

UOT: 37.091.3:811.111

DOI: <https://doi.org/10.30546/09081.2025.1.5006>

A METHODOLOGICAL STUDY ON THE IMPACT OF TEACHER TRAINING ON ENGLISH LANGUAGE INSTRUCTION QUALITY

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ARTICLE INFO	ABSTRACT
Article history: Received:2025-04-22 Received in revised form:2025-06-04 Accepted: 2025-06-13 Available online	This study explores the impact of a teacher training course on the quality of English language instruction. It examines how participation in the program influences teaching practices, classroom dynamics, and student engagement. Employing a mixed-methods approach, the research combines pre- and post-training assessments, classroom observations, and interviews with both teachers and students to gather comprehensive data. The results indicate significant improvements in lesson planning, instructional strategies, and the use of student-centered approaches. Teachers demonstrated enhanced classroom management skills and greater adaptability in addressing diverse learner needs. Students reported higher levels of engagement and satisfaction, attributing these changes to more interactive and effective teaching methods. The study also revealed a shift in teachers' professional attitudes, with many adopting more reflective and innovative practices. Overall, the findings underscore the importance of structured professional development in improving teaching quality and suggest that well-designed training programs can significantly enhance language learning outcomes.

MÜƏLLİM HAZIRLIĞININ İNGİLİS DİLİ TƏDRİSİNİN KEYFİYYƏTİNƏ TƏSİRİNƏ DAİR METODOLOJİ TƏDQİQAT

XÜLASƏ

Bu tədqiqat müəllim hazırlığı kursunun ingilis dili tədrisinin keyfiyyətinə təsirini araşdırır. Tədqiqat işi həmçinin, proqramda iştirakın tədris təcrübələrinə, sinif dinamikasına və tələbə cəlbinə necə təsir etdiyini araşdıraraq öyrənir. Qarışıq metodlar yanaşmasından istifadə edərək, tədqiqat hərtərəfli məlumat toplamaq üçün təlimdən əvvəl və sonrakı qiymətləndirmələri, sinifdə müşahidələri və həm müəllimlər, həm də tələbələrə müsahibələri birləşdirir. Nəticələr dərslərin planlaşdırılmasında, tədris strategiyalarında və tələbə mərkəzli yanaşmalardan istifadədə əhəmiyyətli irəliləyişlər olduğunu göstərir. Müəllimlər təkmilləşdirilmiş sinif idarəetmə bacarıqları və müxtəlif şagird ehtiyaclarını qarşılamaqda daha uyğun bacarıqlar nümayiş etdirmişlər. Tələbələr bu dəyişiklikləri interaktiv və effektiv tədris metodları ilə əlaqələndirərək dərslərə daha yüksək səviyyəli maraq və məmnunluqlarının yaranmasını bildirmişlər. Tədqiqat həm də müəllimlərin peşəkar inkişafında dəyişikliyi aşkar etmiş və müəllimlərin bir çoxu daha çox düşündürücü və innovativ təcrübələri mənimsəmişdir. Ümumilikdə, əldə edilən tapıntılar tədris keyfiyyətinin yaxşılaşdırılmasında strukturlaşdırılmış peşəkar inkişafın vacibliyini vurğulayır və yaxşı tərtib edilmiş təlim proqramlarının dil öyrənmə nəticələrini əhəmiyyətli dərəcədə artırma biləcəyini göstərir.

Açar sözlər: müəllim hazırlığı, metodologiya, ingilis dili

МЕТОДОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ ВЛИЯНИЯ ПОДГОТОВКИ УЧИТЕЛЕЙ НА КАЧЕСТВО ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

РЕЗЮМЕ

В этом исследовании изучается влияние курса подготовки учителей на качество преподавания английского языка. В нем рассматривается, как участие в программе влияет на методы преподавания, динамику класса и вовлеченность студентов. Используя подход смешанных методов, исследование объединяет оценки до и после обучения, наблюдения за классом и интервью как с учителями, так и с учениками для сбора всесторонних данных. Результаты указывают на значительные улучшения в планировании уроков, учебных стратегиях и использовании подходов, ориентированных на учащихся. Учителя продемонстрировали улучшенные навыки управления классом и большую адаптивность в удовлетворении различных потребностей учащихся. Учащиеся сообщили о более высоком уровне вовлеченности и удовлетворенности, приписывая эти изменения более интерактивным и эффективным методам обучения. Исследование также выявило изменение в профессиональных отношениях учителей, многие из которых переняли более рефлексивные и инновационные практики. В целом, результаты подчеркивают важность структурированного профессионального развития для повышения качества преподавания и предполагают, что хорошо разработанные программы обучения могут значительно улучшить результаты изучения языка.

Ключевые слова: подготовка учителей, методика, английский язык

1. INTRODUCTION

The effectiveness of English language teaching is a key factor in the successful acquisition of language skills among students worldwide. Teachers are central to this process, and their ongoing professional development is critical in ensuring high-quality instruction. Through this study, we seek to assess whether such training enhances teaching performance, student learning experiences, and overall lesson quality. By analyzing teacher feedback, classroom observations, and student outcomes, the research aims to determine the specific ways in which training impacts the classroom environment. In an increasingly globalized and digital world, the ability of English teachers to adapt and evolve is more important than ever. The training courses not only equip teachers with practical tools but also empower them to become reflective practitioners and change agents within their institutions.

2. LITERATURE REVIEW

Professional development in the field of education is widely recognized as a critical factor for improving teaching quality. Numerous studies have highlighted the positive effects of teacher training on classroom performance, including better student engagement, clearer lesson delivery, and increased use of innovative pedagogical strategies (Smith & Johnson, 2019).

Training programs are structured around internationally recognized teaching standards and emphasize the communicative approach to language teaching. According to Al-Issa and Dahan (2021), training interventions that align with teachers' contexts and promote reflective practices are more likely to yield sustainable improvements. Research conducted by the Education Development Trust (2022) found that certified teachers reported higher confidence and more consistent learner progress.

Additionally, the integration of digital tools and blended learning methodologies has become a focal point in many training programs, responding to the growing need for remote and hybrid teaching solutions (Hockly, 2018).

3. RESEARCH METHODOLOGY

This study adopts a mixed-methods approach, combining qualitative and quantitative data to assess the changes in teaching quality. The participants are 30 English language teachers from diverse educational settings who have recently completed a teacher training course. Data collection involves:

1. **Pre- and Post-Training Assessments:** Teachers' teaching practices are evaluated before and after the training using a structured rubric.
2. **Classroom Observations:** Observers note specific teaching behaviors, student interactions, and the use of teaching resources during lessons.
3. **Interviews:** In-depth interviews are conducted with both teachers and students to gain insights into their experiences and perceptions of the changes in lesson quality.
4. **Student Performance Metrics:** Student feedback and academic results are analyzed to determine any correlation between improved teaching methods and student outcomes.

Triangulation of these data sources ensures a comprehensive understanding of the training's impact. Ethical considerations were observed throughout the study, with informed consent obtained from all participants.

This study adopts a **mixed-methods research design**, integrating both **quantitative** and **qualitative** approaches to provide a holistic evaluation of the impact of teacher training on English language instruction. This triangulated approach ensures that multiple perspectives inform the interpretation of findings.

3.1 Participants

The study involved **30 English language teachers** from a variety of educational settings, including public schools, private institutions, and language centers. The teachers had varying years of teaching experience (ranging from 2 to 15 years) and were selected based on their enrollment in a standardized teacher training program certified by an international educational body.

In addition, **student data** was collected from over **300 students** who were directly taught by the participating teachers during the study period.

3.2 Data Collection Tools and Procedures

1. Pre- and Post-Training Assessments

- Teachers' instructional practices were evaluated using a **standardized rubric** adapted from the *TESOL Teaching Standards Framework*.
- Each teacher was scored across several dimensions: lesson structure, clarity of objectives, use of instructional materials, questioning techniques, and responsiveness to student needs.
- Assessments were carried out through video recordings and in-person lesson evaluations before and after the training period.

2. Classroom Observations

- Conducted using an **Observation Protocol Checklist** that included categories like time management, student talk-time vs. teacher talk-time, integration of technology, and classroom engagement strategies.

- Observations were performed by two independent observers to increase **inter-rater reliability**, with each lesson observed at least twice.

3. Semi-Structured Interviews

- In-depth interviews were held with all participating teachers and a stratified sample of students (n=60).
- Interviews explored changes in teaching philosophy, instructional behavior, student motivation, perceived lesson clarity, and classroom atmosphere.
- Thematic analysis was employed to code and interpret the qualitative data using NVivo software.

4. Student Performance Metrics

- **Quantitative data** was collected through student achievement scores (formative and summative assessments), as well as feedback surveys administered at two time points.
- The surveys measured satisfaction, perceived effectiveness of lessons, and perceived clarity of teacher instructions using a 5-point Likert scale.

3.3 Ethical Considerations

The study followed ethical research standards. **Informed consent** was obtained from all participants, and all data was anonymized. Participants were assured of the confidentiality of their responses and given the right to withdraw at any stage.

4. RESULTS

The analysis of the data reveals significant improvements in the following areas:

- **Pedagogical Strategies:** Teachers demonstrated a more interactive, student-centered approach to teaching, employing techniques learned during the training to enhance learner participation.
- **Classroom Management:** There was a noticeable increase in effective classroom management, with teachers maintaining a more organized and engaging learning environment.
- **Lesson Delivery:** Teachers exhibited a greater command of lesson planning and use of diverse resources, making lessons more dynamic and tailored to student needs.
- **Student Engagement:** Students reported higher levels of engagement and satisfaction with lessons, reflecting the positive changes in teaching approaches.

The qualitative data also revealed a shift in teachers' mindset, with many expressing a renewed enthusiasm for teaching and a deeper understanding of learner needs.

The analysis revealed **notable improvements** across several dimensions of teaching and learning following the completion of the training course.

4.1 Quantitative Findings

- **Teaching Practice Scores:** The average rubric scores for teaching effectiveness improved from **68% pre-training to 87% post-training**, indicating a statistically significant enhancement in lesson delivery and instructional quality ($p < 0.01$).

- **Student Achievement:** Average student test scores increased by **12%**, suggesting a positive correlation between improved teaching methods and student academic performance.
- **Student Survey Results:**
 - 81% of students reported that lessons became "more interactive and engaging."
 - 76% noted better use of multimedia and visual aids.
 - 69% felt that teachers were more responsive to their individual learning needs.

4.2 Qualitative Findings

- **Pedagogical Strategies:**

Teachers integrated **more communicative techniques**, such as role-plays, peer collaboration, and task-based learning. These strategies facilitated active participation and language use in authentic contexts.

- **Classroom Management:**

Observers noted increased use of **positive behavior reinforcement**, clearer classroom routines, and better time management. Teachers utilized visual schedules and learning objectives displayed on smartboards.

- **Lesson Planning and Resource Use:**

Lesson plans were more detailed and incorporated **differentiated instruction**. Teachers increasingly used digital platforms (e.g., Kahoot, Padlet) to cater to different learning styles and maintain student interest.

- **Student Engagement:**

Students appeared more motivated and confident in classroom interactions. Interviews revealed that learners appreciated the **variety of tasks** and **collaborative activities** introduced post-training.

- **Mindset and Reflective Practice:**

Many teachers described a **shift in teaching philosophy**, moving from a lecture-based model to a facilitative, learner-centered approach. Teachers expressed a sense of renewed purpose and enthusiasm for their profession. One teacher noted: *"Before the training, I stuck to the textbook. Now, I feel more creative and attuned to what my students actually need."*

5. DISCUSSION

The results suggest that teacher training contributes to notable improvements in teaching quality. The incorporation of communicative teaching methods and the emphasis on practical, hands-on strategies help teachers address the diverse needs of their students more effectively.

Moreover, the training fosters confidence in teachers, enabling them to adopt innovative approaches that enhance the learning experience. One notable outcome was the increased use of formative assessment strategies, which allow teachers to better monitor progress and provide targeted feedback. The study also found that peer collaboration and mentoring, encouraged during the training, contributed to sustained changes in practice.

These findings align with global trends in education reform, which prioritize teacher agency and continuous learning (OECD, 2020). While the impact of training is significant, sustained institutional support and follow-up opportunities are necessary to maintain these gains.

6. CONCLUSION

This study confirms that the completion of a teacher training course significantly enhances the quality of English language lessons. By improving teaching practices, classroom management, and student engagement, the training program plays a pivotal role in fostering a more effective learning environment.

The findings underscore the importance of continued professional development in enhancing the skills and competencies of language teachers. Further research should explore the long-term effects of such training programs on student achievement and the broader educational context, including comparisons across different regions and educational systems.

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