Exploring the Professional Development Needs of Novice Teachers Teaching in the Mandalay Bilingual Context: A Mixed-Method Study

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Abstract

In the linguistically diverse setting of Mandalay, Myanmar, novice teachers face numerous challenges when delivering bilingual education. This study used a mixed-method approach, and 26 novice teachers who have less than five years of teaching experience from the TEAMS bilingual program were the research sample group. Quantitative data were collected by using 33-item Likert-scale questionnaires with one open-ended question and analyzed with descriptive statistics (mean scores and standard deviations). Qualitative data were collected from eight selected participants by using purposive sampling and analyzed into themes to identify key patterns and trends. Mentorship and reflective practice were rated at the highest level among the novice teachers. The challenges with classroom management, financial constraints, and a lack of mentoring were major barriers. Similarly, qualitative semi-structured interviews revealed that the novice teachers needed mentorship, peer support and training in bilingual teaching methods. They faced challenges in student behavior, a lack of mentoring and financial support. It is recommended that designing context-specific PD programs which focus on mentorship, bilingual teaching, and hands-on training are most necessary for novice teachers.

Keywords: professional development needs; novice teachers; Mandalay bilingual context

Introduction

In the global Education landscape, most of the classrooms are linguistically diverse because of globalization and migration. This happens as a result of speedy contact among the peoples of the world, they need to communicate with one another in various languages and various means (Sarwal, 2019). Since then, the field of bilingual education has become more and more essential. Knowing more than one language is an advantage for students (Cummins, 2000) and benefit more cognitive development, academic achievement and problem-solving skills when compared with monolingual peers (Muttalib, 2021). This is especially important in countries like Myanmar, where over 135 ethnic groups and more than 100 languages spoken across the country.

In the Myanmar education system, Burmese is the official language and the main language of teaching in most schools (Tin, 2024). English language teaching is carried out in a range of school settings (Shah & Lopes Cardozo, 2019). English is not just a subject; it is also used as a medium of instruction in secondary and higher education for some subjects, including science and technology (Lwin, & Richards, 2019). Along with that, Burmese is considered the "language of opportunity" (Bekteshi, 2022), particularly in big cities like Mandalay. Parents and communities understand the value of English in their children's future success. In these settings, teachers have an important role not just in teaching, but also in assisting students in acquiring abilities in both their first and second languages (García, & Wei, 2014). Therefore, teachers should have subject knowledge and language proficiency to give short, clear and simple instructions by using a range of questioning techniques in order to teach in a bilingual classroom (García, 2009). Although there have been significant educational reforms in Myanmar, there is still a clear need for focused professional development for novice teachers, particularly in Mandalay. For novice teachers who are teachers with little or no teaching experience, teaching in two languages can be difficult, as they are frequently unprepared to handle the challenges of teaching in two languages (Ma, 2023). Therefore, professional development (PD) is very important for them when it comes to applying new teaching approaches, adapting to school policies, and supporting the needs of a wide range of students (Avalos, 2011). However, there is a significant gap in the literature and practice regarding the professional development of novice teachers.

To address this gap, the mixed-method research investigates the professional development needs and challenges of novice teachers teaching in the Mandalay bilingual context.

Objectives

1. To explore the professional development needs of novice teachers teaching in the Mandalay bilingual context.

2. To analyze the challenges faced by novice teachers teaching in the Mandalay bilingual context.

Literature Review

Bilingual education is described as the use of two languages as mediums of instruction for academic content and language development (García & Wei, 2014). It has changed over the decades because of globalization, migration and linguistic diversity. According to Cummins (2000) and Kirkpatrick & Liddicoat (2017), it now becomes a significant educational approach in multilingual societies and regions when the second language is taken into account for socioeconomic opportunities. There are various challenges to overcome when implementing bilingual education. Firstly, linguistic is one of the challenges with bilingual education in designing multiple languages within a single curriculum (García & Wei, 2014). Ma (2023) also discusses that professional bilingual teachers have to be proficient in both languages and need to have extensive teacher knowledge, as well as effective teaching methods and fundamental teaching techniques used in bilingual education programs. So, Vescio, Ross, & Adams (2008) state that teacher professional development (PD) is an important factor in the process of successful implementation of bilingual education programs.

In addition, PD can take place during the school day, before or after lessons, on the teacher's own time after school, on specific days, or during school breaks. In education, PD can come in many forms, such as individual reading, participating in group discussions, observation, coaching, mentorship, team meetings, online courses, workshops, conferences, and whole-school improvement programs (Mizell, 2010). Professional development helps teachers learn more, improves student performance, and enhances the quality of teaching. It also improves and maintains teacher's subject knowledge and gains skills for language teaching quality (Sein, 2022). Therefore, it is important to provide teachers with training and give professional development opportunities so that teachers will get ready and become prepared and qualified to teach (Ulla, 2017). However, the first year of teaching can be very intense for novice teachers as they have to learn how to design lessons, teach, assess student progress, and manage their classrooms while facing new challenges (Stewart, & Jansky, 2022). Therefore, novice teachers require assistance and support from experienced teachers who have years of

experience in the educational system (Zaini & Wahab, 2024). For instance, some novice teachers in Myanmar asked their friends, colleagues and the school principal when they needed help (Chaw, 2021). Bhandari (2022) states that novice teachers want support from coworkers or mentors, such as teaching ideas, resources, and practical information, as well as they want more feedback from their mentors and emotional support, which shows that this help is beneficial for dealing with challenges. Novice teachers can learn from classroom teaching practice and peer teaching opportunities (Molise, 2024). Furthermore, novice teachers encounter challenges like teaching techniques, classroom management and student psychology (Zaini, & Wahab, 2024). Stewart and Jansky (2022) claim that novice teachers in U.S. schools face challenges that go beyond everyday tasks like planning lessons, assessments, and managing the classroom. Most novice teachers think of classroom management as a challenge, and they find it difficult to control the behavior of their students (Zaini, & Wahab, 2024). Similarly, novice teachers in Myanmar experienced challenges of behavioral issues with their students, language barriers when teaching students of an ethnic background, competition among teachers and meeting the various needs of students. Even after education reforms began in 2011, teacher education in Myanmar still faces many challenges (Chaw, 2021). The practicum program for novice teacher education in Myanmar still needs improvement with better support tools.

Methodology

This research used a mixed-method approach, integrating both quantitative and qualitative research methods to obtain a full comprehension of the professional development needs of novice teachers in Mandalay. As Mandalay is not a large city, the sample size was kept minimal. Twenty-six teachers from the TEAMS bilingual program in Mandalay were used as the research population. Participants were the novice teachers who were currently teaching in the Mandalay bilingual context and had less than five years of teaching experience in bilingual classrooms, and were actively engaged in instructional practices that involved both Burmese and English. Figure 1 presents the basic information regarding the gender of these participants from the TEAMS bilingual program. Among the respondents, the majority were female. Specifically, 18 participants identified as female and eight participants identified as male.
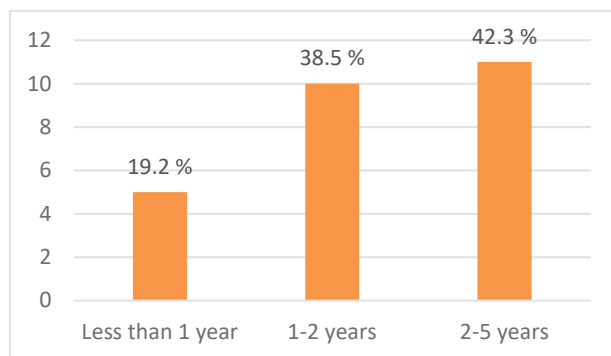
Figure 1: *The Graph of Participants' Gender*

The age distribution of the 26 novice teachers who took part in the study was mostly young. The following table shows the age group of novice teachers in this study.

Table 1

Participants' Age Group

	Age				
	18-20 years	21-23 years	24-26 years	27-30 years	Total
Sample Group	1	15	8	2	26
	3.8 %	57.7 %	30.8 %	7.7 %	100 %

The year of teaching experience of 26 novice teachers who took part in this had a variety of early stages of their careers.

Figure 2: *Year of Teaching Experience of Participants*

According to Robinson (2014), smaller samples (between 5 and 10 participants) are sufficient when the research context is specific, and the participants have rich, relevant experience. Therefore, 8 participants were recruited by using a purposive sampling method for the semi-structured interviews, and each novice teachers are invited for the semi-structured interview, which lasted 20-30 minutes each.

Table 2

Participants' information of the Semi-Structured Interviews

Teacher No	Gender	Age Group	Year of Teaching Experience
A	Female	21-23	2-5
B	Female	21-23	2-5
C	Female	21-23	1-2
D	Male	18-20	2-5
E	Male	24-26	2-5
F	Female	21-23	2-5
G	Female	21-23	Less than 1
H	Male	21-23	2-5

The questionnaire items used in this study were adapted from the existing literature review in order to answer the research questions. There were three sections in the questionnaire besides the demographic information. The first section had 18 items to investigate professional development needs of the novice teachers, and the second section had 15 items to find out the challenges of novice teacher teaching in the Mandalay bilingual context, and the third section was for open-ended questions in order to give any additional comments or suggestions regarding professional development for bilingual teachers. For the semi-structured interview, the questions were adapted from existing research on teacher development, bilingual education, and professional learning.

The validity and reliability tests in this research ensured that the instruments used were accurate, consistent, and suitable for the research objectives. For the content validity, the questionnaire and interview questions underwent a rigorous review process. Three experts in bilingual education were asked to evaluate using the Item-Objective Congruence (IOC) method, based on the criteria developed by Rovinelli and Hambleton (1977). After careful calculation of each item, the scores of each item were above 0.67, and all the items were

valid for data collection. A pilot test was conducted with 30 student teachers from different classes who shared similar characteristics with the target participants for the reliability. These individuals were not included in the final sample of 26 participants. Based on the pilot data, Cronbach's alpha was calculated for 33 Likert-scale items and was found to be 0.91, indicating a very high level of internal consistency and demonstrating that the questionnaire items reliably measured the intended constructs. Before the data collection process, ethical clearance was obtained from the Research Ethics Committee of Rangsit University, COA. No. RSUERB2025-083.

Data collection is a pivotal phase of the research process. The questionnaires were distributed online via Google Form to maximize accessibility. Before taking the questionnaire, an invitation, an informed consent form and a participant information sheet were sent to the research participants. Potential respondents received a clear and informative communication explaining the study's purpose by email and telegram messages, the voluntary nature of participation, and the confidentiality of responses. Participants were required to complete the questionnaire in 1 appointment, which took approximately 10-15 minutes. Interview participants were selected through purposive sampling. Before interviews, participants were provided with detailed information about the study and asked to sign an informed consent form by email. This process ensures transparency, voluntary participation, and respect for ethical considerations. Depending on participant preferences and logistical considerations, participants were invited to take an interview on Zoom, lasting between 30 to 45 minutes, depending on the depth of their responses. The interviews were scheduled based on the availability of the participants. English and Burmese were used as a medium of communication during the interview. With participant consent, interviews were audio-recorded to ensure accuracy during the data analysis phase.

After conducting interviews and collecting data from questionnaires, descriptive statistics like frequencies and percentages were calculated for demographic information and open-ended questions. The questionnaire data were analysed statistically to identify patterns, trends and relationships. The responses were collected by using descriptive statistics like frequency distributions, average scores and percentages, which show the usual professional development needs, challenges and views of bilingual teachers. To find important themes and patterns for the interview data, thematic analysis was used. Comprehensive and in-depth explanations are provided using the quotes and examples from the participants.

Result

The results were summarized the key outcomes from two sources: for quantitative data, it was collected from 26 novice teachers who completed a 33-item Likert scale questionnaire, and for qualitative data, it was collected from in-depth interviews with chosen individuals. The results are organized according to the study's two research objectives: 1) to identify the professional development needs of novice teachers teaching in the Mandalay bilingual context, and 2) to analyze the challenges faced by novice teachers teaching in the Mandalay bilingual context.

Section 1 of the questionnaire (Items 1–18) mainly focused on investigating the professional development needs of novice teachers learning.

Table 3

Mean and S.D of professional development needs of novice teachers teaching in the Mandalay Bilingual Context

Item	Question	Mean	S.D	Interpretation
1.	I need online training opportunities for my professional development.	4.423	0.902	Strongly Agree
2.	I require professional development to enhance my English proficiency for classroom communication and teaching.	4.423	0.987	Strongly Agree
3.	I need training in bilingual teaching methods to effectively teach both language and subject content.	4.231	1.107	Strongly Agree
4.	I require professional development opportunities to learn classroom management for handling diverse bilingual classrooms.	4.385	0.983	Strongly Agree
5.	I need training in assessing bilingual students' progress using appropriate evaluation methods.	4.346	0.846	Strongly Agree
6.	I require technology training to incorporate digital tools in bilingual classrooms for better student engagement.	4.038	0.958	Agree
7.	I require mentorship from experienced teachers to improve my teaching practice.	4.500	0.906	Strongly Agree

Table 3 (cont.)

Mean and S.D of professional development needs of novice teachers teaching in the Mandalay Bilingual Context

Item	Question	Mean	S.D	Interpretation
8.	I need peer observation and feedback to improve my bilingual teaching practices.	4.154	0.881	Agree
9.	I would benefit from reflective practice to assess and improve my teaching methods.	4.500	0.860	Strongly Agree
10.	I require opportunities for self-study, such as reading books, research articles, or watching educational videos, for my professional development	4.231	0.992	Strongly Agree
11.	I require coaching from experienced teachers to receive personalized advice and improve my instructional practices.	4.231	0.815	Strongly Agree
12.	I require the opportunity to observe other teachers' classrooms to learn classroom management and teaching strategies	4.192	0.895	Agree
13.	I need more feedback, practical ideas, resources, and emotional support from mentors or coworkers.	4.000	0.849	Agree
14.	I require support from colleagues, friends, or principals when I face difficulties in teaching.	4.038	0.958	Agree
15.	I require context-specific PD programs that address the needs of novice teachers rather than general teacher training.	3.885	0.909	Agree
16.	I need professional development to stay updated with teaching methods and improve my subject expertise.	4.423	0.945	Strongly Agree
17.	I need chances to practice real classroom teaching and engage in peer teaching activities to strengthen my skills.	4.192	0.939	Agree
18.	I require ongoing training programs that combine both language teaching techniques and academic content delivery.	4.423	0.857	Strongly Agree
	Average	**4.26**	**0.92**	**Strongly Agree**

Using the interpretation scale of Pimentel (2010), Table 3 shows that the overall mean score was 4.26 with a standard deviation of 0.92. This means that most of the scores were in the "Strongly Agree" range. This means that most of the novice teachers who took part in the study agreed that professional development across a wide range of skills was important. The most highly rated needs among the items were: item 7 "I require mentorship from experienced teachers to improve my teaching practice," with the mean score of 4.500 (S.D= 0.906) and item 9 "I would benefit from reflective practice to assess and improve my teaching methods," with the mean score of 4.500 (S.D= 0.860). These findings highlight how important reflective practice and mentoring are to novice teachers' professional development. The data shows that the novice teachers who took part in the study strongly believe they would grow more quickly if they had structured mentoring from experienced colleagues and opportunities for self-reflection and evaluation. In addition, the lowest-rated items like item 15 (I require context-specific PD programs that address the needs of novice teachers rather than general teacher training.) with mean score of 3.885 (S.D= 0.909.) and item 13 ("I need more feedback, practical ideas, resources, and emotional support from mentors or coworkers," with the mean score of 4.000 (S.D=0.849) were still in the "Agree" range. Although these lower mean scores of context-specific PD programs and peer support are valued, they may not be seen as urgently needed as mentorship and reflective practice. However, they remain as the important parts of an entire PD framework. Furthermore, the open-ended responses gave more information about the specific parts of professional development needs. According to all three data sources, novice teachers teaching in the Mandalay bilingual context placed a high importance on mentorship from experienced teachers, reflective teaching practices, training in bilingual instructional methods and language development in both Burmese and English, hands-on and practical PD formats, including classroom demonstrations and the need for more PD opportunities.

In Section 2 of the questionnaire (Items 19–33), the result is shown in table 4. The average mean score for this section was 3.52 with a standard deviation of 1.03, which indicated that respondents generally agreed with the statements, though there was moderate variability in responses.

Table 4

Mean and S.D of challenge faced by novice teachers teaching in the Mandalay Bilingual Context

Item	Question	Mean	S.D	Interpretation
19.	There is a lack of available PD training programs related to bilingual education in my area.	3.615	0.898	Agree
20.	Language barriers limit my ability to benefit fully from PD programs.	2.962	1.113	Neutral
21.	Time constraints and heavy workloads make it difficult for me to participate in professional development programs.	3.462	1.104	Agree
22.	Financial constraints make it difficult for me to participate in PD programs.	3.808	0.981	Agree
23.	I face difficulties in balancing content instruction and language support for my students.	3.192	1.096	Neutral
24.	Managing students with different levels of language proficiency is a major challenge in my bilingual classroom.	3.692	1.011	Agree
25.	I encounter challenges in managing student behaviour during lessons.	3.731	1.151	Agree
26.	I encounter problems providing individual support to students with different learning needs.	3.692	0.928	Agree
27.	I often feel unprepared to assess bilingual students' language development and academic progress effectively.	3.615	1.098	Agree
28.	I face challenges with lesson planning, assessment, and classroom management tasks.	3.346	1.164	Neutral
29.	I struggle with a lack of bilingual teaching materials and resources to effectively conduct lessons.	3.692	0.928	Agree
30.	I face a lack of mentoring and guidance from more experienced teachers.	3.808	1.021	Agree
31.	I face feelings of stress due to the demands of my teaching responsibilities.	3.154	1.008	Neutral
32.	I do not receive enough support from my school administration to improve my bilingual teaching skills.	3.038	1.076	Neutral
33.	I experience classroom management difficulties, including student behavior issues and mixed language proficiency levels.	3.923	0.845	Agree
	Average	**3.52**	**1.03**	**Agree**

Item 33 ("I experience classroom management difficulties, including student behavior issues and mixed language proficiency levels," M=3.923, S.D= 0.845), which suggested that managing bilingual classrooms with a range of student needs is a significant challenge. Item 22 ("Financial constraints make it difficult for me to participate in PD programs," M=3.808, S.D= 0.981) and item 30 ("I face a lack of mentoring and guidance from more experienced teachers," M= 3.808, S.D= 1.021) were followed closely. These results bring attention to that prevent teachers from using excellent teaching practices and advancing in their careers. In addition, the lowest ranked items were item 20 ("Language barriers limit my ability to benefit fully from PD programs," M= 2.962, S.D= 1.113) and followed by item 32 ("I do not receive enough support from my school administration to improve my bilingual teaching skills," M= 3.923, S.D= 0.845). They both fall within the neutral interpretation range, which means that these may affect some teachers, but they are not always seen as a significant barrier. Combining quantitative and qualitative data shows that the classroom management & student behavior and financial constraints are the most significant challenges faced by novice teachers teaching in the Mandalay bilingual context. Additionally, some issues such as mixed student proficiency levels, language proficiency barriers, time constraints, lack of mentoring and guidance from more experienced teachers came up in interview responses and open-ended questionnaire comments, indicating that they are still relevant in some situations. This series of interconnected challenges may affect their ability to grow professionally, teach effectively and reflect both systemic gaps and contextual realities, which must be addressed through targeted, supportive, and context-specific professional development frameworks.

Discussion and Conclusion

The discussion and conclusion used both quantitative results from the 33-item questionnaire and qualitative insights from eight semi-structured interviews and open-ended responses to examine how these findings align with or differ from existing literature and theoretical views. There are two major parts to discuss with subthemes.

1. Professional Development Needs

There are two areas of professional development needed: 1) mentorship, reflective practice and peer learning and 2) bilingual instructional strategies and language development.

1.1 Mentorship, Reflective Practice and Peer Learning

The findings showed that opportunities for reflective practice and having a mentor were the most important professional development needs. There was strong agreement among the novice teachers who were involved in this study, as evidenced by the highest

mean scores. As a result of this study is in line with Ewing (2021), who stated that when novice teachers are mentored, there are many positive outcomes, which is also in line with this study result. There should be more professional development opportunities for novice teachers to enhance their capacity for self-reflection and problem-solving. From a theoretical point of view, these needs are in line with Farrell's (2022) model of reflective practice, which says that teachers can become more effective by reflecting on their actions. By engaging in reflective practice, novice teachers can evaluate their teaching skills, understand the needs of their students and adjust their teaching strategies accordingly. However, as Chaw (2021) points out, there is no formal mentoring system in Myanmar, which is also mentioned by Teacher E, who reported, "There is no formal mentorship program at my school, but there is some level of peer collaboration among colleagues. I often discuss teaching strategies with other English teachers at the school, focusing on how to enhance student capacity and adjust lessons to their level." As a result, novice teachers often rely on their peers, as they can reflect on their strengths and weaknesses and receive guidance. This lack of structured mentorship is a significant gap. Based on these results, it is clear that Myanmar's bilingual education system needs structured mentoring systems and frameworks for reflective practice urgently.

1.2 Bilingual Instructional Strategies and Language Development

Another notable finding of professional development needs found in the findings is the improvement of skills in bilingual instructional strategies and language development, particularly in the dual use of English and Burmese. Even though this theme didn't get top rated item in the questionnaire data, this was found in the qualitative responses from interviews and open-ended questions. In the questionnaire, bilingual instructional and language development received mean scores in the "Strongly Agree" range, which shows that most of the respondents noticed these needs.

2. Challenges Faced by Novice Teachers

Based on the results of Section 2 of the questionnaire (Items 19-33), semi-structured interviews with eight novice teachers, and open-ended responses, the challenges faced by novice teachers teaching in the Mandalay bilingual context were discussed, which include classroom management & student behavior, mixed student proficiency levels & language proficiency barrier and financial & time constraints.

2.1 Classroom Management & Student Behavior

The most significant challenges faced by novice teachers in Mandalay are classroom management and student behavior. This finding is supported by all quantitative,

qualitative, and open-ended data. Having challenges in classroom management received the highest rating in the questionnaires. This study result is aligned with Zaini and Wahab (2024), who found that novice teachers express that it is difficult to control the behavior of their students and think of classroom management as a challenge. While facing new challenges, Stewart and Jansky (2022) insisted that novice teachers have to learn to manage their classrooms as the first year of teaching can be very intense for them. Another highly rated challenge is managing student behavior during lessons, which showed that behavior problems are common among novice teachers. So, novice teachers need training on handling classroom management issues (Iqbal & Ali, 2024). Additionally, multiple novice teachers described their difficulties in classroom management and managing student behavior in the interview. For example, Teacher C stated: "In onsite teaching, I face many challenges, such as student noise, class control, and behavioral issues—particularly problems related to classroom management." Similarly, Teacher C highlighted: "*One challenge was student behavior some students made jokes about my English. Early on, I struggled with behavior management.*"

2.2 Mixed Student Proficiency Levels and Language Proficiency Barrier

The result in this study showed that managing classrooms with mixed levels of student language proficiency was the common challenge among novice teachers. Because in the questionnaire of "Managing students with different levels of language proficiency is a major challenge in my bilingual classroom," indicated that the majority of participants thought this was a significant challenge. The interview data also supported this concern. Teacher C stated, "*The main challenge is the varying proficiency levels of my students. When I use English instructions, students with a higher English level can understand, but those with lower levels struggle.*" Similarly, Teacher E reported, "*Some Year 4 students do not have the expected language capacity, I must often switch to Burmese for instructions.*" These responses reflect what García and Wei (2014) describe as the complexity of bilingual teaching, which requires instruction that addresses both content learning and language development needs. Lucas and Villegas (2013) said that most of the professional development programs focus on general teaching methods instead of the language needs of bilingual classrooms, which leaves novice teachers underprepared to handle classrooms with a wide range of language skills.

Furthermore, Language barriers were rated lower on the questionnaire, but interviews and open-ended responses showed that novice teachers were concerned about it. For

instance, Teacher D said that *"Balancing content and language is challenging. I have to be very careful about the students' language levels… I often rely on visual aids."* These classroom realities are similar to what Tin (2024) found in Myanmar, that many teachers don't know enough English to teach in bilingual settings.

2.3 Financial & Time constraints

Financial and time constraints were one theme that came up a lot in all of the data sources for this study. These barriers limit access to training, reduce participation in ongoing development, and contribute to gaps in teacher growth and classroom effectiveness. The challenge of financial constraints was clearly evident in the questionnaire item. Even though this score is slightly lower than that for financial constraints, qualitative data show that time constraints are also disruptive. Interview participants reported overloaded teaching schedules, family responsibilities, and inconvenient training hours, which prevented them from attending professional development. Teacher D expressed, "I often want to join training programs and workshops, but I have limited time due to my personal responsibilities and teaching schedule." Some novice teachers pointed out that the financial constraints make it harder for them to engage in a professional development program, as some of the training sessions are not free and some require a registration fee.

Recommendation

According to the thematic analysis of semi-structured interviews with eight novice teachers and open-ended questionnaire responses, the following recommendations are suggested to improve the professional development systems to help novice teachers teaching in the Mandalay bilingual context.

1. Establishment of structured mentorship programs is required for the novice teacher teaching in the Mandalay bilingual context. Therefore, it is recommended that educational institutions and professional development providers offer formal mentorship that can pair novice teachers with experienced mentors to guide them through instructional design, classroom management, and bilingual teaching methods.

2. PD programs should design practical and hands-on training for bilingual teaching that focuses on how to use language in the classroom, how to teach in the classroom, how to use bilingual scaffolding strategies, and how to combine content and language in a way that meets the needs of the students. Including more practical teaching in PD programs, it helps teachers to build confidence and manage students with different proficiency levels.

3. There should be a focus on English language training for instructional use, as Language development should be a part of teaching skills. This would help teachers to use English well without having to switch between languages all the time.

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