Professional Development in EFL Education: Future Vision

Key words: Professional Development, EFL Teachers, Professional Standards, Pedagogic Competencies.

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التنمية المهنية في تعليم اللغة الانكليزية كلغة اجنبية: رؤية مستقبلية

الكلمات المفتاحية : التطوير المهني ، معلم اللغة الإنجليزية كلغة أجنبية، المعايير المهنية ، الكفايات التربوية.

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كلية التربيه

<u>Abstract</u>

The purpose of this study is to prepare a new model of professional development for faculty in Iraqi higher education especially in the colleges of education; the researcher have used the descriptive analytically study to gain access to this model. The researcher indicates modern transitions in EFL education, effects on the educational systems, the procedures to be taken for these changes, and using them in the development of pedagogic competencies that can adapt with these changes. Also, the researcher presented some recommendation for the professional development in EFL education.

Key words: professional development, EFL teachers, EFL teacher educators, professional standards, Pedagogic competencies.

الملخص:

الغرض من هذه الدراسة هو إعداد انموذج جديد للتنمية المهنية لأعضاء هيئة التدريس في التعليم العالي في العراق وخاصة في كليات التربية ؛ وقد استخدم الباحث دراسة وصفية تحليلية للوصول إلى هذا الانموذج. وقد بين الباحث التحولات الحديثة في تعليم اللغة الانكليزية كلغة اجنبية ، واثارها على النظم التعليمية ، والإجراءات التي يتعين اتخاذها لهذه التغييرات، واستخدامها في تطوير الكفايات التعليمية التي يمكن أن تتكيف مع هذه التغييرات. وقدم الباحث بعض التوصيات للتنمية المهنية في تعليم اللغة الانكليزية كلغة اجنبية.

1. Introduction

Education is a transmission of knowledge and information through predefined teaching methods and various training programmes. The quality of learning mainly depends on the ability and the capability and also the opportunity available to individual learner. Hence transmission of qualitative education at higher level may have various receptions. When we talk about quality in higher education which is perceived in terms of satisfaction of students, teachers and society. There is also a growing realization that we are practicing in our schools these days will define the social and intellectual competencies and character of the new generation which has to take upon itself the responsibility of shaping and functioning the society of incoming generation. The concerned for quality in higher education in particular surfaced strongly in the recommendations of education commission which noted that —The essence of a programme of teacher education is nothing but quality and in its absence, teacher education becomes overall deterioration in educational standards. Higher education is a constituent part of the lifelong education system. The out puts of secondary education are inputs for it and a quality of higher education products solely depends on the their quality teacher education inputs which are meant for the world of labour and the system of further Non – Formal education system. The fast changing world today is characterized by the emergence of global markets, the application of new knowledge in production, requirements, for new skills in teaching professions

changing nature of equality of work, and introduction of information and communication technologies in all spheres of human endeavors.

Several factors have been identified as influencing student learning such as socio-economic status, minority status, per-pupil spending, pupil teacher ratios, class sizes, and teacher quality. Of the afore mentioned factors, teacher quality is the most highly correlated with student learning. If our goal is to provide our students with the best possible education, we cannot overlook the relevance of the training provided to those who are going to teach them. This view is shared by many authors, including Loucks-Horsley and Matsumoto (1999) who noted that "teacher expertise is one of the most important factors in student learning" (p. 259). Moreover, the National Research Council (2001) report clearly states that "as noted in the extensive body of evidence cited throughout this report, research is confirming that good teaching does matter" (p. 4). This report clearly emphasizes the crucial importance of teachers on student achievement and provides a series of recommendations targeting both pre-service teacher education and teacher professional development, with the intent to improve the quality of teacher education due to its ultimate impact on student learning. One of the report's recommendations states: "New Research that focuses broadly on synthesizing data across studies and linking it to school practice … would be especially helpful to the improvement of teacher education and professional development" (p. 121). In an earlier work, the National Research Council (1999) also says that "research studies are needed to determine the efficacy of various types of professional development activities … extended over time and across broad teacher learning communities" (p. 240).

Rodrigues (2005a) said that "most teachers are concerned about their personal professional development, and a consequence we see large numbers of teachers attending various professional development programs" (p.1). Patricia and Rhoton (2001) advised teachers to consider five elements carefully in designing their professional development programs (p.15). These elements are:
- Determine self goals and desired outcomes
- Lay out a plan
- Specify a time line for the plan
- Reflect and evaluate each process
- Make improvements.

Banks et al (2001, pp 4-8) mentioned that the Association for language Education classifies some areas for professional development to be considered by teachers. These areas are:
- Subject knowledge and understanding.
- Development of teaching and assessment skills
- Pedagogic competency.

- Teaching education
- Professional standards

Despite the urgent need of teachers' professional development, some programs are constricted by some obstacles. These obstacles hinder teachers to practice a new model of professional development and keep continual development. Diaz-Maggioli (2004, pp. 2-4) asked teachers to be aware of the following obstacles:

- Lack of ownership of the professional development process and its results
- Lack of variety in delivery modes of professional development
- Inaccessibility of professional development opportunities
- Little or no support in transferring professional development ideas to the classroom
- Standardized approaches to professional development that disregard the varied needs and experiences of teachers
- Lack of systematic evaluation of professional development
- Little or no acknowledgment of the learning characteristics of teachers among professional development planners.

To sum up, no nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalization concept, if taken into account, would require that teachers and teaching should be recognized like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

1.1 The Problem of study

Despite the growing body of research into "best practices" of teaching and learning in the modern age, many colleges and universities are slow to disseminate these practices to their faculty. Weakness of faculty in following-up new trends in teaching, professional standards and updating their Competencies in their specialization remains to be the most important factors that affect their performance inside the classrooms as noted by several Specialists .The new model of professional development suggest that the best way to improve the quality in EFL teaching .Also, this study will aid faculty in the creation of a more active learning environment for their students.

1.2. Aim of the study

This study aims at preparing a new model of professional development for EFL in education.

1.3. Research Questions

The study aim to find answers to the following questions:

1. What is a new model can be proposed in future vision for the professional development in EFL education?

2. What recommendations can be made for the professional development in EFL education?

1.4. The Significance of the Study

This study shows a new model of faculty' professional development that could help many faculty to develop themselves professionally. In addition, the current study is expected to encourage the researchers to deal with the obstacles and challenges of professional development. It could also motivate the management of colleges to create professional development training courses based on the mentioned model. Also, this study responds to the recommendations of a number of seminars, conferences and studies that have stressed the importance of professional development programs for faculty.

1.5. Definition of Terms

The following definitions are presented by the researcher to remove any ambiguity in understanding these terms through the study.

- **Professional development** is an ongoing process of learning by using multiple educational sources for the teachers to improve their performance, to keep their competencies up-to-date and to achieve the objectives of the teaching/learning process successfully (Smith & Tillema, 2001).

- **Teacher education** is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in (Struyven & De Meyst, 2010)

- **A standard is** "a term implies a passion for excellence and habitual attention to quality. High standards, be in people or institutions, are revealed through reliability', integrity, self-discipline, passion, and craftsmanship" (Wiggins, 1995, p.8)

- **Pedagogical competence** as "the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy" (Madhavaram, Laverie, 2010, p. 5).

2. The nature of professional development in higher education

New professors of higher educational institutions often begin teaching based on their experiences as students in the colleges or universities they attended. Many have never taken a course or studied theories involving pedagogy or andragogy, thus relegating numbers of students under their tutelage to long lectures, unrelated assignments, and boring classes. These professors are knowledgeable and believe themselves to be dedicated to their chosen field of study but seem oblivious when it comes to how they are perceived by their students. They believe their poor end of course evaluations are due to the caliber of students in their class instead of taking a closer look at what constitutes being a scholar as well as a teacher. In research on how students feel about their college professors, Bain (2004) stats students will, when given the opportunity to evaluate their course, indicate "how much they learned and whether the professor stimulated their interests and intellectual development" (p. 16). This gives the professor a good idea of the quality of his teaching. If the professor knows how to "simplify and clarify complex subjects, to cut to the heart of the matter with provocative insights" (Ibid p.16) and bring about their own reflection and the student's in the discipline, the process of analyzing instruction and evaluating its quality becomes a simple matter. Butts and Reutzel (2005) believe that what seems to drive best teaching strategies is the capacity to "think metacognitively" (p.16) and elaborates that there are two kinds of knowledge exhibited in good teaching that continue to surface in various studies. Professors who have that keen sense of "the histories of their disciplines, including the controversies within them"(Ibid, p. 25) and those professors who are able to convey an understanding of their discipline as important to everyday life are more often able to grasp how other people might learn within their course. This ability is brought about by their own thinking about their thinking, or metacognition, and these professors always seem to be the best teachers in the eyes of their students.

Professional development needs to be provided for both new as well as experienced faculty who tend to overly use lectures in their courses. According to Scott (2006), most universities have not yet transferred over to teaching in what is known as an active mode. A mixture of active learning modes is considered to be most advantageous to student learning. Sullivan and Rosin (2008) also state that real-world practices need to be instigated in addition to active learning. There are many other avenues for teaching and learning in addition to lectures. Scott (2006) described the best experiences students had at universities. Although traditional aspects such as

lecture mode are mentioned, many others were listed. Among these were face to face projects, tutorials, class exercises, discussions, seminars; real-world work experiences such as practicum, field work; independent study consisting of completing a research, long distance education; simulations and labs including mock situations, role play, games labs, simulators; information and communication technologies (ICTs) including internet communications and interactive multimedia to engage the interest, interaction, and knowledge found on the internet; and various types of web-based learning, Facebook, Blogs, discussion boards, and Skype. These various methods need to be defined, described and utilized when presenting professional development modules. In addition to what is being taught and how it is being taught, designs of assessments are of great importance. Assessments often limit student learning activities; impeding and often restricting student learning activities to only doing their assignments. Assessments should spur motivation and serve to engage the students (McInnis & Devlin, 2002).

3. Answer of Research Questions

3.1. Question one

- **What is a new model can be proposed in future vision for the professional development in EFL education?**

To achieve this aim, the researcher proposed a new model for the professional development in EFL education by following three aspects:

3.1.1. The role of faculty as teacher educators

Increasing attention is found in teacher education literature regarding the role of the faculty in preparing preservice teachers (McNay & Graham, 2007; Robinson & McMillan, 2006; Whitehead & Fitzgerald, 2006; Young et al., 2005). The mentoring role of the faculty is critical to the success of preservice teachers in field experiences. the responsibilities of faculty include providing critical and evaluative feedback to preservice teachers, helping preservice teachers acculturate into the broader profession, and being willing to invest themselves in a professional relationship with preservice teachers in their charge. However, research demonstrates that faculty varies in the way they enact the role of teacher educators. Some faculty merely provides a setting for preservice teachers to practice what they have learned in their coursework, providing encouragement and assistance when needed (Bullough Jr., 2005; Feiman-Nemser, 1998). Other faculty enters into a mentoring relationship with the preservice teacher, providing critical feedback and engaging in reflective dialogue about the field experience and the broader teaching profession. Thus, as teacher preparation partnerships rely heavily on lecturers functioning as teacher educators, it is important

to consider what influences the manner in which lecturers enacts this role and the role the partnership has in preparing lecturers to function in this role so that field experiences lead to well-prepared teachers. (Bullough Jr., 2005; Feiman-Nemser, 1998).

The faculty can make use of multiple alternate modalities to upgrade and update knowledge and professional skills. This can be tackled once teachers make use of –

1. Research facilities provided by universities.

2. Institutional interlinking and interaction with reputed institutions functioning everywhere.

3. Latest development from the internet

4. Teacher exchange and membership on professional organizations.

5. Attending state – sponsored formal in – service education programme.

In the professional knowledge of faculty and teacher educators, there are differences which are mainly found in:

- **The level of knowledge**: The professional knowledge of teacher educators is required to be wider, richer and deeper than that of teachers.

- **The level of articulation of reflectivity**: The teacher educator is required to reflect and talk about in-action reflections explaining tacit knowledge of teaching and make it available to teachers-to-be; bridging between theory and practice. Teacher educators are expected to be epistemologists whereas teachers are mainly required to be good practitioners.

- **The knowledge of how to create new knowledge by writing curricula and to be involved with research:** There is a claim for ongoing credited professional development, part of which is to actively engage in research. Research is not required of teachers.

- **Comprehensive knowledge of educational system:** Most teachers see only the context in which they work.

3.1.1.1. The Functions of faculty as teacher educators

1. **Facilitators of the learning process for student teachers**: Effective teacher educators play a major role in facilitating and supporting the reflective learning process student teachers develop. This, however, needs be accomplished by

sharing not only their theoretical knowledge, but also by putting this knowledge into their own practice, in other words, by "making tacit knowledge explicit".

2. **Developers of new knowledge and curricula**: Teacher educators are expected to create new knowledge, consisting of practical knowledge in the form of new curricula and learning programs for teacher education and schools, as well as theoretical knowledge generated from research.

3. **Assessors and Gatekeepers**: Another key function of teacher educators is assessment; both formative assessment enhancing learning, as well as summative assessment that requires teacher educators to act as gate-keepers and decide who has the necessary training and skills to become a teacher.

4. **Collaborators and team members**: Efficient teacher educators are collaborators with members of the university and other higher educational institutions and decision makers, as well as with teachers and school administrators where teacher candidates' student-teaching takes place. As discussed by Nunan (1992), collaboration is an important component of language learning and teaching. Thus, it is essential that teacher educators help student teachers to develop the skill of being good team members through involvement with the respective contexts they serve (university and school); by promoting partnership in their relationships with others (i.e., with student teachers, or other faculty); and by encouraging student teachers to take part in joint efforts such as group-work and research projects.

3.1.1.2 Evaluation of faculty performance as teacher educators

1. Evaluation of faculty as educators increasingly will be based on the results of modern input, process, and outcome assessments, using multiple criteria and multiple indicators to reveal effectiveness in facilitating learning.

2. Faculty evaluation will focus on the quality with which teachers implement what is currently considered good professional practice in curriculum design, instruction, academic advising, and other educational activities as appropriate to defined and written intended outcome goals and objectives and the characteristics of their students.

3. Evaluation of faculty performance as educators also will focus on their informed contributions to improving the quality of their institutions' educational processes: curricula, courses, and advising and assessment programs.

3.1.2. Professional Standards

Standards, if used properly, can provide guidelines for teacher, for decision-makers, and for program designers, as well as serving as benchmarks for the assessment of teacher educators and their work. Standards are an invaluable resource for professional development. Ingvarson (1998) states, "In a standards-based professional development system, standards provide a guide and a reference point to plan for personal professional development" (p. 136). Even many who criticize the establishment of standards support the value of a professional profile for this reason. Therefore, standards should be used as guidelines for work within a specific context and allow for individual routes to professional competence and growth (Crooks, 2003). They should not, on the other hand, be aimed at creating an authoritarian assessment system that puts constraints on professional autonomy, inhibits professional creativity and development, and eventually erects a barrier to the quality of teacher educators and teacher education. Overall, standards serve as a blueprint for training and evaluation and help establish a knowledge base that will make public the characteristics of teacher education for people from both in and outside of the profession (Smith, 2005).

3.1.2.1. General Standards

Standard 1- Know the students and how they learn. Lead teachers are expected to select, develop, evaluate and revise teaching strategies "to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students" in order to meet the needs of students from diverse cultural and economic backgrounds **.**

Standard 2 – Know the content and how to teach it. Lead teachers must be able to "lead initiatives […] to evaluate and improve knowledge of content and teaching strategies," as well as to "monitor and evaluate the implementation of teaching strategies to expand learning opportunities and content knowledge for all students".

Standard 3 – Plan for and implement effective teaching and learning. Qualified lead teachers should "demonstrate exemplary practice and high expectations […] and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs".

Standard 4 – Create and maintain supportive and safe learning environments. Lead teachers are expected to be active in "the development of productive and inclusive learning environments," as well as to "lead and implement behavior management initiatives"

Standard 5 – Assess, provide feedback and report on student learning. Lead teachers are required to "evaluate school assessment policies and strategies" to diagnose learning needs and to "co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice .

Standard 6 – Engage in professional learning. Lead teachers should "initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers"

Standard 7 – Engage professionally with colleagues, parents/carers and the community. Lead teachers are expected to "model exemplary ethical behavior and exercise informed judgments in all professional dealings with students, colleagues and the community," as well as taking a "leadership role in professional and community networks and support[ing] the involvement of colleagues in external learning opportunities".

3.1.2.2. EFL Standards

Domain: Planning
Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.
Domain: Instructing
Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.
Domain: Assessing
Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.
Domain: Identity and Context
Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.
Domain: Language Proficiency
Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.
Domain: Learning
Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.
Domain: Content
Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language courser is the language that learners need

in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

Domain: Commitment and Professionalism

Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

All of the above-mentioned functions are interconnected with the principles and values in teacher education, and thus, are consistent with the standards for teacher educators, as standards describe a requested level of professionalism, translated into actions and performances. Standards entertain several aspects that make up what some refer to as the expertise (professional knowledge and competence) of teacher educators.

3.1.3. Educational Competencies

The following educational competencies form the basis of Teaching Skills for faculty in Higher Education . The professional developments in EFL education are based on these competencies.

3.1.3.1. Interpersonal competency

The faculty requires interpersonal skills when leading, supervising, mediating, stimulating and confronting students (and others). In this way the faculty creates an atmosphere of open communication and a climate of mutual trust and cooperation.

This can be seen from the following indicators:

1. Communicates effectively using verbal techniques (e.g., volume, pace, articulation) and non-verbal techniques (e.g., gestures, appearance, posture).

2. Encourages effective communication by listening, summarising, and by asking about both content and involvement.

3. Shows personal involvement and enthusiasm with individual students and groups.

4. Recognises and identifies individual student and group behaviour, and makes the students aware of this.

5. Corrects undesired behaviour and reinforce desired behaviour.

6. Can justify the way he or she treats students.

3.1.3.2. Pedagogic competency

The faculty requires pedagogic skills when developing, using and evaluating approaches designed to promote the wellbeing of students, to identify developmental and behavioural problems, and to supervise groups and individuals. A pedagogically-skilled teacher creates a safe learning environment in which students can develop themselves into independent and responsible individuals.

This can be seen from the following indicators:

1. Offers a safe environment where students and teachers treat each other with respect.

2. Ensures a learning environment where students can contribute their own input.

3. Regularly uses student input in the teaching/learning process.

4. Encourages students to discuss norms and values.

5. Challenges students to think about their own learning and development.

6. Takes cultural, social and emotional differences between students into consideration.

7. Takes action, when necessary, to improve the social climate in the group.

8. Recognises behavioural problems in students, and when necessary refers them.

3.1.3.3. Field-specific and teaching competency

The faculty requires field specific knowledge and teaching skills when developing, offering, supervising and evaluating learning processes within the specific field; this permits a powerful learning environment to develop.

This can be seen from the following indicators:

1. **Development**

- Ensures that learning activities are meaningful and applicable.

- Develops different learning paths to respond to the differences between students.

- Develops both individual and group activities.

- Develops evaluation tools.

- Uses written, audio-visual and digital teaching aids to achieve the teaching goals.

- Adapts existing materials and expands them personally (using questions, suggestions, examples).

2. Presentation

- Structures the material clearly.

- Employs different methods, recognising the differences between students (their different ways of learning, different levels, and different ways of working).

- Applies current insights and professional practice in their teaching.

3. Supervision

- Supports students in the learning process by recognising questions and problems, addressing them, and responding to them.

- Evaluates the learning process regularly with the students, both in terms of results and the process.

- Analyses learning problems (whether general or field-specific), and responds to them or refers students as needed.

4. Field

- Draws connections between the content of the field and that of related fields.

- Is in command of the material.

- Uses current approaches in the field.

5. Evaluation

- Evaluates the learning process and the students' results.

- Can justify his or her views of the field and the chosen approach.

3.1.3.4. Organisational competency

The faculty requires organisational skills when managing concrete and functional procedures, and when organising and facilitating the learning environment and student learning, as well as when managing and adjusting the lesson plan. In this way, the faculty is able to create a clear, orderly and task-oriented learning environment.

This can be seen from the following indicators:

1. Makes the content, form, structure and relevance of the learning activity clear.

2. Applies rules consistently and lives up to agreements.

3. Makes agreements about the students' tasks and makes it clear what support they can expect.

4. Determines priorities and divides the available time efficiently.

5. Knows how to deal with limitations in the teaching environment and applies alternative approaches when problems arise.

6. Can justify how his or her instruction is organised.

3.1.3.5. Competency cooperating with colleagues and the internal organization

The faculty requires skills cooperating with colleagues when working at an educational institution. In this way the teacher contributes to a good working environment for the students.

This can be seen from the following indicators:

1. Requests help from colleagues and offers it.

2. Makes his or her own limits clear.

3. Works according to the agreements, procedures and systems that apply to the organisation.

4. Accepts responsibility for the tasks assigned.

5. Contributes to the development and improvement of the programme.

6. Can justify his or her views and approach to cooperating with colleagues within the organisation.

3.1.3.6. Competency cooperating with external organisations

The faculty requires skills in cooperating with external organizations when training new professionals to enter the field. In this way the teacher provides a connection between training and the professional field.

This can be seen from the following indicators:

1. Employs relevant communication skills and techniques.

2. Consults existing information, identifies new information, and makes this available to others.

3. Can justify his or her professional views, approach and way of working.

3.1.3.7. Competency in reflection, research and personal development

The faculty requires additional meta-skills, in order to integrate all the competencies and perform professionally in practice in the field of higher education .

This can be seen from the following indicators:

1. Recognises personal strengths and weaknesses based on actual situations.

2. Reflects on personal behaviour systematically, applying feedback from others when doing so.

3. Is able to recognise the points where personal competencies can be improved.

4. Works on personal development in a structured way.

5. Adjusts personal development to the policy of the program.

6. Adapts when circumstances change and can apply alternative approaches.

7. Keeps abreast of developments in the field.

8. Is open to different ideas and perspectives.

9. Is able to express what is important in his or her professional conduct, and can express the values, norms and pedagogic approaches on which this is based.

3.2. Question two

- **What recommendations can be made for the professional development in EFL education?**

To achieve this aim, the researchers presented some recommendations for the professional development in EFL education.

3.2.1 Recommendations

1. Adoption of the new model which was presented by the researcher in this study may be the optimal solution for many of the professional development problems.

2. Skillful faculty should establish a system for continuous professional development.

3. Reconsider professional development from time to time according to modern transitions in EFL education, effects on the educational systems, the procedures to be taken for these changes .

4. faculty are recommended to use the mentioned professional development standards to keep up with up-to-date information, technology, and Pedagogic competency.

5. The need for coherence and integration between specialized courses in teacher preparation programs to achieve the main goals.

6. The Ministry of Higher Education and Scientific Research is recommended to establish centers for professional development subsidiary of colleges in coordination with the Ministry of Education.

7. Provide college and university administration for the functioning of the faculty at the end of each semester, with some of the revenue proposals that will improve the professional development

8. The Ministry of Higher Education and Scientific Research is recommended to encourage faculty to build up their own professional development programs by following up these programs, conducting seminars to discuss the successful

experiences, devoting a special corner on its website for publishing successful experiences.

9. Future studies and suggested programs are still needed for faculty' professional development.

4. Conclusion

High-quality faculty professional development for every teacher is an urgent need and will become essential to institutions' capacity to compete for students in the years ahead and to survive and thrive. We have a wide array of new knowledge about student learning and development, and we have research-based methods of fostering this learning and development. If used, this knowledge and these methods can permit us to produce learning on a scale never before achieved in our colleges and universities and not likely to be duplicated outside them.

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