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PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS: CHOOSING AN INDIVIDUAL STRATEGY

У статті розглядається проблема професійного розвитку вчителів англійської мови. Виокремлено визначення з урахуванням багатогранності терміна. З'ясовано, що кількість і контекст моделей професійного розвитку визначається різними науковцями неоднозначно. Проаналізовано стратегії моделей професійного розвитку та виділено дві перспективи: індивідуальна та інституціональна. Основними принципами індивідуальної стратегії визначено знання мови, педагогічна майстерність, сприйняття себе як педагога, порозуміння зі студентами, розуміння навчальних програм, кар'єрний ріст. Охарактеризовано потенційні напрями розвитку вчителів англійської мови в Україні з акцентом на конференціях, семінарах, вебінарах, тренінгах, навчальних програмах, стажуваннях тощо.

Ключові слова: професійний розвиток, професійний розвиток вчителів англійської мови, моделі, принципи, стратегії професійного розвитку.

В статье рассматривается проблема профессионального развития учителей английского языка. Автором выбрано определение с учетом многогранности термина. Проанализировано, что количество и контекст

моделей профессионального развития определяется разными учеными неоднозначно. В статье приведены стратегии моделей профессионального развития и выделены две перспективы: индивидуальная и институциональная. Основными принципами индивидуальной стратегии считаются знание языка, педагогическое мастерство, самовосприятие как педагога, понимание со студентами, понимание учебных программ, карьерный рост. В статье охарактеризованы потенциальные направления развития учителей английского языка в Украине с акцентом на конференциях, семинарах, вебинарах, тренингах, обучающих программах, стажировках и т.д.

Ключевые слова: профессиональное развитие, профессиональное развитие учителей английского языка, модели, принципы, стратегии профессионального развития.

The article deals with the problem of professional development of English teachers. The importance of English in Ukraine is growing day by day along with the demand for well-trained English teachers. Teaching methods are rapidly changing with more innovative ones being added recently. Therefore, teachers need to pay much attention to professional development in order to provide successful and up-to-date training.

The author chooses the definition of professional development by Clarke who took into account its various aspects.

After analyzing scientific findings, several models of professional development are offered which differ in amount and context. Lieberman outlines three models of direct teaching, in-school and out-of-school learning, while Kennedy defines nine models: training, cascade, transformative, coaching, deficit, award bearing, standards based, community of practice and action research.

Among professional development strategies the following are offered: peer-coaching, study groups, action research, mentoring, teaching portfolios, in-service training and team teaching.

Individual and institutional perspectives of professional development are also mentioned, though the main emphasis is on the former as the most motivating. It includes language knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and career advancement.

In Ukraine, English teachers are offered a variety of promising development ways. They include attending webinars and seminars held by international publishing houses (e.g. Dinternal Education, Cengage Learning, etc.). Taking courses to get higher qualifications and improve knowledge of English (British Council organizes training programs, workshops, etc.). Moreover, internships and international training programs open great professional opportunities.

Key words: *professional development, professional development of English teachers, models, principles, strategies of professional development,*

Introduction. Today, Ukraine is undergoing a variety of serious changes. National social, political and economic systems are being reformed. The sector of education is also facing a lot of crucial changes. Educational reforms started with introducing the Bologna system which focuses on increasing the amount of time for individual work and student assignments.

To meet international educational standards, some Ukrainian universities introduced studies in the English language which demands a high level of knowledge of both instructors and students. Therefore, the importance of good command of English is once more emphasized and efficient training of English teachers is in the center of attention.

Training professional language teachers is a must of the twenty-first century education both in Ukraine and in the EU. The policies are established by the State Education Standard of a Foreign Language (1998), the Concepts of Pedagogical Education (1999), the Program “Teacher” (2002), the National Doctrine of Education Development (2002), the Guide for the Development of Language Education Policies in Europe (2003), etc. [Guide].

In the US, the Framework for Teaching L2 English is expected to be used as a guideline «to train pre-service teachers from the perspective of what would be happening in the secondary school English classroom. It delineates templates that show exactly what a teacher-in-training would be required to do in a classroom situation including roles that students would also be required to perform» [13, p. 68].

Purpose. The aim of the article is to analyze and structure information on professional development of English teachers around the world in order to point out ingredients of creating an individual strategy.

Main material. Training English teachers competent to meet demanding educational standards is impossible without stressing the importance of professional development. International language teaching experience is worth studying in order to borrow and apply the most efficient methods for university studies and life-long education.

Abroad, the topic is often studied and new strategies are added. Clarke, Hustler, Kennedy, Edmonds and Lee, Robinson and Sebba as well as hundreds researchers from around the world concentrate their scientific searches on PD (professional development).

Clarke defines the term of professional development stressing the importance of group trainings with strong school/local administration support. Clarke also believes it essential to give “time and opportunities for planning, reflection, and feedback in order to report successes and failures to the group, to share “the wisdom of practice,” and to discuss problems and solutions regarding individual students and new teaching approaches”, as well as set goals for further professional growth (Hismanoglu M., 2010, p. 991).

In general, there are several models of continuing PD. According to Lieberman, three types are worth pointing out:

- direct teaching (e.g., courses, workshops, conferences, etc.)
- in-school learning (e.g. peer coaching, critical analysis, mentoring, goal-oriented planning teams etc.)

- out-of-school learning (e.g. learning communities, networks, visits and partnerships with schools/universities, etc.) (Lieberman A., Wood D. E., 2002, p. 320).

However, Kennedy defined nine models. They are outlined below:

- training (skills are the main focus, not practice)
- award bearing (academia-the fore relations and relevance)
- deficit (shortcomings are addressed, not quite supportive)
- cascade (minimum of collaboration)
- standards based (a teacher learning system is limiting)
- coaching (easy relationship of mentor-students, strong communication skills of a mentor are a must)
- community of practice (application of practice innovation)
- action research (experiments with various class practices)
- transformative (a mix of several above-listed models) (Kennedy A., 2005, p. 237).

Day and Adey examine ingredients and factors necessary for effective professional growth. On one hand, Day listed ingredients necessary for successful PD, including inspiration, exposition, discussion, opportunities for cross reference of standards, new skills training, opportunities to experiment, and coaching. On the other hand, Adey created a more extended group of factors. The key aspects are:

- innovation with an adequate theory base, effective learning materials and proved evidence
- intense PD program with applying already introduced teaching methods and provision for in-school coaching
- senior management at school welcome innovation
- teachers are committed to group work, effective communication and allowed opportunities to practice and reflect (Hismanoglu M., 2010, p. 991).

After analyzing PD models, strategies are the next step. Hismanoglu points out seven strategies. The first one is peer-coaching with reciprocal visits of two specialists, as well as mandatory feedback and advice on teaching. It encourages reflection, sharing successful practices and building a base of such practices, etc. The second strategy is study groups where not more than six people participate on a frequent and regular basis. The third one is action research where participants are encouraged to regularly examine own educational practices. The following strategy is mentoring where a more experienced practitioner coaches a less experienced one (lesson observation, teaching feedback, stress and weakness analysis, etc. Strategy number five is teaching portfolios with plan and preparation details, evaluation and feedback. The next one is in-service training which provides insight into teaching experiences in the form of extended partnerships and education networks. The last but not the least is team teaching where a group of students are trained by a team of teachers who «design a syllabus, prepare individual lesson plans, teach students and evaluate the results» (Hismanoglu M., 2010, p. 993).

Taking into account a diversity of strategies for PD, it is essential to create an individual strategy which would encompass a set of principles most suitable for each teacher. Generally, the amount and stress of the principles may vary. Still the key basics are unchangeable. They include self-confidence, teaching ability, language knowledge (mastering higher levels, taking part in native-speaker clubs, subscribing to EFL/ESL blogs and magazines, etc.), skills (putting knowledge into teaching practice), reflection (analyzing lessons after recording them, getting feedback from students, etc.) and attitude (self-respect, positive attitude to teaching and friendly relationships with students, etc.).

Jack C. Richards and Thomas S. C. Farrell contributed greatly to Cambridge works and achievements. They outline two types of PD: individual and institutional perspective. Ideally, they are interrelated when both institutions and teachers are interested in achieving professional goals. For teachers, they are enhancing language knowledge, keeping up to date with modern changes, teaching skills and latest practical tendencies. Along with teacher development from the

perspective of individual teachers, there is also the point of view of teacher's personal development. It includes the following:

- language knowledge (grammar, phonology, language and second language acquisition and other disciplines which are necessary for language teaching)
- pedagogical expertise (new teaching methods and strategies aimed at learners of different ages and language levels)
- self-awareness (evaluation of one's strengths and weaknesses, principles and values as a teacher)
- understanding of learners (finding ways of making learning material more understandable and accessible for learners as well as general understanding of learners and their language achievements and problems)
- understanding of curriculum (deepening understanding of curriculum, use of learner-centered materials)
- career advancement (acquiring knowledge and gaining mastery of professional advancement, e.g. coaching skills).

In the epoch of globalization and non-stop changes, the role of self-education has advanced greatly. For teaching it has always been an inseparable part but now it is again and again emphasized.

One of the crucial factors of successful self-education is planning. Making a roadmap is an important step. Fortunately, Ukrainian English teachers are offered a myriad of PD opportunities. First of all, publishing houses and education centers organize regular workshops and conferences to improve methodological skills. There, a lot of interesting teaching methods are shared. In Ukraine, the most active ones are Dinternal Education and Cengage Learning. They also offer a range of webinars with native speakers and Ukrainian professionals.

Secondly, British Council plays an important role in advancing English awareness in Ukraine. Numerous teacher courses and qualifications are offered, including CELTA (Certificate in English Language Teaching to Adults) and TYLEC (teaching young learners extension certificate). Recently a program

English Teachers as Change Agents was launched in cooperation with GoGlobal to improve the quality of teaching English in Ukraine and train a community of English teacher trainers to share gained knowledge and skills among local teachers of English.

There are also development schools and institutes provided by international organizations and embassies. For example, Computer technology in EL teaching/learning (TESOL) and Teacher Development Workshop for Novice English Teachers from Ukraine supported by the U.S. Embassy.

International training programs and internships offered by universities and global organizations create multiple opportunities for professional development of English teachers in Ukraine. The Fulbright programs supported by the U.S. and MASHAV (Israel) are in much favor among Ukrainians. The above-mentioned programs and others encourage training of a creative and competent teacher.

Conclusions. Updating and reforming the Ukrainian system of higher education, the experience and prior achievements are efficient components of substantial contribution potential in the present and future.

highly-qualified

Ukrainian researchers (N. Hupan, O. Korsakova, P. Lyneiko, T. Lytniova, O. Stoyan and others) studied the historical aspect of training foreign language teachers. Modern tendencies are of great interest, too.

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ПРОФЕСІЙНИЙ РОЗВИТОК УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ: ВИБІР ІНДИВІДУАЛЬНОЇ СТРАТЕГІЇ

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ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА: ВЫБОР ИНДИВІДУАЛЬНОЙ СТРАТЕГИИ