Exploring The Impact Of Professional Development Programs On Early Childhood Education Teachers' English Pedagogical Practices: A Comparative Study

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Abstract
Every day brings new challenges for language teachers. In response, they strive to incorporate the most suitable learning theory, strategy, technology, resources and aids into their lessons to help their students develop contextualised knowledge. Doing so allowed him to think about problems and difficulties and find solutions by combining his expertise with his peers. Because of this, they can draw on both their own and their colleagues' experiences. The researcher performs this repeatedly so the researcher can overcome social and psychological barriers and thrive in classrooms, which is particularly important when teaching a second or foreign language. One reason they did this was to help his students learn a new language. To do this, they follow the study's results as a roadmap while also conducting his research, reading relevant scholarly articles, or attending job-specific training. A teacher who engages in reflective practice brings to the classroom not just their expertise but also all of their prior learning, practical experience, and relevant theoretical frameworks. A language instructor keeps tabs on their students' responses in class, analyses the data, and then uses it to guide their instruction and help their students improve their language skills. After some self-reflection, the educator decides that the previously selected theory needs some kind of adjustment or revision. A classroom might be likened to a laboratory in this regard as it was the place where theoretical knowledge about teaching was put into action. While keeping an eye on their pupils' answers, teachers were also collecting data.

Keywords: *Professional development, Early childhood education, English pedagogy, Comparative study.*

1. Introduction

The process of elucidating the topic was to deepen their familiarity with and understanding of reflection, its many aspects, and the many ways that instructional reflection may be supported. Now more than ever, researchers, educator trainees, and classroom teachers all agreed that reflective teaching was crucial to good teaching. Perhaps the concept of reflection was present in the earliest forms of educational discourse (Appleton et al., 2021). Educators simply cannot do their jobs well without it since it helps them identify and tackle problems that arise in their classrooms or during their professional development. They wouldn't be able to give their all to the work if this happened. In the absence of this assistance, educators would be unable to carry out their responsibilities adequately. They must have access to it so they may carry out their duties diligently. While teachers engaging in self-reflection was not a new phenomenon, the growth of this practice into a robust theoretical framework within the field of TESOL (Teaching English to Speakers of Other Languages)was a relatively recent one. This is so even though introspection is not a new concept; it has been around for quite some time. Although educators have long engaged in the practice of self-reflection, this is true in the modern day. The author cites Reflective practice has been better understood by ESL(English Language Teaching) instructors as a consequence of recent empirical research on the subject. These investigations were last carried out not long ago. This is directly related to the effort that has been made to encourage teachers to regularly engage in reflective practises (Ryan et al., 2020).

2. Background Of the Study

Applied linguists and others devoted a great deal of time and energy in the early 1900s to devising methods and frameworks for the production of instructional strategies and content. The works cited here were those of Richards and Rodgers. In the end, this led to the establishment of the groundwork that contemporary language education was built upon. Right now, more people throughout the world speak English as their first language than any other language. The idea that its speakers were located all across the globe has gained widespread acceptance. Because of this, one may think that English is the universal language, not just spoken by native speakers. Since English was used in so many different circumstances and for so many different purposes, it was anticipated that everyone on Earth had at least a basic grasp of the language (Blasé, 2019). It was now taught in many different settings, including as a foreign language or second language, in a large number of countries throughout the world. There was a rich and distinguished history of the ELT(English Language Teaching) profession in China that dates back almost 150 years. Countless educational

institutions, from elementary schools to universities, now provide classes as an additional language option for students. The scenario was somewhat similar in a lot of other countries. Almost every field of study and occupation nowadays makes use of the English language. Politics, commerce, education, IT, and science were just a few of the many other areas where it may find use. As a whole, it helps educate the public by drawing attention to what's happening in different parts of the world right now. For the most part, people all around the world utilise English as their second language. One thing was certain: it covers a far larger slice of human history than previously thought. Students of all grade levels must now actively seek out English language training and work to improve their language skills because of this. Reflection on one's behaviour and experiences gained traction in teacher preparation programs (Gill et al., 2018).

3. Purpose of the Study

To better understand their teaching style, pedagogy, and students, some educators may engage in reflective teaching. Some educators utilise reflective teaching as a means to better themselves and their classroom practices. However, some teachers would try to fix their students' issues and boost their results by using reflective teaching. To improve their teaching practices, reflective educators were to reflect on their pedagogical stance, pedagogical tools, and coping mechanisms in the classroom. Determining the most effective method of instruction large-group, small-group, or individual for each student may be part of the process of learning about new techniques and refining ways. Another method that might be gained from reflective teaching was cooperative learning, in which students collaborate to complete a shared objective. As part of reflective teaching, they may try out different approaches to the classroom and see what works and what doesn't.

4. Literature Review

On the other side, although there has been a fair amount of research looking into ELT, the problem of development for instructors has received much less attention (Chaula, 2019). Something has to be done to make this better. Any progress towards the goal was needed to be the centre of attention. This finding was in line with what has been found in the vast majority of studies on ELT over the last several years, which was somewhat surprising. Luckily, the researcher tracked down a few study articles written by the teachers themselves as a kind of self-reflective pedagogy. Journals of higher learning published these pieces. Scholarly journals were the initial audiences for these papers. In 1991, Richards's work was first published under the title "Towards Reflective Teaching," making it available to readers for the first time and revealing it to the public for the first time (Richards, 1991). In 1991, Richards's art was first displayed to the public (Carl, 2019). At its inception, its name was Towards Reflective Teaching. "Towards Reflective Teaching" was the original title of Richards' 1991 work, which has been reprinted several times since then. The study discusses the various ways in which one might cultivate a reflective perspective on teaching. A 1991 edition of Richards's paper with the working title "Towards Reflective Teaching" was the first publication. During his studies, they have identified some important strategies that a teacher may use. Some examples of these measures include keeping tabs on oneself as well as others, working in groups to educate, sharing thoughts on the subject of education, and similar approaches. Not only that, but the researcher has also found a few other tactics that were quite similar. Along with these methods, the researcher has found a plethora of others that were quite comparable. On top of that, the author has discovered a plethora of extra tactics that were comparable to these. Several of these methods have been uncovered by him. In addition to these methods and procedures, the researcher has found more processes and techniques that were comparable to them. Along with these techniques, the researcher has found other processes and ways that were quite comparable. The researcher was able to do this by carefully examining the similarities between the various methods and procedures. Not only that, but the author has also found a variety of other tactics that were, to some extent, similar to those which were his discoveries (Baker, 2019).

5. Research Question

i. How to investigate the specific components of professional development programs that are most beneficial in enhancing teachers' skills and confidence in teaching English?

6. Research Methodology

The following methodological procedures were used to achieve the goals that were outlined earlier:

- **Primary Sources of Data**

The primary sources of data were the Lower secondary level English language teachers teaching in schools in China.

- **Secondary Sources of Data**

The researcher gathered the information needed for the study from a broad range of sources, including books, journals, papers, articles, research works, and other internet sites that were pertinent to the topic under investigation. This was done to make the research endeavour easier to handle on a day-to-day basis. To do this, the researcher examined a substantial amount of previous work, some of which was done by Phuyal, while other examples included work done by Wallace Richards and Lockhart Ur.

- **Population of the Study**

English language teachers from a range of schools in the Chinese volunteered their time to participate in this research. These individuals came from China and volunteered their services. The students who were enrolled in the lower levels of secondary education were under these teachers' tutelage so that they may gain from their expertise in the English language.

- **Sampling Procedure**

During the whole of this experiment, a technique of selection was used that in no way included the application of randomisation in any manner, shape, or form. Following deliberation, the panel of judges reached the opinion that twelve schools would be the most effective way to showcase the myriad of communities that were found within China. Twenty different teachers from various educational backgrounds were taken into consideration for the vacant teaching job that was available. Those who were present were allowed to see at least one class presented by each of the teachers. Monitoring an overall number of twenty distinct classes was an essential part of the process that was used to collect the data, which itself was one of the steps in the approach.

- **Tools For Data Collection**

The major research tools for collecting data from selected schools were the classroom observation, checklist and questionnaire.

- **Process of Data Collection**

To start things rolling, the researcher created an observation checklist that covered several possible aspects of the curriculum on which the instructors may choose to concentrate their attention initially. This allowed the researcher to get things moving in the right direction. They travelled to each of the selected educational institutions to request persons from the different administrators of those educational institutions for permission to carry out the research study on their respective campuses. In addition to this, they called a meeting with the selected teachers and used the time to inform them of the most current results from his study while also attempting to establish a working relationship with them. Following the receipt of permission to do so, the researcher attended their classes under the guise of an observer to gather information. The classroom observation was primarily guided by the checklist, which functioned as the primary source of direction and guidance throughout the process. Despite this, the primary emphasis of the research was placed on how teachers make use of reflective teaching techniques within the setting of their specific classrooms. The information that was gathered during the observation was then included in the report as a direct result of this. For him to gather information on the instructors' participation in reflective teaching, the author distributed questionnaires to the instructors and strongly suggested that they complete all of the questions and send them back to him on time. This was done so that the researcher could get the information that was needed. Because of this, there were able to achieve his objective of accumulating knowledge.

7. Result

- **Analysis And Interpretation of Teacher's Views**

The multiple facets of reflective teaching, as seen through the eyes of English teachers who work in lower secondary schools, were given a lot of attention in this section, with the major focus being put on those facets of reflective teaching. These facets of reflective teaching were observed through the eyes of English instructors. This part was intended for English instructors who work in schools that were classified as lower secondary. The readers of this section of the article were intended to be teachers of English who were working at secondary schools that were classified as lower secondary. This focus was offered because those components make up the majority of reflective teaching. The reason for this concentration was because those aspects make up the majority of it, and the reason for providing this attention was because of this concentration. When the people responsible for writing this section sat down to produce it, they did so intending to support English teachers who were now working in schools for students in lower secondary grades. This served as the principal impetus for all of their hard work. Their children were at a significant disadvantage when it came to their academic progress in this particular domain since their parents did not get active in their education. The questionnaires were by far the most important source of information that was acquired because they were the source of the vast majority of the information that was gathered for the study that was being covered in this article. The responses to these surveys that were submitted by the educators were now the subject of an inquiry as well as an analysis which was taking place right at this very moment. This questionnaire, which consisted of fifteen unique questions, was developed to gather as much information as humanly feasible in the pursuit of soliciting responses from educators on reflective practice exercises. The purpose of the survey was to elicit as much information as possible from participants. The extent to which English language teachers participated in reflective teaching and the general strategies that they used to create reflective practice while working within the framework of the classroom were two of the most significant aspects that were investigated throughout this research study. Both of these facets were regarded as being among the most important features that were looked into throughout this investigation. The study that was carried out primarily focused on these two key issues as its primary concern. In addition, the purpose of this study was to ascertain whether or not instructors of

English to persons for whom English was not their first language participate in the practice of reflective teaching. In addition, one of the things that was investigated was the level of participation in reflective teaching that was held by teachers of languages other than English. This was one of the things that was looked at. One of the items that was looked at was this one here. With this particular issue, this was one of the items that was called into question. Since it was decided that the United Kingdom would be the best location for the study, all of the necessary research for the project would be carried out in that country. The remarks that the instructors made as an immediate and direct consequence of this were utilised as the foundation for several independent sub-sections that perform analysis and examination of the points of view held by the instructors.

Table 1: Information Obtained from Teaching Diary

Responses	No. of Teacher	Percentage
Not at all	0	0
Very little	2	10
A little	15	75
A lot	3	15
Total	20	

- **Sharing Experiences**

Everyone who takes part in an activity that facilitates the exchange of experiences and concentrates on the topic of acquiring a second language benefits from their involvement in the activity. When one person in a conversation offers their own experience and another person in the conversation shares the experience of another person, both participants stand to benefit in some way from the exchange. When one person shares their own experience and another person shares the experience of another person, both participants stand to profit in some way from the conversation. When students take this exam, they have the chance to get a deeper understanding of both the areas in which they flourish and the areas in which they struggle to achieve to better prepare themselves for future academic endeavours. They had the opportunity to enhance their performance in each of these areas as a result of this.

Figure 1: Sharing Experiences as a Language Teacher
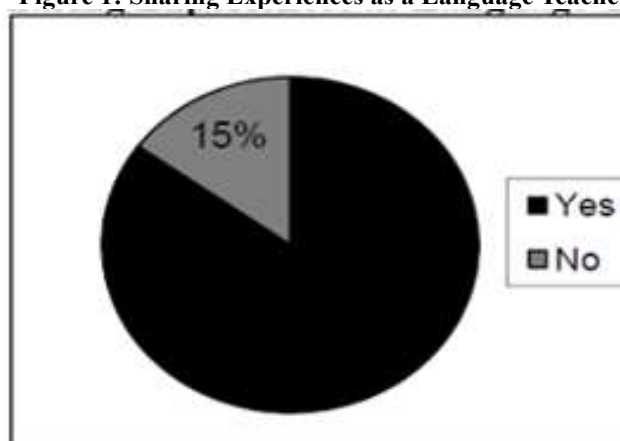
8. Discussion

Particularly about the instruction of English, it is of the utmost importance to explore how the professional development programs that teachers of early childhood education participate in impact their pedagogical practices. These programs intend to provide teachers with the tools necessary to have a positive impact on the lives of their students via the implementation of innovative strategies. According to the findings of the study, structured professional development may be beneficial to the practices of teachers, the relationships between teachers and students in the classroom, and the learning outcomes of students. One of the most important aspects of successful professional development is emphasizing real application. Programs that include collaborative learning, teaching settings that are based on the real world, and hands-

on activities are more likely to succeed in gaining the support of educators. These elements not only provide educators with the tools they need, but they also create an environment in which teachers feel comfortable experimenting with new methods. Being in a supportive atmosphere is vital because it encourages instructors to put what they have studied into practice in the classroom, which ultimately results in an improvement in their teaching abilities. When conducting a comparative research study, it is possible to get findings by comparing the pedagogical methods of teachers who have participated in various professional development programs with those of instructors who have not participated in such programs. Particular results, such as student involvement, adaptations to teaching strategies, and overall classroom performance, are important in determining which programs are the most effective. This may be accomplished by looking at specific outcomes. By contrasting the different approaches, we may get a better understanding of how the specific requirements of early childhood educators can be satisfied via the implementation of professional development (Aunola et al., 2022).

9. Conclusion

To improve the teaching methods used in an EFL endorsement course, students participated in an action research project. On top of that, the goal of the action research study was to improve the teaching methods employed in the class. An action research project was conducted to enhance the educational tactics used in the course; this study aimed to provide a report on that effort. This research was to include the presentation of the report on that project. The paper was planned to focus on classroom teaching methods as its central theme. The report was supposed to go further into these changes. Improving the instructional tactics employed throughout the program was the main purpose of this research, which was also the main cause for its implementation and carrying out. Research of this nature was conducted since the program was meant to be enhanced. The choice to do the treatment was mostly driven by this, and the operation was performed for this reason. The purpose of this research was to identify areas for improvement in the course's pedagogical practices that would allow for a better-tailored educational experience for the students. The primary goal of the study was to identify potential methods for process improvement. To identify these distinct methods, the action research study set out to identify many ways in which the course's instructional tactics may be improved. The purpose of the research was to identify various approaches to the pedagogical tactics utilised.

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