

Incorporating Professional Initiatives in EFL Classrooms: A Way to Treat Pedagogical Solitude

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Abstract

In this climate of the expansion of globalization, in today's classrooms, encouraging student investment in writing is paramount. Due to the complicatedness of this skill, many teachers find it difficult to make their learners aware of the divergent phases of writing so they produce better compositions. Thus, the professionalism of teachers is inevitably essential in shaping the learners' writing ability (assisting students as they develop a piece of writing, and boosting their engagement with writing), and learners can achieve successful learning outcomes if they grasp how best to improve their work. To make language learning more effective, there is a need for pursuing professional growth and providing conditions where teachers cooperate to attain higher levels of learning among their students. Indeed, professional development for a teacher is about acquiring new skills, creating a potent learning atmosphere, surmounting the barriers, rectifying the failures and moving forward. It provides ongoing opportunities for educators to continue to identify teaching/learning problems, develop solutions, raise their performance, address students' needs and up their achievements. The present paper sets out to take a closer look at how teachers work with writing among the first year English as foreign language (EFL) students. It tends to offer an instruction based on a set of professional development methods that provide practitioners with several avenues to implement them in classroom practice. To this end, findings of the research indicate that the proposed strategies can lead to a virtuous bond between the teaching/learning process of written expression that may generate beneficial knowledge, valuable teaching, and constructive learning results.

Keywords: EFL students, professional development, writing, written expression

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