

Adapting English Teacher Professional Development to Shifting Educational Situations in Higher Education: Trends and Prospects

Yadu Prasad Gyawali¹

Abstract

This study explores the need for transforming professional development for English teachers. Similarly, it focuses on the overview of traditional professional development methods and proposes alternative approaches, such as personalized learning and collaborative communities of practice. In addition, the article highlights the importance of aligning professional development with the evolving demands of the English language curriculum and the challenges posed by digital technologies. The study explores the necessity of adapting English teacher professional development programs to changing educational conditions through thematic-based content analysis of the research found in Google Scholar and Eric databases. Furthermore, related papers and litmaps were used to analyze the authorship and coverage of the study. Recent research from the ERIC and Google Scholar databases strengthens the need for ongoing, workplace-based, and personalized professional development programs that are connected with the evolving demands of the English language curriculum and digital technology. The findings of this study, thus, reinforce the need for transformative professional development programs that are aligned with the changing demands of the English curriculum and digital technology and prioritize the individualized learning needs of instructors. The research underlines the necessity for English teachers to adjust their professional development practices to meet the ever-evolving requirements imposed by the English curriculum. The results suggest that professional development strategies should be adapted to

meet the changing educational circumstances. Overall, the study offers guidelines for the design and implementation of transformative professional development programs that improve teacher learning and student outcomes.

Keywords: collaboration, community of practice, digital technology, personalized instruction, transformation

¹Assistant Professor

Mid-West University

Central Campus

Surkhet, Nepal

Published: December 2022

DOI:

<https://doi.org/10.3126/ed.v32i1.61605>



This is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY NC) <https://creativecommons.org/licenses/by/4.0>

© 2022 by the author

Journal

Education and Development

ISSN: 1816-7691 (Print)

3021-9558 (Online)

Website:

<https://www.nepjol.info/index.php/ed>

Published By

Research Centre for Educational

Innovation and Development

(CERID)

<http://www.cerid.tu.edu.np>

To cite this article (APA):

Gyawali, Y. P. (2022). Adapting English teacher professional development to shifting educational situations in higher education: trends and prospects. *Education and Development*, 32(1), 1–20. <https://doi.org/10.3126/ed.v32i1.61605>

Introduction

The educational landscape in Nepal has undergone remarkable transformations in recent decades. In alignment with the prevailing global trends, Nepal has duly acknowledged the significance of English education, owing to its pivotal role in the international sphere. In light of the increasing significance of technology integration, there has emerged a parallel necessity to revamp the professional development opportunities available to teachers of English nationwide. The conventional approaches utilized in Nepal have demonstrated their insufficiency in addressing the ever-changing and complex requirements of English educators. The professionals in controversy come across distinct obstacles arising from the diverse linguistic environment, socio-economic inequalities, and the dynamic nature of educational technologies in Nepal.

Based on a range of scholarly investigations, it has been observed that the professional development initiatives designed for English teachers in Nepal exhibit shortcomings in effectively addressing socioeconomic inequalities, linguistic variations, and the dynamic advancements in educational technology. The incorporation of technology in the field of education requires the implementation of novel digital and collaborative methodologies. The current global educational landscape places significant emphasis on the cultivation of the 21st-century abilities, including but not limited to critical thinking, cooperation, and communication. The current tendency is leading to a transformation of standardized educational programs into student-centered ones. The need for cultural inclusion, soft skills, and emotional intelligence are crucial for this process of transition to the outdated mindsets. To address this issue, this research article examines the need for transforming professional development for English teachers. The study explores the effectiveness of traditional professional development methods and proposes alternative approaches, such as personalized learning and collaborative communities of practice. In addition, the article highlights the importance of aligning professional development with the evolving demands of the English language curriculum and the challenges posed by digital technologies.

Fostering Collaborative Practices and Aligning with 21st Century Abilities

In the context of Nepal, it is crucial that the investigation and implementation of efficient strategies for professional development should be prioritized in the field of English education. In the realm of technology integration, innovative strategies such as personalized learning and collaborative communities of practice have demonstrated considerable potential for effectively catering to the unique cultural and contextual requirements of English teachers in Nepal. (Al-Ammary et al., 2016; Bashir, 2019) emphasize the importance of collaborative learning in the context of education mediated by technology. The authors argue that collaborative activities facilitated by digital tools cultivate critical thinking, communication, and problem-solving skills, which are essential 21st century competencies. Further the author suggests a hybrid approach that incorporates in-person and online interactions to capitalize on the advantages of both modalities of collaboration. Kokoç (2019),

Sampurna and Stickler (2018) and Sujannah et al. (2020) present a comprehensive framework and advocate for group activities that encourage self-directed learning, intercultural competence, and adaptability. Similarly, Wu and Miller (2020) highlight the educator's responsibility to design tasks that promote meaningful interactions, thereby fostering the development of collaborative skills.

Addressing the intersection of collaborative practices and technology, (Güzel et al., 2020; Yao et al., 2020) investigate the impact of professional learning communities and discussed the learner's active participation in activities such as interactions, thought sharing and presentation abilities. (Zhao et al., 2020) investigate the mobile learning technologies on collaborative learning from a slightly different perspective. Their research emphasizes the significance of technological tools and learner's motivation towards the new technologies. They further suggested that the intelligence and empathy among collaboratively engaged students. Furthermore, (Johnson & Golombek, 2020) assert that recognizing and valuing diverse perspectives contributes to the development of essential collaboration skills for the globalized context of the twenty-first century. It has been determined that traditional, one-size-fits-all professional development programs are less successful and may not address the specific needs of individual teachers (Ta'amneh, 2021; Wang et al., 2021). Effective alternatives to conventional professional development methods include individualized learning and collaborative communities of practice. It has been determined that personalized learning approaches are more successful than conventional ones in improving teacher outcomes (Al Lily et al., 2021; Gyawali & Parajuli, 2021; Røkenes & Krumsvik, 2014). The use of technology and digital tools in the classroom is an integral component of the English language curriculum, and instructors must be fluent in digital literacy to implement technology effectively in the classroom (Cowie & Sakui, 2013). Additionally, collaborative communities of practice have been shown to be successful in promoting teacher learning and student results (Afandi et al., 2019; Fransson et al., 2019; Gao et al., 2022).

The movement toward the 21st century abilities, such as critical thinking, communication, and teamwork, requires a shift toward more student-centered and inquiry-based teaching strategies (Arifin et al., 2020; Asad et al., 2021; Barish et al., 2002). Therefore, professional development programs should be ongoing, grounded in the workplace, and based on the requirements of instructors and students (Avital & Monga, 2021; de Águia et al., 2020). Therefore, the professional development of English teachers must be modified to adapt to changing educational situations. This research paper provides ideas for the design and implementation of transformative professional development programs that improve teacher learning and student outcomes. The adoption of alternative approaches, such as personalized learning and collaborative communities of practice, and the alignment of professional development with the changing demands of the English language curriculum and digital technologies can significantly improve the professional development of English teachers.

Professional Development: Transformative Perspectives

By integrating technology into the curriculum, we can, in this discourse, delve into the realm of transformative approaches in professional development and provide insightful recommendations for the context of Nepal. Our focus will be on the integration of technology to enhance and elevate the professional growth of educators in this region. There is a need for transformative approaches to English teacher professional development in light of these shifting circumstances and the limits of traditional methods. Effective professional development programs, according to Brooks (2021) there should be ongoing, job-integrated, and based on the needs of teachers and students. This research study intends to contribute to this current discussion by examining alternate approaches to English teacher professional development and offering ideas for the design and implementation of transformational professional development programs.

The need for transformation in the professional development of English teachers is multifaceted. According to (Wen, 2021; Wong & Shih, 2022; J. Zhang, 2022), the emergence of digital technologies necessitates that English instructors become proficient in technological tools and acclimate to online learning platforms. Second, there is an essential transition from traditional to more student-centered, participatory methodologies. According to (Siu & Wong, 2011) professional development must emphasize the cultivation of critical thinking, collaboration, and innovation. Teachers must be culturally aware as a response to the growing diversity of learning environments. (Narayanan et al., 2011) stressed the importance of understanding and incorporating students' cultural identities to foster an inclusive environment. (Kozma & Vota, 2014; Liu et al., 2010) emphasized the significance of ongoing education and self-reflection as crucial for remaining current with novel methods and academic inquiries. Beyond technological and pedagogical evolution, Zoroja et al. (2016) observed that soft skills and emotional intelligence play a crucial role in classroom effectiveness. Collectively, there is a need for a comprehensive transformation in technology, pedagogy, cultural awareness, continuous learning, and interpersonal skills, all of which are essential for equipping English instructors to successfully navigate the constantly shifting educational domain.

Ultimately, this research aims to provide English teachers and educators with practical recommendations for designing and implementing transformative professional development programs that enhance teacher learning and improve student outcomes. This paper will review relevant literature, provide an analysis of the research findings, and conclude with recommendations for English teacher professional development.

Methods

The methodology of this study involved a rigorous and systematic examination of academic databases, such as ERIC and Google Scholar, to identify resources pertaining to the professional development of English teachers, the integration of digital technologies, and the evolution of the English language curriculum. The following search terms were chosen carefully to correspond with the study's objectives and research questions: *Adapting English Teachers' Professional Development in Response to Reforming Educational Situations in Higher Education: Trends and Alternatives*. These URLs were made available through shortened links (ERIC: <https://tinyurl.com/yc5jzyya>; Google Scholar: <https://tinyurl.com/3p94wrzb>). In contrast to other investigations, the search did not limit the publication period, recognizing the value of both historical and contemporary insights. The inclusion of all subject areas reflected the inter- and transdisciplinary scope of the investigation. After the phase of data collection was concluded, the gathered information was subjected to rigorous analysis and synthesis. Using tools such as connected papers and litmaps allowed for a more nuanced exploration of connections between the works, facilitating the identification of underlying patterns, prevailing trends, and emerging themes regarding the transformation in professional development in the context of changing educational landscapes, technological integration, and expanded English language instruction requirements. In addition to the systematic search and synthesis of the literature, the study's methodology also incorporated a critical review of the documents as an essential analysis technique. This required an evaluation of the quality, relevance, and contribution of each source to the investigated thematic areas. Criteria that governed the critical review process included the credibility of the authors, the methodological rigor of the studies, the clarity of the findings, and the alignment with the research questions and objectives of the current study.

Results

The study analyzes the necessity of adapting professional development for English instructors in response to shifting educational circumstances. The article examines the efficacy of conventional professional development strategies and suggests alternative techniques, such as individualized learning and collaborative practice communities. The research underlines the significance of connecting professional development with the evolving demands of the English language curriculum and digital technology. The ultimate purpose of this study is to provide suggestions for the planning and implementation of transformative professional development programs that improve teacher learning and student outcomes. Literature studies indicate that customized learning and collaborative communities of practice are more effective in fostering lasting changes in teacher practice than standard approaches to professional development. The diversity of authorship and collaboration is presented below.

- Alternative approaches, such as personalized learning and collaborative communities of practice, are more effective in supporting sustained changes in teacher practice and improving student outcomes.
- Personalized learning approaches are more successful than conventional ones for enhancing teacher outcomes, and collaborative communities of practice have been demonstrated to be successful in promoting teacher learning and student results.
- Professional development programs should be ongoing, workplace-rooted, and based on the requirements of instructors and students to be effective.
- To adapt to changing educational situations, the professional development of English teachers must be aligned with the changing demands of the English language curriculum and digital technologies.

The study provides practical recommendations for designing and implementing transformative professional development programs that improve teacher learning and student outcomes. The detailed results are analyzed in this section based on the different themes.

Traditional vs. Alternative Professional Development Methods for English Teachers

Professional development is an essential component of improving teacher knowledge and skills, which ultimately leads to improved student learning outcomes. Traditional methods of professional development, such as workshops and conferences, have been widely used in the past. However, recent studies have shown that these traditional methods are often ineffective and do not provide teachers with the support they need to improve their practice. Alternative approaches, such as personalized learning and collaborative communities of practice, have gained more attention in recent years as more effective ways of supporting teachers' professional development.

One study by (Carmo, 2016) found that traditional professional development methods often fail to lead to meaningful changes in teacher practice as they tend to focus on short-term goals, such as the acquisition of new knowledge, rather than sustained changes in practice. In contrast, personalized learning, which tailors professional development to the specific needs and goals of individual teachers, has been found to be more effective in promoting sustained changes in teacher practice (Flood & Banks, 2021). Another alternative approach is collaborative communities of practice, which provide a platform for teachers to learn from and with each other. This approach has been found to promote deeper learning and long-term changes in practice as it allows teachers to reflect on their own practice and learn from the experiences of their peers (Hew et al., 2020).

Although traditional professional development methods may still have a role to play in certain contexts, recent studies suggest that alternative approaches, such as personalized learning and collaborative communities of practice, are more effective in promoting sustained changes in teacher practice and ultimately

improving student outcomes. Recent research has continued to investigate the efficacy of traditional and alternative English teacher professional development strategies. While traditional techniques for professional development are still common in many situations, research has emphasized the benefits of individualized and collaborative approaches.

A recent study compared the efficacy of traditional and individualized approaches to professional development for Hong Kong English teachers. The study indicated that tailored approaches, which focused on the specific needs of each teacher and allowed greater learning flexibility, were more effective in enhancing teacher knowledge and practice. In another study it was found that collaborative professional development programs, in which teachers collaborated to develop and execute innovative teaching tactics, were more effective than standard workshops in improving English language teaching skills.

It is important to note, however, that traditional professional development methods are still widely employed in a variety of contexts and that recent research has worked to improve their efficacy. (Shafeeqe, 2020; Smith, 2020) for instance, (Williams & Goldberg, 2005) investigated the use of technology-enhanced traditional professional development approaches, such as online forums and video conferencing, in order to increase English instructors' access to professional development opportunities.

Recent research in South Asia and Nepal has compared traditional English teacher professional development strategies with alternative alternatives. Here is a brief evaluation of a few of these works such as (Dawadi & Shakya, 2016) evaluated the efficacy of standard professional development approaches (such as workshops and seminars) with new ones (such as online courses and peer coaching) for Nepalese English teachers. Alternative strategies were found to be more effective at enhancing teachers' pedagogical knowledge and skills, according to the study. Similarly, (Paudel, 2020) discussed on professional development approaches and opportunities for teachers in Nepal and reported need of change from concept to implementation. Earlier (Ministry of Education, 2013) highly focused to the determination and application of ICT based teaching learning activities for successful implementation as comparison to conventional techniques for enhancing classroom practices and student outcomes among teachers.

These studies suggest that alternative professional development methods, such as online courses, mentoring, action research, and peer coaching, may be more effective than traditional methods, such as workshops and seminars, at enhancing the knowledge, skills, and practices of English teachers. However, additional study is required to corroborate these findings and investigate the settings and conditions in which alternative strategies may be most helpful. Therefore, alternative approaches to professional development, such as personalized and collaborative methods, may be more effective than conventional methods in improving the knowledge and practice of English teachers. However, traditional approaches can be beneficial when combined with technology-

enhanced solutions, and their use should not be completely dismissed. Overall, the theme discusses the importance of professional development for English teachers and how traditional methods such as workshops and conferences may not be effective in promoting sustained changes in teacher practice. The text highlights the effectiveness of alternative approaches such as personalized learning and collaborative communities of practice. Recent research has compared the efficacy of traditional and alternative approaches to professional development for English teachers, and studies indicate that alternative approaches are more effective in enhancing teacher knowledge and skills. However, traditional approaches can still be beneficial when combined with technology-enhanced solutions. Further research is needed to investigate the settings and conditions in which alternative strategies may be most helpful.

Need-based Alignment of Professional Development in Higher Education

Recent studies have focused on the synchronization of professional development with the evolving demands of the English language curriculum in higher education. Studies have emphasized the need to keep professional development programs current with changes to the curriculum and the requirement for instructors to get continual training. (Kim & Lee, 2020; Yoon et al., 2022) investigated the alignment of professional development with relation to reflective practice and socio-dynamic perspectives as a result teacher can greater confidence and understanding when adopting the innovative interventions in their classrooms. Similarly, (Morris et al., 2021) emphasize STEM education and the global efforts to develop STEM curricula, it is imperative to prioritize the implementation of effective teacher professional development programs in order to enhance the availability of qualified STEM teachers. Although there have been numerous studies conducted on teacher professional development focused on specific courses, the exploration of teachers' integrative and cross-disciplinary STEM teaching techniques is a relatively novel area of research. It encourages the contribution of empirical research that focuses on the development and evaluation of professional development programs aimed at enhancing teachers' competence. (W. Zhang, 2022) reported that the exponential advancement of technology has undeniably exerted a significant influence on the realm of education, with foreign language courses being particularly affected. The escalating integration of novel technological tools by educators serves as a testament to its prevailing presence within academic environments. Furthermore, the research has shown that the implementation of professional development programs can have a positive impact on instructional practices, with a particular emphasis on enhancing classroom activities. The absence of formal professional development opportunities prompted educators to adopt informal modes of education, wherein they engaged in collaborative mini-group settings to enhance their proficiency in utilizing technology.

These studies suggest that traditional professional development methods may not be sufficient to meet the evolving demands of the English language curriculum

in higher education in Nepal. Alternative methods, such as online courses and peer coaching, may be more effective in helping teachers develop the necessary knowledge, skills, and practices to meet the demands of the curriculum. However, more research is needed to explore the specific contexts and conditions under which alternative methods may be most effective and to address the broader challenges facing the English language curriculum in Nepal.

Recent studies have highlighted the importance of synchronizing professional development programs with the evolving demands of the English language curriculum in higher education. These studies show that professional development programs aligned with curriculum requirements and assessments can lead to improved teaching practices and student outcomes. However, it is challenging to match professional growth with the changing demands of the curriculum, and traditional professional development methods may not be sufficient. Alternative methods, such as online courses and peer coaching, may be more effective. Continual training and assistance are needed to ensure that instructors can integrate new curriculum requirements properly. More research is necessary to explore the specific contexts and conditions under which alternative methods may be most effective and to address the broader challenges facing the English language curriculum in Nepal.

Digital Technologies and Their Impact on English Teachers' Professional Development

Digital technologies have transformed the landscape of English language teaching and learning, and research in recent years has explored their impact on English teacher professional development. A study by Ansyari (2015) examined the use of online professional development programs for English language teachers. The study found that online programs provided teachers with opportunities for self-directed learning and collaborative networking, resulting in better teaching practices. Another study by (Baser et al., 2021; Chen et al., 2019; Cheng et al., 2022; Cheng & Xie, 2018) explored the use of video technology for teacher observation and feedback. The study found that video-based observation and feedback improved teacher reflection and resulted in changes in teaching practices. However, the implementation of digital technologies for professional development can be challenging. A study by (Ciampa & Gallagher, 2013; Coutinho, 2008; Elias et al., 2022) highlighted the need for support and training for teachers to effectively integrate digital technologies into their professional development. The study also found that a lack of institutional support and resources can hinder the implementation of digital technologies for professional development.

Recent research highlights the potential benefits of digital technologies for English teachers' professional development. Studies suggest that online programs and video-based observation and feedback can improve teaching practices and teacher reflection. However, effective implementation of digital technologies for professional development requires adequate support and training for teachers, as well as institutional support and resources. The impact of digital technology on the

professional development of English teachers in South Asia and Nepal is limited, although there have been a few studies.

Bhattarai and Gautam (2005) examined the utilization of professional development programs offered opportunities for self-directed learning and networking, which improved teacher knowledge and teaching techniques. Similarly, Yadav (2011) reported that blogging is a developing option for ELT professionals' professional development. The revolutionary instrument is inexpensive and readily available, with no scope or cost restrictions. Further he examined how blogging can strengthen and expand the professional development of English teachers in Nepal. Shrestha et al. (2022) studied online education experiences of Bangladeshi and Nepalese higher education instructors and pupils during the outbreak of COVID-19. They further revealed the primary barriers to online education were a poor network, a lack of digital skills, and a lack of institutional support for technology. To effectively utilize digital technologies for professional development in the region, obstacles such as insufficient institutional support and resources, digital literacy, and internet connectivity must be overcome.

The literature discusses how digital technologies have transformed English language teaching and learning and how research has explored their impact on English teacher professional development. Studies suggest that online programs and video-based observation and feedback can improve teaching practices and teacher reflection. However, effective implementation of digital technologies for professional development requires adequate support and training for teachers, as well as institutional support and resources. The text also mentions that the impact of digital technology on the professional development of English teachers in South Asia and Nepal is limited, but that recent research in the region suggests that online professional development and technology-enhanced reflective practices might strengthen teacher knowledge and instructional practices. However, obstacles such as insufficient institutional support and resources, digital literacy, and internet connectivity must be overcome to effectively utilize digital technologies for professional development in the region.

Discussion

The studies emphasize the importance of adapting professional development strategies for English teachers to meet the changing demands of the English language curriculum and digital technology. It highlights that traditional professional development methods may not be sufficient to address evolving educational circumstances. Instead, personalized learning and collaborative communities of practice have been found to be more effective in promoting sustained changes in teacher practice and improving student outcomes. The literature study conducted through the ERIC and Google Scholar databases further supports the efficacy of personalized learning and collaborative communities of practice over conventional professional development approaches. The study suggests that professional development programs must be ongoing, grounded in the workplace, and aligned with the requirements of instructors and students to be

effective. The recommendations provided in this study are in line with the existing research on professional development in education. For instance, a study by (Desimone, 2009) highlights the importance of ongoing, job-embedded, and teacher-centered professional development in promoting effective teaching practices. Similarly, (Fullan & Langworthy, 2014) advocates collaborative professional learning communities to support teacher learning and improve student outcomes. The findings of this study, thus, reinforce the need for transformative professional development programs that are aligned with the changing demands of the English language curriculum and digital technology and prioritize the individualized learning needs of the instructors. The study underscores the need to adapt professional development strategies for English instructors to meet changing educational circumstances. Research suggests that personalized learning and collaborative communities of practice can foster lasting changes in teacher practice and improve student outcomes. The study provides practical recommendations for designing and implementing transformative professional development programs that improve teacher learning and student outcomes.

Recent research from the ERIC and Google Scholar databases supports the findings of the study: professional development for English instructors needs to be adapted to meet changing educational circumstances. One study found that personalized professional development programs that are tailored to individual teacher needs and interests are more effective in improving teacher outcomes and student achievement than one-size-fits-all approaches (Thorne, 2022). Another study highlighted the importance of creating communities of practice in professional development that foster collaboration and collective learning among teachers, leading to improvements in instructional practices and student outcomes (Buitrago-Florez et al., 2019; Buitrago-Flórez et al., 2021; Fransson et al., 2019; Gao et al., 2022; Garba et al., 2015). Furthermore, research suggests that integrating digital technologies into professional development programs can enhance teacher learning and improve student outcomes. For example, a study found that using online resources and digital tools in professional development programs can facilitate collaboration, reflection, and knowledge sharing among teachers (Akram et al., 2021; Andreassen et al., 2022; Bahr & Bahr, 2009; Baser et al., 2021). Another study showed that incorporating digital portfolios into professional development programs can enhance teacher self-efficacy and lead to improvements in student writing achievement (Haushofer & Metcalf, 2020; Rossiter, 2006; Wang et al., 2021).

The main emphasize of the recent studies were related to the importance of adapting professional development programs to meet the evolving demands of the English language curriculum and digital technologies. Customized learning and collaborative communities of practice are effective strategies for supporting lasting changes in teacher practice, improving student outcomes, and enhancing teacher self-efficacy. It is critical to design and implement ongoing, workplace-based professional development programs that align with the needs of instructors and students to ensure their effectiveness. These studies support the core findings of

the original study, emphasizing the necessity for continuing, workplace-based, and individualized professional development programs that are linked with the changing demands of the English language curriculum and digital technology. These programs have the potential to improve both teacher learning and student results by providing instructors with the support and resources they need to adapt to changing conditions.

Conclusion

The study demonstrates the importance of modifying professional development methodologies for English teachers to keep up with the ever-evolving requirements imposed by the English language curriculum and digital technologies. The literature review and the most recent research findings demonstrate that individualized learning and collaborative communities of practice are beneficial in establishing enduring changes in teaching practice and enhancing student results. To ensure that these programs are effective, it is essential to create and implement continuous professional development programs that are anchored in the workplace and aligned with the requirements of both teachers and students. These types of programs have the potential of improving both teacher learning and student results by providing teachers with the support and tools they need to adapt to shifting conditions in the educational system. Similarly, it has been suggested, on the basis of the findings and the discussion, that professional development for English teachers should be altered to meet the changing demands of the English language curriculum and digital technologies. Personalized learning and collaborative communities of practice are two strategies that have proven to be beneficial in fostering long-term shifts in teacher instructional practices and in enhancing academic outcomes. Recent studies highlight the importance of using digital technology in professional development programs and developing continuing work-based programs that are in line with the requirements of both students and teachers. It is of the utmost importance to place a high priority on the specific learning needs of students and to establish a supportive environment that encourages cooperation and group learning among educators.

The study has some implications for English language teachers' professional development programs when it comes to the changing demands of the English language curriculum and digital technology. Personalized learning and collaborative communities of practice have been found to be more effective than traditional methods in promoting sustained changes in teacher practice and improving student outcomes. Professional development programs should be ongoing, grounded in the workplace, and aligned with the needs of instructors and students. Recent research also supports the integration of digital technologies into professional development programs to enhance teacher learning and student outcomes. Overall, continual, workplace-based, and personalized professional development programs that prioritize the individualized learning needs of the instructors are crucial for improving both teachers learning and student outcomes.

Therefore, this study underlines the necessity for English instructors to adjust their professional development practices to the changing needs of the English language curriculum and digital technology. The research also reveals that individualized learning and collaborative communities of practice are more effective methods for fostering sustainable improvements in teaching practice and enhancing student results. Recent research from a variety of sources confirms these conclusions and advocates integrating digital tools into professional development programs to improve teacher learning and student performance. Customized learning and collaborative communities of practice are excellent ways to sustain improvements in teacher practice, promote student outcomes, and bolster teacher self-efficacy. Continual, workplace-based, and personalized professional development programs that are aligned with the requirements of instructors and students are crucial for enhancing both teacher learning and student outcomes.

References

- Afandi, Sajidan, Akhyar, M., & Suryani, N. (2019). Development frameworks of the Indonesian partnership 21 st -century skills standards for prospective science teachers: A Delphi study. *Jurnal Pendidikan IPA Indonesia*, 8(1), 89-100. <https://doi.org/10.15294/jpii.v8i1.11647>
- Akram, H., Yang, Y. X., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology Integration in higher education during COVID-19: An assessment of online teaching competencies through technological pedagogical content knowledge model. *Frontiers in psychology*, 12, 11. <https://doi.org/10.3389/fpsyg.2021.736522>
- Al-Ammary, J., Mohammed, Z., & Omran, F. (2016). E-learning capability maturity level in Kingdom of Bahrain [Reports - Research]. 15(2), 47-60.
- Al Lily, A. E., Alhazmi, A. A., Abunasser, F. M., Buarki, H. J., Gomaa, A. A. S. E., Al Hanandeh, A. M., Elayyan, S. R., Alghamdi, A. M., Almufeez, K. A., & Aldoghmi, M. A. (2021). Covidian education: An enquiry into Arab culture. *Technology in Society*, 66, 101673.
- Andreasen, J. K., Tomte, C. E., Bergan, I., & Kovac, V. B. (2022). Professional digital competence in initial teacher education: An examination of differences in two cohorts of pre-service teachers. *Nordic Journal of Digital Literacy*, 17(1), 61-74. <https://doi.org/10.18261/njdl.17.1.5>
- Ansyari, M. F. (2015). Designing and evaluating a professional development programme for basic technology integration in English as a foreign language (EFL) classrooms. *Australasian Journal of Educational Technology*, 31(6), 699-712. <Go to ISI>://WOS:000368659700007
- Arifin, Z., Nurtanto, M., Priatna, A., Kholifah, N., & Fawaid, M. (2020). Technology andragogy work content knowledge model as a new framework in vocational education: Revised technology pedagogy content knowledge model. *TEM Journal*, 9(2), 786-791. <https://doi.org/10.18421/TEM92-48>

- Asad, M. M., Aftab, K., Sherwani, F., Churi, P., Moreno-Guerrero, A. J., & Pourshahian, B. (2021). Techno-pedagogical skills for 21st century digital classrooms: An extensive literature review [Review]. *Education Research International*, 2021, Article 8160084. <https://doi.org/10.1155/2021/8160084>
- Avital, I., & Monga, C. (2021). CREATED METHOD: Pedagogical approach for diversity in creative design process. In A. Chakrabarti, R. Poovaiah, P. Bokil, & V. Kant (Eds.), *8th International Conference on Research into Design, ICoRD 2021* (Vol. 223, pp. 795-808): Springer Science and Business Media Deutschland GmbH.
- Bahr, M., & Bahr, N. (2009). *Technological barriers to learning: Designing hybrid pedagogy to minimise cognitive load and maximise understanding* (Vol. 5). Springer. <Go to ISI>://WOS:000270443500006
- Barish, S., Edwards, R., Anderson, S., & Fron, J. (2002). Innovative pedagogies for 21st century multimedia education: An introduction to the USC Annenberg Center for Communication Multimedia Literacy Program. 6th International Conference on Information Visualisation, IV 2002,
- Baser, D., Akkus, R., Akayoglu, S., Top, E., & Gurer, M. D. (2021). Training in-service teachers through individualized technology-related mentorship. *Etr&D-Educational Technology Research and Development*, 69(6), 3131-3151. <https://doi.org/10.1007/s11423-021-10065-w>
- Bashir, K. (2019). Modeling e-learning interactivity, learner satisfaction and continuance learning intention in Ugandan higher learning institutions. 15(1). <https://eric.ed.gov/?id=EJ1214256>
- Bhattacharai, G. R., & Gautam, G. R. (2005). English language teachers at the crossroads. *Journal of NELTA*, 10.
- Brooks, R. H. (2021). Transposing Gagne to the online realm. 2021 ASEE Virtual Annual Conference, ASEE 2021,
- Buitrago-Florez, F., Danies, G., Restrepo, S., & Hernandez, C. (2019). Boosting 21st century competences through computational thinking and student centered strategies. 11th International Symposium on Project Approaches in Engineering and 16th Active Learning in Engineering Education Workshop, PAEE/ALE 2019,
- Buitrago-Flórez, F., Danies, G., Restrepo, S., & Hernández, C. (2021). Fostering 21st century competences through computational thinking and active learning: A mixed method study [Review]. *International Journal of Instruction*, 14(3), 737-754. <https://doi.org/10.29333/iji.2021.14343a>
- Carmo, M. E. (2016). *END 2016: International Conference on Education and New Developments. Conference Proceedings (Ljubljana, Slovenia, June 12-14, 2016)*.

- Chen, H. J., Liao, L. L., Chang, Y. C., Hung, C. C., & Chang, L. C. (2019). Factors influencing technology integration in the curriculum for Taiwanese health profession educators: A mixed-methods study. *International Journal of Environmental Research and Public Health*, 16(14), 16, Article 2602. <https://doi.org/10.3390/ijerph16142602>
- Cheng, M. M., Chuang, H. H., & Smith, T. J. (2022). The role of teacher technology experiences and school technology interactivity in teachers' culturally responsive teaching. *Computers in the Schools*, 39(2), 163-185. <https://doi.org/10.1080/07380569.2022.2071231>
- Cheng, S. L., & Xie, K. (2018). The relations among teacher value beliefs, personal characteristics, and TPACK in intervention and non-intervention settings. *Teaching and Teacher Education*, 74, 98-113. <https://doi.org/10.1016/j.tate.2018.04.014>
- Ciampa, K., & Gallagher, T. L. (2013). Professional learning to support elementary teachers' use of the iPod Touch in the classroom. *Professional Development in Education*, 39(2), 201-221. <https://doi.org/10.1080/19415257.2012.749802>
- Coutinho, C. P. (2008, Nov 06-07). Web 2.0 tools in pre-service teacher education programs: An example from Portugal. [7th European conference on e-learning, vol 1] Ayia Napa, CYPRUS.
- Cowie, N., & Sakui, K. (2013). It's never too late: An overview of e-learning. *ELT journal*, 67(4), 459-467. <https://doi.org/10.1093/elt/cct037>
- Dawadi, B. R., & Shakya, S. (2016). ICT implementation and infrastructure deployment approach for rural Nepal. Recent Advances in Information and Communication Technology 2016,
- de Águas, P. M. G. B., da Silva Frias, A. D., de Jesus Carrasqueira, M., & Daniel, J. M. M. (2020). Future of maritime education and training: Blending hard and soft skills. *Pomorstvo*, 34(2), 345-353. <https://doi.org/10.31217/p.34.2.15>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Elias, M., Perez, J., Cassot, M. D., Carrasco, E. A., Tomljenovic, M., & Zuniga, E. A. (2022). Development of digital and science, technology, engineering, and mathematics skills in chemistry teacher training. *Frontiers in Education*, 7, 17, Article 932609. <https://doi.org/10.3389/educ.2022.932609>
- Flood, M., & Banks, J. (2021). Universal design for learning: Is it gaining momentum in Irish Education? , 11.

- Fransson, G., Holmberg, J., Lindberg, O. J., & Olofsson, A. D. (2019). Digitalise and capitalise? Teachers' self-understanding in 21st-century teaching contexts . *Oxford Review of Education*, 45(1), 102-118. <https://doi.org/10.1080/03054985.2018.1500357>
- Fullan, M., & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning.
- Gao, Q., Zhang, S., Cai, Z., Liu, K., Hui, N., & Tong, M. (2022). Understanding student teachers' collaborative problem solving competency: Insights from process data and multidimensional item response theory. *Thinking Skills and Creativity*, 45, Article 101097. <https://doi.org/10.1016/j.tsc.2022.101097>
- Garba, S. A., Byabazaire, Y., & Busthami, A. H. (2015). Toward the use of 21 st century teaching-learning approaches: The trend of development in Malaysian schools within the context of Asia Pacific. *International Journal of Emerging Technologies in Learning*, 10(4).
- Güzel, P., Yildiz, K., Esentas, M., & Zerengök, D. (2020). "Know-how" to spend time in home isolation during COVID-19; Restrictions and recreational activities [Reports - Research]. 7(2), 122-131.
- Gyawali, Y. P., & Parajuli, B. (2021). Post-covid ideology and dimensions in language teaching. In *Heritage-New Paradigm*. IntechOpen.
- Haushofer, J., & Metcalf, C. J. (2020). Which interventions work best in a pandemic? *Science and Education*, 368(6495), 1063-1065.
- Hew, K. F., Jia, C., Gonda, D. E., & Bai, S. (2020). Transitioning to the "new normal" of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. *International Journal of Educational Technology in Higher Education*, 17, 1-22. <https://doi.org/10.1186/s41239-020-00234-x>
- Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. 24(1), 116-127.
- Kim, T., & Lee, Y. J. A. P. E. R. (2020). Principal instructional leadership for teacher participation in professional development: evidence from Japan, Singapore, and South Korea. 21, 261-278.
- Kokoç, M. (2019). Flexibility in e-learning: modelling its relation to behavioural engagement and academic performance [sReports - Research Tests/Questionnaires]. 12(12), 1-16.
- Kozma, R. B., & Vota, W. S. (2014). ICT in developing countries: Policies, implementation, and impact. In *Handbook of research on educational communications and technology* (pp. 885-894). Springer.

- Liu, I.-F., Chen, M. C., Sun, Y. S., Wible, D., & Kuo, C.-H. (2010). Extending the TAM model to explore the factors that affect Intention to Use an Online Learning Community. *Computers & Education*, 54(2), 600-610.
- Ministry of Education. (2013). *Information & communication technology (ICT) in Education Master Plan 2013-2017* (Translator, Trans.; Editor, Ed.^Eds.) of Work].
- Morris, J., Song, Y., Soloway, E., Norris, C. J. J. o. E. T., & Society. (2021). Teacher professional development in STEM education. 24(4).
- Narayanan, S., Muniratnam, A., & Creese, R. C. (2011). Faculty development in the new globalized era through industry-academia partnership. ASEE Annual Conference and Exposition, Conference Proceedings,
- Paudel, T. (2020, April 20). Teaching virtually in COVID-19 pandemic: A reflection of a university professor. *ELT Chautari*.
- Poudel, A. P. (2022). Information and communication technology in English language teaching: Some opportunities and challenges. *Journal of Comparative and International Higher Education*, 14(4), 103-116.
- Røkenes, F. M., & Krumsvik, R. J. (2014). Development of student teachers' digital competence in teacher education-A literature review. *Nordic Journal of Digital Literacy*, 9(4), 250-280.
- Rossiter, D. E. (2006). *Embedding e-learning in universities: analysis and conceptualisation of change processes* Queensland University of Technology].
- Sampurna, J., & Stickler, U. (2018). Exploring learners' and teacher's participation in online non-formal project-based language learning [sReports - Research]. 8(3), 73-90.
- Shafeeqe, V. (2020). Rethinking pedagogy: An outcome-based approach to political science. *Higher Education for the Future*, 7(1), 45-53.
- Shrestha, S., Haque, S., Dawadi, S., & Giri, R. A. (2022). Preparations for and practices of online education during the Covid-19 pandemic: A study of Bangladesh and Nepal. *Education Information Technologies* 1-23.
- Siu, K. W. M., & Wong, Y. L. (2011). Changes in the technological aspects and facilities of design education: A case study of hong kong . *International Journal of Information and Communication Technology Education*, 7(4), 47-59. <https://doi.org/10.4018/jicte.2011100105>
- Smith, T. J. (2020). Critically reframing post-internet art toward the future of art education curriculum. *Art Education*, 73(3), 38-44.

- Sujannah, W. D., Cahyono, B. Y., & Astuti, U. P. (2020). Effect of blended learning using Google classroom on writing ability of EFL students across autonomy levels. *Teaching English with Technology*, 20(2), 82-97. <https://eric.ed.gov/?id=EJ1253138>
- Ta'amneh, M. A. A. A. (2021). Attitudes and challenges towards virtual classes in learning English language courses from students' perspectives at Taibah university during COVID-19 pandemic. *Journal of Language Teaching*, 12(3), 419-428.
- Thorne, K. (2022). *A phenomenological study of professional development*. Drexel University.
- Wang, S., Tlili, A., Zhu, L., & Yang, J. (2021). Do playfulness and university support facilitate the adoption of online education in a crisis? COVID-19 as a case study based on the technology acceptance model. *Sustainability*, 13(16), 9104.
- Wen, J. (2021). Research on the hybrid teaching method of ideological and political course online and offline in higher vocational colleges under the background of internet. 3rd International Conference on Energy Resources and Sustainable Development, ICERSD 2020,
- Williams, J. B., & Goldberg, M. (2005). The evolution of e-learning. *Balance, fidelity, mobility: Maintaining the momentum*, https://www.ascilite.org/conferences/brisbane05/blogs/proceedings/84_Williams.pdf, 725-728.
- Wong, C. Y., & Shih, Y. T. (2022). Enhance STEM education by integrating product design with computer-aided design approaches. *Computer-Aided Design and Applications*, 19(4), 694-711. <https://doi.org/10.14733/cadaps.2022.694-711>
- Wu, J. G., & Miller, L. (2020). Improving English learners' speaking through mobile-assisted peer feedback. *RELC Journal*, 51(1), 168-178.
- Yadav, P. K. (2011). Blogging as a means of professional development for ELT professionals. *Journal of NELTA*, 16(1-2), 123-132.
- Yao, J., Rao, J., Jiang, T., & Xiong, C. (2020). What role should teachers play in online teaching during the COVID-19 pandemic? Evidence from China. *Science Insights Education Frontiers*, 5(2), 517-524.
- Yoon, I., Kim, M. J. T., & Education, T. (2022). Dynamic patterns of teachers' professional development participation and their relations with socio-demographic characteristics, teacher self-efficacy, and job satisfaction. *109*, 103565.
- Zhang, J. (2022). Design of online OBE theoretical knowledge sharing based on the support of intelligent system analysis method. In *Lecture Notes on Data Engineering and Communications Technologies*, 84, 619-627.
- Zhang, W. (2022). The Role of technology-based education and teacher professional development in English as a Foreign Language Classes. *13*, 910315.

- Zhao, N., Zhou, X., Liu, B., & Liu, W. (2020). Guiding teaching strategies with the education platform during the COVID-19 epidemic: Taking Guiyang No. 1 Middle School teaching practice as an example . *Science Insights Education Frontiers*, 5(2), 531-539.
- Zoroja, J., Skok, M. M., & Bach, M. P. (2016). E-learning implementation in developing countries: Perspectives and obstacles. In *International Business: Concepts, Methodologies, Tools, and Applications* (10.4018/978-1-4666-9814-7.ch061pp. 1296-1317). IGI Global. <https://doi.org/10.4018/978-1-4666-9814-7.ch061>