



Progress in English Language Teaching Through Continuous Professional Development—Teachers' Self-Awareness, Perception, and Feedback

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This research aimed to investigate the various aspects of EFL teachers' professional development through Continuous Professional Development (CPD). Hence a study involving 83 EFL teachers from different socio-economic, multi-cultural, educational, and disciplinary backgrounds was conducted to ascertain their attitudes, perceptions, and feedback on CPD. The sample population was random, and the data collection was through a questionnaire. The results showed that teachers take charge of their CPD, but for better outcomes, they need professional development through shared experience, reflective teaching, and have a sense of community among them to stay at par with the global standards of the education system. Through this research, the concept of CPD and its significance in teaching English are made available. This study also proposes higher achievement in education through teacher professional development programs. Moreover, the analysis demonstrated that teachers are confident in what they do because of their positive belief in their own CPD. From the results, it was clear that every EFL teacher should take charge of their professional development to become better teachers and help students achieve their goals.

Keywords: CPD, professional development, ESL, English language teaching, TEFL (teaching English as a foreign language)

1 INTRODUCTION

A teacher who has had the chance to learn something worthwhile can inevitably provide the same to students, as well. Hargreaves and Fullan (1992) mentioned that one who has the opportunity to learn also needs the opportunity to teach. Educational theories and methods are readily available to support good quality education. But to be up-to-date with these changes, the significance of Continuous Professional Development (CPD) cannot be overlooked. It not only helps teachers become better at their job but also makes lessons enjoyable for students. Hargreaves and Fullan (1992) argue that teachers need to improve their teaching skills by equipping themselves with knowledge and awareness through CPD to help students achieve their goals. Besides coping with the

advancement in the education system, teachers need to be role models for their learners, which is only possible if they focus on their continuous learning and development (Day, 1999).

Teachers encounter problems in English as a foreign language (EFL) contexts due to school circumstances. They have a habit of teaching their learners independently from their colleagues. Teachers, particularly novices, might feel frustrated by school bureaucratic expectations, and if they do not obtain meaningful feedback or regular monitoring, they may become dissatisfied and less successful (Murray, 2010). Therefore, many of these complex challenges can be solved by professional development activities (Bailey et al., 2001). According to Johnson and Golombek (2011), professional development is any endeavor to boost teachers' professional knowledge during and after the initial preparatory steps (Johnson and Golombek, 2011). Professional development, on the other hand, is thought to comprise of career-building activities performed by professionals after they accomplish their teacher training (Shawer, 2010). Teacher training and professional improvement are not believed to be identical for this study.

More importantly, the Professional development of teachers is a component of any educational system concerned with preparing and educating teachers to acquire the necessary competencies and abilities in teaching to improve the quality of instructors in their classrooms (Afe, 1995). Teachers' professional development involves actions that instructors try after completing their teacher training courses (Shawer, 2010). The phrase "continuing professional development" refers to "intentional, continuous, and systematic procedures and activities intended to boost educators' professional knowledge, abilities, and attitudes so that they may, in turn, increase students' learning" (Collins and O'Brien, 2003, p. 284). Instructors' ongoing professional development is a long-term professional development process that is important in a dynamic society's need for competent, experienced, and qualified teachers (Noormohammadi, 2014). As a result, continuous professional development is defined as a method for developing proficiencies for fulfilling changing professional needs through constant exposure to professional update programs.

Moreover, as English is the lingua franca, English language teaching has an undeniable global significance. EFL teachers have to continuously keep themselves apprised of the development and changes in their profession. And to do so, they have to take part in professional development. Equally, they have to assess and reconsider their old teaching practices and change them to match the current standards of teaching. There are two-fold reasons for a teacher to take CPD with some seriousness. Firstly, they have moral obligations towards students, and secondly, they are role models for society. It means: 1) in a classroom, they help students learn and hone their skills and 2) in society, they shape the outlook of future generations to create a better tomorrow. Jasper (2006) and Golding and Gray (2008) mentioned many points for EFL educators to participate in a CPD program which includes engagement in the long-term acquisition of knowledge, an understanding of personal responsibility, heightening teaching skills, and career advancement. In EFL connection, the paradigm shift in teaching and learning (Jacobs and Farrell, 2001) have made CPD necessary for teachers who otherwise are highly inspired by conventional

forms of teaching (Lau, 2006). EFL teachers control the classroom activities efficiently, but to do an even better job, they ought to have a great deal of understanding of determinants and variables that dictate the classroom situation of teaching and learning. The need to grow professionally as EFL teachers have given rise to professional development programs with activities that prove beneficial for the self-development of teachers (Karaaslan, 2003, p. 4). Hargreaves and Fullan (1992) believed that professional development consists of formal and everyday learning experiences that begin as a trainee teacher and end in retirement.

Numerous past researches such as Jacobs and Farrell (2001), Hargreaves and Goodson (2006), Lau (2006), Shang (2010), and Hayes (2014) have shown that CPD creates a positive learning environment that influences pedagogies. Teachers keep learning, sharing knowledge, and creating resources for further development. This process can be categorized as learning, disseminating, and reflecting. In fact, if teachers get the right resources, support, and professional training, they become more informed and inspiring professionals who influence learners and inspire fellow teachers.

In an EFL classroom, teachers' professional progress plays a crucial role in the overall development of the students. But the rapid reforms in educational systems compels teachers to keep learning and developing, and it is only possible through CPD. Teachers ought to be ready to bring changes in their teaching methodologies to influence students' learning positively. So without a scintilla of doubt, it is clear that teacher training is imperative for both new and experienced teachers.

All in all, this study has three main objectives. Firstly, it aimed to understand CPD and EFL teachers' attitudes towards it. Secondly, this study sought to investigate EFL teacher's perception of professional development. Suggesting ways for professional development through CPD is the third goal of this study. To reach these objectives, the following questions are proposed:

- RQ1: What are EFL teachers' previous experiences of professional development and their respective attitudes towards it?
- RQ2: What is the perspective of English language teachers towards a CPD programme?
- RQ3: How do the English language teachers respond and provide feedback to a CPD programme?

2 LITERATURE REVIEW

2.1 Background

Professional development can be described as the enhancement of a teachers' skills, knowledge, and ability in improvising their teaching methodologies to serve the students better. It is a long-term learning process, which is crucial in keeping abreast with the modern changes and developments in the teaching world. There are many ways to develop professionally, either through degrees, courses, workshops, training, or seminars. But the most significant aspect of CPD is the idea of collaborative work. Hence, CPD is learning, disseminating, and reflecting. These three things can only happen if CPD is done collaboratively, where teachers learn, share knowledge or experience,

and reflect on their own teaching experiences. Needless to mention that English has now become a vital part of our daily life, and to keep up with the world around us, teachers especially need to keep themselves updated with the latest trends, skills, and information, which is essential for their professional growth.

Language teachers have witnessed immense changes in education with the introduction of new processes and techniques (Bailey, 1992; Turhan and Arikan, 2009; Yurtsever, 2013), and these changes include knowledge, ideas, perspectives, opinion, and teaching practices (Bailey, 1992; Alsalahi, 2015). CPD programs arranged by educational institutions not only help the teachers develop but also benefit the employer. For example, enrolling teachers in CPD programs that provide training on ICT will: 1) help the teachers understand the use of digital media in teaching and 2) increase the institute's admission due to quality education. So, institutions must provide their teachers with CPD programs to reform the personalities of the teachers and improvise their teaching methodologies.

There is enough teachers' professional growth research material available, but there is a subtle difference between simply training and CPD. Lee (2011) claims that training helps improve teaching proficiency through training programs delivered by experts in the field. On the other hand, assisting teachers to grow professionally is CPD. Richards and Farrell (2005) believe that training and CPD are identical and usually overlap. Their idea of training is to prepare teachers for teaching positions, adapting materials to suit the need of the learners, classroom activities, and collaborative works among students. However, professional development includes teachers' self-awareness and knowledge of their teaching environment, and sometimes it involves reflective teaching for a better understanding of teaching practice Richards and Farrell (2005). Teachers should understand that professional growth is a lifelong process, and professional development contributes to a significant, rational, cultural, and emotional commitment towards concepts, materials, and co-workers within teaching or outside it (Little, 1993). CPD is a strategic approach towards influencing and integrating various teaching aspects in a teacher (Hakim, 2015). Giraldo (2014) believes that professional development helps teachers to manifest changes through a complex process of shifting or increasing alertness. Besides, Richards and Farrell (2005), p 4 explain CPD as a process to help teachers extend their methodology and self-awareness. These aims may further involve: Following the method of language improvement, knowledge of variation in teachers' functions, as per learner requirements, using better judgment in lesson-planning, self-reflection, bringing in different teaching styles, and being aware of learners' progress in classroom exercises.

Although CPD has been considered in every field, within the English language teaching (EFL) field, it is regarded as a fundamental factor to support professional development (Kirkwood and Price, 2011; Littlejohn, 2002), with participating in workshops, conferences on service training courses, utilizing innovative technologies such as online discussions and wikis, etc. (Morris, 2010). In addition, effective professional development programs can enhance teachers' knowledge and proficiencies to improve students' learning effectively. In this respect, some researchers approve of the idea that teachers' proficiencies and

knowledge are the most critical factors that affect student achievement and teacher's success (Odden et al., 2006; Noormohammadi, 2014). Noormohammadi (2014) stated that teachers involved in the high-quality professional development programs eventually develop in knowledge and on pedagogical activities, which eventually affect students' progress and success.

2.2 Previous Studies of English Language Teachers' Professional Development

Atikler (1997) studied the connection between action research and the self-development of EFL teachers. He analyzed different teaching situations, heightening teaching skills and improvising personal and professional aspects of teaching. The research results reported that teachers have self-awareness in terms of skills and knowledge in training and instruction.

Bailey et al. (2001) used publications, recordings, and teaching documents with trainers for their study on CPD and concluded that CPD is of utmost importance for teacher educators, too because they feel with the use of the professional development activities it is plausible to support pre/in-service educators.

Özdemir (2001) studied the effectiveness of action research and explained the developments it brings to teaching. The data was collected through publications, observation checklists, and reports on action research submitted by teachers. The analysis showed an increase in self-awareness among teachers and a positive transition in their attitudes and feelings towards language teaching. The researchers finally concluded that action research has a positive impact on the teachers' overall professional development, and the application of some techniques and strategies also contributed to overcoming the shortcomings in the classes.

ORC International (2001) conducted a similar study with 38 teachers and engaged them in FGD. The study concluded that teachers appreciated exploring new ideas through discussion with colleagues and staff of other schools. Furthermore, the participants showed an increased understanding of the value of limited resources and used them accordingly for their professional development. The only shortcoming regarding CPD was the lack of unlimited materials and support from the administration.

Lam et al. (2002) brought forward the problem of Asian countries teaching styles. Teachers usually do not get involved in peer observation or learning. However, they do it only during appraisal. The researchers found two challenges: separating classroom teaching discussion of teachers from teacher appraisal and achieving a niche for staff development practice.

Choi and Lee (2016) brought forward three necessary aspects for EFL teachers' self-development. They were: 1) the role of the institution's managing body and senior leadership, 2) teachers' learning associations, and 3) CPD programs to enhance work quality. Leithwood et al. (2010) believe in the acceleration of student achievements through effective leadership. The features highlighted in the study were: 1) Create a safe learning environment, 2) Continuous support for the faculty members for professional development, 3) Setting a target for students to achieve, 4) Allowing teachers, parents, and other community members to imbibe leadership qualities, 5) Have a database for inquiry and student performance.

TABLE 1 | Teachers' attitudes toward various self-development courses.

Items	Mean
A	4.76
B	4.53
C	3.98
D	3.23
E	4.14
F	4.09

Yoon et al. (2007) found that teachers who received CPD of at least 49 h a year improved students' performance by 21 percentile. Al Asmari (2016) mention five crucial components of job-related professional development programs: 1) All CPD programs should be community-based where teachers learn and share experiences, 2) There should be a connection between the content of the CPD program and the grade levels and topics, 3) All teachers must get the opportunity to utilize what they learnt in CPD programs and receive feedback by trainers on performance, 4) Simply making aware of latest trends and technical advancements in education is not enough, teachers need to understand things more conceptually before teaching them, e) Longer periods of learning, ranging from 30 to 100 h a year.

Moreover, Özera and Beycioglu (2010) determined the primary school teachers' attitudes towards professional development and explored primary school teachers' sense of burnout. They also aimed to explore the relationships between teachers' levels of professional burnout and their attitudes towards professional development. Maslach Burnout Inventory (MBI) and Teachers' Attitudes about Professional Development (TAP) scales were administered to 144 primary school teachers (F = 40, M = 104) working in AdÖyaman, a city located in the south-eastern part of Turkey. Research results revealed that teachers' views differ significantly by gender and teaching experience. In addition, results showed that teachers' attitudes towards professional development are moderately positively related to personal accomplishment and slightly negatively associated with depersonalization.

Moreover, Avalos (2011) reviewed the Teaching and Teacher Education publications over 10 years (2000–2010) on teacher professional development. Avalos synthesized production referred to learning, facilitation, and collaboration, factors influencing professional development, the effectiveness of professional development, and issues around the themes. Moreover, he selected from the production nine articles for closer examination. The paper concluded by noting how the production brings out the complexities of teacher professional learning and how research and development have taken cognizance of these factors and provided optimism about their effects, although not yet about their sustainability in time.

In 2015, Badia studied the professional development of language teachers of a university in Saudi Arabia. The teachers unanimously agreed that to enhance the professional development of teachers, the institute has to segregate appraisal and development programs. They also expressed their desire to have trained professionals to conduct PD programs.

In another research, Kyndt et al. (2016) analyzed 74 studies focusing on informal learning to identify teachers' learning

activities, antecedents for informal learning, and learning outcomes. In addition, they examined whether beginning and more experienced teachers differ concerning informal learning. Results revealed different learning activities in the two groups and exciting relationships among other antecedents and various learning outcomes. Moreover, they concluded that the main difference between the beginning and more experienced teachers lies not in the type of learning activities they undertake but rather in their attitudes toward learning, learning outcomes, and how their context influences them.

Recently, Ibrahim et al. (2020) studied the context of PD by identifying the trends mentioned in journal publications between January 2015 and 2019. They analyzed the variables specified in the focus question of the study. Later, they aimed to uncover the trends that could help them in the following ways: firstly, the results of the research may bring about an efficient and sustainable CPD program for teachers, and secondly, it may support in proposing a systematic research outline for students willing to perform research in the realm of teachers' professional development.

In the past, different approaches to CPD have received backing from teaching communities. Some of them are:

- 1) Reflecting through videos—In this method, teachers meet once a week or as agreed upon to watch recorded videos of their classroom teaching and share their experiences. Multiple studies such as Blomberg et al. (2013), Brame (2016), and Hidson (2018) claimed that this method of video-based teaching reflection is proven effective in enhancing teaching and student success.
- 2) Collaborative studying of lesson plans—Although this method of professional development first originated in Japan, it soon reached many countries due to its usefulness and positive results. In this method, teachers come together to analyze lesson plans bearing three aspects in mind. They are 1) the main aim of the lesson, 2) using sample lesson plans related to the aim as mentioned in point 1 and, 3) self-reflection through report writing.
- 3) Programs focused on teacher mentoring—Previous studies such as Ingersoll and Strong (2011), Lozinak (2016), and Shields and Murray (2017) have shown improvement in teachers' teaching practice and student achievement because of their involvement in mentoring programs. These programs help new teachers to feel a part of the community.
- 4) Grade-level meetings—Skaalvik and Skaalvik (2014) supported this system of professional development. Teachers meet in a closed group, grade-wise, and discuss teacher development and student achievement matters. The categories are primary, elementary, and middle school grade levels. For high school, it is more of an academic approach through meetings arranged as per the discipline.

The summary of research conducted in professional development provides a reason for the present study, which attempts to seek ideas and approaches in improving English Language teachers' knowledge, skills, self-awareness, perception, and teaching material adaptation to provide quality education for students.

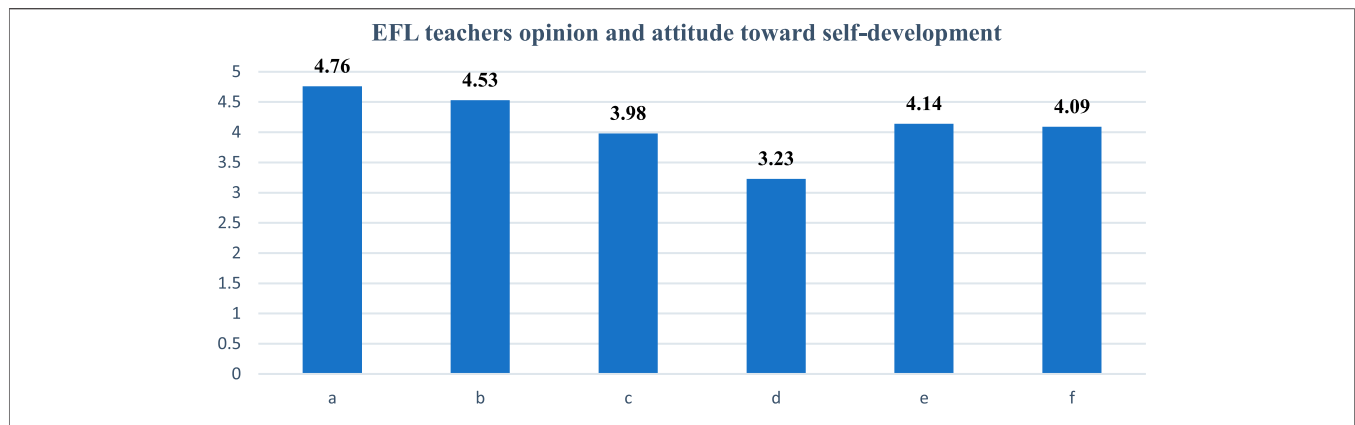


FIGURE 1 | EFL teachers' opinion and attitude towards self-development as a reason for professional growth.

BOX 1 | Survey questions related to Table 1.

- I frequently enrol in various self-development courses and activities
- (a) Establishing learning aims to see professional changes in myself
- (b) Use self-reflection as a tool to enhance my teaching skills
- (c) Explore professional papers or articles to find solutions for my professional learning needs
- (d) Seek help from other teachers for guidance and professional help
- (e) Assist another teacher in improvising their teaching methodologies
- (f) Research and apply new teaching ideas

TABLE 2 | Teachers' perceptions regarding CPD for professional growth.

Items	Mean
A	3.23
B	3.53
C	4.03
D	4.16
E	3.94
F	3.76
G	3.39
H	3.47
I	3.12
J	4.32
K	3.97
L	3.9

3 RESEARCH METHODOLOGY

The research methodology used in this study was quantitative, and the data collection was through a Survey Questionnaire. Likert scale was used in the mentioned questionnaire to indicate the degree of disagreement and agreement from 1 to 5: *strongly disagree*, *disagree*, *neutral*, *agree*, and *strongly agree*. The numerical values were assigned to the participants' responses for each questionnaire item. Therefore, if a learner marked strongly agree, he/she received 5 for that item. For agree, a numerical value of 4, for neutral, 3, for disagree, 2, and for strongly disagree, 1 was assigned. The reliability of this questionnaire was calculated through using Cronbach's alpha ($r = 0.88$).

The participants were randomly chosen for the experiment and were EFL teachers. The questionnaire had three sections: previous professional development experience, their standpoint on the significance of CPD, and their response towards CPD. It was a practical approach and helped the researcher study the data well. The participants were also made aware that their privacy would be respected and kept intact. The preparation of this research paper through impartial data collection reinforced the utmost sincerity of the researchers.

The researchers collected the data from 83 participants, consisting of 60 male and 23 female teachers. The participants were selected from three English secondary schools, and their age range was between 25 and 43 years old. The data in this study shows participants' impressions of the possible improvements through the present CPD program. Their responses were analyzed using the Statistical Product and Service Solution (SPSS).

4 RESULTS AND DISCUSSION

Before conducting any analyses, checking the normality distributions of the data was essential. Thus, after running the Kolmogorov Smirnov test of normality, the assumption of normality has been met ($p > 0.05$). Using the Likert scale, data was collected and analyzed. Five were considered very good, and one was the worst in terms of experience. Subsequently, further examination showed the following parameters: self-development, their perceptions of CPD, and feedback on CPD.

4.1 EFL Teachers' Opinion and Awareness Towards Developing Their Teaching Skills

Table 1 shows the descriptive statistics of the participants' attitudes toward various self-development courses and activities.

In this questionnaire (see Box 1 for questions), as it could be seen, all the mean scores of the questionnaire items were above 3.00 (which is the average value of the choices when strongly agree receives 5 and strongly disagree receives 1). This means that the participants agreed with all the questionnaire items. The highest mean scores in Table 1 belonged to option # a ($M = 4.76$),

ESL teachers perceptions of CPD and its effect on personal development

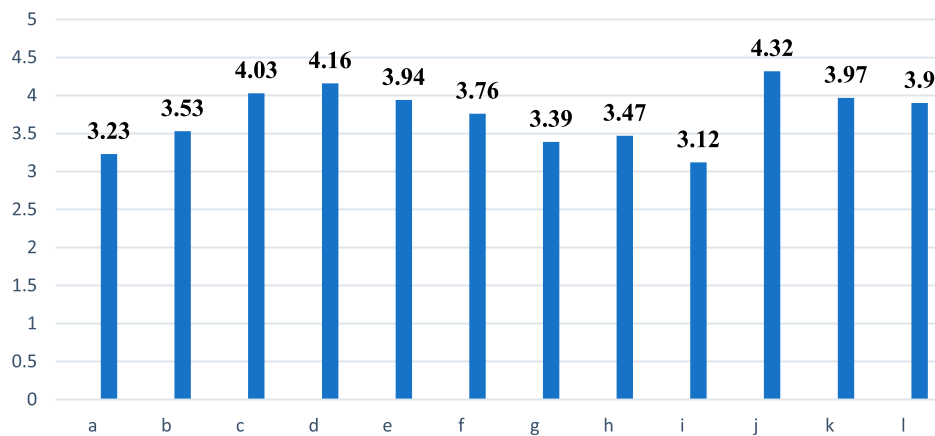


FIGURE 2 | EFL teachers' perceptions regarding CPD For professional growth.

and b ($M = 4.53$), in which the teachers express their agreement with the statements claiming that 1) establishing learning aims to see professional changes in myself, and 2) use self-reflection as a tool to enhance my teaching skills. In the same vein, all the other items received the participants' agreement. These obtained results are also graphically represented by the bar chart in **Figure 1**:

The first section focused on teachers who adopted various professional development steps to refine their existing pedagogy, as shown in **Figure 1**. It is clear that teachers were self-aware of their CPD and took the initiative to improve themselves professionally by setting targets (4.76) and using self-reflection as a tool for further improvement (4.53). Such teachers have a sense of self-development, and they can heighten it by engaging in professional sharing of knowledge in specific contexts. Also, the participants showed a keen interest in researching and applying new ideas in their teaching skills (4.09) and contributing to the development of other teachers (4.14). This attitude of teachers shows that they approve of effective participation, and the improvement happens in a bottom-up manner. It further establishes that shared learning is possible through experience, observation, and cooperation. Besides, the respondents also showed interest in reading professional literature to address their professional learning requirements. The results clearly show that self-development is at the heart of a teacher's professional growth, and by engaging in collaborative research with fellow teachers, they primarily nurture their learning and professional development goals.

4.2 EFL Teachers' Perceptions of Continuous Professional Development and its Effect on Personal Development

The results of teachers' opinions on how they feel about CPD and its importance in teachers' professional growth are illustrated in **Table 2**.

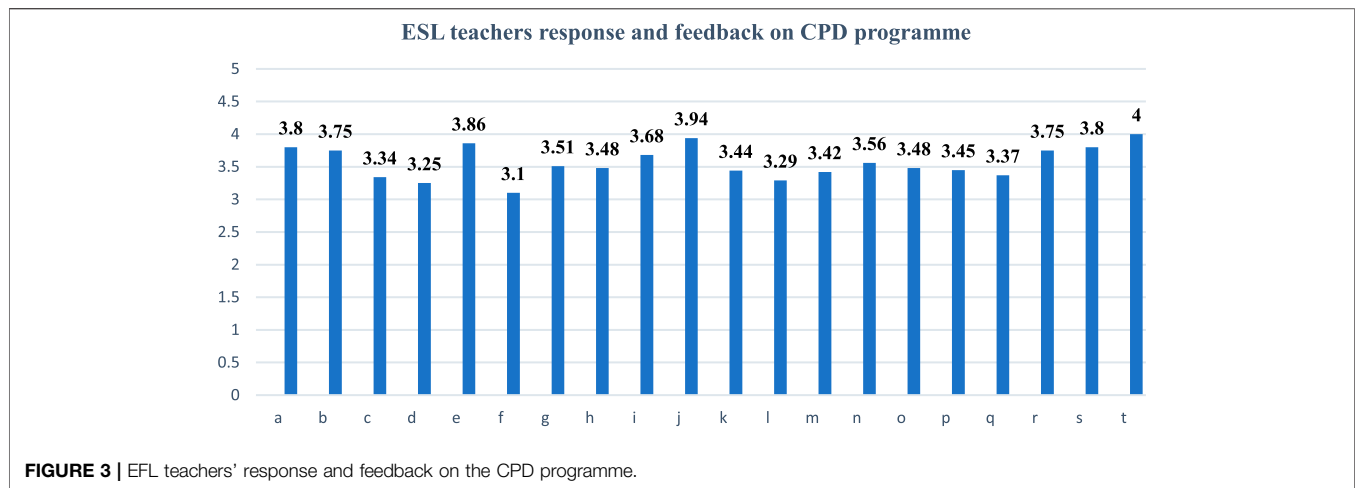
As could be seen in the table above, for all the items, the corresponding mean scores were larger than the average value of the choices (that is, 3.00). This means that the teachers all agreed with the statements in the questionnaire (see **Box 2** for questions). In other words, they had positive attitudes towards the items. This result could also be clearly noticed in the bar chart that follows (**Figure 2**).

This section presents an understanding of EFL teachers' perception of CPD as recorded in **Figure 2**. The results show that teachers recognized sharing of knowledge and brainstorming with co-workers (4.32), seeking and incorporating new ideas for classroom usage (4.16), listening to experts in the field of CPD (4.03) as extremely valuable. The participants' perception helped the researcher understand teachers' belief in collaborative and self-motivated learning, which was also in **Section 4.1**. Although these results show teachers' desire to grow professionally, they also displayed an underlying apprehension. The teachers said that CPD courses give them the freedom to apply their knowledge in the classroom (3.97), but they also have to reflect critically and creatively as a student and instructor (3.94) and are made to set

BOX 2 | Survey questions related to **Table 2**.

How do I feel about CPD and its importance in teachers' professional growth

- Enjoy learning with other teachers
- Overview of networking with other teachers
- Listening to experts in the field of CPD.
- Seeking and incorporating new strategies or ideas to use
- Forced to reflect critically and creatively as a student and instructor
- Made to set goals to achieve a superior level of teaching
- Using acumen to solve critical issues that impede teaching
- Guidance from specialists in the field of teacher training and CPD
- Thinking carefully about my own experience of teaching
- Collaborative learning and brainstorming with co-workers
- Gives chances to implement my knowledge
- Certificates as proof of my knowledge and training



goals to achieve a superior level of teaching (3.76). These parameters highlight the concerns of program administration, its period, and the participant number. In a nutshell, the shortage of space to accommodate all participants, the inability to create an engaging and interactive session, and the lack of opportunity for the participants to share their thoughts and self-reflect on their own experiences are the underlying problems. Among others were issues related to networking with co-workers (3.53), guidance from specialists in the field of teacher training and CPD (3.47), and using acumen to solve critical issues that impede teaching (3.39). Again, these problems could have manifested from poor course management, large groups of participating teachers with less time for interaction, and inadequate duration for workshops.

4.3 EFL Teachers' Response and Feedback on Continuous Professional Development Programme

Table 3 indicates that all the means are higher than 3, meaning there was general agreement among the teachers on all items (see Box 3 for questions). The results obtained above are also graphically shown in the bar graph in Figure 3:

As shown in Figure 3, the final part of the survey focused on EFL teacher's feedback on CPD. Most teachers mentioned that they continuously endeavor to upgrade their professional and leadership talents (4.00). This point alone proves their self-motivated personality as EFL teachers. They also recognized the facilitator as highly knowledgeable and reliable (3.94), that CPD allows them to learn and interact with co-workers (3.86), and CPD is vital to the advancement of their teaching skills (3.80). Furthermore, the participants liked the consistent and fair access to professional development programs (3.75), CPD programs cover a plethora of EFL themes (3.75), and the learning environment of the CPD course is collaborative, friendly, and respectful (3.68). Above all, the CPD program has future goals attached to the ELC development scheme (3.80).

BOX 3 | Survey questions related to Table 3.

- (a) CPD is vital in the advancement of my teaching skills
- (b) CPD programs cover a plethora of EFL themes
- (c) CPD activities are interactive, effective, and engaging
- (d) CPD includes various activities specifically designed for adult learners to help them grow professionally
- (e) CPD provides the opportunity to learn and interact with co-workers, which otherwise is not possible
- (f) CPD includes constant guidance and follow-up activities
- (g) CPD demands improvisation in teaching methodologies
- (h) CPD forces teachers to reform their skills, pedagogy, and overall attitude towards professional growth
- (i) CPD programs have a comfortable environment with friendly and courteous people
- (j) CPD facilitator is highly proficient and reliable
- (k) All CPD exercises include study materials, presentation, and application stage with feedback
- (l) CPD program is similar to the ELC condition, association, and setting
- (m) A set of experimental activities allow participants to try new pedagogies
- (n) Every individual participant teacher hones their teaching skills and awareness
- (o) Leadership affirms, promotes, and maintains professional development through considerations and means
- (p) CPD is in line with ELC strategic plan that includes design, aim, and objectives
- (q) The department has continuous discussion groups on matters concerning professional development
- (r) Teachers have consistent and fair access to professional development programs
- (s) There future goals of CPD are attached to the ELC development plan
- (t) I continuously endeavor to display my upgrading of professional development and leadership talents

To a certain degree, the participants believed that teachers continue to hone their teaching abilities and keep themselves apprise of the latest development (3.56), CPD demands improvisation in teaching methodologies (3.51), CPD forces teachers to reform their skills, pedagogy, and overall attitude towards professional growth (3.48). The reasons that explain the above numbers could be the diverse background of the teachers and their relevant teaching experience. Apart from that, they all might have different reasons for motivation towards their work. The feedback also revealed that teachers believed in the leadership qualities of the trainer (3.48). However, the pressing

TABLE 3 | Teachers' response and feedback on the CPD programme.

Items	Mean
A	3.8
B	3.75
C	3.34
D	3.25
E	3.86
F	3.1
G	3.51
H	3.48
I	3.68
J	3.94
K	3.44
L	3.29
M	3.42
N	3.56
O	3.48
P	3.45
Q	3.37
R	3.75
S	3.8
T	4

matter was if teachers were rightly rewarded for showing their improved teaching skills.

From another viewpoint, the researcher found reasons to believe that the respondents had a few concerns regarding CPD, which might be categorized as follows: institution's policies and its support, overt control over CPD activities, and follow-up exercises. Two reasons that concern institutional policies are that the teachers think CPD is in line with the ELC strategic plan that includes design, aim, and objectives (3.45). The CPD program is similar to the ELC condition, association, and setting (3.29). These two pieces of feedback from the respondents conclude that either the teachers are not familiar with the institution's policies, or they usually hesitate to engage in institutional projects designed for the community. Other reasons could be the over-burdening teachers with excessive academic works. The second issue was related to the duration of CPD, which according to the teachers, was less. Because of this, the facilitator could only focus on the presentation stage and was left with no time to focus on relevant theories and feedback or coaching (3.44). To resolve this, the respondents unanimously recommended an increase in the duration of CPD programs.

The study also showed apprehension among teachers regarding the efficacy of CPD tasks (3.34) and various specific exercises planned for adults to help them grow professionally (3.25). Another unsettling fact was regarding follow-up activities. They mentioned that teachers were expected to try experimental activities in classroom teaching (3.42), the ubiquity of continuous discussion groups on matters concerning professional development (3.37), and CPD includes constant guidance and post-learning activities (3.10). The results showed that post-learning activities were avoided or rarely practiced.

5 CONCLUSION AND RECOMMENDATIONS

This research's primary focus was to understand EFL teachers' beliefs and perceptions towards professional development, activities, and the challenges that inhibit the growth or development of their teaching

skills. The results from the questionnaire answered by the respondents gave a clear idea that teachers were aware of the importance of CPD to grow professionally both as a teacher or a leader. The majority of the teachers showed self-awareness towards professional development and believed in collaborative work as a path to improve their skills creatively and continuously. However, concerns about networking, the short duration of CPD programs, many participants with fewer seating arrangements, and instructions from the facilitator should not be left out.

After participating in the ongoing CPD program, the participants reemphasized the importance of professional development courses, activities, resources, collaborations, peer learning, self-reflection, and observation in improving teaching skills. They unanimously agreed upon the good changes CPD brings concerning awareness, abilities, perspectives, and ideas. Based on the findings of this research, certain aspects of CPD need attention. These issues relate to institutional policies, support, and resources for teachers, an open learning atmosphere with the institute's limited involvement, and post-learning activities.

- A needs analysis can assist teacher trainers and organizers in designing a good CPD curriculum for all teachers. They should focus on teachers' attitudes towards professional development, prior knowledge and experience, and areas that need improvement.
- Teacher trainers should understand the relationship between theory and practice and their combined positive influence on teaching skills. Therefore, CPD must include theoretical input to respond to the needs of the participants, along with practical activities to assist them in discussing issues around the previously learnt theoretical foundations.
- CPD tasks should have a mix of study materials and activities to improve planning and instruction techniques. Study materials for self-reflection further promote development.
- Fostering a close collaborative and active participation between coordinator and teacher trainer to strengthen the CPD programs.
- Teacher trainers should get the opportunity to observe teachers in a classroom. It will help the trainers identify loopholes and give constructive feedback.
- Objectives and tasks of CPD may be in line with the policies of the institution. The institution should allow teachers to experiment with their teaching skills by applying the newly learnt knowledge from CPD programs.
- Institutions should try to set up a teacher discussion group for sharing ideas and providing continuous support to each other.

DATA AVAILABILITY STATEMENT

The raw data supporting the conclusion of this article will be made available by the authors, without undue reservation.

AUTHOR CONTRIBUTIONS

BV and EN wrote the first draft. AS checked it in terms of design, method, and language. Then, all three authors checked the final draft once again and confirmed it.

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