

PITO FOR IN-SERVICE TEACHERS – A GUIDING LIGHT FOR NON-TESL OPTIONISTS

Ong Siow Kim, Tracy Yong Yuet Tai, Woo Shiow Ling & Janice Low Yoke Lan
Jabatan Pengajian Bahasa Ingeris

ABSTRACT

This study aims to investigate whether the PITO programme was beneficial to the Chinese option teachers who teach English in Chinese national-type primary schools in Malaysia and what other support the course participants need in teaching English. Qualitative research methodology was used to collect the data. A questionnaire was administered to 4 teachers who underwent 3 different models on the PITO programme. The questionnaire aims to gather information on demographic data and the teaching experience of the cps besides their opinion of the PITO programme. A semi-structured interview was also conducted with the cps to probe deeper into their perceptions of the PITO programme and further support required. The responses from the open-ended questions revealed that the cps find it challenging to teach English because they were not trained to do so. The interview data further substantiated this finding as all the cps opined that the PITO programme has helped them in English language teaching and wished for more TESL pedagogy courses. The findings suggested that the PITO programme has indeed shed some light on these non-TESL in-service teachers and provided some support in their ESL classroom.

Keywords: in-service teachers; professional development; pedagogical knowledge and support