

# Original Article: Teacher Training and Professional Development: Key Factors for Improving the Quality of Foreign Language Learning

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## ABSTRACT

The effectiveness of teaching foreign languages, such as French and English, greatly depends on the quality of teacher training and ongoing professional development. This study investigates the critical factors influencing the improvement of foreign language learning outcomes through enhanced teacher capabilities. Emphasizing the importance of specialized training programs, the research explores how continuous professional development, innovative pedagogical strategies, and cultural competence contribute to better language instruction. The findings highlight that well-designed training initiatives equip teachers with modern teaching methodologies, improve their communicative and intercultural skills, and ultimately lead to higher student achievement in foreign language classes. By focusing on the development of teachers' skills and knowledge, educational institutions can significantly elevate the quality of foreign language learning, making language classrooms more engaging and effective for students learning languages like French and English. This study underscores the vital role of professional development in fostering competent language teachers and improving classroom learning experiences.

## Introduction

The International Commission on Education for the 21st Century states that no reform can succeed without the active cooperation and participation of teachers [1]. For this reason, in the knowledge-based era of the 20th century,

considering the importance, status, and role of teachers in education, a successful society in various fields is considered a teacher-dominated society [2]. In this regard, Piaget believes that the most beautiful reform and reconstruction of education will fail if there are not enough teachers of the desired quality.

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Improving the quality of education and having qualified teachers has been emphasized all over the world in recent years. So that in the report of the International Institute for Educational Planning, many countries have placed the training of professional teachers as the most important educational measure in order to improve the quality of education. In fact, any country that has more professional and competent teachers will have more efficient and higher quality education [3].

Humans are the creative factor of development and the goal of development, and the institution of education is one of the important pillars of the development of human societies. Education is the key to conquering the future, and it has long been expected of education to educate the people of tomorrow and prepare today's generation for life in tomorrow's society [4].

Therefore, it is necessary for policymakers and educational planners, education officials, and teachers to recognize the requirements of individual life, so that they can develop the necessary readiness, knowledge, insight, and skills in children and youth to function in tomorrow's society in a desirable manner. In an efficient educational system, various components and elements, including curriculum and materials, learners, teachers, educational materials, space and equipment, budget, and credits, interact with each other to make it possible to achieve the expected goals. In addition, it is necessary for each component to have the necessary quality and efficiency. In the meantime, the teacher plays the most important role in providing appropriate conditions for learning activities, and it is essential that he or she has the necessary qualifications to perform such a role in the educational system [5-7].

The second half of the twentieth century has witnessed vast changes in political, economic,

social and cultural relations at the global and local levels.

These changes have led to the development of innovative and diverse methods in all educational sectors. The current citizen is more aware of his/her individual and social rights than in the past, and his/her level of demands has increased.

This increase necessitates the need to improve the quantity and quality of education and change curricula in order to meet the expectations of citizens. For this reason, educational policymakers and planners play a decisive role in this improvement and, as a result, to secure and guarantee the individual and social rights of individuals. Therefore, the educational system needs to attract the participation of effective individuals in curriculum planning and explain how they participate [8].

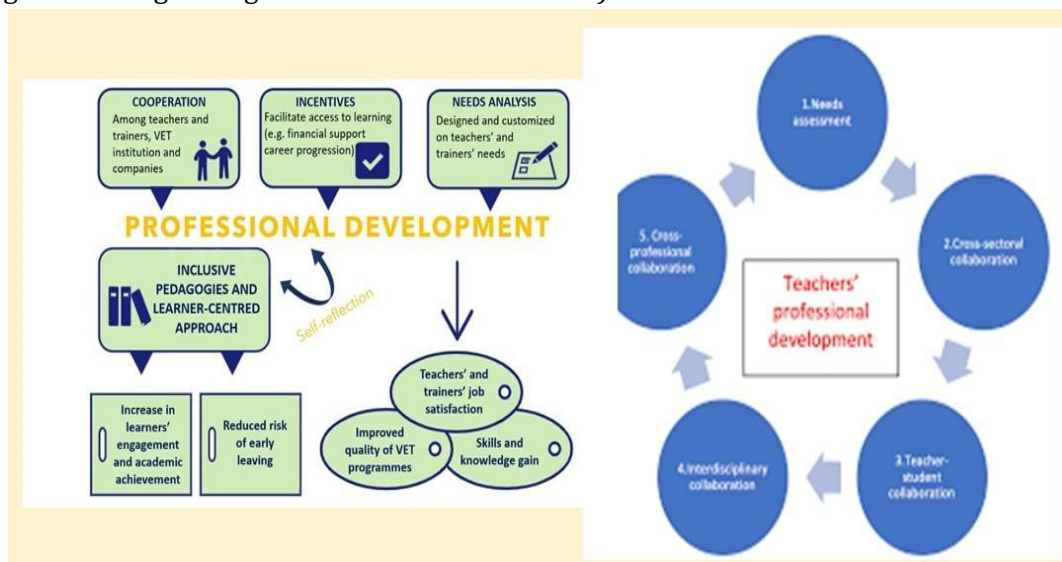
The level of teacher participation in the curriculum planning process is closely related to the teachers' professional qualifications and competencies. The more teachers have professional qualifications and competencies, the more likely they are to participate in the planning process and the more flexible the curriculum becomes. Ignoring the professional qualifications of teachers in centralized approaches to curriculum planning poses a serious threat to the quality of curricula.

### **Education and Development**

In the past decades, developed and developing countries have faced many ups and downs in the political, economic, cultural and educational fields. In the face of many potential future challenges, the education system is considered an essential asset in the effort to achieve development goals, and the education system is the most important tool available to advance and realize the ideals of every nation [9]. The mission of education is to empower individuals to fully develop their talents and

recognize their creative capabilities, and this goal is more sublime than any other goal. Although achieving this goal is difficult and

long, it is an essential contribution to the search for a fairer and better world to live in (Figure 1).



**Figure 1.** Teacher Training and Professional Development: Key Factors for Improving the Quality of Foreign Language Learning

To increase the quality and development of education, experts consider three basic needs to prevail among other needs.

- ✓ Greater attention to the quality of education.
- ✓ Allocate more financial resources to produce appropriate educational materials and train qualified teachers.
- ✓ Improve the management, administrative affairs, and intellectual and scientific support of the education system (United States Agency for International Development and Educational Quality Improvement, 2008).

### Human Resource Development in the Educational System

The value and importance of human resources as capital and investment in the field of human resource training in society is considered the best type of investment and has been the focus of great experts and economists such as Jacob Mincer (1958), Theodore Schultz (1960),

Milton Friedman (1963) and others since the second half of the twentieth century [10]. Toshiodoku, one of the founders of today's Japan, says about the importance of human resources and education: We have neither natural resources nor any military power. We only have one resource at our disposal, and that is not part of the inventive capacity of our brains. This inexhaustible resource must be expanded, trained, trained and equipped. This defense power will, like it or not, be the most precious and creative wealth of all humanity in the near future [11].

Today, the issue of quality is considered one of the main issues in the planning and development of educational systems. From the perspective of Total Quality Management (TQM) and other standards such as ISO, quality means customer or client satisfaction. Now the question is, who is the customer in relation to education?

Students, parents, education control and evaluation unit trustees or organizations that employ graduates? Considering the systemic

perspective and at the macro level, the customer is society (Haberman, 2004). Educational systems, in moving from quantitative issues and generalizing education, are inevitably concerned with qualitative issues of educational phenomena and have focused and targeted the improvement of educational quality, while paying attention to resources and equipment through the main factor in an educational system, namely the teacher [12].

The role of the teacher is manifested as one of the most prominent components of curricula. The teacher can be a practical model for students in their enthusiasm for learning and producing knowledge, while content selection, teaching methods and evaluation are also other components of the curriculum that are directly under the supervision and control of the teacher. In this case, it should be ruled that the most effective and efficient component of the education and training system is the teacher, or the main and true agent of education and training [13].

Schwab (1983) considers the teacher to be the main member of the curriculum decision-making groups and says: The first answer to the question of who is the main member of the curriculum decision-making groups is the teacher, who should be said repeatedly and louder: the teacher. There are two main reasons for such an answer.

- ✓ The first reason is that the teacher is with the students at the best times.
- ✓ The second reason is that the teacher is the only person who can provide appropriate information according to the way students learn.

In an efficient education system, various components and elements, including the curriculum and materials, learners, the teacher, educational tools, space and equipment, budget and credits, etc., interact with each other to make it possible to achieve the expected goals.

In addition, it is necessary that each of the components alone have the necessary quality and efficiency.

In the meantime, the teacher plays the most important role in providing suitable conditions for learning activities and it is essential that he/she has the necessary qualifications to perform such a role in the educational system [14].

The concept of professional development of teachers has emerged since the middle of the twentieth century and with the need to implement reforms in educational systems. In the formation of this concept, research findings and comparative studies of educational systems have had a great influence. Because it was scientifically shown that the teacher has a two-way role in implementing educational reforms.

On the one hand, he/she is considered the subject of educational reforms and on the other hand, he/she is considered the agent of educational reforms. Therefore, the main common goals in teacher education are:

- ✓ Professionalization (focusing on teachers with no or low quality).
- ✓ Capacity building in teachers (preparing teachers to accept new responsibilities or face changes in curricula).

### **Professional teacher training and development**

Paying attention to human resources in education, at the forefront of which is the teacher as a factor in crystallization of the role of humanization, is considered the focus of discussion on efficient education and training. Many education experts believe that the teacher plays a major and fundamental role in the educational process and therefore must have special conditions.

Including being a perfect model and example of the realities of life, being an expert in his/her

field, being a partner of God in the development of the human personality, being a master in the art of life, being an ambassador of progress and advancement, being a builder of democracies, constantly learning and achieving interaction and understanding with students [15].

Therefore, static and linear teacher training programs do not meet the professional needs of teachers and it is necessary that this program be replaced by a comprehensive and dynamic program.

For the 21st century, teachers have been referred to as effective learning experts. Such a teacher, having the capacity for deep and critical thinking about the goals and educational values and curricula, is keen to motivate and encourage each student. It considers the progress and learning needs of each student in a broad sense, even if this requires spending time outside the formal school curriculum.

To realize such lofty ideals, opportunities for continuous professional development must be provided and the necessary resources mobilized. From this perspective, investment in education is defined as investment in the continuous development of the teaching profession [16].

#### **The principles that have been identified as essential in this process are:**

- ✓ Teacher development is a continuous matter.
- ✓ Teacher development must be self-directed and in some cases, the help of others is needed.
- ✓ Teacher development requires support and resources.
- ✓ Teacher development is in the interest of both the school and the teacher.
- ✓ The teacher development process requires auditing.

In general, no desirable scientific development or innovation can be achieved in education

unless appropriate changes are made in the working methods of teachers as real agents. The secret to the health and development of education systems must be sought in the health, growth and development of teachers. Material and spiritual investment in teacher training to increase the professional capacity of teachers must be made with firm determination and must be firmly established and institutionalized as a permanent support for the movement of generations towards change and transformation. It is also obvious to pay attention to educational management as a source for organizing activities and meeting educational needs [17-19].

Many curriculum theorists consider teacher participation to be the most prominent component of curriculum planning. The prerequisite for teacher participation in curriculum planning is that teachers have professional qualifications and competencies. Creating and developing such competencies prepares and empowers teachers to accept and play their participatory role in the curriculum planning process.

Since curriculum planning is a specialized activity and teacher participation in it requires expertise, while most teachers do not have scientific and specialized preparation and professional competencies. In the current situation, teachers' professional capabilities are not at the desired level.

As a result, familiarizing and increasing teachers' knowledge in these areas encourages and encourages students to be more active in the classroom with the aim of improving students' learning and creating commitment and attachment in teachers to the successful implementation of curricula [20].

To help change teachers' beliefs in order to increase their participation in curriculum planning, improving subject knowledge and curriculum planning, familiarity with various evaluation methods and psychological and

professional knowledge, and awareness of the effectiveness of teachers' participation in curriculum planning are among the effective factors.

These factors create a sense of belonging to the curriculum among teachers, their collective motivation to participate, and ultimately, change their beliefs about their participation in this process [21].

Therefore, it is necessary to review, modify, and pay special attention to teacher education programs, pre-service and in-service training to increase awareness and professional qualifications and competencies. Recent changes such as globalization and the explosion of knowledge and information, changes in social, biological, political values, rapid economic growth, emphasis on educational reforms resulting from grassroots popular movements, and emphasis on teachers' participation in their own destiny and their classroom in various educational systems, including Iran, and the low quality of Iranian students' learning and the development of Iran's twenty-year vision document, especially in the education sector, require teachers to participate in practical ways in the development of curricula, and this requires preparations and infrastructural efforts. Teachers' participation in the development of curricula will facilitate the implementation of curricula and increase their quality and student learning [22].

Because teachers have accurate and real information about local school conditions and students' abilities and interests, and are able to evaluate the practicality of the developed curricula [23]. Also, teachers' participation in developing curricula makes them motivated towards the success of curricula, makes them feel responsible and accountable for

implementing the developed programs, and commits to the success of the programs.

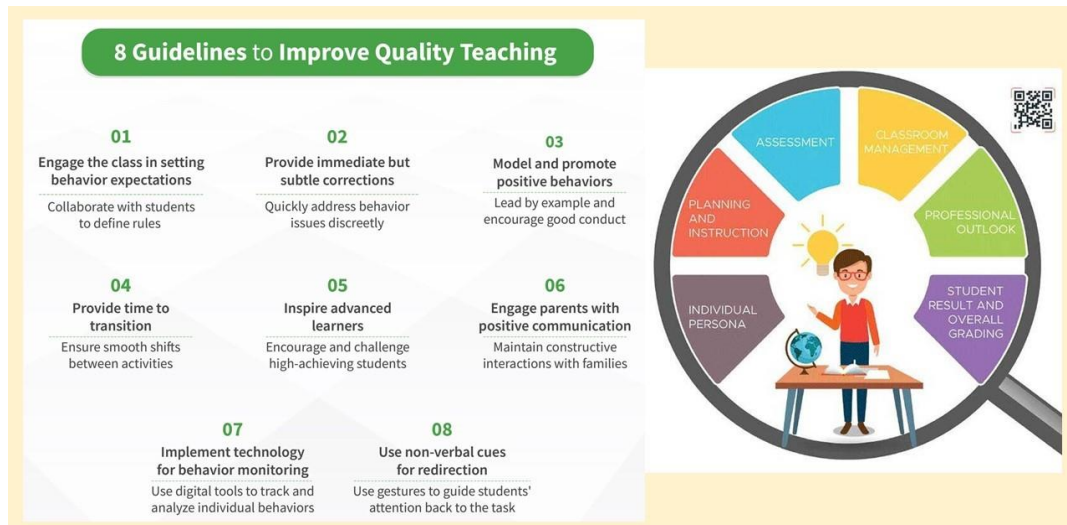
### **The Role of Teachers in Improving the Quality of Schools**

But how can a teacher effectively communicate with students and improve the quality of the school? In response to the question of how to communicate with students, we must say that this process, although time-consuming, definitely happens with effort and patience.

A teacher who, in addition to mastering the topics and areas of his teaching, also knows and applies communication skills, will definitely have a better outcome from his class. By continuing this trend and strengthening communication skills in the classroom and soft skills in teachers, indicators such as the following will improve for the school:

- ✓ The average grade point average of students.
- ✓ The level of participation of students and their parents in educational activities.
- ✓ The success rate of students in competitions such as entrance exams, gifted exams, Olympiads, science competitions, etc [24].

In this way, the school can define higher academic levels for registering new students and naturally have more talented and better students. This process ultimately leads to improving the school's academic level to the point of becoming a model and standard for other schools (Figure 2).



**Figure 2.** The Role of Teachers in Improving the Quality of Schools

### Methods of Effective Communication with Students

While many teachers only know the usual physical or virtual presence in the classroom and constant group communication, there are various ways to communicate effectively with students, of which we will examine five of the most important. The best communication between teacher and student is established when you pay attention to even the smallest points of communication [25].

**1- One-on-one communication:** This form of teacher-student communication is most commonly seen in private classes, but it can also be implemented in group classes. You can implement this form of communication, especially when it comes to homework, troubleshooting, and even group activities, and give each student as much time as possible to be alone. Teachers who are familiar with the principles of psychology can also engage in conversations with students and their parents about their behavioral and personal issues, if they so desire [26].

Note that this method of communication can help strengthen relationships with students, especially in crowded classes. It is necessary to schedule private sessions with the student's

comfort in mind and use inspiring and sincere language. You can hold these sessions briefly in or outside of class.

**2- Using a common concern for conversation:** In response to how to communicate with students, we must say that in your group or private conversations with students, look for common concerns and interests that can connect you more to them. Current events, interests, opinions, etc. can be these topics. However, you must be careful that the topic discussed is as related to the subject of the lesson and class as possible [27].

**3- Story-based teaching:** One of the most important methods of communicating effectively with students is story-based teaching. If you use your own personal stories or those of your students while respecting their privacy, this technique works better. In this way, you have both completed your lesson plan and strengthened your connection with your students on its basis. With story-based teaching, students' emotions are more involved and the level of communication goes beyond words. If you are looking for solutions to create effective communication in the classroom, consider this sometimes.

**4- Jokes and humor are an effective way to communicate with students:** Jokes are one of the most basic and oldest human tools for communicating with others. It is not necessary to joke with the students themselves, but you can use humor about a neutral topic and preferably related to the lesson. Jokes and humor are themselves a sign of intimacy, but you must be careful not to violate the boundaries of the students or yourself and use this tool at the right time [28].

**5- Discussions on topics outside the classroom:** Do not limit your communication with students to formal and curricular topics. You can have a free discussion in class about a related but non-curricular topic and let everyone express their opinion. In this way, the students also get to know each other better, feel important and, so to speak, break the ice in their communication with you. Participating in extracurricular activities with students, such as recreational and sports activities, is another way to develop relationships with them [29].

### The Importance of Having Effective Communication Skills for Teachers

Teachers need to use good communication skills in three different areas to achieve success:

- 1- When communicating with students:
- 2- Effective communication between teachers and parents:
- 3- Communication between teachers and colleagues at school:

#### 1- The importance of effective communication with students:

Communication skills in the classroom are very crucial for interacting with students. Because the nature of education requires them. As a teacher, you are responsible for understanding, analyzing, and conveying complex information to students. You listen to their questions or problems and resolve them. You are also

required to adapt content to different learning styles. Encourage students to learn. Make your classroom a safe and supportive learning environment [30].

Manage the classroom. All of these require good communication skills. The better your communication skills, the more effectively you will perform your tasks and, to a significant extent, your students will make greater academic progress. Studies have shown that student success is directly related to interactive and engaging learning environments led by competent teachers. Furthermore, the way you communicate with students can positively impact their understanding of school, their role in the classroom, their abilities, and their motivation to succeed. On the other hand, poor communication skills, as well as poor teaching methods, can reduce students' level of understanding and negatively impact their academic progress. It can also lead to students being unmotivated, not liking school, and believing they are incapable. Therefore, it is very important to establish effective communication with students.

**2- Useful strategies for teachers to communicate effectively with parents:** As a teacher, you, in addition to students, must also communicate effectively with their parents. This communication can take place through various media, including phone calls, emails, and face-to-face meetings. You often need to discuss sensitive topics such as behavioral issues, learning difficulties, and student strengths and weaknesses, without making parents feel confused or defensive. In addition, another useful strategy for teachers to communicate effectively with parents is to always be transparent, but tactful. Failure to communicate well with parents can lead to their doubts about your ability to teach and possible complaints, as well as a lack of understanding of their child's performance and educational needs [31].

**3- How teachers communicate with colleagues in school:** Teaching is not always an independent and individual activity and requires cooperation. Planning lessons with other teachers or sharing tips on how to handle issues in the classroom with colleagues both requires and strengthens good communication skills. You can also use these skills in staff meetings and training sessions. Being able to lead meetings, speak in front of different audiences, and provide feedback to other colleagues will show your colleagues and managers that you are a good candidate for promotion [32].

### Benefits of Technology Integration in English Language Teaching

Now that we know what technology integration is, let's look at why we would want to use it in the ESL classroom:

**1- Increases learner engagement and motivation:** The first and perhaps most obvious benefit is that technology can dramatically increase learner engagement. In today's digital age, technology dominates every aspect of learners' lives. Technology is an exciting, engaging, and ever-evolving field that, when used thoughtfully, can transform even the most mundane lessons into powerful ones. For English language learners, increasing motivation is especially important. ELL teachers are well aware of the role motivation plays in student learning and success and are always looking for ways to increase student engagement and excitement. Technology is one of the best ways to motivate students. In addition to motivation, there are many other benefits that can be gained from using technology in the classroom [33].

**2- Increase Mobility:** Think about this: Technology is for education and mobility is for technology. If you don't understand the meaning of this phrase, don't worry, you will

understand it when you finish reading this section.

As consumers, it is not enough to have unlimited access to information, entertainment, and communication tools. If we are in a place where these facilities are easily accessible to us. The idea of on-the-go access can be a good thing for ELLs, especially since for most ESL students, the most valuable language experiences often occur outside of the classroom. Additionally, the focus on mobility breaks down the rule that content is confined to a textbook or classroom. In this day and age, teachers are able to incorporate tools into their classrooms that allow access to content on smartphones, laptops, and tablets. Alerts, notifications, and online communication tools keep students thinking about the material long after class. In addition to the ideas discussed in this article, you can learn how to use the technology tools your classroom already has and integrate them with ed2go technology. This online course addresses the specific concerns of English language learners and BYOD classrooms. This technology will quickly bring you and your learners up to speed with everything that web and mobile technologies have to offer.

**3- Teaches learners valuable tools for the future:** It is clear that the age of technology will continue in the coming years. In fact, we could say that it is here to stay. In the future, the most basic jobs will require a high level of technical skills. With this in mind, we need to ensure that our learners are proficient in technological tools, skills, and language. If we want to ensure that learners can keep up with the rapid advances in technology, the best way is to provide ongoing experiences with the tools and programs available today. In any case, our goal in teaching ESL is to be able to teach a global language to give learners everything they need to function in a global environment. With this goal in mind, it is also important to consider

that, in addition to actually learning English, one of the most important prerequisites for success in the workplace or in an English-speaking learning environment is the ability to navigate technology optimally [34].

**4- Saves Teachers Time:** When it comes to the benefits of using technology in the classroom, the benefits for educators are often overlooked or underappreciated. However, technology tools are important to teachers in their own right for a number of reasons. Technology can save teachers significant amounts of time and make some of the most difficult and time-consuming tasks quick and easy. So instead of adding technology integration to your ever-growing to-do list, think of it as a useful tool. Make technology work for you.

**5- Increases Learner Independence:** One of the greatest benefits of integrating technology into education is its ability to foster independent learning. While technology can never replace a professional teacher or provide learners with the same support that a good teacher provides to their students, it can still be a valuable asset to your organization. Text-to-speech features or interactive textbooks enable learners to read and enjoy books that are above their actual reading level by reading and defining unknown words. Online learning and apps like Knowmia allow learners to access teacher training from the comfort of their own home.

**6- Provide learners with access to the target culture:** When learning a language, experiencing the target culture helps expand the context of language acquisition and makes learning more meaningful. Thanks to technology, learners can benefit from experiences that they might not otherwise have access to. Whether they are visiting social media sites, reading or listening to the news, or participating in online discussions, these experiences are rich and meaningful.

## Useful Technology Tools for the ESL Classroom

To help you get started integrating technology into your classroom, here are a few valuable and easy-to-use tools for your ESL classroom.

### A) Content-Specific Tools:

**1- Comic Maker:** Marvel.com has a comic maker that allows students to create their own characters and write their own comics. Comics are a great way to practice reading and writing in a fun way.

**2- Storybird:** Storybird is another fun app that allows students to create stories using pictures. It's a fun way to motivate students of all ages to practice reading and writing skills.

**3- Star tracker:** ESL teachers who work in the content area can look for tools that can help them get excited about concepts and topics. Star tracker is an augmented reality app that allows learners to see what planets or constellations are visible from their homes. It can be said that this is an exciting app for everyone, even non-educators [35].

## Research Background

Garia states in another study that another very important area that requires educational intervention in schools is resources and infrastructure. Since then, research and the literature have shown a direct relationship between adequate resources (human and material) and the quality of education and psychology in schools. School infrastructure, although not what educates students, is essential by indirectly affecting the quality of education on the level of productivity and improving the mental and psychological conditions of students and educators in schools. Most countries have made many efforts to improve various educational interventions. The desire to improve the educational outcomes of students and the quality of education was one of their motivations. Numerous educational

interventions were proposed and implemented in different education systems. For example, in Scotland, there is a project called the “How Good Is Our School Assessment Framework Intervention” and in South Africa, the “Whole School Assessment” intervention. The aim of these interventions was to restore monitoring and control mechanisms at the school level. The “School Inspection Framework” is used to inspect schools [36].

In another study, Elizabeth Garreira examined the needs assessment for the development of educational interventions to improve the quality of education. For this purpose, a qualitative research method was adopted, in which eighteen schools, thirty-six teachers, eighteen school principals and three chief education officers participated. Interviews and questionnaires were used to collect data, which were analyzed through thematic content analysis. The findings indicated that there is no school self-evaluation framework for primary schools in Zimbabwe and that school self-evaluation does not occur in a purposeful manner. This study recommends that the Ministry of Education develop a school self-evaluation framework for use in assessing the quality of education in schools in order to understand and progress them, as well as improve the overall conditions for students in order to create and increase student motivation [37].

Dorisseva and her colleagues, by examining and evaluating the quality of teaching in higher education, concluded that assessing the quality of education is effective in preparing students for future career choices and in forming a healthy mental and psychological personality of students, and they identified a strong connection between the evaluation of teaching in scientific education and the quality of higher education [38].

In another study, Hamiti and colleagues, by examining the role of computers in improving

the quality of teaching and educational processes in universities, concluded that research, presentation, communication, collaboration, problem solving, challenges, and creativity of students have been greatly influenced by computers and common technologies, and have an important role in the quality of daily teaching and in creating motivation and creativity of students.

In her study titled Factors Affecting the Quality of Foreign Language Teaching, Habakova concluded that the use of information technology, teachers' teaching skills, curriculum content, and the number of students have an impact on the quality of professors' teaching [39].

## Discussion

### How to Increase Engagement in Online Foreign Language Classes?

Online language teaching is a big business, and many language training providers are offering some or all of their classes via video conferencing. As a language teacher, you've probably had experience teaching languages online, or at least thought about it, but can you be sure that you're in-person teaching skills will translate to online teaching? If you're new to language teaching, what do you expect from a “virtual” classroom? How can you make sure you're engaging your learners and giving them the opportunities to practice their language? The following tips will help you make your online classroom more engaging and successful as a teacher [40].

**1- Show Enthusiasm and Energy:** To have a successful online class, showing enthusiasm in teaching will be very challenging and at the same time important. Always remember to present the course material with enthusiasm and energy. Your tone of voice and the way you speak can affect the motivation and willingness of learners to interact with each other and with the teacher. Sitting behind a computer and

listening to a video conversation may be boring for learners and time can be difficult to pass, but if the teacher is energetic and excited to attend the virtual class, it will have a positive impact on the performance of the learners and most importantly, the teacher's enthusiasm and passion for what he is doing will gain the confidence of the learners and give them a sense of importance.

**2- Interact with individual learners:** If you are conducting private classes online, be sure to ask the learners about themselves and get to know them better, but just as important as asking questions is remembering their answers. Teaching a large number of learners makes it difficult to remember what each learner tells you. So, write down the important points of each student on a sheet of paper and review them before class. This is a simple yet very useful way to increase online teacher-student interaction. When students see that you remember what they shared with you, their enthusiasm for interaction will increase [41].

**3- Online interaction in group lessons:** In online group classes, getting to know the learners plays an important role in their connection with the teacher. While you don't need to memorize everything, or know a lot about them all, you should remember a few things about them. Some learners will interact with you more than others. Paying attention to what they say and remembering what they say can encourage even those who are less communicative to start talking.

**4- Chat online:** Some teachers use chat to encourage students to express themselves and interact with each other. Chatting is a great way to increase interaction. Be sure to explain the rules for chatting at the beginning of class. It will be helpful to do this and poll the entire class during chats. If you have a group for chatting, the best way to respond to your learners' needs is to ask them what they want

and share their answers with the group. For example, ask them: Would you prefer this lesson to be presented in video format, or only in audio? Share your answer in the group. This interaction method optimizes online classes and you can get a general idea from the answers to improve your teaching method [42].

**5- Support for learners:** Online learners need support. Because in virtual learning there are many distractions and the temptation to do other things while learning can be very strong. An effective way to properly support learners is virtual scheduling. In other words, you should make separate video calls with each learner to talk to them about progress, doubts, feedback, etc. The online interaction of "teacher and learner" outside the classroom will have a positive feedback during the online class. It is necessary to create a wide communication channel and for this, it is enough to answer the learners' emails and take time to give feedback on their exercises [43].

**6- Feedback:** Feedback is an essential part of the learning process. Continuous feedback increases the interaction between the teacher and the learner. The teacher's feedback should be clear, relevant to the online course, and encouraging. Whether the learners answer their exercises correctly or incorrectly, you can always find something to be accepted in their answers, or find things that need improvement. Understand this well and encourage them to improve. Receiving feedback increases the engagement of the learners. Because they like the teacher to talk about their progress.

**7- Provide a class summary:** At the beginning of the class, ask your learners if they remember anything from the previous session. In most cases, when teachers ask this question, they are met with a long pause from the learners, but asking this question is important and is a way to establish a connection with the learners and get them talking. To make sure they respond to

you next time, try writing a summary of the day's lesson and sending it to them via email after each online class. This will help them learn the material better [44].

**8- Interaction between students:** To help increase teacher-student interaction, you should encourage students to interact with each other about the lesson topics. Getting them to discuss and debate with each other will help them connect with the class. A great idea is to create a Facebook group so that students can share things related to the course. Facebook is a relaxed environment where students can connect with each other. This group will also help you participate in discussions yourself, share relevant content, and have a deeper connection with your students.

**9- Motivate to do the work:** Motivation is a great strategy to increase teacher-student interaction. You can increase student motivation by designing a competition and giving prizes. For example, you can consider a prize for the person who interacts the most in class, or you can organize a competition for students in the class. This method also makes them more enthusiastic about attending class. Giving prizes will make them interested in participating in class and make them learn more [45].

**10- Review and feedback:** During and after the online course, ask students to review the lessons and express their opinions. Many teachers do not do this, but it can help you on the path to success. Getting feedback during the online course can help you increase your interaction with your learners and get to know them better. Reviewing lessons is essential for classroom progress and shows whether learners have made a connection with the material being taught and how they feel about the teacher's interaction with them.

Teachers play a pivotal role in improving the quality of language teaching in schools. Using

their knowledge and skills, they can create an engaging and dynamic environment for language learning. Expert teachers, with their mastery of modern teaching methods, can encourage students to learn actively and participate in classroom activities. They can increase students' motivation to learn a language by using diverse and engaging educational resources. Teachers can also build students' confidence in using the language by creating a positive and supportive environment [46].

By providing students with appropriate feedback, they can help them identify their strengths and weaknesses and work towards improving their language skills. In addition, by establishing effective communication with families, teachers can involve them in the language learning process of students and benefit from their support. The role of teachers in improving the quality of language education in schools is no secret to anyone. The trend of changes in today's world has made educational reforms inevitable and global. From China to the United States, from England to the Gulf countries and to Oceania, and from South Africa to Japan, everywhere, the desire for change and the pace of change in education are seen. The greatest attention of educational reform programs is also on teacher empowerment and enriching the teaching and learning process [47]. The educational reform movement in the United States and around the world has set ambitious goals for student learning. Many factors contribute to achieving these goals. However, the changes in classroom practices called for by the reform vision document ultimately rely on teachers, and teachers are the pillars of these changes. Professional development and professionalism, as well as organizational changes in schools, are both needed for proper educational reforms. To help these reforms succeed, teachers will in many cases need to make major changes in their

knowledge and beliefs, as well as their teaching methods. The teacher is the main agent of education and the soul of the educational system of any country, and it is through his wise efforts that the lofty goals of the country's educational system are achieved [48].

### Conclusion

Continuous and face-to-face interaction between teacher and student places him in a privileged and unique position that no other human element in this organization enjoys. The emphasis on the role and position of the teacher is because the development of the teacher in the field of his knowledge, skills and insight will ultimately improve the performance of students and increase their success. Therefore, the professional development of teachers as the most important human resource in the education system is of great importance. In a study titled "Comparative Study of Professional Standards of Primary Teachers in Iran, Australia, England and the United States", participation in professional education and participation in professionalism have been stated as standards required by teachers, which indicates the importance of the issue of professional development and professionalism. Teachers are not only considered as one of the elements in need of change in order to improve the educational systems, but they are also considered the most important factor in creating change. This dual status of teachers in creating educational reforms as one of the main elements and implementers of changes has turned the professional development of teachers into a growing and significant field. Schools, which are designed to develop teaching and learning and to add value to students' knowledge and abilities, cannot do so without the professional development of teachers.

Thus, school improvement must begin with teacher professional development.

Gaskey (1985) states that teacher professional development generally focuses on changing teachers' attitudes, practices, beliefs, and skills, and that these changes lead to specific changes in their classroom behavior and performance, which ultimately improve students' classroom learning. In a comparative study of teachers, the Organization for Economic Cooperation and Development (OECD) has found that effective ongoing professional development includes training, practice, and feedback, adequate time, and follow-up and support. Successful programs engage teachers in activities similar to those they will be working on with their students and encourage the development of teacher learning communities. New approaches to professional development advocate lifelong learning and do not consider professional learning as a short-term intervention, but rather consider teacher professional development as a long-term activity that ranges from teacher education at university to individual in-service courses for teachers. Professional development programs generally refer to programs that focus on individual staff activities, and since growth is an inherent characteristic of professionals. Professional development means that practitioners of any profession must continuously expand and update their knowledge, information, and experiences. Achieving the goals of the education system, increasing teachers' motivation and commitment, creating an interest in learning in students, updating teachers' knowledge and skills, and improving student performance are among the most important reasons for the importance of teacher professional development that can be mentioned. Numerous studies have been conducted on teacher professional development and it has been presented in various ways in the relevant

sources, but at their core, concepts such as teacher learning, how to learn, and how to transform their knowledge into practice effectively and usefully for the development of students are always considered. The strategies and models used for teacher professional development are also selected according to the intended goals and the needs of teachers and students.

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