Tri influencing variables in Professional Development of second language teachers

Reeta Bai G

Research Scholar

BHARATHIAR UNIVERSITY, COIMBATORE, INDIA

ABSTRACT

Professionalism is a demanding quality for a teacher to carry with; teacher's professionalism has grabbed priority in recent years, with authorities referring the decline of professionalism. Professional development is a common term used in all fields and it is highly influencing the individuals. Professional Development (PD) plays an inevitable role in the life of the second language teachers as they have to keep track on the importance of the language and how to teach the language as it focus on linguistic.

KEYWORDS: influencing, Professional development, second language, teachers, variables

INTRODUCTION

The term professionalism is derived from Latin Professus, meaning to have declared publicly. Originally relating to an act of openly declaring or publicly claiming a religious belief or faith, this defines to the values of an individual who is engaged in specific discipline like law, teaching, religion etc. Professionalism has no compromise with integrity, honesty, passion and commitment with the current trend. Teacher's professionalism has increased in recent years. This study focuses on the role of professional development and its tri variables. Primary focus is on the three variables such as Organization, work environment and self support.

Tri influencing variables in PD of second language teachers

1. *Organizational support*

2. *Work Environment Support*

3. *Self support.*
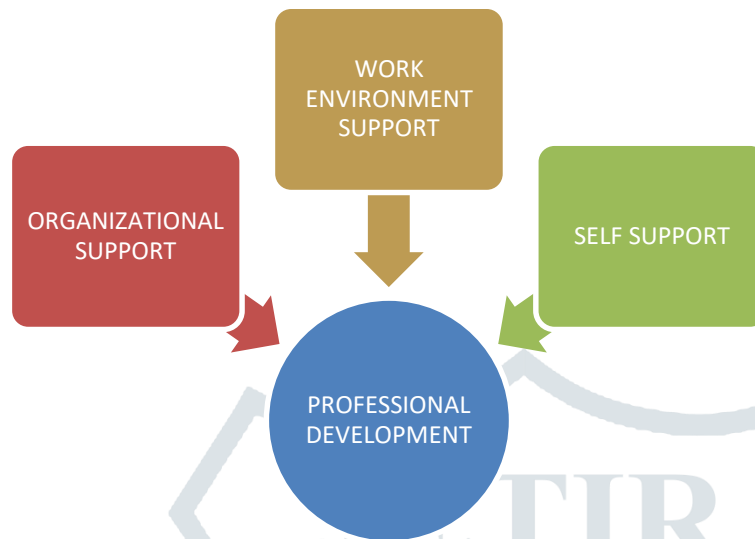
AIM AND SCOPE OF THE STUDY

This study projects on influence of tri variables in professional development as it modifies the life of teachers. Professional Development (PD) has emerged over that last decade as a recognized area of study (Evans 2002). PD of teachers is seen an essential ingredient for creating effective schools and raising students' performance (Rhodes & Houghton-Hill 200; Wood & Millichamp 2000; Birman, Desimone, Porter & Garet 2000). Since the teachers are directly connected with students their quality of teaching is mandatory. The quality of child's education depends largely on the quality of the teacher (Nye, Konstantopoulos, and Hedge 2004; Sanders and Horn 1998)

PROFESSIONAL DEVELOPMENT

Professional Development is all about improving self with the available sources. Over time the knowledge and skills of staff members in schools are subject to deterioration while development in educational thinking can also indicate that their skills can become outdated or inefficient (Campbell 1997). Moreover, the teachers use the monotonous style unless they learn the new ideas. The focus in PD is a continuous updating of professional knowledge, skills and attitudes required of staff so that all students can learn and perform at higher levels (Browell 2000; Ho-Ming & Ping-Yan 1999; Somers & Sikorova 2002). It is difficult for students to attain high levels of learning unless educators are continuously learning (Sparks & Richardson 1997). It states that educator learning and student learning go hand in hand (Wood & Millichamp 2000).

PD is most effective when it is an ongoing process that includes suitable properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching (Ho-Ming & Ping-Yan 1999; Moore in Robinson & Carrington 2002; Professional staff development: A key to school improvement 1999; Bernauer 2002; Moore 2000). PD programmes have the potential to influence teacher learning, but the reality is that there have been many wasteful workshop, conferences and seminars which have led to little sustained change in classrooms (Russell 2001).

THE TRI INFLUENCING FACTORS OF PD

WORK ENVIRONMENT SUPPORT

ORGANIZATIONAL SUPPORT

SELF SUPPORT

PROFESSIONAL DEVELOPMENT

ORGANIZATIONAL SUPPORT

The teachers must be acknowledged by the organization for participating in the PD from the standpoint of their own backgrounds (Smith & Coldron 1999; Somers & Sikorova 2002). When the organization acknowledges the ELT teachers it builds leaders. Quality leadership is required for effective PD in schools (Bernauer 2002). Organizational support would nurture the teachers and stimulates their efforts. A skill of an effective leader is to inspire people to work more effectively and to obtain ownership (Mahoney 1997). Current trend leadership shows a shift from bureaucratic managerial styles to different leadership styles that reflect human dignity and promote collaboration in decision making (Asbill & Gonzalez 2000). With such leadership styles principals are visionaries, from collegial relationships with staff and share knowledge with (Edwards, Green & Lyons 2002).According to Ho-Ming and Ping-Yan (1999) PD will be futile without teachers' wholehearted commitment, even if such programmes are well designed. The organization must give context beliefs like school environment, such as school governance will provide fund, professional development or other resources for teachers to effectively implement changes in the classroom. This would help in emotional arousal process and create a state of readiness, to active immediately (Yu, Leithwood and Jantzi 2000). Evaluate the success of the PDP and changes in staff (Bernauer 2002). Provide the support for the teachers in process of changing. It is also important to provide emotional, psychological and logistical support to teachers for them to continue developing new habits during the implementation dip that reduces effectiveness before the new procedures become routine (Sparks 2000a; Pehkonen & Torner 1999; Somers & Sikorova 2002). A school's culture has far more influence on life and learning in schools that the president of the country, the department of education, the principal, teachers and parents can have (Barth in Sparks 2006). PD should provide opportunities for teachers to

discuss their achievements and problems in employing new strategies (Robinson & Carrington 2002; Bernauer 2002). By doing so, the collaboration will contribute towards the development of a positive school culture that is committed to change and the creation of better learning opportunities for all (Robinson & Carrington 2002; Rhodes & Houghton-Hill 2000). Well planned organization will provide safe and supporting environment for the ELT teachers to implement their thoughts and ideas which they have received from the PDP

WORK ENVIRONMENT SUPPORT

Environment factors include a comfortable and well-equipped venue (Burke 1997; Ribisch 1999). Work environment should support the teachers emotionally an essential feature of participation is that individuals see themselves as having the right to voice their opinions and to be listened to (Smith & Coldron 1999; Somers & Sikorova 2002). Participants need to feel that respected for what they know and can do they should be treated accordingly in PDP (Smith & Coldron 1999; Somers & Sikorova 2002). Proper planning made by the team would help to meet the mission and it should be well communicated and to understand the current need for the students. The work environment must create an atmosphere that cultivates success for teachers and fosters a PD approach that truly develops professionalism (Bernauer 2002). Create a community of students requires the cultivation of shared values and the development of an appreciation for the value of working together and caring about each other (Robinson & Carrington 2002). Mental support of the work environment helps the ELT teachers to move further with confidence and thoughts to fulfill the needs of the students.

SELF SUPPORT

For effective PD the self support of teachers is very important. Teachers are individuals with specific learning needs and learning styles (Robinson & Carrington 2002; Somers & Sikorova 2002). Teachers who learn in programmes that accommodate their preferences will acquire more skills, become more motivated and use what they learn in the classroom (Burke 1997). Since adults prefer to be involved in their own learning for the sake of personal ownership, they should participate in setting goals, priorities, processes and the evaluation of PD (Burke 1997; Badley; Ho-Ming & Ping-Yan 1999; Bernauer 2002). The psychological factors also influence the PD and so self appreciation will help the teachers to implement the thoughts clearly.

CONCLUSION

Ongoing PD is essential if quality education to students is to be provided (Louw, 1992). Drucker in Dufour and Berkey (1995) elaborates on the views by stating that successful organization of twenty-first century will be learning organizations that build continuous learning into jobs at all levels. No teacher development programme can stay for long time as it has decline over time because of demand to satisfy student's need. Hence PD should be continually involved in the growth of the teachers. The PD programme must be planned in such a way to meet the demands

of the language teachers with new way of thinking and interacting and it focus on the direction of student's performance.

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