### CHAPTER 5

**Summary of Findings, Conclusion, and Recommendation**

### Summary of Findings

The findings revealed that newly hired teachers, teachers, and academic advisers have common training needs in terms of content knowledge, pedagogical knowledge, and pedagogical content knowledge. However, each group of participants also has a distinct training need that has to be addressed. For newly hired teachers, the following results were revealed:

1. Newly hired teachers need to undergo professional development activities in sound production and structural control. (content knowledge)
2. Application on the different approaches, methods, and techniques in teaching English as a Second Language is yet to be learned by newly hired teachers. (pedagogical knowledge)
3. Newly hired teachers need to have a good grasp on how to teach pronunciation and grammar.

(pedagogical content knowledge)

The following findings were revealed from the data analysis conducted on regular teachers’ content knowledge, pedagogical knowledge, and pedagogical content knowledge.

1. Teachers still need to be trained on sound production and structural control.
2. The teachers need to get acquainted with the different approaches, methods, and techniques in English Language Teaching.
3. Like the newly hired teachers, this group of participants also need to familiarize the different strategies that can be used in teaching pronunciation and grammar.

The training needs of academic advisers in terms of content knowledge, pedagogical knowledge, and pedagogical content knowledge are as follows.

* 1. Academic advisers need refresher course on structural control.
  2. Like the teachers, academic advisers also need to be familiar with the different approaches, methods, and techniques used in English Language Teaching.
  3. Academic advisers need to undergo professional development activities on the use of strategies for teaching pronunciation, and teaching writing and grammar.

### Conclusion

Sound production, structural control, and the application of the time- tested approaches in teaching English are the areas that need to be focused on when organizing professional development activities for ESL teachers.

### Recommendations

The findings of the study have led to the formulation of the following recommendations.

1. The findings showed that most of the participants’ training needs in terms of content knowledge pertain to sound production and structural control. Hence, ESL schools should conduct regular trainings on these two areas.
2. Professional development activities on teaching pronunciation and grammar must be provided to ESL teachers. These professional development activities must center on equipping teachers with skills on how to handle pronunciation and grammar classes based on the students’ English level and needs.
3. This study focused on identifying the training needs of 15 teachers of a certain institution. It is recommended that a similar study be conducted on another institution to find out if ESL teachers have similar or different training needs.
4. The findings of this study reveal that ESL teachers need trainings on sound production and structural control. Another study may be conducted to find out what specific pronunciation and grammar lessons need to be learnt or relearnt by ESL teachers.
5. In this study, it was found out that teachers need to learn the different approaches in teaching pronunciation and grammar. It is recommended that a study be conducted to examine what approaches in teaching pronunciation and grammar are suitable to non-English speakers.