

Online Webinars para el desarrollo profesional: fortalecimiento de las habilidades productivas docentes en EFL

Online webinars for professional development: Enhancing teachers' productive skills in EFL contexts

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RESUMEN

El desarrollo profesional docente continuo es un componente clave para garantizar la calidad educativa en la enseñanza del inglés como lengua extranjera (EFL). En los últimos años, el uso de tecnologías digitales ha cobrado especial relevancia, destacándose los webinars como una estrategia accesible y flexible para la capacitación docente. El presente estudio tiene como objetivo analizar el impacto de los webinars como herramienta de desarrollo profesional en el fortalecimiento de las habilidades productivas —especialmente la expresión oral— de docentes de inglés. La investigación se hizo con un método combinado. Cien profesores participaron. Venían de una asociación de inglés de Ecuador. También del departamento de idiomas de una universidad. Los profesores vieron charlas en línea. Eran sobre métodos nuevos. También sobre formas de enseñar para usar el idioma. Los resultados muestran que los profesores vieron las charlas como útiles. Sienten más confianza. Piensan más en su forma de enseñar. Usan más formas de comunicarse en clase. Se concluye que los webinars constituyen una alternativa eficaz para el desarrollo profesional docente en contextos EFL, favoreciendo tanto el crecimiento profesional como la mejora de los procesos de enseñanza-aprendizaje.

PALABRAS CLAVE: desarrollo profesional, webinars, habilidades productivas, docentes de inglés, EFL

ABSTRACT

Continuous professional development is a key component in ensuring educational quality in the teaching of English as a Foreign Language (EFL). Digital tools have become very important lately. Webinars are a simple and easy way to train teachers. This study looks at how webinars help teachers get better at their jobs. It focuses on improving speaking skills for English teachers in foreign language classes. The study used different ways to collect information. One hundred English teachers took part. They were from a group of teachers in Ecuador and a university language school. Teachers saw online talks. These talks showed new teaching methods. They shared new teaching thoughts. The talks aimed to boost teachers' talking skills. They also aimed to boost writing skills. Results show teachers find talks helpful. Teachers felt more confident. They thought harder about how they teach. They began using more ways to make students speak up. The findings point to online talks as a good option for teacher growth. They help teachers grow. They also help make teaching and learning better.

KEYWORDS: professional development, webinars, productive skills, English teachers, EFL

INTRODUCTION

In English Language Teaching, teachers need to keep learning. This helps them get better at teaching. It also helps them keep up with changes. Teaching online is growing fast everywhere. Webinars are a good way for teachers to learn. They are easy to get to. They don't cost much money. These online places let teachers share what they know. They help teachers learn together. They also make teachers think about how they teach. Furthermore, webinars also offer chances for real talk and working together. These are key for getting better at language skills. Speaking skills especially do well. When teachers join in talks, give talks, and work on tasks, they use language a lot. They also learn new teaching ways. These times help them grow as professionals. They also get better at talking well. This is very important for teaching a language well. In places where English is learned but not widely spoken, webinars are useful. They give good ways to keep learning and working with others. They are also good for practicing English.

Recent studies have highlighted the potential of webinars as they provide accessible and interactive professional development opportunities for English language teachers by promoting collaboration, reflective practice, and the integration of innovative online teaching strategies Shin (2022). Krutka et al., (2017) pointed out that online learning environments, including webinars, offered flexible and accessible opportunities for professional teaching development, enabling participation regardless of geographical limitations. In line with this perspective, Darling-Hammond et al., (2017) indicated that effective professional development needed to be collaborative and sustained over time to allow teachers to meaningfully implement new practices in their classrooms. Lantz-Andersson et al., (2018) also said that digital learning spaces for work help teachers share what they know. They also help teachers talk about their thoughts and learn together. Powell and Bodur (2019) did recent studies. They showed that online training for teachers can make their teaching methods better. It also helps them form groups to learn from each other. Recent research has emphasized the value of webinars as resources for professional growth that improve educators' self-assurance, teaching methods, and opportunities for learning in their careers Dayagbil et al., (2024). Borg (2019) also shared that what teachers believe matters a lot. Their learning experiences also had a big effect on how they taught. This was especially true when they taught languages. Similarly, Philipsen et al., (2019) stated that effective technology-mediated professional development should actively engage participants, promote critical reflection, and foster collaboration. More recently, Sato (2019) argued that interactive and practice-based learning experiences significantly contributed to teachers' language development. Finally, Creswell (2024) highlighted that professional development interventions needed to be

grounded in systematic research design to ensure both practical applicability and empirical validity. On the other hand, Golkova and Hubackova (2014) stated that productive skills are essential for effective communication in second language learning because they allow learners to actively use language through speaking and writing; however, language instruction and teacher training have often placed greater emphasis on receptive skills rather than productive language use. Similarly, Harmer (2015) highlighted the importance of developing speaking skills as a central component of effective language teaching. Similarly, Sato and Ballinger (2016) emphasized that interactive and collaborative opportunities for language production are essential for improving teachers' and learners' communicative competence in second language contexts. Likewise, Richards (2017) stated that effective teaching improvement required continuous reflection and sustained effort.

Many studies show webinars help teachers improve. But there is not much proof they help English teachers in EFL settings get better at producing language. Past work focused on how webinars help teachers work together. They also looked at how webinars help teachers think about their work and use new tech. Not many studies checked if webinars help teachers speak better. They also did not look at how webinars help with talking in class. Or how they help teachers feel sure about using new ways to teach. Also, few studies asked teachers what they thought. They did not ask if webinars help them get better at their job in Ecuador's EFL world. So, more study is needed. We need to know more about how webinars can help teachers grow. We also need to know how they help teachers talk better. This study aimed to check how good webinars are. They are a tool for teachers to grow. It focused on making English teachers better at using English. This was for teaching English in countries where it's a foreign language. A university language department in Ibarra, Ecuador, helped with the study. The Ecuadorian English Teachers Association also took part. One hundred English teachers joined. They came from different schools. They all joined some webinars. These webinars were about new ways to teach. This way of learning used technology. The study wanted to show if webinars could help teachers grow. It also wanted to see if they could help teachers use new teaching ideas. These ideas would be for English classes where it is a foreign language.

This study looked at how well webinars help English teachers grow professionally in EFL settings. It wanted to do two main things. First, it aimed to see how webinars changed teachers' confidence. It also looked at how they affected how teachers talked to students in class. Second, it wanted to find out what teachers thought about learning through webinars. It also explored how this learning changed the way teachers used new teaching ideas. This study was conducted in collaboration with a university's Language Department in Ibarra, Ecuador. Also partnered with the Ecuadorian

English Teachers Association. One hundred English teachers took part. They came from various schools. They attended many online talks. These talks were about new ways to teach. We think this will help us learn more. It will show how using technology for training helps teachers grow. It will also help improve teaching in English classes for those who don't speak it.

MATERIAL METHODS

This study used mixed methods, it mixed quantitative and qualitative data to get more understanding of the impact of online webinars, and this gave a wider view of how webinars helped English teachers grow. The study used a quasi-experimental pre-test and post-test design. Teachers were tested before and after the training. They were not picked randomly for different groups.

The quantitative component measured teachers' views, trust, and feelings about webinars for learning, also surveys with scales from one to five were used. These surveys were given before and after the online webinar. This part focused on numbers. It was also looked closely at what people said. Participants shared their experiences, thoughts, and what they felt they learned. They wrote these in learning notes. These notes had questions with no set answers. This part focused on what people felt and understood.

This design was chosen because it let the researchers see clear and measurable changes, teachers grew in their jobs. The design also showed what people felt and thought about the webinar talks. So, the mixed approach fits the goals, it gives numbers and full stories. This showed how good online training was and, how good was for English teachers.

This study was conducted in Ecuador. It was for teachers of English as a foreign language, in here teachers were improving their skills. Ecuatesol association worked with a University from Ibarra-Ecuador, and this project was put together. It was a series of online talks, it was named "Connecting and Uniting the TESOL Community 2025 – Webinar Series 1." These online webinars took place on Zoom platform and were realized from January to June in 2025.

The people in the study were teachers of English as a Foreign Language. They worked in different schools in Ecuador. The group had 100 people. They all chose to be in the study. These teachers came from public schools, private schools, language centers, and universities. A simple way to pick them was used, this is because they chose to join the webinar series. They also agreed to be part of the study.

To join, participants had to:

- Be working as EFL teachers in Ecuador.
- Have an English level of B1+ or B2 on the CEFR scale.

- Take part in the online talks and fill out the study forms.

The exclusion criteria included:

- Participants who did not finish both the first and last surveys.
- Teachers who went to less than half of the online talks.
- Responses that were not full or copied were also left out

Teachers who participated had different jobs. They also had different amounts of time teaching. This gave the researcher a wide view of what EFL teachers need to grow.

Table 1

Demographic Characteristics of the Participants

Variable	Category	Frequency	Percentage
Gender	Female	58	58%
	Male	42	42%
Teaching Experience	1–5 years	30	30%
	6–10 years	38	38%
	11+ years	32	32%
Institution Type	Public school	40	40%
	Private school	28	28%
	Language center	17	17%
	University	15	15%
English Level	B1+	46	46%
	B2	54	54%

Note. This table presents the demographic characteristics of the participants, including gender, teaching experience, institution type, and English proficiency level.

The study gathered information using two key tools. A pre-test and post-test survey was given, participants also kept learning logs

Pre-test and Post-test Survey

These surveys wanted to see how people felt about online training, their thoughts, how sure they felt, and their views. This was checked before and after the training happened. The survey had eight questions. These questions used a scale of agreement. They covered four main areas.

Table 2

Structure of the pre-test and post-test survey

Dimension	Number of Items	Example Item
Confidence in teaching	2	"I feel confident using communicative activities."
Technology integration	2	"I can effectively use digital tools in class."
Reflective teaching	2	"I regularly reflect on my teaching practices."
Professional collaboration	2	"Webinars promote professional interaction."

Note. This table presents the structure of surveys.

Reflective Learning Logs

The learning logs had eight questions. These questions were not fixed. They were made to learn about what participants experienced, their thoughts, and their points of view on the webinar talks. The learning logs also asked people to think about how to use the lessons. They would use them in their own teaching work.

Validity and Reliability

Two experts reviewed the instruments. They checked that the content was alignment with the research objectives clearly and made sense. One person was my tutor, the other was a teacher who know a lot about teaching English as a foreign language. Their thoughts helped make the tools better. They improved how the words were put and how the tools were set up.

Also, the tools were tested by a small group of teachers. These teachers were not in the main study. This check confirmed the questions were clear. It also helped to estimate how long it would take to finish. Cronbach's Alpha was used to check how good the Likert-scale survey was.

Table 3

Reliability Analysis of the Survey Instrument

Instrument	Cronbach's Alpha	Example Item
Confidence in teaching	0.89	High reliability

Note. Cronbach's Alpha coefficient of 0.89 indicated a high level of internal consistency and reliability.

The intervention consisted of a series of online workshops focused on new ways to teach English as a foreign language. The training ran from January to June in 2025. There were thirteen workshops in total. Each workshop was two hours long. This is for twenty-six hours of learning.

The teaching method mixed parts of:

- Communicative Language Teaching (CLT)
- Teaching that involves thinking back on what happened
- Learning made better with technology
- Ways of teaching that get everyone involved and participating

The online webinars were synchronously using Zoom platform. Experts in teaching English and training teachers led them. These experts were from Ecuador and other countries.

Table 4

Webinar Topics Included in the Professional Development Program

Webinar's name	Main Focus
Effectively using professional teacher associations to advance our career growth and affect student achievement.	Career growth & student achievement
Universal Design for Learning (UDL): An Inclusive Pedagogical Model for Teaching and Learning.	Inclusive teaching
Enhancing EFL learning with the flipped classroom approach.	Student-centered EFL learning
Challenges and opportunities of implementing project-based learning in Ecuadorian schools.	Active learning implementation
Fostering inclusion and interculturality in EFL classroom	Diversity in EFL classrooms
The lesson study strategy as a source to enhance EFL classrooms.	Teacher collaboration
Gamification: Creating interactive language learning experiences.	Interactive learning
The use of peripheral learning techniques to improve vocabulary.	Vocabulary improvement
Intelligent behavior, learning styles, differentiation in the classroom, and active learning as a fundamental part for classroom management.	Classroom management
AI as a tool for language learning development.	Technology in education
Teaching grammar communicatively: Practical activities for effective EFL instruction.	Practical EFL activities
Volunteering as part of your professional development.	Professional development
Enhancing EFL teaching: PDP framework for effective listening and reading skills lessons.	Listening & reading skills

Note. This table presents the webinar's topic and the main focus



The event included:

- Live talks
- Group talks
- Times for questions
- Thinking exercises
- Working together

The researcher managed how data was gathered, watched how people in the study were doing. It was also set up the online talks.

The study used a set plan to gather data. This plan had three parts: pre intervention, during intervention, and after intervention.

Pre-intervention Phase

Before the webinar series started, the researcher administered a pre-test survey. They used Google Forms for this. The survey gathered basic details, and asked about how sure participants felt, their thoughts, how they reflected, and their views on online training

Intervention Phase

Participants joined thirteen live online talks. These talks happened from January to June in 2025. During the program, people filled out thinking journals. They did this after some talks. The journals showed what they did, what they thought, and what they learned

Post-intervention Phase

At the end of the webinar talks, researchers administered a test survey using Google Forms. The test looked to see how teachers' ideas, confidence, and job growth changed after they were in the webinar program. All the information was gathered online in the same way. This made sure things were the same during the whole study.

Quantitative data from the first and last surveys were analyzed A simple math was used to do this. This included:

- How often things happen
- How much of something there was
- The average amount
- How spread out the numbers were

Numbers were used to mark the answers from the Likert-scale surveys. This made it easy to study the numbers. The results from before and after the test were looked at together. This showed if

people's views, belief in themselves, and feelings about professional learning through webinars had changed

Qualitative data from the learning notes were looked at. The method called thematic analysis was used. It was read what the people in the study said. Their words were written and put into groups. These groups were based on ideas that showed up repeatedly, and were about:

- Getting better at your job
- Thinking about how you teach
- Using technology in lessons
- New ways of teaching

The data were put into Microsoft Excel files. This helped with coding and sorting the information. It also made it easier to understand, tables were made, and these helped to show and explain what was found.

This study followed good research rules. Participants could choose to join, and they knew why the study was doing. Participants gave their okay before collecting any information. Everyone agreed to take part in the surveys and write in the learning logs.

Participant answers kept secret, codes were used instead of names, personal details were not shared when it was written about what was found. Participants could leave the study whenever they wanted. Nothing bad would happen if they left. The study was only for school learning.

The study gave good ideas about training done through webinars. Still, some limits must be noted. Firstly, using a sample that was easy to get meant the results might not fit all EFL teachers in Ecuador. Secondly, the study partly used data people gave about themselves. This could have brought in bias from how they answered or their own views.

A group for comparison was not used in the study design. This made it hard to fully say the webinar caused the changes seen. Also, different internet speeds, how often people came, and their tech access might have changed how people learned and joined in.

ANALYSIS OF RESULTS

Results were shown based on what the study aimed to find. First, it looked at how webinars changed teachers' job skills. Second, if teachers reported greater confidence in their teaching abilities. and if their teaching methods changed. Third, learned what people thought about how well the webinars worked.

Results showed good changes in all areas checked after the webinar program. Table 5 shows the average scores from before and after the test.

Table 5

Pre-Test and Post-Test Mean Scores Across Professional Development Dimensions

Dimension	N	Pretest	Posttest	Mean Difference	% Improvement
Confidence in teaching	100	3.12	4.44	1.32	42.31%
Professional collaboration		3.01	4.43	1.42	47.18%
Use of innovative methods		3.18	4.51	1.33	41.82%
Reflective teaching		3.40	4.49	1.09	32.06%
Technology integration		3.55	4.50	0.95	26.76%
Overall average		3.25	4.47	1.22	37.51%

Note. *M = Table 5 shows the scores before and after the test for the learning areas looked at in this research. The findings show that all areas got better after people took part in the online course.*

Teachers felt more sure about teaching. The average score went up. It was 3.12 before. It became 4.44 after. This is a 42.31% rise. Working together with others improved the most. The score went from 3.01 to 4.43. This is a 47.18% change. Using new ways to teach also went up. The score changed from 3.18 to 4.51. This is a 41.82% increase. Thinking about how you teach got better. It moved from 3.40 to 4.49. This means a 32.06% rise. Using tech in class also grew. It went from 3.55 to 4.50. This is a 26.76% gain. The total score went up. It was 3.25 before. It was 4.47 after. This is a 37.54% overall change. Professional teamwork saw the biggest jump. It was 47.18%. This shows webinars helped teachers talk and share what they know. Using tech in class grew the least. It was 26.76%. But teachers already felt good about tech before. These results show the webinar talks helped teachers grow. They improved in all the ways we looked at.

Table 6

Participants' Perceptions of Webinar Effectiveness.

Dimensions	Perception	N	Frequency (%)	
Webinar Effectiveness	Very positive	89	89%	
	Positive		8	8%
	Neutral		3	3%
	Negative		0	0%
	Total		100	100%

Note. *N = 100 English teachers. Percentages represent participants' perceptions of webinar effectiveness after the intervention.*

Table 6 shows what people thought about the webinar's success after the training. Most people felt very good about the webinar talks. Eighty-nine percent, or 89 people, said this. Eight percent, or 8 people, felt positive. Just 3 percent, or 3 people, had no strong feelings. No one felt bad about the webinars. This shows people were very happy with the training program that used webinars. It also means people thought the webinars helped them do their jobs better and grow.

Qualitative Findings from Reflective Learning Journals

What was learned from looking at the journals showed some common ideas. These ideas were about how teachers grew in their jobs and how they taught in their classrooms.

Table 7

Emerging Themes from Reflective Learning Journals.

Theme	Description	Sample Reflection
Increased confidence	Teachers felt more confident using communicative activities	"I feel more prepared to use communicative activities."
Technology integration	Greater use of digital tools in lessons	"I started using AI tools in my lessons."
Reflective teaching	Increased awareness of teaching practices	"I now reflect more on my classroom interaction."
Student engagement	Greater student participation during speaking activities	"Students participate more during speaking tasks."
Increased confidence	Teachers felt more confident using communicative activities	"I feel more prepared to use communicative activities."
Technology integration	Greater use of digital tools in lessons	"I started using AI tools in my lessons."

Note. Themes were identified through thematic analysis of participants' reflective journals.

The study results suggest that teachers have implemented their knowledge gained from the webinars into their everyday instruction. For example, teachers discussed how much they had used speaking activities as well as projects and games in their classrooms and also utilized digital tools. These had helped to engage and motivate the students in their English classes for non-English language speakers.

There were difficulties for some that occurred while the meeting took place online. The issues included lack of proper internet access or quality, insufficient time available to use the internet, and an unwillingness on the part of schools to adopt new teaching methods and practices; however, despite these difficulties all participating teachers expressed a positive feeling toward participating in additional training via the internet.

Follow-up responses from participants a full month after the event indicate continued use of talking and tool use as methods of education for those emailing. An Average score of 4.28 remained



consistent following time of the event shows webinar call results continued to be realized long past the time of the second call.

DISCUSSION

The study shows that webinars can help English teachers in EFL settings grow professionally. Table 5's results show good changes in all areas of development after the webinars. Teachers felt much more sure about teaching from before to after the tests. This matches what Harmer said in 2015. He said that talking in class is key to making teachers better at teaching. Also, Sato and Ballinger said in 2016 that using language in useful ways helps build confidence in language learning. Collaboration and teamwork have reportedly been most successful when applied across the different domains. This supports findings of Shin (2022), who stated that the webinars have been shown to improve collaboration and professional involvement for teachers of English as a second language. In addition, Darling-Hammond et al. (2017) stated that for educators to achieve professional growth, it must be a continuation of collective support and collaboration; educators need to provide one another with knowledge and insights as they progress through their careers. The rising adoption of creative educational techniques and the incorporation of technology correspond with the research of Krutka et al., (2017), who indicated that online training for professionals creates reachable avenues for educators to enhance their skills no matter where they are located. In the same vein, Philipsen et al., (2019) noted that professional development facilitated by technology fosters engagement, teamwork, and advancements in teaching methods. All of the attendees involved in participating in the webinars reported using an increased amount of digital resources, interactive activities, project-based approaches to learning, and game-like methods after attending these webinars. Additionally, there was a noted increase in reflective teaching as stated by Richards (2017), in that the use of reflective practice helps support the professional development of teachers and improve instructional practices. The participants also demonstrated a higher level of awareness of their instructional practices as well as being committed to evaluating and improving upon their instruction. The findings shown in Table 6 demonstrated overwhelmingly favorable views about the effectiveness of webinars, with 89% of attendees indicating very positive experiences. These results are in alignment with the work of Powell and Bodur (2019), which indicated that online professional growth has a beneficial impact on educators' views regarding learning and promotes the implementation of innovative teaching methods. The results of this study support the conclusion made by Dayagbil et al., (2024) that involved the use of webinars to assist teachers' professional development through improved teaching skills, increased confidence, and continued involvement in professional development. Similarly, Borg (2019)

emphasized that the beliefs and experiences teachers hold related to professional development are critical factors influencing their classroom practices. Participants provided evidence in this study that webinars were a highly effective and valuable model for providing professional development opportunities. Results from the qualitative data presented in Table 7 confirmed the results obtained from quantitative data analysis. We found that participants experienced increases in their self-esteem, usage of technology, and their capacity to reflect on their own practice in order to improve student engagement. These results are consistent with Richards' (2017) findings on the importance of reflecting on teaching practice as part of teacher professional development, as well as Philipsen et al. (2019), who examined the value of technology-enhanced professional development for teachers. Lastly, Lantz-Andersson et al. (2018) argued that virtual professional development communities foster the sharing of knowledge, collaboration, and continuous professional growth; all of these attributes were evident in the reflections of the participants. Overall, the results indicate that webinars serve as a valuable and reachable option for professional growth for educators of English. They aid in boosting teaching self-assurance, fostering collaborative professional relationships, encouraging reflective practices, and applying creative teaching methods, especially in EFL environments where opportunities for in-person training might be restricted.

CONCLUSION

The results of this research show that webinars serve as a powerful resource for professional enhancement for English educators in EFL settings. The findings highlighted beneficial advancements in every aspect of professional development assessed, indicating that training through webinars can aid teachers' career advancement in convenient and adaptable educational settings. In general, attendees expressed favorable experiences and viewed webinars as significant chances for ongoing education and teamwork.

With regard to the specific goals, results showed that teacher agency was enhanced through participating in webinars, as shown by improvements made from pre-testing to post-testing the confidence measure. In addition, participants observed an increase in their use of innovative instructional strategies, which included interactive learning activities, project-based instruction, game-based teaching strategies, and utilizing technology within the classroom by means of digital resources. These results imply that webinars not only enhance educators' self-belief but also facilitate the integration of creative teaching methods that could improve both teaching effectiveness and learning experiences in EFL contexts.

Findings showed that webinars offered easy and available ways for ongoing learning. Teachers could share what they learned. They could think about how they teach. They could also use new tools for teaching languages. People said they used talking activities more. They used learning by doing projects. They used games more. They used computer tools in their classes too. This happened after the training. This work showed that working together is key. It also showed that using tech helps teachers grow. This is true for learning languages. So, online talks are a good choice. They can train English teachers. This is very helpful. It works well in places. These places do not have many chances for face-to-face training.

The study had some limitations. It used data people told us about. There was no group to compare it to. The group studied was small, so results might not fit everyone. Future studies should include more participants from different backgrounds. It should follow them over time. Looking at what happens in classrooms would help. This would show better the lasting good of online training. It would also show its good for how teachers teach and how well students learn.

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CONFLICTO DE INTERÉS:

Los autores declaran que no existen conflicto de interés posibles

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No existió asistencia de financiamiento de parte de pares externos al presente artículo.

NOTA:

El artículo no es producto de una publicación anterior.

