer different ways of professional development to improve teaching skills and performance.

Case study method

Hammond (1976) and Alfaki (2014) discuss a teaching approach where a group leader leads students through a case study, promoting communication, problem-solving confidence, and group dynamics.

Consultation

The consultation approach, similar to the Case Study Approach, focuses on systematic problem-solving using specific techniques to address immediate concerns and clarify concerns.

Coaching

It involves observing, reflecting, and acting to enhance skills in a specific area, focusing on teaching thinking before action.

The Communities of Practice Strategy

This strategy fosters collaboration among individuals with similar learning objectives, enhancing team education and networking for achieving company goals through research and learning.

Lesson Study
Lewis, Perry, and Murata (2006) emphasize lesson study as a tool for identifying teachers' experiences and addressing practical difficulties in intervention or education through identifying research objectives, conducting lessons, and reflecting on the process.

Mentoring programs
The mentoring technique provides structured opportunities for self-assessment and knowledge enhancement, thereby enhancing professional development and enhancing an individual's professional growth.

Mentorship
Mentoring programs, involving experienced individuals helping less experienced ones, have been shown to improve teacher retention and student achievement, reduce feelings of isolation, and enhance teacher skills.

Effective Supervision
A method of inquiry that allows teachers to analyze and verbalize the rationale for their behaviors to support, enhance, and ultimately evaluate their performance.

Technical Assistance
Professional development encompasses a wide range of individuals, interests, and methods, offering resources, information, and support for network and change activities.

Previous Research
Vanessa Vega (2003) emphasizes effective administrator and teacher leadership, professional development, and learning communities for teachers. Video-based reflections have been found to improve student achievement and learning processes.

Components in Professional Development
Adey (2004) and Murat (2010) identified 14 essential elements for effective professional development.

The Concept of Innovation
The text provides a comprehensive theoretical framework, presents proven beneficial strategies, and is supported by high-quality materials.

The Professional Development Program

The course is comprehensive, engaging, and suitable for classroom use, utilizing similar instructional methods and providing classroom coaching.

The school's Senior Management (s)
The individual is committed to new ideas, shares their vision with department heads, and implements necessary structural changes for long-term maintenance.

The Teachers
English language teachers need to engage in collaborative work, communicate effectively, cultivate ownership over innovation, rethink teaching and learning views, and have ample practice and reflection opportunities to stay updated in the rapidly changing educational environment.

Research Methodology
The study examines the impact of professional development on teaching and identifies effective training methods to improve teachers' performance and inspire students to learn languages in modern, entertaining ways. It involved 23 English language teachers, mostly Libyans, and used efficient research tools for data collection.

This study uses a positivist and descriptive research method, using a questionnaire for instructors to assess training and professional development pillars and course efficacy. The questionnaire includes open-ended questions, personal information, and a blank space for respondents' thoughts. The data will be kept confidential.
The questionnaire reveals a common belief among trainers, teachers, and mentors that participating in professional development courses will significantly enhance their proficiency.

Results and Discussion

1-The questionnaire asked participants to define professional development according to their personal concepts. They defined it as the key to success and maintaining credentials, helping teachers and educators improve their knowledge and competence. Some define it as skills showing high standards and good training, while others describe it as developing professional capabilities.
Professional development (PD) is defined as the addition of new professional knowledge, skill development, and performing practices to achieve effective education for students. It is essential for employees to stay updated with the latest trends in their careers and to match up with global developments in education and technology.
Looking at these definitions, it becomes abundantly obvious that trainers, teachers, and mentors understand the importance of training and professional development in enhancing trainees' teaching abilities, broadening perspectives, and improving the educational system by creating an engaging environment.

 2-In response to the question (Do you see the importance of professional development)?
 Regarding this question, the study found consensus that professional growth is crucial for teachers. It involves acquiring competence and skills to meet teaching demands and adapt to modern educational systems. Professional development allows teachers to learn from others, improve performance, and focus on students' needs, enhancing the learning process and overall work quality.

3- The query "What did you expect these courses to cover that you didn't find, and what do you hope the upcoming courses to include?" is answered with the   responses of the partakers containing the following:
The participants in the study expressed their expectations for future online teacher training courses, including a focus on online teacher training modules and CELTA, and a new understanding of Libyan learners' behavior and mentality. They also suggested that future courses should address environmental concerns and provide thorough research on participant requirements. The study also highlighted the need for more effort in teaching mixed-ability classes, real-world examples, and time management. Some participants wished for coaching on learner-centered classrooms, individual differences, tech-oriented courses, and fluency in English.

4- The following question "What is your assessment of the courses in terms of content, trainers' performance, and the relationship between course content, curriculum, and level of the course to be taught?

The survey reviewed 13 participants, who found the courses beneficial and engaging. Some found the content insufficient, while others found the performance excellent. Some suggested updating training sessions to reflect recent curricular developments and address student-specific issues. 95.7% of participants emphasized the importance of professional development in developing teachers' and students' capabilities.
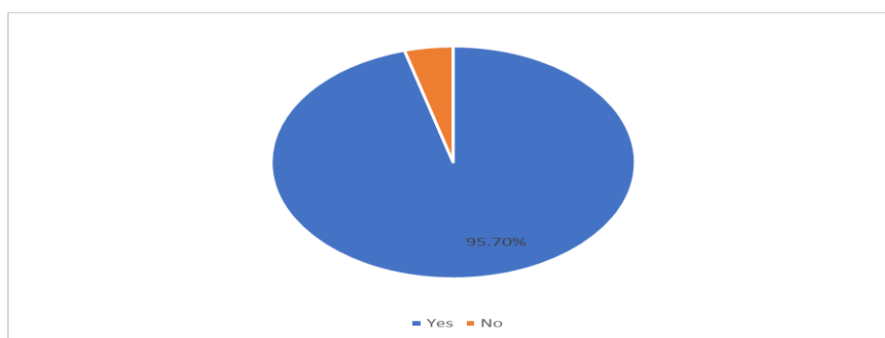
6-Do you place sufficient emphasis on your professional development?
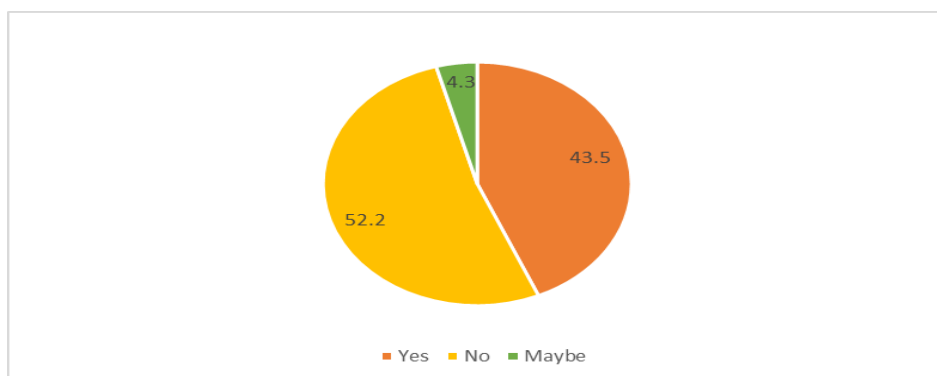
52.2% of respondents expressed interest in personal professional development, while 43.5% were uncertain about the value of training courses. This could be due to unfamiliarity with the course's nature, content, or other reasons.

7- Which professional development strategies do you apply?

The study reveals that in-service training is the most widely used method for vocational training, with 43.5% of respondents preferring it. Study groups and team teaching are second and third-best methods, respectively. Action research is used by 7% of professors, while peer coaching, mentoring, and teaching portfolio strategies are used by 7% (21%). The percentage of respondents using multiple strategies is over 100%, as each participant has selected multiple methods.
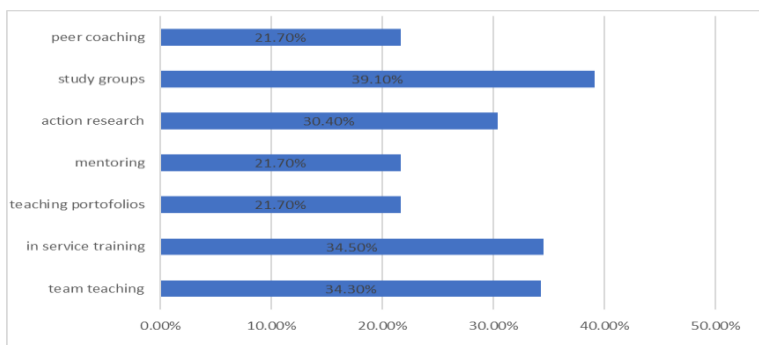
Answers are delivered in response to a query 8-How many courses did you attend?
The sample consisted of 23 participants, with 14.3% in column No. 2, representing those who have never attended development training. The second column had a ratio of 9.5 and a standard power equal to 2. The remaining values were equal, with a repeat rate of 4.8%.
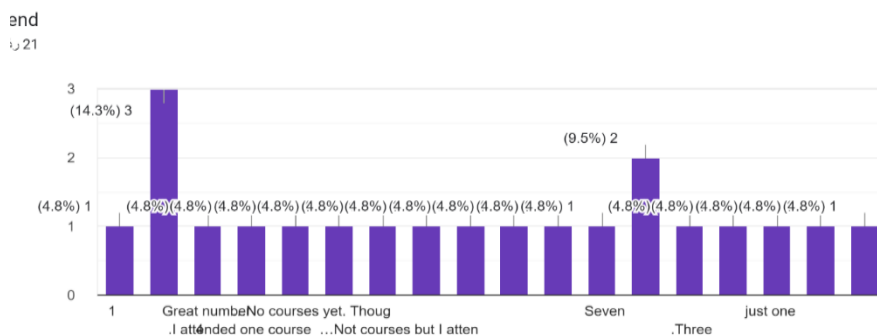
Answers are offered in response to the question
9-Is the content of the training courses the same or do they change?
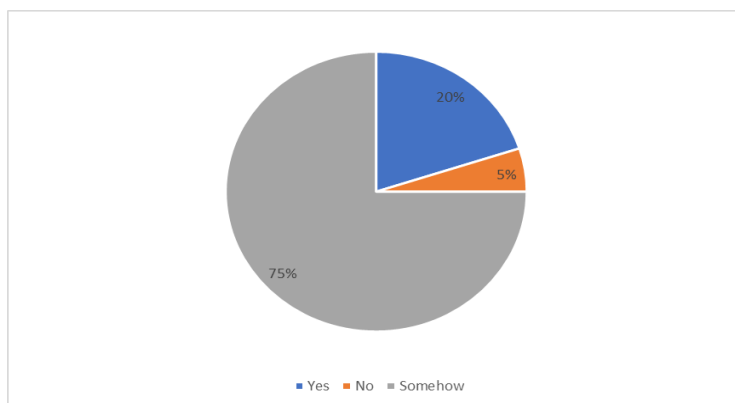
The majority of respondents (75%) believe the content of their courses is slightly different, while 20% believe it varies based on the course level and objectives.

Answers were given in reply to the question

10-Do you believe that you have benefited from this/these course(s)? Did they result in a positive change in your performance as an English language teacher?
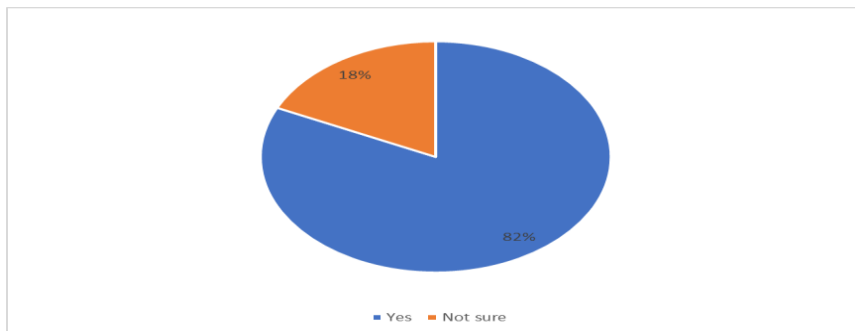
The study found that 82% of subjects benefited from professional development courses, as they renewed activity, improved performance, stimulated abilities, and provided modern technology, education, training, and skill sharpening. However, some respondents were unaware of their significance or efficacy.

On the other hand, the following inquiries received a wide range of recommendations and responses. 11-Teachers must share in the responsibility for their professional growth.

23 Comments on whether professors should take on professional growth burdens were diverse, with 60.90% agreeing and 26.90% strongly agreeing, while 8.70% were neutral, with no responses for the options.
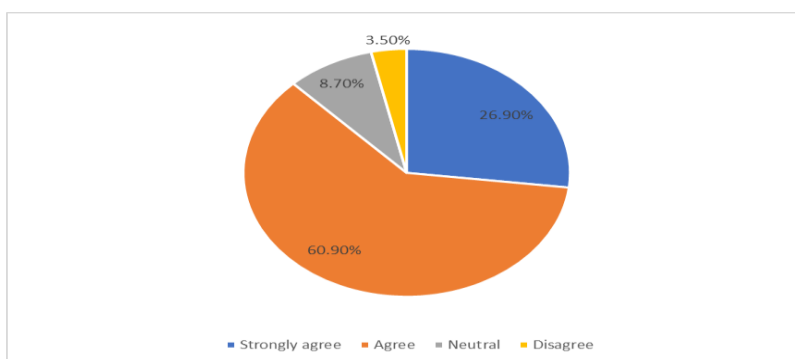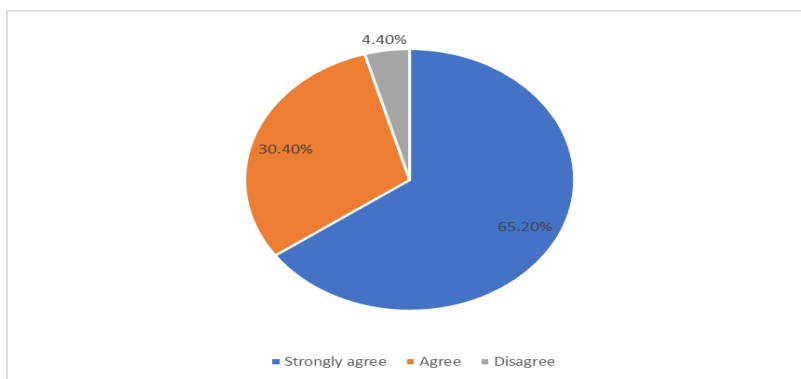

12- In today's world, ongoing training is critical.
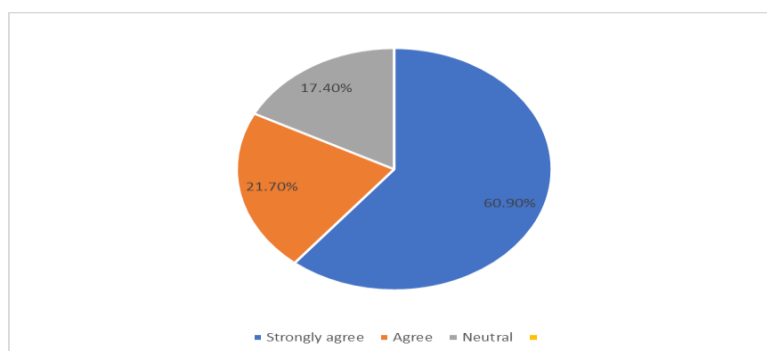
The majority of respondents (60.9%) agreed that ongoing training is crucial in today's world, with 17.4% expressing neutrality and 21.7% agreeing.

13-Teachers are confident when they believe in themselves and what they are doing.

The sample's responses varied, with 65.2% strongly agreeing and 30.4% agreeing, while 4.4% disagreed.

14-Teachers must have a positive attitude toward their professional development.
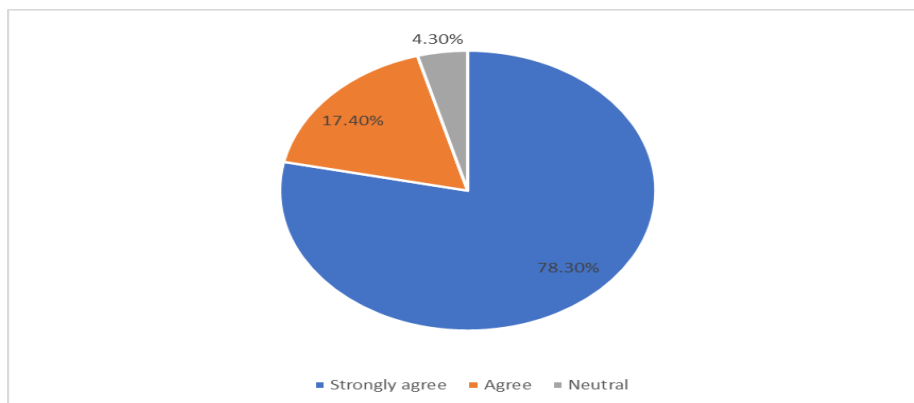
The study found that 65.2% strongly agreed, 30.4% agreed, and a small percentage disagreed, with 65.2% completely agreeing and 30.4% agreeing, respectively.

15-Teachers must be offered the opportunity and time to grow.
When asked about whether teachers should be given the chance and space to develop, they responded as follows:
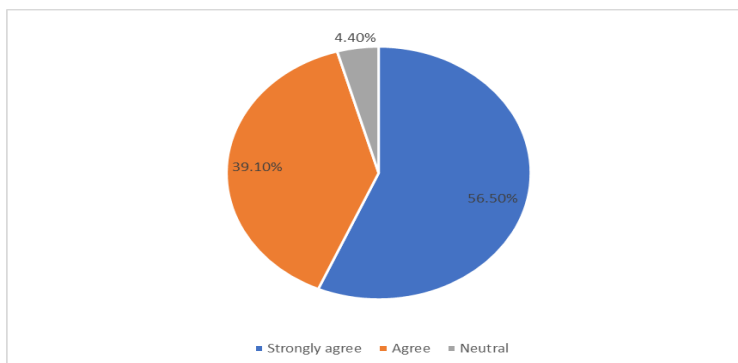

The majority of participants (56.5%) strongly agree that teachers should have the opportunity to develop, with 39.1% agreeing, while the reminders were neutral.

16-What is your assessment of the courses in terms of content, trainers' performance, and the relationship between course content, curriculum, and level of the course to be taught?

Assessment is crucial for teacher achievement, as it helps understand their perspectives on refresher courses, their relevance to the curriculum, and their impact on course upgrading and teaching methods. Modern teaching methods encourage teachers to contribute and motivate students. Some professors find course content appropriate, while others believe it is insufficient. Teachers appreciate the trainers' performance, which enhances course quality and benefits them greatly.

17-Teachers must be willing to engage in self-reflection and receive feedback from others.
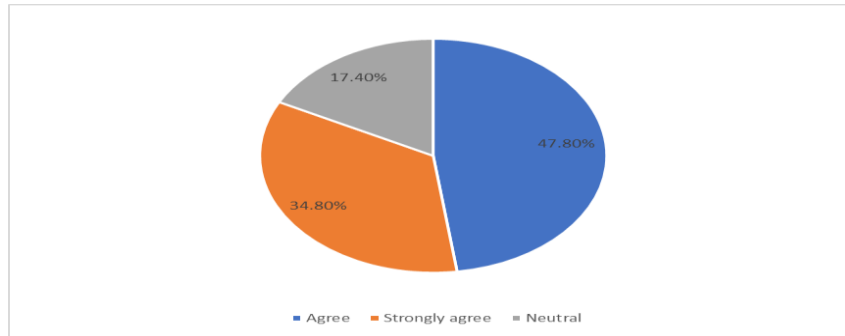

Reflecting is crucial for teaching relevance and improving focus and learning. It inspires innovation and keeps instructors updated with new practices. The highest response rate was 46.8% for the option (I agree), with 34.8 being strongly agreed.

18- A teacher's sense of belonging is enhanced by sharing experiences and ideas with colleagues.
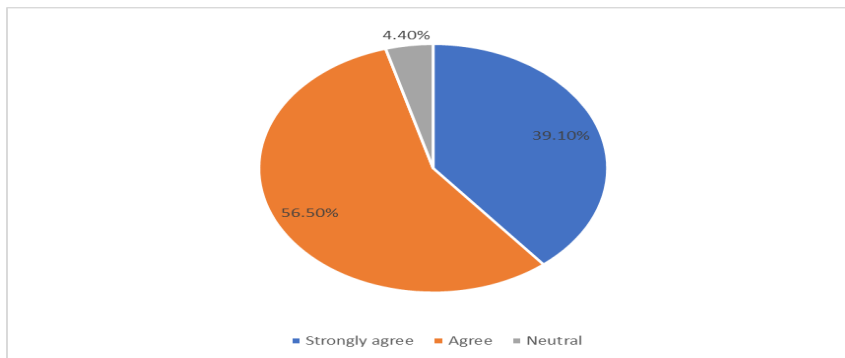

The survey results showed that 56.5% of respondents agreed with the statement, 39.1% strongly agreed, and 4.4% remained neutral.

19- In ELT, reading periodicals keeps a teacher relevant and up to date.

4.35%

43.50%

52.20%

■ Strongly agree ■ Agree ■ Neutral
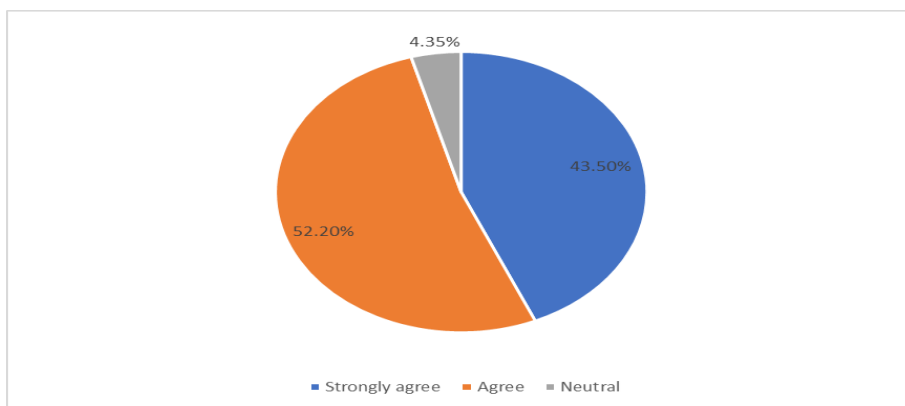
Teacher journals allow teachers to share their thoughts and feelings openly, fostering reflection on classroom events. A study was conducted to understand teachers' opinions on the role of scientific journals in achievement development and their reflections on the educational process. The response rate was 52.2%, 43.5%, and 4.3%.

20- Reflective teaching is an essential component of long-term growth.

21.70%

34.80%

43.50%

■ Strongly agree ■ Agree ■ Neutral
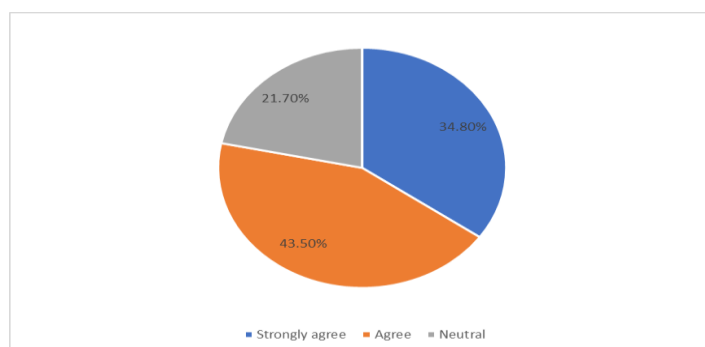
   The process enables teachers to evaluate and improve their teaching practices, benefiting both teachers and students. A survey surveyed teachers' reactions to adopting this process for professional performance in education, with 43.5% agreeing, 34.8% strongly agreeing, and 21.7% neutral.
Reflecting on teaching benefits instructors by stimulating new ideas, encouraging experimentation, recognizing beliefs, creating a positive learning environment, and developing appropriate context-specific strategies and techniques.

21-The development of pedagogical skills should not rely on specific strategies to avoid boredom and stereotypes in education. The response to this option is 47.80%, with 13% being neutral and 1% being strongly disagreed with.
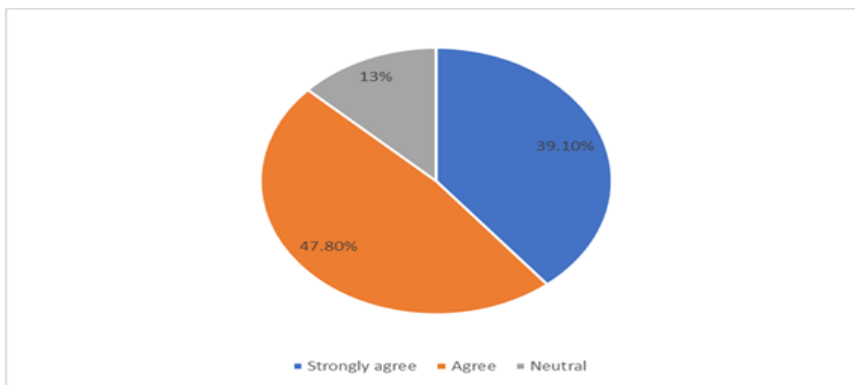
22- Teachers must be life-long learners who are constantly learning
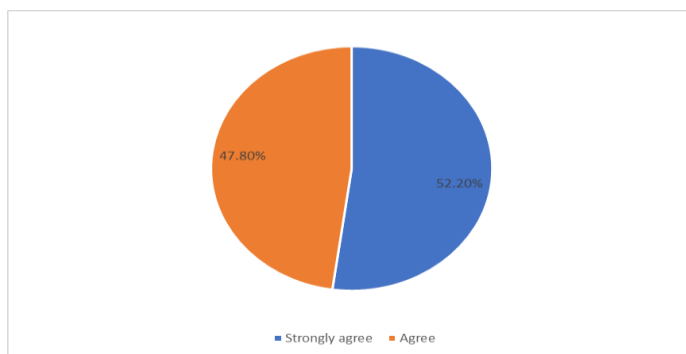
Teachers are strongly encouraged to be lifelong learners, constantly learning and acquiring new knowledge in the field of education. This approach ensures they provide students with simple and effective information and is supported by a majority of respondents, with 52.2% agreeing and 47.8% agreeing.

23- Providing schools with new technological offerings can greatly assist the teacher.
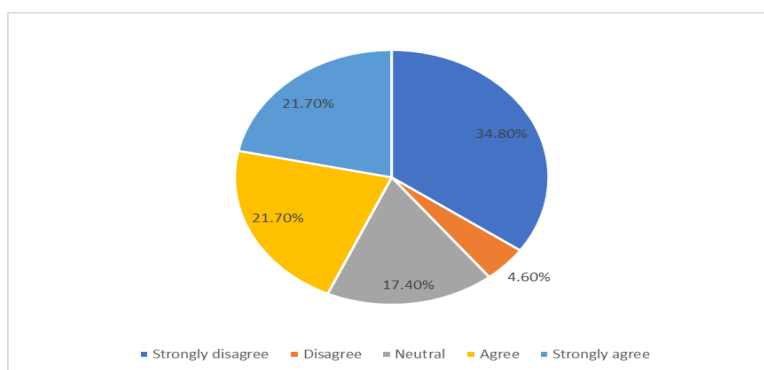
The study found that 34.80% of teachers disagreed with the role of technology in education, indicating a lack of awareness. The remaining responses were similar, indicating a higher awareness

of technology's importance. Neutrals represented 17.4% of responses, while those who disagreed constituted 4.4%.

24- Teachers require decent compensation and opportunities for advancement in their careers.
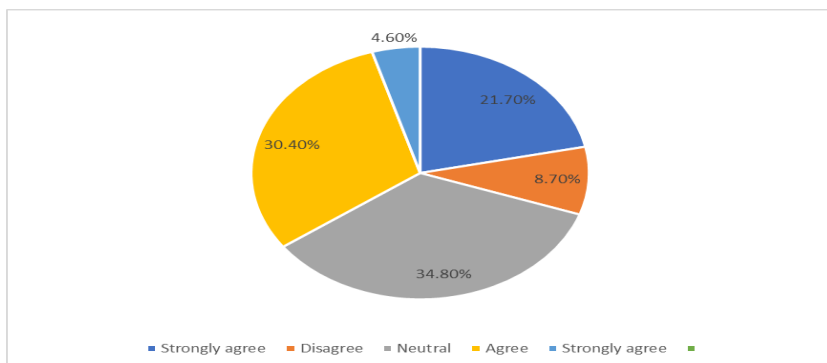
The study found that 34.8% of teachers were neutral, 30.4% agreed, 21.7% strongly disagreed, 8.7% chose to disagree, and 4.4 strongly agreed.

25- Attending workshops and conferences is a significant part of teacher development.
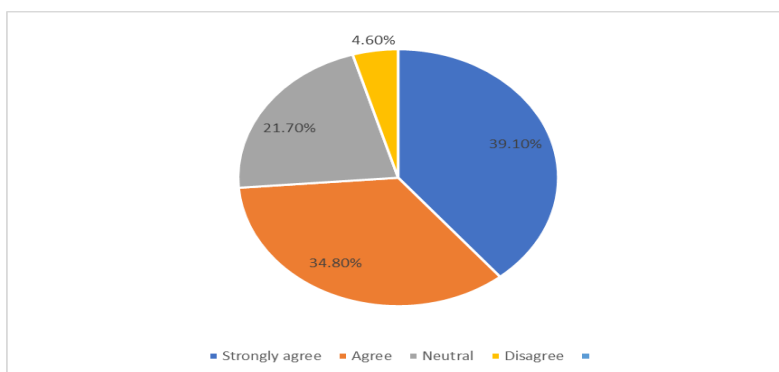
Participation in seminars and conferences enhances training, with 39.1 strongly agreeing, 34.8% agreeing, and 21.7% neutral. However, 4.4 respondents disagreed.

26- Well-trained teachers can significantly boost students' motivation.
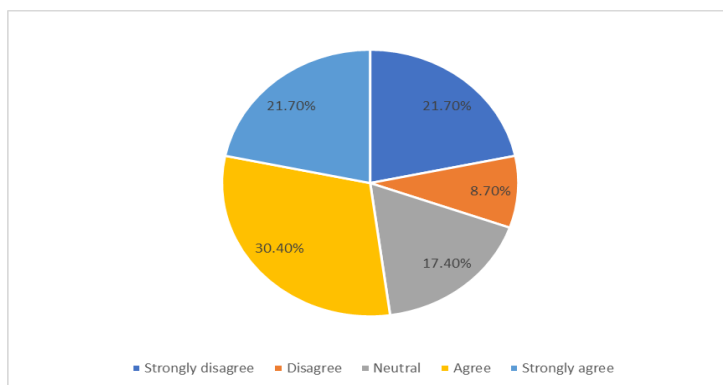
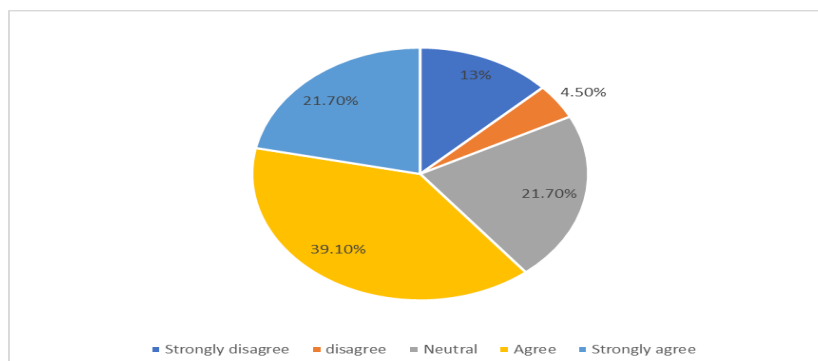A questionnaire was used to gather participants' opinions on the impact of trained teachers on student language learning motivations. The majority (30.4%) agreed, with 21.7% strongly agreeing and 17.4% neutral, and 8.7% disagreeing.

27- Teachers must evaluate their performance in an unbiased and balanced manner.

Instructors should understand self-assessment and the assessment process to objectively weigh practice outcomes, with 39.1% agreeing, 21.7% neutral, and 13% completely disagreeing.

28- What are the support systems in place for teachers, as well as the impediments that instructors identified limiting them from participating in greater professional development?

The government's insufficient budget for education and teacher professional development courses is causing teachers to struggle to cover their expenses. The government's lack of interest in providing these courses, including financial value, time, and target group, is causing unmet demand. Teachers attribute this to job schedule conflicts and a lack of appropriate growth opportunities. The government's insufficient focus on course content and content quality is causing further challenges.

Libya's state authorities and national training centers must establish a course schedule that aligns with the academic calendar and the target group's needs. The course should be held during the summer between two academic years to avoid distractions during lectures and tests. Teachers' needs and aims should be respected during preparation. Trainees seek technical skills and credentials for their CVs.

When it comes to participation in professional development programs,
29-What challenges do teachers claim they face? and what obstacles do instructors say they face when it comes to participating in professional development programs?

Instructors face significant barriers to PD attendance, including high workload, scheduling issues, family commitments, and challenges organizing substitute classes. They also complain about the current PD program's inappropriate content, poor quality, and high costs.

29- What are the self-reported reasons for teachers choosing and partaking in (particular) professional development programs?

Krille (2020) highlights the importance of teachers attending professional development (PD) for implementable materials, teaching strategies, inspiration, knowledge refreshment, networking, and reflection. The data also emphasizes the role of organizational elements, time, location, and active learning opportunities.

Conclusion and Recommendations
Conclusion
Professional development is crucial for career growth and job progression, as it helps teachers acquire new skills and improve their current ones. A study found that most subjects acknowledged the importance of professional training in enhancing the educational process, encouraging students to learn and improving the performance of teachers and mentors.

The discussion explores the revitalization of teachers' activities, contemporary teaching techniques, and the relationship between teacher evaluation, school policies, and professional development activities for educators.
To improve student and professor performance, authorities should develop a program involving periodic courses for mentors, professors, and educational process managers. This will eliminate preconceptions that hinder creativity and student motivation in language teaching.

Recommendations

Concerning the findings of this survey, these recommendations are suggested:
   -Policymakers and administrators must assess teacher professional development needs by enhancing participation, tailoring opportunities, and balancing financial and time costs.

   -Authorities regularly have to offer courses, reimburse teachers for expenses, and plan course schedules that don't conflict with the school year or academic calendar, as this can reduce teachers' enthusiasm, activity, and dedication.
   -Budget for education and teacher professional development is crucial, but costly courses and inadequate instructor remunerations make it difficult for teachers to cover expenses.
How can teachers advance professionally if the state does not sponsor professional development programs or if they are unable to enroll in courses due to a lack of support from the appropriate authorities?
Important professional recommendations:

   -Teachers had better enhance their English grammar skills, starting with intermediate books and gradually progressing to advanced ones, as it is a beneficial choice.
   Trainees should regularly listen to BBC and Voice of America to improve pronunciation, dialect distinction, and English language connection between British and Americans, ensuring success in teaching.

   -Weekly read and comment on English magazine stories from the Guardian, as a teacher distributes content to pupils, ensuring carefully calibrated science.

   -Watch a TedTalk video weekly to understand the power of knowledge, French philosopher Michel Feicu states that a teacher loses power when students perceive insufficient information or uneducated knowledge about the subject.

   - Monthly movie viewing is a novel idea for teachers to nurture their intellect and creativity, awaiting promotion and honor in their work context.

   -It is important for teachers not to be satisfied with their classes due to limited student numbers or straightforward lessons. Success in education is not solely determined by the number of students,

but by the delivery of scientific material, the student's understanding, and their application of the knowledge. Teachers serve as role models, fostering student engagement.

-Personality influences learner attitudes, and teachers need to develop themselves while teaching. This can be achieved through daily planning, innovative teaching methods, and continuous learning in language areas.

- A teacher is supposed to keep a separate notebook for language study, recording relevant data and learning meanings. This helps the teacher become a learner, carrying a moving dictionary inside. Teachers can use this notebook to accompany students to various locations, such as grocery stores or clothing stores, to help them understand and clarify information. This approach increases their interest in learning and enhances their perception of information.

- Teachers are expected to focus on developing their scientific and cultural skills, rather than comparing their offerings to financial rewards, and provide adequate rewards for their efforts. This includes introducing students to the curriculum, workflow plan, and teaching tools.

Teachers can adapt and amend students' thinking in line with modern pedagogical approaches if they break the ice and are appreciated and respected by their students. Research shows that English language trainers with over 20 years of experience and intermediate levels have a lower performance rate in reaching Band 5 than their counterparts.

-To maintain a consistent educational stage, teachers need to adapt their curricula and specializations, ranging from primary to university level, and teach various subjects in English. They should not adhere to a specific curriculum or specialty but continue teaching specialization subjects like phonetics, semantics, morphology, and discourse analysis.

- It is an opportunity for educators to reassess how they teach, perceiving it as an expedition motivated by the desire and enthusiasm to acquire as many language principles, vocabulary, and phrases as possible.
- Take part in free seminars and webinars offered by the US Embassy in Libya's FELT and Nile TESOL to foster networking around the Middle East.
- Although many people have extraordinary language skills, they can still benefit from free initiatives such as the Tessel Conference's TESOL Scholarship, which awards scholarships with a FELT certificate every two to three months.
- The US Embassy enhances teachers' abilities and professional performance by offering free English language training lectures, grants, and teacher training globally.

- AMIDEAST connects trainers with like-minded individuals throughout the globe by providing unrestricted teacher training. Teachers, mentors, and leaders with distinct viewpoints on language and education are included in the coursework. This network may help teachers improve both personally and professionally.
- It is essential for trainees' academic and growth in language to be in continual communication with instructional websites. Given that these websites operate as trailblazers and beneficiaries of their students, educators need to include them as components of their educational programs.

-Children's programming, activities, films, music, art, and coloring sheets may be found on the Sesame Street website, YouTube, The Times, Timesforkids.com, National Geographic Kids Channel, and The Times.

-Lessonplanet.com offers lesson plans for the British Council's Learning English, providing a thorough grasp of the curriculum created under the Council's guidance.

- Since the majority of courses are currently being created, constantly monitor www.slideshare.com for updates on pertinent courses in PowerPoint and slides.
- A YouTube channel that uses unedited films in support of teaching English lacking Polish. The CELTA, DELTA, TESOL, FELT from AUC, and PECELT from A are examples of professional growth.
Enhancing your soft skills and communication, as well as ensuring that all letters of recommendation that your superiors are signed and stamped are both extremely critical.

- Preserve professionalism by utilizing business-oriented communications, adding recent CV training, keeping up with technology, and learning how to type and take online courses.
-Reading influential books on imparting knowledge of English as a second language, including How to Teach English by Jeremy Harmer and Learning Teaching by Jim Scrivener, is highly encouraged.

Why don't language teachers adopt and utilize this concept for a variety of reasons?

The idea offers flexibility, entertainment, and self-confidence enhancement through a student-centered learning method. It differs from traditional teaching methods since it is entertaining, and it teaches students to acquire knowledge on their own accord, therefore boosting their self-esteem.
-With the creation of WhatsApp groups for conversations, sharing of thoughts, and the implementation of new vocabulary, exercises, pronunciation, conjugations, derivations, and applications in various settings, modern technology enriches educational opportunities for both students and observers.

There are two groups of language teachers: the conventional ones who are satisfied with a straightforward curriculum along with favorable inspection reports, and the nontraditional ones who strive to further develop their teaching skills and focus on their   professional growth not only their received salaries

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