

Delving into the Contents of the Pro-ELT Programme

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Abstract:

Indisputably, linguistically proficient English teachers play an instrumental role in supporting students English language learning. However, lately, it has been discovered that the majority of the English teachers in non-English speaking countries are linguistically deficient in the command of the target language and to resolve this malady, there have been a number of in-service language training programmes implemented but reportedly of little avail. This therefore brings to the aim of the paper to uncover Malaysian English teachers' perceptions of the professional up skilling programme of English teachers (Pro-ELT henceforth) focusing on its contents, among the core features of teacher professional development programme. To this end, the study utilised survey questionnaires distributed to 111 respondents and to better understand the issue studied, individual semi-structured interview was conducted with 10 participants. The findings revealed that the majority of them perceived the contents of Pro-ELT positively. Nevertheless, they put forth several suggestions to optimize the efficacy of the Pro-ELT contents. Implications and suggestions for future research were also discussed.

Keywords: Teacher professional development, Pro-ELT, English proficiency, Educational policy, In-service training contents

Introduction

The mastery of English has constantly been sought worldwide due to its utilitarian values, one of which is to revitalize the economic sectors, thus opening up doors of opportunities to be amongst the key players in the global market. In fact, the United Kingdom and the United States of America have never ceased to optimize their people's competency in the English language (Lee 2011). Inevitably, despite innumerable attempts to enhance the standards of English especially in non-English speaking countries, there has perpetually been a rapid attrition in English proficiency and this calamity has remained unresolved ever since, if any, of slight progress. This situation is more pronounced in Indonesia (Wati, 2010), Thailand (James, 2015), Turkey (Koru & Akesson, 2011), Hong Kong (Yeung, 2013), Japan (Steele & Rong, 2016), to name a few.

Paradoxically, Malaysia, which was once renowned for her quality English education, suffered the same fate. As reported by the English Language Standards and Quality Council (2015), the standards of English in Malaysia are in dire straits. This holds no surprise as it chiefly stems from the conversion of English to Malay being the medium of instruction in all disciplines

except for the English language subject in the 1970s (Don, 2014). Even though the move has successfully empowered the prestige of the Malay language, this has indubitably weakened the usage of English, to some extent, developed an unequivocal rejection to English despite acknowledging its immense importance even in the epoch of scientific and technological outbursts (Abdullah & Heng 2012). Thereby, this is not in the least shocking to witness an uproar over the use of English in the Teaching of Mathematics and Science policy circa 2003 and the same befell the newly introduced Dual Language Programme in 2017 which also aimed to utilize English as the language of instruction in Mathematics and Science lessons (Yunus & Sukri 2013).

All of these deficiencies have certainly been associated with, *inter alia*, the incapability of English teachers in honing students' English skills. This could have been averted if English teachers were first and foremost competent in the English language. However, this is not the case as two-thirds of the Malaysian English teachers were found to be linguistically deficient based on their atrocious performance in the Cambridge Placement Test, a diagnostic tool to measure one's English proficiency level. In detail, the majority of them were at the CEFR level of B2, one level lower than C1, the minimum level of English proficiency set by the Education Ministry of Malaysia. So as to arrest further deterioration in their English proficiency level, they were enrolled in the professional up-skilling programme of English language teachers or more popularly known as Pro-ELT. However, the implementation of the Pro-ELT Programme has invited a slew of criticisms given the fact that there is a widening gap from the selection of programme participants to the monitoring of its effectiveness (Choong, Pillai, Terry, Cheok, & Sarna. 2015; Sukri, Yunus & Rahman, 2017).

Despite the fact that Pro-ELT has been claimed fruitful to improve the participants' English proficiency level, the 2017 Cambridge Baseline study revealed the otherwise. In particular, less than 50% of the Pro-ELT programme participants achieved C1 and considering this fact, the targeted goal of the Ministry of Education to produce English teachers at C1 is seemingly preposterous (Abdullah & Alias 2017). This is nothing unusual as there has always been a contradiction between the ideals and realities of the program (Nor, Narodin, Rajab & Hamid. 2018) and as testified by Nasuruddin (2017), the mismatch between policy changes and the implementation on the ground is prevalent let alone in the Malaysian context which greatly favours and strongly upholds the top-down approach as translated into the existing authoritative and bureaucratic educational systems. This is not mutually exclusive to the Malaysian setting in which the English teachers' roles and views particularly in Asian contexts have long been suppressed and undermined as far as in-service language training or foreign language teacher education programme is concerned (Cheung, 2013; Ghasemi & Hashemi, 2011; Loh & Liew 2016; Wyatt & Ager, 2016). Among the issues besetting the Pro-ELT Programme is concerned with the utilization of foreign modules or assessments. Even though such approach supports the idea of interculturalism (Dang et al. 2013; Tarnopolsky, 2016; Brown, 2012), this might have also caused inconvenience which would in turn affect the efficacy of the whole programme (Douglas & Mbali 2015; Franz & Teo 2017). Ideally, effective contents of such programme have to take into consideration learners' cultural background and experiences especially when dealing with working adults whose learning interests are motivated by their professional lives (Knowles, 1989). In reality, they do not profit much from it as they are fed by prescriptive learning modules at the expense of their actual professional needs, interests, wishes and demands (Osman &

Kassim, 2013). Thus, there is no doubt that scores of language-based initiatives or training implemented have not produced promising outcomes, leaving neither significant change on teacher practice nor desired impact on student learning (Patton, Parker, & Tannehill, 2015).

Despite realizing the magnitude of the matter discussed, virtually none of the studies on Pro-ELT have examined the practicality of the contents offered in the said programme. Notwithstanding, this is expected as to the best knowledge of the researchers, there has only been limited research on Pro-ELT (Eshtehardi 2014; Kaur 2015; Sukri et al. 2017; Nor et al. 2018) and as a matter of fact, least focus and attention has been paid to what makes the content effective (Quick, Holtzman & Chaney, 2009) despite being among the core features in the implementation of training programme (Darling-Hammond, Hylar & Gardner, 2017). Owing to that, the researchers intended to fill the gap by researching on the English teachers' perceptions of the contents in the Pro-ELT Programme and at the same time discover on how the contents of the programme can be improved with the objective of harnessing English teachers' language proficiency level. In doing so, this is a manifestation of checks and balances in an attempt to provide quality in-service teacher training programme and indirectly maximise the efficacy of the programme as a whole. Moreover, the undertaking study is commensurate with the second wave (2016-2020) of the Malaysian Education Blueprint Initiative aimed at keeping the quality of the Pro-ELT Programme in check. In fact, this is sorely needed as there has been no follow-up done after the intended programme or training has ended (Deneme & Celik, 2017). Having said that, it is best to iterate that the current study aimed to address the following research questions.

1. What are the English teachers' perceptions of the contents offered in the Pro-ELT Programme?
2. How can the contents of the Pro-ELT Programme be improved from the viewpoints of the English teachers?

Review of Literature

What constitutes effective contents for in-service English teacher training programmes?

As previously stated, contents are one of the key properties in the successful implementation of training programmes. Oftentimes, contents are termed as academic contents or skills taught. As for teacher professional development programme, there is a massive potential for such programme to yield favourable results if it increases teachers' understanding of the contents they teach (OECD 2014). However, to offer quality contents that assures the increased level of teacher competencies, it is inevitable for needs analysis assessment to be conducted beforehand. This goes without saying as highly effective teacher training programmes are grounded in their own needs or their concrete working experience (Al-Asmari, 2016). Unfortunately, such practise has rarely been done and focused on topics that are neither relevant nor connected to teacher professional growth (Lee, 2005). Moreover, teachers, who are the key agents in educational reform, ironically, have no power to change and what is more to influence the content and delivery of the professional development programmes dictated upon them (Gravarni, 2012) as it is determined by the so-called "experts" (Yumru, 2015). In light of this, it

is clear that teachers have no final say nor autonomy over their own professional needs and due to that, it is of paramount importance to study and evaluate whether or not the designated programme has really brought significant change to its targetted clients.

Referring to Harwell (2003), professional development programme can only succeed if it has strong contents based on a well-planned and long-term strategy. In this sense, it is crucial to bear in mind that it is treated as a process rather than an event given the fact that change does not happen overnight. In addition to that, effective in-service teacher programme emphasizes upon curricular and instructional strategies, thus significantly affecting both teachers' teaching and students learning (Buczynski & Hansen, 2010). In support of that, the report issued by OECD (2014) argued that 73% of teachers in 43 countries including the United Kingdom and Hong Kong reacted very positively to professional development activities which empower their knowledge and understanding of subject field. In a similar fashion, Gokmenoglu and Clark (2015) noted that the content of in-service training was found highly appropriate when it is understandable, current, benefits professional development and tolerant of their professional lives. Only then, would they stay intrigued and committed to what is expected of them (Patton et al., 2015).

In regard to professional development of language teachers, Altmisdort (2016) specifically mentioned that those teachers must equip themselves with proficiency and knowledge in the skills of reading, writing, speaking and listening. Furthermore, it is unquestionably crucial for any language teacher education to develop competencies in the aforementioned skills since these form the foundation of being effective language teachers (Alhabahba, Pandian & Mahfoodh, 2016) and the fact that those are the macro skills in language cannot be over emphasized (Burns & Siegel 2018). Because of that, it is instrumental to place a comprehensive set of language skills at the heart of language programmes (Lima, 2001; Pawlak, 2011; Richards, Conway, Roskvist, & Harvey, 2013). In the case of English teachers, it is critical for them to have an advanced level of English proficiency which would later help advance their students' English proficiency and become autonomous English language learners in the long run (Chambless, 2012).

Nevertheless, in actuality, only a few English teacher training programmes managed to improve teachers' communicative competence (Lima, 2001) which serves the main purpose of learning a language (Cabigon, 2015) as a great deal of attention has been paid to mastering linguistic knowledge of the target language (Igawa, 2013). This is expected as the development of communicative competence is compromised for grammar-oriented instruction (Gabrys-Barker, 2018). This is evidenced in the Malaysian education system which has placed a lot of emphases on reading and writing (Cambridge Baseline 2013). As such, it is not startling but yet worrying that Malaysian English teachers demonstrated the poorest skill in speaking insofar as accuracy, fluency and pronunciation are concerned. Logically, if teachers who are often regarded as target language model were unable to speak English properly, what is more the students. This brings to the observation made by the founding president of the Institute for Democracy and Economic Affairs who asserted that students nowadays are struggling to express their views in English and this is commonplace in most English lessons (Bernama, 2017). If this were to perpetuate, Malaysia would suffer in terms of its global competitiveness and productivity in the near term especially in these overwhelmingly tough and challenging geopolitical times.

Taking into consideration that speaking is the weakest skill, there is an intention to concentrate on the said skill which is of immediate relevance and imminent needs (Frazier & Fillabaum, 2011). Nonetheless, it is felt impractical as the overall proficiency in the target language can be an indispensable aid to overcome difficulties in communicative skills (Shishavan & Sadeghi 2009). Furthermore, learning a language requires the integration of all the language skills. In other words, they do not operate in isolation but rather are integrative and interdependent of one another.

Equally important is contents provided in language programme must take note of cultural elements as they are integral to language learning. In this vein, learning a language does not only entail about using it but also being sensitive and conscious of the target language culture. Particularly, in the case of English, this is of the utmost importance for cross-cultural communication especially in the face of the Fourth Industrial revolution where more people interact with each other on social media platforms either in British English or American English, the internationally accepted means of communication (Monfared, Mozaheb & Shahitabar, 2016). Moreover, Malaysia has adopted the Standard British English as the “official standard of reference for English where spelling, grammar and pronunciation are concerned” (Curriculum Development Centre, 2015:1). To much dismay, nevertheless, such notion is not globally accepted as it is conceived as, among others, a threat to local identity. For example, both Omani and students and teachers did not care much about Western cultures nor sociocultural backgrounds, thinking that this would deprive them of their own cultural backgrounds (Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015), which would in return foster the homogenization of cultures (Garett, 2010) or to be more specific, English cultural imperialism (Hagerman, 2009). This is also pronounced in Japanese people who have been overly protective of their own kaleidoscope of cultures to the extent of depriving themselves of optimal profits and gains in English in spite of a series of policy changes (Steele, Zhang, & McCornacc, 2016).

Contrary to the above, Dang et al. (2013) contended that global, national and local threads could simultaneously coexist in glocal settings. Thus, it is delusional to think that learning another language is equivalent to eliminating one’s cultural identity. On a more positive note. It could be used as an invaluable tool to better grasp new situations by utilizing one’s past experience in the local context. Such approach is known as glocal in which it is ubiquitously incorporated into the selection of English language teaching materials often involving the blending of local and international cultures. Within the same line of thoughts, from the viewpoints of Alptekin (2002) and strongly buttressed by Brown (2012), this is almost akin to global appropriacy and local appropriation which result in moulding learners into the citizen of the world in lieu that of the nation who would be able to connect and respond to the mankind ethically and intellectually. This resonates well with the study by Ali (2014) who integrated local examples into teaching lessons as contents available in the English language teaching programmes are heavily influenced by the United Kingdom. Having done so, this not only nurtures linguistic and emotional skills such as respect for otherness, empathy, etc but also makes learning personally meaningful and enriching (Kankata, 2013). In addition to that, Tarnopolsky (2016) was of the view that communicative analytic method should be made culturally oriented in which learners are able to use it linguistically and adequately socioculturally in communication. As such, cultural training should as well be injected into language programme from the very onset so as to minimize the occurrences of communication

breakdown on the one extreme and to advocate interculturalism wherein language users with multifarious, complicated identities are respected and celebrated.

Methodology

The study is primarily quantitative in nature. Thus, it employed survey research to address the first research question pertaining to the English teachers' perceptions of the contents offered in the Pro-ELT Programme. The survey questionnaire with a 4-point Likert scale consisting of Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) was adapted from the studies of Fraga-Canadas (2010), Douglas and Mbali (2015) as well as Coskun (2013). Further, in order to support quantitative data elicited from the survey questionnaire and gain more in-depth insights, it also utilised semi-structured individual interview. However, the second research question was addressed fully by the latter. Basically, there were 111 respondents (71 primary 40 secondary school English teachers) involved in the study and they were of purposive sampling. With regard to the interview, only 10 volunteered to be interviewed and all of them were assigned pseudonyms, i.e, (Mr. Azam, Mr. Amin, Mr. Sulaiman, Mr. Shukor, Ms. Dahlia, Mrs. Rashidah, Mrs. Sofea, Mrs. Suraya, Mrs. Anisa and Mrs. Maya) to protect their identities. There were two criteria that the researchers had set prior to their participation in the study. One of which is they should have already attended the Pro-ELT Programme and second, they were trained by the British Council trainers. These criteria had to be strictly followed to represent the earliest batches of Pro-ELT following the desired modus operandi of how Pro-ELT should be executed (Sukri et al., 2017). Lastly, the quantitative data gathered were analysed descriptively using the Statistical Package for Social Sciences (SPSS) version 23. The mean values generated were then interpreted based on the study of Embi, Long & Hamzah, (2001) as shown below.

Table: 1

Interpretation of mean score

Mean Score	Interpretation
0-1.25	Very negative
1.26-2.50	Negative
2.51-3.25	Positive
3.26-4.00	Very positive

Meanwhile, qualitative data sourced from individual semi-structured interviews were analysed thematically.

Findings

In response to the first research question, the following table presents results on the respondents' perceptions of the contents in the Pro-ELT Programme.

Table: 2

Contents of the Pro-ELT Programme

Item	SD (%)	D (%)	A (%)	SA (%)	Mean	Result
The contents were varied.	-	5 (4.5)	66 (59.5)	40 (36)	3.32	Positive
The contents were relevant to my language needs.	-	8 (7.2)	62 (55.9)	41 (36.9)	3.30	Positive
The contents were in line with my level	-	9 (8.1)	76 (68.5)	26 (23.4)	3.15	Positive
I gained more knowledge on reading skills from the contents of the programme.	1 (0.9)	8 (7.2)	71 (64)	31 (27.9)	3.19	Positive
I gained more knowledge on writing skills from the contents of the programme.	1 (0.9)	3 (2.7)	64 (57.7)	43 (38.7)	3.34	Very Positive
I gained more knowledge on speaking skills from the contents of the programme.	1 (0.9)	6 (5.4)	65 (58.6)	39 (35.1)	3.28	Very Positive
I gained more knowledge on listening skills from the contents of the programme.	1 (0.9)	8 (7.2)	75 (67.6)	27 (24.3)	3.15	Positive

From the above table, the majority of the respondents or 95.5% agreed and strongly agreed that the contents were varied and 91.8% reacted positively to the relevance of the contents to language needs. When probed further in the interview, Mr. Sulaiman agreed that there were miscellaneous language activities and covered all language skills essential for being an effective English teacher. In addition to that, while Mr. Shukor explained that the contents in the Pro-ELT modules enabled him to hone his writing skills in a more effective manner, Mrs. Suraya was delighted that Pro-ELT helped her to brush up her reading skills. In light of these findings, this depicts that the contents of the Pro-ELT Programme were very well-received as they fulfilled the language needs of the respondents, thus in a way establishing connections to their concrete work experience contrary to what Lee (2005) found.

Besides, it can also be inferred that Pro-ELT had comprehensive contents which benefitted learners of diverse needs and interests. This is further shown when an overwhelmingly large majority of the respondents reported that they gained more knowledge on all the macro language skills, to be specific, 91.9% (reading), 96.4% (writing), 93.7% (speaking) and 91.9% (listening). These are also manifested in the interviews when all the participants uniformly agreed that the contents taught in Pro-ELT either solidify or sharpen all the language skills in a more integrative fashion. Therefore, in one form or another, a comprehensive set of language

skills is very much at the heart of the Pro-ELT Programme, agreeing to what previous researchers had aspired for ((Lima, 2001; Pawlak, 2011; Richards et al., 2013). It is also intriguing to note that even though the respondents were given prescriptive modules, none of them felt that their their actual professional needs, interests, wishes and demands were completely unattended and unfulfilled which are in juxtaposition to Osman and Kassim (2013).

Aside from that, of all the language skills, virtually all the respondents believed that they gained more knowledge on writing skills the most. When asked about strong inclination towards writing skills, Mrs. Rashidah and Ms. Dahlia applauded that they felt very connected to writing skills and thus focused more on writing lessons. Among the prominent reasons given was that they could not deny the fact that developing writing skills is crucial as English assessments are heavily based on the skills of writing. For example, Mr. Azam clearly mentioned that whatever writing skills that he had acquired during Pro-ELT would be passed on to his students so that they would ace in the English examinations. On one hand, the contents designed are very much reflective of their concrete working experience (Al-Asmari, 2016). On the other hand, this calls for a revamp on how English is assessed as it has always been biased to the skills of writing and reading in concordance with findings documented in the Cambridge Baseline report (2013) and Hazleena et al. (2016).

Equally significant is nearly all the interviewed English teachers shared one thing in common in which Pro-ELT has brought about a profound impact on their communicative competence even though it is ranked second with the mean value of 3.28 following writing. To note, Mr. Azam, who speaks English on a daily basis, could not agree more that the existence of the Pro-ELT Programme has propelled the English teachers in the studied locale to have confidence and guts to interact in English. According to Mrs. Rashidah, prior to joining the Pro-ELT Programme, she was very much conscious of grammar whenever she wanted to voice her ideas in English. At the end of the day, she chose to keep quiet for the fear that she would appear incompetent in the eyes of her other colleagues who are more proficient in English. However, upon undergoing Pro-ELT, she became braver and bolder to communicate in English. Likewise, Mrs. Anisa shared the same sentiment in which she was invariably struggling to converse in English as all this while she and her several other English colleagues had been used to teaching English in the Malay language. After the intervention in Pro-ELT, she slowly but surely attempted to speak more frequently in English with other English teachers and used more English when delivering English lessons. Mrs' Anisa experience also echoed in Mr. Azim and Mrs. Maya's. Taking these into accounts, it suffices to say that the implementation of Pro-ELT has indeed positively impacted teachers' communicative competence, contrasting to what previous studies had found (Lima, 2001; Al-Daihani, 2015; Wati, 2011). However, it is best to be realistic that this change do not happen drastically as it is not an overnight process, thus foregrounding Harwell's (2003) contention that professional development is not an event but a process. As a matter of fact, to be competent in the target language requires everyday practice and it is a never-ending process. Otherwise, with the passage of time, there would be a deterioration in language proficiency and literacy without realising it.

In response to the second research question, a few suggested that the contents be localised even though they were in unison that the contents provided were greatly comprehensive. Citing Mr. Amin, he mentioned that "the contents should be a reflection of the

local cultures so that they would be more appealing to the programme participants. In addition, Mrs. Suraya was of the opinion that the contents should be customized to the local cultures for the ease of understanding. This is also strongly supported by Ms. Dahlia when she said “those who have never been overseas might find some difficulty understanding the foreign concepts or settings introduced to them”. Therefore, she further expressed her hope that the contents might not necessarily be adopted from the target culture but take into account the local culture. This contention is also shared by Mr. Sulaiman who made an appeal that the contents taught in the Pro-ELT Programme would narrow the gap between the Western culture and the local culture by equally blending both cultures, thus promoting social harmony between two regions. This implicitly lends support to Dang et al. (2013) wherein global, national and local threads could simultaneously coexist in glonacal settings and is capable of producing the citizen of the world as aspired by Brown (2012).

Considering none of them exhibited aversion towards target language culture but rather appreciated and relished the opportunity to be exposed to it even with some struggles, the effort to combine both cultures should be expedited for its immense benefits. It is also crucial to point out that the rejection towards the target language culture is non-existent due to the fact that the English education system in Malaysia has long adopted the Standard British English as the official standard of reference for English (Curriculum Development Centre, 2015) and the fact that the English contents taught to students are often drawn from the United Kingdom (Ali, 2014).

From the interviews conducted, many of them wished the contents be narrowed down to developing speaking skills that they were lacking of. To explicate, Mrs. Sofea reasoned that all the English teachers have been the products of the education system which has been obsessed with the skills of reading and writing to the extent that it has devalued the skill of speaking. In support of that, Mrs. Suraya expressed her pent-up feelings whereby every now and then she felt guilty about neglecting her role to develop students’ speaking skill as she had no choice but to prioritise skills that the students need the most to survive in the examinations. Moreover, Mrs. Rashidah admitted that she suffered a great decline in her English speaking skills after being transferred to the studied context, Terengganu where English is of little use. These concerns are worth to be pondered upon as the intervention in Pro-ELT alone might not be adequate to sustain the interest to speak in English unless communicative competence is the crux and core of English language teaching. This definitely entails a change on how English is taught and evaluated but most importantly, this requires frequent monitoring by the Education Ministry to ensure it is achievable and to render help when necessary.

Above all, Mr. Azam believed that “as an English teacher, I have to be competent in all the language skills and there should not be biasness towards one specific skill.” Then he continued stating that “to tell the truth, speaking in fluent English is what many English teachers have really been longing for as it helps them to be more confident when teaching English”. Indeed there is no doubt that the ability to speak English well really boosts professional confidence for non-native English teachers (Pawlak 2011) and moreover the emphasis being placed upon speaking is incongruent with Frazier and Fillabaum (2011) whereby it is of more imminent needs and immediate relevance to English teachers.

Conclusion

In conclusion, this study has generally enlightened about the English teachers' perceptions of the contents in the Pro-ELT Programme. There are a few implications arising from the findings obtained. As reiterated now and again teachers' voices shall never be underestimated as they are the ones who know the present state of education best. So as to maximise the impact of the programme targeted upon them, it is vital to acknowledge their roles and concerns when designing educational reform. It is better late than never for the Malaysian education system to shift from top-down to bottom-up approach which would end up in a win-win situation, thus bridging the gap between what the policy makers or top management levels aspire for and what the grassroots really yearn for. If not, even a well-thought-out training programme would have come to nought. Besides, it is sorely needed to fine tune the existing English curriculum by valorizing all the language skills equally rather than to be constricted to the skills of writing which have adversely affected the overall English proficiency of both teachers and students. However, in the case of English teachers, they should have realized that the moment they enter the English language teaching profession, they, regardless of the school locality, have to continuously improve their command of English and keep it at the most optimal level for the benefit of their students on the surface level and for the sustainability of the country's global productivity on the deeper level. Last but not least, to assure the continued impact of the Pro-ELT Programme, the Ministry of Education could have considered recertifying the English competency of English teachers. This would have been a viable means of keeping the quality of Malaysian English teachers at the best level besides cultivating in them a sense of dedication, commitment and responsibility to offer nothing but the very best for the future children of Malaysia.

Suggestions and Recommendations

The present study has several limitations that would provide opportunities for other interested researchers to address these constraints when conducting research on Pro-ELT. As acknowledged earlier, the study only concentrated on the pioneer batches of Pro-ELT trained under the supervision of the British Council. As for future research, it is highly recommended to involve the current cohorts of Pro-ELT under the surveillance of the local vendors and later make comparison between those trained under the English-native speakers and that of non-natives. Apart from that, as the study at the moment focused on the English teachers' perceptions per se, it would be an ideal opportunity to triangulate their perceptions with classroom observation in an effort to determine to what extent Pro-ELT has impacted both teachers' teaching and students' achievements. In addition to that, the forthcoming studies might consider looking into other central features of Pro-ELT such as online learning session as the current study focused only on its contents.

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