Senkamalam Periyasamy Dhanavel *Editor*

Continuing Professional Development of English Language Teachers

Perspectives and Practices from India

Springer

Continuing Professional Development of English Language Teachers

"The collection of outstanding papers in this book presents an important and original exploration of the nature of continuous professional development in language teacher education. Providing a comprehensive overview of the nature and challenges of CPD, the book also offers fascinating and insightful practitioner accounts of approaches to CPD in the Indian context. The book sets the agenda for further initiatives in CPD both in India and internationally and will be essential reading both for teachers and teacher educators worldwide."

—Professor Jack C Richards, *Honorary Professor, University of Sydney, Australia; Adjunct Professor, Victoria University, Wellington, New Zealand*

"India has a vibrant tradition of English language teaching. This rich collection from teachers, teacher educators and researchers across India provides deep insights into why the continuing professional development (CPD) of language teachers is vital to sustaining the professionalism of teaching in their country and strengthening the language learning of their students. Although all the examples are from this one location, the implications of the ideas presented are clearly there for language professionals from across the world."

—Professor Anne Burns, *Curtin University and University of New South Wales, Australia*

"This collection of papers provides an interesting and varied range of perspectives on the continuing professional development of English language teachers in India. It reflects global interest in how best to support and sustain teacher competence and constitutes an important reference point for advances in policy and practice in teacher development both in India and regionally."

—Simon Borg, *English Language Teaching Consultant*

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Preface

I set out to work on this book over three years ago as a token of gratitude to my teachers, colleagues, mentors, and friends who have helped me grow as an English teacher thinking about the problems that teachers may face in their daily lives. It is my strong conviction that teachers also need plenty of support throughout their career to perform their job satisfactorily to themselves and to their students. If this support can come from fellow teachers out of their own experience, then teachers will welcome it heartily. Therefore, I believe, the 16 chapters collected in this volume will always be useful not only to contemporary English teachers but also to all English teachers to come. I would like to take this opportunity to place on record the contribution of all those who helped me develop continuously throughout my professional life.

First, I would like to thank all my teachers and friendly colleagues who have groomed me to become the teacher that I am today. I must mention my professors T. Arumugam, R. V. Ram, S. Pushpavanam, M. S. Narayanan, M. Nagarajan, M. Sethuraman, V. Natarajan, P. Manickam and Xavier Pitchaiah of National College, Tiruchirappalli, where I did my BA and MA English, for their constant motivation at different points in time to help me grow as a student of English.

Next, I place on record my gratitude to professors A. Joseph and Noel Joseph Irudayaraj for turning me into a researcher when I did my M.Phil. program at Bharathidasan University, Tiruchirappalli. Then, I am indebted to professors P. N. Ramani and N. Natarajan of Pondicherry University for their support to me when I was a research scholar at their department for a brief period. Both of them strengthened my confidence to pursue my professional career.

I began my full-time teaching career at Ramakrishna Mission Vivekananda College, Chennai, where I had the fortune of working with professors R. Ananthan and P. V. Ramanathan who continued to inspire me even though I had left the college for Agartala shortly after my joining. Professor Kalidas Misra of Tripura University helped me understand the need for networking with international scholars to learn about the happenings in the academic field of my interest, especially my doctoral research area. In Tripura, professor Bama Bada Mukherjee guided me to complete my Ph.D. research work smoothly. Professor Jawaharlal Saha and his family enriched my social life with magnanimity.

reviews, which have certainly improved the quality of the volume. Further, I would like to thank Mr Ramesh Kumaran, the Project Coordinator of Springer Nature, and Mr S. A. Satish, Project Manager of Straive, Chennai, who supported me at every stage of the publishing process. I cherish their patient and friendly guidance and cooperation throughout this project.

My family has always been a great source of inspiration for all my academic pursuits. I am delighted to dedicate this book to my family with my love and affection.

Chennai, India   Senkamalam Periyasamy Dhanavel

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Editor and Contributors

About the Editor

Senkamalam Periyasamy Dhanavel is a Senior Professor of English at the Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai. He has published over 80 papers in national and international journals of repute and in some edited volumes. He has brought out three volumes of poetry: *Poetry of Life* (1997), *Muse Time* (1998), and *Purpose of Life* (1998), a critical study *The Indian Imagination of Girish Karnad* (2000), a booklet *Writing for Mass Media* (2005), and an edited volume *Critical Perspectives on American Literature* (2008). He has also published innovative textbooks for college students: *English and Communications Skills* (2009), *English and Soft Skills* Vol. 1 (2010), *Communication and Soft Skills* (2015), *Positive Traits for College Students* (2015), *Personality Development* (2018), and *English and Soft Skills* Vol. 2 (2019). Further, he has authored *English Language Teaching in India: The Shifting Paradigms* (2012) as a resource book for English teachers in India. Besides his regular teaching and research at IIT Madras, he has also been teaching two online courses, one on "Poetry" and another on "Literature and Life" through the NPTEL/SWAYAM portal.

Contributors

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She has over 100 conference presentations and 40 journal publications. Her research areas include lexical studies of language and digital humanities, among others.

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professional development. His key publications include *Teachers' Handbook on CPD* (with Rod Bolitho), *CPD: Lessons from India* (with Rod Bolitho), *Teaching in Low Resource Classrooms: Voices of Experience* (with Richard Smith and Deborah Bullock), and *Research in English Language Education in Indian Universities: A Directory*.

Parthasarathy Ramanujam is a teacher of English, teacher educator, materials writer, research reviewer, and freelance writer. In a career spanning about four decades of teaching and faculty training, he has taught English as a second language and English literature; conducted workshops on various aspects of ELT, professional development, and action research; and given plenary talks at national and international ELT conferences. He has also published books/papers on materials writing, medium of instruction, peer feedback in ESL writing, teacher professional development, action research, and teacher beliefs. Currently, he is Director, ELT Center, and Senior Professor of English at Gudlavalleru Engineering College, Andhra Pradesh.

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Savithri J. holds master's degrees in English and Psychology and a doctoral degree in English language teaching. She has published 15 books through renowned publishing houses like Cambridge University Press India, Pearson Education, Dorling Kindersley, and Orient Blackswan. She has visited the Universities of Reading, Warwick, Cambridge, and Oxford in England and some others in France, Switzerland, Belgium, and Germany on academic engagements. She presented several papers in different national and international conferences. She was a part of an international consultancy project on "Developing Pronunciation App for Apple and Android Phones" in collaboration with the University of Napier, Edinburgh, Scotland.

Sivaramakrishnan Arvind has taught at the Department of Humanities and Social Sciences, Indian Institute of Technology Madras; Asian College of Journalism, Chennai; Suffolk College, Ipswich; Center for Economic and Social Studies, Hyderabad; the then Southampton Institute of Higher Education, the then Taunton's College, Southampton; and the University of Southampton. He has also been Senior Deputy Editor on *The Hindu.* His books include *Indian Democracy: Contradictions and Reconciliations* (2019, coedited with Sudarsan Padmanabhan), *Introduction to Political Ideologies* (2017), *Public Interest Journalism* (2014), *Public Policy and Citizenship* (2012), *Short on Democracy* (2007), and *Through a Glass Wall* (2007).

Abbreviations

ASC	Academic Staff College
BAK	Belief, Attitude, and Knowledge
BC	British Council
BEC	Business English Certificate
CALL	Computer-Assisted Language Learning
CIEFL	Central Institute of English and Foreign Languages
CML	Computer-Mediated Learning
CPD	Continuing Professional Development
CPDF	Continuing Professional Development Framework
CPL	Continuing Professional Learning
CSO	CPD Standards Office
DMC	Directed Motivated Currents
DPEP	District Primary Education Program
EAP	English for Academic Purposes
EAQUALS	Evaluation and Accreditation of Quality in Language Services
EFL	English as a Foreign Language
EFLU	English and Foreign Languages University
ELE	English Language Education
ELEP	English Language Empowerment Program
ELL	English Language Learner
ELT	English Language Teaching
EMMRC	Educational Multimedia Resource Center
EPOSTL	European Portfolio for Student Teachers of Languages
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	English for Specific Purposes
ETC	English Teachers Club
EVR	Extensive Voluntary Reading
FDP	Faculty Development Program
GD	Group Discussion
HTML	Hyper Text Markup Language

IATEFL	International Association of Teachers of English as a Foreign Language
ICT	Information and Communication Technology
IELTS	International English Language Testing System
INSET	In-Service Education and Training
ITP	International Training Program
JALT	Japan Association for Language Teaching
L1	First Language
L2	Second Language
MCQ	Multiple Choice Question
MHRD	Ministry of Human Resources Development
MRP	Master Resource Person
NCERT	National Council of Education Research and Training
NCTE	National Council of Teacher Education
NDE	National Digital Library
NEP	National Educational Policy
NET	National Eligibility Test
NIT	National Institute of Technology
NITTER	National Institute of Teacher Training Education and Research
NNS	Non-Native speaker
NPTEL	National Program on Technology-Enabled Learning
NS	Native Speaker
OC	Orientation Course
OECD	Organization for Economic Cooperation and Development
OER	Open Educational Resource
PCF	Peer Correction Feedback
PGCTE	Postgraduate Certificate in the Teaching of English
PGDTE	Postgraduate Diploma in the Teaching of English
QTS	Qualified Teacher Status
RC	Refresher Course
RELO	Regional English Language Office
RIESI	Regional Institute of English South India
SAT	Self-assessment Tool
SET	State Eligibility Test
SLA	Second Language Acquisition
SLT	Second Language Teaching
SSA	Sarva Shiksha Abhiyan
SWAYAM	Study Webs of Active Learning for Young Minds
TCF	Teacher Correction Feedback
TDA	Training and Development Agency for Schools
TESOL	Teaching of English to Speakers of Other Languages
TKT	Teaching Knowledge Test
TM	Teacher Motivation
TMWG	Teacher Motivation Working Group
UGC	University Grants Commission

| UNESCO | United Nations Educational Scientific and Cultural Organization |
| WWW | World Wide Web |

Part I
The Context and Culture of CPD

Chapter 1
Introduction and Overview

Senkamalam Periyasamy Dhanavel

Abstract This chapter defines continuing professional development (CPD) in a broad sense, subsuming all forms of CPD practiced internationally. These include top-down and bottom-up, transmissive and transformative, formal and informal, self- and other-initiated, short and long term, and other forms of CPD aiming at developing teachers' capabilities to achieve student learning outcomes. First, it discusses CPD in the context of education, throws light on most problems in CPD, and suggests the need for an alignment between CPD programs and teacher needs. Next, it examines CPD with reference to language teacher education and then moves on to English language teacher education globally. It considers not only geographical differences but also the variety of procedures available for teachers to engage in CPD. It also addresses the challenges faced by English teachers across the world. Further, this chapter deals with English language teachers in India from primary to tertiary levels and establishes the background for the CPD of English language teachers in Indian higher education. Finally, it provides an overview of all 16 chapters included in this volume, highlighting their contribution to the CPD literature. Essentially, such a contribution lies in the production of knowledge from personal experience by many contributors for English teachers to manage their classrooms and themselves.

Keywords Definition of CPD · CPD in education · CPD in language education · CPD in English language education · Indian contribution to CPD

What is CPD?

Continuing professional development (CPD), also known as continuing professional learning (CPL), is a lifelong process of improving an individual's knowledge, skill, attitude, belief, in short, expertise in a job, for the successful achievement of the set goals. In education, teachers need to update themselves constantly on various aspects of their job so that they can improve their students' learning outcomes and the society

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as a whole. Hence, CPD has received serious attention from governmental, non-governmental and educational organizations throughout the world. The Education for All Global Monitoring Report (UNESCO, 2014: 3) states, "An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. Evidence shows that education quality improves when teachers are supported—it deteriorates if they are not." To remain good, teachers have to learn continuously with a commitment to facilitate their own learning and that of their students. For this to happen, they require support from educational authorities, managements, colleagues, students, and even parents.

The whitepaper on continuing professional development (CPD) from the CPD Standards Office (CSO) lists seven paradoxes.

1. Compulsion or voluntarism,
2. Employer or individual responsibility,
3. Teaching or learning,
4. Personal development or organizational learning,
5. Life purpose or life experience,
6. Value driven or pragmatic development,
7. Journey or exploration (CSO, 2015: 2).

A set of seven features from these paradoxes characterizes individuals excelling in their profession. Individuals who voluntarily take responsibility for their personal development through the process of lifelong learning with certain values exploring life purpose in their profession achieve great heights in their job. These individuals contribute to their profession irrespective of recognitions and rewards. Fortunately, some become iconic figures in their field and some others leave their legacy through their footprints, though their society may not recognize them as towering personalities.

The major challenge for any CPD provider is a formal course or program which is relevant, focused, appropriate, interactive, participatory, enjoyable, useful, and productive. Evidently, this is an ideal but then there is no other option for an effective CPD to develop professionals. Otherwise, they would develop negativity and apathy to CPD programs. Participants may do the course out of compulsion from the employer or out of regulatory requirement for the sake of survival, but it would not serve the purpose of developing reliable and responsible professionals. (CSO, 2015: 4) The whitepaper notes that CPD has three significant benefits to professionals. First, it would enhance their career prospects with better salary packages. Second, it would benefit the employer in terms of commitment from individual employees. Third, it has provisions for matching the learning styles of individuals with their job requirement. Therefore, CPD is useful to both individuals and employers and thus to the society.

CPD in Education

CPD has come a long way in the field of education. Every discipline has received some impetus: medicine, engineering, law, science, mathematics, physics, chemistry, biology, accountancy, language teaching, English language teaching, and so on. The literature on CPD has steadily been growing ever since it drew attention to the close linkage between the quality of teachers and the quality of learners' outcomes at all stages of education, which Kennedy (2014: 691) calls a hypernarrative. Some fields like medicine, engineering, and law have largely kept pace with the challenges of their practice due to their insistence on continuing development of their professionals. However, other fields like education and language education show a glaring disparity between their theory and practice, mainly because of the inadequate attention to the professional development of teachers. Scholars have advanced several reasons (e.g., Atay, 2008; Borg, 2015; Day et al., 2006; Hayes, 2014) for this wide gap:

1. Unclear and vague policy on teacher education,
2. Unwilling and hesitant management to support CPD endeavors,
3. Excessive importance to government sanctioned pre- and in-service programs for the purpose of career advancement
4. Mismatch between teachers' needs and CPD programs offered,
5. Heavy workload for teachers,
6. Inability of teachers to maintain work life balance,
7. A myriad of administrative and clerical duties for teachers,
8. Lack of time and resources for teachers,
9. Absence of motivation for teachers about CPD.

Some of the best CPD programs and studies have originated from individuals with some institutional support. Even then, the fact is that CPD has not been able to reach every teacher in every discipline in every country, as a review of CPD on a global scale reveals (Broad & Evans, 2006).

In their book on *Continuing Professional Development for Teachers: From Induction to Senior Management*, Neil and Morgan (2005) have shown how the world governments rely on education as a means to bring about changes in their societies to keep pace with the growing needs. Though governments may issue policy documents and allocate funds for education and teacher education, teachers play the vital role of a link between governments and their societies to achieve the set objectives. Teachers have to transact the necessary changes through the curriculum in their classrooms. Therefore, they have to learn and update themselves continuously. First, government officials and school managements have to adapt themselves to the new demands and then teacher educators have to train themselves to train other teachers. These different players understand CPD in their own ways. While teachers and teacher educators have to learn new knowledge and skills, school administrators consider policy documents a set of guidelines to comply with the regulatory requirements. Understanding various interpretations of CPD is also part of teachers' CPD. Thus, Neil and Morgan attempt to assist teachers with much needed clarifications in the context of the UK.

CPD in Language Education

Richards and Farrell (2005) examine training as a requirement for language teachers to sharpen their skills throughout their career. In addition to teaching languages for their own classes, language teachers have to guide newly recruited teachers, organize workshops and curricular programs, attend seminars and conferences, and publish research papers in journals. They need to engage in CPD activities to ensure students' learning outcomes. In this context, Richards and Farrell provide a guide to teachers as well as administrators through their book *Professional Development for Language Teachers.* They discuss eleven approaches to professional development with examples for each of them. These include workshops, self-monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. Teachers can choose the relevant and appropriate procedure according to their own local conditions and needs and develop themselves into better teachers.

The twelve papers collected in *Experiences of Second Language Teacher Education,* edited by Wright and Beaumont (2015), explore the happenings, the preferred and prescribed practices, similarities and differences, and issues in second language teacher education from across the world: Hong Kong, England, Swaziland, Vienna, Greece, China, India, Brazil, South Korea, and the Philippines. The editors have identified four major themes in their discussions: process, change, context, and culture. If process refers to the interaction of teacher educators, teachers, content, pedagogy, and so on, change points to the dramatic changes in the training of both novice and experienced teachers, especially with reference to approaches, methods and the role of teachers as change agents. While context influences teaching and learning activities, besides process and change, culture addresses the diversity of cultural encounters in language teaching and learning, especially in second language teacher education. The contributors share their rich experiences of conducting training programs in different locations, offering alternative perspectives, and emphasizing teacher agency. They also deal with dialogic and collaborative processes, including research as an integral component of short-term programs, catering to the needs of teachers in remote areas and mentoring them through online activities, bringing about methodological changes, allowing self-growth, and enabling practicing teachers to become trainers in their own pace. In short, this volume presents a truly international multidimensional perspective on second language teacher education.

CPD in English Language Teacher Education

One of the earliest reflections of English teachers on CPD came out in the edited volume C*ontinuing Professional Development: Some of Our Perspectives* by Edge (2002). It is a collection of 12 papers on various aspects of the professional growth of English teachers. A major means of professional learning is through membership

of teacher associations like International Association of Teachers of English as a Foreign Language (IATEFL), Teaching of English to Speakers of Other Languages (TESOL), and Japan Association for Language Teachers (JALT). Another is attending conferences and workshops. Yet another is establishing partnership between schools and universities. The most interesting of all is sharing of personal experiences. All these strongly autobiographical narratives can help teachers gain insights into their CPD for themselves and for others too.

Innovations in Continuing Professional Development of English Language Teachers is an edited volume in which Hayes (2014) brings together 13 papers on novel procedures of CPD from various countries: India, Urbezkistan, Australia, Brazil, Chile, Ethiopia, Afghanistan, Greece, Oman, South Korea, and Bulgaria. These papers deal with many different geographical regions and learning situations, including the socioeconomic and cultural conditions of teachers, policy and administrative interventions, use of ICT tools, materials and infrastructure. Despite the variety, most of them emphasize teacher agency for the success of the CPD programs. They suggest that a collective and collaborative effort at building a community of ELT practitioners goes a long way in promoting CPD.

A collection of eight papers by Borg (2015) on the professional development of English language teachers at the tertiary level in Turkey offers interesting insights into the transformative approach to CPD. These papers reflect on the ten general features of transformative CPD: relevance to teachers' needs, their involvement, collaboration, institutional support, exploration of and reflection on teachers' beliefs, both internal and external mentoring, job and contextual alignment, critical reflection, and personal experience and knowledge. The contributors who are instructors in the university English program are not merely consumers of knowledge but also producers of knowledge. They have engaged in teacher research, action research, peer observation, teacher support groups, reflective practice, and other forms of CPD activities, and reported their experiences. One of them also addresses the issue of resistance from teachers to CPD programs. Another paper deals with an online library of podcasts and videos and many deal with collaboration, peer interaction, and peer observation with analysis of video recordings for teacher development. While these CPD experiences may not be representative of all English teachers in Turkey, these are noteworthy documents of their CPD.

Hashimoto and Ngyuen (2018) have collected ten papers on various aspects of the professional development of English teachers from Japan and Vietnam in the context of the reformed educational policies in these two countries. These papers discuss the professional development of teachers in both within the designed development programs and beyond them about teachers' knowledge, skills, attitudes, beliefs, and research as well as across levels from primary to high school contexts. Though the two countries are different in many ways, they share two major commonalities: people's interest in learning English, and their governments' support for English language education and the professional development of English teachers. This volume underscores that English is a global language and so it is imperative for English teachers to explore all available opportunities for their professional development for effective teaching of English. Two major themes have received special attention in this

book: use of technology and action research. Both presumably help English teachers and teacher educators develop themselves professionally and meet the requirements expected by the people and their governments.

The Routledge Handbook of English Language Teacher Education, edited by Walsh and Mann (2019), is a comprehensive resource book for almost all aspects of English language teaching and English language teacher education. Emphasizing collaboration, data, reflection, and, of course, the language learner, they have collected 39 papers in this volume. The whole book comprises six parts thematically, dealing with different contexts: countries, levels, approaches, etc. If the first part explores the knowledge base, the sociocultural theoretical framework, reflective practice, marketization of initial teacher preparation, and autonomy of teacher educators, the second part examines the various contexts of teacher education like pre-service, in-service, and CPD, besides the use of digital technologies. While the third part discusses the linguistic knowledge for English language teacher education in terms of discourse, classroom discourse, world Englishes, second language acquisition, and use of corpora, the fourth part investigates the pedagogical knowledge in terms of methods, materials, authenticity, classroom management, teacher cognition, teacher expertise, difficult contexts, and teacher development. The fifth part presents the core aspects of assessment of teaching and giving feedback to trainees through observations of classroom teaching, material use, and development, mentoring, team teaching, eportfolios, and video resources. The last part deals with the vital aspects of a teacher's development with reference to knowledge, motivation, and identity through teacher networks, action research, exploratory research and institutional leadership. In Chap. 11, Hayes (2019) provides an overview of CPD, indicating a change in nomenclature from CPD to CPL, as advocated by Kennedy (2014) in a reassessment of her models and framework of CPD. Hayes focuses on teachers' professional contexts, personal circumstances, and local needs. His suggestions to teacher educators, administrators, and teachers are useful in designing effective CPD programs.

CPD in English Language Teacher Education in India

Bolitho and Padwad (2013) have collected 12 papers in their volume on *Continuing Professional Development: Lessons from India*, though they also include two papers about European experiences of CPD in Montenegro and Siberia for the purpose of comparison. These papers discuss the barriers to professional development and ways to overcome them through a variety of measures taken by individual teachers with or without external support. The volume proves that institutional support to individual teachers can do wonders in the education of teachers and students. Inspired by a top-down approach, teachers can empower themselves with the active participation and positive contribution of CPD program organizers. Teachers can use libraries, training programs, diaries, teacher groups, social media, and mobile phones to continue their

professional development meaningfully. External support, intervention of the individual CPD organizers, and mentoring can help in the CPD of teachers in different contexts. However, they stress the absence of the broad view of CPD "as a lifelong process of learning" in the Indian context (Bolitho & Padwad, 2013: 7).

In his "Overview" of *Taking Responsibility for Professional Development (1)*, Tomlinson (2017) observes that teachers can take charge of their professional development by becoming aware of their own needs. He gives the examples of storytelling as a way to improve teachers' proficiency in English. Further, he cites the collective efforts of teachers to develop themselves through diary, action research, and reflective practice. Last, he reports on a teacher development program for school teachers. Similarly, in his continuation of the report on *Taking Responsibility for Professional Development (2)*, Keedwell (2018) reiterates Tomlinson's view of teachers' responsibility for their own CPD. He suggests that research can help teachers grow as teachers. Further, he believes that teachers' agency and autonomy develop by producing self-learning materials. Besides, he points to the case of teacher development through analysis of feedback and observations. The teacher development programs reported by both Tomlinson and Keedwell had the generous support of the British Council through the English Language Teaching Partnerships (ELTRep) Award Program.

The foregoing discussion of a number of edited volumes and a few individual volumes of research on CPD for teachers, language teachers, second language teacher education, English language teacher education, and the English language teachers in India provides the context and significance of CPD. The present volume documents the continuing professional learning of 17 experienced English language teachers and teacher educators at the tertiary level in India. They are ELT professionals with a teaching experience ranging from 10 to 40 years, covering a whole gamut of geographical regions from South India to North India from school to college and university levels. These contributors have discussed the theories and practices of their professional learning from pre-service to in-service and beyond service programs, which they attended, conducted, or witnessed. All their experiences correspond to the international experiences reported in the literature on CPD. While the process, change, context, and culture, as outlined by Wright and Beaumont (2015), may differ substantially, they also find a prominent place in the Indian experiences. If reflective practice and action research emerge as major forms of the professional development of Indian English language teachers, peer interaction, collaboration, and teacher agency also appear as significant themes. Technology, as usual in many contexts, keeps recurring in most of the chapters in some form or the other. What follows is an overview of all the 16 chapters included in this collection, which speaks volumes for the teacher agency and collaborative practice that Kennedy (2014) desires in her transformative approach to CPD.

Overview of the Book

Amol Padwad puts forth two arguments, linking CPD and culture. The first is that CPD is profoundly embedded in culture but sadly, we have not realized this underpinning yet. The second is that any form of CPD should, therefore, consider culture seriously and make itself culturally relevant and acceptable. To drive home his views, Padwad uses a cultural framework, largely derived from Nardon and Steers (2009) and their five dimensions of culture: (i) power distribution, (ii) role of individuals and groups, (iii) relationship with environment, (iv) treatment of time, and (v) importance of rules and relationships. India, being in the South East Asia region, is characterized by hierarchical, collectivist, harmonious, polychronistic and particularistic aspects of culture. Therefore, CPD programs, which have largely originated in the West, especially the UK, must integrate these cultural elements, if they ever can be sustainable, let alone be successful. Although India has witnessed radical changes in its cultural tapestry in the last three decades due to globalization and digitization, the belief systems of Indians are yet strongly entrenched in the traditions. Hence, Padwad advances his case for understanding and appreciating Indian culture before planning and implementing any kind of CPD programs in India.

Personal development or professional development cannot happen without the powerhouse of motivation. Hence, **Krishna K. Dixit** examines the field of teacher motivation research to understand the vital role of motivation in individuals to become teachers, stay, and grow in the teaching profession with a sense of satisfaction. Specifically, he addresses the issue of teacher motivation for professional development in the context of English language education in India. His research work and personal experience throw interesting insights. Individuals choose to become English teachers for a variety of reasons, including a decent job, adequate income, and social status. From his studies and those of others, he infers that teachers need an enabling environment to grow as change agents for implementing educational reforms introduced by the authorities. He discusses the positive results of the English Teachers' Clubs experiment in Maharashtra to prove that teachers can network with like-minded colleagues and undertake meaningful action research to develop themselves into excellent professionals. The case of research on the cheating practices of students is illustrative of the development achievable in a conducive atmosphere. His argument is that teachers have their own interests, ideas, and beliefs that can help them grow in a nurturing environment.

Arvind Sivaramakrishnan discusses CPD in education on a global scale, drawing on his own experience of teaching in England, Germany, and India, thereby laying a strong theoretical foundation for CPD. In addition, his case studies from the US and South Africa provide interesting insights into the complex challenges of professional development for teachers and, therefore, for learners. The European Union's broad requirements for CPD recognize the cultural and historical variety of member states' education systems and do not impose methods or approaches. In any case, teachers in democracies adapt to justifiable new policies and demands from

the state and other sources, and by doing so play a part in improving their democracies. Inevitably, the cultural complexity of societies affects both education and CPD. For instance, American individualism, the legacy of South African apartheid, and Indian bureaucracy, respectively, influence CPD programs in different and identifiable ways. However, after discussing Kennedy's nine models of CPD, Sivaramakrishnan suggests a way forward with the transformative model and reflective engagement, though various groups whether social, administrative, or of other kinds, may well continue to pose challenges to CPD in education.

Ravinarayan Chakrakodi argues that teacher trainers/ educators can gain insights from reflections on the critical incidents in their training programs. As the coordinator of a large scale, "train the trainer" program for the primary school teachers of Karnataka, he raised the question of why the master trainers did not reflect on the program for their own CPD. When the opportunity presented itself again, he introduced a reflection component into the program with a set of questions to guide them at two levels. The first relates to a simulated recall, analyzing their training sessions through recorded audios/videos. The trainers' sample reflective narratives show an awareness of their own strengths and weaknesses, their knowledge of the principles and practices of a teacher training program, and the significance of reflection for them. The second is a writing activity in the form of a reflective journal which reveals that the trainers received an in-depth understanding of their problems with an enhanced level of critical reflection on their training sessions. But the same impact did not surface when the trainers conducted the sessions in remote areas, implying that critical reflection in teacher education programs in India remains a huge challenge for CPD program organizers.

Kankata Padmini Shankar presents an empirical study of teachers' perceptions of and initiatives in their CPD at the tertiary level and establishes that CPD results in enhanced student learning outcomes. She has investigated the awareness, motivation, avenues, and assessment of CPD among 23 teachers of English and Foreign Languages University, Hyderabad. She has used a qualitative survey to collect her data and verify them through informal discussions with the participants. She reveals that university teachers appreciate the value of CPD and so are committed to their profession, their students, and their own self. Further, the study shows that teachers are adequately motivated to pursue their CPD activities with either institutional support or their inner urge or both. Moreover, teachers seek CPD avenues by offering new courses, collaborating with colleagues in various projects, publishing their research work in journals and books, attending conferences abroad, taking up additional academic and administrative responsibilities, guiding research scholars, and so on. Significantly, they also evaluate their CPD growth in three ways, cognitively, pedagogically, and affectively, both quantitatively and qualitatively. Thus, Padmini Shankar proves her hypothesis that university teachers have positive perceptions about CPD and take initiatives to develop themselves personally and professionally.

P. Hari Padma Rani advocates a transformative approach to sustainable CPD for college and university teachers through teacher self-assessment. Asserting that teacher self-assessment is one of the best ways to ensure quality education, she

discusses its nature, importance, and process. Then, she portrays a bleak picture of teacher self-assessment in India for various reasons, including lack of objectivity and credibility. However, she firmly believes that self-assessment as a process of self-analysis, not judgment, can enhance teachers' capacities for effective teaching which will result in better learning outcomes in students. She examines the mandatory teacher feedback collected from students for the purpose of accreditation of institutions and reveals its mechanical nature, indicating that it does not help teachers nor students. Against this backdrop, she shares her own experience of an individualized, contextualized, and meaningful teacher self-assessment which she carried out for over three years. She developed her three-stage model of self-assessment—pre-teaching awareness, while-teaching awareness, and after-teaching awareness—by maintaining a reflective journal while teaching a course on English language teaching to the MA English students of Sri Padmavati Mahila Visvavidyalayam, Tirupati. She also suggests that teacher self-assessment should be encouraged and promoted to empower teachers for quality education.

Explaining the advantages of teacher research for the CPD of teachers, **Lakshmana Rao Pinninti**, proposes a practical approach, called 3R approach, with a focus on reflecting, recording and reporting. First, teachers have to identify the problems they face in the classroom, which prevents them from achieving the desired learning outcomes. Then, they should read the relevant literature to understand the challenges and solutions. Next, they should choose an appropriate strategy to overcome the problem. During the reflective process, they should maintain a record of all happenings in the classroom in any convenient form: diary, journal, blog, audio or video recording, etc. Last, they should describe all these details of identifying and solving the problem in the form of a report or presentation, and publish it, preferably in a research journal, for all stakeholders to benefit from the findings of the study. He suggests that such reports contribute to documenting the teaching and learning process, thereby generating a corpus of data for "theorizing" English language teaching "from the classroom." However, he is aware of the limitations of teacher research in India and, therefore, recommends many ideas to teachers so that they could transform themselves into conscious and contributing professionals.

Senkamalam Periyasamy Dhanavel explores and illustrates pedagogical and instructional decisions that teachers make in his chapter on teacher cognition and professional development of English language teachers. He examines a range of aspects relating to teachers' knowledge, beliefs, attitudes, emotions, and classroom management to underscore the direct influence of what teachers know, believe, say, and do inside and outside the classroom on students' learning outcomes. Though some of these factors are observable, many of them are unobservable and intangible, posing challenges to researchers. In order to advance his arguments, he offers an overview of research on teacher cognition with a focus on four models: basic teaching skill, teacher thought process, teacher's decision making, and language teacher cognition. He discusses the major areas of teacher cognition with reference to teachers' knowledge and beliefs about grammar teaching, assessment, and world Englishes. He also shares three examples from his personal intuitive decision-making processes in the classroom which resulted in writing about them and publishing them

for the benefit of fellow teachers. Further, he examines the concept of good language teachers and expert teachers as outlined by Simon Borg to suggest that the knowledge, beliefs and practices of good language and expert teachers align consistently, leading to success in English language teaching.

Teaching and learning is no longer the same with the advent of information and communication technologies (ICT), especially after the popularity and accessibility of the Internet, Google, smartphones, and multimedia tools. Therefore, **V. David Jeyabalan** and **P. Caroline Cynthia** explore a wide range of ICT tools for the teaching of English as well as the CPD of English teachers. If Web 1.0 opened up the floodgates of e-resources, Web 2.0 has created opportunities for synchronous and asynchronous interactive learning for both teachers and students. While teaching the language skills of listening, speaking, reading, and writing, with borrowed or self-developed materials, teachers too can continue to develop personally and professionally. Thus, it becomes a constant and instant process of learning for teachers, thereby enriching and empowering them with updated knowledge and skills. As they teach subject knowledge, they also impart twenty-first century skills of communication, collaboration and critical thinking both inside and outside the classroom through blended and project-based learning with a touch of reflective practice. The authors examine tools like blogs, web hosting, Google books, Google scholar, E-portfolios, Google forms, Google slides, Google Drive, Snap homework, ClassMarker, Medium, and Pocket for the CPD of teachers.

In her discussion on the use of electronic resources for professional development, **J. Savithri** argues that teachers have to update themselves constantly, whether or not the classroom is teacher or learner-centered. She cites several reasons to support her case: government regulations, global demands, regular syllabus revisions, technological advancements, and increasingly smart students. Of all the avenues of professional development, she suggests that authentic e-resources is a viable and appropriate channel for unhindered teacher development. She lists ten most widely used e-resources and discusses the responses of school, college and university teachers received through a survey about knowing and using them. While some teachers are aware of these resources, only a few exploited them for their professional development. Her contention is that anytime is good time for self-development. Even COVID-19 pandemic has enabled some teachers to pursue free online courses from Harvard University. The major e-resource provider for English teachers is the British Council, which addresses almost all needs of teachers. These include lesson plans, understanding learners, managing the lesson, knowing the subject, managing resources, assessing learning, integrating ICT, taking responsibility for professional development, adopting inclusive practices, using multilingual approaches, promoting twenty-first century skills, and understanding educational policies and practices.

Identifying two major characteristics of an effective CPD program, collaboration and teacher agency, **Kshema Jose** suggests creating Open Educational Resources (OERs) using Web 2.0 tools as an appropriate activity to ensure teacher development. To achieve multidisiciplinarity in teacher education as envisaged in the New Educational Policy (2020), she proposes a model of CPD to break down knowledge silos and provide opportunities for English teachers to prepare instructional materials

with colleagues from other disciplines. Teachers can use them in their own classrooms and share them in an open repository for the benefit of others. To illustrate her model, she gives a simulated example of an English teacher collaborating with Chemistry and Civics teachers of Class 10 to teach the lesson on "Nelson Mandela: Long Walk to Freedom" from the National Council of Educational Research and Training (NCERT) textbook. Her model provides enough scope for willing teachers to explore the creation of OERs to exercise their teacher agency—to involve actively in every stage of creating and sharing their lessons with others. The model also has ample potential for collaboration, sufficient scope to explore multidisciplinarity in the classroom, and is an adequate framework to ensure creation of sustainable and scalable resources.

How does India maintain its formidable educational system, though it does not have a proper and accountable teacher education in place? **Deepti Gupta** answers this baffling question with a few delightful anecdotes of her own CPD through her mentors and her own mentoring of others. She attributes the success of the Indian educational system to the informal mentoring network of expert teachers and novice teachers, which she traces to the strong bond between teachers and students in the gurukula system. She elucidates that knowledge of the subject, and even pedagogical knowledge may not be adequate for a teacher to become successful. Therefore, she highlights the need for training in classroom management as well, which she learnt from the British Council supported workshops. She commends the New Education Policy 2020 which has an elaborate plan for teacher education across levels to strengthen the CPD of teachers. In this context, she discusses the European Profile for Language Teacher Education, the European Profile for Student Teachers of Languages, the Evaluation and Accreditation of Quality in Language Services, the Professional Standards for Teachers, and the Competency Framework for Teachers to suggest that India should consider benchmarking for teacher education seriously.

Ramanujam Parthasarathy offers a reflective narrative of developing himself into an expert classroom teacher, materials developer, course designer, action researcher, innovation and change manager, teacher trainer, and teacher educator. It all started for him with a moment of epiphany realizing that he had to attend to his students with an intent to help them rather than deliver lectures as his own teachers used to do. His quest for understanding his own practice of teaching English to college students led him to prepare materials suitable for his students and explore alternatives in course design, materials production, streaming of students according to their levels, peer corrective feedback, peer mentoring, pedagogical aspects of teaching and learning English, action research as a model of professional development, among others. He reflects on his changing attitude to the use of mother tongue in English as a Second Language (ESL), the power of passionate and extensive reading in self-development, teacher cognition, and change management. His pedagogical principles of interactive teaching, slow rate of speech, catering to students of all levels, keeping eye contact with students, and caring for low proficiency students are commendable and worth emulating. Thus, his developmental story of an expert ELT practitioner is inspiring for aspiring teachers.

The making of an English Teacher and an English Language Teaching (ELT) professional in the case of **D. S. Kesava Rao** is arduous but adventurous, slow but steady, and experimental but quite educative. His professional life of 40 years falls into two distinct phases: a junior college teacher for 10 years and a degree college teacher for 30 years. In both phases, he continued to learn from day one of his teaching until his retirement. He firmly believes that a practical approach to ELT with a bit of common sense is quite enough to learn the art of teaching and handling students. His association with the Central Institute of English and Foreign Languages (now EFLU), Hyderabad, proved to be a blessing for him to gain knowledge about ELT, which has sustained him as a professional for more than three decades. His college career is replete with wonderful adventures in continuous learning. Some of them include introduction of a skills-based English for Specific Purposes (ESP) course, establishment of a computer-based language laboratory, teaching English for both foreign and Indian students in a mixed class, introducing students to the joys of reading novels and short stories, offering courses on business communication, soft skills, corporate communication, etc.

M. Raja Vishwanathan challenges some of the theoretical models of English Language Teaching. He takes issue with the "English only," or "No local language" policy of educational thinkers and administrators, and presents his account of how he managed his English classrooms through code switching/ translanguaging successfully. First, he used to build rapport with his learners, whether Indian or foreign, and next he would build confidence in them by permitting them to speak in their own languages and thus enabling them to use their own experiences as resources for learning the English language. Most importantly, he would reflect on the "critical incidents" in his classroom. His narratives of teaching Matthew Arnold's "Dover Beach," and teaching English to foreigners with many different mother tongues are success stories in Indian ELT practice. His teaching across levels—secondary and tertiary—provides ample proof for the fact that teachers can overcome any kind of difficulty, including those arising from pre-service training and educational administrators. His primary strategy is to think about his learners' needs first and then explore all possibilities of facilitating students' learning. Thus, Raja Vishwanathan claims that he has become a polyglot and a professional who can satisfy not only his customer but also himself.

S. Kumaran discusses teaching as a supreme profession that produces and maintains all professions. In his opinion, to cultivate the spirit and splendor of lifelong learning, teachers should continue to develop themselves until their last breath, illustrating the value of learning to students through their own life. He argues that teachers can never remain complacent, because the current generation of learners can use technology more effectively than their teachers. Hence, he outlines the benefits of technology, particularly, the internet and social media, for enhancing teachers' CPD. To prove his point, he describes how he transformed himself from a mere postgraduate student to a professional English teacher with approved certifications and recognized publications in a state government college. Thus, Kumaran expounds the theory and practice of CPD in myriad forms—doing MPhil in distance mode, PhD in part time mode, again PGCTE and PGDTE in distance mode, attending various

seminars, conferences, workshops, and faculty development programs, etc., exemplifying both top-down and bottom-up approaches to CPD. His CPD is a remarkable and inspiring journey of an English teacher who began teaching technical English but chose to teach literature for the love of continuous learning.

Contribution to CPD

A consistent and narrative focus on continuing professional learning of English language teachers and teacher educators from India at the tertiary level is the original contribution of this volume to the CPD literature. Back in (1987), Esther Ramani gave a call to ELT professionals to "theorizing from the classroom." While numerous international English teachers paid attention to Ramani, not many from India took notice of her except a few like Prabhu (1990) who insisted on breaking the practice of "overroutinization' to become productive English teachers. The contributors to this volume have attempted to theorize from their classrooms in different ways going against the current of routinized ELT and coming out with their own version of what Sachs (2000) calls "activist professional." They have suggested eminently practicable solutions to the everyday problems English teachers face in their classrooms. While some have used action research as "a means of enhancing teacher professional growth," (Burns, 2005: 63), some others have produced knowledge about "how such professional competence does develop" (Mann, 2005: 107). The 16 chapters, included in this volume, have drawn from the rich experience Indian English teachers and also from research across the world to the realm of CPD in India. What better ways are there than solving our own problems and producing knowledge for our students, our colleagues, our society, and ourselves?

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Chapter 2
Continuing Professional Development and Culture: Developing as an English Teacher in India

Amol Padwad

Abstract The importance of continuing professional development (CPD) in ensuring good teaching and learning outcomes and in promoting and sustaining teacher quality is being increasingly recognized, particularly over the last decade. Consequently, recent times have seen CPD figuring explicitly in teacher training, education and development policies and programs, as well as in research studies, academic discussions and publications. Nonetheless, perceptions, policies, and practices in CPD, especially in India, are still severely underexplored and do not seem to signal locally relevant and culturally appropriate understanding. This chapter puts forth two broad arguments: First, CPD is more deeply rooted in the overall culture than is usually understood or admitted, and second, any CPD policy and action must consider culture and be culturally relevant to be effective and sustainable. The chapter first presents a broad characterization of the Indian culture adapting the cumulative framework proposed by (Nardon and Steers in The culture theory jungle: divergence and convergence in models of national culture, Cambridge University Press, Cambridge, pp 3–20, 2009) as well as a general description of some key features of the educational and CPD culture in India. It then discusses a few representative examples of CPD practices and concerns to indicate how culture seems to have influenced them and suggests some implications and insights which can be drawn from this discussion.

Keywords CPD · Teachers of English · Nardon and Steers' dimensions of culture · Indian culture · CPD in Indian context · CPD perceptions and practices

Introduction

The overarching aim of this chapter is to connect the national culture and teachers' Continuing Professional Development (CPD) with specific reference to India. I propose to make two broad arguments in this regard, firstly, that CPD is more deeply

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rooted in the overall culture than is usually understood or admitted, and secondly, that any recipe for CPD must take culture into account and be culturally relevant in order to be effective and sustainable. For this purpose, I will attempt to use an analytical-descriptive framework of culture generalized by Nardon and Steers (2009) from various well-known and prominent frameworks to propose a useful way of describing the Indian culture, though such a monolithic reference to the culture of a nation as diverse and complex as India has its own severe limitations. However, as argued in the first part of the chapter, such an analytical description is still valid and useful for the limited purpose of making some general assessments of the CPD culture association. Then, I will similarly try to describe the educational as well as CPD culture as they are currently prevalent in India. Against this backdrop, I will then present a few representative examples of CPD practices and concerns in India to indicate how the Indian culture seems to have influenced them and suggest some implications and insights which can be drawn therefrom. This chapter, thus, has three broad sections. The first section discusses in detail the cultural backdrop in the three layers of the national culture, the educational culture, and the CPD culture in India. The second section explains how CPD seems to be located in the Indian context and describes some CPD concerns and practices by way of illustration. The last brief section lists some implications and insights from the exploration of the association between culture and CPD. It should be made clear right in the beginning that the discussion relies on some inevitable (over)generalization of the cultural-contextual features, which is bound to downplay variations, deviations, and exceptions. But it is claimed that this does not take away the value and validity of the basic discussion and arguments. Secondly, it must also be clarified that the discussion is restricted to CPD and does not include issues like (pre-service) teacher education, teacher quality, or teacher motivation, which no doubt have some bearing on the matter of CPD, but which are not seen as immediately relevant in this chapter.

Culture

As a notion, culture has been notoriously elusive and complex, defying any exhaustive and complete description or definition. Perhaps for this reason, there have been a considerably large number of definitions of culture around, representing a wide variety of perspectives and perceptions. As far back as in the 1950s, Kroeber and Kluckhohn (1952) had listed 164 definitions of culture, which no doubt must have continued to increase since. Generally, culture is usually conceptualized as an individual as well as a social construct, built around shared patterns of behaviors and interactions, which is internalized by the process of socialization every individual goes through, and which influences the thinking, feeling and actions of people. Spencer-Oatey (2008: 3) summarizes the notion of culture as "a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people," while Hofstede (2001: 5) characterizes it as "the collective programming of the mind which distinguishes the members of

one group or category of people from another." Similarly, the notion of "national" culture or cultures is equally elusive and defiant of any exhaustive formulation. Even if, for a starter, one takes the notion to relate to the assumptions, values, and orientations characterizing a nation as a whole, it tends to disregard nation itself as a complex entity and relative notion, and is compelled to assume nation to be a well-demarcated community having one homogenous culture. Therefore, in the present chapter, culture is taken in its broad and more widely prevalent sense implied in the formulation by Spencer-Oatey (2008) cited above. Similarly, Indian culture is generalized largely to imply those socio-cultural patterns and practices which are common across several nationalities and ethnicities residing within the present geography of India.

National Culture

Several models and frameworks are considered comprehensive and powerful ways of describing, analyzing and interpreting features of national cultures. The more well-known among them are those proposed by the cultural anthropologists Kluckhohn and Strodtbeck (1961), Dutch management researcher Geert Hofstede (2001), American cultural anthropologist Edward T Hall (1981), Hall and Hall (1990), and psychologist Shalom Schwartz (1992, 1994). While these models present quite good frameworks for cultural analysis (and even for rating of cultures in some cases), each has its own limitations and cannot exhaustively classify or categorize culture. However, a more sensible and prudent way out, as Nardon and Steers point out (2009: 9), is "not in developing new models of national culture or debating the validity of the various extant models, but rather in seeking commonalities or convergence among existing ones" such as these. In this chapter the convergent framework which Nardon and Steers (2009) arrive at from the various extant models is used as the basis for defining the Indian cultural context, and a backdrop to discussing the relation of (Indian) culture with CPD perceptions and practices and drawing useful insights and implications.

Drawing on the "commonalities or convergence" among various major models of cultural analysis, such as those mentioned above, Nardon and Steers (2009) abstract five key dimensions along which cultures can be understood, described, and analyzed. Each dimension stretches over a range between two extreme poles, and a culture can be understood based on its location along the range for each dimension. What follows is a brief description of these five dimensions, what they imply and the bipolar range each of them involves.

Power Distribution: Hierarchy—Equality

The first dimension relates to how power relationships are structured in a culture, whether power is distributed hierarchically or equitably. Accordingly, the power

relationships in different cultures can be distributed along the range of possibilities between two poles of "hierarchy" and "equality." Usually, societies tend toward either more hierarchical or more egalitarian power distribution. The societies which tend toward hierarchy are characterized by centralized decision making, vertical organization, easy acceptance of and reluctance to question authority, belief in ascribed or inherited power and emphasis on who is in charge.

On the contrary, the more equality-oriented societies show decentralized decision making, horizontal organization, willingness to question authority, belief in shared or elected power, and emphasis on who is best qualified.

Role of Individuals and Groups: Collectivism—Individualism

The second dimension relates to whether cultures are organized based on groups or based on individuals. Accordingly, they can be placed along the range between the poles of collectivism and individualism. Collectivist cultures are marked by the primary loyalty of their members to the group/community, a distinct preference for social harmony over individual rights, relationship-based agreements, and collective decision making. In such cultures, group goals have a priority over individual goals, and individual self-identity is expected to be achieved through group membership. In contrast, in the individualist cultures the members show a primary loyalty to oneself, individual rights are preferred over social harmony, there are contract-based agreements and individual decision making. In such cultures, the focus is on individual goals and self-identity is built through individual accomplishments.

Relationship with Environment: Mastery—Harmony

The third dimension relates to how a culture relates to its environment. Here environment is used in a broad sense to include both nature and socio-cultural surrounding. Some cultures show a "mastery" orientation while others tend toward "harmony" with environment. Cultures with a strong mastery orientation focus on changing their environment or control it to the extent possible. Harmony-oriented cultures show a tendency of adjusting with the environment. In mastery-oriented cultures, achievement is valued over relationship, competition in the pursuit of goals is emphasized, and change and unquestioned innovation are easily embraced. They also indicate a preference of performance-based extrinsic rewards. On the other hand, harmony-oriented cultures value relationship over achievement, emphasize quality of life and social welfare, are rather conservative, show skepticism toward change, and seem to prefer seniority-based rewards.

Treatment of Time: Monochronism—Polychronism

The fourth dimension concerns the concept and treatment of time, or to the organization and utilization of time. Accordingly, cultures may lie along the spectrum between monochronism at one end and polychronism at the other. Monochronistic cultures are characterized by a precise concept of time and one notion of time which is followed everywhere. There is a separation of the personal and professional life in such cultures, punctuality is highly valued, and the approach to work is job-centered, focused, and impatient. Polychronistic cultures, on the contrary, are characterized by a flexible and relative concept of time, which may change according to situations and relationships. They are also marked by an integration of personal and professional life, as well as by a people-centered, unfocused, and patient approach to work.

Importance of Rules Versus Relationships: Universalism—Particularism

Finally, the fifth dimension pertains to how a culture handles and relates to uncertainty, or in other words, how far rules and regulations are used to reduce uncertainty. Accordingly, cultures can tend toward the "universalism" pole or the opposite "particularism" pole. In the "rule-based" universalist cultures rules are highly valued and applied universally, are clearly spelt out and published widely, are internalized and followed without question. Considerable importance is given to documentation and record-keeping. There is a preference to do things "by the book" and very low tolerance for breaking of rules. In the "relationship-based" particularist cultures, in contrast, rules are applied in accordance with relationships or circumstances, are ambiguous and not widely accepted, are ignored or followed only when enforced. There is greater emphasis on relationships and trust, rather than on record-keeping. Preference is to do things through informal networks, with a high tolerance for breaking of rules.

Indian National Culture

Armed with the five-dimensional convergent framework, Nardon and Steers (2009: 17–20) then go on to apply it to various country clusters and describe their cultural characters. In their formulation, the country cluster East/South-East Asia, within which India is located, is characterized as strongly hierarchical, strongly collectivistic, strongly harmony-oriented, moderately monochronic, and strongly particularistic. Plainly, this implies that the Indian national culture is marked by the following features:

- Centralized and collective decision making,
- Reluctance to question authority,
- Privileging of social harmony over individual rights,

Location of the Indian Culture
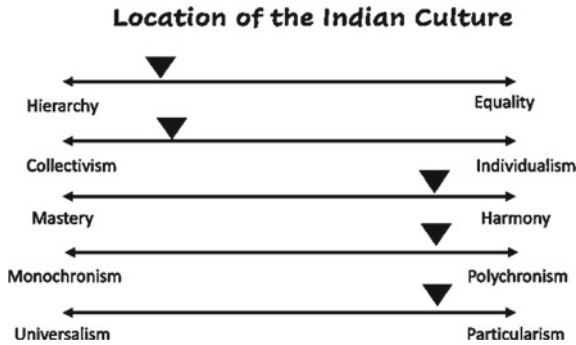
Fig. 2.1 Location of culture

- Focus on adjusting with environment,
- Relationship valued over achievement,
- Tradition-oriented; conservative,
- Seniority-based rewards,
- Relative and flexible concept of time,
- Integration of personal and professional life,
- Unfocused and patient approach to work,
- Importance to relationship and trust; poor record-keeping,
- Ambiguous rules, and application of rules influenced by relationships and circumstances,
- High tolerance for rule-breaking.

Figure 2.1 graphically summarizes how the Indian culture is seen to be located along the five dimensions discussed above.

Indian Educational Culture

Let us now turn to some relevant features of the educational culture, which is located within the overall national culture and has a more direct bearing on the CPD of teachers. I would like to highlight only two sets of these features as characteristic of our educational culture—the collapsing and confusion of the roles of social institutions in education and some unhealthy privileging adding to its problematic nature.

As they say, it takes an entire village to educate of a child, which implies that the three key social institutions—school, family, and community—all contribute to the upbringing of the child. But the current educational culture is marked by a "confusion of territories" between the school, the family, and the community in terms of education, which seems to stem from the blurring or glossing over of the fact that each of these institutions does or should contribute differently to the education of the child.

There are certain things that the child learns from the family that are not taught at the school or picked from the community. Similarly, there are things the community is primarily expected to educate the child in, such as civic sense and community spirit, which the school or the family cannot adequately develop. However, in the current educational scenario, all roles and responsibilities of educating anything seem to be piled on to the school, to the extent that even those things which the family and the community should be educating, the schools are expected to teach. The addition of such things as citizenship training, value education, moral training, life skills, interpersonal skills, and so on, to the school curriculum is a clear indication of this. Inevitably, these originally (and ideally) informal, implicit, and subconscious learnings from the community and the family get converted into formal, conscious, and structured teaching in the school, and are often ineffective in this format, particularly when the child continues to come across discordant/discrepant experiences in the family and the community. In other words, the educational territories which should ideally be managed by the family and the community have been added over to the school's own original territory. This situation is further complicated by another confusion—of educating with teaching. It seems that in our culture the notion of educating a child is being increasingly reduced to teaching, and the school and its formal ways of teaching increasingly seen as the sole location and way of education. This seems to have at least two problematic consequences. Firstly, roles and contributions from the family and the community are constantly shrinking and being passed over to the school, and secondly, whenever the family or the community does step into education, they seem inclined to follow the "teaching" path, replicating what and how the school does as education. This is the first set of features that seems to characterize our educational culture.

The second set of features relates to three kinds of privileging which we can easily notice in the education system and culture in India. The first is the privileging of the tangible over the intangible. Whether in teaching, in learning or in the education system as a whole, the tangible, the visible, the measurable is what is recognized and valued, while the intangible is considered irrelevant or at least inconsequential. Some examples of this privileging are the excessive obsession with measuring students' learning (and teachers' teaching) through grades and scores, assessing school or teacher quality through demonstrable and quantifiable parameters, or gauging student engagement and motivation through their visible behavior (such as raising hands to answer questions or participating in the classroom interaction). Consequently, it is often ignored that learning is essentially an invisible process and what is learnt may not necessarily become manifest instantly. The second is the privileging of conformity over independence, which makes it more desirable and valuable (for teachers, students, administrators, other stakeholders) to follow prescriptions and norms, to adhere to established expectations and not to deviate, innovate, or be independent. Accepting as legitimate only certain kinds of student responses, and not others, in the classroom by the teacher, or recognizing only those answers conforming to the prescribed "model answer sets" at high-stake public examinations, or making students copy fixed "nature scene templates" in an arts class are

among the numerous familiar examples of this privileging. Finally, the third privileging is that of uniformity over diversity. In classrooms, schools, textbooks, assessments, policies, and programs, students and teachers are perceived as homogenous, uniform and monolithic communities, downplaying the immense diversity even a small group of students or teachers is bound to have. One common textbook for hundreds of thousands of students, common (often stereotypical) themes in resource materials meant for different age, social or ethnic groups, preponderance of a few select languages in the education materials and processes, and such other practices can be quoted as examples of such privileging.

Indian CPD Culture

As compared with other professions, CPD is an underdeveloped area in the teaching profession in India. It suffers from many deficits, such as limited awareness about and motivation for CPD and its implications, lack of recognition as an important professional dimension, lack of policy, funding or other kinds of provisions and an absence of clear and relevant conceptualization of CPD as relevant in the Indian context. What follows is a list of some key features of the CPD culture:

Teachers' professional development is a matter of concern and investment not just for teachers themselves. There are many other stakeholders in teachers' CPD, such as the school, the administration, the education leadership, the society, students, and parents. However, each of these stakeholders is bound to have differing ideas and understandings of CPD, which are even conflicting sometimes. For example, the school leadership may want CPD to lead to raising the image of the institution and attracting more student enrollment, while the education administration may want CPD to lead to more effective implementation of educational policies or programs. Parents may perceive CPD in terms of the enhanced learning of their children, while teachers themselves may view CPD as a means of boosting career growth or moving on to different roles. None of these views are completely representative of CPD, but none of them may be dismissed as irrelevant, either. However, each of these perspectives represents a narrow view of CPD and misses the point that CPD is a rich, complex and holistic activity, which covers the whole range of perspectives and perceptions.

In addition, some of these perspectives or perceptions usually enjoy a privilege or dominance over others' views/perceptions. For example, the administration's or the ministry's perception of CPD may prevail over the school's or the teacher's perception. This dominance is normally related to political, social, or economic reasons and does not imply that the dominating perception is necessarily more relevant or better than others.

Related to CPD, there are different priorities of different stakeholders. In an ideal world, these priorities would be balanced. For example, the teacher's priorities, the school's priorities, and the profession's priorities would all get equal attention,

support, and recognition. However, in practice, such priorities are always unbalanced. It is routinely found that the funding, support, recognition, etc., for CPD are typically aligned with the state/administration priorities and hardly ever with teacher priorities.

In the strongly hierarchical system of roles and relationships within the education system, there is normally a passing of responsibility down the power chain and a lack of support up the chain. In other words, each higher level passes on its responsibility (or blame) to the lower level, while each lower level suffers from the lack of support from the higher level. This also means that promoting and undertaking CPD has to struggle against lots of bureaucratic levels and procedures and the numerous levels add varying interpretations and gatekeeping to CPD policies or provisions, which are already in short supply.

What do these features mean for an individual teacher? Firstly, the teacher is faced with differing and even conflicting views of CPD (including their own) and face the challenge of working out a feasible and personally relevant plan. Secondly, money, leave, recognition, etc., will be allocated to the CPD activities which happen with the "official endorsement", while the teacher's voluntary CPD undertaking may not be recognized or supported. Thirdly, there will be many externally planned and managed CPDs, often imposed on the teacher, irrespective of their relevance to the teacher or their own interest (or lack of it) in them, and primarily targeted at the priorities important for the system (such as training to teach a new textbook or implementing a new pedagogic approach). Finally, if teachers wish to engage in CPD activities which they consider relevant, important or interesting but are not "officially endorsed," they may have to struggle for permissions, funding, leave, encouragement, resources, recognition, and even face apathy.

Locating CPD in the Indian Context

In the foregoing sections I tried to describe layers of culture from its overall notion to the (Indian) national culture, within which the educational culture is located, which in turn subsumes the CPD culture within it. Now, if CPD is to be relevant and effective, it should be situated within and be relevant to this overall cultural scenario. More specifically, answers to questions such as the following will need to be culturally aligned.

- What does and should CPD mean in the given (Indian) context?
- What should be the eventual goals of CPD? What trajectories may it follow?
- How may CPD be supported effectively in this context?
- Who all may have important roles in initiating, supporting, and sustaining CPD?
- What CPD practices would be appropriate in the given context?

There are "generic" answers to these questions routinely found in the literature on CPD. These answers may certainly contain useful ideas and insights on these issues. However, it is unlikely that generalized prescriptions for CPD would be equally

implementable or similarly effective in every context. It is necessary to adapt relevant ideas and work out locally appropriate answers to above questions to suit the local context. In any such endeavor the overall cultural scenario, with its sub-domains, should be a critical consideration. In the following section, I focus on only two aspects of CPD—the notion of CPD and various CPD practices—to illustrate how culture may be considered to develop locally relevant and appropriate approaches to CPD.

Notions of CPD

Most notions of CPD, whether held by teachers or authorities or policy makers, seem to focus on uniform, prescriptive, instrumental, and delivery-oriented activities leading to tangible outcomes that are usually related to what the state or the system wants to be delivered. The idea that CPD can have multiple meanings for different individuals and stakeholders, or that state-sponsored or system-mandated CPD activities are just one small part of CPD or that CPD can include a wide range of activities beyond training, does not find place in the CPD formulations and policies, which are anyway rare and rarely explicit. In an overall cultural environment where authority is respected and expected to dictate, where endorsement by authority is considered important and sometimes the only justification for CPD, it is not surprising that interpretations and notions of CPD promoted or sponsored by the authority prevail over teachers and institutions. CPD is usually restricted to what the authority may offer, while voluntarism and initiative from teachers is neither recognized nor valued by the system and ironically often by teachers themselves.

Consequently, the idea of teachers planning and initiating their own CPD is neither supported nor popular. There are still hundreds of individual teachers passionate about their own (professional) growth, who actively engage in numerous CPD activities, but their efforts are rarely recognized and supported by and integrated into the system. Typically, such teachers are left to invest their personal time, energy, and money to pursue their CPD interests, while their achievements remain unrecognized and unappreciated. In the case of such teachers, it needs to be sadly admitted that they continue to professionally develop not because of, but in spite of the system and the environment.

Another consequence of such a culture of CPD being defined and managed "from above" is the neglect of the fact that CPD does not have one common meaning for all and that each individual must work out their own CPD interests, needs, and plans. Related to this is the lack of awareness that the notion as well as processes of CPD are dynamic; they keep evolving over time. The understandings, interests, needs (and therefore plans) of CPD of a teacher change over time are likely to be different at different career stages. It is, therefore, very crucial that both freedom and support to undertake CPD are available to teachers throughout their career (Padwad, 2016; Padwad & Dixit, 2017).

What could be culturally appropriate response to these challenges regarding understandings and notions of CPD? It is expected that a broad and practical understanding of CPD should be characterized by the following understanding:

- CPD is a broad phenomenon and includes both collective, state-mandated and system-oriented activities, and individual, voluntary, and personally oriented activities.
- CPD is a dynamic phenomenon; the understandings, needs, and plans of CPD keep evolving over time throughout the career of teachers.
- Support and recognition are required for all kinds of CPD undertaking, whether provided by the authority or undertaken by individual teachers of their own.
- Teachers' own voluntarism and initiative are very crucial in their effective and sustainable CPD.
- CPD is essentially an individual journey, but it thrives in a community of fellow-travelers and is likely to be more effective and sustainable with the school as its location.

In the hierarchical, collectivist, and polychronistic culture of India, the authority, here the state as well as the education administration, has the primary responsibility to promote such an understanding and approach to CPD. Since the authority is seen as the source of validation, justification, and confirmation, it has to proactively use this position to promote teacher voluntarism, initiative, and ownership of CPD, while also ensuring support and recognition of all kinds of CPD activities.

With reference to the specific Indian context and concerns, it may be worth mentioning a previous attempt made to formulate an "Indian" definition of CPD as below (Padwad & Dixit, 2011: 7):

> CPD is a *planned*, continuous and lifelong process whereby *teachers try* to develop their *personal and professional qualities*, and to improve their knowledge, skills and practice, leading to their empowerment, the *improvement of their agency* and the *development of their organizations and their pupils* (italics added).

As can be seen, the definition highlights the conscious, planned, and systematic nature of CPD, and puts an emphasis on teachers themselves trying to undertake CPD, implying that CPD is primarily the teacher's own responsibility. The definition also underlines the need to develop both personal and professional qualities, as there is a strong convergence of the personal and the professional in a highly polychronistic society like India. As a key objective of CPD, the definition mentions the improvement of their agency, since teacher agency seems to be downplayed in the hierarchical, harmony-oriented, and particularist culture of India. Finally, the ultimate outcome of CPD should not only be manifest in the development of teachers themselves but should also lead to the development of their organizations and learners.

Some CPD Practices

Let us now look at various CPD practices which teachers seem to commonly engage in. There are two different groups of such activities. The first includes those mandated by the authority, externally managed, usually uniformly implemented on large scale and typically consisting one-off or short-term trainings. These activities are either required for procedural reasons like promotion or aimed at preparing teachers to deliver some objectives of the authority often with an expectation of immediate implementation. The second includes those activities, which teachers undertake voluntarily, often informally, out of personal interests and needs, containing a wide range of activities. These may not lead to immediate classroom implementation but often result in more activities, networking and expansion of CPD. Examples of the first group of activities include periodic in-service trainings required for career advancement, trainings on a new textbook or pedagogic practice, trainings to prepare teachers for different roles, and so on. Examples of the second group include joining a teacher association, forming/joining teacher groups, doing (online) courses, attending and presenting at conferences, researching and publishing, experimenting and innovating in the classroom, and so on.

There is hardly any systematic investigation into the motives and concerns of teachers of English in India engaging in both kinds of CPD activities. It is also rare to find pre-activity assessments of needs, interests, or expectations of participants by the organizers or facilitators of such activities, though occasional pre-event questionnaires do seem to exist. The usual, but not universal, practice is to collect some kind of feedback, often ritualistic and vaguely general, on the impact of the activity, which is again rarely subjected to analysis and drawing of insights to feed future plans. Therefore, the following discussion of some features of teachers' CPD practices is based on the informal, anecdotal, and essentially qualitative data I have come across over 20 years through interactions and discussions, both explicit and implicit, with the participants of more than a thousand CPD activities I was associated with. Some of this data appears in various studies conducted on the role and nature of CPD in teachers' work and lives (Padwad, 2016; Padwad & Dixit, 2008, 2011, 2012, 2014, 2017; Padwad & Parnham, 2019). I was fortunate to be associated with nearly all kinds of CPD activities from very formal state-mandated ritualistic trainings to conferences and workshops to voluntary teacher clubs' meetings to highly personal and intimate, but consciously planned and self-initiated, collective reflections held by small groups of teachers. I was also fortunate to have played a variety of roles in these—organizer, facilitator, trainer, consultant, co-participant, and simply an observer—and also got the opportunity to be with the participants outside the formal sessions, in the coffee breaks, evenings, traveling and staying with them over extended periods, and in some cases meeting and interacting even when no event or activity was happening. Finally, I was also fortunate to have worked with all kinds of teachers from school and tertiary education, state and private sectors, or formal and non-formal settings, including private tutors and para-teachers.

One remarkable point I could notice was the variance between what teacher-participants would say about a CPD activity in a "formal" situation, such as giving in-session feedback before the whole group or filling a feedback form, and what they would say informally, for example, in evening/coffee break chats or casual private conversations. Broadly speaking, they would say things which they thought "proper," "worthwhile," or "expected" to be said in formal settings, while they would speak of all kinds of things, even those they thought to be very minor or irrelevant points, in the informal private settings.

Reasons for Participation in CPD

I am picking out only two themes here for the discussion of the relation of the culture with the CPD practices of teachers. One is the reasons why teachers would engage in CPD activities and the other is the common concerns they would have when engaging in them. The discussion draws on a few pre-event questionnaires and post-event feedback surveys that I am familiar with to a small extent, while to a large extent it draws on the huge amount of informal data which I could gather from 20 years of association with a range of CPD activities and teacher populations.

As indicated above, the participants would mention one set of reasons for joining CPD activities when talking in the "public" sphere, for example, in formal feedback or discussions. For the state-mandated activities like in-service training or workshops on a new pedagogy, the commonly cited reasons are:

- to gain new skills and knowledge,
- to satisfy some requirement of their service conditions,
- to become better teachers,
- to promote better learning of their students, and
- to improve the examination performance of their schools/cohorts, and so on.

But in private conversations more/different reasons would emerge:

- to obey the "orders from above,"
- to stand in for a friend who couldn't make it,
- to complete the "quota of participants" from the school,
- to get away from the routine work,
- to get a chance to be near some "important" people,
- to be in the good books of the school administration or the education authorities, and so on.

Similarly, for voluntarily undertaken activities, such as attending a conference or joining a course, the publicly cited reasons would include, similar to the first set above, becoming better teachers, gaining new skills and knowledge, developing networks and contacts, getting to know the larger world of English Language Teaching (ELT), learning new roles, and so on. In addition, some interesting reasons would emerge in the private conversations. For example, the reason that one's friend/acquaintance/colleague is going to participate (or has participated previously

and recommended) seemed to be more decisive reason to join the activity. Other reasons would include making new friends, meeting ELT "stars," seeing new places, using the pretext for enjoyment, obliging friends, and so on.

Teachers' Concerns about CPD

As regards the concerns of teachers while engaging in CPD activities, a similar scenario can be observed. In case of mandated CPD activities, where teachers are forced to participate, some of the common concerns are:

- Why me? (implying that there could be some non-academic (read political) reasons for nominating one to a training).
- Will anyone check the attendance? Will it be possible to mark a symbolic attendance and then be free to do other things, or will one have to suffer the entire day?
- Will the attendance be recorded correctly? Will formalities and procedures be carried out properly, not putting me to any risk/disadvantage?
- Will food and refreshments be provided? Who will cover the cost of my travel? Will I get any allowance? Have these days been properly counted in my on-duty days?
- Will I get proper letters of having attended and been relieved from the training?
- Will I be asked to do any assignments? Do I have to write a report after the activity? Will anyone check or will I need to demonstrate whether I am implementing the learning from the training?

For voluntarily undertaken activities, for example, attending a conference, some privately stated concerns are:

- Is there any way to cover or minimize my costs?
- Is there anyone else going? Will I have any familiar company?
- How can I participate without making a fool of myself or without missing out on anything valuable?
- How can I manage my travel/stay?
- Is there going to be a certificate? Will I get it alright, in proper order?
- What are my friends going to do in this event?
- Can I take pictures with (foreign) "experts"?
- How do I manage some shopping and sightseeing?
- Is there anything being given for free at the end of the activity?

Most such concerns seem to underlie a very common phenomenon I have personally and very frequently observed in the 20 years of organizing and leading various kinds of conferences—participants typically planning, registering, traveling, staying, and participating in conferences together in groups, sometimes as large as 60–80 people!

It will be unproductive and unjustified to be judgmental about these practices and concerns in any way, or to evaluate them in terms of their appropriateness.

They only reflect a particular cultural environment and should be seen in that light. The desire for familiar company to engage in a CPD activity or making collective choices/decisions (sometimes downplaying personal preferences) or the efforts to do things together are all in keeping with the collectivist orientation of the Indian culture. The anxiety one feels when required to do things—especially of unknown kinds or involving public performance—on one's own and alone can be similarly linked to the collectivist society one belongs to. The not-so-uncommon paradoxical scene of teachers obediently going to any training they are sent to by the authority and still being upset about why they are chosen to be sent is not surprising against the given cultural backdrop. While the deference to the authority is natural for the strongly hierarchical culture, the frustration about the lack of clarity or voice on who are chosen for training and how, or the suspicion that there could be personal agendas behind such decisions, can be related to the strong particularist nature of the Indian culture with rules being ambiguous and their implementation influenced by relationships.

Some Implications for CPD

The foregoing discussion is neither exhaustive nor complete, but only cites a few examples and aspects of how culture seems to impact, usually implicitly but quite clearly, the perceptions and practices of CPD in the Indian context. The purpose of such discussion is not to extensively investigate this impact but to emphasize that such an impact exists and is to be taken more seriously than is done in current CPD scenario in India. This scenario seems to be dominated by some misconceptions or inadequacies, such as the belief that CPD can be defined universally and equally applied to all teachers, or that CPD should be managed by the education administration, or that there are set recipes of CPD effective for everyone. This situation is further complicated by the fact that policies, practices, and understandings of CPD in India are almost entirely derived from those developed in the West, especially the UK, and there is very little in terms of indigenous home-grown CPD understanding, policy, or practice. An example of this may be seen in the uncritical acceptance and promotion of British Council's *CPD Framework for Teachers* (British Council, 2015a) and *CPD Framework for Teacher Educators* (British Council, 2015b) in the teacher training projects in some states of India during the past ten years. CPD roles, trajectories, and characteristics defined in those frameworks are assumed to be equally applicable and appropriate for the Indian context, and no attempts at adaptation have been made. Consequently, neither state-sponsored and supported CPD initiatives, nor teachers' voluntary CPD enterprise have been sustainable or effective. In order for these to be sustainable and effective, it is crucial that CPD is understood and practiced in alignment with the local culture and with adaptations and modifications as appropriate. I would, therefore, like to suggest some possible culturally appropriate adaptations which are likely to add sustainability, relevance and effectiveness to CPD undertakings in India.

It is likely to be more productive and effective to incorporate a collectivist orientation in CPD activities, so that teachers are encouraged and supported to do things together in groups wherever viable and appropriate. For example, promoting group bookings in conferences, organizing workshops or trainings for pre-existing groups (e.g., connected by common institutions, towns, or community), or building a lot of teamwork in activities while providing scope for participants to form teams of their choice could be some illustrative ways of making CPD culturally responsive.

A remarkable feature of the cultural context is the fusion of the personal and the professional, whether in teachers' work lives or personal lives. Rather than discouraging teachers from bringing their personal matters into CPD activities, it would be more fruitful to acknowledge them, allow space and time for the personal to come into CPD activities, and even encourage sharing of personal concerns, priorities or interests. What is required is a tolerant and sympathetic approach to the mixing of personal and professional priorities or responsibilities, an occasional privileging of the personal over the professional and many compromises teachers seem to make with the professional commitment on personal grounds. In the English teachers' club I have been associated with for the past 20 years, every meeting without exception has begun with personal matters before turning to professional matters, and personal concerns, priorities, and limitations have always been part of every activity. But that is why, in my view, the club has sustained for over 20 years now and the quality and impact of CPD activities in the club have grown remarkably.

Another dominant feature of the overall culture is its particularist orientation, wherein formal processes, record-keeping, documentation of evidence, etc. are less valued than relationships, trust, and informal communications and networking. It is ironical that the educational culture seems to insist on the tangible—numbers, documentary proofs, demonstrations of performance, and so on. But not surprisingly the general approach to such demands of "visible" outcomes and documentary proofs has been somewhat dismissive, treating such demands as rituals to be somehow completed but not to be mistaken as genuine indicators of success, achievement, or seriousness of purpose. It is, therefore, important to recognize and support the intangible aspects of CPD. For example, rather than conducting classroom observations with mechanistic checklists to ascertain how many of the pedagogic strategies taught in a training program are actually put into practice by trainees (and using this as a measure of the impact/success of the training), it may be more useful to check, for instance, whether there has been any change in the perceptions of the trainee, whether the trainee could draw useful and relevant ideas from the training, whether the trainees felt it worthwhile to share their learning with colleagues, whether the students noticed any difference in the attitude or approach of their teachers, and so on. This applies to the structure and content of CPD activities as well, where the intangible aspects should be respected, recognized, and promoted.

In view of all the above considerations, it seems that schools or workplaces could be ideal locations to promote CPD, since they offer a stronger connect with the work as well as ready groups and shared contexts. However, there is often a risk of the school leadership/administration either taking control of teachers' CPD in exchange of supporting it or neglecting to support CPD if it is initiated and managed

by teachers themselves. Effective CPD needs a balance of both—the school or the education administration supporting it, and yet leaving teachers in control of it, respecting their autonomy and agency. Another potentially powerful CPD location could be small-size teacher activity or teacher development groups, where teacher voluntarism and initiative lead to a sense of ownership and responsibility on teachers' part, and greater chances of CPD being relevant and appropriate to their needs and sustaining over long term with necessary support.

While it is important to ensure autonomy and freedom of teachers in the matters of their CPD, it is equally important that their agency is acknowledged and they are supported through funding, time, incentives, recognition, statutory provisions, and so on. Promoting teacher agency is perhaps one of the most crucial responsibilities of the education authorities and leadership, specifically because of the strongly hierarchical and harmony-oriented nature of the Indian culture. The deference to authority in the hierarchical culture typically leads to dependence on those who are higher-up in the educational set-up, with teachers considering themselves incapable of exercising any agency, even when they assume they have any. The harmony-oriented nature of the culture makes them more accommodative and reconcile with the given, rather than demand change or assert rights to address their needs. In such a scenario, it is the authority which is expected to take the lead in stepping back and let teachers take initiative, paradoxical though this may sound, both by clarifying that it will not be the (sole) decision maker and provider and by asserting that teachers can and should be responsible for their CPD.

Conclusion

Culture, especially national culture, is too elusive a notion to be captured in precise and exhaustive terms. Yet its powerful role in shaping and conditioning educational systems in general and teachers' CPD in particular is unmistakable. The importance of CPD in the teaching profession and the issues around effective CPD are recently emergent concerns in the education sector in India. There has been a rapidly growing awareness about, and attention paid to, CPD more noticeably over the past decade. However, the perceptions, policies, and practices in CPD still suffer from inadequate exploration and from a lack of locally relevant and culturally appropriate understanding. In this chapter, I have tried to discuss some significant ways in which culture seems to influence CPD and some implications which should be taken into account while thinking of effective and sustainable CPD in the Indian contexts. In short, culture is extremely crucial in CPD. On the one hand, CPD is rooted in the educational culture and the overall national culture, and on the other hand, CPD is embedded as a personal as well as professional undertaking, as an individual as well as collective action and as a means of private as well as public well-being in education.

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Chapter 3
Teacher Motivation, Professional Development, and English Language Education

Krishna K. Dixit

Abstract Teacher motivation for professional development is necessitated by the recent discourses of educational reform, agreement over the dependence of student motivation on teacher motivation, and the studies on teacher well-being. Research to some extent has established a positive relationship between teacher motivation and student motivation. Thus, teachers are rightfully implicated in student motivation. While education reform policies emphasize the executive role of teachers in implementing reforms, education reform discourses cast teachers as "change agents." The close link between job satisfaction and well-being also highlights the relevance of teacher motivation. In the Indian education context, teacher motivation for professional development assumes added significance in the absence of comprehensive English language teaching and learning component at the pre-service training. Further, the constant onslaught of change and innovation is significant, especially in-service teacher education which tends to ignore teachers' concerns. This chapter explores the teacher motivation construct drawing on the existing literature and proposes a framework for understanding teacher motivation for professional development. It begins with an overview of teacher motivation construct and then presents a framework for explaining professional development motivation. The chapter concludes with a brief discussion of a few strategies for initiating and enhancing teacher motivation for professional development.

Keywords Teacher motivation · Teacher motivation for professional development · Indian English Language Education · Teacher education · Teacher community

Introduction

This chapter is woven with three threads: teacher motivation, teacher motivation for professional development, and English Language Education (ELE) in the Indian

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education context. Teacher motivation is an emerging domain of interest and investigation in education. Until recently, most of the motivation-focused educational research centered on students. However, the educational reform initiatives necessitated by the rapid changes in social, economic, political, and knowledge spheres in the wake of globalization has brought teachers back to the center of educational activities along with students. The literature on educational change and innovation (Fullan, 2007; Hargreaves, 1994; Hoban, 2002) shows the direction of changing winds in education where teachers are acknowledged as executive decision-makers, holding decisive powers to make or mar the change and innovation. This focus on teachers has led to increasing interest in teachers' professional development in terms of its impact on the realization of change and innovation and enhancing student learning. As professional development is quintessentially a learning process, the discussion of professional learning motivation cannot remain neglected.

The English language is often discussed as one of the shaping forces of globalization. Considering its place, and its assumed and the anticipated roles, in the globalizing world, education, in general, ELE in particular, is witnessing the rapid onslaught of change and innovation in the areas of curriculum, materials, methods, teacher training, teacher professional development, and assessment. The focus on teachers has necessitated the exploration of their motivation for becoming and being teachers.

Primarily, the studies investigating motivational aspect in education keeping teachers at the center are far and few compared with students. This phenomenon is more pronounced in the Indian education context. However, teacher motivation studies are gaining momentum by exploring motivations for joining, staying, and growing professionally in teaching (Hiver et al., 2018; Padwad, 2015; Richter et al., 2019). These explorations are of particular importance as they include motivation for professional development in discussing teacher motivation. However, going by the growing body of research (see Han & Yin, 2016) teacher motivation for professional development is yet to be given its due place. This chapter, drawing on the exploration of general educational and ELE literature and personal experience, attempts to explore and understand teacher motivation for professional development in the Indian ELE context. The flow of the chapter is as follows:

- An overview of teacher motivation
- Discussion of teacher motivation for professional development
- Presentation of a few strategies for initiating and sustaining teacher motivation for professional development.

Before proceeding further, here are a few words of caution about the notions of teacher motivation and teacher motivation for professional development. The widely used terms to describe and discuss various aspects of a teacher such as interest, willingness, commitment, desire, etc., are to be taken as constituent parts of the notion of teacher motivation. The other term "professional development" includes senses evoked by continuing professional development (CPD), teacher development, professional growth, and professional learning.

Teacher Motivation

Motivation is an elemental entity that enables survival. It is a natural phenomenon that directs energy and investment to accomplish set or anticipated goals. "Like the national economy, human motivation is a topic that people know is important, continuously discuss, and would like to predict" notes Wlodkowaski (2008: 1) to suggest its ubiquitous nature.

The term "motivation" is derived from the Latin word "movere," which means "to move." It presents a real mystery as it is used widely and variedly (Dörnyei, 2001). As Covington (1992: 1) rightly observes, "Motivation, like the concept of gravity, is easier to describe in terms of its outward, observable effects than it is to define."

Teacher motivation (TM) has gained wide currency in education discourse in the last 20 years. It is often discussed as motivation for career choice and motivation of teaching. As such, TM is a psychological aspect of the work called teaching, or often discussed as vocation. It continues to be explored from the cognitive perspectives, such as self-efficacy, goal setting, self-determination, etc., and work motivation frameworks drawn from business management. The key players who have paved the path for the emergence of this domain include Pennington (1995), Bess (1997), Dörnyei (2001), Watt and Richardson (2008), Dörnyei and Ushioda (2011, 2021), Lamb (2017) among others. The history of TM investigation shows that it began via repurposing theories and frameworks, for example, self-efficacy theory or self-determination theory, to explain student motivation for learning. The first part of this section portrays TM in general education discourse followed by TM in ELE. An attempt has also been made to include the relevant, though very few, Indian studies in this portrayal.

TM is increasingly treated as one of the core aspects of education. UNESCO notes that motivated teachers are one of the pre-requisites for Education 2030 Agenda. It acknowledges that motivation plays a critical role in teacher performance which in turn influences student learning. The literature concurs on the significance of TM on three counts: student motivation, educational reform and change, and teacher well-being.

As far as student motivation is concerned, Richardson and Watt (2010: 140) observe, "Teachers' goals, sense of professional autonomy, and enthusiasm for teaching, impact their students' perceptions and behaviors." Atkinson (2000: 46) emphasizes TM stating, "the lynch pin in sustaining, enhancing or decreasing motivation is very often the teacher, and that their influence upon pupil demotivation is an important factor that cannot be ignored."

TM has acquired a pivotal role in education reform discourse. National Council of Teacher Education (NCTE) (2009: 4) states that teachers should be placed at the center of educational reforms as they have the decisive power to make reforms a reality. According to De Jesus and Lens (2005), TM is essential to advance change and innovation in education. They point out that, "motivated teachers are likely to work for educational reform and progressive legislation … more importantly it is a

motivated teacher who guarantees the implementation of reforms originating at the policymaking level" (De Jesus & Lens, 2005: 120).

Regarding teacher well-being, De Jesus and Lens (2005) suggest that teachers often suffer from occupational lack of motivation. This can be attributed to the absence of contingent career path, frequent curriculum change, unwritten management procedures of institutions, etc. Atkinson (2000) highlights that TM is crucial in the contemporary rapidly changing professional world—advocacy of technology, new notions of accountability, new curriculum and assessment. It is believed that a motivated teacher can cope with these pressures.

There is no comprehensive and agreed definition of teacher motivation. It has multiple interpretations, as it relates to teachers working in varying contexts. The range of variables considered to define TM includes punctuality (attending school and classes on time) to professing learning. For example, in the Indian education context, "A motivated teacher comes to school every day, does what he is told and provides information the higher-ups want!" (Ramachandran et al., 2005). Sinclair (2008: 37) defines TM in terms of, "what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession and the extent to which they engage with their courses and the teaching profession." For Dörnyei and Ushioda (2011), TM is concerned with the motivation to teach and to remain in the profession. The Teacher Motivation Working Group (TMWG) defines TM as:

> the desire, willingness, and commitment to teach to the best of one's ability in order to ensure equitable and quality instruction for all students. Teacher motivation is derived from a range of intrinsic and extrinsic factors that encourage or inhibit teachers in reaching their full potential. (n.d.)

TM is shaped by a blend of cultural, financial, contextual, and personal factors. The definitions presented above indicate the way teachers and teaching are conceptualized. For example, in the Indian context, motivation is attributed to passivity, adherence to rules and regulations, readiness to provide the required information. In a sense, it is inclined toward peripheral issues of education rather than the core aspect of teaching and learning. Sinclair (2008) and TMWG's definitions highlight personal and professional teaching factors that determine the degree of engagement with the profession. The issue that stands out in the TM field is that it is teachers' desire to join and stay in the profession, though three conceptions of TM can be discerned in research: (i) teachers and teaching in a generic sense, (ii) teaching as work, and (iii) teachers as human beings.

Self-efficacy theory, goal orientation theory, and self-determination are the frequently used social psychological theories to explore and explain TM in the generic sense. The critical aspects of these theories are given in Table 3.1.

Self-efficacy theory is mainly helpful in explaining the teaching career choice. It is primarily relevant to explore and explain the motivation for teaching before joining the profession. Watt and Richardson (2007), leading teacher motivation researchers, have devised Factors Influencing Teaching Choice (FIT-Choice) for measuring and explaining TM. In contrast, goal orientation theory is mostly successful in accounting

Table 3.1 Overview of theories pertinent to TM

Theory	Good summaries	Key motivational components	Key principles
Self-efficacy theory	Eccles and Wigfield (1995) and Brophy (1999)	Expectancy of success The value attached to the task success	Motivation, a product of two key factors: a. The individual's expectancy of success b. The value individual attaches to success Motivated behavior is the outcome of the greater perceived likelihood of success and the greater the value of the goal
Goal orientation theory	Ames (1992)	Mastery of goals Performance goals	Mastery goals (the focus of learning/internalizing) Performance goals (focus on demonstrating abilities) Mastery goals are superior to performance (also called ego goal orientation) as they generate preference for challenging tasks, an intrinsic interest in learning, and positive attitudes toward learning
Self-determination theory	Deci and Ryan (1997)	Intrinsic motivation Extrinsic motivation	Intrinsic motivation relates to action for its own sake to experience pleasure and satisfaction Extrinsic motivation involves consideration of rewards and or avoidance of punishment

Adapted from Dörnyei (2000)

for motivation of teachers after joining the profession. It takes classrooms as achievement arena for teachers and students. Butler (2007; cited in Watt and Richardson, 2015: 67) in her attempt to explore teachers' goals has identified four factors that reflect (i) mastery orientation (acquiring and developing professional competence), (ii) ability approach orientation (demonstrating superior teaching ability), (iii) ability avoidance orientation (avoiding displaying inferior teaching ability), and (iv) work avoidance orientation (to get through the day with as little effort as possible). Unlike the first two theories, self-determination theory (Deci & Ryan, 1985) highlights the significance of three fundamental human needs—autonomy, competence, and relatedness—for motivated behavior. This theory facilitates the explanation for intrinsic regulation and extrinsic regulation of human behavior. The experience of independence, confidence about competence, and feeling of being a community

member intrinsically regulate and drive actions. Contrary to this is the need for external regulation of behavior implying the absence of autonomy, competence and relatedness.

These predominantly used theories address TM in terms of joining and staying in the profession. So the joining and staying aspects have received greater attention than growing in the job through professional learning in TM studies (see Han & Yin, 2016). However, there is an emergent critique of current trends in TM research. Padwad (2015: 37) observes that the theories used for TM studies treat TM as a static entity and it being a human trait is susceptible to change over time. He elaborates:

> Teacher motivation may comprise three distinct dimensions – motivation to join the profession, motivation to stay in the profession and the motivation to *grow* in the profession. The current conceptualization of teacher motivation, as manifested in the prevalent theories, does not seem to take these three separate dimensions into account. They seem to assume no essential difference between motivation to join, stay and grow, implying that factors motivating teachers to join teaching also continue to motivate them to stay and grow in the profession. (Emphasis in the original)

Secondly, work motivation framework is also deployed to understand TM. Thornton et al. (1973) undertook a comparative study of the motivation of educators and industrial managers. For this, they adapted the Education Work Components Study (EWCS) tool developed by Miskel and Heller (1972), which is cited in Thornton et al. (1973). The objective elements of the job situation and need and value systems of workers were the two broad categories used to develop EWCS. The results indicated that teachers showed less concern for rewards of success, less tolerance for work pressures, and were more concerned with job security, hygiene factors, better working conditions, interpersonal relations, technical supervision, accountability, etc. Industrial managers' response was contrary to teachers as they valued more challenging work and rewards exhibiting incidental concern for hygiene factors. Reeve and Su (2014: 349) discuss TM considering teachers' own motivation on the one hand and their interpersonal motivating style toward students on the other. They note that teachers' motivation, "revolves around teachers' day-to-day experiences while delivering instruction, and concludes with a consideration of how well versus how poorly teachers function in terms of enthusiasm and satisfaction versus exhaustion and frustration." On the second aspect related to students, they state:

> [It] begins with an analysis of autonomy-supportive versus controlling teaching, revolves around whether teachers take their students' perspectives and support their initiatives (autonomy-supportive teaching) or neglect their students' perspectives and prescribe what their students should think and do (controlling teaching), and concludes with a consideration of students' and teachers' flourishing with autonomy support but suffering from psychological and behavioral control. (Reeve & Su, 2014: 349)

These two representative studies highlight three kinds of responses to teaching: (i) high-value attachment to hygienic factors, (ii) self-control (especially controlling emotions and avoiding burn out) or its absence, and (iii) preferred teaching styles in terms of autonomy-supportive or autonomy-restrictive.

Lastly, Dörnyei (2001) and Dörnyei and Ushioda (2011) discuss TM considering teachers as human beings engaged in a human endeavor. TM involves a prominent

intrinsic component as the main constituent, and is closely linked with contextual factors (or hygienic factors). It has a temporal dimension, and it changes over time in one's career. Besides, it is fragile and hence can be adversely influenced by trivial factors such as low evaluation by a few students.

Teacher Motivation in ELE

Dörnyei and Ushioda (2011) observe that TM in ELE is yet scarce. Pennington's (1995) investigation of the motivation of English as second language (ESL) teachers in the American education context is considered to be the first study on TM in ELE. The objective of this study was to explore the work satisfaction and motivation of teachers of English. The study results indicated that the intrinsic elements of moral values and social service were the primary motivational forces for teachers. A study by Doyle and Kim (1999) highlights three themes influencing teacher motivation: intrinsic motivation in terms of the desire to help students realize their aspirations, negative influences (e.g., low salary), and mandated curriculum and tests. Another study by Shoaib (2004), cited in Dörnyei and Ushioda (2011), reports that TM is a complex phenomenon operating at three primary levels: individual teacher level, managerial/administrative level, and institutional level. Hayes (2008) and Wong et al. (2014) state personal liking for English language and language teaching trigger TM. What emerges from this brief survey of a few studies is that TM in ELE too revolves around career choice issues validated by the consideration of intrinsic factors like satisfaction, intellectual stimulation, and sense of engaging in meaningful activities and extrinsic factors like salary and job security. In India's case, a study by Dixit (2014) indicates that the perceived social status of English teachers is also a decisive factor alongside clichéd intrinsic and extrinsic aspects.

Key Themes in TM Research

Drawing on the previous discussion on TM and TM in ELE, it is possible to list a few recurrent themes like stress, autonomy, absence of intellectual challenge, and career structure. A consideration of these themes is pivotal to explore and explain TM for professional development.

First, stress is one of the frequently mentioned issues in TM studies. It is widely acknowledged that teaching is one of the stressful professions that involves juggling multiple stakeholders' agendas in education. The stress has the potential to lean teaching toward autonomy-restrictive mode. Dörnyei and Ushioda (2011: 169) note that teachers use specific strategies to keep pressure in check to (i) depersonalize the individual student and insist that no one receives special treatment, (ii) attempt to reduce the need for decisions by reliance on ritualized task performance, and (iii) avoid change and maintain status-quo. Second, autonomy is a recurring issue in

TM discourse. Studies such as Pennington (1995), Pelletier et al. (2002), and Batra (2005) concur that teachers have restricted autonomy. They rarely feel themselves the origin of their decisions and actions. Third, absence of intellectual challenge is prominent issue. It is a well-known fact that teachers teach the same subject year after year without updating and reviewing. The lack of intellectual challenge is a potential source of demotivation. Fourth, career structure presents a different picture of teaching altogether. Dörnyei and Ushioda (2011: 173) note that the occupation of teaching offers a "closed contingent path." It results in making teachers feel that they have "got stuck."

Teacher Motivation for Professional Development

Byod et al. (2003: 47) state that intensive efforts are needed to attract teachers toward professional development and professional development providers have to make sure that they "have something of high quality that will encourage them to work." In their comprehensive review and knowledge database on motivation for professional development, Schieb and Karabenick (2008) have identified as many as 11 specific issues to explore TM for professional development.

First, teacher self-direction and teachers' sense of self-efficacy are vital to the success of professional development, as research has recognized positive relationships between teacher levels of self-efficacy about motivation and professional development opportunity. Second, teachers' feeling of isolation is an impediment to TM for professional development. Third, studies emphatically showing that professional development programs are most beneficial when teachers maintain input and control over the professional development process. Fourth, there is a strong correlation between positive teacher and administrative relationships and opportunities for professional development. Studies show that those in an educational leadership position can support teachers in areas such as motivation, reflection, evaluation, recognition, rewards, and improving work culture. Fifth, provision of learning opportunities and materials can enhance TM for professional development. Sixth, studies indicate that acknowledging teachers' existing beliefs and practices is a significant factor in their motivation to engage in professional development. It plays a central role in facilitating change. Seventh, there is broad coverage of the many ways that professional development can be offered to reflect the needs of the individual school environments and contexts in motivational implications. Professional development can take many forms. Eighth, the primary factors that motivate teachers for professional development include the degree of independence in teachers' decisions to participate, the relevance of the program to the needs of the teachers and their students, the alignment of their professional and personal goals with the purpose of the professional development, convenience, costs and anticipated rewards and skills gained. Ninth, inclusion of both traditional and newer teaching approaches results in motivating teachers toward professional development. Tenth, research has claimed that professional development programs should include the role of intrinsic rewards, such as

the impact that teachers' sense of self-worth and accomplishment have in developing positive attitudes and motivation toward their participation and anticipation of successful implementation. And eleventh, professional development programs that consider teachers' needs, motivations, and students' abilities enhance TM for professional development.

In their first ever study on TM for professional development, Karabenick and Conley (2011) observe that teachers prefer professional development which improves their subject matter knowledge, is enjoyable and fun, enhance their career, and not require too much time and effort. Their most preferred professional development formats consist of a series of workshops on topics of concern. Less preferred formats include summer institutes, institutional, professional learning communities, and lectures. Teachers' desire to participate is directly related to whether professional development would make their lessons more engaging and more effective for student learning, improve their students' achievement, enhance the degree to which their students learned the required material, capture students' interest in the subject they taught, show students they truly cared about them, and establish a positive relationship with students.

Husman et al. (2014) propose a new framework focusing on teaching career future to explain TM for professional development. They introduce a notion called "future time perspective" (FTP) which has been defined as "the degree to which and the way in which the chronological future is integrated into the present life-space of an individual through motivational goal setting process" (Husman et al., 2014: 182). An extended FTP is mandatory for in-service teachers' motivation to learn, enabling individuals to envision their future and create paths to making that vision a reality, allowing for emotional links between activities in the present, for instance, fully engaging in a workshop, and ongoing and open-ended goals, for example, becoming a better teacher. FTP is conceptualized as a time bubble extending into both the past and the present. Husman et al. (2014: 183) propose that:

> For teachers to remain focused and motivated, regarding professional learning, it is important that they have a broad, extended time bubble. Such teachers may be more likely to engage in productive teacher learning activities and are more likely to be self-reflective and concerned about the development of their "future teaching self."

Thus, developing a "teaching self" constitutes the professional development of teachers.

Considering this significance of TM for professional development, it is significant for English language teachers in the Indian education context for at least three reasons: (i) inadequate pre-service training, (ii) onslaught of change and innovation, and (iii) teacher well-being.

Inadequate pre-service training: One of the salient features of ELE in India is the absence of comprehensive ELE component in the pre-service teacher education. The critical elements of teacher education include general educational philosophy and psychology, school administration and classroom management, current issues of concern like population education, environmental education, etc. The ELE component usually comprises the basics of linguistics, grammar, teaching methods, and

a small practicum of 20 h. The in-service teacher education is often restricted to the introduction of change and innovation. It does not cater to teachers' demands and needs nor considers their working contexts and their concerns. Generally, the manifestation of in-service teacher education is the one-off workshops or training sessions led by experts in the field. It is an attempt to provide "training-based solution" (Prince & Barrett, 2014: 19) to real-life classroom challenges. One of the salient features of in-service teacher education in India is the narrow view of teachers' professional development wherein teachers are introduced to new techniques assuming teachers' knowledge about the technique is enough to implement it. It also reflects on how the professional development policy conceptualizes teachers.

Onslaught of change and innovation: Change is an all-pervasive phenomenon. The world has changed for teachers as it has for other professionals. Hunter and Benson (1997: 96) suggest that change cannot be separated from education. They observe that "Educational institutes serve both as sites for the perpetuation of society (a stability thesis) and as sites for the changing, developing and creating of society (the improvement of society thesis)." Day and Sachs (2004: 3) note that the impact of the changing economic, social and knowledge contexts upon the education service as a whole has caused a move from the traditional postwar model of the autonomous professional in which decisions about the curriculum, teaching, learning and assessment are the business of teachers. Now what students learn, what they must achieve as the outcome of learning, and what standards apply are explicitly the state's everyday business. Concerned with the need to raise standards of achievement, and improve their positions in the world economic league tables, governments in the recent past have intervened more actively to improve schooling. Higher expectations for higher-quality teaching demands teachers who are well qualified, highly motivated, knowledgeable and skillful, not only at the point of entry into teaching but also throughout their careers. In other words, teachers need to become lifelong learners.

In the phenomenon of educational change, teachers take the central position. It is agreed that teachers are the key to the successful implementation of change (Claxton et al., 1996; Darling-Hammond, 1995; Day, 1999). The Indian educational policy documents also consider teachers to be a decisive factor in implementing change. The Ministry of Human Resources and Development (MHRD) notes that teachers are the key players in enacting educational change (MHRD, 2012: 4). To make the envisioned change a reality the National Council for Teacher Education (NCTE), the National Council for Educational Research and Training (NCERT), and the Planning Commission of India conceptualize a new teacher with different roles and responsibilities. For example, MHRD (2012: 19) states:

> The act of teaching is no longer considered synonymous with the transmission of information and knowledge. Instead, a teacher's task is to facilitate learning by enabling the child to construct or generate understanding on the basis of his/her own observations, experiences, experimentation, analysis and reflection...This shift in thinking about teacher's task is based on the premise that children have the potential to construct knowledge, make meaning and think independently, given a conducive and challenging pedagogic environment.

Professional development is seen as the medium to transition from traditional teacher to a new teacher possible. There is a lot of research on professional development as an instrument for successfully translating change into reality (e.g., see Day & Sachs, 2004; Fullan, 1993; Wedell, 2009). Claxton et al. (1996: 4) highlight the significance of professional development and argue that:

> Continuing professional development is no longer a matter of the odd in-service course....
> It is not an optional extra to be undertaken as a matter of individual choice by the teacher....
> The continuous development of teachers' skills is rapidly becoming a matter of necessity.

Professional development involves continuous learning. However, learning in professional development is not limited to subject matter but the acquisition of pedagogic skills, disposition, attitudes, values, and beliefs conducive to enacting educational change and meeting the policy's anticipated educational ends. Claxton et al. (1996: 5) emphasize learning for teachers in present times observing "whatever their particular roles and responsibilities, no teacher is exempt from the demand to be a learner."

Teacher well-being: Job satisfaction and positive emotions are the keys to well-being. The teaching profession suffers from the absence of intellectual challenges. Besides, teaching offers few opportunities on a career path in terms of higher or different roles. The varying notions of order at the institution and societal level, changing ideas of accountability, rising parental and policymakers' expectations provide fertile soil for the emergence of negative emotions. Drawing on his experience and study, Dixit (2014) has observed that participation in professional development activities is a rewarding experience for enhancing knowledge and skills. It also creates opportunities for experimentation. Moreover, it facilitates networking among professionals, thereby reducing isolation.

Toward Theorizing Teacher Motivation for Professional Development

As noted in the previous sections, TM for professional development does not figure prominently in the existing discussions on TM. Besides, there appears to be a tendency to equate the motivation to stay in the profession with motivation for professional learning and teaching.

Inferring from the discussion on TM, TM's location lies at the interface between the individual in a teacher role and the working context, say school or college. Though it resides in the individuals, it requires nourishment from the environment. For making sense of motivation for professional development, it is imperative to consider the role and place of environment in teachers' work lives. Teachers participate in professional development activities for various reasons. Richter et al. (2019) suggest that teachers like to (i) expand their professional competences (which necessitate recognition from the environment), (ii) foster relationships with colleagues (an aspect of relatedness), and (iii) increase career opportunities (human interest to thrive).

In the case of the English language teachers in India, a few more reasons prompt teachers to undertake professional development activities. Some of them are to (i) improve their own English language proficiency, especially speaking, (ii) share teaching experiences and experiments, and (iii) acquire identity as a scholar (Dixit, 2014).

To make sense of these motivational triggers and the existing provisions and mechanisms of professional development, it is helpful to use Ozcan's (1996) construct of TM. Ozcan proposes that teachers need to be considered human beings with attitudes, values, and beliefs to construct TM theory. He assumes that teachers as human beings are naturally motivated to survive, utilize their potential, and realize themselves and to achieve their ends, they need material and ideal resources. He notes that "possibilities to earn resources necessary to survive and self-realization motivate people to act" (Ozcan, 1996: 43). He proposes two categories of components behind teachers' motivation: "interests" and "ideas." The first impulse for a given action comes from "interests," and "ideas" provide justification and define the situations in which interests are pursued. This framework of interests and ideas can be adapted to explain TM for professional development (Fig. 3.1).
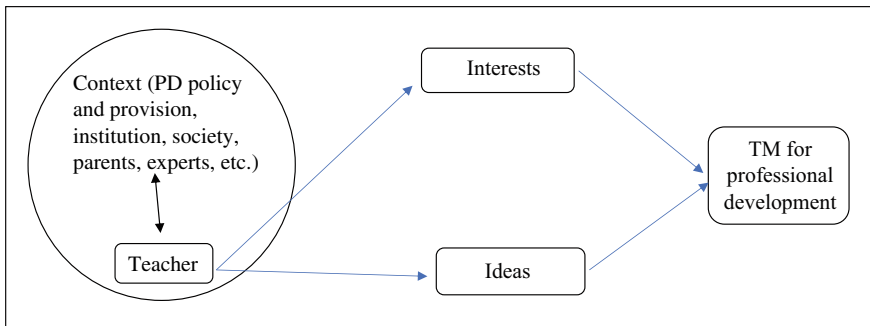
Fig. 3.1 Framework for explaining teacher motivation for professional development (Adapted from Ozcan 1996)

Interests

Interests are often described and discussed as material interests, ideal interests, economic interests, etc. Teachers have varied interests regarding professional development such as identity acquisition, enhancing own language proficiency, searching for job opportunities, networking with other practitioners, and seeking publicity, money/income. If these interests match the contextual affordances, then there appears a possibility of teachers' engagement with professional development. In other words, the context in terms of professional development policy and provisions, institutions, experts, etc., is expected to listen and gauge teachers' aspirations for professional development and thereby make provisions that interest teachers. For example, if teachers desire to write and publish, an institution can start its bulletin or magazine

where teachers can begin publishing without many hassles. This initiation can trigger motivation to study the issues of concern further.

Lortie (1975: 82–108) observes that there is a tendency among teachers to deemphasize extrinsic rewards. However, the rewards teachers expect from teaching include extrinsic rewards, and they are as important as intrinsic rewards (Lieberman & Miller, 1984: 11). This is highlighted by research which shows that "teachers rarely leave teaching for the lack of psychological rewards, but they leave teaching for the insufficiency of extrinsic rewards such as economic income, prestige, and power" (Ozcan, 1996: 10). What it leads to is that extrinsic aspects such as recognition, incentives, and scope for exercising agency are essential to initiate and sustain motivation for professional development.

Ideas

This category contains knowledge, beliefs, norms, and values and is highly instrumental in understanding teachers' behavior. The sources of ideas include peers, colleagues, institutional culture, interactional norms, etc. The point to draw from ideas relates to building an environment conducive to professional learning. For example, if teachers experience that professional learning is worthwhile from their colleagues or institution, they are more likely to invest their time and to some extent money in activities related to professional development. The English Teachers' Clubs (ETCs) experiment (Padwad & Dixit, 2015) offers encouraging evidence for creating a learning culture. The member teachers considered it a resource for ideas. The ETCs started with teachers who often expressed their helplessness, saying "I am just a teacher" implying they were not meant and fit for any activities other than routine teaching. But over a period of ten years, teachers started experiencing agency and autonomy, exhibiting confidence in experimentation.

Strategies for Initiating and Sustaining TM for Professional Development

Based on Ozcan's framework and the discussion on TM, this section presents three strategies that appear to help initiate and sustain TM for professional development. Personal experience and the ETCs example also warrant the potential of these strategies: (i) Directed Motivational Currents (DMCs) (Dörnyei et al., 2016), (ii) building vision (Dörnyei & Kubanyiova, 2014), and (iii) creation of teacher communities or professional learning communities.

In essence, DMCs are triggers or stimulations for action. Dörnyei et al. (2016: 2) note that they differ in terms of content, but they share a few common properties: (i) they suddenly undertake a task, (ii) they invest a considerable amount of energy, time and resources, and (iii) they achieve something remarkable.

DMCs are distinct from ongoing motivation as they have a short lifespan characterized by "intense burst of motivational energy focused toward clearly defined goal

… it functions *over and on top of* the steady motivation" (Dörnyei et al., 2016: 2–3) (emphasis in the original). This appears to be relevant and useful in initiating motivation of teachers for professional learning. Teachers have their ideas and interests and are continually calibrating them to meet their desired goals. So, it seems natural to get attracted by things like teacher research or the use of technological tools in teaching. The ETCs offer evidence of DMCs in operation. At one point in time, a few members suddenly developed an interest in teacher research. One teacher was exploring the students' reasons behind indulging in cheating practices in English language examinations. This teacher initially planned to collect data from 100 teachers but ended up reaching out to and collecting data from 400+ teachers. He was fascinated by the data he was receiving. The data and the subsequent study resulted in insights which the teacher found incapable of coping with, but that is a different story. What happened here is worth highlighting. The teacher's concern was "cheating practices," which is rarely addressed by the professional development policy and provisions. It was the teacher's interest, and probably, the teacher was looking for an opportunity to explore it. The teacher also had ideas that boil down to helping students learn by staying away from indulging in unethical practices. When the opportunity came via the local teacher association's initiative, he grabbed it and embarked on a learning journey.

Vision is another concept from Dörnyei and Kubanyiova (2014) for motivating teachers and students. They remark that vision is made of three constituent parts: the future, the ideal, and the desire for deliberate change (Dörnyei and Kubanyiova, 2014: 9). This notion of vision comes closer to FTP construct discussed in the previous section. This notion corresponds to striving for a better life which is familiar to everyone. Teachers have their visions for peaceful living and thriving. Accordingly, their behavior sets goals taking mastery orientation or work avoidance orientation (see the discussion on goal orientation theory). These orientations offer glimpses of teachers' vision. Again, the ETCs example evidences the potential of vision in triggering motivation for professional learning. In it, teachers joined with their interests and vision. Teachers' desire and readiness to make efforts to improve their own language proficiency was one of the reasons for participation in ETCs activities. On further exploration (Padwad & Dixit, 2015), it was found that English language proficiency was related to the vision of the life they cherished for themselves. It was envisioned that their command of English would give them leverage, offer envied identity, and bring in some material rewards. So, the point to note is that attempts at creating environments for sharing and pursuing vision at local levels are potentially powerful for motivating teachers for professional development.

Lastly, the creation of communities has proven to be useful for generating motivation for professional development. Stoll and Louis (2007) emphasize the role of peers and colleagues operating together as a professional learning community in generating motivation for enhancing student learning and creating opportunities for professional learning. Such groups create spaces for sharing teachers' concerns, offer opportunities to voice and test the validity of their ideas, and create safe environments. Teacher groups have the potential to enhance self-efficacy and self-determination. The ETCs experience confirms the powers of teacher communities. The ETCs were

locations where teachers got exposure to various things such as methods, material, and assessment, heard about books, journals, and academic events, and shared stories of good teachers and good students. Wright (2000: 2) captures the essence of teacher development in asserting, "talk is the fuel of teacher development." Talk in the ETCs involved talk about vision, interests, and ideas of teachers.

Conclusion

Teacher motivation is one of the fast emerging discourses in the contemporary education alongside reform, innovation, social equity, and the twenty-first century skills. The motivation for professional development is neither elusive nor mysterious. It has attracted the attention of research and academy but is yet to find its due place in the teacher education. The small evolving corpus of research on TM for professional development and a few experiences indicate that it can be successfully initiated and sustained. The application of the key motivational theories such as self-efficacy, goal theory, and self-determination theory is helpful in explaining TM at the individual level. The consideration of working context and the examination of how teachers carve out their own space vis-à-vis the institutional contexts appear to hold the key to explaining TM for professional development. The main issues to consider in this venture are the local affordances and challenges and teachers' interests and ideas. The appropriate location for such a consideration could be the teacher community at the local level. In other words, teachers need to be the starting point in discourses about motivation for professional development.

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Part II
Theory and Practice of Professional Development

Chapter 4
Continuing Professional Development in Education

Arvind Sivaramakrishnan

Abstract Continuing professional development (CPD), though not new, has become much more widespread and significant in education over the last three decades, and is explicitly recognized and advocated by multilateral bodies like the European Union and by individual democracies like India, and South Africa. CPD includes the standards-based, usually top-down, approaches favored by official bodies and policymakers in the form of refresher or training events on, for example, new aspects of education law and policy, such as antidiscriminatory legislation or practice. Although CPD programs work much better when institutional seniors support them, many become criteria for promotion, institutional rankings, and other kinds of formal certification. Whether teachers accept or agree with the stated aims of such programs can be irrelevant. Other forms of CPD are often initiated by educational institutions, or groups of subject teachers, usually with a view to sharing and developing good classroom practice, supporting colleagues, and so on. These are less obviously controlled by official or similar agendas. The transformative approach, on the other hand, involves teachers and pupils in reflective yet focused inquiry into a wide range of areas and would thereby enhance their involvement in democratic societies and systems, that is, in the public space in a very ancient sense.

Keywords Continuing professional development · Forms of CPD · Standards-based CPD · Transformative approach · Reflective inquiry

Introduction

The idea of continuing professional development (CPD) is hardly new though it may not always be known by that name. The practice of keeping up-to-date is very widespread in—for example—medicine, where new techniques and methods of all kinds, new findings in research, the incorporation of themes from the humanities and social sciences, or law, and a great deal else are part of serious medical practice

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all over the world. Even everyday conversations with doctors in many fields often show that. This is rapidly coming to be the case in education, particularly in school education, and especially in those democracies—and those social classes within them—where parents take an interest in how their children are being taught, and where those running education systems, including elected representatives, have to answer to the electorate for the creation and implementation of major policies.

Those considerations are, of course, predicated on and express (if sometimes indirectly) a wider concept, namely that a sound education system is part of the creation of a good society and cultivated and of discerning people within it. As I have spent by far the greatest part of my working life in education at a range of levels in England, in Germany, and in India, I shall attempt to identify and possibly address some of the questions arising from the idea of CPD in education.

Standardization of Continuing Professional Development

Some CPD statements can be striking in their scope and even intimidating in their detail and the requirements they state. The European Union, with 27 member states and a population of just over 450 million people, summarizes the CPD system for each member state, and at the time of writing includes the CPD system for a 28th, the EU's erstwhile member state the UK (European Commission, 2019). Notably, the EU document specifically covers the UK's four devolved nations, as there are pertinent differences in the four nations' respective school education systems.

There are very good reasons for such particularity on the part of the European Commission. The 27 member states have historically developed their own education systems, and as the EU is a confederal system there is little or no question of standardizing many of the major systems, such as education (including higher education) to name but one such. That matter, however, goes beyond the matter of systems for CPD, but as I proceed, I shall try to show that CPD, therefore, raises and cannot avoid certain very significant issues in philosophy and political philosophy.

Some examples from my own experience may help demonstrate this point. About twelve years ago, I took a party of journalism students on their annual field trip to a rural area in the Indian state of Tamil Nadu. One of our visits was to a remarkable school for a branch of the performing arts, which had been started a few years earlier by the two people who still ran it. One of them was a very eminent performer who also loved teaching the art-form concerned, and the other was a social scientist who had grown to know the area during her academic research and had transferred permanently to working in the school concerned. As it happened, she originally came from a northern European country.

If I remember rightly, the children—all aged from six to about fourteen—attended normal lessons in the morning, and then studied their performing art in the afternoon; they seemed to follow roughly normal school timings, and some, I thought, lived in the local villages, while others lived in accommodation provided by the school within its own grounds. As a teacher, I noted the warm and caring atmosphere in the whole

school from the minute I entered the building (as it was early in the morning we all had breakfast with the children—and our bus driver joined us too). The children clearly enjoyed being in the school, and they never hesitated to say how they thought things could or should be done.

Needless to say, the number of children there could not be taught just by the school's two heads, and, in conversation with one of the co-heads, I learnt that the school employed teachers (mainly women, it seemed) from the local area to take school lessons of mornings. In view of the relaxed and collaborative approach taken by the school, I asked how the local teachers adapted to this kind of educational approach. My interlocutor told me that the school heads had to make it clear that their approach required very different things from those that the locally recruited teachers thought were involved in teaching. She said that on one occasion a newly appointed teacher had come to school—on her first day—carrying a large and stout stick. When asked what the stick was for, the new teacher said it was for beating the children to discipline them. My informant told me that she had promptly taken the stick away from the teacher and had spent a considerable time thereafter showing the new colleague both that beatings were utterly unacceptable in that school and that there were vastly different approaches to discipline from those that the young teacher knew or seemed to know.

Of course, having made only that single visit I made to that school, I can have no idea whether or not the young teacher learnt the very different approaches the school took to discipline, to teaching, and to education as a whole, not to mention, to the very idea of a child and how to treat a child. So, I have no idea if she learnt new ways and perhaps acted on those ways in her teaching elsewhere, or if she only followed that school's ways when she was there and took no notice of the ideas or thinking which the school's approach expressed. Perhaps the former would have constituted a successful example of CPD, even if it had not been planned by the school and was rather an immediate response by one of the co-heads.

The fact that methods for disciplining pupils may constitute an element of CPD shows the range and scope of the concept. In—very probably—almost all developed countries corporal punishment is banned both in schools and in homes, sometimes under international treaty obligations such as the European Convention on Human Rights, and violations could also constitute serious criminal offences within domestic legislative systems (Council of Europe, n.d.).

For example, it seems to have been, broadly speaking, globally recognized—at least by those who make education policy and those who implement policy, or organize education at national or provincial levels—that initial certification or professional licensing is not enough, and that teachers and teaching need and benefit from CPD. The Organization for Economic Cooperation and Development (OECD) has recognized the need for systemic or systematic CPD in order to maintain high teaching standards and—significantly—to retain a high-quality workforce, and also notes that the global situation is far from satisfactory. Teachers cite conflicts with work schedules, insufficient opportunities for CPD, and other factors as obstacles to sustained and worthwhile participation in CPD (OECD, 2009; Misra & Tyagi, 2019).

Two Major Approaches to Continuing Professional Development

We also need to note that CPD understood thus is not the same as in-service training, with which teachers around the world may well be familiar. In-service education and training (often called INSET) seems to refer to isolated or one-off events, which are generally infrequent and short-term. They can nevertheless be very valuable. I recall, for example, a particular INSET afternoon I attended with my colleagues in a further-education college in the education system of England and Wales. This was an afternoon session toward the end of the college year and was on the English Disability Discrimination Act 1995 (a parallel act was passed for Scotland), which greatly extended the duties of public—and private—sector bodies and was to take effect before the start of the next school year. Our college, like all other educational institutions in the UK, was under a legal duty to comply with the legislation and to train people in how to apply the law.

The main criticism of in-service training, however, is that it is episodic, often imposed, and is, therefore, part of what has been called the occupational development of a teacher. In contrast, CPD apparently involves teachers in identifying areas for their all-round professional development and includes their own personal and voluntary contributions to their development (Misra & Tyagi, 2019). Yet the distinction between the two may not be as clear as it looks at first sight, and may well be more dependent on educational contexts and systems, including the cultural and ideological thinking, which inform those, than the distinction implies. In India, the dominant view of teacher education programs, or perhaps one of the dominant views, restricts professional development to officially sanctioned INSET programs and courses, with little regard to varying needs across teachers or schools, or perhaps regions. Teachers' attendance at conferences, or their acquisition of further qualifications (e.g., in adapting teaching to include dyslexic students, or conducting action research even in their own institutions), or the formation of support groups, is rarely if ever supported or recognized. Equally significantly, teachers are not involved or consulted in any of this (Padwad & Dixit, 2013). Neither, it seems, are parents.

Culture and Continuing Professional Development

Overall levels of funding are, of course, an inevitable factor in this, particularly in maintained or state-funded areas of education, but so are political priorities—which themselves express wider conceptions of education. We need not and perhaps must not be surprised that these priorities—whether held by governments or by cultures as a whole—in effect reach into the classroom and influence even the ways we teach things. For example, in the USA the apparent reservation of what happens in the classroom to the teacher's sole authority has been described as originating in

American individualism and even as constituting the dominant tone or leitmotif of American culture (Richardson, 2003).

It follows thence that this dominant culture of individualism may well be what prevents or at least obstructs the adoption of several CPD approaches which have been shown by a substantial body of research to be effective. Some of the successful CPDs, as Richardson notes, are school-wide, encourage collegiality, acknowledge participants' existing beliefs and practices, and foster agreement on goals and vision; CPDs also require adequate funding (Richardson, 2003).

Richardson then spends some time arguing that this kind of approach is not, in her own terminology, communitarian or likely to generate a tyranny of the majority. It might be understandable that she does not mention the risk that the approach might be perceived as socialistic or communistic, though if she is right about American individualism, then, it might be equally sacrilegious in the US to suggest that successful CPD of the collaborative kind she has outlined would be taken for granted in the social democracies of northern Europe and, particularly in Scandinavia, where some of the world's outstanding examples of school systems are to be found. In any case, two further problems arise from Richardson's analysis. One is that American individualism of the kind she regards as dominant amounts, for its own part, to a tyranny of the majority, or rather, of what looks like a white Anglophone majority. Another is that the US has always had a range of distinctive cultures, some of which may well have very different ideas of individuality from the one Richardson considers dominant; examples of those may be found in Native American cultures, which are themselves very varied.

Richardson does point out that the current tendency in the US at both national and state levels is toward the increasing standardization of curricula and even teachers' ways of thinking, apparently in the belief at higher levels that standardization might "reduce the incidence of poor teaching and thus improve all teaching" (Richardson, 2003: 403). This standardization is, or was at the time she was writing, permeating national standards and assessments for students, teachers, and teacher educators. It also seems to rely on the assumption that poor results or outcomes, however they are defined, are invariably the result of poor teaching. It neglects the substantial body of research which for a long time now has identified much wider factors, such as parental social class, as central to educational success (Demie et al., 2002; Duffield, 1998; Kendall, 1995; McCallum & Demie, 2001).

In addition, other wider factors vary greatly across regions of the world, across countries, and across provinces within countries. In post-apartheid South Africa, determined attempts to introduce and support CPD in tertiary education have faced significant difficulties, with one study concluding that although the university is a global institution, it is locally placed—and is itself an assembly or collection of disciplinary influences, ideological influences, and regimes of teaching and learning (Leibowitz et al., 2015). The incentives for improvement are substantial and immediate; South Africa spends 20% of its national budget on education, but its education system is ranked as one of the world's lowest in terms of outcomes.

Much of this, unsurprisingly, is due to the continuing legacy of apartheid, and in 2007 African students made up only 12% of the tertiary student population. Inequalities between tertiary institutions are still vast, with those in white-majority areas far better funded and resourced than the rest (Leibowitz et al., 2015). The students' educational background, inevitably, also varies very greatly. One result is that institutions in poorer or historically disadvantaged areas—the former apartheid homelands—struggle to retain staff, especially those who live in the nearest town, as substantial proportions do, and who, therefore, find lengthy commutes very difficult. This also applies to the historically privileged institutions, where staff and students from nonwhite backgrounds may well have to travel long distances every day.

In this kind of context, leadership within institutions has turned out to be crucial. When institutions take teaching and learning seriously enough to appoint Deputy Vice-Chancellors or Deans of Teaching and Learning, the results seemed to be beneficial, with staff very committed to developing portfolios of CPD achievements, especially when these were linked to *ad hominem* promotions, to attending short CPD courses, and to getting credits for CPD (Leibowitz et al., 2015). In other institutions, usually historically disadvantaged ones, frequent changes in senior appointments, or indifference among the senior academic staff to teaching approaches and methods, caused problems throughout the universities concerned. Academic staff, nevertheless, often responded to such conditions by ignoring the official system and creating their own networks. As one respondent said, "People are doing things regardless of institutional support" (Leibowitz et al., 2015: 324).

That seems to be the case despite attitudinal and structural issues. Many of those whose task is primarily to teach undergraduates—the overwhelming majority of the students—were, in addition to coping with heavy teaching loads, trying to complete masters' degrees or doctorates, and had very little time (and by implication little intellectual energy) to devote to obtaining teaching qualifications or to learning varied approaches to teaching (Leibowitz et al., 2015).

This enthusiasm and interest among teachers for CPD in almost any form is certainly not restricted to tertiary teachers in South Africa. In a context a world away, namely four-year-olds in nurseries and day-care centers in the US, teachers who seem largely to have been taught mathematics as consisting of separate and unconnected procedures responded very positively to the prospect of CPD in mathematics teaching. They wanted far more information via trade journals in the form of teaching weeklies sent to schools, and they also wanted training in how to teach other teachers. They were also interested in getting some credit for CPD, though they were not obsessed with getting specific qualifications, and they accepted the idea of some outside regulation as helpful in tracking CPD progress (Sarama, 2002). Perhaps given the ages of the children they taught, they expressed a preference for guidelines as to ages when particular mathematical topics were best taught, in contrast to a prescriptive list of compulsory or mandatory topics. Sarama notes here that the sample of staff she surveyed had some features which may have made them a little unusual; among the respondents, 36% had masters' degrees, and 39% had bachelors' degrees. Of the total, 37% had ten years' or more by way of experience in early years education (Sarama, 2002).

The picture that emerges from the research studies I have outlined here—all of which seem to be fairly typical in the CPD literature—show clearly that the idea of teachers as unthinkingly set in their ways and resistant to the idea that they can do things differently and can learn to do things better where improvement is needed is both misleading and perhaps something of a stereotypical image.

Problems with Top-Down Approaches

That has the clear implication—confirmed by the studies covered above—that teachers are not the primary obstacle to CPD, even if their motivations and reasons for undertaking CPD inevitably vary according to the level at which they teach and the institutions and systems in which they do so. One major problem or potential problem lies in the tone and tenor of the systems as a whole, and the consequent or concomitant attitudes of senior and administrative staff.

This is shown very clearly by Ramachandran and Bhattacharjea in a paper published in 2009, by which time India's District Primary Education Program (DPEP) and Sarva Shiksha Abhiyan (SSA)—the Universal Elementary Education Scheme— had, respectively, been in place since 1993–1994 and 2001–2002. In 2018, the Samagra Shiksha Abhiyan or Integrated Education Scheme amalgamated several existing schemes, including one for teacher education.

This study of five Indian states revealed a bleak picture, in which teachers were rarely asked what kind of training would be useful to them, despite the plethora of in-service courses created under the national schemes. For teachers, these were mainly formalities to be completed, or perhaps hoops to be jumped through, rather than opportunities to learn how to teach better or make the classroom a different kind of place. In addition, those who designed the training mainly had advanced degrees, long experience of upper-level education administration, and little or no recent experience of the school classroom. Those running the resource centers saw their task as purely administrative, and the result was that primary teachers had "no source of academic support whatsoever" (17). Supervisory staff had neither the training nor the experience to provide teachers with academic supervision or support, and many supervisors actively blocked teachers' local attempts to use a range of methods or adapt content for their pupils, mainly on the grounds that such changes went beyond the syllabus or would make it more difficult to complete the syllabus. In effect, content and methods are determined far away from the schools, that is, far away from the pupils and the teachers (Ramachandran & Bhattacharjea, 2009).

The Impact of Social Conditions on CPD

Several other serious complexities are involved here, and some of them feature almost throughout the Indian school education system. One is that of the social distance—a separation by class, caste, and possibly faith—between teachers and very large numbers (possibly hundreds of millions) of children in public-sector education. This may well have combined with the relative powerlessness of junior-school teachers and their very poor salaries in most states (in some states that have changed since 2009) to create a very ugly atmosphere in classrooms (Ramachandran, 2005). Occasional horror stories emerge in the mass media of persistent caste abuse, violence, including sex abuse, and much else.

A second issue, which is now more widespread in the Indian education system, is what Ramachandran and Bhattacharjea seem to consider a problem. This is the no-detention (*sic*) procedure, whereby children in elementary schools are not tested at the end of the school year and are allowed to progress with their classmates to the next year irrespective of their learning. They consider this a problem because it makes evaluating the children's learning, and by implication the teachers' work, more difficult, if not impossible. But there are many ways of assessing both without the all-or-nothing (and potentially very punitive) annual examination system, and several education systems around the world provide additional learning support throughout children's time in school. If I am not mistaken, some states in India have adopted no-detention practices anyway, and children stay with their classmates as they move up through the grades. For the record, I was taught several assessment methods while taking my postgraduate certificate of education in the UK.

In certain Indian states, changes have occurred since 2009, and Tamil Nadu may be just one example of changed official approaches to public-sector school education. In Tamil Nadu, public-sector teachers have been paid much better than they were until shortly after the turn of the millennium; that itself is likely to attract staff of good quality. Informally, officials told me in 2007 that they had been very heartened by teachers' responses when the state education department started taking their views seriously.

That kind of example may well augment the earlier examples which show that teachers are far more likely than not to respond enthusiastically to CPD opportunities when they learn what might be available. Several forms of CPD exist, and these have been very helpfully reviewed by Kennedy (2005).

Models of Continuing Professional Development

Kennedy identifies no fewer than nine types of CPD, ranging from training, award-bearing, and deficit through cascade, standards-based, and coaching/mentoring to community of practice, action research, and transformative (Kennedy, 2005). She analyzes each one in turn; for example, the training model may be the most widely

used and most recognizable form of CPD, but it is top-down and most of the time is decontextualized, though it is effective, presumably for the transmission of certain kinds of knowledge. It is compatible with the standards-based approach in that it enables dominant figures or official bodies to control the agenda, and makes teachers into generally passive recipients. The award-bearing model is similar to these two in being controlled by accrediting or examining bodies, but it also raises potential disagreements over what has often been characterized as a distinction between awards based on theory or on practice in the school or classroom setting (Kennedy, 2005).

The other models Kennedy analyzes involve participation to a progressively greater degree. The deficit model may have the purpose of addressing deficiencies in practice, but runs the considerable risk that deficiencies in managerial conduct or managerialist systems disappear from consideration (Kennedy, 2005). Some managerialist systems—particularly in the Anglophone world—are epistemologically structured, usually but not always unintentionally, to exclude altogether any examination of managerial or even national evaluation systems as causing major deficiencies (Sivaramakrishnan, 2012). In many ways, this is probably the most punitive form of CPD and the one most open to abuse by those with power and authority.

Several of the remaining models in the list are recognizably much more participative and in manner at least less formal. One is the cascade method, in which staff disseminate to colleagues new knowledge or new practice, which they have gained at training sessions or conferences. Another is the coaching/mentoring method, in which often newly qualified teachers are supported when they start work. One more is the community of practice model, in which—for example—teachers of particular subject areas, who may be based in different institutions, share ideas, good practice, and so on. Institutions can, of course, be and sometimes are involved in such dissemination, in a way I have implemented myself (Kennedy, 2005).

These models, which involve explicitly reflective engagement, contrast sharply with the standards-based model, which constitutes an attempt to generate a system of teaching, learning, and teacher training that purportedly gives empirical evidence of teacher effectiveness and student learning (Beyer, 2002, cited in Kennedy, 2005). This, as Kennedy shows, is indistinguishable from what have been called competence-based models; those have been summed up as "viciously reductionist" (Hyland, 1995). Much of the Indian education system at almost every level, with scarcity whether of places or of employment opportunities thereafter the major driver of its notorious examination-mark obsession, is almost a textbook example of this vicious reductionism. Certain kinds of CPD, for example those which show teachers how to draw upon learners' errors as a valuable teaching and learning resource, will almost certainly conflict directly with teaching approaches which—very probably under systemic and social pressure—involve punitive responses to anything but the "right answer" (Corder, 1967).

Kennedy, for her part, notes several similar criticisms of the standards-based approach (Kennedy, 2005), and the other forms of CPD she outlines are action research and the transformative approach. Action research involves teachers themselves as researchers into their own practice, and can be very illuminating. I have done some action research myself, for example, when testing the Black and Wiliam

hypothesis that formative assessment in the form of comments and guidance of various kinds improve learning far more effectively than summative ones such as tests or exams which give only a mark (Black & Wiliam, 1998). It needs institutional agreement (which was readily granted for the work I did), but even given that kind of agreement, it can—as Kennedy notes—limit the extent and nature of the questions that can be asked, especially in respect of the wider social and political contexts (Kennedy, 2005).

Kennedy's concluding model of CPD is the transformative approach. This integrates the other approaches and—crucially—helps identify any agendas at work, particularly those involving questions of power whether in institutional or other forms. It features widely in academic literature, and "appears to provide an antidote to the standards, accountability, and performance management agenda" (Kennedy, 2005). It could be seen as poststructuralist, as Kennedy says, particularly if it brings to light power issues, but that kind of result is not necessarily poststructuralist. The approach does bring tensions to light, and may even rely on tensions, but only in and through the expression of such tensions can real transformation take place (Kennedy, 2005).

The Way Forward

But I offer this: any form of CPD, to be taken seriously as anything other than a means of punitive control over learners and teachers, has to accept that a teacher who encourages thinking and questioning among their pupils and students—that is, encourages reflective engagement—is doing far more than just teaching in any conventional sense of the term.

One example of what can prevent or at the very least obstruct this or delay it, perhaps indefinitely, is the story of the Mozert case, more specifically, the case of *Mozert v Hawkins County Board of Education.* In 1983, the Mozerts, a fundamentalist Protestant family, brought a civil action against their local municipal school authorities, Hawkins County Public Schools, in the American state of Tennessee, over a picture they had seen in a school civics textbook, which was prescribed for all schools within the county. The picture showed boys cooking for girls, and the Mozerts argued in court that this was a violation of the divine order of things (the family also objected to some of the other stories in the set reading-books). The case was finally concluded in 1987, when a federal court ruled that exposing the picture to the children did not amount to an attempt by Hawkins County to indoctrinate them.

The consequences, however, showed the power and influence of the assemblage widely known in the US as the New Christian Right. First, the Mozerts removed their children from the public education system and put them in a private school with a very strong fundamentalist ethos. That meant their children would grow up in isolation from children whose families practiced the same faith in less extreme ways, and from children of other faiths or no faith. Yet in a democratic *polis*, an essential aim of education is the development of pupils' and students' capacity to make autonomous

and informed judgments on the issues facing them and their fellow citizens, and to maintain an informed respect for and tolerance of diversity. They cannot do this if they go to school in isolation from one another, in schools vastly distanced from one another by class, faith, or geography (Brighouse, 2006: 29–30, 84–92). Caste distinctions also segregate children severely, and in respect of the English education system possible parallels between caste distinctions in India and class distinctions in England have been drawn (Jack, 2016; Reay, 2017).

That the issues involved are highly political in the widest sense hardly needs saying. After the US court ruling in *Mozert*, despite the fact that the municipal authorities had won the case, the book's publishers, Holt, Rinehart, and Winston—a famous and long-established firm—removed the passages concerned from subsequent editions of the book (Brighouse, 2006: 85). There seems to be no published evidence as to whether or not the publishers received any actual threats (Sivaramakrishnan, 2017).

Conclusion

It follows that in any democratic polity, it is part of the teacher's task, indeed part of the education system's task as a whole, to develop and inculcate a democratic *ethos*, especially and most importantly in the classroom, in and through appropriate methods, examples, and activities. This could be propagated by appropriate forms of CPD. It would be of immense value in respect of any significant and severe social divisions or stratifications in any system, and it may well be the kind of thing Kennedy has in mind when she uses the term "transformative" for the best kinds of CPD. It is highly likely, if not certain, that such an approach in the classroom—which could be required by law and even inspected accordingly—will show the children what democratic societies and practices are like at their best, how to participate in those, and much else besides. It is also very likely, if not certain, that this approach will encourage the children—not to mention the teachers—to think about the relevant issues. Teachers who think and encourage their children to think have an illustrious example to follow, and encouraging children, indeed all learners, to think would very probably require considerable moral, political, and even physical courage. It could and probably would incur the allegation that the teachers—at any level—are corrupting their students' minds. The most famous recipient of that allegation was condemned to death; by drinking the hemlock set before him, Socrates brought about the transformation of his state.

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Chapter 5
Reflective Trainer Training Program: Experiences and Challenges

Ravinarayan Chakrakodi

Abstract Researchers, including (Tomlinson, *The Teacher Trainer*. 2:17–19, (1988), report that short-term training programs have limited impact on teachers. The basic problem with such programs is that they primarily focus on theoretical information without adequate practice and follow-up on the learning. In this context, a practical way to help teachers is to enable them become reflective practitioners themselves. Reflection is something that all of us do formally or informally. However, the ability to reflect that leads to professional or personal development enabling us to critique our own practices and make better-informed decisions is a challenge. This chapter reports a training program conducted for 204 Master Resource Persons who in turn trained 11,500 primary school teachers in Karnataka. It describes how trainers were encouraged to reflect on their practices through processes such as stimulated recalls, discussion groups, written narratives, and reflective journal writing. It is observed that trainers are more vocal, critical about themselves and their practices in their journal writings than in their stimulated recall or individual reflective presentations. Training trainers to become reflective practitioners helps them work more deeply with meaning and ultimately transform their practice. Also, such reflective practices help in assessing the impact of a program and improving many facets of the program itself.

Keywords Trainer training · Critical incidents · Reflective practice · Feedback · Simulation recall · Classroom observation · Cascade · Teacher training

Introduction

Teachers have been attending short in-service training programs in English language teaching almost every year as part of the departmental training programs in Karnataka. Most of these programs are aimed at either familiarizing teachers with the new textbooks, enriching the content knowledge of teachers, or orienting them with

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the recent developments in the field of education. However, my personal interactions with teachers over the years, during such training programs, reveal that these trainings have had limited impact on them and their classroom practices. The major limitation is that such short training programs do not help much in enhancing teachers' English language proficiency and in developing reflective practices. Tomlinson (1988), in fact, discusses the dangers of short in-service courses and lists some of the causes of the damage. He is of the opinion that such courses (i) present only theoretical information without helping the participants to apply it, (ii) provide lots of recipes for the participants to follow but do not help them to develop ideas and materials of their own, (iii) only give and the participants only receive, and (iv) do not have follow-up to the courses, as teachers receive no further support or encouragement. He points out that in short in-service courses, there is a very good chance that many of the participants will lose more than they will gain. Similarly, Freeman (1991) argues that models of teacher education which depend on knowledge transmission, or "input–output" models of teacher education, are essentially ineffective.

Also, many second language teacher education programs focus only on content knowledge, pedagogic content knowledge, knowledge about language, second language acquisition theories, teacher professionalism, theories of teaching, teaching skills, etc. This is done at the expense of building teachers' English language proficiency. Hence, a long-term training of 30 days' duration was envisioned in 2016 in Karnataka, India, with a dual focus: enhancing the English language proficiency of in-service primary school teachers as well as honing their English language teaching skills.

A training module was designed for the program which was titled "English Language Empowerment Program (ELEP) for Primary School Teachers." The module was used to train 204 Master Resource Persons (MRPs), who would be referred to as trainers hereafter, who cascaded the program for 30-days at the district level in 2016–17, 2017–18, and 2018–19, thereby empowering nearly 11,500 primary school teachers across the state in English language skills.

Each session in the training program was transacted in six important stages, namely "Icebreaker/Warmer, Present, Support, Practice, Insight, and Generate." The sessions would begin with a fun activity, the MRP will then *present* the learning task which would be followed by some *support* on the topic or on the theoretical concepts. After this, participants would get further *practice* through an activity or a worksheet and then reflect on the *insights* gained, learning outcome of the session or on the pedagogical principles and practices. At the end of the session, participants were expected to relate their learning to the textbooks prescribed and *generate* additional/supplementary activities and tasks.

Review of the Program

During the implementation of the training program, the Department of Education, Government of Karnataka, invited the Azim Premji Foundation and the British

Council to review the program. The Azim Premji Foundation was requested to review the training module, and the British Council was requested to examine both the materials and training involved.

A few of the observations made by the Azim Premji Foundation are given below:

- The content of the module is not leveled/graded, as it can cater to teachers with varying levels of proficiency with no systematic progression of content from simpler skills to more complex skills. The focus of the module is on both building proficiency and pedagogic understanding without going into sufficient depth of either. A proficiency module for teachers should be designed with the objective of capacity building of adult learners while a pedagogy module assumes a certain degree of proficiency of the teacher and therefore gets into specifics of teaching the language. Merging both into one is instructionally problematic.
- There are very few opportunities for teachers to listen to English movies, plays, short talks, advertisements, and also express themselves, make mistakes and feel comfortable in using language. Creating an environment for expressing oneself is very important in learning a new language. There is far too much focus on grammar and rules of language in the module; less on comprehension, speaking and expressing in language.

The British Council conducted a limited number of observations of cascade training sessions and of classroom teaching by teachers who had taken the course, in addition to reviewing the training materials. Some of their findings with suggestions on how teacher education and student learning might be further improved are given below:

- Some of the material in the module seems better suited to adults' uses for formal English rather than as example activities for use with learners in basic school education, e.g., debating skills, proposing a vote of thanks, making a farewell speech, not specific to their use of English in the classroom. More clarity on who the material is for—teachers for their own development or to use with students in the classroom—will help.
- The level of challenge in terms of both grammar/structure content, texts for reading and exercises or activities in the resource material is high in parts. Sections such as "Futurity—Future tense" require teacher educators to have ready clarifications for teachers. Such language concepts might benefit from a key or definitions in the material which both trainers and trainees could refer to during and beyond the course.
- More use of pair and group work would better model activities for an interactive language classroom.
- Insistence on "English only" ensured practice but impeded teachers' ability to explain their beliefs about teaching, describe what CPD plans they could make, etc.
- Teacher educators rarely described the learning outcome for their sessions.
- Limited ability (on the part of Teacher Educators) to reflect on training and propose improvements

A few observations on the training by trainers/Teacher Educators are as follows:

- Teacher educators consistently used English.
- Most were able to grade the language they used for the trainees.
- Use of warmers was common.
- At times they provided opportunities for the course participants to use English.
- Most teacher educators provided support and encouragement for the trainees.

As rightly pointed out by the British Council and I as the coordinator of the program strongly felt, the trainers had "limited ability to reflect" on the training and their classroom practices. This—why the trainers are not able to reflect upon their own practice—became a puzzle and attempts were later made, during the trainer training program, to develop reflective skills among trainers.

Module Revision

In this backdrop, the Module was restructured keeping in mind the needs of teachers teaching English in lower (Grades 1–5) and higher primary classes (grades 6–8). Two separate programs were designed for these two levels, namely Basic and Advanced. The basic training was for those teachers who are handling English in Grades 1–5, and the duration of the program is 15 days. The Advanced level training which was for 20 days is for teachers teaching English in Grades 6–8. Hence, the original Module designed for the 30-day ELEP was revised. A new module for a 15-day "Basic ELEP" and a revised module for a 20-day "Advanced ELEP" were developed keeping reflections as one of the essential components of the training. A full session on "Writing reflective journals" was included in the training module.

In order to orient trainers on the new Modules, a 10-day orientation program was organized at the Regional Institute of English South India (RIESI), Bengaluru, from 10 June 2019 to 19 June 2019. Developing "reflective skills" became the focus of the trainer training program.

Critical Incidents

In ELT, Farrell (2008) defines a critical incident as "any unplanned event that occurs during class... if trainee teachers formally reflect on these critical incidents, it may be possible for them to uncover new understandings of the teaching and learning process." As all the trainers had the prior experience of training teachers as part of the 30-day ELEP, the very first day of the training was spent on narrating "critical incidents" from the previous training sessions that the Master trainers handled. The objective of the session was to identify and analyze trainers' critical incidents and share their reflections.

Some incidents identified as critical and narrated by the trainers are (i) correcting teachers' language errors, (ii) establishing rapport with the teacher participants, (iii) lack of participation, and (iv) use of mobile phone. In the first case, the trainer pointed out some mistakes made by a teacher while presenting the report of the previous day's sessions. The teacher got angry and she wanted to discontinue the training. In the second case, a few teachers who attended the training were aged and experienced, a few came in just because the department forced them to attend and a few teachers who really wanted to participate and learn. So, it was a challenge to establish rapport with such a diverse group. In the third case, a teacher was reluctant to learn and pay attention to the class. She would not look at the trainer, nor listen to the instructions. She would participate only when she wanted to. She was not punctual too. One day, the trainer lost his temper and warned her not to do so. The trainer was forced to do the tough talking. But the incident made the trainer feel sad. And in the fourth case, a teacher was always busy using the mobile. During the training sessions, he was chatting, messaging, etc. One day he was caught red handed by the DIET Lecturer. The Lecturer warned him. This made him arrogant. He complained to the Principal and made it a big issue.

As these issues have implications not only for teacher training programs but also for classroom teaching, trainers were encouraged to reflect on, think deeply about those incidents, discuss possible ways of addressing the issues and bringing desirable changes following Kolb's (2015) professional learning cycle model of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Reflective Questions

Following critical incidents, trainers were asked to recall their experiences of training teachers in the previous cohorts and reflect on the following questions.

Reflective questions for further learning are:

- What are my first thoughts about this program? Are they mostly positive or negative?
- If positive, what comes to your mind specifically? If negative, what are these negative thoughts?
- What were some of the most interesting discoveries I made while being part of this teacher training program? About myself? About others? About problems?
- What were some of my most challenging moments and what made them so?
- What is the most important thing I learned personally?
- What principles did I follow/incorporate into my training?
- Were my milestones and goals mostly met, and how much did I deviate from them if any?
- What are my greatest strengths/areas for improvement?

- What could I do differently the next time I work with the same group or a different one?

  Some of their reflections were as follows:

- This training gave me an opportunity to meet and interact with teachers from the remote corners of my district. As a trainer, I could understand there are different levels of teachers and I could get insights into different ways of their teaching. I was democratic in my approach and empathetic towards them. The main principle I followed throughout the training was "learning to teach and teaching to learn."
- In the beginning, I was feeling negative because I thought this one-month training would not succeed. I thought it would be difficult to sustain teachers' interest and my enthusiasm for such a long duration. But I was wrong. I am feeling happy now because it has brought tremendous change in my teaching. I discovered many areas for my professional development. I have read many books and the training has made me more resourceful. I have improved my own reading, writing skills and knowledge of grammar. I have learnt many ways of helping children to read and write.
- ELEP is a real teacher development program. If I am given a topic and the duration of the training sessions, I can design a module and conduct a training program. I have gained so much of knowledge, ideas, confidence, courage, and clarity. I learnt an important aspect about myself that I am not only a dedicated teacher but also a committed MRP.
- Most of the teachers in my cluster make the students read the lessons aloud and ask them to copy the notes of some old students. They do not give importance to listening, speaking, paragraph writing, creative writing, etc. This ELEP was an eye opener to many of them who learnt about developing language skills in students.
- While cascading the program, I kept the objectives of the session in mind and went a step ahead to design additional activities for enriching teachers. I conducted assessment at the end of the session to know whether teachers have achieved the objectives. I also made the teachers think how they can adapt the activities to suit their learners.

Although most of the responses were in the question and answer form, there were deep insights about their professional practices, what they learnt, unlearnt, and re-learnt. These reflections reveal their personal efforts for professional improvement. Such critical and deliberate inquiry into professional practice helps in gaining a deeper understanding of oneself, others, and the meaning that is shared among individuals. As Schön (1983) points out, this can happen during practice, after the fact, and can either be done alone or with others.

Reflective Training Module

The new modules developed had a few guiding questions/statements that help trainers/teachers reflect on their training and teaching practices. These questions and statements were given at the beginning of each unit of the module.

For example, the unit on "Teacher professional development" begins with the following questions:

- Are students excited to be in your class? If not, what can you do to change this?
- What do you think your students expect and need from you?
- What are some of the biggest hurdles in improving your professional practice?
- What do you want everyone to be able to say about you?
- How long has it been since you've asked yourself questions like these?

One of the significant changes made in the delivery of the training was encouraging the trainers themselves to handle the training sessions. Hence, the trainers transacted the module content on vocabulary, listening, spoken English, reading, grammar, writing, learning styles and strategies, teacher professional development, and approaches and methods of teaching English.

As they are not used to asking reflective questions, trainers conveniently skipped these questions given at the beginning of each unit and began their sessions with the activities instead. This was another puzzle for me. Why are the trainers not asking reflective questions? Are they not comfortable analyzing their own and other teachers' classroom practices? Are they not willing to question "taken-for-granted" routines? What is important in developing reflection in trainers—skills, attitudes or dispositions?

Keeping these questions in mind, I tried to bring some change in the program in order to take the trainers through the process of developing reflection.

Training Process and Methodology

For the first time in a training program at the Institute, trainers (MRPs) were encouraged to transact the content of the entire module in small teams. They were encouraged to consult the members of the faculty at the RIESI for support and planning their sessions. The team work facilitated a lot of discussion, reflective thinking, and enabled them to understand the content of the Module.

The members of the faculty observed their sessions, assessed their performance and also gave individual feedback based on the criteria suggested (see appendix 1 for the observation schedule).

- Did you make sure that you had a good understanding of the topic that you were supposed to teach? Being a trainer is different from being a teacher. If you do enough homework, you will be confident to take questions from teachers and answer them.

- Try to relate your classroom experiences with the content of the Module. Seek answers in a democratic way; don't be so authoritative. If you have a video record of your session, you can watch the recording, analyze your body language and the gestures used.
- If you have to teach something (e.g., process writing, portfolio, jigsaw reading) with conviction, you need to try it out first with your students. See if it works or does not work. If not, modify, make necessary changes to the activity. When you experiment in your classroom and know how it works, you can discuss the topic/teach the concept/conduct the activity with more confidence and also share your own classroom experience, provide concrete examples. Therefore, before you cascade the training, try out some of the activities with your students to get a first-hand experience.
- Your session was lively. You conducted the activities well. May be, you can try to involve more number of participants. You were able to give appropriate examples for different types of listening. You sang rhythmically and with good intonation. Can you rephrase the sentence "We are butterfly"?

Constructive, critical feedback, as shown above, was given on each of the trainers' strengths and areas for improvement. The sessions were either audio or video recorded and shared with the trainers for their analysis and self-assessment. The trainers were motivated to record their own sessions and share them with the other trainers. Many of the trainers even chose "critical friends" as observers of their sessions and sought feedback from them.

Stimulated Recall

Stimulated recall is a type of retrospective report. It usually uses video and audio recordings of the participant in action, which they are later shown to use as a prompt and asked to reflect on (Lyle, 2003). However, in this context, a set of questions, as shown below, was used for the purpose.

- What worked really well in your class?
- What did not work or could have been more effective? What was missing or needed?
- Who captured your attention in the class today? Why?
- What is important for you to do tomorrow/ this week?

Trainers had to reflect on their teaching the next day based on the questions. It was used to help them recall their concurrent thinking during their teaching and to understand the cognitive processes. Trainers were encouraged to share their experiences of the training session, the input provided, and the outcome of it.

Excerpts from trainers' reflective narratives are given below:

- When I was allotted this unit, I was so nervous. Mentor's suggestions, my preparation and planning made me feel confident to handle the class. I made some grammatical errors while framing questions. Because of time constraint, "let's make contract" didn't work well.
- It was an opportunity to do SWOT analysis. I need to improve my fluency in English language, ability to elaborate concepts with more clarity, prepare Teaching Learning Materials (TLM).
- My strength is honest effort and hard work. I did all the groundwork like preparation of charts, PPT, etc. for the session but I was nervous while presenting before the trainers.
- There are certain areas which I should seriously work upon. I should think of making my language crisp, clear, and more effective. I should also be careful about the pace of delivery. I need to slow down my speech a little. I need to think how effectively I can transact the same content with less talk, less explanation. I need to have more clarity about the pedagogy, the philosophy of teaching listening.
- My strengths: sense of humor, interaction with the participants and their participation. Areas for improvement: I need to learn how to engage all the members in group activities. I also have to improve my knowledge of functional grammar. Merely speaking good English cannot make one a good teacher, all that is required is skills of teaching and love for learning new things.

These reflective sessions made the trainers understand what they did well, what they could have done to make the session more effective, and also in understanding the nuances of conducting in-service training programs, the principles and practices of designing a teacher education program, and the importance of reflective practices.

Reflective Journal

According to Richards and Lockhart (1994), a journal is a teacher's written response to teaching events or a recorded account of teaching experiences. In addition to stimulated recalls, each trainer had to submit a reflective journal/self-report to the coordinator. The following are a few excerpts from the reflective journal:

- What I learnt from my teaching is that as an MRP, I should not stick to one topic, I should be able to handle different topics when I cascade the training. After my class, I came to know about the different strategies of exploring pictures. I understood that pictures could be used to elicit "why" questions, "yes/no" questions, comparing and contrasting, helping students to understand the meaning in the context, etc.
- I handled the topic "prose performance." I first tried to understand what were the best available strategies to transact a prose piece. I also questioned myself how prose could be effective in developing competencies in listening comprehension, speaking, sentence formation, vocabulary building and also in reinforcing the

power of imagination and creativity among students. While transacting, I was confident, clear, and focused.

- Basically I am not an English teacher but due to some reason, I am handling English subject in my school. While conducting the 2nd activity, it was so clumsy and the class was noisy, I felt it difficult to manage the class for a moment. To go near the stage seems to be like going near a wild animal. But if you go with good preparation, that wild animal seems to be a pet dog.
- I need to minimize my talk and give more opportunity to the participants to talk and I need to involve everyone. I am a little confused by the contrasting feedback given by the observers. Some observers said that there is no need to add our inputs, stick to the Module completely. Others suggested to us not to stick only to the module, have your own ideas and inputs on the topic. I need a little clarity on this. When an MRP is completely deviating from the topic or is doing something absolutely wrong, it is good to intervene and make corrections. But it is not so good to abruptly intervene, to stop someone and say skip this part or don't do this activity, etc. This brings down the level of confidence of the participant.
- I don't say that I did the best but I tried the best. I spent extra time preparing TLMs such as charts for my session which helped in giving some explanation of each stage. The activities that have been designed to be reading activities ended up as speaking activities. I was successful in making the participants read the texts and in eliciting responses. But I failed in making every participant engage simultaneously in the activities. I should have given the learning experience to everybody in the class. I need to improve my communicative competence and classroom management.

The journal entries reveal that trainers have used the journal to describe and analyze how they conducted the activities, to identify some of their concerns about the sessions and also to think of alternative procedures to use in the future. Trainers' journals also indicate that they are more vocal, critical about themselves and their observers in their writings than in their stimulated recall or individual reflective presentations.

District-Level Cascade Training

The district-level cascade mode of training was conducted between July and September 2019. A total of 1650 teachers got opportunities for professional learning for 15 days. Trainers had to send consolidated daily reflective reports by email to the coordinator and the Nodal officer at the Department of State Education Research and Training (DSERT) sharing details and experiences of their sessions. Though there were questions that prompted trainers to reflect, the reports were generally descriptive in nature.

The following examples illustrate this point:

- For the question "How many teachers got opportunities to participate/share their views in the session?" the reports said all the teachers participated with interest. And for another question "Which activities were most effective/least effective and why?," it was mentioned in many reports that all the activities were effective. The trainers were asked to suggest improvements to the module and say how the module could be supplemented with additional content, activities, worksheets, examples, etc. However, many reported that teachers like the module and the activities given there.
- Trainers did not share many personal reactions to things that had happened during the training sessions. They did not share problems they had encountered during the cascade training or ideas for further course of action. Though they made entries on a regular basis, the "reflections" did not shed much light on their beliefs about training teachers, teachers' language abilities, their own strengths and limitations as trainers, their satisfaction with their roles and responsibilities, avenues for professional development, etc.

There could be several reasons, as listed below, for writing descriptive reports.

- The reports were shared with the higher officers.
- Lack of time as they had to send these reports at the end of each day's training.
- They might be used to writing such descriptive reports giving details of the sessions and the program to other stakeholders.
- As it is a collective report of three trainers, there might not be much scope for writing individual reflections.
- The prompts given may not be appropriate in guiding them to write reflective reports.

It is still a challenge to get reflective reports with critical insights on various aspects of a teacher training program from the trainers. Also, trainers do not seem to maintain any reflective journals individually during the training program. Documenting reflections is still not valued by the trainers.

Conclusion

Teacher trainers need to view reflection as a tool for continuing professional development. They need to share their insights and learning with others and document reflections-in-and on-action. Such reflective practices will help them analyze, evaluate, and change their own practice and become pro-active and confident in their work. It may also be useful to facilitate individual reflection in group and critical collaborative reflection which may help them in reflecting on immediate concerns of training teachers and enable them to become agents of change and transformative professionals.

It may be easier to sustain reflective processes when they are carried out collaboratively with other trainers and supported by facilitators who can structure the learning

processes. Trainer development programs that focus on reflective practices will help trainers develop their own theories of educational practice, understand, and develop a principled basis for their own work. They will be able to better influence future directions in education and take a more active role in educational decision making.

Annexure 1: ELEP Training Session Observation Form

Name of the trainer:

Qualifications:

Name and Address:

Has the trainer attended ELEP: YES/NO (If yes, when?)

Unit/Topic:

Date:

Please rate the trainer's ability to handle the classroom in a scale of 1–5 (1 = poor 2 = fair 3 = acceptable 4 = good 5 = excellent).

S. No	Performance	Indicators	Rating 1/2/3/4/5	Comments
1	Planning and Preparation	Has the trainer planned for the class? Is there a clear lesson plan that he/she follows? Has the trainer prepared well for the class (practiced reading the lesson well, referred to dictionaries and other materials?)		
2	Interaction with the teacher participants	Is the trainer able to interact naturally and in a friendly way with the students? Is there a good rapport between the trainer and the students?		

(continued)

3	Usage of classroom language	Is the trainer able to give clear instructions? Does she ask a variety of questions like Instruction Checking Questions (ICQs), and Concept Checking Questions (CCQs)? Is she able to speak fluently? Is she able to speak in English without major/too many grammatical errors?		
4	Pronunciation and tone	Is the trainer's pronunciation clear? Is her tone learner-friendly?		
5	Confidence and enthusiasm	Does the trainer look confident enough to train teachers? Does she/he involve her/himself in the lesson completely? Is she interested in the subject? Does she show a positive attitude toward the class/teacher participants?		
6	Methodology followed	Is the methodology followed learner-centered? Is the classroom activity-oriented? Is the focus more on skills development?		
7	Materials used	Is the trainer able to use a variety of learning materials other than the textbook? Do the materials match with the lesson objectives?		
8	Scope for group, pair and individual work	Does the trainer involve all the students in the classroom activities? Does she conduct group/pair work? Are students actively participating in the class?		

(continued)

(continued)

9	Assessment and feedback	Is the trainer able to observe students, pay individual attention, and track their progress in learning? Has the trainer understood the concept of formative assessment?		
10	Achievement of learning outcomes	Does the trainer have clarity about the lesson objectives? Have the learners achieved the learning outcomes fully/partially?		
	Total (50 marks)			
	Overall performance (Extremely good, Good, Satisfactory, Needs improvement, Not at all satisfactory)			

Please provide descriptive feedback to the trainer based on the following points:

1. Three major strengths of the session.
2. Three major areas for improvement.
3. What else might help the trainer to improve his/her teaching/English language ability?

Observer's name and signature.

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Chapter 6
Perceptions and Initiatives of Teachers Toward Continuing Professional Development: A Study at the Tertiary Level

Kankata Padmini Shankar

Abstract Investing concerted efforts in continuing professional development (CPD) is the hallmark of a committed teacher. Teachers may engage in CPD activities at their own initiative or at the behest of the institutions they work in. This chapter aims to investigate the following aspects of CPD: (a) awareness about CPD, (b) motivation for CPD, (c) avenues for CPD, and d) assessment of CPD. It attempts to design an inventory of ideas for professional development and explore the ways in which these ideas, when practiced in reality, not only result in teacher's own development but also lead to improved student learning. Twenty teachers from the English and Foreign Languages University, Hyderabad, participated in the study. A semi-structured questionnaire and informal interviews were used to capture teacher awareness of CPD, and the initiatives they take to stay updated. The responses of the participants were analyzed qualitatively. The data reveal that the urge for professional development emerges from the teachers' passion for the profession and the innate belief that teachers are lifelong learners. Teachers demonstrate willingness as well as ability to assess the outcomes of their CPD. The study presents substantial evidence for the claim of improved student learning emerging from teacher initiatives through CPD.

Introduction

Teachers are lifelong learners. They learn from varied sources—through training and development opportunities, from colleagues, from students, and through reflection on their own practice. Such constant teacher learning is at the heart of continuing

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professional development (CPD). CPD implies an innate will and urge to develop professionally among teachers. It involves realigning of existing knowledge to suit changing demands of the profession as well as developing new understandings, new attitudes, and new orientations on the go toward improving practice. Thus, in language teaching, as in other disciplines, CPD denotes consistent updating of knowledge and skills. In fact, CPD is the key to "optimizing a person's career opportunities, both today and for the future" (CIPD cited in Harding, 2009: 5). Wan and Lam (2010) comment that CPD implies teacher learning in an ongoing way. It is also imperative that the knowledge gained through CPD activities guides and is reflected in everyday classroom experiences of teachers as well as students. Todd (1987) contends, "If CPD is to be judged successful, it should ideally satisfy two criteria: (a) that learning occurs and (b) that learning is implemented to the benefit of practice standards" (n.p). CPD, therefore, is not to be viewed as a "token add-on to general practice" (Harding, 2009: 5). On the contrary, it is a process whereby teachers' "professionality and/or professionalism may be considered to be enhanced" (Evans, 2002: 131). Investing efforts in one's continuing professional development is thus an attribute of a devoted teacher. Especially in the face of ever-changing students' needs, ever-expanding knowledge, and ever-shrinking world, enhancing one's abilities as well as acquiring new skills has become imperative. In such a context, it would be of interest to investigate how a set of teachers teaching at the tertiary level apprehend CPD and what initiatives they undertake for their CPD.

Hypothesis and Research Questions

The present study hypothesizes that university teachers are aware of the need for CPD, and they undertake initiatives for ongoing CPD. It attempts to investigate the following four aspects of CPD: (a) awareness about CPD, (b) motivation for CPD, (c) avenues for CPD, and finally (d) assessment of CPD. The following research questions guided the study:

  i. Are university teachers aware of the construct of CPD? How do they understand it?
 ii. Are university teachers motivated to engage themselves in CPD activities?
iii. What avenues do university teachers have/ seek for CPD?
 iv. How do university teachers assess their CPD initiatives? What parameters do they use to gauge professional growth?

Review of Literature

The construct of CPD has merited significant research attention. This section discusses some of the salient research works in the area. Davies and Preston (2002) conducted a study evaluating the impact of CPD on personal and professional lives

of final-year MA Education students in the UK. Findings show that CPD has positive effects on professional life. The impact on personal lives was more varied, diverse, and difficult to summarize. The time commitments of CPD caused guilt and resulted in stress and strain in family life. However, it could ultimately have a positive effect on personal and intimate relationships and personal development. Kwakman (2003) conducted two studies on teacher workplace learning. The first study showed that teacher learning was conceptualized as participation in professional learning activities (PLA). The second study explored the extent to which teachers participate in PLA and the factors that affect their participation. Results showed wide discrepancies between theory and practice in opportunities for professional learning at the workplace. Collinson et al. (2009) examined three emerging trends intended to broaden teachers' learning and enhance their practice through CPD: glocalization, mentoring, and rethinking teacher evaluation. They explore how these trends are unfolding in Australia, England, Latvia, the Republic of Ireland, Scotland, Taiwan, and the US. They suggested that transforming schooling in the twenty-first century depended on, among other things, collaborative, differentiated models for career-long continuing professional development.

Jensen (2007) explored the knowledge-seeking processes among professionals—nurses, accountants, teachers, and computer engineers—highlighting three core questions: What induces professionals to engage in continuous learning? What makes them strive for something beyond the immediate obvious goal or situation? How can we theorize practice in a way that allows for engagement and engrossment—the emotional basis of expert work? Padwad and Dixit (2008) conducted a related study which investigated the impact of the participation in a professional learning community called English Teachers' Clubs on teachers' thinking about and attitudes toward classroom problems in the Indian context. Findings reveal that participation in ETCs has led to better performance in terms of contextualization of the problems, critical approaches to the problems, belief in self-agency, and pragmatic approaches to finding solutions.

Hoekstra and Korthagen (2011) examined how systematic support makes a difference to teacher learning when compared to informal learning. In a longitudinal mixed-method study, they documented the learning of one teacher in a year in which she had no systematic support but had to adjust herself to an educational innovation and in the consecutive year where she received individual supervision. Findings suggest that professional learning will occur only if a teacher is supported in learning how to deal effectively with personal factors involved in the learning process. The implication here is that teachers need scaffolding mechanisms that support and sustain their efforts at CPD. Wan and Lam (2010) explored factors affecting teachers' participation in CPD. The facilitating factors included school factor, personal factor, financial factor, time, CPD provider, family factor, relationship with others, and government factor. The inhibiting factors consisted of time, heavy workload, financial factor, CPD provider, school factor, and personal factor. Van Eekelen et al. (2006) investigated the teacher's "will to learn." Results showed three different manifestations of the will to learn in teachers: Those who did not see the need to learn; those who wondered

how to learn; and those who were eager to learn. Kraft et al. (2018) conducted meta-analyses to evaluate the effects of teacher coaching programs on teacher instruction and student achievement. Findings affirm the potential of coaching as a development tool.

The next section attempts to build the theoretical perspective from which to view the present study.

Theoretical Support

This section attempts to discuss the construct of CPD in a detailed manner with a view to arriving at a theoretical base for the present study. Whether voluntarily sought as an individual initiative or undertaken at the behest of the institution, the aim of a CPD activity is to develop the knowledge and skills and this can happen in many ways. While Richards and Farrell (2005) conceptualize teacher learning as skill learning, as cognitive process, as personal construction, and as reflective practice, Cetina (cited in Jensen, 2007: 497) contends that the desire to learn emerges as a result of productive interplay between frequent encounters with knowledge and the steadfast commitment that arises from being a member of an innovative-orientated community.

Evans (2002: 131) conceives teacher development as consisting of attitudinal development (the process whereby teachers' attitudes to their work are modified) and functional development (the process whereby teachers' professional performance may be improved) each with a specific foci of change. According to Borko (2004: 4), to understand teacher learning, we must study it within these multiple contexts, taking into account both individual teacher-learners and social systems in which they are participants. As in the case of student learning, situative perspectives provide a powerful research tool, enabling researchers to focus attention on individual teachers as learners and on their participation in professional learning communities (Putnam & Borko, 2000 cited in Borko, 2004: 4).

Sachs (2003: 9) describes current approaches to CPD through three building metaphors, namely retooling, remodeling, and revitalizing, and adds a fourth one, namely reimagining to indicate the need for teachers themselves to have some agency in identifying priorities and needs for their own professional learning. She argues that CPD needs to incorporate all four of the elements in order to have two interrelated effects: first to ensure that the goal of improving student learning is achieved and second that strong and autonomous teaching profession is supported. Sachs (2016: 413) further contends, "… the time for an industrial approach to the teaching profession has passed. I make the case for systems, schools, and teachers to be more research active with teachers' practices validated and supported through research."

Mann (2006: 103) states that implicit in the notions of "reflective practice," "exploratory teaching," and "practitioner enquiry" is the view that teachers develop by studying their own practice, collecting data, and using reflective processes as the basis for evaluation and change. Such processes have a reflexive relationship

with the construction of teacher knowledge and beliefs. Collaborative and cooperative processes can help sustain individual reflection and development. Fraser et al., (2007: 7) suggest that professional learning can be analyzed in terms of three aspects. The first is the domain of influence (where the impact of the professional learning is felt on an individual basis). The second is the capacity for professional autonomy and transformative practice (the potential impact of the professional learning both on individual and profession-wide bases). And the third is the sphere of action (where/how the professional learning takes place).

According to Kennedy (2005:235), it is possible to explore the extent to which CPD is perceived and promoted either as an individual endeavor related to accountability or as a collaborative endeavor that supports transformative practice, and there is a need for greater interrogation of both the purpose and the potential outcomes of CPD structures. Kennedy (2016) characterized professional development (PD) programs in terms of their theories of action—defined in terms of the content teachers should learn—and how programs facilitate teacher's *enactment* of the content. According to Kennedy's typology of enactment facilitation, PD programs range from being highly prescriptive to simply provide a body of knowledge that teachers may choose to react to or not. Highly prescriptive programs clearly limit teacher discretion, and there may also be a tension between prescription and motivation. The effects of any PD program will depend on teachers' motivation to learn and to change their practice, mandatory assignment of teachers to programs may not have much effect on learning (Kennedy, 2016). Thus, contextual aspects such as the workplace environment and organizational support can influence the impact that CPD can have. Egert et al. (2018) and Kennedy (2016) posit that when teachers are coerced into a CPD activity, it may not garner personal engagement.

Darling-Hammond et al. (2017), Egert et al. (2018) and Pianta et al. (2008) contend that a CPD initiative can be effective if it concerns specific content, for example a new curriculum or content. This could take the form of example lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching, thereby providing teachers with a clear vision of best or desired practices. Collaboration with and feedback from fellow teachers can facilitate reflection and help learning in addition to providing opportunities for changing teacher practices at the organizational level (Buysse & Hollingsworth, 2009).

These various theoretical propositions point to the diverse ways in which CPD is conceived and implemented and contribute to understanding and interpreting the data gathered for the present study. The next section presents the methodology adopted for the study.

Methodology

As already stated, the scope of the study spans four aspects of CPD: (a) awareness about CPD, (b) motivation for CPD, (c) avenues for CPD, and (d) assessment of CPD. The study attempts to build an inventory of ideas for professional development and

explore the ways in which these ideas, when practiced in reality, result not only in teacher's own development but also lead to improved student learning. The study was carried out at The English and Foreign Languages University, Hyderabad, India. EFLU offers academic freedom and choice to the teaching faculty to experiment and explore new ways of transacting learning. The teacher agency afforded by the setting enables teachers to undertake robust initiatives toward professional development. Twenty teachers who guide research alongside teaching on the graduate and post-graduate programs offered at the university participated in the study. A questionnaire was designed to capture teachers' perceptions about CPD and their efforts toward professional development. An attempt was made to garner evidence for improved students learning that can be attributed to teacher CPD initiatives. The data gathered from the questionnaire were further enriched and supported by semi-structured interviews which consisted of the narrative accounts of teachers of specific initiatives that lead to rewarding experiences of professional development in terms of personal growth as well as enhanced student achievement.

Data Presentation and Interpretation

The data gathered are qualitative in nature and are presented in terms of the following four aspects of CPD: (a) awareness about CPD, (b) motivation for CPD, (c) avenues for CPD, and (d) assessment of CPD.

Awareness about CPD

Teacher awareness about CPD was captured through the first question in the questionnaire. Teachers were requested to verbalize their thoughts about CPD, what it meant for them and how they perceived it. The following are some of the statements made by teachers. It must be mentioned here that for ease of presentation the views of teachers are summarized in dyads.

Teacher 1 and 4: To me CPD means keeping up-to-date professionally. It is the continuous professional growth requiring to keep in touch with innovations and shifts in theory and practice in one's own field; keeping track of one's experiments in class—failures and successes; sharing experiences and notes with other teachers.

Teacher 3 and 7: Professional development is, in my view, the opportunity to upgrade my knowledge base. I see this as happening through research projects, publishing papers as well as attending academic seminars, conferences, etc. Last, though not least, I believe I enhance my professional skills as a teacher through designing and offering new courses every semester.

Teacher 2 and 18: CPD means constantly redefining oneself professionally to meet the changing needs of students and the prevailing academic atmosphere. It therefore

means updating oneself in content areas as well as finding new and appropriate teaching methodologies.

Teacher 6 and 14: CPD is keeping oneself abreast with the latest developments in one's research area, i.e., to update one's knowledge and skills from time to time. CPD is a commitment of the professional to continually update knowledge, hone the skills to remain competent, and making an effort to utilize the potential to the fullest extent to achieve the results. It is a lifelong process of learning.

Teacher 9 and 13: It is a developmental process born out of the teacher's / policy-makers'/ administrators' desire to be better equipped not only academically and peda-gogically, but also socially and culturally, because pedagogical practices originate from societal and cultural norms about the role, function, nature of and expectations from education, institutions, government bodies, policymakers, parents, students, and teachers.

Teacher 10 and 15: Teachers have to understand their role and function in the developments that constantly take place in policies, changes in instructional mate-rials, developments in the field of their own respective subjects, and advances in pedagogical practices. The needs of students change depending upon the social and individual factors. Very often teachers find themselves isolated. CPD helps teachers to create and foster an atmosphere of collaborative development, where they can share their problems, innovations, ideas, solutions collectively and help each other grow. The same is applicable to the designers of instructional materials, policymakers, educational administrators, and other professionals.

Teacher 5 and 12: Teacher CPD is integral to professional life. It refers to the several ways in which an individual strives to improve oneself in order to achieve career growth and recognition in one's professional sphere.

Teacher 11 and 19: A commitment to the profession one is pursuing and the urge within one to develop oneself, so that one can become better. CPD also refers to possessing a self-awareness of the job one is doing, which often may leave one dissatisfied with the feeling that there is so much more to learn and do, and put in the right foot forward to fill the gaps.

Teacher 16 and 20: For me, CPD means working toward betterment of self. It means growth in all areas, with our career, social networks, etc. It simply means any kind of continuous learning and development toward ourselves to excel in life in all the spheres.

Teacher 8 and 17: CPD means being committed to one's profession. It implies staying motivated, sustaining one's passion and zeal which sometimes might include uncomfortable discoveries about one's own inadequacies and this is where coura-geous reflection on ones' own practice plays a significant role. Through reflection and self-observation, one can improve teaching, the ultimate goal of which is student learning.

Discussion

As we can see, teachers were quite articulate about what CPD entails. Teachers' views about CPD can be analyzed and organized in terms of three themes: commitment to profession, commitment to students, and commitment to self.

Commitment to Profession

The idea of CPD as commitment to profession is expressed when teachers state that CPD implies sustaining one's motivation despite sporadic incidents of professional dissatisfaction (T8 and T17). This idea is further supported by the view that CPD develops and strengthens communities of practice wherein teachers can communicate and collaborate regarding several issues such as materials, methodologies, assessment, and policymaking (T10 and T15). What is perceived as paramount in professional growth is the will and effort to keep oneself abreast with the latest developments in the field which also involves sharing of knowledge and skills with colleagues across the board (T1 and T 4). In other words, CPD is a lifelong commitment to stay competent, setting standards, and achieving results (T6 and T14).

Commitment to Students

The ultimate goal of all teaching is improved student learning, and this view is expressed when teachers state that through their consistent efforts at CPD, teachers can enhance student achievement (T8 and 17). While offering ideas for enhancing one's knowledge base, T3 and T7 suggest that designing new courses and exploring new methodologies will lead to professional growth. This initiative will not only expand the knowledge horizon of the teachers, but also provide opportunity for students to explore new fields of study. Teacher 2 and 18 echo these views when they state that CPD means constantly redefining one's own self in order to meet the changing needs of students as well as the academic setting in which one is placed. This constant reconfiguration is the hallmark of a committed teacher.

Commitment to Self

CPD means the betterment of self, which is reflected in one's effort to excel in life (not just in the profession, T16 and 20). It is characterized and guided by an internal urge to develop oneself for which reflection and self-awareness are mandatory. It is possible to grow only when we experience a certain amount of dissatisfaction about

our current level of knowledge and skills (T11 and 19). These views are reiterated by T8 and 17, who state that CPD necessitates reflection on practice involving identifying and overcoming inadequacies. T5 and T12 perceive CPD as an integral part of professional life—a means toward achieving career growth and recognition.

The data thus reveal that teachers are aware of the construct of CPD and have pertinent views about what it entails, as the first research question envisages.

Motivation for CPD

Having established that teachers are aware of CPD and what constitutes it, it would be of interest to explore what motivates them to constantly strive for professional growth. This information is gathered through the second question in the questionnaire. Given below are some of the statements made by teachers specifying the compelling force behind their CPD initiatives.

- My own requirement, demands in the profession,
- My commitment to my profession/job—which is expressed in its three manifestations: love for my learners, love for my subject, and love for my job,
- To be a better practitioner, to keep abreast of the latest developments in the field, and to connect better with learners' needs,
- Innate joy in improving my professional skills and the desire to do better and the wish to be an effective classroom teacher,
- To derive greater fulfillment from one's work,
- The clientele—the students, the teacher-trainees, the teachers and my own colleagues and their activities for their own professional development push me to be up-to-date with things in the area of my interest,
- The outside world which demands a lot from us,
- The desire to contribute to teaching and research; urge for professional recognition; urge to do justice to my job,
- Natural interest in professional growth/ self-motivation, curiosity to explore new research topics and areas,
- The working environment: When the working environment gives you freedom to experiment and grow, it enables you to be "professionally active,"
- Research students who need to work on newer avenues of knowledge and who have to be properly guided.

Discussion

It is evident that several factors motivate teachers to undertake activities for professional growth. One can observe a two-pronged motivational structure here: institution-driven and individual-initiated. Some teachers involve themselves in CPD activities because of external forces, such as the demands made by the profession,

the institution in which one is placed, or the achievements of their fellow teachers in the field. Some others engage in CPD purely for the joy they derive in keeping themselves up-to-date, thereby contributing to the growth of self, students, and the institution at large. Thus in addition to the tangible benefits of enhanced professional image and recognition and improved student performance, CPD contributes to innate professional satisfaction and fulfillment that a teacher passionate about the profession aspires to experience. To put it in a nutshell, as a teacher states, it is the love for the students coupled with the love for the subject and topped with the love for the job that motivates teachers to seek professional development opportunities. It clearly answers the second research question positively. A point that merits mention here is the fact that teachers acknowledge the role of the institution in facilitating their professional growth. A conducive workplace environment can go a long way in building communities of excellence.

Avenues for CPD

We understand that teachers are aware of CPD and are highly motivated to engage themselves in professional development activities. Let us now explore what opportunities teachers seek for CPD. The third question in the questionnaire requests teachers for this information. The avenues teachers look for CPD are presented below:

- Reading the latest literature in the area,
- Gaining awareness of innovations in the field,
- Applying innovative ideas in everyday work,
- Seeking fresh opportunities to teach,
- Enhancing professional knowledge through training,
- Collaborating with colleagues, students, and other professionals,
- Using the internet and the social media as a resource,
- Attending and presenting at conferences and seminars,
- Reinforcing learning and commitment through sharing knowledge,
- Networking with colleagues across the globe,
- Seeking and using library resources,
- Enrolling in teacher development courses (both offline and online courses),
- Membership in professional bodies,
- Taking part in research projects,
- Attending orientation and refresher courses,
- Publishing research in the areas of interest,
- Offering reading courses to students,
- Observation of other professionals in practice.

Discussion

The list above shows that teachers seek a wide range of opportunities for professional development. What is interesting to note is that teachers not only look for avenues to update their knowledge and skills but also are geared toward learning through experimenting with their own teaching. They are aware of the importance and role of the Internet and the social media in facilitating professional growth. They believe in the power of knowledge sharing and hence are keen to explore opportunities for networking with colleagues globally. Documenting one's research through publications, undertaking collaborative projects, being part of professional bodies, attending and presenting at conferences—all are a plethora of opportunities that teachers seek for professional development.

Assessment of CPD

While the earlier section presented the information regarding the professional development opportunities that teachers wish to engage in, this section attempts to gauge teachers' perceptions about their own professional growth. How do teachers assess their growth? What are some of the indicators of growth? This information is sought through the fourth question of the questionnaire. Some of the responses of the teachers are presented below.

- Training others/ passing on the training or learning to students and others,
- Acceptance and recognition from students and colleagues and other institutions,
- Supervising research scholars in newer areas of mutual interest,
- Designing new courses and tailoring them to suit specific needs,
- Presenting/ publishing research in seminars and conferences,
- The indicator of my growth as a teacher lies in my students. If they have been able to apply or use what I have taught them, then that is the biggest indicator of my effectiveness.
- Number of research students guided,
- Fast career growth,
- Being assigned greater academic and administrative responsibilities,
- I feel I have come a long way from the first year of teaching—skill-wise, attitude-wise, ability to handle situations and people, and, of course, in terms of subject knowledge.
- Even at this age, I'm motivated to register for courses and develop competencies in offering online programs. This is an indicator of growth—I'm willing to take RISKS and gear up for challenges. I've become less angry, and more patient while dealing with students!
- I can definitely attribute my own growth as a teacher to exposure to CPD programs; they broaden the vision, bring in new insights and perspectives for teaching and learning.

- Rather difficult to reflect on it at a personal level. Perhaps my peers, my students, and some of my bosses can talk better about it. One thing I perhaps can say is that over the years I have often felt humbled. If this is any indicator of growth, that is how I perceive it.
- Growth is reflected in the small perceptible changes that one experiences. The ability to reflect on one's teaching practices and strive for improvement, the ability to think and formulate a critical perspective on teaching, the willingness to participate actively in discussions and to accept new ideas, and the motivation to forever seek opportunities for one's professional development are all indicators of growth. These are the parameters for assessing the growth of a teacher.
- I think I have grown as a teacher/ researcher/ materials producer. My interests have become more interdisciplinary. I find more and more issues to engage with in order to develop myself as an ELT professional. Initially, I did not favor the use of mother tongue in the classroom, was more rigid about the classroom pedagogy, used to have high standards of English as the goal for students, and depended more on engaging with theoretical issues rather than looking at their practical relevance and usefulness. Now I have discovered the multilayered weave of the needs of students and deprived sections of the society, and my understanding of the effectiveness of diverse pedagogical practices and implications of theoretical perspectives at different levels has considerably widened. The lesson I have learnt is: The more one strives to learn and know, the more continents of ignorance one realizes within. Every bit of more knowledge launches me onto another voyage of discovery.

Discussion

The data above reveal that teachers assess their professional growth in terms of three parameters or indicators of growth: cognitive, pedagogic, and affective. While acquiring and sharing knowledge and skills, publishing, wielding academic and administrative responsibilities are categorized as indicators of cognitive growth, pushing one's own self to experiment and innovate in teaching, garnering student respect and affection, shaping oneself into an enabling teacher rather than a mere transmitter of knowledge can be labeled as indicators of pedagogic growth. The ability to reflect on and assess one's practice itself is an indicator of growth. The ability to shape oneself into an accepting human being, being able to manage emotions, developing facilitative attitudes are categorized as indicators of affective growth. A teacher is definitely not separate from an individual—growth as a professional is intertwined with development as a person. As one teacher muses, growth cannot always be assessed in observable and measurable terms—at least not all aspects of it. Being valued and respected by colleagues and being appreciated and loved by students is indeed a humbling experience and is sufficient indicator of professional and personal growth.

Evidence of the Impact of CPD

While the earlier sections focused on teacher awareness of CPD, motivation for CPD, avenues for CPD, and assessment of CPD, this section attempts to document the experiences of teachers where their efforts at and initiatives of CPD brought in tangible change in their thinking or in their practice or in both**.** The following are some of the instances that teachers shared:

Instance 1: An online course on critical thinking helped me to plan and also conduct my lessons in a more learner-centered manner involving them in critical thinking as they learnt the subject area that I taught.

Instance 2: I browse journal articles online and that helped me to quickly put together the references and literature reviews for small-scale studies I conducted usually for paper presentations in conferences.

Instance 3: Researching in newer areas (other than my existing knowledge base) increased my exposure as also allowed me to think of different disciplinary formations and epistemological frameworks.

Instance 4: Working with students from a variety of socioeconomic and pedagogical backgrounds enabled me to fine-tune my teaching skills as well as allowed me to think through my existing conceptual categories (for instance, about what constitutes "a good student," testing and evaluation).

Instance 5: Being awarded the Chevening British Council Scholarship to do postdoctoral research in linguistics opened new avenues of research in language acquisition and applied linguistics for me.

Instance 6: Being the chief coordinator of the Centre for English Language Teaching (CELT) project at the University for English Language Training in Cambodia, Laos, Vietnam, Myanmar, and Sri Lanka taught me administrative skills.

Instance 7: My effort to offer a Course in "Teacher Development" at the M. Phil level was one of my CPD initiatives. Beginning as a "reading course," it evolved into a full-length taught course with constant modifications based on student feedback, adding to my own fresh insights.

Instance 8: My active participation in proposing, designing, and coordinating the B. Ed (English) program offered in my university.

Instance 9: I had the opportunity to attend the Teaching of English to Speakers of Other Languages (TESOL) Convention in New York in 2008. It was an eye-opener in many ways and helped me reflect on my own teaching practices. It was also reassuring because people from all over the world were discussing familiar issues and that helped me identify with the TESOL community. My participation in ESP SIG discussions deepened my understanding of the discipline and triggered new ideas for the courses that I offer at EFL University.

Instance 10: The online Teaching English to Young Learners (TEYL) course that I did at the University of Maryland, Baltimore County (UMBC) opened up new vistas for professional growth by providing fresh insights on online teacher development programs. It helped me connect with people from other parts of the world and share

ideas, and introduced me to an entirely new virtual experience. I am now convinced that online training programs are the best option for CPD for practitioners.

Instance 11: I go prepared to the classes. I am received better by my learners. The classroom acquires a less formal atmosphere allowing learners to discuss the concepts freely. This change in my teaching I consider is a contribution of CPD.

Instance 12: I provide a detailed feedback on my learner assignments and any work they do. They appreciate it and improve. They are left with little confusion and look forward to similar feedback. This has resulted in a sense of trust between my learners and me and I perceive this as a great change.

Instance 13: It is difficult to pinpoint with any accuracy. It is not always a case of "Input A produces Output A." The changes in thinking and practice do not always follow immediately after exposure to a CPD "event." It is really many such "events" followed by analysis and reflection that—over a period of time—change one's practices and thinking.

Instance 14: One such change could be my realization that focusing on what my students can do rather than pointing out what they can't is a better way to approach their problems.

Instance 15: Reading journals and attending seminars help in teaching of advanced-level courses and in discovering new avenues of research and reflection for me as well as my students.

Discussion

The benefits that teachers accrued owing to the CPD activities they engaged in are many and diverse. These can be understood in terms of enhanced teacher learning, improved student learning, and increased institutional cumulative knowledge base. The CPD initiatives undertaken by teachers enabled them to expand their pedagogic content knowledge (instance 1 and instance 15). Teachers are able to develop a classroom ecology that is conducive to learning with shared power and responsibility enhancing mutual trust and respect between them and their students (instance 11 and instance 12). The knowledge base is expanded, and newer areas of expertise are acquired (instance 2 and instance 3). New insights are gathered, new courses are designed and new networks are formed which act as an impetus for further CPD activities (instance 9 and instance 10). Existing conceptual categories (teacher beliefs, ideologies, and attitudes) are readjusted based on critical reflection of current practice—a means by which CPD is implemented (instance 4). Academic awards and administrative rewards not only boost teachers' morale but push them to discover and realize the potential they are endowed with (instance 5 and instance 6). It is immensely satisfying to the soul of a teacher to conceive new courses and programs, thereby contributing to the cognitive caliber of students as well as the intellectual stature of the institution (instance 7 and instance 8). Despite these tangible evidences of the benefits of CPD for teachers, students, and institutions, it must be remembered that the benefits are not always immediate and measurable. Engaging in CPD activities

does not follow a linear path nor does it subscribe to a stimulus–response structure of the behaviorist approach. A considerable amount of latent learning occurs which surfaces only when the need arises (instance 13 and instance 14).

Findings

This section discusses the findings of the study. University teachers are aware of the need for and the importance of CPD activities. They understand CPD as commitment to profession, commitment to students, and commitment to self and as an integral part of professional life which is ongoing and lifelong. They are highly motivated to engage themselves in CPD activities. While in some cases such motivation emerges from external factors (e.g., demands made by the profession and upward career mobility) and is institution-driven, in the case of others, the innate urge for personal and professional growth acts as the impetus for engaging in CPD.

University teachers seek several avenues for professional growth. Designing new courses/ programs, networking with colleagues, undertaking collaborative projects, exploring publication opportunities are a few among these. They assess their professional growth in terms of three parameters: cognitive, pedagogic, and affective. CPD activities afford them growth in all the three arenas. Professional development of a quantifiable nature (e.g., an academic award or an administrative position) goes hand in hand with personal growth as an individual which is fluid and not measurable.

The academic freedom, the expectations of students, and the achievements of colleagues, which form a part of the institutional culture, contribute in a significant manner to the motivation for and subsequent initiatives in CPD. Teachers are conscious of building and assessing their growth graph which in itself is an indicator of CPD. They are able to identify and document specific instances that contribute to their growth. These include instances that involve attitudinal changes, experimentation, and innovation in pedagogy, networking, and collaboration with colleagues across institutions and disciplines.

Implications

The primary finding is that teachers are aware of CPD and are highly motivated to engage in CPD activities, and it implies that it is important to undertake agency for one's own professional growth and when this happens both individuals and institutions can excel. The next finding is that teachers seek a plethora of opportunities for professional growth and it suggests that (a) plenty of avenues for development are available and possible and (b) individual teachers can try out what best suits the needs of the specific contexts they are placed in. Further, it has been observed that collaboration and congenial professional atmosphere lead to consistent and rewarding CPD efforts. Institutions, therefore, need to foster and sustain a culture wherein teachers

are motivated and encouraged to undertake CPD activities. They can facilitate CPD through teacher-friendly procedures (e.g., granting leave of absence). Finally, since it is neither possible nor advisable always to assess professional growth in quantifiable terms, parameters may be developed to measure growth in qualitative terms.

Limitations

The limitations of the study are detailed here. The study was carried out at an institution that offers academic freedom and flexibility. Teachers working in such a setting have more opportunity and scope for engaging in a variety of professional development opportunities than those who work in restrictive settings. Therefore, the findings obtained from the study may not be generalized. The study focuses only on teacher perceptions of what entails CPD and what constitutes growth. It does not measure these against standard definitions. This may be perceived as a limitation. The teachers in the study are both knowledgeable and articulate about the construct of CPD. If conducted with a different set of teachers who are not articulate enough to share their views about and experiences of CPD, such a study may not yield similar results.

Further Research

This section offers a few suggestions for further research. First, it may be interesting to document the not so successful stories of CPD (along with success stories) to investigate what lessons teachers have learnt from these and what measures they have taken to continue to stay motivated. Then it is possible to undertake a case study of one/two teachers in terms of tracing their growth as perceived by them over a period of time with a view to identifying the most satisfying and rewarding sources/tools of CPD. Last, it would be interesting to carry forward these insights to teacher developers in in-service teacher training programs and explore how they can transform some of these instances as cases to train teachers in other contexts/institutional settings.

Conclusion

Continuing professional development is a journey to undertake, not a destination to reach. It is helpful to travel with a co-passenger such that the journey is made less tedious and more rewarding. In other words, a well-structured path with signposts might help prevent detours as well as disillusionments. This view is voiced by Harding (2009: 8) when he states, "It's all very well talking about self-development, but we all need a bit of help, commitment, and structure." Moreover, as we explore deeper and learn more, we realize that we are reshaping and restructuring ourselves in order

to mould ourselves to the changing scenarios, and in this constant change lies the key for the growth of our students, our institutions, and ourselves.

Appendix 1

Questionnaire

Dear Colleague

This questionnaire is part of a research study on continuing professional development. The data obtained will be kept confidential and will be used purely for research purposes. Your cooperation in filling in the questionnaire is solicited and appreciated. The questionnaire has five items, and it may take about 45 min to fill it in.

With thanks and warm regards

Padmini Shankar

EFLU, Hyderabad

Part I

1. Name:
2. Age:
3. Teaching experience (no. of years):
4. Levels at which you taught:
5. Average class size:

Part II

6. What is continuing professional development (CPD) for you? How would you define it?
7. What motivates you to strive for CPD?
8. What avenues do you have or seek for CPD?
9. How would you assess your own growth as a teacher? What are some of the indicators of growth for you?
10. Narrate two instances where your efforts at CPD brought in tangible changes in your thinking or in your practice or in both.

Instance 1

Instance 2

Thank you for your time and cooperation.

Appendix 2

Sample Filled-in Questionnaire

Dear Colleague

This questionnaire is part of a research study on continuing professional development. The data obtained will be kept confidential and will be used purely for research purposes. Your cooperation in filling in the questionnaire is solicited and appreciated. The questionnaire has five items, and it may take about 45 min to fill in.

With thanks and warm regards

Padmini Shankar

EFLU, Hyderabad

Part I

Personal Profile

1. Name: XXXX
2. Age: XXXX
3. Teaching experience (no. of years): 40 years
4. Levels at which you taught: Undergraduate: Postgraduate: Research:
5. Average class size: XXXX

Part II

6. What is continuing professional development (CPD) for you? How would you define it?

A commitment to the profession you are pursuing and the urge within you to develop yourself, so that you can become better. CPD also refers to possessing a self-awareness of the job you are doing, which often may leave you dissatisfied with the feeling that there is so much more to learn and do, and put in the right foot forward to fill the gaps.

7. What motivates you to strive for CPD?

My commitment to my job, which is expressed as love in its three manifestations—Love for my learners, love for my subject, and love for my job. Once I am sure of these three things, it is often difficult either to cheat myself or someone else. This is the driving force behind my strife for CPD.

8. What avenues do you have or seek for CPD?

One of the best avenues I have found for myself is reading. God has blessed with me good reading habits, and books come my way on their own. I supplement my reading with implementing some of my learning in my own profession and also advocate it to my students. Besides reading, I am a keen listener and an observer. Whenever I

attend conferences and seminars, I take down copious notes and try to disseminate them among my peers and learners. This process of summarizing and talking about what I have learnt reinforces my learning as well as commitment.

9. How would you assess your own growth as a teacher? What are some of the indicators of growth for you?

Rather difficult to reflect on it at a personal level. Perhaps my peers, my students, and some of my bosses can talk better about it. One thing I perhaps can say is that over the years I have often felt humbled. If this is any indicator of growth, that is how I perceive it.

10. Narrate two instances where your efforts at CPD brought in tangible changes in your thinking or in your practice or in both.

Instance 1: I go prepared to the classes. I am received better by my learners. The classroom acquires a less formal atmosphere allowing learners to discuss the concepts freely. This change in my teaching I consider is a contribution of CPD.

Instance 2: I provide a detailed feedback on my learner assignments and any work they do. They appreciate it and improve. They are left with little confusion and look forward to similar feedback. This has resulted in a sense of trust between my learners and me and I perceive this as a great change.

Thank you for your time and cooperation.

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Chapter 7
Teacher Self-assessment as a Key to Teacher Empowerment

P. Hari Padma Rani

Abstract In the Indian context, when we examine how teacher assessment takes place at different levels of education in multiple types of educational institutions across different states, one striking common feature emerges: teacher assessment is not taken seriously at all in most cases and even where it is, it is not taken half as seriously as student assessment is. This points to the predominant attitude of neglecting or underplaying what is fundamentally important. Systematic self-assessment attempted by teachers can influence their teaching practice significantly, and this in turn can enhance student learning as well. This chapter is based on the view that teacher self-assessment is a continuous and inseparable part of the teaching process. In addition to attempting to distinguish the terms assessment and evaluation which are often used interchangeably, it also enumerates three broad types of teacher assessment practices in vogue. The chapter argues that self-assessment is an effective means of ensuring sustained professional empowerment of teachers. It also proposes an outline of a three-stage process of teacher self-assessment, which the author has devised and used in her professional context. Further, it recommends that teacher self-assessment be integrated into the teaching practice rather than regarding it as a peripheral activity.

Keywords Teacher self-assessment · Teacher empowerment · Assessment literacy · Self-assessment procedures · Teacher assessment scenario in India · Effective teacher self-assessment

Introduction

Teaching, being a complex skill, is an amalgam of multiple skills such as communication, presentation, asking questions, empathy, and assessment skills. From a teacher's perspective, assessment skills entail both the ability to assess students and one's own

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self in terms of meeting the expectations of the stakeholders and meeting the objectives of the course. Traditionally, teaching is regarded as an exclusive activity that goes on within the four walls of a classroom where the teacher's job is to impart some knowledge or skills to learners. Gradually, student assessment carried out by teachers has also come to be recognized as part of teaching. However, assessment of teachers and teacher self-assessment are still perceived as outlying activities and are yet to be integrated into the teaching process.

The raison d'etre of all teaching is to facilitate students' learning. Many factors such as curriculum quality, teacher efficiency, student readiness, institutional resources, and systematic monitoring come into play when it comes to ensuring effective learning. Of the several factors that determine student learning, teacher efficiency is perhaps the most crucial one as all others are rendered in vain without it. As Sanders and Rivers (1996) reiterate, teacher effectiveness is the single greatest factor affecting the academic growth of learners. Given the pivotal role of teacher efficiency in ensuring student learning, it becomes important for us to consider ways by which it can be secured. In the global educational scenario prevalent today, teacher assessment is perceived to be indispensable to assuring quality teaching. Teacher self-assessment forms an integral part of both teacher assessment and teacher evaluation.

Quoting Bordon and Owens (2001), Baehr (2007) clarifies the distinction between the often-confusing terms assessment and evaluation by saying that the assessment process implies prospective improvement while evaluation usually indicates some sort of judgment of quality. Assessment is concerned with how the quality of a performance or outcome could be improved in the future. Further, she observes, "The assessment process is not concerned with the level of quality; only with how to improve the level of quality. Evaluation is the term used to describe the determination of the level of quality. The evaluation process focuses only on the actual level of quality with no interest in why that level was attained" (Baehr, 2007: 441). Thus, the terms assessment and evaluation represent two distinguishing processes of distinct intent, namely improvement and judgment, respectively.

Teacher Assessment Procedures

The teacher assessment procedures followed internationally include classroom observations, student evaluation of the teacher, student achievement, teacher self-evaluation/assessment, tests for teachers testing their subject knowledge, and peer evaluation. In some schools and colleges, parent feedback may also be taken into consideration while assessing the teacher. It is a commonplace phenomenon in most private schools in India, where young children feel intimidated and do not feel free to go to the principal and give their feedback on a teacher's performance; in such situations, it is usually the parents who pitch in and bring it to the notice of the principal and seek corrective action. Instances where teachers are immediately replaced based on the feedback given by parents are quite common in private schools. And in such schools where parent feedback on teachers is taken seriously, student performance

is the single most important criterion for assessing teacher performance and teacher self-assessment is hardly ever attempted, as it is not trusted at all. However, the value and efficacy of the teacher assessment practices in vogue have been called into question: "Seventy years of empirical research on teacher evaluation shows that current practices do not improve teachers or accurately tell what happens in classrooms" (Peterson, 2000: 14).

Teacher Self-assessment

Self-assessment is a concept often heard not only in the realms of English Language Teaching (ELT) and education but also in varied walks of life in general. It is a concept that suggests reflection from an insider perspective. This is different from the outsider perspective that might come from stakeholders like observers and students through observation and participation, respectively. Teachers might use and reflect on the outsider perspective while making self-assessment. Likewise, while assessing and evaluating teachers, their self-assessment may be taken into account. Thus, both teacher self-assessment and teacher assessment/evaluation can mutually benefit from each other.

The term self-assessment is used broadly in two different senses: In its first sense, it is seen as a judgment about oneself or what one does, and in its second sense, it represents a process of self-analysis. A glance at the definitions given by two different dictionaries testifies to the prevalence of these dual perceptions of the term. While Merriam Webster's Dictionary defines self-assessment as "the act or process of analyzing and evaluating oneself or one's actions: assessment of oneself," Cambridge Dictionary regards it as "a judgment, sometimes for official purposes, that you make about your abilities, qualities, or actions**."**

In ELT too, the term is defined variedly. If we examine a couple of random definitions from the field, teacher self-assessment is viewed as "the process of making judgment about the appropriateness or effectiveness of one's own knowledge, performance, beliefs, products, or effects, so that they can be improved or refined" (Airasian & Gullickson, 2006: 2). Self-assessment is also an evaluation process that helps teachers to form their own personal, professional knowledge, and to assess their instructional effectiveness on a day-to-day basis (Schön, 1987; Airasian & Gullickson, 1994).

The Importance of Teacher Self-assessment

Teacher self-assessment is essential for several reasons. It is the most effective of all forms of teacher assessment, as it stems from conscious reflection and introspection carried out with the key objective of improving student learning. It indicates that teachers are aware and mindful of their own knowledge, learning, performance, and

how they impact the overall teaching experience and outcomes. It builds an atmosphere of trust which can make teachers more responsible. It can motivate teachers to explore creative ways of improving their performance and make them confident and self-reliant in taking control of the teaching situation wherein they have an independent view of the objectives, methods, materials, and assessment procedures used in their teaching. Teacher self-assessment, being a continuous process carried out on a regular day-to-day basis, can serve as a constant monitor for everything the teacher does and uses in and outside the class by way of teaching, thereby making teachers self-accountable. Systematic self-assessment attempted by teachers can be empowering for both teachers and students. It is empowering for teachers in that it makes them continuously examine and review their knowledge of the subject, pedagogy, and professional teaching ability. It is empowering for students, as they are the primary beneficiaries of it. All other forms of teacher assessment such as student feedback and observer reports are useful only if teachers process them through self-assessment.

The Process of Teacher Self-assessment

The tall claims made above for self-assessment warrant answers to the following questions:

- How do we go about self-assessment?
- Are there any standard forms of carrying out self-assessment?
- Are there any commonly applicable tools which do not vary on the basis of context, subject, and the individual?
- If yes, how reliable are they?

On the international front, a few tools for carrying out self-assessment in the field of ELT have emerged in the recent decades. For example, the European Portfolio for Student Teachers of Languages (EPOSTL) includes many descriptors of competence related to language teaching. Using these descriptors which indicate the required abilities a teacher of English is expected to possess, one can gauge one's own abilities and qualities as a language teacher. But this tool is meant for pre-service and not for in-service teachers. Cambridge Assessment English has a framework to help teachers find out where they are in their development now and think about where they want to go next. The British Council has developed a Self-assessment Tool (SAT) as part of its Continuing Professional Development Framework (CPDF). It identifies 12 broad professional practices which every teacher is expected to know and follow. For a detailed account of the SAT and an assessment of this tool, see Borg and Edmett (2019). Examples of the broad professional practices included in the SAT in relation to which teachers can assess themselves are planning lessons and courses, understanding learners, knowing the subject, managing resources, assessing learning, integrating information and communication technology (ICT), and promoting twenty-first-century skills.

The SAT is claimed to be a tool that could be used globally by ELT practitioners. Borg and Edmett (2019: 659) observe:

> One of the instruments included in the CPDF is a Self-assessment tool (SAT). The purpose of the SAT is to provide, against the professional practices in the CPDF, a measure of teacher competence which can be used by ELT practitioners globally and which (ideally in conjunction with other measures) can inform subsequent decisions about teacher professional development.

However, several of the twelve professional practices included in the SAT may not be found relevant at all by most teachers in India and other countries as well because teachers cannot self-assess themselves on things they are never required to do as part of their professional responsibility. For example, if we take the first professional practice mentioned above, "planning lessons and courses," excepting for a very small portion of teachers working at the university level, almost all other teachers working in non-autonomous institutions of higher education as well as school education have no role to play in planning the courses and lessons they are required to teach. They teach the courses and lessons the respective central/state boards/affiliating universities prescribe. Similarly, the practice of "managing resources" cannot be considered a significant criterion in self-assessment, as it is something almost all teachers do by default in the Indian context. Likewise, if we look at the criterion "assessing learning," the teacher's role is limited even here, as largely those who do not teach the students carry out all significant assessment in our education system.

Thus, the claim that "the SAT seeks to be useful to ELT practitioners anywhere" (Borg & Edmett, 2019: 673) and that it has global relevance cannot be taken for granted. That the tool is specifically designed for ELT professionals also does not hold water as the twelve broad practices listed could be professional practices applicable to teachers of any subject. This proves that tools designed for self-assessment of teachers, with claims to their global applicability and subject specificity may not be effective when it comes to practicing self-assessment in a specific context. However, as Borg and Edmett (2019) point out, some kind of specification of what needs to be accomplished by teachers in their profession is necessary for continuing professional development:

> There is, of course, no one universally accepted list of competences that teachers generally or English language teachers specifically need. The whole notion of competency frameworks may even be rejected ideologically on the basis that teaching is too complex to reduce to lists of skills and knowledge that teachers require. Teaching is indeed a complex activity, but without some specification of target competences it is difficult to assess teacher quality and identify the professional development teachers need (Borg & Edmett, 2019: 658).

Though teacher self-assessment tools can vary from context to context, we can take from the available frameworks whatever suits our own situation and arrive at our own way of doing it.

Teacher Self-assessment Scenario in India

Though teacher assessment is considered important, systematic ways of doing it with universal applicability have not yet been developed. Even in the Indian context, there are no uniform procedures for the entire country in this regard. As the report *Exploring teacher evaluation processes and practices in India: A case study* (2018), states with reference to school education in India, hardly is any literature available on what goes on at the ground level by way of teacher evaluation:

> … as in many countries, nationally-mandated performance standards for teachers at the subject level have not yet been developed (although there was an intention to develop these in India in 2010). This is not to say that there are no instances of English language teaching standards being developed or adopted across the country; …there is relatively little literature offering details of on-the-ground activity and experience with regard to teacher evaluation in India (Bambawale et al., 2018: 12).

Given the complexity and multifariousness of the educational contexts in India, one cannot generalize even one's assumptions of education in India. Moreover, given the prevalent attitude of indifference to teacher assessment in general in the Indian education system, one can only imagine the near total neglect of teacher self-assessment.

Self-assessment by teachers is rarely taken into account and is often limited to a mere self-appraisal. The main reason for the seeming neglect of teacher self-assessment, while assessing their teaching is the alleged lack of objectivity and credibility in their assessment. At the school level, teacher assessment and self-assessment attempted by them can be different as most of them have a degree in education and hence are expected to possess what may be termed "assessment literacy." But at the college and university levels, especially in the public sector, most teachers holding permanent positions or otherwise, have had no training in the fundamentals of education and are not aware of either the importance of self-assessment or how one should go about it. As a result, assessment literacy is largely absent in teachers. Assessment literacy may be defined as an understanding of the fundamental assessment concepts and procedures used in educational contexts which have a bearing on the successful functioning of the system. "Assessment literacy consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions" (Popham, 2011: 267). More specifically, in the context of teacher self-assessment, *one may define assessment literacy as teachers' understanding of how to assess what they are doing and can do as teachers in order to ensure effective student learning.*

In the Indian context, self-assessment of teachers often lacks credibility and objectivity precisely because teachers and managements often interpret the term in its second sense and see it as a judgment teachers make on their own teaching performance at the end of teaching a course. This kind of an attitude to self-assessment can be counterproductive to ensure quality teaching. As long as self-assessment is equated with self-judgment, it can never be objective. On the contrary, self-assessment should be viewed as an integral part of the teaching process where teachers practice their

teaching with a certain level of metacognitive awareness. This metacognitive process is self-driven rather than externally imposed. It impels and does not compel teachers to figure out ways of improving teaching quality.

Teacher Self-assessment Practice in India

When we try to understand the different ways in which teacher assessment is carried out in India, we realize that wherever it is done, it is done essentially in one of the following three ways:

- A top-down approach where a few random performances of the teacher are assessed by a subject expert/some representative of the management/some inspector like authority.
- A bottom-up approach where students assess the teacher based on a set of parameters.
- A blended approach where both these modes are used.

In the recent years, the most common practice among higher educational institutions that go for National Accreditation and Assessment Council (NAAC) accreditation is to obtain feedback from students about teachers and the courses they offer at the end of a year/semester. This is compulsorily being practiced as NAAC mandates it. The feedback is obtained through a questionnaire usually consisting of statements to which students are expected to respond on a four- or a five-point scale. For example, let us take a glance at the template of the feedback form every student at Sri Padmavati Mahila Visvavidyalayam (Women's University) submitted online in 2020–21 about every teacher who has taught her (SPMVV IQAC, 2020). It reveals how inadequate it is for a teacher to form an assessment of her teaching performance based on this:

Dear Student,

You are requested to give frank and objective opinion, by ticking the appropriate choice, about the concerned teacher for quality evaluation. Your response will be kept confidential. (Students are required to rate the following attributes using the four-point scale). [The four options of poor, average, good, and excellent are given below each statement, as shown for the first statement, for students to choose, click, and finally submit the feedback form.]

1. Knowledge base of the teacher in the subject *

   Poor
   Average
   Good
   Excellent

2. Teacher's ability to provide motivation *

3. Teacher's communication skill *
4. Teacher's regularity and punctuality *
5. Teacher's ability for explaining areas of confusion *
6. Teacher's ability to explain theory with examples *
7. Teacher's guidance after class hours *
8. Teacher's computer/IT skills *
9. Completion and coverage of syllabus *
10. Scheduled organization of assignments, class test, quizzes, and seminars *
11. Makes alternate arrangement of class in his/her absence *
12. Opinion about online teaching *
13. Overall rating of the teacher *

However, the student feedback offers little information by way of their comments on teacher's efforts, abilities, involvement, or performance in the class. It does not spell out any specific views about where the teacher's performance falls short or how it could be improved. The feedback form does not contain any open-ended questions at all.

Except for the unusable feedback from students, there is no other form of assessment of teachers in majority of the public sector state universities or colleges in India. In a context where teacher assessment in a top-down mode is completely absent, and where the student feedback (cannot even be called assessment for what it is) is undependable, the value of self-assessment increases greatly. It is against this background that a self-assessment tool has been devised and tried out for more than three years. The tool is built on the premise that self-assessment is a continuous process and not something to be attempted at the end of completing a course. It is thus a process-oriented tool and not a tool like the SAT described earlier. How the proposed tool could be implemented is reported in the following section. I do not make any claims for the efficacy of the tool except that I have implemented it and that it has worked for me.

Modus Operandi of the Proposed Process of Self-assessment

Whatever is proposed and claimed in this chapter about self-assessment is based on the personal assumptions afforded by the educational background and the context in which the author is situated. The author has been teaching an exclusive ELT course for the postgraduate students of English for the last several years at Sri Padmavati Mahila Visvavidyalayam (Women's University), Tirupati, Andhra Pradesh, and the self-assessment tool outlined here has been used in the implementation of this course. However, the processes suggested here for undertaking self-assessment by teachers are not confined to any specific subject or discipline and may be tried across subjects/disciplines.

As has already been pointed out, self-assessment is a continuous process of being consciously aware of *the why*, *what,* and *how* of teaching. It can be described as a process that involves three stages of awareness:

1.   Pre-teaching awareness,
2.   While-teaching awareness, and
3.   After-teaching awareness.

Pre-Teaching Awareness

Teachers intent on attempting an objective self-assessment are expected to have an understanding of fundamental questions like the following, even before they begin teaching a course:

- What is the vision and what are the overall goals of the institution (where I work)?
- What are the aims and objectives of the program the students are pursuing?
- What are the objectives and learning outcomes of the course(s) I am teaching?
- Do I know the socioeconomic and academic backgrounds of the students I am going to teach?
- How many classes do I get to teach my course and how do I go about teaching it?
- Do I have a clear unit-wise/class-wise picture of the course contents and the learning experiences to be provided in the class?
- What methodology would be ideal to teach the course in a way that takes care of the goals of the institution, the aims of the program, and the objectives of the course on the one hand, and the needs of the learners on the other?
- How do I involve students in the learning process?
- What assignments/activities/projects will facilitate the learning process?
- How do I go about formative and summative assessments of student learning?
- How do I take feedback from students?

While-Teaching Awareness

The teacher should take time to make brief reflective notes on what happens in each class by maintaining a journal. It should be completed preferably on the same day or at least before the teacher goes to the next class. If we postpone making notes for each class, what we write later for five or six classes at a time will not be the same as making prompt class-wise notes. The notes should contain class-wise analysis focusing mainly on aspects such as the following:

- What was actually done in the class vis-a-vis what was intended to be done?
- Were there any unexpected incidents/digressions?
- Did the class reveal any particular inadequacy on the part of any student(s) that needs to be addressed immediately to proceed further with your teaching plans?

(For instance, when I went to the MA class with the intention of teaching the structure of the noun phrase in English, I learnt that the students could not identify nouns confidently at all. Some of them could identify only proper nouns and none of the other types. So extra classes had to be taken to make them identify all the categories of words in English, as that ability is a prerequisite for an understanding of the different types of phrases in English.).

- Could I unintentionally do anything more than what was not directly a part of the course? Could it have resulted in any incidental learning? (For instance, in 2020, due to the COVID-19 situation, students had to leave the campus without finishing their teaching demonstrations in the class as part of their ELT course which was meant to be assessed and graded. Then, as an alternative, the thirty students were divided into fifteen pairs and each pair was allotted a topic and was asked to teach it online with the help of a powerpoint presentation on Microsoft Teams platform. It turned out that it was a first experience making a powerpoint presentation for 23 of the 30 students. Despite the limitations they had in terms of access to gadgets and Internet, for first timers, the girls did an excellent job of the task by each pair progressively trying to outdo the others in terms of designing the slides, organizing the contents, creatively teaching the topic. Training students to be teachers in a physical class was the main objective of the course, but circumstances had modified that objective to equipping them with the skill of online teaching.
- Could the formative assessment of student learning be carried out as planned? If no, what were the hurdles? As in the previous instance, students were expected to keep a portfolio of the different activities done in the classroom and submit it at the end for assessment. Portfolio keeping had to be replaced with class participation for assessment.
- What is my overall feedback on student performance at the end of every instance of formative assessment? The online mode of teaching was feared initially that it would make the execution of the ELT course impossible as the course was offered based on the pedagogical principle of "teaching to learn." But students quickly adapted to the changes in the assessment wrought by the online mode and outperformed my expectations.

After-Teaching Awareness

Here the teacher reflects on the overall execution of the course and its efficacy vis-a-vis

- the questions raised in the pre-teaching awareness stage,
- the final feedback of students on the contents and execution of the course and the evaluation procedures followed,
- the class-wise notes the teacher has made in the journal during the execution of the course, and
- the actual performance of students in the formative and summative assessments of their learning.

The inputs the teacher gains through such an analysis of the self-assessment process are carried forward to the designing as well as the execution of the same course for a future batch of students. Some of the inputs could also be useful in the designing and execution of a different course to any batch of students. Self-assessment of this kind attempted by teachers can be empowering as the metacognitive process builds confidence and improves their overall self-image, which directly impacts teaching quality leading to augmented learning.

Suggestions for Effective Teacher Self-assessment

The process of self-assessment, which contributes significantly to the professional development of teachers, can be promoted by taking the following steps:

Compulsory orientation to assessment in general and self-assessment in particular should be incorporated into pre-service training and into in-service training as most teachers are not assessment literate. As Bambawale et al. (2018: 21) remark,

> For self-assessment to function effectively in a teacher evaluation system in India (and elsewhere), teachers will need support in building their awareness of self-assessment as a concept and developing their ability to accurately assess their own competence and performance in and out of the classroom.

No time slot is allotted formally anywhere in India in the teacher timetable for carrying out self-assessment. It should be done by allocating at least half an hour for every session the teacher has with the students. Some managements insist on teachers preparing lesson plans but no heed is paid to self-assessment of teachers. As self-assessment is integral to providing quality teaching and learning, due weightage should be provided for it in terms of time allotment for teachers within the working hours.

At the end of a course, a day should be earmarked for teachers to present their self-assessment reports either at the departmental or institutional level, so that they may have several things to learn from one another. Every agency governing and controlling the educational system in India and every autonomous educational institution must do its might to promote systematic self-assessment of teachers not only to empower teachers but also to augment student learning and to strengthen the educational system in general too.

Conclusion

A well-integrated "teacher self-assessment" component into teaching can ensure sustainable development of teachers as well. The ability to self-assess holds the key to the development of individuals in professional as well as non-professional fields of life. Given the premium put on quality teaching today, possessing this

ability becomes essential for teachers, as it enables them to take control of what and how they teach and also to alter and improve their teaching contents as well as strategies. Self-assessment skills also enable teachers to review and update their subject knowledge, pedagogical assumptions, and teaching skills in pace with the changing educational demands of the society. These skills also transform teaching into a reflective practice from a mere mechanical one. Notwithstanding all the claims made for teacher self-assessment, it is to be noted that self-assessment of teachers is effective only in situations where there is academic autonomy for teachers and where the teachers are assessment literate. An academic atmosphere of trust and freedom is essential for teachers to thrive professionally.

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Chapter 8
Teacher Research for Continuing Professional Development: 3R Approach

Lakshmana Rao Pinninti

Abstract For several decades, language teachers' CPD followed the formal, event-delivery, top-down approaches in which outside experts present theoretical content about pedagogy in the form of structured short-term training workshops. However, there have been concerns about their success in teachers' CPD as they are conceptually and practically indifferent to the local needs and contexts of teachers. Therefore, experiential, participatory, bottom-up approaches to CPD have been gaining popularity among teachers over the last three decades. One such approach is teacher research, which seems to be a "minority activity" for a majority of language teachers, probably because they have "inappropriate notions" about the skills required for it. Hence, it is necessary to raise teachers' awareness about the skills required for them to engage in research. This chapter presents a pragmatic approach to guide teachers to develop the skills of Reflecting, Recording, and Reporting (3R) to become teacher-researchers. Reflection is the skill of critically analyzing past or current teaching experience to design the future course of action. Recording refers to the craft of documenting teaching experiences to create a repository of experiential learning about pedagogy. Reporting is the skill of turning experiential learning into knowledge building. This 3R approach will help teachers grow into teacher-researchers and self-transforming professionals.

Keywords Continuing professional development · Teacher research · Reflective teaching · 3R approach · Teacher-researcher

Introduction

As learning to teach is a life-long process, teachers need to update and modify their teaching approaches and methodologies according to the changing times and needs. An expert teacher knows about pedagogy and learners, engages in critical reflection, accesses experiences to make informed judgments, designs well-developed lesson

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plans, and involves students actively in the learning process (Farrell, 2013). All these five aspects are emphasized in teacher education programs. Teacher education, according to Wallace (1991), has two dimensions: received knowledge and experiential knowledge. Received knowledge, which is gained from reading books and other materials or by attending lectures, includes data, facts, and theoretical knowledge about the profession. In contrast, experiential knowledge is developed during the act of teaching when teachers learn from their experience by critically reflecting on the process.

Models and Approaches to Teacher Education

Experiential knowledge contributes to Continuing Professional Development (CPD). It can be understood as "the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (Glatthorn, 1995: 41). Kennedy (2005) identifies nine models of CPD: (1) training, (2) award-bearing, (3) deficit, (4) cascade, (5) standards-based, (6) coaching/mentoring, (7) community of practice, (8) action research, and (9) transformative. She classifies these models into three broad categories based on the purpose and power relations: transmission, transitional, and transformative. The first four models (training, award-bearing, deficit, and cascade) belong to the "transmission" view of CPD. This view considers CPD as a function of preparing teachers to implement policy decisions taken at the higher end of the spectrum of power relations. The next three models (standards-based, coaching/mentoring and community of practice) belong to the "transitional" view of CPD. "Transitional" models can support the purposes of either transmission or transformative models of CPD depending on who, among the power relations, initiates them. The last two models (action research and transformative) are "transformative." The transformative models of CPD consider teachers as significant agents in designing and shaping education policy and practice.

Knight (2002) has proposed a simpler distinction of approaches to CPD: (1) traditional, formal, event-delivery models, and (2) non-formal, teacher-initiated learning models. In a more traditional, top-down approach, theoretical content about teaching is presented in the form of structured short-term training workshops and other in-service training programs usually conducted by outside experts (Henson, 2001; Kirkwood & Christie, 2006). While such short-term programs have been the dominant form of in-service teacher training for several decades, and have benefited teachers in gaining insights into teaching, there have been concerns about their success in teachers' CPD. It is argued that the knowledge communicated in these short programs is "conceptually and practically far removed from the contexts of the teachers, and the situational factors affecting their classroom practices" (Atay, 2008: 139). Because of this "outsider" approach, the purpose of enhancing teachers' CPD through traditional, formal, event-delivery approaches is hardly accomplished. Therefore, non-formal and teacher-initiated approaches seem to be gaining momentum in academic circles for the last three decades. Johnson and Golombek (2011: 487) contend that

knowledge about pedagogy must develop from teachers themselves, through "a (re)constructive process" that "enables teachers to interpret and reinterpret their experiences and to articulate the complexities of teaching." Such an experiential approach to CPD empowers teachers to make classroom decisions autonomously and participate dynamically in their professional growth.

Teacher Research

Research indicates that one such experiential, participatory, bottom-up approach to CPD that has been gaining popularity among teachers and researchers over the last three decades is teacher research (Hartog, 2018). Teacher research is defined as a "systematic and intentional inquiry about teaching, learning and schooling carried out by teachers in their own school and classroom settings" (Cochran-Smith & Lytle, 1993: 27). This definition seems to focus on school teachers, but other researchers (Lankshear & Knobel, 2004) suggest that teacher research can be performed at any level, from preschool to tertiary. The following is a comprehensive definition of teacher research Borg (2010: 395) provides in a state-of-the-art paper on language teacher research engagement:

> … (a) systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly.

Though there is a variation in the way teacher research is referred to in the literature, it essentially places teachers in the driver's seat in the process of understanding their classroom experiences. Teacher research is known as participatory teacher research (Henson, 2001), self-study (Hartog, 2018), teacher inquiry (Clarke & Erickson, 2003), practitioner research (Burton & Bartlett, 2004), narrative inquiry (Clandinin & Connelly, 2000), classroom research (Allwright & Bailey, 1991), action research (Crookes, 1993), exploratory action research (Smith & Rebolledo, 2018), and collaborative inquiry (Butler & Schnellert, 2012). The emphasis of these forms of teacher research can vary, depending on agent/s, methodology, and focus of research. While teacher inquiry and practitioner research emphasize teachers as the prime agents of research, classroom research focusses on investigating the happenings in the classroom, chiefly classroom interactions. Participatory teacher research and collaborative inquiry are cooperative processes, in which other teachers or researchers participate in supportive roles. While action research, self-study, and exploratory action research focus on the identification/design and evaluation of an intervention, narrative inquiry focusses on the construction of the stories of teachers and learners in the form of a narrative. Whatever may be the label, the common thread across all these forms is that teachers are the agents of the research process, their classrooms are

the research sites, and the purpose of teacher research is to understand and improve teaching and learning process.

Characteristics of Teacher Research

Based on the above definitions and my experience in teacher research, the following characteristics of teacher research can be proposed.

i.   Teacher research is a self-initiative as teachers themselves undertake it rather than become "the subjects" of others' research.
ii. It focusses on issues that influence teaching and learning process, including classroom interactions, learning materials, learner factors, and teacher factors.
iii. Its objective is to understand and improve students' learning, and to enhance teacher's knowledge about pedagogy.
iv. It is systematic because the claims are supported by methodically collected and analyzed evidence.
v.   It is authentic as the research problems and the understanding about them emerge from teachers' own experiences.
vi. It is practical because it seeks to understand pedagogical issues and develop workable solutions to local pedagogical problems.
vii. It can be collaborative in that others interested in understanding classroom issues can be part of it.
viii. It is made public so that others with similar concerns and other stakeholders of education can benefit from its findings.
ix. It is influential as it motivates other teachers to overcome their classroom challenges on their own.
x.   It is beneficial because it helps teachers identify what is/is not working in their teaching and improve their instruction to facilitate better learning.

Benefits of Teacher Research

Teacher research is useful to several stakeholders of education: the teacher, the learners, the institute, teaching and research community and the public at large. It gives confidence to teachers about their teaching (Edwards & Burns, 2016a), increases their awareness of the teaching and learning process (Atay, 2006), makes them flexible and open to novel ideas (Oja & Smulyan, 1989), enables them to design innovative interventions (Gurney, 1989), and improves their ability to make decisions autonomously (Lankshear & Knobel, 2004; Olson, 1990). It also develops a problem-solving mindset in them to solve other classroom dilemmas (Olson, 1990), sharpens their research skills (Atay, 2006; Wyatt, 2011), enhances their feelings of

self-efficacy (Henson, 2001; Wyatt, 2011), and eases negative feelings such as frustration and isolation (Roberts, 1993). Learners benefit from improved students' attitudes, participation and behavior (Zeichner, 2003), diverse and novel learning opportunities, enhanced learning, joyful learning, and better performance in academics. Research seems to be focusing more on the benefits of teacher research to teachers than learners. Hence, future research needs to explore how teacher research benefits learners—a significant stakeholder in the educational process. Further, educational institutes derive benefits such as changes in curricula (Edwards & Burns, 2016b), improvements in the educational process (Olson, 1990), development in colleagues' interest in teacher research (Edwards & Burns, 2016a), and collaborative ambience among colleagues (Wang & Zhang, 2014). As for the teaching and research community, teacher research elevates the status of the teaching occupation in the society (Francis et al., 1994), produces knowledge about pedagogy that is useful to other teachers, researchers, and teacher educators (Francis et al., 1994), develops networks between researchers and teachers (Crookes, 1993), and contributes to knowledge building. Not the least, it benefits the wider public, as it helps policymakers in decision making about teaching and learning (Francis et al., 1994), prepares and presents skilled workforce to the society, and accelerates economic growth and development.

From an ecological perspective, in a recent, comprehensive state-of-the-art review, the benefits of language teachers' action research are organized into three levels of ecology: micro (teacher), meso (educational institute), and macro (educational sector) levels (Edwards, 2020). She further categorizes the micro-level benefits into three categories: general professional development, teaching-related development, and research-related development. Benefits of general professional development include increased reflectivity, developed professional-identity, increased autonomy, renewed enthusiasm for teaching, improved self-efficacy and appreciation for the value of collaboration. Teaching-related developments are enhanced understanding of learners, developed knowledge about pedagogy and higher confidence levels about teaching. Research-related benefits include the development of research skills, more positive beliefs about the relevance of research to practice, and continuous engagement in research. At the meso (educational institute) level, the benefits of teacher research include changes in institutional curriculum, stimulation of colleagues' interest in research, and development of collaborative and democratic institutional culture. At the macro (educational sector) level, the benefits are multi-institutional collaborations, development of communities of practice across institutions, and recognition for language teachers' professionalism (see Edwards, 2020 for more details on the categorization).

Need for Promoting Teacher Research

These advantages of teacher research imply that all potentially interested teachers must be encouraged to engage in research. However, Borg (2010) argues that teacher research remains a minority activity for a majority population of language teachers.

This might be because they may have inappropriate notions about the kind of investigation teacher research involves (Borg, 2009) and therefore the term "research" might conjure unrealistic images keeping the traditional research in mind. Language teachers' lack of participation in teacher research may also be attributed to the presence of varied and complex theories and approaches to research. These two inferences suggest that there is a necessity to raise teachers' awareness about teacher research, through which they can review their perspectives on research (Borg, 2009). Such practical knowledge can be cultivated when teachers develop a "research perspective" (Allwright, 1997), for which teachers will be required to engage in research continuously and sustainably to understand the dynamics of the teaching and learning process (Edwards & Burns, 2016a). Sustainability in teacher research can be achieved by providing teachers with a simple, pragmatic research approach that is easy to understand and follow. In this regard, Niemi (2019) asks two relevant questions: "What if an ordinary teacher wants to improve his/her own teaching through teacher research? (and) How can teacher research be implemented in any classroom without being part of a research group?" This chapter is an attempt to answer these questions by presenting a practical approach based on my experience.

3R Approach to Teacher Research

The approach that I am going to present is called 3R approach. It stems from my integration of teaching and research for my professional development. Teachers' professional development begins with a critical reflection on the teaching and learning process. Critical reflection allows us to analyze what is working and what is not working in our teaching. Such an analysis provides us with critical insights into why something is not working and how we can address the problem. While doing so, we might deal with the class differently or modify our lesson plan or design and try a novel teaching technique or do something else depending on the problem at hand. If we intend to share with others either our understanding of the problem or the knowledge we gain about the success or failure of our intervention, we might want to record all our reflections and all the changes that take place in our classroom. Such a detailed record of our thinking and activities will enable us to share our experiential learning with others. As we gain knowledge on a certain teaching issue through our research, we can turn our focus on another relevant teaching issue beginning with critical reflection again. These are the processes—Reflect, Record and Report—I have been following for my CPD as an ever-learning teacher (see Fig. 8.1). The selection of dynamic verbs to describe these processes is purposive, as I wish to highlight them as dynamic skills a teacher would require to become a teacher-researcher.
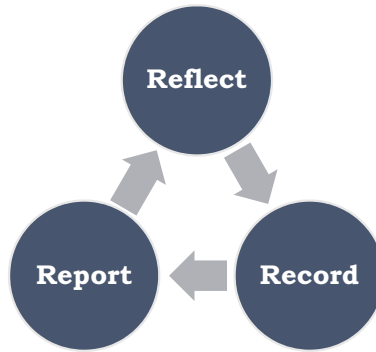
Fig. 8.1 Three key processes of teacher research

Reflect: Why, What, and How?

All of us, whether novices or experienced teachers, engage in some sort of reflection about our teaching process, though we might differ in the degree of engagement, thoroughness, and systematicity in our reflection. Dewey (1997: 87) states that "to reflect is to look back over what has been done so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences." Richards (1991: 1) defines reflection as:

> … an activity or process in which an experience is recalled … and evaluated, usually in rela-
> tion to a broader purpose. It … involves conscious recall and examination of the experience
> as a basis for evaluation and decision-making and as a source for planning and action."

Reflection is a critical analysis of the past or current experience for designing the future course of action. Based on these definitions, it can be inferred that reflective teaching involves three primary processes: planning, evaluation, and regulation. Planning, popularly known as lesson planning, refers to the analysis of learners' needs, interests, abilities, and attitudes, and designing the learning tasks accordingly. Evaluation denotes the process of checking whether teaching and learning are going as per the plans and objectives of the lessons. Regulation is the process of revising or modifying the teaching strategies and techniques based on our evaluation of them. These three processes of reflective teaching are intricately connected because regulation can happen only when evaluation happens, and evaluation, in turn, can happen only when we plan our teaching. Evaluation and regulation can take place either during or after our teaching activity.

Reflection can be broadly classified into two types based on the temporal factors: reflection-on-action and reflection-in-action. Reflection-on-action refers to the retro-spective process of reviewing, evaluating, and making sense of past experience (Griffiths, 2000). Reflection-in-action, which takes place during the teaching process, can further be divided into two types: deliberative responses and intuitive responses (Griffiths, 2000). Deliberative reflection-in-action is described as "contemporaneous

Table 8.1 Types of reflection based on temporal factors

Type of reflection	Characterization	Mastery level
Reflection-on-action	Retrospective reflection on past experience/s	Initial stages of reflective teaching ↓ Advanced stage of reflective teaching
Deliberate reflection-in-action	"Stop and think" kind of reflection	
Intuitive reflection-in-action	Immediate, informed, and dynamic reflection	

reflection" that "allows for a 'stop and think' kind of action" (Van Manen, 1995: 34). In contrast, intuitive reflection-in-action is regarded as "the more immediate reflective awareness that characterizes, for example, the active and dynamic process of a class discussion" (Van Manen, 1995: 34). This type of intuitive reflection is the most challenging part of reflective teaching, as it takes place dynamically in the very moment of teaching process (Van Manen, 1995). Such kind of intuitive reflective-teaching can only be achieved by constant and systematic practice over a long period (see Table 8.1).

There can be four stages in systematic reflection-on-action: descriptive, analytical, evaluative, and responsive. In the descriptive stage, we describe the details of the teaching and learning process without any evaluation. Then, based on the details, we analyze the teaching and learning process by identifying meaningful patterns in it. In the evaluation stage, we evaluate the impact of our teaching activities on learning. If the evaluation reveals the success of our teaching activities, we feel satisfied and confident about our teaching activities. If we know that our teaching activities did not yield expected results, we respond by modifying our teaching plan and execution. All these four stages can also happen in reflection-in-action, but they happen very quickly within seconds.

Why to Reflect

Reflective teaching benefits teachers in several aspects (see Fig. 8.2). First, reflective teaching raises our awareness of the teaching and learning process, thereby helping us develop personal theories of language learning and teaching (Sugiyama et al., 2020). Second, reflection helps us turn our experience into learning. The statement "We do not learn from experience, but we learn from reflecting on experience" attributed to John Dewey, succinctly expresses the relationship between reflection and experience. When we critically reflect on our teaching experience, we can learn about pedagogy. Third, reflection turns us into agents of innovation as we keep on exploring novel ways of effective teaching. Last, reflection can be a significant tool for teachers' CPD (Griffiths, 2000), as we get insights into the learning process, learners, and teaching process.
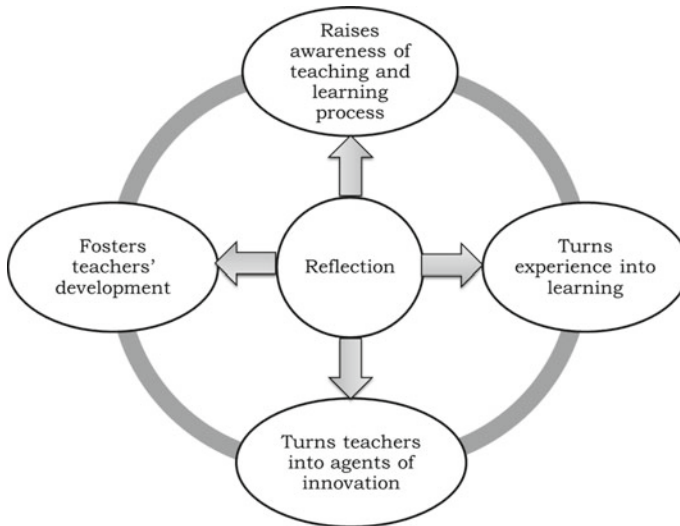
Fig. 8.2 Benefits of reflective teaching

What to Reflect On

We can reflect on the teaching and learning process, and techniques and methodology of teaching. We can also reflect on the materials used for teaching, and learners' cognitive, behavioral, attitudinal responses to the teaching materials. We might also reflect on the impact of novel methods and techniques of English language teaching on our learners. Of late, use of technology in English language teaching has attracted many teachers' interest, as we cannot conduct face-to-face instruction due to the spread of Covid-19. We can reflect on how the integration of technology can enhance English language teachers' effectiveness and our learners' performance on language tasks. When we seriously reflect on our teaching, we generate "why and how" type questions. For example, why my method of teaching is/isn't working and how I can improve my method. Finding concrete answers systematically to these questions is teacher research.

How to Reflect

Reflection is a metacognitive process and therefore not easy to perform (Francis, 1995). As we begin to reflect, we probably describe the events of the teaching and learning process without judgment. But as we continue to reflect, we will develop the skill of evaluating and regulating our teaching process (Jarvis, 1992). Research advocates reflective tools such as reflective journals (Francis, 1995), diaries (Jarvis, 1992), and portfolios (Attinello et al., 2006) for reflecting on our teaching experience. The following prompts can be used for general reflection on teaching:

1. Could I achieve what I set to achieve through this lesson/course? What sort of evidence can I provide to support my conclusion?
2. What was the best moment in my class, and how can I have more such moments in future?
3. What was the most challenging/puzzling moment? Why do I think it was so challenging? How will I respond to such challenges in future?
4. Were my students excited in participating in the learning activities of the class? If not, what can I do to excite their interest in future classes?
5. What was my mood when I was interacting with my students in the class? Is there a scope for improvement?

If we think we may not be able to recall the specific details of our instruction for the postclass reflection or if we wish to capture the minute details of the class interaction, it would be better to video-record the entire class, including students' responses and behavior. Such recorded videos would help us critically analyze our teaching process to identify patterns. By sharing the videos, we can also request a colleague or supervisor to reflect critically on our teaching and offer constructive feedback. Recent research proposes other digital options for reflecting on teaching, including e-portfolios (Winberg & Pallitt, 2016) and digital journals.

Record: Why, What, and How?

We are in a world where decisions are made based on the evidence. Pedagogical decisions are no exception. We require a repository of reliable knowledge on pedagogy to make informed pedagogical decisions, to follow effective teaching practices and to achieve better learning outcomes. We can create reliable knowledge by systematically documenting our teaching activities, our thought processes during teaching and learners' responses to our teaching activities and materials. Such knowledge will be valuable to us and many others involved in the educational process.

Why to Record

A systematic recording of our teaching activities and students' responses to them has several benefits. First, recording creates a repository of knowledge for future reference. When we face puzzling issues, we can refer to the repository to gain the knowledge and confidence to resolve the problem we face. Second, we can critically reflect on our, even distant, past experience. Record keeping will help us to organize, evaluate, and regulate our teaching. Research reveals that through the process of diary recording, in-service teachers could solve teaching problems, seek new teaching ideas, and legitimize their practice (Jarvis, 1992). Third, a regular recording of our teaching activities enables us to share our understanding of pedagogy with others, thereby enabling us to participate in knowledge building. Last, a methodical recording

of all our teaching activities helps us in getting peer observations and constructive feedback on our teaching activities.

What to Record

We can keep a record of lesson plans, teaching materials, assessment methods, learners' skill levels before and after our intervention, learners' attitudes, beliefs, learning styles, language learning strategies, etc. We can record what we and our learners *think, do, see, hear,* and *feel* with regard to our classroom happenings (see Fig. 8.3).

When we (do) teach, we may "see" students actively participating in the learning activities and "hear" their opinions about their active participation. Consequently, we might "think" that the lesson is a success and "feel" that we could achieve our goals. A systematic record of all these signs of success will provide us with an opportunity to access and cherish these experiences in future. Similarly, when we think that something did not work in our class, sourcing evidence from these channels will enable us to verify our conclusion about the failure and find out why something did not work as we planned. All such recorded experiences will create a repository of experiential knowledge, which is a significant component of teachers' CPD (Wallace, 1991).
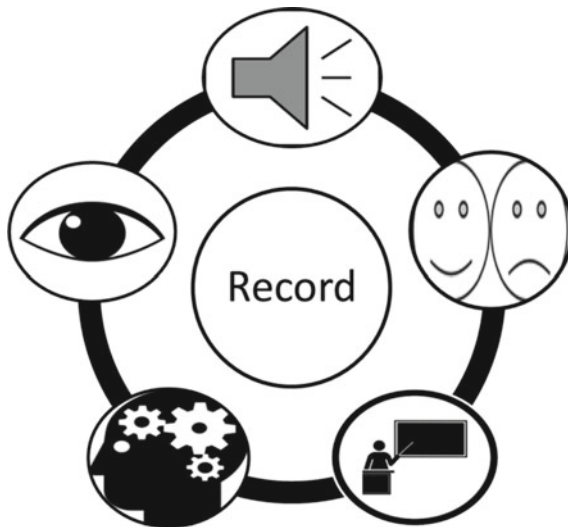
Fig. 8.3 Sources of evidence for teacher research

How to Record

Based on our research questions, we can choose appropriate tools to collect evidence for what we and our learners *think, do, see, hear,* and *feel*. There are several ways to collect evidence: tests, reflective journals, checklists, rating scales, diaries, audio recordings, video recordings, field notes, questionnaires, interviews, focus group discussions (FGDs), lesson plans and reports, students' works such as portfolios, workbooks, blogs, etc. Tests can be conducted to measure our students' listening, speaking, reading, and writing skills. We can design or use tests to assess our learners' language knowledge and skills. We can use checklists to assess writing skills (e.g., Lukácsi, 2021). Reflective journals can be kept by both teachers and learners to record teaching and learning experiences, respectively. For instance, Zulfikar and Mujiburrahman (2018) report how maintaining reflective journals helped in-service teachers become reflective teachers. Rating scales can be used to find out the degree or frequency of our students' attitudes, feelings, behaviors, problems, skills, and strategies. For example, we can use Horwitz et al. (1986) Foreign Classroom Language Anxiety Scale (FCLAS) to identify our learners' anxiety levels while learning English as a foreign language.

However, we may not require all these data collection tools for the same question. Depending on the nature of our research question, we may choose appropriate tools to collect evidence. A practical idea to secure our data from fire, decay, and loss is that we should turn the data from physical to digital form and store them on any Cloud storage.

Report: Why, What, and How?

Researching our classroom issues helps us learn about the teaching and learning process. Our learning can be turned into knowledge building by reporting our understanding of pedagogy to the relevant public. There is a distinction between learning and knowledge building. Knowledge building is "the creation or modification of public knowledge—knowledge that lives 'in the world' and is available to be worked on and used by other people" while "learning is an internal, unobservable process that results in changes of belief, attitude, or skill" (Scardamalia & Bereiter, n.d.). By sharing our learning with other teachers, we can participate in the process of knowledge building. However, here is a question: should we make teacher research public?

Why to Report

Let us recall Borg's (2010) definition of teacher research which requires it to be "made public". One argument for making teacher research public is that dissemination is a distinctive feature of all research. Moreover, if we do not disseminate our findings, the

benefits of teacher research might be limited to the teacher and the learners concerned. If we wish to support the teaching and research community and the wider public through our research, it is possible only through making it public. Hence, teachers are encouraged to share their research findings with other important stakeholders of the educational process.

What to Report

Our report or presentation should describe all aspects of the research process. It should include the research questions that guide our inquiry, the factors that prompt us to ask such questions, and the significance of our research questions. It should also provide details about our teaching institute, our learners, the tests and materials, data collection procedure, and data analysis process. Further, it should list our research findings and discuss their significance, their implications, and the limitations of our research. We can also report the challenges and problems we face during our research journey.

How to Report

We can share our research with others in several ways: a presentation in a seminar/conference, or a webinar or a podcast or a poster presentation. We can also present our research findings in the form of a blog article or a research article. Research articles published in journals reach a wider audience. Four specific journals that publish teacher research are *Profile: Issues in Teachers´ Professional Development, Educational Action Research, The Journal of Teacher Action Research,* and *Language and Language Teaching.* To get our research published in such refereed journals, we should have a focus in our research, and we should formulate SMART research questions.

Developing Research Questions

Developing a focus for teacher research is a significant but challenging aspect. We do not have to start with a "great" problem that will change the entire education sector. We also do not have to start with a proven theory. We can focus on how something in our class can be improved. The following general points might be useful to develop a focus for teacher research from our classroom issues:

- What is happening now? I might not be happy with it. Why am I not happy with it?
- What can I improve?
- How can I improve it?

- I have a novel idea, and I would like to try it out in my class.

Hopkins and Ahtaridou (2014) suggest the following guidelines to develop a focus in teacher research:

- Deal with issues that we can do something about.
- Embark on a small scale project and get deeper into it.
- Choose a topic that is important to our students and us.
- See the connections between our research, teaching, student's learning and school improvement.

After developing a focus for our research, we need to formulate SMART research questions. SMART questions are Specific, Measurable, Achievable, Relevant, and Time-bound. A specific research question addresses a precise issue rather than focusing on a broad issue. A question like "How can I improve my students' English language skills?" lacks focus because "English language skills" is relatively too broad a topic compared to the skill of "inferring meaning from context" in a specific question like "How can I improve my students' skill of inferring meaning of unfamiliar words from the context?" Here, I have given an example of developing a focus question from one of my publications (Pinninti, 2015), which presents the development of a specific research question from a teaching issue, data collection procedures, and the findings of my inquiry. A measurable research question focuses on variables that can be observed and enumerated (How much or how many?). An achievable research question can be answered successfully within the given constraints. A relevant research question focuses on the most significant issues of classroom teaching. A time-bound research question addresses issues that can be examined within the time constraints. However, it is not a prescription that we should complete our research within a certain period. In contrast, as I discussed earlier, teacher research is a continuous process as we move from one research question to another.

Conclusion

To conclude, this chapter has presented a pragmatic approach to teacher research: the 3R approach. Teachers can engage in (by doing) and with (through reading) research (Borg, 2009), when they reflect on their experience, record all their and students' activities, thoughts and feelings, and report their experiential knowledge to the public. I presented a practical approach for teachers to develop their skills of reflecting, recording and reporting and become teacher-researchers. I discussed "why, what, and how" of each skill. In addition to the skills of reflecting, recording and reporting, two obvious and complementary skills teacher-researchers would require to master are "reading relevant research" and "discussing with others." When we engage with (through reading) research, we make sound pedagogical decisions to benefit students' learning (Borg, 2009). Teacher research is interactive and collaborative as we discuss with our colleagues, students, and researchers during our journey of inquiry.

As I mentioned earlier, the approach I presented in this chapter emerged from my experience of integrating research and teaching for my professional development. I argue that for an informed English language teacher, teaching and research cannot be two independent processes. What we teach should be researched to understand the efficacy of our materials and methods and to know our learner's responses to our teaching. Such a process will enable us to theorize and conceptualize our practice, thereby helping us to articulate, examine, and revisit our assumptions on pedagogy (Ramani, 1987). What we learn from our engagement in and with research should be applied in teaching. We can experiment with novel techniques and methods of teaching to facilitate better learning.

Though the advantages of teacher research imply that it can be a significant tool for teachers' CPD, we cannot disregard the limitations of teacher research. First, teachers may not be able to find time to engage in research, as they already have enough workload of teaching. Second, they may not have easy access to relevant resources. However, the recent developments in technology and Internet access seem to override this constraint as more teachers are reportedly accessing the Internet to read resources and to take help from others. Third, they do not receive adequate institutional support and recognition when they engage in teacher research, except in certain higher educational institutions. The lack of institutional mechanisms for supporting and recognizing such endeavors can demotivate even highly inspired teachers. It is hoped that there will be a positive change in policy and practice with the implementation of the National Education Policy 2020 which stresses on CPD for all teachers. Then, teachers will be motivated to engage in and with research to become self-transforming professionals.

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Chapter 9
Teacher Cognition and Professional Development of English Language Teachers

Senkamalam Periyasamy Dhanavel

Abstract   Teacher cognition has evolved into a broad area of research in education, especially language teacher education. It refers to a wide range of teachers' knowledge, beliefs, attitudes, emotions, and importantly their instructional decisions in the classroom as they interact with students and materials. It is actually a study of teachers and their teaching on what they say and do in the classroom. It has become an important area of research because certain intangible factors primarily associated with the teachers determine their teaching and by extension their students' performance. Therefore, it is believed a knowledge of these intangible factors can help in planning and implementing effective professional development programs. Simon Borg has spearheaded this research movement with a number of publications, including reviews, books, and collaborative studies. This chapter discusses teacher cognition and illustrates it with examples from the literature on language education, especially second language teacher education. Further, it also connects language teacher cognition research with some of the classroom research works done by the present author to suggest a model of teacher and student collaboration in teaching and learning English, resulting in continuing professional development of the teacher to the level of good language teacher as established in the literature.

Introduction

The primary objective of this chapter is to provide an overview of language teacher cognition, especially in second language teaching with illustrations of research studies on language teacher cognition with a specific focus on the professional

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development of an English language teacher with an awareness of teacher cognition through a few personal examples at the tertiary level.

Professional development refers to the growth of individuals in their chosen careers with exemplary knowledge, skill, attitude, and communication skills. It encompasses many attributes that enable individuals to handle a situation exceptionally well to the satisfaction of all stakeholders. In the context of education, when teachers learn their subject matter knowledge, pedagogical content knowledge, communication skills, and the dynamics of the teaching–learning context, including their students and the social environment, they perform professionally well and contribute to student learning outcomes as expected from them. Language teachers bring in their mastery of their respective languages with profound knowledge of the subtleties of the human linguistic behavior in their languages to the classroom and manifest such knowledge in their interactions with students to develop in them a love for the language for their life. Knowingly or unknowingly, teachers make decisions in their planning and execution of their teaching, which affects the outcome of learning in students and leads to their professional development too. They serve language to students with care and compassion.

In second language teaching, despite the utilitarian value of languages like English for job, business, and social opportunities, success in learning happens when students begin to derive the joy of learning English for life. Hence, the instructional and pedagogical decisions that English language teachers make both inside and outside the classroom play a significant role in the successful teaching and learning of English in consonance with the bottom-up approach to professional development, as suggested by Wyatt and Ager (2017). These teacher decisions are the central concerns of scholars like Simon Borg who have become synonymous with the concept of teacher cognition.

Study of Teaching and Teachers

Teaching is "what teachers say and do" in the classroom. It is an observable behavior but it is not merely a behavioral phenomenon. What is seen is only a tip of the iceberg, as it is a "complex range of unseen influences." Both external and internal influences may determine the teacher's performance in the classroom. For example, the educational policies of a country or those of a specific institution in which the teacher works, or the environment, are one aspect of the influencing factors. Quite a few invisible and internal beliefs, knowledge, perceptions, attitudes, thoughts, etc., of teachers do play a crucial role in their classroom activities. Teacher cognition, thus, refers to these unseen factors that influence "what teachers do and how they develop" both inside and outside the classroom (Borg, 2019: 1150).

Teaching is a public activity that happens primarily in the classroom: instructional actions, routines, interactions, and behaviors. It is accessible through direct observations, audio and video recordings. It is also easy to observe and document.

However, it includes private unseen activities as well: mental work, planning, evaluating, reacting, deciding, etc. Unlike external teacher behavior, internal decisions are inaccessible to outsiders, and many times even to teachers themselves who may be unaware of whatever happens in their inner mind. As the internal decision making is unobservable, it is difficult to document. Despite the constraints in observations of teacher's mental lives, researchers have attempted to pay attention to the study of teachers seriously.

The 1970s saw the predominance of a singular view of classroom methodology in the Direct and Audio-Lingual methods, believing that there was a magic method of teaching, relegating teacher thinking to the background. Their goal was to make learning highly structured and drill-oriented so that learners' use of language would become automatic. They had little space for thinking from teachers. In fact, they required less thought and more conformity from teachers for successful learning to happen in the classroom.

The quest for the magic method resulted in a plethora of innovative methods flooding the second language scene in the 1980s, for example, James Asher's Total Physical Response, Caleb Gattegno's the Silent Way, Georgi Lozanov's Suggestopedia, and Charles Curran's Community Language Learning. Each method presented a particular way of thinking, a view of language, and a view of learning. These different methods relied on thinking as a component of classroom teaching. With the arrival of communicative language teaching, teacher cognition became a serious matter of study in the public domain. Though teachers began to follow eclectic approaches, the trend of postmethod condition spread widely (Kumaravadivelu, 1994). In these methods and postmethod condition, the one fact that continued to make its presence is the decision-making capacity of teachers while negotiating their classroom teaching.

Reasons for Studying Teacher Cognition

As Li (2019: 335) says, it is necessary to understand, "teachers' perceptions and decisions, teaching and learning, the dynamics of the classroom, effective pedagogy, and teacher learning." These factors internal to the teacher shape the teacher's performance and students' learning outcomes. Therefore, the primary reason for studying teacher cognition is that it determines teachers' mental action and classroom interactions. In other words, it "influences the way teachers plan their lessons, the decisions they make in the teaching process, and the kind of learning they promote in the classroom" (Li, 2019: 335). This kind of knowledge can certainly help in improving our pre-service and in-service teacher education programs, if they are designed with teachers' needs and concerns in mind. Overall, studying teacher cognition can result in the enhancement of student learning outcomes.

Conceptualization of Teacher Cognition

As Burns et al. (2015) have shown, the language teaching mind is independent but directly connected to the classroom practice because teachers are the principal actors in the classroom. They could contribute to understanding the hidden dimensions of language teaching as the thinking and doing of teachers are interconnected. Hence, the study of teachers' thinking and decision making in general education and teachers' cognition in language education is observable in several models of conceptualizing teachers' thinking, decision making, and cognition. As Freeman (2016: 177) notes, "this shift from decisions to cognitions as the primary way of conceiving thinking suited language teaching, given the nature of classroom activity as highly interactive, and the subject matter as enacted through interactions." Hence, four models are discussed here: (i) Shavelson's model of basic teaching skill, (ii) Clark and Peterson's model of teacher thought process, (iii) Woods' model of language teachers' decision making, and (iv) Borg's model of language teacher cognition.

Model of the Basic Teaching Skill

Richard J Shavelson presented one of the earliest models of the basic teaching skill in his article, "What is *the* basic teaching skill?" He identified the role of the teacher as a decision-maker in contrast to the prevailing notion of teacher as a skill trainer. He observed, "Any teaching act is the result of a decision, conscious or unconscious" (Shavelson, 1973: 144). Though explaining, questioning, reinforcing, listening, and hypothesis generation may all be teaching skills, the basic teaching skill is the decision making of when to do what and how in the classroom. Thus, it is seen that teaching is a series of decisions based on teachers' judgements, and hence, teachers are decision-makers.

Model of the Teacher Thought Process

Clark & Peterson (1986) proposed a model of the teacher thought process explaining the role of the teacher as a decision-maker in their article "Teachers' Thought Process." Their model comprises two domains in the process of teaching: (i) teachers' thought processes and (ii) teachers' actions as well as their observable effects. Moreover, they identified three elements in teachers' thought processes: (i) teachers' planning, (ii) teachers' interactive thoughts and decisions, and (iii) teachers' theories and beliefs. According to them, a distinction exists between teachers' planning, and teachers' interactive thoughts and decisions. These differences between what teachers think/plan to do and what teachers actually do when they are interacting

with students in class are crucial for their effectiveness as teachers. Hence, it is clear that teachers make constant interactive decisions.

Model of Teacher's Decision–Making

Woods (1996) advanced the model of teacher's decision making in *Teacher Cognition in Language Teaching*. He conducted an ethnographic study on eight language teachers but his focus was on the individual language teacher whose commitment was considered a key input in teaching and learning. He also identified three basic components of the model: (i) decisions, (ii) the planning processes, (iii) interpretative processes. Further, he showed the evolving system of beliefs, assumptions, and knowledge (BAK) of language teachers. In his model, teachers used their BAK to make decisions in their teaching. For him, teachers have to think to teach and, therefore, teacher education programs have to enhance teachers' thinking for better teaching.

Model of Language Teacher Cognition

Initially, Borg (1999: 22) identified teacher cognition as "the beliefs, knowledge, assumptions, theories, and attitudes about all aspects of their work which teachers have." Further, he described teacher cognition as "what language teachers think, know, believe, and do" (Borg, 2003a: 81). At the same time, he expanded the concept, saying it "encompasses a range of psychological constructs …teachers' declarative knowledge about grammar, of their beliefs about teaching grammar, and of their knowledge as expressed through their grammar teaching practices" (Borg, 2003b: 96). In addition, he discussed the model of language teacher cognition elaborately in *Teacher Cognition and Language Education* (2006). For him, cognition and teaching are interrelated. Teacher cognition develops by interaction between teachers and their classroom practices. It refers to the unobservable cognitive dimensions of teaching—what teachers know, believe, and think. It also involves four factors: (i) teachers' schooling experience, (ii) their professional development, (iii) their specific contexts, and (iv) their classroom teaching. In course of time, Borg accommodated the social and emotional dimensions of teachers under the umbrella term "teacher cognition." He continued to emphasize the key phrase, "teachers' mental lives" as follows: "understanding what teachers think, know and believe … the unobservable dimension of teaching—teachers' mental lives" (Borg, 2009: 1).

Nearly after two decades, Borg came out with a comprehensive understanding of teacher cognition as "the unobservable dimensions of teaching and teacher learning—constructs such as beliefs, knowledge, attitudes, thinking, decision making and emotion—and how these relate to the process of becoming, being, and developing as a teacher" (Borg, 2015: np). While clarifying the terms and concepts in a book

chapter, he defined teacher cognition "with reference to the personal, professional, sociocultural, and historical dimensions of teachers' lives, how becoming, being, and developing as a teacher is shaped by (and in turn shapes) what teachers (individually and collectively) think and feel about all aspects of their work" (Borg, 2019: 1152). Thus, he indicated the shift from the individual teacher cognition to the sociocultural and emotional contexts of the teacher. Moreover, Borg & Sanchez (2020:26) extended teacher cognition to the study of good language teachers. They revealed that good language teachers are "self-aware of their beliefs that shape their practices and of reasons why they may not reflect their beliefs, and be able to provide a clear rationale for the beliefs they hold."

To investigate the unobservable dimensions of teachers in their instructional decision making is the area of teacher cognition. Initially, "teacher thinking" was the term used to refer to teacher cognition. As a concept of teacher thinking, it used the information-processing model to understand teachers' planning thoughts, classroom decision-making processes, and implicit theories, which all denote teachers' mental lives. In studying the teachers' mental lives, Pajares (1992) emphasized the role of teachers' beliefs, attitudes, and knowledge in shaping their classroom practices. Finally, it emerged, developed, and strengthened as teacher cognition with the lifelong devotion of Simon Borg.

Areas of Teacher Cognition Research

Scholars like Simon Borg have identified several areas of teacher cognition research. One of the most common areas is the degree of match or mismatch between the beliefs of learners and teachers. A specific area of focus has been teachers' beliefs about subject matter, especially grammar and grammar teaching. Another area is the evolution of teachers' beliefs over a period of time, particularly the impact of both pre-service and in-service teacher education programs on bringing about changes in teachers' beliefs. A key area is the influence of teachers' beliefs on their classroom behavior and the correlation of beliefs and practices. Of late, teachers' interests in intercultural competence and their ability to integrate technology in their teaching are also other notable areas in teacher cognition research. These areas have enabled a shift from the identification of effective teaching behaviors to understanding unobservable aspects of teaching from the teachers' perspective. They also included contextual factors comprising both immediate and wider contexts of work in tune with the sociocultural theories of language teaching. As a result, researchers have used personal biographies and experiences as evidences for their study, besides direct observations, interviews, and surveys.

It is easy to appreciate the value of teacher cognition with illustrations of research works carried out by scholars in the field. The following illustrations indicate the major preoccupations of scholars in the field: teachers' knowledge and grammar teaching, teachers' beliefs and grammar teaching, teachers' cognition and assessment, teachers' knowledge, and World Englishes among others.

Teachers' Knowledge and Grammar Teaching

Bloor (1986) used a questionnaire to study the metalinguistic knowledge of 63 modern language students in the context of lack of attention to grammar teaching in British schools. This study revealed that students, who were likely to become language teachers, had difficulty in identifying grammatical terms except verbs and nouns, indicating "fairly widespread ignorance" among them. Further, it showed that even successful students had felt incompetent, though they attached value to grammatical knowledge. Similarly, Wray (1993) examined primary student–teachers' knowledge and beliefs about language and reported the low level of the grammatical knowledge of prospective teachers even after the training period, though they improved upon their functional and literary uses of language. Besides, Williamson & Hardman (1995) investigated 99 primary trainee teachers' knowledge about language and grammar and pointed out significant gaps in student–teachers' knowledge, though not so low as suggested by other researchers. Hence, they recommended a systematic course in the study of language as part of teacher training courses.

Andrews (1994) conducted a study with 82 Teaching English as a Foreign Language (TEFL) teacher trainers to assess the grammatical knowledge of their trainees. He revealed that more than half of the trainees did not have adequate levels of grammatical knowledge. Although he did not verify the finding with the trainees themselves, the study is significant as it gives a perspective from the trainers who were in close in contact with their trainees. In another study, Andrews (1999) explored the explicit grammatical knowledge of four groups of teachers: non-native speaker (NNS) teachers of English, prospective non-native speaker teachers of English, native speaker (NS) teachers of English, and prospective native speaker teachers of modern languages. This study showed that non-native speaker teachers of English had better grammatical knowledge and awareness of English than native speaker teachers of English and the native speaker teachers of modern languages. It also revealed that the native speaker teacher group with a background in English studies performed the worst. The crux of the study is that explicit understanding of language plays a major role in the effectiveness of the work of language teachers.

Teachers' Beliefs and Grammar Teaching

Chandler (1988) investigated 50 English teachers' attitudes to language work. Most of these teachers had taught grammar using their own school experience of learning grammar. He inferred that teachers had used outdated practices and revealed that the younger generations of teachers were not confident about teaching grammar. He reiterated his own belief that students' knowledge of prescriptive grammar was not a passport to develop their communicative ability. Moreover, Eisenstein-Ebsworth & Schweers (1997) examined 60 university ESL teachers, 30 each in Puerto Rico and in New York to understand the role of grammar in language learning and teaching.

This study showed the teachers' beliefs in teaching grammar and indicated that Puerto Rico teachers were more favorable to explicit grammar teaching than New York teachers. Both groups of teachers were influenced by their own learning and teaching experience. The factors responsible for teachers' beliefs, as identified from this study, are students' needs and expectations from the syllabus, accommodating grammar appropriately in a communicative framework.

Schulz (1996) studied 92 foreign language teachers and 824 students in an American university and compared the attitudes of teachers to grammar teaching and corrective feedback with that of students. He found a striking mismatch between the views of teachers and students, as majority of students wanted grammar teaching and corrective feedback, whereas most of the teachers did not want both. Schulz (2001) replicated the study with 122 foreign language teachers and 607 students in Columbia and obtained similar results. In both studies, Schulz suggested the need for an alignment between the beliefs of both students and teachers.

These studies on teacher cognition and grammar teaching underscore a few recurrent points for reflection. Non-native speaker teachers do significantly better on explicit teaching of grammar than native speaker teachers. Teachers believe that they should not overtly correct students' errors in speaking and writing, but students hold that teachers should correct their errors in speaking and writing. While teachers think that they should not teach grammar explicitly, students want to have explicit teaching of grammar.

Teachers' Cognition and Assessment

Sheehan & Munro (2019) examined the assessment beliefs and practices of 261 teachers from 57 countries. The study found that although teachers' own experience of assessments influenced their assessment practices, some teachers were able to adapt themselves to alternative forms of assessment, different from their own school experiences of assessment. Obviously, the innovative teachers made a conscious effort to cater to students' needs. Further, it indicated that classroom experience helped teachers change their perceptions of assessments. Besides, it pointed out that teachers were also influenced by some training courses in their adoption of alternative forms of assessment.

Teachers' Knowledge and World Englishes

Lim (2020) discussed various models of second language teaching in the context of Cambodia. The native speaker model is common in English as a Second Language (ESL) and English as a Foreign Language (EFL). Similarly, the intelligibility model is dominant in English as an International Language (EIL) and English as a Lingua Franca (ELF). He exposed the undue estimation of native variety causing the problem

of teacher identity crisis with reference to the critical areas of phonology, grammar, and lexis. Further, he examined the myth of interlanguage and fossilization and the underlying politics, language, and knowledge, advocating critical pedagogy for second language teaching. Thus, he argued that the varieties of Englishes used around the world are just different, but not deficient and, therefore, suggested Englishes to be introduced in teacher education programs for ensuring their legitimacy.

If teachers are divided in their knowledge, beliefs, and understanding of language, can they be united in their learning and teaching behavior? What is the identity of the individual as an English teacher? What do English teachers learn and teach? How do they help their students become aware of the subtleties and complexities in the use of language for their personal and professional life? Can teachers help themselves first? To vide is to see [veni, vidi, vici; came, saw, conquered]. To divide means to see in two or more than two ways. If an individual is etymologically an indivisible whole person, what is an individual English language teacher educationally inside and outside the classroom? These questions are worth exploring as part of teacher cognition to generate knowledge and incorporate such knowledge in teacher education programs for the benefit of teachers.

Personal Examples

In addition to the examples of teacher cognition from the literature, the present author has given a few personal examples at the tertiary level, which he has shared in other contexts, especially in *English Language Teaching in India: The Shifting Paradigms* (Dhanavel, 2012). Here are three examples for decision making in the class and teacher's knowledge. The first illustration concerns a 50 min class in which he planned to teach a lesson on the topic "technology." As the class started, a student asked for the meaning of the word "crux" which the latter found in a reading text. The class plan changed to an oral and written activity about two-wheeler models in India and resulted in a research paper "The Crux of Teaching English with Technology." "Crux" in India refers to a popular two-wheeler model of Yamaha Motors at that time, which became a trigger for the unplanned but productive work.

The second illustration is a 50 min afternoon class of 80 students in which many were absent on that particular day. If he began a new lesson, then he might have to repeat the lesson the next day. Hence, he thought of an instant plan to engage all students in an interesting pair work. The entire class participated in the vocabulary and sentence writing activity. Every pair of students had to choose two words and combine them into a meaningful sentence for which two models were given on the board. 60 students divided themselves into 30 pairs and composed 15 sentences leading to a research paper on "Profound Sentence Writing."

The third illustration is about a 60 h semester long four hours a week work in the class. As the semester began, he wrote a quotation a day on the board for two weeks as a starter activity. He asked a student to take over the writing for the whole semester. Then, to involve all students, he gave them an assignment on quotations.

After the semester, he collected more information on student motivation and then wrote a paper and published it in the teacher's resources page of the website www.usingenglish.com. This paper influenced teachers in other countries to use it as a lesson for teaching English in South Korea and propose a method of teaching English in Egypt. An American school magazine cited this paper as a motivational piece for teachers. The title of the paper is "Quotations for Motivation in the ESL Classroom"

Classroom Teaching as a Collaborative Activity

What emerges clearly is that classroom teaching is a collaborative activity between teachers and students. Teachers make decisions in the class to improve their own students' learning. They write about their experiences and publish them in some forum. Other teachers read them and decide to use new ideas in their classes for their students. Some other teachers design a model out of this decision to use quotations in the class. An individual class thinking becomes an international collaborative thinking, although done individually by teachers to suit their own needs. This kind of research falls under classroom pedagogy, material development, professional development, etc. How do the existing frameworks in ELT/SLT explain this individual teacher classroom decision making and cognition theoretically?

Second Language Acquisition and Second Language Teaching Research

Second Language Acquisition (SLA) research focused on the learner almost to the exclusion of the teacher. Although it is a well-researched area with an excellent concept of the "good language learner," it could not effectively help students in their learning of languages, especially in the classroom. Hence, a few scholars paid attention to teachers and teachers' cognition. Second Language Teacher (SLT) research concentrated on teachers and their interactions with students in the classroom. It is an established field now but still many questions remain unanswered: What happens inside teachers' heads? What happens outside teachers' heads? The answers to these questions influence teachers' instructional decisions.

Good Language Teachers and Expert Teachers

Just like the concept of the good language learner, the concept of the good language teacher has also emerged. Good language teachers are self-aware of their beliefs and their impact on their teaching. Their teaching beliefs and practices are aligned

consistently, though the high level of alignment may not exactly ensure effective teaching performance because the actual performance may differ from the stated beliefs (Borg & Sanchez, 2020).

Prodromou (2009) identified as many as 14 characteristics of expert teachers in his review of Borg' *Teacher Cognition and Language Education.* The list is a kind of checklist for teachers to understand, become, and maintain themselves as expert teachers. First, they have knowledge gained from their classroom teaching experience. Second, they have a good knowledge of the common behaviors of their students. Third, they can foresee the classroom events. Fourth, they have a mature and deep understanding of teaching that they use to make decisions in the classroom. In this context, Prodromou quotes Borg (2006: 40) to suggest the level of expert teachers' knowledge of students: "they know a lot about their students even before they meet them." Fifth, unlike the novice teachers, expert teachers are willing to deal with language issues rather than classroom management issues. Sixth, they take care of the routine classroom activities habitually and spare adequate time for subject matter. Seventh, they keep on improving their teaching depending on their classroom interactions, which may not be possible for novice teachers. Eighth, expert teachers appropriate the challenges faced by students in learning positively. Ninth, they observe students' errors and categorize them. Tenth, they engage students actively and ensure their involvement in learning. Eleventh, they know exactly what language learning to take place in the class. Twelfth, they do not teach language skills in isolation and so adopt an integrated approach to skills teaching. Thirteenth, they can clearly state their teaching principles and take instructional decisions consciously. Last, but most importantly, they imbibe theory and put it into the classroom practice effortlessly. Prodromou's review of Borg's research reveals that "expertise in language teaching is a complex, dynamic process, involving constant engagement, exploration, and experimentation. It is an integration of formal and experiential knowledge which enables the expert practitioner to envisage the learning potential of students in context; an expert teacher is both technically skilled and emotionally intelligent" (Prodromou, 2009: 186).

Conclusion

In his review of Simon Borg's *Teacher Cognition in Language Education*, Van Gorp (2008) says, "Teacher cognition is a key to understanding teacher education" (456). Obviously, professional development of teachers, including English as a Second Language (ESL) teachers, is possible with a study of teachers and their cognition, the mental awareness of their instructional decisions inside and outside the classroom in response to their educational environment. The best learning happens when teachers make decisions in their classroom interactions as several studies have shown in the field of language teacher cognition, especially by Simon Borg, Devon Woods, Anne Burns, and others. The illustrations from an English teacher's classroom experiences resulting in good learning and publications indicate that it pays to study teacher

cognition. Thus, good language teachers emerge from the classrooms suggesting that they should be alert enough to recognize their instructional decisions and use them for achieving better student learning outcomes.

This overview of language teacher cognition research with illustrations from the literature and the present author's own personal examples suggests a few profitable takeaways for English language teachers. Non-native speaker teachers can do a good job of English language teaching. They can develop their subject matter knowledge as well as pedagogic content knowledge with commitment. They can also make better decisions with an awareness of teacher cognition. Further, they have to understand themselves, the subject, students, and the whole context in which they teach. The teacher's self-improvement is one of the best ways for improving students' learning outcomes. Finally, it is necessary to understand that teaching, as Richards (1998:78) says, is an "improvizational performance." To make improvements in classroom teaching, teachers have to make decisions spontaneously in the classroom in their interactions with students as well as the instructional materials. As Tsui (2011: 35) observes, teachers need to realize that "the ultimate goal of L2 teacher education is to enhance the quality of student learning."

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Part III
Technology in Professional Development

Chapter 10
Information and Communication Technology for Teacher Development

V. David Jeyabalan and P. Caroline Cynthia

Abstract Information and Communication Technology (ICT) in English language teaching has brought in many changes in the teaching and learning process. The use of ICT in English as a Second Language (ESL) classroom not only encourages teachers to accept the day-to-day challenges in classrooms, but also provides plenty of opportunities for teachers to explore creative teaching methods to teach English innovatively. This chapter focuses on helping English language teachers to explore and understand the ways and means of implementing different ICT tools effectively in classrooms and thus bring about a transformation in their attitude and approach to teaching English. It also attempts to establish how the use of ICT can effectively facilitate teaching and learning of English for a large group of learners. This study employs a descriptive approach in which the use of ICT tools such as *snap homework, Class Marker, Medium* and *Pocket* mobile applications are briefly outlined as productive platforms for teacher development which can make teaching and learning absorbing. This chapter explains how the use of ICT has aroused a great deal of interest and motivation among the prospective English language teachers and how it has highly influenced the professional growth of these teachers toward the betterment of their academic achievement.

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Introduction

Information and Communication Technology (ICT) has created a great impact on the millennial learners. Hence, teachers have to change the current teacher-centered learning into a learner-centered learning environment by integrating ICT in their regular teaching. Although ICT has become an integral tool for teaching English in the current scenario, implementing it for professional development of the teachers is still considered a daunting task. Developments in technology have created an effective learning environment where learners can access knowledge even without the guidance of teachers. Hence, the present study attempts to explore and provide effective ways to help the teaching community to know and learn as to how they can incorporate ICT in their regular teaching and learning with some of the easily available online tools. However, teachers, on their part, should be positive, self-motivated, and prepared to integrate these new methods of teaching with ICT tools to create an effective learning environment and accommodate themselves along with the digital natives. Since social media plays a predominant role in connecting a teacher and a learner, it has become imperative that teachers make themselves accessible and approachable by exhibiting their knowledge and ability in handling digital tools on par with the expectations of the learners.

The most important resource students can have for their learning purpose is an able and effective teacher who they can feel comfortable while talking about technology and the ICT tools in the context of education and learning. Since multimedia games and online resources provide engaging learning materials, teachers should be willing to accept the social changes in the teaching and learning community. Hence, this chapter attempts to spell out ways and means that would enable teachers understand the benefits of using ICT in English language teaching and share with them the ideas that would empower their teaching skills personally and professionally.

Use of innovative teaching methods, while teaching English, can help the teacher embrace the effective contemporary and technologically advanced strategies of teaching. Since technology has become an integral part in all walks of life, gadgets such as Computer, Laptop, Smartphone, and Tablet have become common tools for communication. Online learning platforms such as Massive Open Online Courses (MOOCs), Social Media Networks, Web 2.0 technologies, and Web-Conference provide abundant opportunities for teachers to develop professionally. ICT also plays a significant role in making learners efficient, as it generates and makes available plenty of resources online. Mastering or practicing language skills such as Listening, Speaking, Reading, and Writing becomes easy through online materials. Web 2.0 technologies provide adequate scope for teachers to conduct collaborative tasks such as group discussions, podcasting events, and language contents, forming sentences with the use of pictures and learning grammar through games, etc. In addition, ICT helps teachers design their own innovative tasks for any level of learners, as it is

packed with a plethora of free resources. It also attempts to provide teachers with self-learning materials to enrich their knowledge, even after class hours, by sharing activities on a common platform (blog, forum), assigning tasks, and providing feedback for all learners, especially weak learners, after class hours.

Empowering Teachers with ICT and Curriculum

The role of teachers in designing a curriculum has a close connection with teacher development. Teachers should gain freedom to design a curriculum based on the needs of their learners. This change in teaching environment occasionally can trigger both the teachers' and the learners' interest in self-learning. "Curriculum is a tool in the hands of the artist (teacher) to mold his material (pupils) according to his ideals (aims and objectives) in his school" (Cunningham, 1940). In relation to curriculum design and development, teacher's active participation in creating realistic learning atmosphere and providing relevant information is one of the important aspects teachers need to focus on. Implementing the desired curriculum and getting the desired result is always a challenging task for teachers. Use of ICT in curriculum construction makes it easier for teachers to select appropriate materials and provide an effective learning atmosphere. Preparing classroom-level curriculum influences learners positively; hence, it is important that teachers should pay more attention to it. Complete knowledge of the subject, creating quality-learning materials and focusing on providing insights about the subject are a few main areas that teachers should consider while setting a curriculum. Handler (2010) believes that there is a need for teacher involvement in the development of curriculum. He adds that teachers can contribute to curriculum development by working with teams and specialists collaboratively and effectively to arrange and prepare content, materials, and textbooks. Teacher involvement in the process of curriculum development is important to align the content of curriculum with students' needs in the classroom.

The Need for ICT in Teacher Development

Information and communication technology has become an inevitable resource in most fields today. In education, the role of ICT has many benefits for teachers, learners, parents, and the management. Using ICT in teaching English not only enhances the knowledge of the language but also serves as an integral part in creating new methods of learning every day. ICT provides plenty of opportunities for teachers to engage learners with new ideas in learning. Advancement in technology has made communication easier since gathering, transferring, organizing, and storing information from all technologies are effectively done with the use of ICT. It makes a positive impact on language learners and ensures a lifelong learning around the globe. Constant use of ICT enhances individual learning and helps teachers to prepare

creative and innovative lesson plans. The focus of ICT in language teaching is to help learners develop and build their communication skills that help them to deliver, share, and discuss information with peers. Use of ICT in teaching introduces excellent websites for teachers that can help them create their own networks for teaching and learning purpose.

Teachers' Role in the Use of ICT

ICT serves as a significant tool in education to improve the efficiency of the learners. The role of teachers in using ICT in their classroom begins by developing websites for learners where they can post their assignments, project works, and information in a common wall created by the teacher. Teachers can encourage students to submit their class works through email so that these networking practices would help teachers evolve a collaborative teaching and learning environment. It is important that teachers need to acquire knowledge of ICT in order to bring changes in their teaching methods. The use of projectors in classrooms can be an attempt to help teachers make use of contemporary methods of teaching. Visual aids can be displayed through projectors while opening a conversation with group members. According to Knowlton (1992), "teachers should turn on a few lights while using the overhead, shut down the projector intermittently to discuss the material and/or take question breaks" (p. 23) which help both the teacher and the learner to communicate their views effectively. With the use of ICT, it is possible for the teachers to provide individual tasks for each learner based on their learning ability and make their assessment method, which is generated mechanically and easily. Proper use of ICT by teachers in the classrooms can make a great difference in imparting a variety of skills to twenty-first century learners. These skills include collaboration and teamwork, creativity and imagination, critical thinking, problem solving, flexibility and adaptability, global and cultural awareness, information literacy, leadership, civic literacy and citizenship, oral and written communication skills, social responsibility and ethics, technology literacy, and initiative to adapt new methods. An examination of the role of technology together with an update of the pedagogy and content in the transformation of teacher in-service and pre-service training curricula could have a dramatic impact on the quality of teachers (Brannigan, 2011). Tasks such as identifying appropriate resources, clarifying topics, searching for authenticated materials are some of the benefits that ICT provides teachers to keep themselves engaged even after class hours. Teachers can think of finding new ways and means to improve their teaching with the abundant resources available in ICT.

Integration of Technology in Teacher Development

Teachers play an exceptional role in integrating technology both inside and outside the classroom. Those who have a good knowledge and skill of ICT can play lead roles in integrating technology into the classroom for themselves, their students, and colleagues (Kelly, 2015). Successful teachers will always look for opportunities that would help them acquire knowledge, which results in their personal and professional growth. Technology offers umpteen opportunities to enrich the knowledge of teachers that can be incorporated in their teaching. For instance, use of ICT can help teachers to access primary sources that are up-to-date and online and blended learning can act as a single platform for English language teachers to combine both online and face-to-face interaction easier. To understand the growth in the use of ICT tools, teachers should be encouraged and given training to effectively integrate technology in classroom teaching.

Blending online learning with project-based learning can also be used as an alternative and an effective method of teaching. English language teachers can integrate videos that can help learners to think beyond the nature of the topic supporting higher-order skills. Another way of teachers grabbing the attention of learners is through integrating game-based learning and assessment challenge. It can trigger the interest of learners when they are provided with multiple games that support language learning. These teachers can use game-based learning to explore concepts and help learners understand the concepts in depth. They can also integrate hand-held devices such as mobile phones, tablets, and MP3 players, which are recently becoming successful tools in many forward-thinking schools. Using web-based resources in classroom does help teachers and students to think and communicate globally. Virtual field trips, virtual library and researching on the Web are a few other interesting ways that teachers can integrate technology in their everyday teaching. Similarly, computer-based resources can also be used effectively in the classrooms for teaching English.

Computer-Assisted Language Learning (CALL)

The use of computer in Computer-Assisted Language Learning (CALL) provides many advantages to learn and practice LSRW skills besides vocabulary, grammar, and punctuation. According to Levy (1997: 1), CALL is "the search for the study of applications of computer in language teaching and learning." It is divided into three phases such as Behaviorist CALL, Communicative CALL, and Integrative CALL (Warschauer & Healey, 1998). The role of a teacher in CALL classrooms is to facilitate and allow learners to learn on their own by providing them activities that improve their communicative skills through interaction. Behaviorist CALL helps learners to work with computers individually and supports student-centered learning. The aim of Behaviorist CALL is to provide students with instructional materials with the

use of computers. Communicative CALL that became popular in the 1980s focuses on supporting learners to work with computers to develop authentic communicative practices with the use of computers. Integrative CALL emphasizes on how language is used in social context with the use of multimedia resources. Rafieea and Purfalla (2014) studied the perception of teachers on the use of CALL and revealed that most of the teachers accepted the computer as a medium of instruction to practice audio and visual materials effectively inside the class.

Peer Learning with ICT

Peer learning, which has become the order of the day in the contemporary classroom, can be made more engaging and interesting with ICT tools. In a peer-to-peer learning environment, the role of English teachers completely differs from that of the role in a conventional classroom. Teachers can implement peer learning in language classrooms to enhance collaborative learning that provides an active learning environment. One of the best ways teachers can make collaborative learning interesting is through project-based learning. It helps learners to be aware of the subject matter and helps them to reflect their views personally, resulting in a productive learning environment. English language teachers can provide creative projects such as literature-based theme activities. Besides these, teachers can also ensure that learners are introduced to grammar activities with the use of ICT. Small and easy tasks such as images, web pages, and documents can also be created in a collaborative learning environment. It is important that the teachers need to develop peer network by implementing strategies that help learners to work as a group. Teachers need to be ready to design assignments, plan regularly, assess each individual with strategy, and implement innovative tasks. Teachers ought to provide learners with new and easy ways to acquire knowledge. ICT provides sufficient networks that help teachers as well as learners to develop professionally and make space for their personal learning.

Networks such as The Teaching Channel, Digital Is, KQED Education and twitter can be used as powerful tools for teacher peers to learn, interact, and share information globally. Peer-to-peer teaching or learning includes preparation of additional materials which require adequate training among teachers. One of the main advantages of peer-to-peer teaching is that, it helps teachers to implement cooperative learning successfully for both small and large group of learners. Teachers, including peer-to-peer learning, on a regular basis can help learners to achieve positive attitude toward the subject area, customize their learning and strengthen their own learning by teaching others. Teachers can integrate peer group learning as one of the effective teaching styles in English language classrooms as they enhance students' self-esteem, communicative skills, and self-learning ability. Since peer learning is an active learning activity, it also helps teachers to assist students to build and control their own learning style. Teachers can create a positive peer learning environment by implementing techniques such as group assignments, and role-play activity, observe and answer questions, share their knowledge through face-to-face interaction, assess

individual student's performance, promote team building activities, and develop grading rubric for group work. Reflection is a key part of improving the effectiveness of individual learning and of providing guidance on the overall impact of the peer learning community so that strategy and direction can be improved for the future. Research has shown that taking time away from the process of training and reallocating that for reflection on what has been learned significantly enhances peer learning (Andrews & Manning, 2016: 20).

Reflective Teaching with ICT

Reflective teaching can be successfully implemented in English language classrooms with the use of ICT. It can be used as an innovative method to observe learners understanding by implementing tasks that are based on games. A productive learning environment can be achieved through teachers' reflection in a systematic way. In a reflective teaching approach, teachers analyze the work of others with their ideas and change the method of teaching based on the needs of the learners for a better learning outcome. "Routine action is guided by factors such as tradition, habit, authority, instructional definitions and expectations" (Dewey, 1933). Reflective action, as Dewey explains, involves a willingness to engage in constant self-appraisal and development. Peer observation is another approach where teachers can reflect on the works of peer teacher and exchange their teaching ideas, styles, and lesson plans with others. While observing one another's work, teachers become conscious of their teaching methods and gradually help others to compare, perform, and reflect on their own teaching. English language teachers can use ICT tools such as voice recorder, video maker, and camera as an evidence to record their own teaching in digital forms. They can further use a few websites such as Teacher blogs, teacher council websites, wiki, and teacher portfolios with Google spreadsheets as digital reflective tools to record their progress.

Reflective teaching is also closely related to the professional development of teachers. In order to create a successful learning environment, it is important to remember that teacher's use of ICT in reflective practice requires continuous effort. One of the characteristic features of a good teacher is the amount of time he or she spends in preparing for class after class hours. Teachers can implement effective teaching methods with the use of ICT by providing clarity in their teaching, receiving feedback after every lesson, conducting discussions on difficult topics, assessing the learners on a regular basis, self-reflecting on their own work, creating a collaborative learning environment, and recording the growth through assessment. These methods of reflective practices ensure a unique and an effective learning environment. Dewey (1933) identified three key traits that teachers must possess in order to be reflective. These are open-mindedness, responsibility, and wholeheartedness. Use of ICT in English classrooms leads to reflective teaching as well as creates a flexible learning environment. Based on their reflection, teachers can instruct students to look for information convenient for learners. They can provide activities through

online and offline resources that can help learners to feel comfortable in learning and exchanging their ideas from anywhere and anytime. By incorporating such activities both inside and outside classrooms, teachers and students can experience an open-minded, responsible, and wholehearted teaching and learning environment.

Blended Learning

Traditional teaching and learning methods have their own advantages and benefits for the teachers and learners. A transition from traditional learning environment to an online learning environment refers to blended learning. According to Allan (2007: 152) blended learning is "a mixture of face-to-face and e-learning." It includes the use of different internet-based tools, including Chat rooms, Discussion groups, Podcasts and Self-assessment tools to support a traditional course. Blended learning atmosphere involves learning contexts, types of learners, learning relationships, pedagogy, place, focus, time, and use of ICT tools. Every learner is different in learning and understanding concepts; hence, the needs of learners can be met easily with the use of blended learning features. It is logical and has the natural evolution of learning agenda. It provides opportunities to integrate innovation and technology offered online with interaction and participation. It can also support and enhance wisdom and one-to one communication effectively (Thorne, 2003: 16). Use of blended learning in teaching makes the classroom learning more effective, and students can benefit and gather necessary information available globally. Teachers play a significant role in implementing blended learning in their classrooms. They should be lucid and cogent in providing learners with appropriate materials and a clear objective before beginning every class. As a result, learners can get the essence of enjoying this new method of learning. It is important that every teacher teaches the learners to develop their skills by using computer as a tool for learning and not just for knowing what a computer is all about and how it functions.

Google Classroom can be used as an alternative tool for experiencing blended learning environment inside the class. The website offers many benefits for the teachers to create their own virtual classroom setup in a single application. Features such as my classroom, class stream, assignments, and create questions help provide teachers with as many folders they can handle. The theme for the classroom page can be set up with inbuilt feature so that teachers can have separate theme for each class to differentiate one from the other. Information page helps teachers to post common announcements and instructions. Another feature that benefits teachers is inviting other class teachers who handle the same set of students and other interested teachers who are willing to join the class activity. Learners can be encouraged to use the Google language tool called Google Translator. Teachers should emphasize the importance of the translator tool and use it to create awareness and dwell over in understanding a new language and its culture.

Web 1.0 for Teacher Development

The signs of well-informed teachers also depend on their knowledge and ability to handle with ease the existing as well as the upcoming ICT tools in the context of education and the teaching of English as a second language (ESL). A progressive teacher would be well-aware of the extent to which Web learning can create a great impact on learners' ways of thinking, behavior, learning, analyzing, and understanding. The World Wide Web (WWW) evolved into an indispensable tool between 1989 and 2005. It is a web of information connections. Initially known as Web 1.0, its only function was to publish contents for reading and downloading. Use of bookmark in directories was accessed only by experts, and only they had the authority to classify resources with the use of internet. The main idea was to create content, and it was done only by the creators of the site. The website had all the authority to control information in every article, and sharing of information was restricted.

Web 1.0 is a large-scale website that is one-way broadcasting with specially formatted documents using Hyper Text Markup Language (HTML). James (2014) is of the opinion that the term Web 1.0 technology was actually coined after web 2.0 came into use. It describes the web and its features between approximately 1990 and 2003. Web 1.0 is referred to as Static Web because of the lack of user participation, and non-interactive feature where only information was received. Whereas Web 2.0 is highly interactive with blogs and social networks. Web 1.0 which was first introduced to browsers with keyword "search" looking through the content for specific words or phrases known as keywords. It offered limited open-source software and was proprietary where the users could not contribute to the development of software. A single HTML document was used for organizing the presentation of the information that displayed a different HTML document for each frame. Minimal use of modification in the code was the only change permitted to keep information normalized and reusable. For instance, if a system used a menu, it isolated the menu in a frame and change could be done only to a single frame rather than making changes to every web page.

Web 1.0 tools offered services similar to web 2.0 tools. For example, "Double click" was known as the earliest application service provider for internet and "Adserving" was called primary banner ads. Britannica online is the oldest English language encyclopedia which is still in existence. It adopted "Continuous revision" which was continually reprinted and updated on a schedule which is now replaced and advanced with the use of Wikipedia. Personal website in Web 1.0 technology was a simple web page with HTML code that focused on coding language on a web page. The information was typed in codes with opening code and closing code providing titles, specific language use, heading of the content and body of the page, tags, and by adding images. Screen Scraping was also known as web scraping which was used to access World Wide Web directly using Hypertext Protocol. The main use of Web scraping was to fetch and extract information and transfer it onto a spreadsheet. For example, Directories were used as a resource to find and copy names and phone numbers with their URL.

Web 2.0 for Teacher Development

Web-based tools are very useful to share information and communicate to anyone at any time anywhere. The main advantage of using Web 2.0 in education is the level of increased opportunities for interaction and creativity. If Web 1.0 focused on delivering content alone and students could only read it online, Web 2.0 focuses on creativity and the user becomes the creator of the content. Creating information, sharing ideas, opinions, and experience are the main functions of using Web 2.0 tools. In the field of education, traditional teaching or teacher-centered learning has become outdated and learners expect change in the teaching methods. Digital natives look for information online, and they are interested more in connecting themselves with outside world than sitting within the four walls of classrooms. Since technological devices are developing fast, learners also keep changing their ideas and they look forward to moving with recent developments in gathering information. Web 2.0 tools enable learners to collaborate, share information, communicate, and create flexible learning environment, which are the twenty-first century skills that digital natives expect from learning. Students are immersed in Web 2.0 tools such as Blogs, Wikipedia, Folksonomies (twitter), video learning (YouTube), and Web hosting (Google) that they have become so popular in the context of education and remain central attractions for continuous learning.

Blogs

Blogging is one of the web-based tools that creates an active and dynamic learning environment. The development of blogs became popular during the 1990s with the writing of online diaries of daily events. Writing online is considered to be an important skill for a successful blogger. Micro blogging is an interesting tool for online writers, as it has the feature of commenting on the works of others. Bruce Ableson, who launched an online journal with comments, made blogging popular in 1998. According to Hiler (2003), blog, from web logging, has the capacity to engage people in collaborative activity, knowledge sharing, reflection, and debate, where complex and expensive technology has failed (cited in Williams & Jacobs, 2004: 232). Teachers and students use blogs as online journals to record the information that interests a particular group of readers. This concept was adapted from the traditional method of writing diaries. The features found in diary writing and blogs are mostly similar with regular entries of everyday thoughts, ideas, information, and interesting incidents. Blogging provides an opportunity for the readers to comment on the posts, search for information through links provided by other readers across the world, which is not possible in a traditional paper diary (Pedersen, 2010).

Blood (2002) classifies blogs into three blog sub-genres: (a) filter blogs, (b) personal blogs, and (c) notebook blog. If personal blogs deal with writers' own daily experiences, feelings, emotions, and their innermost thoughts," filter blogs focus on external and general topics like politics and used by a few bloggers only. Combining

both these features, notebook blogs provide "detailed descriptions that provide the readers with either internally or externally focused information. These blogs can help users to categorize their work effectively. Wei (2009) suggests that filter blogs show bloggers with higher socioeconomic status and that they are more interested in updating blogs than bloggers with lower socioeconomic status.

The different types of blogs reveal that they have plenty of benefits for teachers and learners. Blogging is found to be a huge platform to explore information related to learners' needs. Blogs can be used as tools to help students create innovative ideas and improve their literary skills. According to de Ramirez (2010: 17), "Having students read blogs on a variety of topics is a good way to begin. The study on blogs begins with student defining the different elements of the blog, commenting on other people's blogs and even reviewing and giving opinion." Learners' awareness of elements such as Threaded comments, Snippets, Social Buttons, Sidebar, Biodata, Color scheme and Design help bloggers to be collaborative and active users.

The main benefit that blogs provide to students is the chance to explore and get familiar with basic ICT tools such as browsing, posting images, categorizing ideas based on the topic, providing constant feedback, and designing new themes to attract readers. Creating a blog and keeping updated is not as easy as using other tools. The fundamental need for a successful blog is the content that is attractive and always engaging readers. The use of polished language in conveying information plays a substantial role in using blogs effectively. For every language learner, blogs are an advantage to improve their writing skills. In fact, language teachers should try to provide space for learners to create their own blog or make blogs as an online journaling through which the teacher can assess the writing skills of the learners. Language teachers can also make use of blogs outside the classroom by conducting class debates after regular class hours. Students can be encouraged to post poems on simple topics, and teachers can assign creative writing tasks by asking students to end a story or give an interesting climax for the story. Practicing creative writing activities would encourage learners to enjoy the writing task better than the traditional way of writing for newspapers.

In addition, blogs are very flexible tools for teachers to post their ideas and information related to language learning. These provide freedom for teachers to post as much information as they can create or share on a particular day. Compared to other ICT tools, teachers can make use of blogs as a platform to provide learners with information that interests them. Heskett (2009) discusses how students were encouraged "to think outside the box" while responding to literature and writing to a prompt in blogs. This activity was helpful for students to improve their reading skills with collaborative tasks by responding to something they had read in a blog. For instance, teachers might remind their students to write a thank you note for an appreciation received. Someone might read a short article in a newspaper encouraging readers to nominate a favorite coach for an award. Teachers can help students have a discussion on how they might respond to something they read in the school newsletter or newspaper, or on the internet in blogs.

Web Hosting with Google

The role of web technology and its contribution to education, business, science, marketing, and other professions is growing day by day. Internet operates as a medium that can globally connect users from different parts of the world. Basic services, internet access throughout the day, online services, and managing all data in a web page are a few of the features a web hosting service provides to users. In the initial stages of technological development, access to the internet was limited and maintaining individual web page or protocol was a challenging task for users. A common tool that has all the information in a single tool is called a server, and the users can retrieve information whenever they are in need.

Puetz (2005) considers web hosting services as Web Host and Managing Server Storage. The major advantage of web hosting in education is the support provided by the web host in each domain. For instance, a web host can take the entire control over the technical and administration issues of an institution or University. Users can select free hosting, a user friendly, and non-critical website, that can allow users to engage for fun. Shared hosting, a single platform, allows two or three users to share space of their domain and is also known as budget friendly web host. Reseller hosting, a supporting host, gives storage for information and collocated hosting is a self-controlled device that can be controlled only by one user based on his/her needs. Google is used as a web hosting tool to organize, communicate, and collaborate in learning. Through Cloud-Based Technology, various websites receive, gather, support, and provide all information in a single server. In 1998, Google became the popular search engine tool that met the needs of every user. Use of Google in the classroom makes learning easy with tools such as *Chrome books, Tablets,* and *Smartphone.* One of the advantages that Google provides, compared to other web hosts, is its design to help users experience security, updates, and servers where teachers can store as much information as they can for years together. *Google Scholar* is a separate search tool that helps learners to look for research journals, articles, conference proceedings for research work. Journals and articles appear on the search page based on the popular works of authors. Researchers can also write a requisition note to the authors for viewing the full paper. Below every article, *Google Scholar* provides links for citation that helps the researcher get information about the article cited in different articles, related articles link provides a complete view of topics that are relevant to readers' need and all versions link helps learners to view the different versions of a book or an article. Learners can also access *My library* which is also another interesting feature Google Scholar offers researchers to maintain an online catalogue of articles, books, and journals if the researcher wants to access articles from around the globe. *My library* will display articles published in the social library with a particular topic as requested by the researcher.

Professional productivity and positive learning environment in the classroom can be practiced effectively with Google Drive, which provides numerous benefits to teachers and learners. It also creates a learning space for teachers and learners. The drive acts as a common collaborative platform for storing and sharing information, maintaining documents, spreadsheets, forms, and presentation slides in one

tool. *Google Docs* helps teachers to document students assignments in a digital format through which teachers can manage digital content in order. *E-portfolios* can be made easy and accessible for future reference. *Google Sheets* are formatted with formulas that make calculation easier than entering it manually. Features such as number formatting, highlighting difference in calculation that can be shown in different colors.

Google Forms can be used as a tool to collect information or as an online survey in any type of question format. Form threads can be shared through email or social communication tools like *Facebook, WhatsApp, Twitter,* and *Instagram* from anywhere in the globe which can be later analyzed in a common *Drop Box*. *Google Slides* can be used as an alternative tool for PowerPoint presentation. Slides are designed with unique themes, settings, effects, and mobile friendly features. Attaching files, pictures, clip art, audios, and videos is easier in Google Slides than in Microsoft PPT. Sharing these tools and storing them as folders in online drive can help users to look for information from anywhere and at any time.

Using *Google Drive* in ESL classrooms can be easy and engaging for both teachers and learners. Compared to other subjects such as science, technology, mathematics, history, and geography, the use of Drive for language teaching and learning involves profound creativity. Brumbaugh et al. (2014) suggest that *Google Drive* can be used for practicing reading activity inside and outside the classroom. For instance, teachers can provide students with a reading activity and allow them to work in their literary circles for at least one hour a week. Teachers can ask learners to post their works as an online presentation, diagrammatic representation or can upload videos using their own creativity by giving them complete freedom to choose their method of idea integration. Teachers can also use *Google Application* for brainstorming activities by dividing them into groups and providing them group templates. Learners in turn can come out with questions that are related to the topic. For example, if the topic is "Crime and Punishment in Elizabethan England," learners can generate interesting questions: what crimes did they commit? and what instruments of torture did they use and why? Teachers, of course, should use *Google Search* to find out answers and utilize research tools available in Google website. Each student group has to identify important information about the topic, establish available resources, locate complementing media for presentation, and organize information in a proper framework.

Snap Homework

Use of Snap homework in English language teaching can help teachers engage students beyond their classroom sessions. It is a one-way messaging application which can keep both the parents and students updated with homework and messages. Instant feedback, snap shot of the students learning environment and sharing of relevant picture for vocabulary learning can be made interesting for students with snap homework. Using this application, teachers can engage students in a friendly word competition, by providing theme-based pictures after class hours which can later

be discussed during the class hours. Roswell et al. (2012) state that images can be an effective way of presenting abstract concepts or groups of data where teachers can report the use of images in the classroom which in turn would lead to student interaction and discussion. Teaching with images can also help develop students' visual literacy skills, which contribute to their overall critical thinking skills and lead to lifelong learning. Poetry can be taught in an innovative way with the use of this application, a screenshot of scrambled poem can be shared with students as a worksheet or a poem/rhyme can be recited using the recorder. By implementing such activities students can never forget the lines of the poem for a long time. In order to encourage the listening skills of learners, teachers can share podcasts on different topics with a worksheet and share it instantly. Regular use of this application ensures a strong bond between teachers and students.

ClassMarker

Assessment plays an important role in the educational sector. Though there are many ways for teachers to assess the learning ability of learners, there is a need to implement an effective assessment tool. ClassMarker is an online testing tool, which helps teachers assign learners with individual/multiple assessment sheet with grades, respectively. It also provides for teachers to assign test on fixed question column and random question column where the teacher can set questions in order, edit questions, and export them to learners who take up the test. While assigning random questions for students, two options with OR options are given to students. Teachers can also assign question papers with both fixed and random questions to a group of students simultaneously or individually. Tang and Lim (2018) state that multiple-choice items are effective ways to increase the cognitive demand of students through assessing various levels of learning outcomes, covering comprehension, application, and analysis. For higher-order thinking, multiple-choice question (MCQ) is recommended to design questions that involve multilogical thinking. Using this application, teachers can also customize the question category and re-use questions in multiple tests with different types of questions such as multiple-choice questions, true/false, short essay and match the following. Some advantages of this application include setting a time limit for each test, invigilating individual student, provide permission based on the privacy needs, online results, and online certificates.

Medium

Continuing development is one of the main elements every teacher should pay attention to grow personally and professionally. *Medium* is one such application that makes teachers smarter with interesting topics around the globe. With the use of this application, English language teachers can provide reading materials with compelling ideas, knowledge, and perspectives of different topics based on the interest of learners. Use of this application creates a rewarding and enriching learning experience for teachers

which in turn would make them skilled in reading skills. It is well-known that habitual reading facilitates to think critically, predict the background of the context, compare and contrast factual information with imagination, create own contents, provide relevant explanation, and rationalize the given text as transmitted by the text. *Medium* application personalizes and provides stories based on the interest of its readers. It not only triggers the interest of the reader but also provides five easy-to-finish daily reads to keep its reader focused on the material. *Series* is another interesting feature medium application provides its learners every day with topics from favorite writers. Tap-by-tap readers can dive into change of topics that include politics, personal stories, crime stories, and technology. As the art of storytelling is slowly disappearing, English language teachers can explore the benefits of *Medium* application in their everyday teaching and make their teaching and learning environment lively, creative, and interactive.

Pocket

Being informative is an important quality teachers should inculcate in order to communicate with clarity. Use of *Pocket* application in English language teaching can help teachers to be informative throughout the day. As smartphones have become a basic tool, retrieving information by a touch is possible anywhere and anytime. Use of *Pocket* in teaching can allow teachers to clip in different articles or posts which can be saved and read offline whenever needed. English language teachers can circulate different articles to a group of learners which in turn would sharpen the thinking skills of learners. *Pocket* application can be used as an effective tool by teachers to help their learners practice informative speeches. On the other hand, sharing topics of similar interests with friends, tagging, highlighting, and saving favorite articles for future reference are a few features that come along with this application. Teachers can use *Pocket* application to stimulate a conception in the minds of the readers while reading the available information. This application can be used as an effective "image starter" tool for improving the speaking activity among learners, as it acts as a common platform for both the teacher and learners to practice speaking skills.

Conclusion

Use of technology in classrooms has brought in radical changes among teachers. The classroom setup of current generation learners is moving toward a self-learning environment. Teaching for a large group of learners in a traditional classroom ambience is becoming very challenging and difficult for teachers. If teachers have to solve this problem, the only solution is to resort to the strategy of making learning collaborative for learners. They can easily make it collaborative with the help of a number of ICT tools that are available online and offline. Every millennial learner sitting in the classroom has enough energy and potential to handle these technological tools

efficiently. Hence, teachers have to keep pace with their learners. The learners of this generation expect teachers to be not only facilitators in the classroom but also tech-savvy companions who would accompany them in the learning process even outside the classroom and after the class hours. This is the challenge that teachers of the present generation face in every classroom. With the number of ICT tools available for them to make their teaching lively, exciting, and challenging, it is important that all teachers make conscious efforts to develop themselves as better teachers. The only way left for them is to learn the use of these ICT and other tools and apply them in every classroom to make the teaching and learning experience productive and rewarding for their learners and themselves.

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Chapter 11
E-resources for the Professional Development of English Teachers

Check for updates

J. Savithri

Abstract Arguably, continuing professional development (CPD) is one of the most important instruments in the teaching profession, since today's teachers shape tomorrow's professionals. Hence, teaching requires utmost awareness and commitment as well as constant adaptation and improvization. Such an important profession needs plenty of support from the administration of the institution in the form of adequate resources for their CPD. If such help is not available, teachers can turn to the plentiful online platforms many of which are free, while some are reasonably priced. Teachers can avail these e-resources for their professional development. The only infrastructure that needs to be made available to the teachers is a computer, internet facility, and a printer. However, teachers have to be cautious about predatory sites. They should know which ones are authentic and how far they are helpful in improving the teaching–learning process. With some practice and experience, teachers can become adept at choosing their materials for the optimal benefit of learners. This is so easy that it warrants no special skills, and can be done during leisure hours. This chapter discusses the use of different e-resources and explores how widely teachers of English are aware of the availability and implementation of these e-resources.

Keywords Continuing professional development · Teaching–learning process · Infrastructure · E-resources · E-learning · Internet · British Council's ICT support to teachers

Introduction

Teachers ought to be eternal learners, as they are largely considered disseminators of knowledge, though this role of dissemination has declined over the years. However, whether it is a teacher-centered classroom or a learner-centered classroom, teachers

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have to play a key role. In India, in recent years, the Central and State governments have been focusing on the effectiveness of and achievement in education. The syllabus, at all levels, is subject to constant revision to suit the needs of students. Whenever there is a change in syllabi, some kind of short orientation programs are conducted for teachers to give them an overall understanding of the syllabi and the approaches to be followed in teaching the same. These, admittedly, are quite often, routine, and nominal exercises. This makes it incumbent on teachers to search for their own resource. Teachers also should have a zeal to improve the repertoire of their skills actively. With the constantly changing trends in the teaching–learning process, they have to utilize the resources available for their continuing professional development (CPD). Obviously, in this age of information technology, technology dominates every aspect of life. Teachers should know how to make optimum use of the technology in their fields. They have to explore the World Wide Web (WWW), a hitherto unparalleled resource, to get new insights in their areas. Life-long learning has become essential to survive in this demanding environment because of the changes that are taking place due to globalization and internationalization. Therefore, to keep abreast of this knowledge-driven growth, teachers of English must constantly upgrade themselves to equip themselves with new technologies, skills, and capabilities. Further, COVID-19 has opened doors to enormous e-learning opportunities through e-resources. This study examines the question of how far teachers of English have made use of these e-resources to improve their knowledge in their own field and enhanced their teaching–learning processes.

Background

CPD helps in advancing teachers' skills in tune with the changing demands of the profession from time to time. It provides opportunities to assess the pedagogic processes personally and professionally. Adhering to the old teaching methods and outdated knowledge will not help in developing the language skills of present-day students. Moreover, each year teachers engage new students with changing ideas, skills, and needs. Sometimes, students may be better informed compared to their teachers as the current generation has become extremely tech-savvy. This is both a resource and, if not harnessed properly, a possible source of regret for the teacher. Hence, to teach such well-informed students, teachers have to match their learners. Earlier, teachers had to spend time in libraries, or wait for some faculty development program (FDP) to happen in order to fine-tune their skills. Now, times have changed. Everything is available at the click of a mouse. However, teachers have to be cautious in browsing authentic resources only. COVID-19 has provided enormous opportunities to teachers as most of the leading organizations and universities have opened their doors to online learning. Some universities have made material available free of cost or at nominal prices. It is the right time for teachers to grab the opportunity to improve their professional knowledge and skills.

Plenty of e-resources are available for the teachers which can help in their professional development. This study explores to what degree and how widely teachers of English are aware of the availability of e-resources and whether they implement them appropriately in the teaching–learning process.

Literature Review

Undoubtedly, CPD is an interesting area for researchers in all professions. This section offers a review of the most relevant survey of the significant developments in English Language Teaching (ELT) for establishing the context in which this exploratory study has been undertaken to examine the use of e-resources in professional development.

Liberman, as cited by Rose and Reynolds (2007: 219), classified CPD into three types: direct teaching (such as courses, workshops, and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school–university partnerships, and so on). Professional development through e-resources happens outside the school or college context. Teachers can experiment with their newly developed ideas in their classes to test the effectiveness of the resources.

To ensure CPD of teachers, Central and State governments often conduct training programs usually at the beginning of every year. But, the durations of these training programs give little scope for the participation of teachers. Prince and Barrett (2014), citing NCTE (2010), observe that as many as "3.2 million English language teachers" from both government and private schools need good quality professional development, which is a daunting task for the government. They add,

> Professional development offered by the Central and State governments tends to focus on mass training-based solutions, often through large-scale cascade models which provide limited scope for need-based and flexible inputs. The skills and experience of the teacher educators is variable and the lecture method tends to dominate, but, more critically, follow-up and school-based support is rare (Prince & Barrett, 2014: 19).

Therefore, teachers have to explore different possibilities of learning to enhance their teaching skills.

Missoum (2015: 166) discussed whether teachers should probably carry on developing their teaching skills throughout their careers with a comprehensive quality preparation for teaching or with insufficient training. This requirement is quite reasonable considering that teacher training can do a lot to prepare teachers for teaching but cannot reasonably prepare them for everything. Besides, changes that occur in the syllabus, characteristics of the learners, working conditions, etc., produce new demands in terms of skills and knowledge that are not covered in the teacher training period. Therefore, teachers are required to update and maintain their teaching skills. Continuing efforts to develop and stay as efficient teachers are necessary to ensure a sustainable teaching quality.

If teachers have to develop professionally, teacher educators also have to improve their expertise constantly. The British Council (2015) charts out four stages of development among teacher educators in its Continuing Professional Development (CPD) Framework for Teachers webpage.

Awareness (hearing of the professional practice)

Understanding (knowing the importance of professional practice)

Engagement (demonstrating the competency of professional practice at work)

Integration (demonstrating a high level competency in the professional practice and consistently informing about that at the work place)

Specialization (acting as a point of reference for other teacher educators as a source of expert opinion.

Clearly, awareness of the need for a professional approach to teacher development is the starting point. But then there is much more to be done regularly for teacher educators to keep abreast of the changes and challenges in the profession, including becoming a super teacher educator as a point of contact as well as inspiration. Further, Darling-Hammond et al. (2017) defined effective professional development as structured professional learning which results in changes in teacher practices and improvements in student learning outcomes.

With this backdrop, the present survey study becomes significant at a time when teachers are being assessed for their performance in the classroom. If teachers can make optimum use of the e-resources available online, they can perform immensely better in the teaching–learning process.

Methodology

The sample population of the study comprised teachers of English ranging from school teachers to university teachers working in government, aided, and private institutions, and also teachers of English in government/university/private professional colleges. A structured questionnaire on e-resources was administered to fifty randomly selected teachers. It was prepared using Google Forms and the link was sent to these teachers. All the sample teachers filled in the questionnaire using the link and submitted the same. The data received were then analyzed.

Data Analysis

After receiving the responses, the data related to each e-resource were tabulated as under:

Table 11.1 Use of E-resources by teachers

S. No.	Questions	Options	
1	**British Council Resources** Have you browsed the following resources from the British Council website?	Yes (%)	No (%)
	British Council's online English resources for teachers	41.2	58.8
	British Council's free course on teaching for success: Lessons and teaching	35.3	64.7
	British Council's teachers' professional development	37.3	62.7
	If yes, which of the following professional practices, available in the website, have you learnt recently and implemented in your teaching?	Learnt	Implemented
	Planning lessons and courses	63.2	54.3
	Understanding learners	78.9	47.4
	Managing the lessons	63.2	52.6
	Knowing the subject	73.7	57.9
	Managing resources	63.2	57.9
	Assessing learning	63.2	52.6
	Integrating ICT	73.7	52.6
	Taking responsibility for professional development	68.4	52.6
	Using inclusive practices	68.4	57.9
	Using multilingual approaches	73.7	52.6
	Promoting twenty-first century skills	63.2	57.9
	Understanding educational policies and practices	73.7	36.8
2	**UsingEnglish.com**	Yes	No
	Have you browsed resources from UsingEnglish.com?	35.3	64.7
	If yes, which of the following, available in the website, have you made use of for your Continuing Professional Development?		
	Teacher resources including lesson plans, handouts and printables	94.4	5.6
	Articles about learning, using and teaching the English language	94.4	5.6
	Forums	66.7	33.3
	Tools and resources	88.9	11.1
3	**TeacherVision**	Yes	No
	Have you browsed resources from TeacherVision?	27.5	72.5

Table 11.1 (continued)

S. No.	Questions	Options	
	If yes, which of the following have you used for your continuing professional development?		
	Professional development workbooks	35.7	
	Professional development resources		
	Teaching strategies	78.6	
	Classroom and behavior management	49.2	
	Assessment	35.7	
	Additional resources	28.6	
4	**The University of Alabama at Birmingham** Have you browsed through any of the resources meant for continuing professional development of teachers, uploaded by the University of Alabama at Birmingham?	Yes	No
		21.6	78.4
	If yes, have you accessed the following, under ESL-Related Professional Development Resources?		
	Reading rockets—professional development webcasts	45.5	
5	**The University of Arizona** Have you accessed any of the resources from the webpage of the Center for English as a second language, College of Humanities, University of Arizona?	Yes	No
		21.6	78.4
	If yes, have you used any of the following resources under the category "using the internet to teach" for your professional development and made use of the material available in your teaching?		
	1-language.com	27.3	
	BBC's Skillswise	18.2	
	English club	36.4	
	ESL active	27.3	
	Penguin readers	36.4	
6	**Harvard University Online Courses** Have you joined or completed any of the following courses available for teachers of English from Harvard University?	Yes	No
		31.2	68.8
	If yes, which of the following courses are you pursuing or completed?	Pursuing	Completed
	Introduction to Digital Humanities	37.3	–
	Shakespeare's Life and Work	17.6	–
	Shakespeare's Othello: The Moor	9.8	–

Table 11.1   (continued)

S. No.	Questions	Options	
	Shakespeare's Merchant of Venice: Shylock	13.7	–
	Shakespeare's Hamlet: The Ghost	17.6	–
	Rhetoric: The Art of Persuasive Writing and Public Speaking	25.5	–
7	**Oxford University Press Online Resources** Have you made use of the English Language Teaching (worldwide) web page from Oxford University Press for your professional development?	Yes 39.2	No 60.8
8	**Indian National Digital Library Resources** Have you made use of the resources from the National Digital Library for your professional development?	Yes 45.1	No 54.9
9	**Participation in Seminars/Webinars/FDPs** Have you attended any of the following during the last six months?		
	Seminars	35.3	
	Webinars	70.6	
	Faculty development workshops	52.9	

Discussion

As the responses of teachers indicate, a majority of the teachers are not aware of the electronic resources available for their CPD. The following is the detailed analysis of the importance of each e-resource:

E-resource 1: British Council's Online English Resources for Teachers

For the first question, which is about "the British Council's online English resources for teachers," 41.2% said they were aware of it and also were making use of the resources available on this site while 58.8% of teachers gave negative response. The website states that teachers "can download free lesson plans and classroom materials; get tips, articles and information about professional development, conferences and qualifications. Also, can join discussion groups and access training materials." (British Council, Free English language teaching resources section, para 2, n.d). If any teacher wants to know how to prepare lesson plans, this website helps in downloading lesson plans free and teachers can work on those lesson plans. In addition, it also has

a collection of free materials which teachers can use in their teaching. Teachers who are into teaching phonetics can download the phonemic chart. Since the teachers of English in India may have their mother tongue's influence on the English sounds they produce, this chart would be helpful for them. Teachers can click on the symbols to listen to the sounds and the pronunciation of three sample words for each sound are provided on the chart. Different activities related to pronunciation are given on the website. For example, teachers can plan to teach phonetics innovatively using the information available on this website. This is one of the wonderful e-resources that helps teachers in teaching phonetics. Moreover, if teachers want to improvise their teaching methodology, this website has numerous articles on different aspects of ELT in the "publications section" which are updated regularly. This section has "an extensive collection of publications that provides practical insights, perspectives and learning on current issues in English Language Teaching" (British Council: Teaching English, Publications section).

These publications will help teachers, teacher educators, policymakers, and other professionals in the field of ELT to stay up-to-date. In this section, there are different categories such as resource books, case studies, insights and research, milestones in ELT, ELT research awards, ELT masters dissertations, and ELT research databases. Each of these categories has plenty of information and downloadable materials for the teachers' CPD. Also it has a classroom activity section wherein different activities for beginners to advanced level learners are available. These activities can complement the English syllabus "giving students an opportunity to develop their English language and skills in motivating and enjoyable ways" (British Council: Teaching English, Activities section). This website also provides literature-based materials, and hence are authentic texts. Teachers can make use of these materials to motivate learners and make the class livelier.

E-resource 2: British Council's Free Course on Teaching for Success

The data show that only 35.3% of the teachers are aware of these courses. These courses help teachers in developing the skills and practices that teachers need for their CPD. They focus on four professional practices—planning the lessons and courses, managing resources, managing the lesson, and taking responsibility for professional development. They offer tips to teachers on a more effective teaching of English in the classroom. It covers topics such as "using flashcards and realia, board work, sharing resources with others, teaching language and the use of L1, engaging learners, identifying professional needs and so on" (British Council: Teaching for success-lessons and teaching, n.d.). This course is helpful for teachers of English at any level. If teachers of English do this free online course, they can improve their knowledge about different aspects of ELT and also can manage their classroom effectively, by giving appropriate tips for the learners to learn effectively.

E-resource 3: British Council's Teachers' Professional Development

This e-resource is familiar to only 37.3% of teachers, and they have followed the professional practices available in the website. The teachers who said "yes" were further asked to respond to the professional practices they have learnt and also implemented. In the following data, the percentage of teachers who learnt from the website is followed by the percentage of those who implemented it: for "planning lessons and courses,"—63.2 and 54.3%; for "understanding learners"—78.9 and 47.4%; for "managing the lessons"—63.2 and 52.6%; for "knowing the subject"—73.7 and 57.9%; for "managing resources"—63.2 and 57.9%; for "assessing learning"—63.2 and 52.6%; for "integrating ICT"—73.7 and 52.6%; for "taking responsibility for professional development"—68.4 and 52.6%; for "using inclusive practices"—68.4 and 57.9%; for "using multilingual approaches"—73.7 and 52.6%; for "promoting twenty-first century skills"—63.2 and 57.9%; and for "understanding educational policies and practices"—73.7 and 36.8%. When the overall practices are assessed, a majority of the teachers learns them, but has not implemented them in their teaching. Of all the practices, "understanding educational policies and practices" received the lowest response. Understanding educational policies and practices is the primary responsibility of teachers, as they have to teach according to the educational policies drafted by the respective authorities. Teaching should reflect the educational policies of the respective countries or states. Hence, it is essential for teachers to understand the educational policies before they go ahead with their teaching.

The following are the advantages of the professional practices available on the website:

Planning Lessons and Courses

According to the aforementioned website:

> Planning single lessons and longer course outlines is an important part of professional development. This professional practice involves defining aims/learning outcomes that meet learners' needs and the course objectives, selecting and developing engaging activities, resources and materials which correspond to the aims of the lesson. It also involves dividing lessons into coherent stages, planning board work, selecting and describing interaction patterns for different activities during the lesson, and planning for differentiated learning (British Council, Planning lessons and courses section, para 1, n.d.).

When teachers plan how to teach a particular lesson, they also have to anticipate problems that might occur while teaching that lesson. They should also understand as to how to respond to those problems in the classroom. If teachers plan a lesson effectively, the teaching–learning process happens in an organized manner.

Understanding Learners

Teachers have to understand the needs of learners while teaching a lesson or topic. They have to consider the strengths and weaknesses of learners and should check whether students could comprehend the lesson/topic well. In this regard, the website states the following:

> Understanding your learners and their needs is an important part of classroom teaching and planning. This professional practice involves making decisions about teaching and assessment by applying an understanding of learner characteristics, including their level of attainment, their age, interests, preferred ways of learning, group dynamics, their motivation to learn, both generally and in relation to specific subjects, their educational, social, cultural and linguistic background, any special educational needs they may have, their level of autonomy and their personality (British Council, Understanding learners section, n.d.).

Understanding learners is the key factor for a successful teacher. Once teachers hold the attention of students with their innovative teaching, learners also get accustomed to teachers' style of teaching. A positive environment in the classroom will create a virtuous circle in the classroom.

Managing the Lesson

Managing the lesson is another key element for successful teachers. In the classroom, teachers might have several distractions such as disciplining students, answering the questions of students in between, monitoring learners, and so on. Amidst all such distractions, they should manage to complete the lesson as planned. Sometimes, teachers might have to improvize the plan and explore some other ways to complete the lesson as planned. The e-resources available in this section of the website help teachers with suitable techniques for managing the lessons. It says:

> Managing the lesson is a key factor in ensuring classes run smoothly and students are engaged in learning. This professional practice involves managing every aspect of the lesson during class time. This includes controlling the pace and timing of activities, signaling transitions between stages of the lesson, adjusting the classroom layout to support learning, responding to unexpected classroom events, making effective use of resources and equipment, giving instructions effectively and checking understanding (British Council, Managing the lesson section, n.d.).

Managing the lesson is not completing the lesson in a hurry. Sometimes, it might not be possible to complete the lesson as planned because of unexpected events in the classroom. In these circumstances, teachers have to understand how to pause the lesson meaningfully and continue in the next class. If the lesson is stopped abruptly, students get confused and there will be a possibility of not being able to recollect what was taught.

Knowing the Subject

All teachers can teach holistically when they are thorough with the subject. They can handle the class perfectly when they have in-depth understanding of the subject. According to the website, the professional practice of knowing the subject involves:

> developing and demonstrating proficiency in the target language in order to provide a good model for learners, developing an awareness of language systems, selecting appropriate methodology and resources for introducing and practicing specific areas of the target language and language skills, including grammar, lexis, phonology, speaking, listening, writing and reading skills, register, genre, communication strategies, sociolinguistic skills, learning strategies, varieties and standards of English, contrastive analysis with other languages. (British Council, Knowing the subject section, n.d.).

When teachers have a grip on their subject, they can handle the doubts of students in the class effectively.

Managing Resources

In addition to the textbook, teachers also have to teach students through additional materials. These additional materials should be related to the topic that the teacher is teaching. Teachers should know how to select authentic materials and how to adapt those materials to their teaching. This e-resource provides the related information and helps teachers in selecting, grading and adapting materials in the classroom. According to the website, managing resources refers to "selecting, developing and adapting materials and resources for the classroom. It also involves using them effectively and evaluating their effectiveness" (British Council, Managing resources section, n.d.). It might not be possible always to train teachers comprehensively on selection and gradation of material in a teacher training class. Therefore, teachers can use these e-resources anytime to help themselves learn the art of managing resources effectively.

Assessing Learning

Assessment not only gives a reliable feedback for teachers but also gives some idea of the progress of learners. Many teachers take assessments as a routine matter. They frame questions which only check the memory of students rather than checking their comprehension. However, assessment is not only about assigning tasks or preparing a question paper but also about measuring the learning of students. Learners should get appropriate feedback for their learning through assessment. Teachers generally complain that it is strenuous to correct answer scripts and give feedback individually. Every learner is different, and every learner's learning problems are different. If teachers have an idea about principles and practices of assessment, they can design effective and appropriate tasks for learners. According to the website, assessing learning involves.

applying the principles and practice of assessment to design tasks for measuring learner's progress, utilizing a range of different types of assessment and feedback, using assessment at different points in the learning process to monitor learners' understanding and inform subsequent teaching, defining appropriate assessment criteria and/or applying assessment criteria consistently, analyzing learners' errors and providing constructive feedback (British Council, Assessing learning section, para 1, n.d.).

Integrating ICT

While browsing e-resources, teachers come across a lot of content, and unhelpful websites abound. It is a difficult task to sift the grain of authentic materials from the chaff. Everything might appear important. But, teachers should know how to make use of the digital content and also how to explore the websites effectively. They need to develop their own pedagogical strategies.

This e-resource helps teachers in understanding different digital contents available and appropriately making use of them in their teaching. In addition, teachers also have to exploit online platforms to discuss the issues related to their profession and to find solutions related to the challenges they are facing in their profession. According to the website,

> integrating ICT involves developing effective strategies for locating appropriate digital content, following guidelines for e-safety, evaluating the potential effectiveness and appropriacy of digital content, tools and platform for achieving desired learning outcomes, using technology in the production of teaching and learning materials, setting up activities that support learning by exploiting appropriate digital content, tools and platforms, developing effective strategies for resolving potential technical issues, promoting autonomous learning by exploiting digital content and technologies inside and outside of the formal learning environment, promoting collaborative and participatory learning by exploiting online communities, tools and platforms, and reflecting on the effectiveness of the integration of ICT into the teaching and learning process (British Council, Integrating ICT section, n.d.).

Taking Responsibility for Professional Development

Another key area for effective teacher development is taking responsibility for their own professional development. Many teachers get contented after getting a job and perform their duties unimaginatively and mechanically. Their teaching also becomes monotonous. They do not show any enthusiasm to add on to their existing skills. This e-resource assists teachers with understanding their professional needs, interests, and learning preferences in order to identify areas for development, and defining short, medium and long-term career goals. It also helps them in understanding the developmental pathways available, using technology to facilitate professional development, staying up-to-date with developments in teaching and learning, selecting and engaging in appropriate professional development opportunities, and resources to inform classroom practice. (British Council, Taking responsibility for professional development section, n.d,).

This website shows guidance for professional practice and helps in establishing teacher networks around the world. Teachers will get an opportunity to communicate

with colleagues around the world. This will generate enthusiasm among them and boost their confidence leading to greater professional development.

Using Inclusive Practices

Every classroom is generally a heterogeneous mix of students. Generally, teachers tend to focus more on those students who are fast learners and perform better in the classroom, give relatively less time to others. This attitude might upset the latter and also, they may lose interest in learning. If a teacher uses inclusive practices in the classroom and starts treating all the students equally, then every learner will get an opportunity to hone their skills. Through this e-resource, teachers understand

> recognising and valuing diversity among learners, using pedagogical strategies that encourage inclusive education within a supportive learning environment, supporting learners in identifying, addressing and assessing realistic individual learning goals based on reasonable adjustment, being aware of beliefs and how they can impact on establishing and maintaining an inclusive learning environment, assessing individual learners in a variety of ways that allow them to demonstrate the progress they are making, treating learners equitably and with respect, developing positive attitudes towards diversity in learners, involving parents, learners and other relevant individuals in creating an inclusive learning environment and reflecting on how inclusive the learning environment is (British Council, Using inclusive practices section, n.d.)

Using inclusive practices in the classroom brings in positive vibes among students. They learn how to work collectively and help one another. If teachers show disparity among learners, it is in a way inculcating differences among students. Since students generally follow the footsteps of their teachers, it is essential for teachers to use inclusive practices in their classrooms.

Using Multilingual Approaches

Matching the diversity in terms of performance, a class might have a heterogeneous mix of learners from different language backgrounds. Dealing with a multilingual class is a challenge for teachers since they have to take care of the culture, language, customs, and beliefs of different students while teaching. What is appropriate in one language might not be appropriate in another language. This is a critical situation for teachers. To tackle such classes the teachers have to be aware of the approaches to be followed. This e-resource helps teachers in recognizing and valuing the multilingual nature of societies, schools, and classrooms. They can use pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment, with an awareness of beliefs about speakers of other languages and how they can influence establishing and maintaining an inclusive learning environment. They can also assess individual learners in a manner that considers their linguistic background, giving learners appropriate opportunities to use their home languages to

support and demonstrate their understanding of learning content, making pedagogical choices that respect and capitalize on learners' linguistic diversity and reflecting on how effective implementation of multilingual approaches is in promoting learning (British Council, Using multilingual approaches section, n.d.).

These types of classes are common, even the norm, in India. If students are from one language background and the teacher is from another, there will be cultural differences between students and the teacher. Teachers have to tackle these differences in the classroom effectively without hurting the feelings of students. These are difficult to deal with in the training programs. Teachers have to learn these on their own gradually.

Promoting Twenty-First Century Skills

Teachers have to acquaint themselves with the developments that take place every now and then. The teaching methodologies of earlier times may not be useful to today's students, as they may be outdated. Hence, teachers have to learn to update their skills constantly. This is the digital age. Because of COVID-19, even the computer-shy teachers also have to learn to teach online. Such is the situation now. Hence, it is important for teachers to keep themselves abreast with the changing demands of the society. The e-resource, "twenty-first century skills" involves teachers in developing an awareness of and proficiency in critical thinking and problem solving, collaboration and communication, creativity and imagination, digital literacy, student leadership, and personal development. It includes selecting appropriate methodologies and resources for introducing, developing and evaluating learners' skills in the above areas and demonstrating the value and importance of twenty-first century skills to and for learners (British Council, Promoting twenty-first century skills section n.d.).

Understanding Educational Policies and Practices

It is very much essential for teachers to understand the educational policies and practices, and their teaching must reflect on them. They should adjust themselves to the changing policies and practices and adapt their teaching accordingly. Of course, this e-resource might not cover the educational policies and practices around the world, but the articles in this website will help teachers understand how to locate relevant information on different educational policies and practices and how to make use of them in their teaching.

All the above e-resources consist of useful articles, blog posts, conference recordings, resource books, and case studies related to the professional practices. Teachers can profit from these resources to enhance professional development.

E-resource 4: UsingEnglish.com

This website "is a general English language site specializing in English as a Second Language (ESL). It hosts a large collection of tools and resources for students, teachers, learners and academics, covering the full spectrum of ESL, EFL, ESOL, and EAP subject areas" (https://www.usingenglish.com/).

When teachers participating in this research were asked about this website, 35.3% stated that they were aware of this website and 64.7% of the teachers stated that they were not aware of this website. Of the teachers who claimed to be familiar with it, 94.4% used teacher resources, including lesson plans, handouts and printables, and also articles about learning, using and teaching the English language, while 66.7% participated in different forums, whereas 88.9% made use of tools and resources available in the website.

The section "teacher resources" includes printable handouts, lesson plans, and worksheets on "grammar, usage and vocabulary for beginner, intermediate and advanced level English students and also teacher training handouts on different aspects" (https://www.usingenglish.com/quizzes/). The "articles" section discusses "learning, using and teaching the English language, including advice, tutorials, opinions and lesson plans from various authors and contributors. These articles cover topics from English grammar, spelling and punctuation, language teaching, career development, specializations, and ideas and suggestions for the classroom" (https://www.usingenglish.com/articles/). In the section titled "Forums," any language questions could be answered and in addition, this section provides a discussion on learning and teaching the English language. In the "Tools and Resources" section, teachers can analyze their texts, browse different word lists, and can download a variety of e-books.

Altogether, these e-resources help teachers in diversifying their teaching techniques and making their teaching interesting.

E-resource 5: TeacherVision

This website has thousands of worksheets and lesson plans and plenty of content for teachers. In the survey, only 27.5% teachers said that they browsed this website whereas 72.5% stated that they were not aware of it. Of those who browsed this website, 35.7% used professional development workbooks, 78.6% made use of teaching strategies, 49.2% glanced through classroom and behavior management, 35.7% accessed the assessment databases, and 28.6% browsed through other additional resources available in the website.

Under the professional development workbooks, there are choices dealing with grading and assessment, teacher reflection, goal setting, and time management workbook. Under the professional development resources—teaching strategies, copious content on effective teaching strategies, classroom management, cooperative learning

teaching strategies, teaching methods is available. Under classroom and behavior management, resources on behavior management, Bloom's taxonomy, social and emotional issues of students are available (https://www.teachervision.com/).

Under the "assessment section" content on how to evaluate and rubrics for assessment are available. Under "additional resources" content on classroom management, professional development, and other related materials are available. This website helps teachers in discovering a wide range of professional development resources. Teachers can improve their teaching skills, learn new concepts in their field, and improve their classroom management through this e-resource.

E-resource 6: The University of Alabama at Birmingham

This website (https://www.uab.edu/education/esl/teacher-resource) has a number of professional development webcasts called "reading rockets." When the sample teachers were asked whether they accessed this resource, 21.6% said "yes" and 78.4% said "no." The webcasts have 45–60 min video programs for personal development. These webcasts range from students' learning disabilities to teaching English language skills to assessment. They help teachers in their professional development. In addition, teachers can use these webcasts to improve listening skills of their students.

E-resource 7: The University of Arizona

This website (https://cesl.arizona.edu/teach/resources-teachers) hosts several resources for teachers such as research articles on education, virtual libraries, ESL writing sites, ESL mega-sites for teachers, reference materials, and others. There is so much on offer at this website. When the participant teachers were asked about this website, 21.6% said "yes" and 78.4% said "no." Of those who said "yes," 27.3% made use of the material available in 1-language.com, 18.2% in BBC's Skillswise, 36.4% in English club, 27.3% in ESL active, and 36.4% in Penguin readers. These sections are available under the category "using the internet to teach."

In "1-language.com" there are four options—learn English, practice writing, audio courses, and take a quiz. In "learn English," worksheets on different grammar topics are available, in "practice writing," a model writing is available based on which one can practice writing, in "audio courses," there are conversations, short talks, and assignments. Teachers can use all these materials in their classrooms and make their classes lively.

In "BBC's Skillswise," free videos and downloadable worksheets are available to improve reading, writing, spelling, and grammar. Teachers can exploit these worksheets in their classroom.

In "English Club," lessons on grammar, vocabulary, pronunciation, listening, speaking, reading, writing; ESL games, ESL videos, Business English, and many more are available. There is an infinite amount of content available on this site which can be used by teachers in the classroom.

In "ESL active," ESL games, activities, conversations are available. Teachers can engage their students better with these activities. Learning becomes fun and interesting with these activities.

A variety of books with teacher's notes is available in "Penguin readers." These books also provide ideas for discussion and group activities. Teachers generally have to search for innovative topics for discussion in the classroom. This material will be handy for teachers to give topics for discussion.

E-resource 8: Harvard University Free Courses

COVID-19 has provided enormous opportunities for learning. Many universities have started offering free online courses. Joining in these courses will be an added advantage for teachers as they step into a different world. Harvard University (https://onlinelearning.harvard.edu/) offered a few free online courses from May 2020 to May 2021. This was the best opportunity for teachers to have a Harvard University certificate. Based on the data available, it can be mentioned that many teachers are not aware of this opportunity. Only 31.2% of the sample teachers stated that they joined free courses offered by Harvard University. Of those who joined, 37.3% are pursuing the course *Introduction to Digital Humanities*, 17.6 are doing the course *Shakespeare's Life and Work*, 9.8% are pursuing *Shakespeare's' Othello: The Moor*, 13.7% are doing *Shakespeare's Merchant of Venice: Shylock*, 17.6% are pursuing *Shakespeare's Hamlet: The Ghost*, and 25.5 are doing *Rhetoric: The Art of Persuasive Writing and Public Speaking*. Though most of the English teachers read and teach / taught Shakespeare, they can see if any additional information is available in these courses. This information would be helpful in their teaching. In addition, Digital Humanities is new for most of the English teachers in India. This would be helpful in expanding the knowledge in their related field. Such opportunities are very rare to get; hence, teachers have to grab the opportunity as and when they get it.

E-resource 9: Oxford University Press: ELT Webpage

The website (https://elt.oup.com/teachersclub/subjects/professionaldevelopment/) has an abundance of professional development materials. Teachers can employ these teaching resources to expand their knowledge on different aspects of ELT. Of the total sample teachers, only 39.2% of them said that they made use of the materials available on the website in their teaching. Some of the teaching resources available on the website are on second language research, oral interaction, language teaching

competences, language assessment in practice, content-based language teaching, and practical classroom English. These resources help teachers in managing their classrooms as well as their professional development.

E-resource 10: Indian National Digital Library

Indian National Digital Library (https://ndl.iitkgp.ac.in/) has some excellent collection of resources. It has a humanities section in which video lessons on English literature are available. It would be helpful for those teachers who teach literature. About 45.1% sample teachers stated that they are looking into the resources available in NDL. Teachers can make use of this opportunity to learn more about the subject they are teaching. They can understand different teaching techniques when they read or watch additional resources.

Participation in Seminars/Webinars/FDPs for CPD

In addition to the e-resources, teachers were also asked about their attending seminars/webinars/FDPs for their CPD. Participation in these programs will also help teachers in honing their teaching skills. Seminars, webinars, and FDPs also help teachers in their CPD. Lectures, discussions, presentations, and deliberations happen on these platforms. Hence, they will help teachers in improvising their teaching skills, adding knowledge, and thinking differently. The data show that a majority of teachers attended webinars in the last six months. COVID-19 made it possible for teachers to attend as many webinars from their homes. It shows that teachers have constructively utilized their time during this period and focused on their professional development through webinars.

Conclusion

Innumerable studies have been conducted on in-service teacher training programs addressing the CPD of teachers, teacher training, and so on. In most of these studies, the sample teachers expressed their inability to attend them, citing their work pressure and the pressures associated with performance appraisals, financial problems, lack of encouragement and support from their employers for CPD, and lack of infrastructure, among others. E-resources can address all these problems effectively. Teachers need not have sophisticated infrastructure to browse through e-resources. They can use their smartphones to update their knowledge in their field. The e-resources discussed in this chapter and many others will help in the professional development of teachers. This survey can help teachers realize the importance of e-resources, their significance

in their professional development, and their use in enhancing their knowledge. What is more, all resources are available at no cost or at nominal cost.

CPD is essential for promoting and maintaining good standards for teaching/learning. To have a quality English language education in India, English teachers have to be thoroughly trained. If institutions can provide resources and proper infrastructure to teachers for their professional development, they will show interest in improving their knowledge and skills. Ultimately, the enhanced knowledge and skills will be utilized in the classroom to make the teaching–learning process effective. The outcome of their new knowledge will be visible in their dissemination of knowledge in the classroom, which is a laboratory for English teachers. They can experiment with their newly acquired skills in the classrooms to check the effectiveness of their learning. If learners could benefit from it, then, it would serve as an encouragement for teachers to enhance their skills further. Institutions must provide freedom for teachers to try different ways of teaching. There should not be any rigidity regarding the teaching–learning process. Generally, authorities in institutions force teachers to complete the syllabus, revise the lessons, conduct tests, and prepare students for semester examinations. These are conventional ways of teaching. With the changing times, the teaching–learning process also has to change. Teachers also have to come out of their old and familiar teaching methods and should try out new methods of teaching–learning. All these can be made possible through e-resources, as the internet is awash with materials. Unlike earlier times, teachers have many choices to choose from, for the worksheets and handouts are freely available to aid teachers in their teaching. If teachers can make use of this fertile opportunity, they can excel in their career. The newly available knowledge and skills will also help students to enhance their learning opportunities.

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Chapter 12
Open Educational Resources (OERs) for Professional Development

Check for updates

Kshema Jose

Abstract With the recent introduction of multidisciplinary education by the National Education Policy (Ministry of Education, Government of India, 2020), and the corresponding changes envisaged in teacher education, the question that now remains is how to train in-service teachers to adopt multidisciplinary teaching practices. This chapter proposes a model for professional development of ESL teachers to help them adopt multidisciplinary pedagogies. By incorporating features like personalization, contextualization, collaboration, continuity, ease, etc., the model exemplifies the various proven-effective features of professional development recommended by previous researchers. Updating teacher development to match twenty-first century student requirements, the chapter also discusses development of teacher agency through creation and sharing of open educational resources (OERs). The chapter discusses how collaborating with teachers within one's teaching contexts to create multidisciplinary tasks and publishing these tasks as OERs can ensure not just teachers' cognitive and pedagogic development utilizing collective wisdom, building collaborative ownership practices, and developing a culture of trust, but also dissemination and sustainability of OERs. It gives a practical example of a collaboration between an English teacher, a Civics teacher, and a History teacher. Together, they create an OER using appropriate technological tools which are simple and easy to use, though the English teacher plays a major role.

Keywords Multidisciplinary curriculum · Teacher education ·
Technology-mediated CPD · Professional development of ESL teachers · Teacher agency · Open educational resources

Introduction

Current education systems practice a segregated approach to curriculum content and compartmentalize subjects into distinct categories. Consequently, instructional

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practices focus on delivering subject knowledge in a fragmented way resulting in creation of knowledge silos—knowledge that is not interconnected but exists in watertight compartments, and gets developed vertically as the number of years of formal education increases. Each teacher focuses on developing more and more of the same subject. For example, the chemistry teacher focuses on delivering information and building more and more of knowledge solely related to that discipline. However, requirements outside classroom differ; information learnt under different disciplines need to be brought together to facilitate critical thinking if we are to solve real-world problems and take decisions. As teachers, we assume that our students are able to do this on their own—form connections among different topics, synthesize disciplines, integrate various ideas and reassemble what they learn to meet complex real-life applications. Unfortunately, this is not the case.

Classification and delivery of subjects as separate disciplines where information is transmitted from the "expert" (here, the teacher) to the "novice" (here, the student) not only hinder the cognitive development of students but, according to Wieman (2004), result in shallow understanding of concepts, and students who receive such instruction demonstrate inability to apply subject knowledge to real-world contexts.

It is in this context that the National Education Policy's (NEP, 2020) move to introduce multidisciplinary education becomes noteworthy. The highest recommendation of NEP in the context of higher education is to transform higher education institutions into large multidisciplinary universities in order to "end the fragmentation of higher education." The policy goes on to point out that this will help build "vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines, including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines, including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education" in addition to ensuring the economic progress of the nation (NEP, 2020: 34). Since multidisciplinary education seeks to build students' abilities across the sciences, social sciences, and humanities, NEP advocates that education should focus less on imparting content knowledge and more on developing learner abilities to analyze an issue, examine it from various perspectives, adopt alternative views to resolve a problem, and innovate or create by incorporating information from different fields.

Definition of Multidisciplinary Curriculum

The International Bureau of Education (IBE-UNESCO, 2018) defines a multidisciplinary curriculum as one that allows studying a topic, theme or issue from the viewpoint of more than one discipline. Such a curriculum increases the relevance of learning by equipping students to reassemble topics into a coherent body of knowledge in order to understand a concept better and solve problems using input from different disciplinary approaches (Klaassen, 2018). For example, combining social, political, cultural, economic, geographic, and technological views can help explain

climate change better. A socioeconomic-technology stand can explain how rainwater harvesting can help a particular community. In addition, multidisciplinary instruction (with its emphasis on gaining meaningful content and not development of language) when adopted in the ESL classroom supports language acquisition by providing authentic, wider, and more meaningful sources of language input. Secondly, teaching English along with the other subjects gives students opportunities to use the language in purposeful situations thereby ensuring meaningful communication practices that prepare them for use of language outside classroom settings (Met, 1991).

Helping Teachers Adopt Multidisciplinary Practices

A crucial determiner for successful transition to **multidisciplinary practices** is helping teachers change pedagogies to match the multidisciplinary nature of education delivered. NEP (2020) promises that by 2030, only integrated and multidisciplinary teacher education programs will be in force. But what about practicing teachers? This chapter addresses this crucial gap.

Adopting multidisciplinarity in pedagogic practices calls for cognitive and social support; it requires expert content knowledge to sort discipline-related topics into categories, support from other teachers to form connections among topics across disciplines, and the pedagogic proficiency to help students construct learning by integrating and applying learning to real-life situations.

This chapter proposes a teacher professional development model that could help in-service ESL teachers adopt multidisciplinary instructional practices in their classrooms. The model aims to support both subject and pedagogic development of teachers by providing cognitive and social support.

Features of Effective CPD Programs

Professional development programs are more often than not designed and delivered by experts, trainers, and other stakeholders, without considering target group teachers' subject knowledge, pedagogical expertise, and instructional practices (Luneta, 2012). Such programs that are generalized and employ direct instruction do not result in teachers' professional development.

If professional development programs are to help further the career and personal goals of teachers and effect changes in their classroom practices, the nature of intervention has to be sustained, engaging and involve teachers working in the same setting. Fullan (2007) points out that professional development programs need to be sustained enough to result in long-lasting changes, collaborative enough to create shared meaning, contextualized enough to adopt or design teaching techniques relevant for use in one's own classroom, and specific enough to encourage focused and easy incorporation of new practices. They must also be short and easy enough to

undertake so that teachers do not have to balance their various professional and personal commitments, which is the case with commonly used, cumbersome, and time-consuming on-site professional development activities such as recording of classes, transcription, analyses of peer and student feedback, etc.

Gess-Newsome et al. (2003) list five general principles of effective professional development. First, teachers feel motivated to participate in professional development that are located in the context of the teacher's classroom. Such programs ensure purposeful learning and meaningful application of what is learnt. Second, professional development must be developmentally appropriate. In other words, they must not be meant for a general audience, but must be designed keeping in mind individual teacher's levels of subject and pedagogic expertise. Third, if long-lasting changes are to be cultivated, professional development should be an on-going process. Fourth, it should include activities that promote collaboration and reflection, so that teachers' pedagogies benefit from peer scaffolding as well as personal experience. Finally, professional development can meet teacher goals best if teachers are given a sense of self-directedness by granting control over what to learn, setting personal goals, monitoring one's own progress, etc.

Characteristics of effective professional development models identified by Darling-Hammond et al. (2017) give us a more granular understanding of some of the features discussed above.

In order to be meaningful for teachers, professional development programs have to be content focused. Programs that impart training on development of teaching strategies vis-à-vis specific subjects help further discipline-specific knowledge in teachers. Professional development should act as loop input (Woodward, 1986) where teachers gain learning opportunities that utilize the content, tasks, activities, etc., that they are in turn expected to design and use in their classes. For instance, if teachers are expected to use digital tools in their classes, professional development should be delivered through such tools and teachers should be assisted to design teaching–learning tasks that leverage use of digital tools. Effective professional development supports collaboration, typically in job-embedded contexts so that teachers can work with colleagues, and not with unfamiliar or far-flung peers, and share, view, and adopt evidence-based best-practices vis-à-vis lesson plans, teaching techniques, tasks, assignments, question papers, etc., used in their class/institution. Such sharing events are highly effective scaffolds that deliver individual coaching focused directly on each teachers' specific needs. Jones (2017) warns us that collaborative activities that do not lead to context-specific support serve no purpose to teachers. In addition to being easier to participate in, such programs also give participating teachers a sense of belonging and create impactful communities of practice.

Short-term professional development programs do not provide teachers sufficient time to learn, discuss, and develop their subject knowledge; nor do they give teachers the space to share, practice, adopt, adapt, and create instructional practices. Effective professional development is continuous in nature. Sustained or long-term professional development programs also have the scope to provide teachers feedback and give them time to reflect on and modify their pedagogical practices.

In short, it is professional development that is highly personalized, collaborative, activity-oriented, sustained, and promotes reflective thinking and autonomy that can provide the cognitive and social scaffolding required to build pedagogic proficiency and content expertise in teachers.

Table 12.1 summarizes the discussion so far and lists seven features that ensure effectiveness of professional development programs.

Table 12.1 Features of effective professional development programs

Specific to one's job context	Need to be located within one's subject/discipline; within one's classroom; within one's institution
Activity-oriented	Give opportunities to create something purposeful that can be implemented in one's class
Developmentally appropriate	Take into account varying individual teacher levels vis-à-vis content knowledge, pedagogic needs, and career goals
Promotes collaboration	Collaborate with teachers in one's school; with colleagues teaching the same level or class; or with teachers teaching the same subject Encourage sharing of practices, discussion, and feedback
Allows reflection	Change pedagogic beliefs by reflecting on one's experience and peer inputs
Is sustained	Long duration to facilitate reflection, enactment and feedback
Grants autonomy	Freedom to set goals, choose content and pedagogic lessons one needs, and monitor one's progress

Drawbacks of Generalized CPD Programs

Continuing professional development programs designed for a general group, offered by experts using direct instructional methods and delivered within a short and specific timeframe using conventional teaching methods, may not be of much help. Realizing effective features through professional development delivered in the face-to-face mode poses many obstacles as detailed below.

Personalization and contextualization are nearly impossible with formal or structured courses that are usually designed for a general audience and do not take into account the varying individual levels, differing teacher needs and the wide range of teaching contexts.

Activities that take time such as designing tasks, nurturing reflection and providing feedback, all of which are essential for improving teachers' subject knowledge, enhancing their classroom practices, and changing pedagogic beliefs, are neglected as these courses have a limited and specific timeframe of delivery (Loucks-Horsley et al., 1998). Additionally, professional development delivered in face-to-face classroom settings are unable to provide extended teaching events or learning opportunities beyond the temporal and spatial limits of the course.

Most professional development programs employ explicit, instructor-led and direct instruction as their primary channel of delivering information to save time and to cater to a general teacher audience. In such settings, collaboration, if it does occur, takes place only during class hours and ends when the program ends. Moreover, creation-oriented learning strategies that involve constructing classroom tasks and other materials are difficult to implement in training settings that employ conventional learning materials like paper and pen.

Teachers who undergo such conventional professional development go back to their classrooms thinking they have to implement what someone else has designed. This disregards teacher agency, a catalyst of education reform. All professional development programs ought to create agentic teachers, i.e., teachers who are constantly engaged with the education system and actively contribute to its success by creating learning opportunities that stimulate learners to respond to, challenge and construct learning (Priestley et al., 2015). Nurturing teacher agency can be done best through empowering teachers by assigning them the roles of curriculum builders and instructional materials developers (Cheng and Huang, 2018).

The challenge, therefore, is designing CPD programs that result in changes to individual teacher's content knowledge and teaching practices by providing cognitive and social scaffolding. Learning opportunities linked to one's experiences of classroom teaching can be delivered best using technology tools. Hence, we propose that the use of Web 2.0 tools to deliver teacher development activities can help better realize all features of meaningful and purposeful professional development.

Web 2.0 Tools for Technology-Mediated CPD Programs

Web 2.0 is a two-way interactive technology; it not only brings us information, but also allows users to create and share information. Examples for Web 2.0 are social media sites like Facebook, Twitter or Wikipedia, blogging sites like WordPress or tools for podcasting like Anchor, etc., that offer users newer ways to access and interact with information, communicate and collaborate with others, and create and share content. This chapter proposes that characteristic features of Web 2.0 tools like their participatory environments, access to large amounts of multimodal information resources, potential for asynchronous and synchronous communication, ease of creating content, numerous opportunities to collaborate and share, and publish for a global audience enable delivery of personalized, contextualized, collaborative, sustained, and activity-oriented professional development.

As mentioned before, collaborating with colleagues from the same educational setting, or with teachers who teach the same subject or who teach at the same level ensures successful professional development. Faster communication possibilities with potentially anyone offered by Web 2.0 tools can be leveraged to make localized collaborations possible. Web 2.0 also provides access to innumerable online resources anytime from anywhere in the world. This can support development of

teacher's subject knowledge. Asynchronous and multiple modes of communication make sustained interaction over longer periods, receiving and giving detailed and continuous feedback, and reflective thinking possible through Web 2.0 tools, thereby developing teacher's critical thinking abilities. The availability of complete talk-text and other materials used during discussion enables constant reference and further consultation that help formulate one's opinions, elaborate perspectives, challenge beliefs, validate views, and construct new learning paving the way for potential pedagogical transformations.

Handelzalts (2019) points out that the most productive of teacher development activities are those that equip teachers in creating something that is meaningful and relevant to their classroom contexts and which can be implemented as part of their instructional activities. Web 2.0 with its easy-to-use tools allows teachers to create digital content. This is essential to inculcate in our teachers the spirit of innovation and pioneer novel ways of teaching, design original lesson plans and create new tasks. Such activities can prepare them to be risk-takers and rescue them from the ennui that sets in from teaching textbooks and delivering tasks created by others.

The options available in Web 2.0 for easy publishing give scope for sharing and presenting one's ideas and tasks with an authentic and global audience. This improves teacher agency by giving teachers a sense of purpose and reinventing teachers as agents of change (Calvert, 2016).

This chapter discusses how creating multidisciplinary language learning tasks in teacher teams and sharing of such tasks as open educational resources (OERs) can help in-service ESL teachers who adopt multidisciplinary teaching practices. In fact, collaborative construction of multidisciplinary language learning tasks when mediated through Web 2.0 tools could become an effective professional development activity.

The various stages of collaborative construction of a multidisciplinary task in teacher design teams, using Web 2.0 tools, and the sharing of such tasks as OERs are discussed in detail with the help of an imaginary vignette. The idea emerged out of the course "Understanding ICT and Its Applications" taught by the author to a batch of student teachers pursuing the B.Ed. English program at a Central University in India.

Before that, two terms that require explanation are discussed.

Teacher Design Team (TDT)

Based on the discussion of Handelzalts (2019), teacher design team (TDT), for the purposes of this chapter, is defined as a specific form of teacher collaboration formed to undertake curriculum and learning design activities. He defines a TDT as a group of (at least two) teachers, teaching the same or related subjects, who work together on a regular basis to redesign and transact a part of their common curriculum. This is what distinguishes TDTs from other teacher groups or teacher communities. While other teacher teams focus on improving their content knowledge, pedagogic skills,

or forming communities of practice, the main goal of a TDT is specifically and exclusively related to designing their common curriculum. For a TDT, all others are secondary objectives that could lead to better delivery of their primary goal.

A second defining characteristic of a TDT is the potential for collaboration it provides to bring meaningful changes through optimal social scaffolding. Collaboration, as already mentioned, is a central feature of all successful professional development. Collaboration, however, via TDT is more purposeful since these are made up of teachers teaching related subjects or at the same grade/class/level, and interested in redesigning their curriculum. The perception and degree of relatedness of subjects are determined by the teachers themselves giving them additional overlapping space in their common grounds for collaboration. The collaboration feature of TDT is especially significant for this chapter which is based on the premise that to bring in multidisciplinary practices into the current siloed education system requires teachers to identify and form deliberate connections between different subjects.

Collaborative Curriculum Construction

Collaborative curriculum design (or redesign) through TDT provides a space for teachers from different subjects to work together. (Definitions of curriculum indicate a broad coverage of everything that a school is attempting to teach, including social and emotional behaviors in addition to content and thinking skills that will help students succeed as adults in the real world. Therefore, a curriculum can range from an understanding of how information is segregated into disciplines and courses that can be taught to achieve a specific educational objective to a detailed plan for instruction set by policymakers that act as guidelines to teach a discipline. In countries like India where classroom practitioners have syllabus and textbook prescribed by national-level committees, curriculum design is not under the purview of the teachers. So, when this chapter recommends collaborative redesign of curriculum, curriculum is seen as the combination of instructional practices, learning and assessment tasks that aim to deliver, practice, and evaluate learning outcomes of a particular course.

Collaboration of teachers teaching different subjects brings multiple perspectives to explain and elaborate concepts taught in each subject, with the objective of giving students opportunities to construct personally relevant learning by connecting different subjects. TDT allows individual teachers the liberty to decide and create relations among disparate disciplinary topics to ensure coherence while transacting a multidisciplinary curriculum. Such collaboration can help design activities implementable in actual classrooms, which brings us to the third defining characteristic of TDT, and again of significance to this chapter—TDTs not only redesign curriculum, they also operationalize it in their own classrooms. TDTs thus have the potential for increased teacher engagement as they collaborate not only for curriculum redesign but also for the development of instruction materials that member teachers can use in their classrooms.

Participating in TDTs has a sustained influence on member teachers' pedagogy as it increases the breadth and depth of teacher collaboration by enabling wider participation, instilling a feeling of collective ownership of what is created, and enhancing teacher agency. Calling TDTs a type of professional learning community, Voogt et al. (2016) in their review of collaborative curriculum design teams conclude that working in TDTs can effect long-term and impactful professional development. They also reveal that the process of collaborative curriculum construction/ reconstruction has a direct influence on the professional development of participating teachers that manifest in their increased subject knowledge and pedagogic fluency.

Other benefits of collaborative design teams cited by Voogt et al. (2016) include making connections within and between subjects, creating tangible instruction materials, ensuring higher quality of curriculum and materials, receiving and giving constructive feedback to colleagues, and building a culture of trust.

Therefore, the chapter considers collaborative curriculum construction in TDTs as a viable model for creation of multidisciplinary ESL learning tasks that can result in teacher development. As mentioned before, such tasks when shared as OERs brings value-addition to professional development. We therefore move to the next term that requires discussion, open educational resources, more commonly referred to as OERs.

Open Educational Resources

Currently, open educational resources (OERs) is one of the most widely discussed topics in education. The Hewlett Foundation (2013) defines OERs as "educational materials made freely and legally available on the Internet for anyone to reuse, revise, remix and redistribute." In other words, OERs are digital resources that reside in the public domain and which can be freely used for teaching, learning, and research purposes by teachers, students, or learners.

In terms of diversity of materials, OERs range from entire programs, complete courses, modules, textbooks, lessons, tasks, activities, worksheets, tests, lecture videos to open source learning management systems and digital tools that provide access to or support acquisition of information (Hylen, 2006). OERs, thus, have the potential to reduce costs of education, improve quality of learning, and increase access to educational opportunities. Popular examples are NPTEL/SWAYAM courses and OER materials shared by agencies like the Khan Academy or MIT Open Courseware.

Benefits of OERs

Most global education bodies recommend use, creation, and sharing of OERs as they provide free access to a wide variety and type of multimodal digital resources

and ensure equitable access to education. The extensive range of OERs also serves to provide cognitive scaffolding to all types of learners (formal, informal, at-risk, adult, continuous, lifelong, etc.). In classroom contexts, OERs are believed to lead to improvement in student performance, higher student satisfaction, and better learning retention, while for the practitioner, they offer multiple ways of using additional resources in the classroom and facilitate critical reflection that leads to improvement in pedagogic practices (de los Arcos et al., 2014). It is for these reasons that UNESCO-COL (2015) calls for continued and intensive contribution to the systematic production, adaptation and use of OERs by governments and institutions, and exhorts bringing them into mainstream higher education use.

Another reason why OERs are thrust into the global discourse on education is their capability for addressing some of the challenges many countries face in providing access to quality education, relevant for local contexts at lower costs (Dhanarajan & Abeywardena, 2013). Their global reach and potential for revisions and possibilities for remixing and constant refashioning enable OERs to meet global as well as specific (contextualized and local) needs of learning, teaching and research, bring alternative perspectives, and provide new approaches to make learning and teaching more meaningful (Wright & Reju, 2012). This feature of remixing contributes to the self-improving nature of OERs and guarantees their sustainability and scalability by generating (and publishing) educational resources appropriate for global consumption.

It is for these reasons we believe that the creation and sharing of multidisciplinary ESL learning tasks as OERs can bring value-addition to professional development. OERs allow teachers an empirical space for reflecting critically about their pedagogic practices, creating classroom teaching/learning materials, developing a culture of collaborative ownership, contributing to the global cause of providing equity in access to quality education, and developing teacher agency.

In the next section, using an imaginary vignette, we discuss in detail the various stages of collaborative construction of a multidisciplinary task in teacher design teams, using Web 2.0 tools, and the sharing of such tasks as OERs.

Construction of Multidisciplinary OERs in TDTs

Sample vignette: Ms. Jyothi's English lesson for Class X.

The scenario illustrates the idea of TDTs working together to create a multidisciplinary OER. It also explains the different phases of collaboration for curriculum integration and the contribution of each phase to participant teachers' professional development.

Stage 1: Analyzing Tasks in the Course Book and Identifying Their Drawbacks

The context is a Class X English lesson taught by Ms. Jyothi. She examines the tasks in lesson 2, "Nelson Mandela: Long walk to Freedom" (from the National Council of Educational Research and Training Textbook, 16–28) in the light of its learning objectives. The lesson aims to help students understand the concepts of freedom and equality. She uses an excerpt from the lesson as the core idea that underpins the learning objective: (The old system) "overturned forever and replaced by one that recognized the rights and freedoms of all peoples…" (20).

Going by her previous years' teaching experience, Ms. Jyothi identifies three tasks in the lesson that she considers significant to explicate the learning objective but which she was unable to administer in class due to various constraints. She, therefore, decides to combine the three such tasks to ensure learner engagement and further her students' understanding of the topic.

Given below are the tasks and a brief description of their constraints.

A speaking task

> In groups, discuss the following issues:
>
> Causes of poverty and means of overcoming it,
>
> Discrimination based on gender, religion, class, etc.,
>
> Constitutionally guaranteed human rights.
>
> Then prepare a speech of about two minutes on "True liberty is freedom from poverty, deprivation and all forms of discrimination."

Ms. Jyothi noticed that previous batches of students lacked the topic knowledge to discuss issues like poverty, gender discrimination, class discrimination, etc. They required the support of additional content resources to understand and discuss these issues. Secondly, the Constitution, though a familiar topic for students from lessons in Political Science, remained an abstract idea in the context of this task. They were unfamiliar about human rights guaranteed by the Constitution.

Expressing your opinion

> Do you think there is color prejudice in our own country? Discuss with a friend and write a paragraph.

Ms. Jyothi feels that color prejudice should not be treated as a separate form of prejudice and must be integrated with the previous task. This way, she can save time and ensure a broader understanding of the issue of discrimination.

An extrapolation task

> **What you can do**

Divide your class into three groups and give each group one of the following topics to research:

Black Americans and their fight against discrimination,

Women and their fight for equality,

Vietnamese and their fight for independence.

Choose a student from each group to present a short summary of each topic to the class.

Since it is an extrapolation task, Ms. Jyothi has never attempted to administer the task in class. However, she realizes that if linked with tasks 1 and 2 above, this task can help contextualize all types of discriminations using real-world examples.

For Ms. Jyothi the biggest concern is that all the three tasks are meant to develop speaking skills. It takes a lot of classroom time for them to be administered in a way that benefits students. This is one reason why she decides to combine the three into one speaking task.

Ms. Jyothi also wants her students to understand all types of discrimination and exploitation; be aware of multiple instances of struggles to defend freedom and guarantee equality of all; be able to compare struggles in our own country with those in others; and appreciate the role of the Indian Constitution in ensuring peoples' rights. This is why she decides to create a multidisciplinary task.

Stage 2: Sharing Task Description with Colleagues Teaching at the Same Level

Ms. Jyothi creates a concept map using Spiderscribe (https://www.spiderscribe.net/), a free collaborative mind mapping software tool, to organize task objectives, outline the new task, state requirements for multidisciplinary enhancement of the task, and present her learning outcomes. She then shares her concept map with her colleagues. The TDT as envisaged in this task comprises all teachers teaching at Class X in this school. In the face-to-face discussion that ensues, Ms. Jyothi discusses the task objectives and explains the scaffold she requires from other subjects to ensure achievement of all learning outcomes listed. She then requests colleagues to identify areas of the task that can be supported by inputs from the lessons they teach.

Stage 3: Creating Relations among Different Disciplinary Topics and Forming Teacher Design Teams

Two of her colleagues respond to the concept map—Ms. Saritha who teaches Civics and Mr. Anvesh who teaches History comment where they see a correspondence with their lessons and share related topic and an outline of the content on the concept map.

Now, the concept map looks like this (Fig. 12.1).

Italians, Germans, and Czechs demand for nation-states: different global contexts of discrimination and why people fought for freedom and equality using the examples of artisans, industrial workers, peasants' revolt, Silesian weavers' uprising, the Mexico Olympics,

Those fought for equality like Johann Gottfried Herder, Giuseppe Mazzini, the Grimm brothers, M L King Jr and others.

HISTORY

India and the contemporary world. Lessons 1 and 2 on Nationalism discuss Nationalism in India. Students can draw comparisons.
economic hardships: can explain poverty and means of overcoming it
How the middle classes demanded constitutions and representative governments

role of the Indian Constitution in ensuring peoples' rights

compare struggles in our own country with those in others

ENGLISH: Mandela. Equality for all. group discussion task

understand all types of discrimination and exploitation, eg. gender, religion, colour, social...

examples of global struggles to defend freedom and guarantee equality of all

CIVICS

Chapter 4 (Gender, Religion and Caste) about social differences based on gender, religion and caste; discusses caste inequalities, discrimination against women, etc. And how

Social divisions and how they are resolved in the Indian Constitution
The lesson also has a related question: Mention any two constitutional provisions that make India a secular state

Chapter 3 (Democracy and Diversity) about social diversity and when it can turn into an inequality

Fig. 12.1 Screenshot of a concept map created using Spiderscribe

Stage 4: Creating and Administering a Multidisciplinary Task

Based on this, Ms. Jyothi creates a task that combines inputs from English, Civics and History lessons in Class X. She then shares it with the other two on Google docs (https://www.google.com/docs). All three work together on the task, editing, commenting and discussing online. The task is refined to ensure desired learning outcomes for all three subjects. Once it is finalized, the task is delivered in class.

The final task looks like this:

Rewritten multidisciplinary digital task

Create a classroom Padlet (https://padlet.com/). This is a discussion board that allows collaborative sharing of online resources. List contexts of struggles such as Black American, Vietnam, South Africa, India, Italy, Mexico, Olympics, etc.

Ask students to share one or two resources for each.

Students are then asked to classify the resources based on the type of discrimination each struggle reflects: gender, class, religion, skin color, or any other.

Working in groups, students are instructed to choose any one of these types of discrimination and make collaborative notes on Google docs using the following pointers:

What is it?

Give examples of 1 or 2 struggles against this discrimination.

Do you see this in our country?

What does the Constitution say about this discrimination?

What can be done by the people to arrest this discrimination?

What modifications can be brought about to make the law effective?

This is followed by a group discussion in the class, which is monitored by the TDT.

As a follow-up activity, each group creates an infographic to present their discussion to the rest of the class.

Stage 5: Finetuning the Task and Sharing as OER

The TDT assesses student understanding of all related topics based on the Padlet used for resource sharing, asynchronous discussion, collaborative notes, class presentations, and infographics. Using these, they offer inputs for task modification. Ms. Jyothi considers the suggestions offered by the TDT, finetunes the task, and reproduces it, using the following template.

Theme: Understanding the concept "equality for all,"

Subjects: English, Civics, History,

Specific topics: Examining types of discrimination; learning about the various struggles against discrimination across the world; understanding the role of the Indian Constitution in ensuring equality of its citizens,

Level: Class 10,

Learning outcomes: (listed under English, Civics, and History),

Task created by: Jyothi, Saritha, and Anvesh.

Ms. Jyothi then uploads the task on any of the OER repository like OER Commons, MERLOT, LORO or Wikipedia Commons with an appropriate Creative Commons (CC) license.

Discussion of Benefits Derived

For the teacher, participating in the creation and implementation of a classroom task, and sharing it as OER offer multiple opportunities for professional development. Other than the obvious advantage of scaffolding in-service ESL teachers to adopt multidisciplinarity in their classroom practices that forms the crux of this chapter, additional advantages for professional development offered by the model proposed in this chapter are discussed below.

Each stage of the activity of creating and sharing multidisciplinary tasks described in the previous section extends personalized, contextualized, and activity-oriented opportunities that utilize collective intelligence to deliver cognitive and social scaffolding to TDT.

Multidisciplinary tasks are more like projects and take a long time for their creation and transaction. The sustained nature of the antecedent creating activity has the potential for facilitating critical reflection that can lead to substantial improvement in both subject knowledge and pedagogic fluency of TDT member teachers.

Sharing these tasks as OERs incorporates an additional feature of effective professional development, namely development of teacher agency. Teachers take better ownership of tasks produced when they know that the tasks will be shared. Making teachers in charge of ensuring the quality of tasks shared and encouraging them to publish for an authentic global audience raise the stakes and improve teacher agency. For teachers who are asked to deliver syllabus and materials created by others, creating OERs sprouts the spirit of entrepreneurship, generates the willingness to experiment and innovate, and provides the motivation to do/create something original. Creation of OERs in TDTs also contributes to achieving a culture of collective ownership in education.

The professional development model proposed in this chapter has implications for the development of OERs.

One of the advantages of curriculum integration is that it improves a task by ensuring its authenticity (Steinberg, 1997); multidisciplinary tasks deliver meaningful learning of a specific concept or topic by locating it in real-world contexts, couching it using real-life issues, and encouraging students to solve problems specific to their context or experience. When shared as OERs, such tasks can be optimized for local use through repurposing by subsequent users who may teach one or many of the disciplines the tasks accommodate. With the universality of topics/concepts addressed by disciplines taught around the world, other teachers can use the task by altering or modifying only the specificity of students' lived experiences to match local contexts. Multidisciplinary tasks when published as OERs for global consumption not only promote access to quality education, relevant for local contexts at lower costs, but also ensure the sustainability and scalability of OERs.

Additionally, the best way to support the development of OERs is ensuring that teachers use them in their classrooms. Giving teachers opportunities to familiarize themselves with OERs as part of professional development, encouraging teachers to create them, and motivating teachers to contribute to them make it easier for teachers

to use these resources with ease and enhance the viability of OERs in the global education scenario.

Conclusion

Highlighting the significance of teacher education, UNESCO (2014) points out that teacher competencies are a crucial determiner of students' learning. Student development is dependent on the teacher's ability to provide information that is relevant to students' context and which can be readily deployed to address real-life issues (Darling-Hammond, 2006). Encouraging teachers to adopt multidisciplinary practices through peer collaboration can build this ability in teachers.

This chapter proposes a potential model to deliver professional development that encourages the use of multidisciplinary practices by in-service ESL teachers. Other advantages for the viability of the model are possibility, effectiveness, relevance, meaningfulness, and realization of teacher agency – possible because it is easily attained since there is minimum dislocation of teachers; effective because it is sustained, reflective, collaborative, and meaningful; relevant because it creates tasks ideal for the twenty-first century students; and meaningful because teachers create tasks for students they teach. The model also increases teacher agency because instead of compliance to learning tasks imposed by textbooks, teachers create and share OERs which help them develop professionally and contribute to the professional development of their colleagues. The chapter, therefore, argues that collaborative curriculum development, in which teachers work together to create and share multidisciplinary instructional materials using digital tools can be considered an effective professional development strategy to foster active and meaningful engagement of teachers.

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Part IV
Personal Narratives of Professional Development

Chapter 13
Mentoring in Continuing Professional Development

Deepti Gupta

Abstract Mentors are important in every profession as they nurture the novice and empower the expert. More so in fields where professional training is a rarity. This chapter examines the role of mentors in teacher education, the kind of hand-holding they provide and their place in the whole paradigm of teaching–learning. Using personal experience, the author describes how some societies may not have a structured system of mentorship for teachers in place, yet the synergetic role of informal mentorship contributes generously to the continuing professional development (CPD) of teachers. The chapter examines instances from societies where there have been landmark developments to support CPD. Perhaps mentors cannot replace the full ecosystem of teacher education but in many societies, regular, consistent, and institutionalized teacher education is still a far-off reality. Novice teachers are not given any training to teach in these countries, leading to the investing of trust in mentors, giving them a platform of high regard and a key role in the professional development of teachers. This role may undergo some change when the New Education Policy 2020 is implemented in India, as it should usher in some radical changes designed to give more teeth to accountability and motivation to teachers.

Keywords Teacher education · Mentoring · Benchmarking in professional development of teachers · History of English teacher development in India · High context community · Motivation

Introduction

Societies that are still traditionally teacher-centric in their approach toward education are the ones most likely to view education as a product. Even if their traditional and ancient mode of education had been process-centric, such as the Gurukul tradition in India, the advent of formal education placed the product of education center-stage. The Gurukul tradition meant that students had to live at the guru's (teacher's) ashram

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(school and home combined) and were to participate in the running of both the home-stay and the classroom while learning from the guru/teacher in the process. Many of the mythological heroes acknowledged for their superlative powers were raised in this process tradition of education in which teaching and learning is both experiential and interactive with transfer of theoretical learning from the guru/teacher's discourses.

With the establishing of formal education boards, schools, colleges, and universities, the focus shifted from holistic education to the end-product of a certificate or degree. The moment education and learning become a product or package, so many key parameters are viewed differently. Learners are then passive recipients, the classroom is a lecture hall, the teaching materials do not reach beyond the traditional textbooks, the class is not an interactive space, and the communication style is also linear. The teacher is prepared to address the classroom in the same vein, as a sage on a stage, taking up most of the talk time and satisfied with this one-way communication. While this system has its obvious limitations, it has also been displaying a prominent gap. This gap is that of teacher education or teacher training. In this restricted classroom interaction, the need for teacher education has not been felt in a big way, leading to an ecosystem that displays three drawbacks that are getting more serious in the contemporary education scenario. One, teachers are not equipped with the skill set required to face a classroom. Two, since there is no regular, in-service teacher training, guidance to face ongoing challenges is missing. Three, in the changing dynamics of the classroom, teachers receive no upgradation that can help them understand the whole paradigm. The digital turn taken by the world adds complicating factors to these three aspects.

But systems are also known to self-correct. The education standards of many universities and colleges in Asia are recognized as quite high by most educationists around the world. One major reason for this recognition is the abundance of mentors who are prepared to guide teachers as and when required. Asian society being culturally a high context community where cultural practices impose a certain hierarchy in the classroom setting, the role of the teacher retains its central position. Since the teaching environment was mostly resource-poor, teachers had to routinely depend upon their talent and skill for enhancing their classroom practice. This led to the continuing professional development (CPD) of the teacher's profile. This CPD has had a positive impact on the availability of mentors for inexperienced teachers. Every institution and every faculty room is populated with senior teachers who are keen to mentor their inexperienced colleagues. When I started teaching in 1985, I was fortunate to have had access to mentors who held my hand every step along the way. When I look back at those early days, I am reminded of the words of Parsloe and Leedham (2009: 62) on coaching and mentoring: "the main purpose of coaching and mentoring is to help and support people to take control and responsibility for their own learning" so that they can become what they want to be.

Reflections on Initial Teacher Education

My voyage on the seas of teacher education began in 1985. It used to be called teacher training in those days and it was presumed that the Technical Teachers Training Institute or TTTI as it was termed then was responsible for training teachers in technical institutes. It has been rechristened now as the National Institute for Technical Teacher Education and Research (NITTER). So, this took care of the technical subjects and the Regional Institutes of English (RIE) along with the Central Institute of English and Foreign Languages were the places for training teachers of languages. The latter institute has become English and Foreign Languages University (EFLU) now. The British Council and the Regional English Language Office of the US addressed the training needs of teachers of English. This framework existed for teachers who were sent by their institutes or chose to attend training sessions due to their interest in them. As such, no policy was in place that demanded "pre-set" or "in-set" teacher training. Later on, fancier nomenclature, such as Faculty Development Program, Faculty Induction Program, Continuing Professional Development and Teacher Education, was introduced.

All through my student life I had done pretty well, my parents were teaching English and the choice to join the teaching profession was my decision. On joining the profession, I thought that having completed a Masters in English and an M.Phil. in Literature and Linguistics, teaching should not present any insurmountable challenge. Having seen the parents preparing their lectures every day, it was clear that one just needed to be ready with the coming days' classroom content and all would be well. To cover any risks, I decided to prepare the lectures for a full week so the self-confidence would follow. The first day of teaching dawned. Content with my little satchel of prepared material, I set off to classes that were intimidating in size, being 100, 70 and 60 in terms of student size but when one is a fresher, what is size when compared to confidence?

Introduction to English Language Teaching

Everything, it appeared! I did teach all three classes but with no memory of what I said, wrote or delivered. Looking at the huge numbers staring at the new teacher, my mind went totally blank. I taught them the lectures I had prepared for the whole week and without a pause. The next day, each class had the same suggestion for me: please go slow! Of course, this was not a feedback to be taken lightly and I did work on myself to develop more confidence and awareness in order to cope with the daily challenges. I had always thought that if you wanted to become a teacher all you needed was an education in the subject and a classroom of learners. Faced with my maiden performance, there were questions galore. Around this time, I was introduced to the field of English Language Teaching (ELT) and when I started reading more on it, this whole field of "teacher training" popped up. The city I live in had just

been selected for the establishment of a British Council Library and once this library opened its doors, there was no stopping me. In the initial years, I read ten to fifteen books from their ELT shelf every week; it was amazing to understand that English teaching was an autonomous profession in most parts of the world with its own jargon, practices and, most significant, a well-developed teacher training tradition.

Visits to the British Council Library brought another opportunity in the form of Continuous Professional Development Workshops for teachers of English. In our teacher-centered society, these sessions have worked tirelessly over the years to restore the balance of the classroom dynamics. These sessions were a revelation. In the last two decades of the twentieth century, the material and plan for the workshops were created by a team of ELT experts teaching in UK universities at that point of time. It was quite empowering to witness how the teaching of English had become an autonomous branch of learning with clear principles and parameters. For this scientific discipline, teacher education was also quite like a science with clear problems and solutions. Over the years, as I evolved from a teacher to a teacher trainer, it was highly instructive to see how the teacher training sessions too evolved from plain chalk-talk lectures to professionally managed workshops in which interactive activities and tasks were the rule of the time. After conducting more than a hundred workshops with the British Council, I can confidently assert that trainer talk time at these sessions is hardly twenty-five percent and every workshop brings a large quantum of learning for the trainee teachers. Since the opportunity to attend these workshops are few, at every session, teachers made and still make the effort to establish a group in order to support and advise one another. So earnest is their enthusiasm for developing their skills that I am still in touch with the teacher trainees who attended the first few workshops I conducted way back in the 1990s. With every workshop, the number of teachers who want and need mentorship continues to grow.

The Role of Mentors in Teacher Education

My first experience in the classroom triggered off in me the thirst for understanding teacher performance better. The whole episode created the need to seek answers to the many questions that would not let me rest. Since the time was around 1986, the most convenient and available sources of information for a novice were the senior teachers who were happy to mentor me. A mentor is defined as an experienced and trusted advisor. In every field of life, mentors make a difference by listening patiently, giving advice in difficult times and providing the right blend of correction and motivation.

We are all fortunate that as students, researchers and teachers we have been blessed with mentors who guide and advise us at every turn in our career. Often, we are not aware of the lessons learnt as most learning from mentors is inductive in nature. As a society, India has always nurtured a strong tradition of mentorship and this tradition has helped create teachers. This is the reason the education system has flourished despite the absence of teacher education and so many other disadvantages. When ELT and its principles reached my teaching praxis, I was surprised to see

that most of the ideas contained there were in practice already, perhaps without the consciousness of their existence as edicts. For instance, many theorists in ELT recommend the involvement of the teacher. "Teacher plays diverse roles in English Language Teaching (ELT). Harden and Crosby (2000: 336) identify six roles of the teacher, which is applicable to the English language teacher. They describe the six activities of the teacher as follows: "(1) the teacher as information provider; (2) the teacher as role model; (3) the teacher as facilitator; (4) the teacher as assessor; (5) the teacher as planner; and (6) the teacher as resource developer.""

With changes in teaching methodology, the design and approach of each method gives a central role to the teacher in the classroom. The involvement of the teacher has seen many a shift and transformation along with the shifts in methods. In the Grammar Translation method, the teacher remained a translator and interpreter. With the direct method, the role of regulator was added on in order to ensure the use of the target language in the classroom. The audio-lingual method gave a more active role to the teacher as it recommended the use of body language and realia. The communicative approach finally established the student at the center of the classroom communication and made the teacher a manager, facilitator and coach along with the other roles. Subsequent approaches have continued to make the involvement of the teacher more intense and widespread. This has been happening in the methodology recommendations and also in the classroom praxis, observed as well in communities that do not have access to the documentation of these changes. This again implies that even if there is a paucity of teacher training, mentoring is taking the same line of progress as teacher education and methodology development.

Learning from Missing a Class

The subconscious mind begins to mark significant details whenever there is an opportunity to learn, regardless of the situation or occasion. One such episode that shaped my teaching practice was an experience during the time I was a Masters student. Usually, I was a serious student who did not miss classes. The department where I was enrolled was going to organize a week-long set of competitions and I was a part of the student organizing team. We were all instructed to complete certain tasks and the team decided that we would all miss our classes one day and complete the allotted work. On that particular day, I had a class in Linguistics with a teacher known for his strictness and discipline. None of us had the courage to ever miss his class but, as luck would have it, I had to give it a miss. This classroom was on the top floor of the building and we were sitting together in the lawn on the ground floor, attending to our tasks. Suddenly, I felt a hand on the scruff of my neck, I turned around in anger but imagine my embarrassment when I saw my Linguistics Professor standing there. He was furious, so furious that he could not utter a word! He pointed toward the classroom window and gestured that I needed to be there. I bowed my head and sheepishly proceeded toward the classroom, followed by my teacher. Later on, my classmates told me that while teaching, he saw me downstairs and simply stalked

off to grab me by the collar and bring me back. Not a word was uttered (perhaps I spluttered some explanation that was ignored) but that whole semester, I did not miss a single class!

When I joined the teaching profession, the realization dawned soon that there is no point arguing with students, one dramatic gesture is enough to teach a lesson. Most manuals on language teaching refer to the involvement of the teacher; the motivational power of emotional connection and the place of a personal connect in the classroom. For me, all these bring to mind that one incident that still has the power to send goose bumps down my spine.

Teacher Frustration and Attrition

In societies where regular, organized and institutionalized teacher education is absent, many teachers do not receive adequate classroom management training prior to beginning their teaching career and feel unprepared for the demands of managing student behavior in their classroom (Begeny & Martens, 2006; Chesley & Jordan, 2012). Teachers report inadequate pre-service training on classroom management (Chesley & Jordan, 2012; Stough, 2006) and ongoing frustration with a perceived lack of support and training for handling student behaviors (Halford, 1998; Lane et al., 2005). Statistics from the US reveal that twelve percent of beginning public school teachers, across all areas, leave the teaching field within the first two years (Kaiser & Cross, 2011). In the US, the attrition of teachers has become a matter of national concern and a much-researched topic. The findings from research reveal that teachers leave for a range of reasons, but lack of pedagogic training is among the main factors that influence the decision to leave (Boyd et al., 2011; Feng, 2009; Henke et al., 2001; Ingersoll et al., 2012; Johnson & Birkeland, 2003; Kukla-Acevedo, 2009; Luekens et al., 2004; Torres, 2012; Zabel & Zabel, 2002).

Breathing Life into a Text and a Classroom

A lot of smoke and heat are generated over the integration of language and literature in the classroom. The discussion is often peppered with ideas on how to engage students with the prescribed texts so language learning is enriched. Tasks and activities are recommended in order to help learners get the feel of literature. Much before all these ideas started their rounds; I remember a vivid episode that comes to mind whenever I teach a text. I was a student, sitting in a class when there was a commotion suddenly, and we heard the police siren in the college campus. Naturally enough, our teacher too stepped out to see what the commotion was all about. Another teacher came running and reported that there had been an attempt to murder another teacher in the classroom. All of us ran toward that classroom, expecting the worst, when we saw everyone guffawing with laughter. Further investigation revealed that one of

our teachers of English was teaching the assassination scene from Shakespeare's *Julius Caesar*. As was his wont, he took the role of Caesar and asked the students to assassinate him, naturally, mouthing the dialogue all along, as a part of role-play. A peon who was passing by thought the worst and raised the alarm. When the police came, all stood revealed!

I am sure, that particular group of students would never forget the words they read out that day. That teacher has been known to have generated such interest in literature in his students that many a time, students would pick up tough vocabulary overnight. Volumes have been published on the use of literary texts in the classroom. The bottom-line of all those suggestions and remedies is that a text is a living, breathing presence in the hands of teachers such as this one. Such a mentor can work wonders in those who witness his magic.

In the early days of my career, while teaching at a private college, the class size was often between seventy and hundred. When I look at the song and dance about teacher–student ratio and the many concerns voiced by teachers with forty students, I think back to those days. Of course, there were the teachers who used the opportunity to rush through the lessons, using class size as the reason for avoiding interactive teaching. But there were also those teachers who became our mentors for all times to come. One senior teacher had divided the class into groups of twenty each and each group was given one lesson to prepare for co-teaching. So, when the teacher would be doing the lesson in class, this group was on duty to explain word meaning, context or any figurative expressions. Since the portion of each group came on in progression, all the groups remained on their toes, paid attention and learnt the best practices. As compared to the usual large class, this class displayed more attentive behavior and interaction. In those early years, the absence of institutionalized teacher training was covered by many such experiences in the shape of mentors who were happy to share their best practices.

Ten Skills of Teaching

Justin Marquis gives a list of things a teacher should be trained in before s/he can teach a class. The first is the skill of how to teach. Just as reading the recipe of a cake is not sufficient for baking an edible cake, teaching too requires hands-on skills that have not much to do with academic excellence. It has often been observed that the best scholars do not always make the best teachers. A person may be well-versed in a certain subject but may not be as effective when it comes to the brass tacks of communicating an understanding of the subject. Marquis is right on target in listing how to learn as the second subskill of teaching. Many a time, experienced teachers face a lot of flak for spending time on preparing lessons. The usual comment is, "After all these years of teaching, you still need to study to teach?" A teacher is always a learner. The day you tell yourself that there is nothing left to learn, you may as well curl up in a corner and kick the bucket. The zeal to learn is linked somewhere to the open mind a teacher carries to the classroom, a mind willing to accept and

absorb new learning and relearn old learning. Number three, clarity of subject matter is crucial to the effective classroom. Absolute and graphic detail must be imprinted on the mind in terms of what is to be taught and up to what level. This makes up an important part of lesson preparation so there is no conflict while delivering the goods in the classroom. Many schools have started insisting that teachers write down their lesson plans in advance and store them in a common reference area so all teachers can access them freely. This is an effective strategy to conserve energy and time while encouraging the practice of peer mentoring.

The well-prepared lesson plan is the core of fourth skill of how to design an instruction. The methodology maybe perfectly clear but as all teachers understand, every concept demands a different technique. Each element in the classroom means making a choice out of a spectrum from lecture based to interactive or from whole class to pair work, the list of choices and decisions is endless. Not surprisingly, classroom management, the fifth skill, has today emerged as a crucial part of teaching praxis because the dynamic of the class is so fluid that the teacher would need to hit the ground running in order to keep the students interested and active. Skillful classroom management can help teachers with the full range of challenges that classrooms bring. Helping students in need is the sixth skill that a teacher has to possess. If students are unable to listen to and learn from the teacher for a variety of reasons, including poverty and hunger, the teacher needs to seek and give assistance to such students. Further, the teacher has to help himself or herself survive and thrive in teaching. This is the seventh skill of self-help for the teacher.

The eighth skill is the art of roping in parents for their ward's learning process. In most classrooms beyond the primary level, this is perceived as a childish thing to do; but the family and parents are important for the learning paradigm. In fact, teachers from other areas also feel that the positive boost and encouragement from the family is a great source of motivation, whatever the level of classroom. There is a broad spectrum of ways in which this can be done, from an occasional email to telephone discussion to meetings; teachers can work out the most suitable ways for them. Whenever some funds are required to help students or create some infrastructure, the teacher can be successful, if he or she knows how to raise funds for the cause of education, which is the ninth skill. The final and tenth skill teachers need to cultivate is the art of motivating learners. Motivation presents quite a challenge in the classroom being the dynamic and multilayered range of strategy-based decisions that a teacher can pick. The good news is that motivation is now defined as a spectrum of things that a teacher can do, not just one thing or a few. Some teachers choose to motivate through competition and reward, some use collaboration while others give frequent motivational talks. Motivating learners can be a difficult skill to master, but the rewards are gratifying enough to justify the effort involved (Marquis, n.d.).

In India, Faculty Development Programs (FDP), Orientation Courses (OC) and Refresher Courses (RC) fill up the vacuum created by the absence of pre-set teacher training. The advantage of these courses is not just the knowledge and upgradation they provide but also the bunch of experts they introduce into the professional life of teachers. Young teachers often keep in touch with experts they meet at these venues and the latter willingly wear the mantle of mentor. What often begins as guidance

while writing a research paper or sending a submission for a conference matures into a relationship of mentoring that can enrich both sides for a long time.

On joining the teaching profession, there are always times when one begins to doubt oneself and the job begins to feel like an uphill task. In the initial days, a teacher may feel like a daily wage worker, who prepares lessons for the coming day, delivers them and comes back home to start working on the next day's jobs. A smiling face in the staff room, an encouraging presence while going about one's work and a cheerful countenance that never admits defeat go a long way toward keeping the teacher motivated. Most teachers who begin working at their alma mater agree that among their own teachers they find mentors of this nature by the time they join the profession, as their teachers have garnered enough knowledge and experience to mentor them.

The role of mentors in the continuing professional development of teachers across disciplines and levels is definitely to be lauded. This role is valued all the more in societies where there is no standard, institutionalized, well-developed and consistent plan for teacher education and continuous training. However, while not ignoring the tremendous input from mentors, it must also be acknowledged that realistically speaking, adopting and maintaining the lessons from mentors remains an option and not a given until a specific road map for teacher training is in place for the society as a whole. So far, where India is concerned, there has not been an attempt to bring all stakeholders on one page and implement a concrete and well-thought out plan to address teacher training at all levels, across the board. The situation seems to be headed for some changes now.

National Education Policy 2020

The National Education Policy 2020 gives very clear guidelines for teacher education. It understands that a nation cannot be visionary without a certain level of teacher education and that teacher preparation will need input from multiple dimensions. In terms of the content, it refers to "…Indian values, languages, knowledge, ethos and traditions while being well-versed in the latest advances in education and pedagogy" (NEP, 2020). The Indian ethos has always held high expectations of the teaching community and has been self-righteously vocal in its moralistic purview but so far, the education policy had not expressed the requirements with such clarity.

The earlier Justice J. S. Verma Commission had expressed dissatisfaction with the more than ten thousand stand-alone teaching institutes "…not even attempting serious teacher education, but are essentially selling degrees for a price." With the implementation of the 2020 policy, such stand-alone institutes will be given the choice to pull up their socks or shut down their shops. Within a few years, teacher education programs will have to be multidisciplinary and integrated in order to receive the approval of the regulatory system. These four-year programs will be conducted at composite multidisciplinary Teacher Education Institutes that will offer dual-major holistic integrated Bachelor of Education degrees in Education and a specialized

subject. Each Higher Education Institute will also be given the chance to design and run a two-year BEd course for outstanding students who have received a bachelor's degree in specialized subjects but want to become teachers.

In the interest of maintaining the uniform quality of teachers, teacher education programs will be treated as pre-service teacher preparation and will be compulsory for all would-be teachers. All fresh PhD scholars, across the board will need to attend credit-based courses in teaching/education/pedagogy related to their discipline during the doctoral period. Research scholars will compulsorily be assisting faculty members as teaching assistants in order to get practice in teaching and hands-on teacher training. For college and university teachers there will also be in-service continuous teacher development programs as before along with online training modules on portals such as NPTEL, SWAYAM and DIKSHA. A National Mission for Mentoring is in the pipeline to provide support to in-service teachers.

Frameworks for Language Teacher Education

The latest NEP needs some kind of framework for the regulation of quality in teacher education. Teachers being the pivot of the education system and stakeholders as well, the quality of their training requires maintenance at an even keel. Many countries have created a regulatory framework for guiding teacher education in order to maintain a certain quality in teacher profile. The European Profile for Language Teacher Education (Kelly et al., 2004) was prepared in tune with a European Union project that was created to help the European Union's objective of assuring competence in the first language and two other EU languages for all European citizens. This is the backbone of its recommendations for teacher training frameworks. This regulatory document is in use as a checklist for institutions with longstanding strengths in language teacher education and as a reference document providing guidance to institutions with plans to improve their language teacher education planning. In line with other such recommendations, this profile looks at knowledge and understanding as components of competence, considers strategies, skills and values; simultaneously stressing the principle of a structure to ensure quality in teacher education. The profile describes the first four parts of this structure thus: one, a curriculum that integrates academic study and the practical experience of teaching; two, flexible and modular delivery of initial and in-service education; three, a detailed framework for teaching practicum; and four, connecting with a mentor and understanding the value of mentoring. The framework advocates the use of approaches to quality management, advising that these be implemented as part of teacher education, including action research, peer observation and collaborative team development.

The European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al., 2007) originated as a project in the European Center for Modern Languages (ECML, 2011) of the Council of Europe. The initial objective of this project was to provide a self-evaluation tool in the form of a portfolio for students in pre-service training as language teachers. The project has experienced remarkable acceptance,

a fact proved by its translated versions that are in use in a dozen languages. The application of this project has been twofold: it has been adopted widely for in-service training and is in use as a curriculum template for teacher education programs. The preamble to this detailed document includes an overview of what teachers do in order to place self-assessment at the center of teacher development, influenced by the context, by methodological principles and the resources available; these in turn decide the approach to the teachers' tasks: planning, conducting lessons, assessment, and promoting independent learning. These steps lead to self-assessment questionnaires that can be used as an individual quality mechanism.

Another useful benchmark exists in the shape of the Evaluation and Accreditation of Quality in Language Services (EAQUALS) project, which is a framework for teacher training and development (EAQUALS, 2012). This framework is part of a project, the starting point for which was a one-page professional profile of teaching qualifications and competences prepared by North and Mateva (2006) for EAQUALS as a support for its quality control inspections, now referred to as the European Profiling Grid (EPG) and part of a European project. This has been extended into a framework (EAQUALS, 2012) which could be used as a set of quality standards for assessing teacher training courses. It identifies three phases of teacher development— "competent replicators," "aware practitioners," and "expert facilitators"—and defines competence in terms of values that are common to all the phases, together with knowledge and skills. The phases are not seen as separate units but as ways in which teacher's progress in different areas. The EAQUALS framework differs from the other descriptions of language teacher competences described here in that it includes the idea of progressive development during a professional career and thus provides an agenda for both pre- and in-service training activities. It also provides guidance for institutions on finding a good mix of teaching staff at different levels.

The Professional Standards for Teachers followed by the UK, followed and created by the Training and Development Agency for Schools (TDA, 2010), can be used as a self-assessment tool for teachers on general aspects of teaching. The documentation for this benchmark is so exhaustive that it can be put to use for designing both pre-service and in-service training as well as quality auditing. The remarkable aspect of this framework is that it describes the teacher's career in terms of a set of phases such as qualified teacher status (QTS) core, post-threshold, excellent teacher, and advanced skills teacher. The description does not stop here; it defines each area of the work of a teacher—beginning with relationships with children and young people, moving onto to team working and collaboration. Each standard is described in terms of two attributes: one, knowledge and understanding, and two, skills. The standards are cross-referenced so that users can compare the requirements across different career stages.

The Competency Framework for Teachers, prepared by the Department of Education and Training Western Australia (2004) is an instrument that helps teachers reflect on their professional effectiveness in order to understand and plan for developing their capabilities in areas for professional growth, toward identifying opportunities for professional learning and optimize their personal and career development planning. In one aspect, this model is different from the one followed in the UK because

it defines competence in teachers as the skills and knowledge that are essential to provide learners with quality education.

Conclusion

While it is obvious that teacher education is important and mentorship is useful too, the responsibility of the administrative body is crucial. The role of the administration in setting and maintaining benchmarks cannot be emphasized enough. Perhaps NEP 2020 should also think in terms of a template for maintaining the consistency of teacher education in the country. In case the country as a whole is successful in implementing and consistently following the NEP 2020 guidelines, India will definitely lead by example and establish a road map for all countries to endorse. It is a well-known and accepted truth that policies and plans look very fruitful on paper and offer a lot in terms of deliverables but time will tell whether the NEP 2020 will hit the bull's eye where this aspect of the education paradigm is concerned. Until such time, we can all wait, watch, and continue to learn from our mentors!

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Chapter 14
Developing Expertise Through Reflective Practice

Ramanujam Parthasarathy

Abstract In this chapter, the author looks back on his four-decade-long journey of professional development as a teacher and a teacher educator. His focus, however, is on some critical moments which, thanks to the reflection they triggered, helped him shed his taken-for-granted assumptions about teaching and learning and explore alternative ways. A critical incident that took place when he was still a novice teacher set him on a reflective path and served as a basic point of departure in his professional growth. This development took place not just because of the incident but because he seized the opportunity the incident provided to challenge himself with critical questions about his own teaching, prepared an action plan for his professional growth, and implemented it. This early classroom experience of reflection-on-action or reflection-*for*-action has remained a dominating landmark on his continuing professional development (CPD) skyline. It has urged him to be exploratory in his actions as a classroom teacher, materials writer, action researcher, innovation manager, and faculty trainer, and the chapter provides brief vignettes of these exploratory facets, identifies the professional learning the actions have led to, discusses their significance, and explains, in conclusion, the role narrative inquiry plays in making sense of his actions.

Keywords Reflective practice · Exploring alternatives · Course diversification · Peer mentoring · Peer corrective feedback · Extensive reading · Mother tongue mediation · Teacher cognition · Change management · Teacher education · Narrative inquiry

A Moment of Epiphany: Toward a Pathway to Reflection

About four decades ago, when I started teaching English as a second language (ESL) and English literature in an undergraduate college in India, some unquestioned assumptions about the roles and classroom behaviors of teachers and learners

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held sway. Since old traditions die hard, especially in teaching, the pattern continues even now, though those assumptions are no longer regarded as self-evident truths. It was taken for granted that the classroom should be teacher-fronted with lecturing as the predominant instructional method ensuring top-down transmission of information. As a result, students were passive recipients of information rather than active participants in the learning process. This knowledge-transmission approach drew support from a literary-humanistic and heavily content-based syllabus and an examination system that sought to test, by and large, memory of reproducible content and form-focused grammar. In such an environment, teachers who, like Goldsmith's village schoolmaster, lectured using "words of learned length and thundering sound," gained the admiration of their students, whether or not they understood the lectures.

I was one of those oratorical teachers in my first year of teaching, and I owed this style to the influence of my own teachers who were adept at declamatory performances. As Richards and Lockhart point out, "All teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught" (Richards & Lockhart, 1996: 30). Given that the lecture method was highly valued at the time, there was no need for me to rethink the model I had derived from my "apprenticeship of observation" (Lortie, 1975: 61). With the benefit of hindsight, I can now say that, at that time, my classroom teaching was not very sensitive to learner differences: a large number of my students—the low-level learners—did not benefit much from my teaching, though the brighter ones did. My teaching was not sensitive for at least three reasons. First, I lectured; there was not much interaction in my classes. Secondly, I spoke fast. Thirdly, my English was not quite at the level of an average student's comprehension. But, in spite of this insensitivity, I was quite a popular teacher even among students who did not understand me. This appreciation continued, and I was basking in undeserved glory which kept me complacent.

Then something happened that shook me out of my complacency. I was walking back to my room on campus on a cold winter night. The spottily-lit road was packed with young people who were chattering happily in Telugu, their mother tongue, and laughing loudly. In spite of my poor knowledge of the language, I was able to follow what they were saying because the subjects of their conversations were familiar to me. It did not take me too long to realize that some of them were my own students. Unaware of my presence behind them, they were talking about their teachers. One of them mocked the voices of his teachers, sending his friends into peals of laughter. When my high-pitched reedy voice and pedantic style were mimicked, I could not help breaking into a peal of stifled giggling. Then, as if to temper his levity with solemnity, the student added: "But Mr Ramanujam is an excellent teacher. It's a pity that we don't understand him."

That was a blow to my pedagogic ego which had been fattened up on uncritical praise ever since I became a teacher. Though, on the face of it, it was an adulatory remark, its unintended implications were not lost on me. The idea that, in the classroom, I was making impressive noises in English which made little sense to some (or most) of my students was unbearable to me. It was an epiphanic moment triggering two kinds of responses. The initial response was one of embarrassment. When it subsided and reality sank in, the adventitious feedback set me reflecting on

the implications of the remark and even urged me to find out about the reality of my classroom practices using the nebulous feedback as a reference point. In an environment in which feedback was often synonymous with fulsome praise, collecting reliable information about my teaching was not easy. When I finally pieced together the information I had collected from self-monitoring for a period of time and looked at the picture, I felt humbled. I remembered Jersild's (1955) statement that if one needs courage to seek knowledge of oneself, one needs humility to accept what one has discovered. I accepted the self-assessment with humility and decided to explore ways of making my teaching more useful to my students. I identified the following principles and wrote them down in my diary, using the imperative:

a. Do not keep lecturing; introduce some interaction.
b. Do not speak fast; and be as simple as possible in your language.
c. Do not pitch your teaching at one particular level; vary it, so that it addresses learners at different levels of ability.
d. While teaching, look at the students' faces for tell-tale signs of understanding, non-understanding or confusion.
e. In each lesson, have something special for low achievers, in particular, students from vernacular medium schools.

As the days passed, I found myself developing more ideas and experimenting with them in the classroom. And I was being investigative, exploratory. This gave me a new interest and a curiosity which I had never experienced before. When I look back on my four-decade-long professional learning, I find that the early classroom experience of reflection-on-action (Schön, 1983)—or reflection-*for*-action (Killion & Todnem, 1991; Grushka et al., 2005)—occasioned by that serendipitous discovery I had made on that winter night has remained a dominating landmark on my CPD skyline. It has urged me to be exploratory in my actions as a classroom teacher, materials writer, action researcher, innovation manager, and faculty trainer. In the section that follows, I will identify the professional learning each action has led to and discuss its significance. My focus, however, will be on some major actions exploring alternative ways.

Exploring Alternatives

A good fifteen years had to pass before I studied the literature on reflective and exploratory practice (e.g., Dewey, 1933; Fanselow, 1988; Richards & Nunan, 1990; Schön, 1983, 1987; Wallace, 1991). But, when I was at college, I was an avid reader of writers such as Bertrand Russell, Bernard Shaw, and Jiddu Krishnamurti, and I believe I owe them one for my tendency to pose questions and for my urge to see things differently both in my personal life and in my professional life. If their influence kept the spirit of critical reflection alive in me, my study of the literature on reflective practice helped me pose "questions about how and why things are the way they are, what value systems they represent, what alternatives might be available, and

what the limitations are of doing things one way as opposed to another" (Richards & Lockhart, 1996: 4), and guide other teachers also in exploring their teaching.

Explorations in Course Design and Materials Production

Small changes can have big consequences (Fanselow, 1987). Early in my career, I was asked to teach English to the only Telugu-medium section in my college. A large number of these Telugu literature students were failing the General English examination every year, and it set alarm bells ringing. "Why don't you gird up your loins and do something?" asked my principal, a Roman Catholic priest, sounding biblical. I did so and pitched in.

Initially, it seemed a routine job, but when I took a long and hard look at it, I realized that a traditional course would not work with those students. After much deliberation, I developed what I believed was a functional syllabus and, when I found that commercially produced materials did not have the potential to serve the purpose of the syllabus, I started writing instructional materials myself. That was the genesis of my evolution as a materials writer. I produced a variety of activity-based materials which promoted an interactive methodology and offered students adequate practice in the use of real-world English. The materials were developed not before the course commenced but when it was in progress, depending on the need.

There was another dimension to this materials production story. The college where this was taking place put a premium on ethical and moral values; value education was, in fact, part of the curriculum. I, therefore, designed tasks which called for not only linguistic, cognitive, and emotional investment on the students' part but also ethical investment. I gave them problems involving moral and ethical dilemmas. The dilemmas engaged students so much that they involved themselves fully in those problem-solving activities, concentrating on the message rather than the medium. This longitudinal experiment involving three batches of students over a six-year period produced satisfactory results both in terms of examination results and in terms of students' actual proficiency in English. Besides, it contributed significantly to my pedagogical reasoning. If I had allowed my discretion to get the better of my overenthusiasm, I would have lost a very good opportunity to grow as a professional.

The process in this initial course development exercise was one of trial and error until I hit upon an approach that worked. Even as this experiment was in progress, I undertook a University-Grants-Commission-(UGC)-funded project on which the focus was again on low achievers in English. The project involved developing materials which specifically addressed the needs of low achievers, trialing them, and theorizing from the experiment about the kind of materials and methodology that could work with low achievers. The materials used on this project were later published in the form of a book in two volumes, titled *Access to Essential English.* When I completed the project and handed over the course I had designed for the Telugu-medium students to a colleague, as I had to leave for the University of Madras to do research on a UGC fellowship, I did so with great satisfaction. These two experiences

encouraged me to do doctoral research in the area of instructional materials, but that is another story altogether.

These two opportunities and the way I responded to them set me up as a course designer and a materials producer. It served as a training ground for a larger role that was waiting for me as the head of a Zee-Education-funded materials production project on which an innovative supplementary reading program called *Champion Reading* was produced. We encountered a number of issues on the project, and resolving those issues were a great learning experience for us. What helped us "resolve them were not just theories and models but our intuition and common sense, our own experience as teachers, the discussions we had with different primary teachers at each stage of the project, and our reflective practice as materials writers" (Ramanujam, 2009a: 25).

More action followed on the course design front. In 2003, a major reform in the teaching of English was introduced, under my leadership, at Andhra Loyola College (ALC). I laid the entire groundwork for the implementation of the reform, which involved the diversification of the half-a-century-old, monolithic undergraduate General English course to enable students with widely divergent attainments in English to choose courses in English appropriate to their linguistic levels and addressing their needs. Over a period of three months, we designed a comprehensive syllabus for each of the three streams, providing for the mastery of language systems, language skills, communicative skills, study skills, and literary skills, and spelling out the kind of methodology appropriate to each stream and the evaluation procedures. The diversification included an innovative extensive reading program for Stream C, and a course in English for career development for Stream A. I also wrote two books for use on the program.

Explorations in Textbook Use

The textbook exercises an enormous influence in any ESL program: Teaching and testing are closely tied to the textbook. Teachers need a textbook, but, paradoxically, they hate the one prescribed because they feel that it is unsuitable for the kind of students they are teaching. Staffroom conversations often center on the inadequacies of the prescribed textbook and conclude with the conventional wisdom that what cannot be avoided has to be endured. During the past three decades, I have spoken to hundreds of teachers of English about the textbooks prescribed for their undergraduate students. Besides, I have done research projects on textbooks which involved interactions with a large number of teachers of English. The interactions confirmed a strong discontent with the textbooks they were using. Curiously, the textbook is viewed with disfavor even by ELT scholars whose complaint is that, even as a medium, the textbook is flawed. It is because "the format of the textbook" as a prepackaged set of learning and teaching materials "does not sit easily with the developments in ideas about teaching and learning that have come out of the applied linguistics debate" (Hutchinson & Torres, 1994: 316) in the last five decades or so.

In the ELT literature, therefore, there is considerable hostility to the textbook as a medium.

I have always believed that a carefully designed textbook can reskill teachers, act as an agent of change, and serve as a means of effecting teacher development (Hutchinson & Torres, 1994: 316). In my textbook workshops, I have focused on developing competence in three aspects of textbook use: how to evaluate textbooks, how to demystify them, and how to adapt and supplement textbook materials.

Explorations in Peer Learning

Peer Corrective Feedback in ESL Writing

ESL classrooms, especially in India, abound with ritualistic practices. One of those mechanical practices is the way writing is taught. While writing occupies an important place in the curriculum, students receive neither any meaningful practice in writing nor usable feedback on their compositions. One of my earliest and most important areas of concern was this. At the Loyola ELT Center which I headed at ALC, I conducted a survey which revealed that (a) teachers rarely used the process approach; (b) that the method predominantly in use for teaching writing was what could be called a teaching-by-testing method; and (c) that teacher corrective feedback (TCF) on students' compositions was either non-existent or perfunctory. As a result, learners made very little progress in their writing skills; in any case, given the approach, whatever progress they made could not be attributed to the classroom procedures.

I looked for an alternative to TCF which involved feedback-based writing. I found one in peer corrective feedback (PCF) to which I added different dimensions. On an eight-month-long project titled "Towards an Alternative Form of Corrective Feedback in ESL Writing," which I led as Project Director, the Center field-tested its hypothesis about the efficacy of PCF as an assessment-for-learning tool (Black et al., 2003), and demonstrated it as a viable alternative to TCF. The participants in our study were all the 699 students of Stream B of the second-year General English course at ALC. They were divided into 79 groups of eight or nine students each. Seventy-nine senior students of ALC with fairly good writing abilities in English volunteered to work as peer reviewers on the project. Each reviewer was allotted one group of eight or nine students. Our preparations included a consciousness-raising phase in which the discussion focused, among other things, on the reviewers' role as collaborators rather than correctors, and a training phase in which the reviewers practiced techniques for providing oral and written feedback on five aspects of writing, namely content, organization, language (both vocabulary and grammar), spelling, and punctuation, as well as the three broad types of comments suggested by Hyland and Hyland (2001), namely praise, criticism, and suggestion.

Then the project proper started. The teachers set a series of writing tasks for the student groups, and the peer reviewers corrected them using the techniques I had

taught them. This was followed by an oral feedback session in which the reviewers explained the corrections to the students and gave them specific feedback on different aspects of their compositions, global and local. In the light of the feedback, the student-writers redrafted the compositions on which, again, the reviewers provided selective written feedback.

Over a period of eight months, five aspects of the students' writing skills (i.e., content, organization, language, spelling, and punctuation), as evidenced by their compositions, were assessed on a 10-point scale. The assessment showed that, by and large, there was improvement and that the improvement was incremental. The compositions were selectively re-marked by a senior teacher of English. The differences between teacher marking and peer marking were insignificant. This negligible difference, which would have been likely even if the compositions had been marked by two experienced teachers, indicated that peer marking was almost as effective as teacher marking. Though the oral feedback sessions did not display "a myriad of communicative behaviors" (Villamil & de Guerrero, 1996: 69) involving arguing, justifying and clarifying, they did not threaten to be a one-way street either with the reviewers offering directive feedback. The sessions were lively with the dialogue promising to be collaborative.

When, after my retirement from ALC, I moved to Vignan University as Director (Training) and later to Gudlavalleru Engineering College (GEC) as Director, ELT Center, PCF moved with me. At GEC, PCF is now a settled practice, with the students, both the peer tutors (who were called "peer reviewers" on the ALC project) and the student-writers posting their reflections and their blog posts on their PCF experiences on our Facebook forum and engaging in discussions with their fellow students and teachers.

Two of my papers (Ramanujam, 2013, 2014) providing different perspectives give detailed descriptions of the project, including the results achieved. I have also conducted workshops on PCF to disseminate this field-tested model among teachers of English in other colleges. Urging caution, however, I point out in my workshops that the success of PCF depends on several factors not the least of which is institutional culture. Given the disciplined environment at ALC and GEC, the availability of a substantial number of trainable students with cut-off-level skills in writing to act as peer reviewers, and the collegial atmosphere in the ELT Center, it was possible to undertake the innovation with relative ease and produce successful results. In institutions which are disadvantaged in these respects, it may not be so easy to introduce PCF and sustain it as a viable proposition.

Peer Mentoring

In response to the growing concern that a large number of students from socially and educationally backward environments were unable to cope with the entry-level requirements of engineering courses, I initiated a project called "Transition + Peer Mentoring" at GEC. On the project, students who have a fairly good degree of psychological and emotional maturity as well as communication skills in English

voluntarily provide academic mentoring services to the mentees entrusted to them after some training in mentoring techniques at the GEC ELT Center.

The project is well-documented. Both the mentors and the mentees record their peer mentoring (PM) experiences in the Mentor's Diary and the Mentee's Diary. They also share their PM reflections on our Facebook academic forum called "GEC Peer Mentoring." Some of the mentors have their own PM blogs on which they blog about their PM experiences. The blog posts are also shared on the Facebook academic forum.

Explorations in Teacher Professional Development

In the 1990s, when I ventured into teacher training, I was a reflective practitioner already. But I had never made any worthwhile reflection on teacher education and training until I attended a 4-week teacher education program in an academic staff college (ASC) in 1993. My participation in the program, the questions I raised in my article (Ramanujam, 1993a: 6–9) on the program, and the lively debate the questions provoked in two succeeding issues of the journal with the defensive—and even combative—participation in the debate by the organizers of the program adding to its intensity, made me wake up to the reality of teacher education in general and ESL teacher education in particular. In the quarter century that has followed, I have gone beyond classroom teaching and been active as a teacher trainer and a teacher educator as well. When I retired from ALC in 2013 and was reemployed, initially at Vignan University and later at GEC, the focus of my interest settled on teacher education through reflective practice. During these two-and-a-half decades, I have conducted 160 workshops on various aspects of ELT, reflective practice, CPD, and action research, and published two books (Ramanujam, 2009b, 2010) on issues related to professional development.

In India, ESL teacher development in higher education is "largely an undefined affair" (Ramanujam, 2009b: 9). Unlike school teachers, teachers at college level are not required to be trained teachers at the entry level. They may take part in short in-service programs such as conferences, seminars, and workshops, or attend an orientation program or a refresher course at one of the academic staff colleges established by the UGC. But, the problem with in-service programs is that they are sporadic. And the ASC programmes are beyond the reach of the majority of teachers because there are very few ASCs. There is another problem with these two types of programs. By and large, they are not very sensitive to pedagogical aspects—what the teacher is required to do in the classroom. Given this reality, the emergence of an institutional mechanism for the CPD of teachers in higher education is unlikely; the onus is on teachers themselves to take care of their CPD. It was against this background that, in my CPD workshops (Kalyan, 2017: 17), I proposed the reflective approach as a reliable model of professional development with the potential to involve teachers in an ongoing process of examining their teaching and developing strategies for improvement; acquainted the participants with the procedures available for exploring their teaching (such as keeping a teaching journal, peer observation, and

action research); motivated them to draw up an action plan for their own professional development on the reflective model; and provided mentoring support to them during the course of the implementation of the action plan. I also conducted a series of action research workshops in which the participants were empowered to identify their classroom issues or problems and attempt an action research inquiry. I have never been in illusion about these workshops (as well as many others conducted with greater passion by fellow reflective practitioners) heralding a renaissance in ESL teacher education in this country, and so I am not disappointed. But I am gratified that at least a few of the teachers who attended my workshops have undertaken research in the area of reflective practice, and that some of them have made a start on action research, though they have never gone beyond that. This impact, though limited, is significant, and it reassures me that I am not laboring in vain.

Reflections on Some of My Key Beliefs

My beliefs about the teaching and learning of ESL have not remained constant over these four decades. While some of them have evolved in response to new ideas and new classroom experiences, some have gained in strength, and some others have had a difficult passage. My CPD story will not be complete without some reflections on these evolutions and encounters.

Mother Tongue as a Resource in the ESL Classroom

My position on this would seem rather ambivalent. In the initial years of my career, while I believed that the mother tongue was an important but a neglected resource in the ESL classroom in India, I argued, however, that, given the realities of the English classroom in India, there was no justification for promoting the use of the mother tongue in the teaching of English (Ramanujam, 1993b, 2003). But, in the past two decades, I have advocated the incorporation of L1-mediated strategies into L2 teaching and learning. This needs some explaining.

I have always used the mother tongue as a resource in my own teaching of English, and I have done so on a principled basis and in a systematic way. To give but one example, I once taught a course in communication skills in English to a group of low achievers among undergraduates, using materials developed exclusively for the course. The instructional materials did not include prose and poetry selections, but, considering that the students' mother tongue was Telugu, I used, for supplementary reading, stories from Telugu classics, retold by me. One of the stories I used was based on the famous Telugu play, *Kanyasulkam*, which is about child marriage and "bride money," a common custom in our part of India in the nineteenth century. The story engaged the students so much that they were able to respond to it experientially and achieve a personal multidimensional representation. Then it struck me that I

could ask the students to read a play in Telugu which was thematically similar to *Kanyasulkam*. I chose *Varavikrayam*, a popular Telugu play about "groom money" or dowry. The students read the play in its original Telugu and took part in the activities I set on both plays in English. This strengthened my belief that using the mother tongue in the teaching of English is a sound pedagogic principle. It also convinced me that literary texts that are culturally indigenous and socially relevant can develop in adolescent or adult learners the confidence and skills required for experiential reading which can give them access to valuable language input even outside the classroom.

But I did not find a principled approach of this kind operating in the vast majority of ESL classrooms, especially in rural and semi-urban areas, in India. A survey I carried out confirmed what was common knowledge, namely, that, in colleges, English was treated like any other subject in the curriculum and that the content was taught almost entirely through the mother tongue. I, therefore, believed that:

> In such a situation, advocating the use of the mother tongue may produce a totally unintended effect: it may strengthen and sanctify the prevalent practice of unsystematic and unrestricted use of the mother tongue in the classroom. The three reasons for which the use of the mother tongue is recommended (i.e. that L1 use is a learner-preferred strategy; that allowing learners to use the mother tongue is a humanistic approach; and that L1 strategies are efficient in terms of time spent explaining) do not bear examination in the Indian context.

> (Ramanujam, 2003: 33)

Adopting L1-mediated strategies demands a certain amount of imagination and resourcefulness and a nuanced approach, and I thought it would be unrealistic to expect the average English teacher to measure up to it when they were struggling to communicate in English.

But, in the past two decades, teachers, under my guidance, have used the mother tongue for developing higher-order thinking in the reading classroom and to support students' vocabulary learning.

The Power of Reading

Reading has played a great role in my professional development. I believe that good readers read for the sheer pleasure of it; reading for them is its own reward. When I look back on my reading history, I find that it has been sustained by passion and pleasure and rarely by utilitarian motives. My first membership of a library took place when I was a ten-year-old schoolboy in a small town in Tamil Nadu. Within two years, I had read all the storybooks in the library. My passion for reading led me from one library to another and read all kinds of books. One of the best libraries I have used so far is not the British Council Library or the American Library of which I was a member, but Miller Memorial Library at Madras Christian College where, as an undergraduate student, I read hundreds of books—in particular, Bertrand Russell, Bernard Shaw, Charles Dickens, Graham Greene, Oscar Wilde, and PG Wodehouse.

I was a member of two other libraries in the 1970s: Connemara Library and the District Central Library. I was living in a small town on the outskirts of Chennai at the time, and going to these libraries was not easy. On Sundays, I would take a train from my town to Guindy and a bus from there to Mount Road, and then walk for some ten minutes. All this trouble just to read books—the kind of trouble one would not mind if one is in love. Passion is the name for it.

It is an all-consuming passion. When I take a new book, especially a novel, I read it in a sustained way—for four to five hours at one sitting. Except for short breaks for bathing, eating, and sleeping, I spend my entire time with the book and finish reading it between two and four days, depending on the length of the book. But I find that sustained reading of this kind is not possible for most people. They attempt to read a book, even a novel, in short spells with long intervals, with the things happening during the intervals having an overpowering effect on the reading process, so much so that no single book gets read from cover to cover. Reading research does not seem to have explored this phenomenon. It tends to take the well-trodden path of reading comprehension, ignoring what is happening in the hedges and bushes on both sides and its impact on reading.

I owe my language development in general and academic skills development in particular to my extensive voluntary reading (EVR), and I have always believed that any language program, L1 or L2, should have EVR as an indispensable part of it. I also believe, from personal experience, that reading, especially pleasure reading, urges one to write. When I studied Krashen's (1981, 2004) comprehensible input hypothesis, it resonated with me. As a beneficiary of EVR, I had little difficulty in agreeing with him that the best input for language acquisition is comprehensible and compelling input—content that involves the listener or reader completely in the message.

Both at ALC and at GEC where I have led curriculum renewal initiatives under autonomy, I have ensured that extensive reading is part of the curriculum, and that students have a wide variety of books to choose from. In both colleges, when there was an attempt to routinize the process by conscripting the students into the reading program and prescribing specific tests for compulsory reading, I became uneasy, and it made me reflect on the role of teachers in facilitating EVR. Teachers can make or break things. Teachers who do not have the habit of reading regularly cannot inspire or motivate their students to read; conversely, teachers who have enjoyed the pleasures of reading, especially reading fiction, will be able to inject some of their own passion into their students. At GEC, I have had a good deal of discussion on the subject with the teachers of English and established a library in which popular novels (e.g., Mario Puzo, Irwing Wallace, Arthur Hailey, Dan Brown) jostle for space with serious fiction (e.g., Graham Greene, V S Naipaul), and we also have readership promotion campaigns in the form of book reviews, poetry and fiction readings, and discussions (which present an impressive picture of the ELTC Library in reports). We are certainly working toward developing a culture of reading, and it is good to think that it is within easy distance.

Teacher Beliefs

Teacher cognition is one of my research interests. In particular, the dichotomous relationship I have often noticed between what Wallace calls the "received knowledge" (Wallace, 1991: 12) of teachers as against their "experiential knowledge" (*ibid*) and their classroom practices has fascinated me. This mismatch has stared me in the face in each instance of classroom observation. Intrigued, I have explored the question, in passing, in some of the workshops I have conducted, especially those on task-based language teaching. The consciousness-raising activities I used helped the participants see the mismatch between their own professed beliefs and their classroom practices (Ramanujam, 2017). I believe that raising the consciousness of teachers through such activities will help to weaken the influence of the "apprenticeship of observation" (Lortie, 1975: 61) which seem to function as de facto guides for teachers (Borg, 2003) in the classroom.

Change Management

This is a hard-luck story about my leading a major curriculum renewal project at ALC in 2003. But it offered me significant lessons in change management.

The purpose of the project was to replace the monolithic General English course the college had been offering for half a century with a diversified curriculum that would enable students to choose courses in English appropriate to their linguistic levels and addressing their needs. As the Project Director, I proposed to the college management that an entire academic year (2003–2004) could be spent developing syllabuses for different groups of learners, and sensitizing the teachers to the proposed reform as well as preparing them through a series of meetings and workshops.

But, the management thought otherwise. 2003 was the golden jubilee year of the college, and the management wanted to present a diversified General English curriculum as their golden jubilee gift to students. Though I was unnerved by this non-academic decision which, I thought, would severely restrict the process I had envisaged, I had no option but to set about the task of syllabus design which, given the time limit, could not be a collective effort. With occasional consultations with my colleagues in the department, I completed the task in three months, before the meeting of the board of studies in March 2003, and the approved program was introduced three months later after two workshops for teachers.

To cut a long story short, though the results the project had produced until my retirement ten years later were far better than the ones obtained through the earlier approach, the change it spearheaded remained predetermined in form, and the implementation process, severely affected by the following factors, belied my original belief that the reform would be dynamic, responsive, and open to further change:

a. the use of a "power-coercive" strategy of change (Chin & Benne, 1976) on account of the college management's insistence that the diversified course be introduced within a very short time as a golden jubilee gift;

b. the teachers of the department, who, as implementers of the project and change agents, not being able to develop a sense of ownership of the innovation on account of their negligible involvement in the development of the project and the decision-making it involved; and

c. inadequate communication among the implementers on account of the project being a rushed affair.

The ALC project is all of a piece with innovations developed in a variety of different contexts. In the change management literature, success stories are very few. Adams and Chen (1981) estimate that about 75% of all innovations fail to survive in the long run. Fullan (1989, cited in Markee, 1997) argues that all the conscious strategies developed on different projects have failed to fully achieve the desired goals. One can say the same thing about the ALC project also. With this difference: that the project, unlike several others in the innovation literature, has not been abandoned, and that its approach to ELT stands in sharp contrast to the one it has replaced.

Even as I was ruefully reflecting on the trajectory of the project, news came that I had been selected for two national awards: Best Teacher Award from Tata Consultancy Services (TCS), and Father Mathias Award for Innovative College Teachers from the All-India Association for Christian Higher Education (AIACHE).

My beliefs and practices have also been shaped by the following ideas:

a. Prabhu's concept of "the teacher's sense of plausibility" (Prabhu, 1990: 172) and his wise counsel against "over-routinization" (1990: 174) or "entrapment in routines" (2019: 3).

b. Ramani's (1987) demonstration of how intuitive, subjective responses of teachers to classroom data can be used to raise theoretical questions in teacher training programs.

c. Tomlinson's (2015) workshop demonstration of how textbook materials can be creatively adapted.

d. Johnson and Golombek's (2002) concept of teachers' narrative inquiry as professional development.

Conclusion

A brief note about the strong narrative element in this account of my professional development is in order. I like storytelling. As a child, I grew up listening to stories in Tamil from an old man, a gifted raconteur, who regaled us, children, with delightful tales, so full of adventure, emotion, adult content, and scatological humor, from Tamil folklore. This perhaps influenced me into reading fiction with great passion, write stories in Tamil and English, and telling some of the classic stories I had read to my

undergraduate students in the extra classes I was blessed with almost every day in the initial years of my teaching. I have thus grown used to the narrative mode, and its influence can be found in this chapter, too.

But storytelling is not just a habit; it has some significance for me. It helps me make sense of my experiences; it helps me gain greater understanding of my actions and enables me to work out their significance. Thus in presenting my professional development as a classroom teacher, materials writer, action researcher, innovation manager, and faculty trainer, I have resorted to storytelling and reminiscing, recycling published experiences to lend credence to my narrative.

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Chapter 15
The Evolution of an English Teacher

D. S. Kesava Rao

Abstract In this chapter, the author reflects on the development and growth of an English teacher, as he makes a conscious effort to identify the various milestones that punctuated his professional journey. He scrutinizes carefully how every important step in his life molded the evolving teacher in him and examines the pedagogical implications of various academic experiences and events that figured in a career, spanning four decades. He discusses the continuous growth of the teacher in him in two phases—from the teaching of English for Plus Two students as a young teacher coming to terms with the profession to a more experienced practitioner with enhanced qualifications who taught English to engineering students for three decades. He focuses on how he handled the new challenges that popped up on various occasions in his long career. The acquisition of better qualifications and a professional approach and orientation to teach language skills helped him become a purposeful and effective teacher. He also muses on the role of becoming a teacher trainer while teaching listening, speaking, reading, and writing skills to colleagues and students in other institutions and went beyond them to connect with them and inspire them through his dedicated professional life.

Keywords The evolution of an English teacher · Challenges of a young teacher · Flexibility and adaptability of English teachers · Continuing professional development · Learning from conference presentations · Teacher training

Introduction

In his interview to PBS television, Frank McCourt said: "there is no, no method or technique by which you can become a successful teacher overnight…. It is like being a writer. You imitate Faulkner, you imitate Hemingway, you imitate Scott Fitzgerald, but in the end, you find your own voice, and your own style, and that's what I had to do as a teacher." Like the legendary Irish-American teacher Frank McCourt, I trace

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the stages and events of my professional life as teacher and show in this chapter how I found my own image of an English teacher eventually.

I retired a year and half ago bringing to a close my overall teaching career spanning a little more than four decades. Having started humbly, as a Junior Lecturer in a junior college in 1980, I ended up as a Senior Professor of English in a national institute of importance. I retired as Head of the Department of Humanities and Social Studies from the National Institute of Technology, Warangal, Andhra Pradesh, on September 30, 2019. What follows is a reflective account of the varied educational experiences I went through in this four-decade-long period.

Teaching in a Junior College

I went to a Zilla Parishad High School in Chandragiri, a village near Tirupati in Chittoor District, and obtained my MA in 1976 and MPhil degree in 1978 from Sri Venkateswara University in Tirupati. Having tried bank examinations, and Group I services, I turned to a popular choice in those days—teaching. I was appointed Junior Lecturer in English in Tirumala Tirupati Devasthanam's junior college in July 1980.

My teaching started abruptly, as the Principal led me into a science group class. After introducing me briskly but briefly, he left. I looked at the students staring back at me expectantly. How to go about teaching? My colleagues said, just take up the text, choose a lesson, and do it. "How?" I shot back. "They looked at me as probably Oliver Twist was looked at when he asked for "a little more". "But they advised: "Just read slowly, give meanings of hard words in simple English and Telugu, and dictate answers to short questions and longer essays." And that was that.

Such was the concept of teaching then obtaining. I came to understand that, unlike in the West, there was no mentoring. Each young teacher had to go through teething problems all by himself and find his style. I also observed that most students were terrified of English and sought private tuitions, another bad practice which undermined good teaching in classes. "English was "merely a hurdle to pass". But in the science groups with English medium, students came from urban, elite backgrounds and expected some stimulating lectures from the English teacher. About 40% of these could write answers on their own. The others depended on notes, which had become an academic crutch.

The English Curriculum

Then, I realized that things in the profession had not changed much from my own intermediate study ten years ago. While we had some composition classes, they were now withdrawn. So, English was reduced to just another subject. The English curriculum consisted of a few essays, by Gandhi, Tagore, some English essayists, and a non-detailed text of short stories or one-act plays. Grammar accounted for

about 25% of the examination and so it was taken very seriously. In fact, passing the English examination was tantamount to some mastery of grammar. It was this that made students uneasy and made them seek private help.

In fact, Intermediate education—which was supposed to provide a link to higher education—was not well-defined in terms of its objectives, curriculum, and methodologies so that suitable strategies for teaching could be developed and teachers trained rigorously. Nor was there any uniformity across the country regarding its content and level. The respective education boards in each state thus handled casually what should have constituted a crucial phase in the students' English education. The textbook contained a list of lessons omitted from the book and a brief advice to the teachers to teach the texts in time. The Board of Intermediate Education did not offer any pedagogic framework or any guidelines on developing language awareness in a graded way or about evaluation. The language exercises dutifully but sketchily given at the end of each lesson consisted of a glossary, and then a series of exercises on topics of grammar. In fact, there seemed to be an obsession with teaching grammar. There were short answer and essay questions generally on the title of the lesson or its summary. Most teachers disregarded these useful language exercises which would make the student grapple with language concepts and give him practice in all four skills of the language.

This inattention to language work in fact can be traced back to the high school system in which the English teacher would read out the text, give meanings, and, without making students themselves find answers to the questions posed at the end of the text, would mark out the answers for them. Very few teachers did venture beyond this into developing their vocabulary or encourage independent writing or speaking. The curricular scene or teaching methods at Intermediate did not differ much in those days. Language work at the end of lessons was not taken seriously. What mattered most was to get the students through the English public examination. Failure rate in English was high. Therefore, many teachers turned "dictators" of notes as an easy way out. This took students away from learning English resulting in an aversion toward it.

Plus Two education in Central Board of Secondary Education (CBSE) schools was slightly different, I believe, but better organized. The structure of the text was similar, but I could see that most of them studied in English medium. Somehow the general academic atmosphere promoted better language skills, particularly in writing and speaking. Many students from the CBSE schools used to speak confidently, with reasonable fluency and accuracy. They were provided with more opportunities both in class and in school activities to develop their language skills.

So, though I was not trained by way of a BEd or a long pre-teaching mentoring program, I began to see that the English teacher needed to do much more than these routine acts. There were two reasons for this: first, that I was eager, as a fresh broom, to do something new, second, it seemed only commonsensical! One of my claims is that ELT practices go closely hand in hand with common sense.

Back in 1980, I had no notion of English language teaching (ELT) concepts. I tried to go beyond the brief biographical note about the author to explain the context, and relevance of the essay or poem in question or its language aspects. I would frame

yes or no questions or ask comprehension questions that were not given in the text. The vocabulary levels of the students were very poor; they could not give synonyms and antonyms, and I had to dictate the spelling of some difficult words. The students could not form any impression of the text and were happy to get its gist in simple English.

I could see some grading in the lessons though. The second-year text had a piece called "The Secret of Work" by Swami Vivekananda and another very good essay—my favorite—"The Sleuth Complex." The first was very philosophical and had concepts hard to appreciate, while the second was an unfamiliar ground. But I made it interesting by giving examples from detective fiction in general and from Sherlock Holmes (Arthur Conon Doyle) in particular. Any reference to a detective in a movie engaged students' immediate attention! Some of them—a minority—appreciated my efforts.

Grammar Teaching

My teaching of grammar was simple. I gave them easy and interesting local examples instead of locating them in the English society of which they had no idea. I tried to avoid the standard Wren ad Martin approach but I was groping toward an approach of my own. Remember, I had no notion of entry level and exit level, nor the concept of a skills-oriented approach to teaching English! But something troubled me. So, I tried out some variations in the English medium section of biology and mathematics in which the students showed some interest and seemed to enjoy the teacher's explanations in class. Therefore, I started giving more examples and encouraging them to read some stories and novels outside their curriculum and would regale them with some Sherlock Holmes stories. Already, they went through stories like O. Henry's "The Last Leaf" or some of Gardiner's essays in their non-detailed text. But aside from these enjoyable interludes, teaching was routine and it was more a matter of maintaining discipline in the class than teaching texts. But as time went on, I gained in confidence and learnt to speak in Telugu occasionally, give humorous examples—which consisted of recent social and political happenings. There was little help from the Board of Intermediate Education by way of training or orientation course. Some senior teachers who attended the lone workshop dismissed them as "impractical."

The Karnataka Experiment

An experiment in teaching Plus Two English courses in Karnataka state drew my attention. Some enterprising teachers in Karnataka, who formed the Forum of College English Teachers (FOCET), came up with more purposeful selections and useful language exercises, addressed some of the deficiencies in the textbooks by way of content and teaching approach. But the politics in selection of textbooks saw to it

that the books were withdrawn after barely a year. The textbooks in Andhra Pradesh seemed to go the traditional way—with some routine selections and no attempts to help the teacher with a Teacher's Book or the students with a Workbook. The year-end examinations focused on content only and so there was absolutely no attempt to teach, improve or assess the language skills of students nor any effort to equip them with skills for graduate studies or prepare them for using English in their everyday life.

English as a Life Skill

The scene was far from satisfactory to any discerning educationist. No one gave students a vocabulary test. Very few students could answer questions in class in English. Competitions in English elocution or essay writing, which would motivate students to use their English, were few and far between, just formal events held before the College Day. There was no effort to motivate or sensitize them to the value of learning English as a lifelong skill. Three periodical tests—held quarterly, half-yearly and a Grand Test before the Public Examination—were a mere routine. They had no weightage at all. In fact, no one thought of English as a life skill. It was of interest to those lucky students in biology and mathematics sections who were being trained for more rigorous competitive examinations to qualify as doctors and engineers. Often, they came from good socioeconomic backgrounds, an English medium school in town or the CBSE School. Further, their parents were educated, some of them teaching in the university, or the others were the children of rich doctors in the town. Their parents spoke English at home and these students had the advantage of reading at home. Of the four skills, listening meant listening to lectures in class, speaking was almost totally avoided, except for some occasional questions in class, reading was confined to reading their English lessons in the textbook, and writing limited to writing good answers in the examinations. Students got answers by rote memory. New items like note-taking and note-making were introduced in the curriculum, but they fell flat, as they were not tested.

By then I knew of the Central Institute of English (CIE) already and was vaguely aware of the inputs available. But I was dissuaded by my colleagues not to try them—forbidden fruits?!- "those hi-fi things simply did not work…" However, out of curiosity, I registered for the Postgraduate Certificate in Teaching of English (PGCTE) of CIE. Eventually, my material search for PhD topic took me to the CIE library where I found a good deal of information about teaching language.

I left my Junior Lecturer job in 1990 thus ending the first phase in my career as an English teacher. A decade of teaching of English taught me many things. I was able to look at the English course from new perspectives. My brief exposure to an ELT library sensitized me to the inadequacies in teaching methodologies and the importance of training for teachers. Years later, the course was thoroughly revised and the skills approach was introduced.

Teaching at REC Warangal

My next assignment, as a Lecturer in English at the Regional Engineering College (REC), Warangal, formed the second phase in my career. It lasted for about 31 years on the trot. It was an entirely different one and obviously more challenging. From a junior college plodding on with mechanical teaching and indifferent text selection, I was catapulted into degree college teaching, that too in a reputed technical institution.

Though aged about thirty-six, I was still a young teacher in search of adventure, discovery and an exciting academic journey. I took stock …I was armed with a good PhD, was eager to undertake research, and guide some candidates for PhD and I knew not what else lay down the road. The shift to higher education from plus two levels soon became clear with all that it implied. I was rather suddenly enveloped in a vibrant, challenging, and academically stimulating environment. I was given charge of two sections of first-year BTech students and asked to teach their English course. It had for detailed study Gulmohur Grade 9, an anthology of prose essays and, inevitably, an anthology of short stories for non-detailed study. Along with these, I had to teach some aspects of technical English in the form of scientific process and technical report and some letter writing too.

I took on the new role with some hesitation but started coming to terms with new demands, which were as plentiful and strange as they came. Teaching English language to bright engineering students at any time is a special job and requires many skills and inputs. It was never as easy assignment, and certainly not for me in that situation. I perceived a new challenge, altogether different and that it called for updating of my skills and inputs—on a priority basis (my Ph.D. notwithstanding). I somehow spent the first-year teaching in my style. This I accomplished by dredging up my vocabulary skills, got them to solve crosswords, and asked them to complete or imitate famous quotes in literature. Some of them still needed notes to negotiate their lessons, so I would help them out.

Curriculum Updating

Another acclimatization! It was a big change really. My colleague and I, who were the only two English Faculty in our combined Department of Mathematics and Humanities, agreed to change our traditional content-based curriculum to a new skills-oriented one, in tune with the changing curricular winds in the country. At the same time, we bought equipment for a small two-lakh Audio-Visual Laboratory granted to our English section. My colleague had set in motion the purchase orders for a TV, VCR, a small PC, and some audio cassettes for teaching listening. A set of chairs for group discussion completed the set. Then he had to leave for a year for higher studies abroad.

The ESP Textbook Dilemma

All this meant an exciting though disturbing change to our established teaching routine. The next problem was to adopt a suitable textbook. But what is "suitable?" As John Swales (1980: 11) pointed out, "Although ESP textbooks have been purchased in considerable quantities, they have been surprisingly little used. Thus, the ESP textbook problem is seen as being essentially one of educational failure." The contents and design of an ESP textbook have always been problematic, and a related issue here is that of knowing clearly what is involved in being an ESP professional. I had no inkling of these matters and still had to teach an ESP course. I would wonder what made good content of an ESP textbook, whether it is passages on civil or mechanical engineering or even passages of general interest that provide scope for developing language skills. I also used to wonder if skills were in focus, why not use literary sources and then go for transfer of skills. From John Swales, I came to know that market forces in publishing, the status of the ESP practitioner, textbook analysis and trends in research and development had contributed to the abuse and disuse of textbooks. ESP textbooks with current updates in approach and methodology and an ability to attract such labels as notional, functional, or communicative do better. The high cost of publishing textbooks these days and the tendency to serialize books into popular titles as "Focus Series" also affect book selection and success in classroom. ESP textbooks, designed for specific audiences, in course of time get deregionalized to attract wider, international audiences, thus diluting the intense focus of cultural, social factors of the primary audience.

As it transpired, I had no time to get clarity on these sensitive issues and had to plunge into teaching. We chose the only textbook in skills mode then available and suitable to our curriculum, *English for Engineers and Technologists: A Skills Approach,* published by Orient Longman in 1990. It was special because it was an offshoot of a combined project involving members of the Anna University English Faculty and those of the British Council. Some of the Faculty in the English department of Anna University were sent to Ealing College of Higher Education, London, (now Thames Valley University), and the book was written there under the guidance of some experienced British experts. It featured very Indian topics—like the condition of River Cooum in Chennai—which would be relevant and appeal to Indian students. That was the first serious lesson for my growing ELT awareness!

This skills textbook signaled a new dawn in the world of ESP materials. It made a radical departure from the traditional anthology model of textbooks commonly in vogue then across the country. Further, it was borne out of a comprehensive approach to teaching English language skills and the result of careful planning emerging from a clear objective—to inculcate language skills among the students following thorough professional approaches. The experts in Britain came up with a Teacher's Book giving supplementary materials about listening and note-making and so on. The intent was not to "cover the portions," as the phrase goes, but to get the students to communicate. This change was significant and required too for engineering students who had to write reports, letters, and perform well in oral interviews for selection for companies.

The text had different units on varied themes, each unit having small sections on LRSW skills. Skimming and scanning passages were plentiful and were graded too. The early classes were awkward, the going for me slow, and to our students who were used to reading essays and listening to lectures on them, and it was out of the comfort zone. Now they had to work through various tasks. After handling a few units, I became more confident and organized pair and group work as required. I found that pair work was not going smoothly. However, I did not allow the use of mother tongue. I knew it would take months for students whose skills were frozen to move from their "broken English" to good and acceptable "spoken English." I was not in a hurry, though.

It was learning on both sides—the teacher learnt along with the learners. This was new to me—the idea of a class in which learners became active participants. I started making comments on similar local topics and tried to get them to speak. I had to see that each pair had a student of better ability to get the conversation going.

A couple of months passed by. I thought I was getting a grip on the situation. Side by side, I was eagerly reading up the PGCTE and PGDTE lessons on methods and materials and phonetics, the course for which I had registered before leaving my hometown Tirupati and my Plus Two teaching behind me. I learnt my lessons in all key areas, including phonetics which was a revelation to me.

Testing posed another problem. I had no exposure to testing in skills mode at all. It came in the Diploma studies a year later. But for now, I put together a few reading tasks on various skills and added a question on paragraph writing for the quarterly examination. But setting a full question paper for the year-end annual examination was a challenge. It ran to an unprecedented four pages. The invigilating colleagues watched with interest as the students struggled to read the passages and answer questions carefully. The scores were impacted by the students' performance in the reading section which accounted for about one-third of the total 100 marks. The brighter students scored heavily here both in the skimming and scanning questions, and in the tougher reading comprehension passages. But those whose reading skills were low scored only 50% in the final examination. Students fared better in the writing section, as they had to write paragraphs, letters, and a report. There was no testing in listening and speaking. But later on, as part of improving the teaching and testing, we included a book review, thus exposing students to long texts of fiction and non-fiction. We asked students to give an oral review of the book they chose to read. I learnt that this skills mode examination showed discrimination in results clearly. The top scorer fared even better, while those in the above-average zone had problems with reading. A few of them scored well in reading as the questions were objective and sometimes they got the right answers unknowingly. But, overall, the skills mode stabilized our results and more truthfully reflected the growing skills of our students. This was a big gain for us academically.

Meanwhile, I had prepared a new Handbook for students completely in skills mode, to be used in the tutorial classes. It was meant to hone their reading skills and to give them extensive practice in the new setup. My colleague returned to find good progress in the English section. Finally, the new English curriculum got going, overcoming the inevitable hiccups common in the early years of its introduction.

Alongside Anna University, our REC was probably the only college which used the skills approach both in teaching and testing in those days.

Teaching speaking and that too in group discussions and using the tape recorder for listening was another experience. Using the insights from my PGDTE lessons, I had acquired the Diploma by then, I searched for useful articles on conducting GDs and got some valuable inputs from experts conducting placement interviews on our campus. I got the students to open up in the early sessions by giving them topics about events and problems on the campus. Then I used to prepare them for the GD next day by announcing the topics a day before and they performed better. But for the academically weaker students, I also gave some information for and against the topic and tried to encourage the really tongue-tied students to get going. This proved effective. It was a revelation for me to see the usually quiet students take clear stands and try to express themselves. However, I noticed that students had to work a lot on fluency. Accuracy was not expected. Many of the students had good ideas but no vocabulary. So, I gave them expressions for several language functions like agreeing, disagreeing, giving directions, and so on. This eased the problem to some extent. However, by the time most students got ready, it was time for the examinations.

From 2001 onwards, we sought to install some useful software in the computer laboratory and chose Digisoft software. I had to familiarize myself with Globearena and searched on the internet for other platforms and software like Rosetta Stone. A visit to the Language Laboratory in the Department of Humanities at Jawaharlal Nehru Technological University (JNTU), Hyderabad, too helped us to strengthen our laboratory. But, useful as it was, I found that laboratory instruction had its limitations. It was up to teachers to innovate and fill the gaps. There was no testing in oral skills, so this impaired their motivation.

Technology again entered our profession. The college granted two more spells of funds, and we established a computer-based local area network (LAN) and taught phonetics much more meaningfully. Earlier, we were playing cassettes prepared by the Central Institute of English and Foreign Languages (CIEFL). Now the new-found independence to operate computers attracted students. We could play many videos for listening and provide various examples of public speeches. When the computer network failed suddenly, I went ahead giving examples of RP by imitating short sentences in BBC model. And the laboratory sessions came alive when I gave samples of Tamil, Telugu, and Hindi accents and immediately contrasted them with their RP versions.

Foreign Students: ESL and EFL Combine

I became conscious of the special constitution of my first-year BTech classes. In the early years, it was an ESL one, a monolith in that respect. I could go about my teaching business calmly because there was uniformity in class composition. Of course, there was the usual heterogeneity and it was a class of students of varied

abilities and a blend of quick and slow learners—a typical class, one would say—in a higher education institution of quality. But with the entry of foreign students in big numbers, the classes became a combination of ESL and EFL learners. The new entrants were again a mix of poor and gifted learners as far as their English class was concerned. But I turned this to my advantage in my speaking classes. The brilliant foreign students would initiate and lead the discussions, and the others, from both EFL and ESL categories, would follow. The timid average learners would sit back and enjoy the verbal war among the others. The debating skills became exemplified for them and even the most passive among them loved to listen to fiery exchanges on topics of current interest. I tried to perfect this over the years with some success.

One very influential and useful source was the Ramesh Mohan Library at CIE, Hyderabad. I read some, studied some, and thumbed through several standard ELT books by H. H. Stern and others. I came to know of Widdowson, Brumfit, Carter and started exploiting literature as a resource for teaching language. Articles in journals like *ELT Journal* and *the ESP Journal* fascinated me. I would try out some of those techniques and approaches in the classes. Henry Widdowson's views attracted me, and I began to encourage my students to read short stories and then novels.

The Book Whisperer

I then did in class what Donalyn Miller did with her sixth graders in the US—kindle and develop a passion for reading. I believed that the receptive skills of reading and listening had to be attended to first, if my students were ever to become good speakers and writers. After all, input decided output. My natural inclination for literature got reflected in my motivating speeches toward this end and Hamlet's indecision I could connect to decision-making. They used to listen with rapt attention to my narration of some scenes from classics. They were entering; many of them for the first time, imaginative worlds which they never dreamed of existing. It was as if they opened doors of a secret magic world. I could get them to be hooked to reading, a blessing for a lifetime that also made them better writers and effective speakers.

My students began to read fiction on my persuasive advice and the raw beginners would stun me with questions like, what are the novels of Narayan and where are they available? My college library only had some old, yellowed classics and nothing else. I had to suggest sources and even share some of my own collections. The foreign students in the class were already good readers, and I could discuss authors and books with them. But, to my utter delight, many students told me later that they discovered the joy of reading and went on to become lifelong readers.

Educational Technology Training

My breaking into ELT was made easier for me. Around 1995, I was drafted into the college's Centre for Educational Technology to assist a Senior Professor in charge of it. This gave me new inputs on the use of technology in education; I had access to several books on the subject and some video cassettes. The center organized workshops and I learnt to use Overhead Projectors creatively. Being an English teacher, I was asked to handle sessions for the faculty on communication. This was a fruitful exercise. I became more and more confident and when the center organized a national workshop, I took the participants to the Educational Multimedia Research Centre (EMMRC) on CIE campus. In 1997, I had the opportunity to attend a week-long Workshop on Educational Technology as part of an Indo-UK Project. This proved to be a very useful experience as I could get inputs from experts in the subject from the UK. I was placed in a group studying Teacher as Communicator exploring a teacher's planning and other dimensions. This helped me give lectures on teacher as communicator to my engineering colleagues.

External Faculty of CIEFL

My association with CIEFL provided good inputs that boosted my confidence. The Postgraduate Certificate and then the Diploma in the Teaching of English that I obtained in 1992 and 1993 laid the foundation of much of what I did later. I could get abundant material in skills mode and gained from exposure to the many teachers there whose classes we found fascinating. Besides, some of them conducted sessions on ELT in my institute. I saw that there was something unique to learn from each of these Faculty members in terms of approach to the topics and appeal to the audience. I was made an External Faculty member of CIEFL and for a long time my association continued with it. I was asked to grade the assignments of PGCTE and PGDTE participants. This put me in touch with the linguistic levels of many teacher participants of the course in the country. I kept visiting the CIEFL, then elevated to a university, and continued to draw on its resources.

Business Communication Course

Then a new opportunity opened up in the form of Business Communication course for MBA students. I welcomed it with confidence and succeeded in holding students' attention. The focus was on teaching oral communication and some business writing. Here again, I saw that students who were admitted had BTech degree as a prerequisite. However, they had limited exposure and their skills were inadequate. Many of them had their English instruction in lecture mode and so I designed my MBA Business

Communication in skills mode. In a short trimester duration, I had to get them to write coherent paragraphs and letters in correct English. I suggested many sources on the internet for this and mailed them some practice passages. Some of them went through them and improved their skills.

Speaking was a priority and I devoted almost 50% of class time to develop their oral communication. The textbook we suggested was a Cambridge University Press book which had passages and contexts located in the UK. The students found some topics alien. So, we went to class with appropriate reading material from newspapers or the Internet. Before undertaking GD practice, I would engage students in oral discussion, making them take for, against, or neutral stance toward some really debatable local topics. This was a warm-up. The GD topics had to be very general, like the reservation policy, women's status in society, the influence of movies on society, and so on. I realized that while some experts suggested the use of business topics only and expected students to behave and conduct themselves as employees of successful business corporates. This simulation, they argued, would instill in students the necessary mood, discipline and confidence. However, this did not work out, as they had no idea of the workplace communication. So, the course was run only with focus on communication.

The better performers were those with good reading skills and passion and some who had already worked in some business or engineering companies. In the writing section, I taught them compact writing that had coherence. Avoidance of repetition and verbose writing leading to crisp, terse, and appropriate sentences formed its core. I made students read standard business magazines and pick up business idioms from them, so that they know how idioms are used in context. Overall, students appreciated the opportunities to interact and shed their inhibition—in varying degrees.

Humanities Electives

Then our Humanities section was invited to offer an elective course for third-year BTech students and we chose soft skills, then—and now—in demand. This meant, in addition to learning about team skills and etiquettes and emotional intelligence and so on, an ability to get students to relate to those topics. I could give several interesting examples from standard books, from literary sources, (about which I published and presented papers) and my own observation. My growing ELT antennae found various sources. The best part of it was that, in true ELT spirit, I could inspire students to be alert, observant, and appreciate the relevance of soft skills and their application not only in workplace but beyond it. GDs were taken seriously. The course included oral presentations and students got some practice. The benefit was to expose them to basic soft skills and how they are practiced in all spheres of life, including the professional. I noticed that the language skills of only some students were good—those who became habitual readers, since their introduction to good language learning practices in their first BTech two years earlier or those from foreign countries where debates and discussions were common.

To explicate some soft skills like decision-making, team management, I used literary sources. After watching either a PPT presentation or a short video on a soft skill, I gave students photocopies of some short stories and asked them to identify how this soft skill was the basis of the story. They would point out the important turning points in the selection. For example, for teaching dining etiquette, I used an extract from Robert Laxalt's "Sweet Promised Land." I would then ask them to point out some bad dining etiquette lapses noticed by them in our Indian context at office lunches, receptions, and feasts arranged at marriages. They found this interesting.

Next followed the introduction of another elective, Corporate Communication, for the fourth-year BTech students. Again new grounds to explore. Business correspondence, language used at meetings, writing minutes of meetings formed part of the course. The focus was on workplace communication. I brought a practical dimension to the course, by conducting several GDs and mock interviews in class. This doubled as valuable practice for students who were, at that time, attending campus placement interviews. Students seemed to prefer any Humanities course on offer, finding it useful and relevant for their careers.

I must mention some ELT concepts which shaped and guided the teacher in me. I followed the dictum that an ESL teacher who cannot imitate and entertain students in the class is a dead duck (Brumfit & Carter, 1986). Fortunately, I was able to imitate and generate spontaneous, context-based humor. This combination worked effectively in classes. This was quite in harmony with another ELT concept of running the class like a happy ship. Genial atmosphere opened up stubborn tongues.

I was promoted to Professor in 2008, which marked another significant stage in my career. But I was still eager to teach more and more new courses and add to my growing repertoire. Soon enough an audit course, " English for Scientific Communication" was offered for the research scholars of all science, humanities, and engineering departments. It aimed at giving inputs on the qualities of scientific English, teaching some grammar elements (like tenses and passive voice). The core learning points were the structure of a scientific paper and the language to write it in. Students had no clear idea of going about their drafting and looked at paper writing as a mechanical affair. Patience was required in tuning them to realize the relevance of the course and to motivate them to go to the basics. So, I spent some classes on basic grammar, sentence construction strategies and made them write good, coherent paragraphs. New to research, they had no idea of hypothesis, research questions, and objectives. Samples of full papers gave them a clear picture of all that was implied in writing a paper. The course ended with inputs on plagiarism and preparing for viva voce.

Having to teach scientific English made me explore a new field. I came to look at technical communication with respect, sought deeper insights, and began to take the teaching of writing scientific papers seriously. I could see why technical writing was popular in the Western educational and research institutions. With publication on the increase in India too, this emerging field offered new scope for study.

All this gave me the ability to think afresh and devise courses relevant to students. I am sure, without the exposure to the Postgraduate Diploma in the Teaching of

English (PGDTE) and ELT studies, I would have found this a difficult task. I designed a semester-long course on technical writing for BTech students too.

International Conferences

Attending conferences and presenting papers at various venues in the country and in countries abroad was another educating experience which developed my professionalism. I presented papers in the UK, the US, New Zealand, Switzerland, Italy, and Singapore. I was also observing how other presenters handled their careers and learnt quite a few things. For example, delegates in the West, though few in number in the hall at the time of presentation, made pointed comments on my papers. Unlike Indian participants who would raise questions more easily and quickly, they listened well. They taught me to present my material in a brief and terse structure and focus more on the concluding part which would sum up the thrust of my paper. I learnt to ask the right questions, or, to keep silent, and not intrude. I also learnt about identifying the core of a future paper, sometimes the idea taking shape in the middle of a classroom session. These conferences exposed me to different cultures too, thus enhancing my intercultural communication. Being present punctually and keeping the presentations to the point are further gains I derived from these international conferences. With this experience, back in India, I tried to make my paper presentations crisp and relevant.

IELTS Examiner

I had a brief stint as an International English Language Testing System (IELTS) Examiner with the British Council. The growing popularity of IELTS made me curious. I enrolled for testing and was selected an Examiner after close scrutiny of my credentials and rigorous training. It made me appreciate the concepts of RP, native speaker attributes, and the stringent demands of international testing procedures. The intense focus on Bands 1–9 fine-tuned my knowledge of assessment and I could transfer the skills to evaluating answer scripts of my students of various courses. However, I left the testing circuit as it had little else to offer.

Conclusion

All this helped me focus on myself as a teacher, a professional, a constant learner, and an expert with a commitment to enhance the language skills of all in my community: students, colleagues, and administrators. Here is the essence of my learning and teaching of English. Using all my inputs, and bringing my own personality, I came up with a formula of success. The knowledge of all ELT concepts I learned, the

benefit of exposure to experts, and my flair for reading became the building blocks of my success in the classroom and any lecture hall in other places. What was to my definite advantage was my love of literature and passion for reading, which coupled with my ELT inputs and varied academic experience gave me an immense sense of fulfillment. I also developed a network of young teachers in many colleges and research scholars who sought my help in suggesting their research topics or getting their scientific papers corrected.

I found answers to the puzzling question of what made a successful teacher. I realized that having a good personality alone would not help; it had to be complemented by constant updating of skills and pedagogical inputs. Students would love a humane teacher, but they love and also respect one with the latest inputs. My journey was a slow and steady march in this direction, to arrive at the ideal combination. From a young teacher who entered the teaching profession tentatively, I transformed myself gradually into an ELT professional with an ability to be objective and to respond suitably to the demands of the situation. To sum up my motto: teaching is truth mediated through personality.

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Chapter 16
Reflective Teaching, Teacher Education, and Professional Development

Check for updates

M. Raja Vishwanathan

Abstract This chapter recounts the reflective practice of the author straddling two parallel roles—as an ELT researcher/practitioner and a teacher of heterogeneous groups of learners at various levels, recognizing in the process the limitations of any teacher training course as also the necessity of critical reflection. The takeaway from this experience is that a one-size-fits-all approach fails the teacher, leading to unproductive labor and waste of time and efforts. To be alive to the crucial moments of "critical incidents" (Farrell, *ELT Journal* 62:3–10, 2008: 3) is what marks the difference between a teacher and a teacher with empathy. It is very essential never to lose sight of the primary stakeholders—learners—and any method/ approach/ material that enables learning to happen, no matter how trivial, should be incorporated into the repertoire of teachers. The theoretical inputs available to a teacher are simply too inadequate to account for the endless possibilities coming a teacher's way in teaching. Making a success of teaching rests with the teachers who need to arm themselves with empathy, understanding, and awareness of conditions under which learning happens to get the most out of teaching. Intelligent teachers innovate with a teaching apparatus they see fit to achieve the aims and objectives of the curriculum.

Keywords Critical pedagogy · L1 use · Reflective teaching · Teacher education · Translanguaging · Authentic materials · Mother tongue · Critical incidents · First-generation learners

Introduction

The limitations of theory and the miracles of serendipity came at once to educate me and enlighten my own beliefs about teaching practices when I cut my professional teeth as a teacher long ago. It was a time when to be young and be a teacher was very heaven and I had no illusions as to what constituted good teaching practices and what went into making one a good teacher. I was out in the market with a freshly minted

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Postgraduate Diploma in the Teaching of English (PGDTE) from one of the premier institutes in the country that offers diplomas specific to English language teaching.

What had neatly escaped my professional eye was that "good" is a positive adjective while *better* and *best* are comparative and superlative terms waiting to be used as well. I also realized rather late in the day but nevertheless realized, that teaching and learning never cease to surprise: Every day is a new day and every session a brand new session even if the materials and methods are time tested and the teacher an old hand with the same bag of tricks. Old teachers need to master new tricks if they are to win the loyalty and admiration of the master and the disciples—the teaching profession that is, and learners. What therefore differentiates effective teachers from merely good teachers is not just teaching approaches but employing changes appropriate to the situation vis-à-vis the learner group they are teaching, learner background, learner aptitudes, learning styles, and attitudes, all of which impact the success or failure of teaching. I was also to appreciate how necessary it was to engage in "willing suspension of disbelief" and sometimes even belief altogether when teaching learners from heterogeneous backgrounds.

Theoretical Framework

The practicum component of teaching that one did as part of teacher training program dealt with theoretical models and underpinnings of teaching approaches and methods and philosophies at work while classroom experience gained from practice teaching revealed how theories translated as practice in actual classroom situation(s).

Any teacher education program or professional development course is expected to answer the following requirements of potential teachers or those wishing to enter the profession:

i.   Consider what they need to know, and know about, for their practice.
ii. Relate to the theory they can clearly connect to their practice.
iii. Reflect on their own beliefs and practice and the connection between them.
iv. Gain ideas for their practice.
v.   Share experiences from their practice.
vi. Experience something as a learner that can then be taken into their teaching (Sokel, 2019: 2).

It has been very appropriately observed with regard to many of the teacher education programs:

> "… teaching needs and wants are unpredictably numerous. Most training programs, it was argued, ignore this diversity, instead aiming to transmit a once-and-for-all set of authorized practices for teachers to take away and implement in whatever context they find themselves. This approach is fatally flawed both in terms of content and process (McMorrow, 2007: 375)."

This was precisely the situation facing the author of this chapter years ago when he set out to teach at various levels—high school, degree college, an International

Training Program at a premier institute now a full-fledged university, engineering colleges and eventually, at National Institute of Technology, Warangal, the experience gathered over the years in ESL classrooms with different sets of learners being an exercise in enlightenment and new forms of wisdom. The classroom teaching experience in ESL classrooms as a teacher of English language led one to several home truths: like the proverbial river, one does not step into the same classroom twice nor does one step into any classroom with confirmed ideas about what teaching methods and materials to use to extract the best out of learners and attain success as a teacher.

Any theoretical framework rests on a set of informed assumptions about teaching and learning and one thread of commonality uniting the frameworks is placing the learner at the heart of the teaching–learning experience. But this statement trivializes the whole gamut of what passes for and in the name of effective teaching–learning— that elusive term which is best summed up by one word: *expertise.* No matter how experienced and what expertise one commands, there is always yet another hitherto unreported instance of learning coming my way to warn me or demanding that I revisit familiar and fond notions of what is valid, reliable, or time tested.

I also realized that the onus on reflection is on the individual and not the system. A successful teacher is one who can integrate into their teaching beliefs, practices, innovations they are successful in achieving over the course of their professional journey from a novice to a professional. There is a glass ceiling on what teacher education programs can deliver by way of providing crucial inputs to a potential teacher with regard to desirable/ideal/recommended teaching methods, but the ball of imagination is always in the court of the teacher (trainee) to play the way (s)he wants to and make a success of their education.

While teacher education programs provide broad outlines and contours of what reflective thinking entails—"think about what happened, why it happened, and what else could have been done to reach their goals" (Cruishank & Applegate, 1981: 553), there is nothing like the personal road to Damascus for every teacher to effect a change of heart and mind. Lucas et al., (2014: 363) have provided a useful framework that has in mind low proficiency learners of the type we find in India. They observe that "A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn" as many other scholars have pointed out. The English language learner that Lucas et al. have in mind would be the equivalent of second language learners of English with limited or low proficiency in English language in India.

Yet another classification based on critical incidents in the language classroom involving learners is recommended, the incidents being classified into nine categories—"language proficiency, class participation, behavior, gender, classroom space, lesson objectives, classroom activities, attention spans, additional class assistance" (Farrell, 2008: 4). A critical incident is defined as a "vividly remembered event which is unplanned and unanticipated." (Brookfield 1990; cited in Farrell, 2008: 3). A defining feature of any such critical incident is that it is often found in incidents that most teachers would take for granted and fail to attach any significance to it. Thus, any typical or ordinary incident becomes critical after the teacher analyzes the event and explains why it is critical.

The first and most indispensable move when identifying instances of "critical incidents" entails moving away from set ways of thinking and believing and waiting for the eureka moment in class to reach the wisdom that had been elusive like the Higgs Boson. The second move involves teachers with some experience bringing that experience to teacher educators so that the entire batch of learners may benefit from collective experience sharing. Teachers cannot and do not always learn everything they need to about classroom management, teaching, learning, and/or evaluation in any formal course designed for the purpose. Theories often fall down when reality intrudes and speaks facts to teachers. It is the teacher's responsibility, therefore, to collect, recollect and process such experiences as have been useful in getting to know and appreciate learners under their pastoral care better. Christopher Day (1993; cited in Farrell, 2014: 6) offers three hierarchical levels of reflection by a teacher that come in handy to deal with reflective practice: (i) descriptive reflection "where teachers focus their reflections on behavioral actions," (ii) conceptual reflection "where teachers include justifications of these reflections based on current theories of teaching," and (iii) critical reflection "where teachers look beyond theories and practices to examine their meaning within ethical, moral, and social ramifications."

The indispensability of critical reflection was driven home to me in many ways in a career that is now more than two decades old and continuing. The moment of epiphany from Pope's aphorism "What oft was thought, but ne'er so well express'd" came to me in the form of data on critical thinking/ pedagogy/ reflection. It has given me solace during critical moments of a career shaped as much by my approach and thinking as my learners, steeped though I was in naivety and theories in my "salad days, When I was green in judgment, cold in blood," charting untested waters of teaching with tests and testiness. Critical reflection captures in all glory the brevity and perspicacity of an illuminating thought process. It enables teachers to continually and constructively engage with their own teaching methods and approaches, examine their dearly maintained beliefs, and change these beliefs and assumptions for the better. It also helps teachers jettison any school of thought that might pose a hurdle to the teaching–learning process, cultivate a degree of healthy skepticism about their own aims and objectives, and think of better ways to achieve learning.

Background

As a teacher of English, my first and primary preoccupation is of course teaching learners English every time I was given a class of learners to teach English as a second language, at levels ranging from high and middle school to degree college and engineering colleges to university. While my academic qualifications bestowed me with knowledge that qualified me to teach literature/language, they did not prepare me for the actual classroom experience which I had the opportunity of sampling when I joined a school affiliated with a state board to teach students of eighth and ninth standard. Thus commenced my eventful and eventual journey into the world of

teaching, nuances of which I mastered along the way. It has often been said that experience comes from good judgment and good judgment comes from bad/unpleasant experiences and I have lived to prove the adage true.

Teaching Disadvantaged Students

As a teacher, I knew what I needed to do to teach but there were other aspects that needed looking into as well—the privilege of my English medium education and my socioeconomic background vs the ostensible "disadvantage" of the learners' regional medium education. Hence, I employ the term disadvantage with informed caution since disadvantage is what learners who have had all their education in regional medium schools come with when they encounter the daunting task of having to follow taught courses and lectures in English, having to thus master not only subjects but also the language itself through which subjects are taught. This indeed can be a very trying prospect as they try to come to terms with a second language which might as well be a foreign language to them. They may have been condemned by poverty and circumstances not to enjoy the luxury of English medium education or the possibility of private tuition to learn the language in the privacy of their home. This double whammy is tripled when there is stubborn insistence on using English to teach English and offering all inputs in English, thereby handicapping honest efforts by learners to learn a language they know they must master to achieve a modicum of success once they graduate with a degree.

I was witness to this when I taught students of MA (English) at a state university where I was requested to teach key terms and concepts in Telugu by a group of students who were genuinely in need of help with English, the MA hardly meeting their linguistic needs. Far from expressing shock and disgust at the request from students who ought to be taught English only through English at a postgraduate level, I recollected in my mind's eye the mellifluous Tamil employed by a Professor who taught poetry and prose to students of BA (English) at a state university and whose command of English was as brilliant as his command of Tamil was. He was able to mesmerize the audience with his lectures drawing heavily from examples in Tamil literature to show how writers, poets, and dramatists shared world views. Thus, Shakespeare came alive with parallel examples from writers writing on similar themes in Tamil literature. This was the first instance of critical reflection about the "wisdom" of using L1 that reached me when I myself dallied with and then firmly took to the idea of using L1 without any feelings of guilt.

Use of Mother Tongue

Vennela (2018: 54) records how "using an Indian language in an English medium classroom is often accompanied by an element of guilt on the part of the teacher."

This is partly because there is no official policy or teacher directive which outlines the benefits and use of bilingual methods as part of school-level teaching. Therefore, using a local language in English medium classrooms is generally perceived as "diluting" the quality of education.

Worse, it is officially endorsed by the management of schools and colleges where using a local language is not only seen as a stigma but as evidence of a teacher's incompetence in the target language—enough evidence to target teachers and dismiss them from service! Labeled the monolingual fallacy by Phillipson (1992), this fallacy has captured the imagination of everyone looking to educate learners using the best possible means. Principals of schools, owners of schools and colleges, senior teachers and professors have taken such a fancy to this notion that any attempt at using L1 is sneered at and becomes cause for questioning the English teacher's proficiency in English and their ability to use English. It was a baptism of fire that greeted me, a teaching activity that initiated introspection that has stayed with me till today. The experience of critical self-reflection and how much it matters to a teacher manifested itself that day and it was among the few experiences that transformed my attitude to and views about teaching and learning.

I started my career as a teacher of English, teaching high school students in a residential school that was known for its elitism and exacting standards expected of teachers and therefore students. The rules were clear as well; no use of any language other than English in the English classroom, and it was so easy to conform to such established norms as the guilt of not being able to use mother tongue did not attach to me.

Students came from well-heeled backgrounds and all I needed to do was teach the texts and teach to the test, happy that all the responsibilities at my end had been met. I was never happier and I assumed that any typical Indian ESL classroom would be no different from the one I had been teaching. I was confident of teaching any group anywhere because my first experience turned out to be a very pleasant and easy-to-manage experience. Students were happy that they had been taught English and that they needed to commit to memory answers to earn good marks and I was satisfied because I had a pre-defined textbook, syllabus, and evaluation modes. I was not required to stretch myself in any way.

College Teaching

The truth hit me hard when I made the transition from school teaching to degree college and from degree college to a short stint as a teacher of Spoken English at Ramakrishna Mutt, followed by another brief but highly enriching stint on the International Training Program (ITP) offered at EFL University, Hyderabad, to adult learners of English from various countries in Asia and Africa. And then as a teacher of English to undergraduate students of engineering in private engineering colleges and from there on to a National Institute of Technology. Thus, I appeared to have covered the gamut of professional experience as a teacher teaching English not only

as a second language but also as a foreign language to foreigners undergoing a three-month proficiency course in India. Well and truly the white man's burden was being lifted off his tired shoulders and the onus of realizing Macaulay's dreams for other postcolonial subjects was being felt and dutifully fulfilled with surgical professionalism in India by an Indian steeped in the new evangelism of Phillipson (1992) and Canagarajah (2014), who have been warning the uninitiated about the lurking evils of linguistic imperialism and neocolonialism in and through English.

I recollect some such memorable experiences here and how such experiences shaped my evolution as a teacher and mentor. I cut my professional teeth as a school teacher, as I had mentioned before, and then moved on to teach undergraduate students of degree college, i.e., students of arts, sciences, and commerce and computer applications. There were two eventful and eventual periods of soul searching between the time I gave up school teaching and decided to graduate to teaching undergraduate students of arts, science, and commerce, and then undergraduate students of engineering and business administration. These were two significant events marking my coming of age as one who needed to abandon tried-and-tested theories committed to memory in the PGDTE classroom, which would soon be abandoned in favor of personal experience and observation. Student feedback and needs analysis informed all my teaching methods once I became a teacher facing hundreds of eager and curious young minds ready to imbibe what they could from a figure of authority.

Teaching of English as a Foreign Language Experience

One was the time I spent teaching a three-month on the ITP at Central Institute of English and Foreign Languages (CIEFL, now English and Foreign Languages University, Hyderabad). The program had adult professionals drawn predominantly from Africa (Senegal, Sao Tome and Principe, Djibouti, Burkina Faso, Ivory Coast, Ghana, etc.), Asia (former republics of the erstwhile USSR—Ukraine, Uzbekistan, Tajikistan, Armenia, Georgia, etc.), occasionally from Central America (Panama, Nicaragua, Honduras), and Latin America (Colombia, Venezuela). The professionals spoke and interacted in their respective mother tongues and one common language of their regions. For example, those from Ukraine, Uzbekistan, Tajikistan, Armenia, and Georgia spoke Russian which was a common language while they also used their mother tongues, Uzbek, Tajik, Armenian, etc., when interacting with their people from their own region. Likewise, those from Francophone countries such as Senegal, Ivory Coast, Mozambique, etc., in Africa spoke French while also trying to use English.

In order to make everyone feel at home, I would divide them into groups based on the common language they shared and give them authentic materials dealing with countries they came from. I would, for instance, bring to class articles dealing with African culture and tradition which everyone would read about. There would then be lively discussions about the cuisine, religions, languages, vegetation, crops, and culture of Africa, followed by a discussion about what makes Africa unique. The

next day there would be articles dealing with Asia and her cultures, cuisines, way of life, religion, etc.

The emphasis would be on what united Africa and Asia and not much on what divided them. This was a method that students found very appealing. In addition to English, which the teacher would use extensively, students would learn gradually commonly used idioms, phrasal verbs, essential words, and sentences to communicate at the basic level and then move on to advanced levels.

Students were encouraged to translate what they read, use bilingual dictionaries, seek the help of their better informed or more linguistically equipped counterparts to read, write, and speak English. What started out as a reading and writing activity soon involved other elements as well—speaking, debating, exchange of ideas, learning new vocabulary, listening to peers, note-taking, grammar-based activities, etc. For example, learners looked for similarities in African and Asian cultures, way of life, mindset, etc., so learners drew up a chart detailing what united people of different continents.

i.   Love of football which Africans jokingly called "socca," pidgin for soccer.
ii. Bland cuisine with plenty of meat dishes forming their eating habits.
iii. Allergy for and avoidance of spices in cooked dishes.
iv. Varied climatic conditions and rich vegetation.
v.   Geography and nature of soil which allowed varied vegetation to flourish.
vi. Love of music and songs; dances ranging from pop and rock to classical and reggae.

In addition to establishing similarities, learners would now compare their respective lands with India and come up with similarities they noticed as well as differences.

In the process of teaching them, I learnt a smattering of Russian, Spanish, and French, much to their delight and amusement. I would, for example, greet the class with phrases in these languages using survival phrases.

Russian phrases used

kak dela (How are you ?)

Dobryy den' (Good day)

ty ponyal (Have you understood?)

Fyso pa nyatna ? (Have you understood?)

do svidaniya (Good bye)

Spanish phrases used

cómo estás (How are you?)

Buenos días (Good morning)

Almorzaste (Did you have lunch)

Entendiste (Did you understand?)

Déjanos ir (Let us go)

ahora habla (Now speak)

French phrases used

Bonjour (Good day)

Parler (Speak)

Comment allez-vous (How are you?)

Comment ca va ? (How are you?)

as-tu déjeuné (Did you have lunch?)

laisse nous partir (Let us go)

What I had been following as pedagogic practice was a clear manifestation of "what oft was thought but ne'er so well expressed," in the terms encountered such as code switching, multiple codes, *Willingness to Communicate* model, translanguaging, emergent multilinguals, etc. I had been resorting to the process of translanguaging little aware that there was such a phenomenon as translanguaging or that this was an active movement in the monolingual countries such as the US, the UK, and Germany.

Teaching of English as a Second Language Experience

This was repeated when I taught spoken English to learners with limited command of English but a rich repertoire of Telugu, Hindi, and Urdu. These learners were often shy and diffident and I needed to urge them to come out of their reluctance. The only way to do it was to become a multilingual myself and employ three or more languages in the classroom. When teaching spoken English, I dispensed with the English-only norm and switched to using as many languages as I knew and understood to help learners cope with attempts to speak.

As an experiment, I used Telugu/ Hindi to introduce myself and narrated my journey as a non-Telugu speaker relocating from Tamil Nadu to Andhra Pradesh way back in the 1990s. I told my audience that I needed to interact with fellow students. The compulsion to make friends and seem approachable pushed me into learning Telugu and Hindi. Gradually, I built on what I knew and that is how I was able to become an accomplished speaker. My story of learning more languages than I was born with was a tale of encouragement for my learners and they followed suit.

Each learner was required to get behind the podium, introduce themselves in their mother tongue, speak about themselves for three minutes and go back. This was very comfortable for all learners. The next part of the exercise involved learners translating what they had spoken in their mother tongue into English and then addressing fellow learners a second time, this time in English. This continued till everyone had an opportunity to speak. This worked well because every member of the batch I taught felt included and valued. All of them realized they were in the same boat of low competence and therefore did not feel the need to be shy or diffident about expressing themselves. My attempts to teach them to speak were fruitful and yielded results since I was there to facilitate learning, the learners themselves having to come up

with strategies and game plans to achieve the primary objective: initiating baby steps to speak and use English.

As a teacher who had the experience of also teaching high school students for a few months following my spoken English experience, I imagined teaching any group would be the same except for minor changes and adjustments. I couldn't have been more wrong or misguided. Almost soon after the school experience, I graduated to teaching a batch of low proficiency heterogeneous bunch of learners, who had all been educated in the mother tongue and were meeting English as a second language and as a language in which all subjects would be taught from then on.

I taught them the lessons, in particular poetry in Telugu. One such experience I can never put out of memory is when I taught "Dover Beach." This is one of the most celebrated poems of Matthew Arnold and probably therefore prescribed in the common English syllabus for students of BA/B.Sc/B.Com. I happened to teach this poem to a class of undergraduate learners whose proficiency levels were very limited and who required a lot of scaffolding to understand even simple texts, let alone a poem that demanded a lot of background knowledge and fairly advanced levels of proficiency in English. "Dover Beach" was simply beyond their comprehension for the following reasons:

i.   Linguistic challenges posed arising from the figurative meaning of the poem which is rather difficult to tackle unless one has had enough exposure to the language and literary devices.
ii. The background to the poem demanding an awareness of the political, economic, and social history of England of the nineteenth century.
iii. Conflicts between faith and religion and the steady erosion of faith in organized religion.
iv. Conflicts between rationality and spirituality.
v.   Familiarity with the geography of England because of the references to Dover and the French coast.
vi. Dilemma of the individual caught between two divergent views—scientific progress and humanity.

To a large extent, the figurative meaning in the poem could never be explained to learners who needed a lot of scaffolding. It was easy to realize that teaching the poem using English was not going to work. It was not going to make any pedagogical sense either. I chose therefore to use the poem as a task to promote learner interaction and views. I asked them if they had been to a beach, say, Vizag or Chennai. Next, I asked them in Telugu what one would see on the beach and on the sea.

The entire interaction was in Telugu with the smattering of English where possible as given below. "T" stands for teacher while "L" refers to learners.

Teacher (T):   "meeru eppudaina samudram choosera ?" (Have you seen the sea?)
Learners (L): "Yes, sir." "Avunu." (Yes.)
T: "akkada ki velleraa?" (Have you been to the sea?)

Some learners said they visited the beach when they had gone on a tour. Others said they had seen it in movies and serials.

T: "akkada emi kanapisthayee?" (What do you see there?)
L: "alaloo" (Waves)
T: "inka?" (What else?)
L: "iskalu" (Sand)
T: "inka?" (What else?)
L: "gulakarrallu" (Pebbles)
T: "inka?" (What else?)
L: "gaali" (Wind)
T: "manchidi"   (good).   "Ippudu,   samudram   choosthey   meeku   emi
     gurthukosthayee?" (What do you recall from watching the sea?)
Ls: "nirantaranga alalu kadaladam" (Continuous movement of waves.)
T: "Good"
T: "samudram ni choosthey meeku etuvanti feelings osthayi?" (What do you
     recollect when you see the sea?)
Ls: "anthu leni udyamam" ("Never ending action/ movement")

Some learners said they became nostalgic. "We recollect old memories, sir."
(paaatha jnapakalau gurthukku osthai sir). "Friends tho tour vellinandhi, malli akkada
kochoney muchatlu pettukunnadhi…." (We recollect the tour we went to with friends,
sir and also all the conversations we had with each other on the beach)

T: "okka manishiki santosham tho sukam osthundi. Ivi maari maari osthayi. Evaru
     eppudu santhisahnaga undadu. Evaru eppudu sokanga undadu." (None is ever
     happy and none is ever sad. Like waves, you experience sadness and happiness
     alternately.)

Learners seemed to relate to this well and felt happy.
I used the opportunity to talk to them about life in general; human hopes,
aspirations, disappointments, trust, love.
I continued:

T: "alalu paiki lesthayee, malli kinda paduthayi" (The waves rise up and then
     fall down) "alagey mana jeevitham kooda" (So is our life…) "Andari anni
     kalusi raavu" (Nothing works out well all the time for anyone.) "okkukka saari
     jeevitham lo compromise cheskoni vellalee" ("One has to compromise in life
     and move on.")
Ls: "Optimistic, always be happy, don't worry. . . ."

Learners also said: "Don't worry, no hurry . . ."
I was able to get learners to speak/use some English, no matter how broken, and
that was a huge gain indeed in getting learners to conquer their fear of speaking.
Then I asked them: "manaku deni valla snathisham vosthundi?" (What brings us
happiness?)

Ls: "Friends…girlfriends (laughter)… manchi thindi unte (If there is good food)
     manchi udyogam osthey" (If we get a good job…), business lo profits osthey…
     ("If we get profits in business…") … "manchi nijamaina friendship" (True and
     genuine friendship)

T: "So there must be true friendship and loyal friendship"
Ls: "Yes sir. Friendship unte manakkku macnhidi … manamni trobles nundi kaapadutharu" (Friends save us from troubles)
T: "Elaga?" (How?)
Ls: "dabbu istharu…annam pedutharu. . .company istharu…" (Friends help us with money… food…company…etc.)
T: "Good."
Ls: "avunu sir" (Yes, sir)

Learners were able to let down their guard, overcome inhibitions, panic, and anxiety when speaking to the teacher. Using the learners' mother tongue worked magic since I was able to get them to speak, assure them their views were respected, and cure them partially at least of their fear of speaking. Teaching the central idea of the poem therefore became easy: the necessity of true love in the face of adversity and hopelessness. The success of mother tongue use in classroom convinced me that this was not only an efficacious way of achieving intended results but a far more meaningful way to negotiate with materials and meaning than simply using English to explain the lessons.

Teaching First-Generation Learners

I replicated the model in engineering colleges where I had taught before joining NIT Warangal. The text I had been given to teach was the biography of the late A P J Abdul Kalam, *Wings of Fire*. Once again, I had a section of learners who were from the neighboring villages close to where the engineering college was located, and I once again threw official dictum to the winds to teach crucial terms and phrases essential for comprehending the text in Telugu. Once again, what struck me was how much I had taken for granted with regard to learner proficiency and learner vocabulary. The terms *rockets, satellite,* and *missile* were frequently used terms in the textbook, and it needed a request for translation from a student with regional medium education to set me straight. Terms I had taken for granted were strangers to students and both of us—they and I—inhabited the same town, though miles apart otherwise. I took pains to look up bilingual dictionaries and use Telugu equivalent terms for satellite (*upagraham*), Missile *(shipani)*, submarine (*Jalāntargāmi*), gun (*tupaki*), and so on. The biography of Dr Kalam being replete with stories of scientific developments in space technology, it was essential to use Telugu terms to ensure comprehension of the text. On each of the teaching occasions, I had to tailor-make my teaching methods to ensure comprehension and useful interaction with the text and learners.

My tryst with languages other than English continued at National Institute of Technology as well where I found myself switching from Telugu to Hindi to teach students the basics of grammar, paragraph writing, introducing oneself, and preparing potential candidates for job interviews. Here again, I was always conscious of my role as a teacher who needed to instill confidence in students and give them the confidence

they so badly needed to take the baby steps toward speaking English with what little vocabulary they had at their disposal. As all the learners were being taught remedial English after college hours and it was a voluntary exercise, learners felt comfortable unburdening themselves in Hindi to start with and graduating to faltering English by and by.

My role here was that of a parent teaching his child how to walk and not that of a drill master teaching a scout how to run. I had to teach them survival English and prepare them for interviews, teach them presentation skills, explain how some standard questions demand standard answers, and have a template ready for them to use every time they attended an interview or made a presentation or took part in a seminar.

I learnt the necessity of engaging the learners as well as engaging *with* learners, to create conditions conducive for learning and mitigate the harshness and insecurities associated with learning English. I learnt from critical reflection that it was easy to indulge in value judgments without having to ask why things were the way they are but very challenging indeed to sit back, take stock of what had happened and think things through. Code-switching using Hindi, Telugu, and English, and speaking to learners, I realized, went a long and successful way in lowering their fears and inhibitions and they were able to see that English was a language after all, much like any other language and that one need not be consumed by guilt or shame at having to use one's L1 to negotiate meaning in a second language.

Conclusion

I have summarized here what I have learnt from my experience. It is a wise idea to engage with learners first before engaging with texts. A teacher needs to establish rapport with them and bring down their levels of fear and inhibition so that teaching a text becomes easy. This is achieved by first talking to learners in their home language about their needs, aspirations, interests, benefits of learning English, strategies to learn English and ways to cope with limited proficiency in English language.

In addition to teaching them to the test, the teacher can use one session of 45 min for teaching them the rudiments of spoken English. I did this every time I sensed *English only regime* was taking me and the learners nowhere. For example, when teaching Wordsworth's "I wandered lonely as a cloud," I used newspaper articles to drive home the point of how flowers have more than ornamental value in India and of how selling flowers is a big business that sustains the livelihood of millions of Indians. These articles were translated to the learners. Relating themes in the text to local themes helps immensely in meaning-making.

While "center-based" norms have been curbed or controlled to a large extent in India because the materials developers are Indian and there is no compulsion to import materials, there is always the danger of some of the colonial ideas being absorbed as reflected in the choice of texts for teaching English for specific purposes. As McMorrow (2007: 376) maintains: "… the paper-thin fictional world of the course

book dominates classroom space to the exclusion of the real lives and issues of the teacher and students." To avert this unfortunate happening, teachers can use their discretion to decide how best to use what they have been given to achieve learning.

The following questions can come useful when striking a delicate balance between the syllabus demands, management expectations, and learner needs:

i.   Why am I teaching the text? (Is it for literary appreciation, teaching grammar points, encouraging critical thinking, motivating learners to read critically, etc.?)
ii.   How is it useful to the learner in the long run?
iii. Can I carry out minor changes when teaching to preserve the central idea while also going beyond the syllabus for a useful end?
iv.   How will the learner find use for what is taught in real life? (May I use a text to teach letter writing as well or preparing a résumé?)
v.   Can I employ a text to go beyond the simple, easy to understand and banal interpretation and teach learners' life's lessons?
vi.   How can I elicit responses and make the class interactive?
vii. What (more) needs to be done while ensuring maximum learning opportunities for everyone? (Using WhatsApp messages, video clippings, etc.)
viii. What do I need about the learner's personal and academic background that will enable me to succeed as a teacher?

In sum, numerous factors affect the success of English language learners in learning academic content taught in English. Clearly, the students' proficiency in L1 plays a major role. However, their linguistic and academic competence in L1 is often overlooked. This study reveals that the linguistic and academic skills that are developed in one's native language can transfer to a second language and thus serve as rich resources for learning in that language. What has been invoked in the context of English language learners applies mutatis mutandis to any learner who requires a lot of help with language. As Canagarajah (2016: 13) observes: "Being human, we are shaped by our own backgrounds and biases that we find it difficult to adopt more objective and fair perspectives on others. Furthermore, dominant ideologies and norms are difficult to disassociate from." Therefore, asking the right questions about teaching and learning will generate the right inputs and help students learn a language and much more.

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Chapter 17
Continuing Professional Development: The Case of a Young Teacher

S. Kumaran

Abstract This chapter examines the necessity of continuing professional development (CPD) for teachers and explores the challenges and opportunities in the process of updating themselves continuously. It also reveals how CPD is an imperative for the teaching profession, compared to other professions, and lists the available resources and benefits for teachers. Moreover, this chapter shows how the present century demands an altogether different teaching and learning environment, and highlights the precocity of contemporary learners. It cautions teachers to become aware of learner needs and adopt a fruitful and comprehensive framework to acknowledge the competence of learners on par with the intelligence of teachers. Further, it shows how authorities have made CPD mandatory, thereby indicating its move from the hands of teachers to the government and the governing body of institutions, which proves CPD as indispensable to the globalized and digitized world today. This chapter relies on the ideas of various established theorists to discuss the holistic view of CPD and explains its further scope to customize it for varied levels of teachers, depending upon the learning environment. To give a practical touch, the author incorporates a brief report on his developmental journey at the end of the chapter.

Keywords Continuing professional development · Problems with available CPD programs · Benefits of CPD · Technology for CPD · Professional development practice · Personal learning trajectory

Introduction

Of all the professions, teaching profession always requires to update itself continuously and match the universal expectation of quality. In fact, it demands teachers to be always learning new things depending on the choice of their field and needs of their learners. Teaching is a noble profession, and its success lies in the hands of teachers, as they are the soul of the profession. Hence, it is imperative for them to

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match their talent with the dignity of their profession. The reason is that in teaching profession, the learners, parents, and the society closely observe the behavior of teachers. In fact, the very process of teaching makes learners receive commendable lessons, both consciously and unconsciously. As Christopher Day (1999: 2) notes, "One of the main tasks of all teachers is to inculcate in their students a disposition towards lifelong learning. They must, therefore, demonstrate their own commitment toward and enthusiasm for lifelong learning." Consequently, teachers who habitually improve their performance by constantly updating their knowledge have a better chance to leave an indelible impact on learners. Further, the knowledges of the world have been growing every day and teachers, as the "transmitters of knowledge," need to learn the nuances and decipher the changing circumstances. Some teachers may believe that experience would enable them to perform better. However, the reality is contrary to their belief, as it just limits their development rather than enhancing their performance.

Teaching is a challenging profession because the opportunity of meeting students of mixed nature is immense, and there is no shortcut to meeting their demands. However, teachers can handle such a complexity dexterously by tapping the resources available currently in the field of education and psychology. It is desirable to remember that research on learners' psychology is ever growing, helping teachers understand the psychological needs of their students in all contexts, including the mixed classroom.

Notably, any policy decision related to the field of education affects both teachers and students. Hence, if teachers have a receptive state of mind, they can face any challenges in the field, including those from students. In fact, the development of students is dependent on the development of teachers. Naturally, the "quality of education to a great extent depends on teachers' professional competence and commitment" (Tyagi & Mishra, 2019: 80). There is a general belief that teachers learn more from self-learning than from other sources, including the experience they gain from the educational institutions. A number of self-learning opportunities are available for English teachers in India. Some major sources are seminars, conferences, workshops, Orientation Courses, Refresher Courses, Faculty Development Programs, Postgraduate Certificate in the Teaching of English (PGCTE) and Postgraduate Diploma in the Teaching of English (PGDTE), offered by the English and Foreign Languages University (EFLU), and other institutions, as well as learning from their peer groups. Of late, online courses provided by the National Program on Technology-Enabled Learning (NPTEL) and Study Webs of Active Learning for Young Minds (SWAYAM) programs have become popular modes of self-learning for teachers, including English teachers. They can enhance both their subject knowledge and modes of delivering their lessons to students effectively.

Teachers as Change Agents

While teachers develop themselves and perform their duties, they operate in a social and educational context, which is subject to drastic changes due to the introduction of various new policies some of which may be impractical from the practicing teachers' point of view. Sometimes, the introduction of new policies may seem to be demanding and threatening the autonomy of the profession. In this regard, Day (1999: 4) explains the responsible role of teachers thus:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

Teachers are the agents of change who carry out the decisions of the policy makers. However, when they face constraints in performing their job, their performance may suffer, especially when they believe that they have lost the privilege of pursuing knowledge for the sake of knowledge. Instead, they feel the compulsion of satisfying the demands of consumers, i.e., students, employers, and policymakers. It appears that teachers do not have any option now. Whatever may be the conditions, teachers need to work out a viable plan to overcome all challenges and consider them an avenue for advancement of learning through various time honored techniques and scientifically proven practices.

The Moral Responsibility of Teachers

While teachers fulfill the expectations of students regarding their academics, they also have their moral responsibility, which is of prime concern. It is important to reiterate that teachers' responsibility to their students comes next only to their responsibility to the profession. They should consider the achievement of their students as the outcome of their professional development. The first priority of teachers ought to be cultivating the interests of students and nurturing them into well-developed individuals. Next comes the periodical assessment of their practice of teaching. Lastly, teachers need to dedicate themselves to their continuous development through introspection and interaction with peers and other professionals. In the words of Eraut (1992; cited in Day, 1994: 299):

1. A moral commitment to serve the interests of students by reflecting on their well-being and their progress and deciding how best it can be fostered or promoted.

2. A professional obligation to review periodically the nature and effectiveness of one's practice in order to improve the quality of one's management, pedagogy and decision-making.
3. A professional obligation to continue to develop one's practical knowledge both by personal reflection and through interaction with others.

Of all the three principles of Eraut, service to students occupies the place of pride. Further, teachers should treat both meritorious and slow learners equally and refrain from discriminating them based on their performance. They should always address the individual needs of students, which is ultimately connected to the welfare of the whole class.

The teaching profession has witnessed unprecedented changes, resulting in the urgent need for teachers to upgrade themselves with respect to the changing scenario. In the earlier times, the role expected from teachers was limited, as their primary duty was to transfer knowledge to students, who were considered passive. In a way, that was a teacher-centric practice. However, in recent times, the education system has become learner-centric in which students have become fellow learners and participants in the classroom. In fact, the curriculum offers them scope for seminars, presentations, and project work to achieve experiential learning. According to Day (1999:7),

> Acquiring the qualifications to become a teacher has always been a necessary but insufficient condition to succeed as a professional over a career span. Inevitably, subject knowledge will need to be regularly updated, teaching organization and methods and skills revisited as, on the one hand, information becomes more accessible through advances in technology, whilst, on the other, teaching pupils who are less socially compliant in conditions which are less conducive to promoting learning becomes more challenging.

It is observed that complaints have been received from many quarters that several teachers are not competent enough to fulfill their obligations and the charge has been made also against the curriculum that it is outdated. However, steps are being taken by authorities concerned to revamp the curriculum, which is commendable considering its global positioning. However, what poses threat is equipping teachers with the relevant skills to match the sophisticated curriculum, as teachers are the agents of change in educational institutions. In addition to the shortage of faculty, there is a dearth of appropriate training and hence the advent of CPD programs.

Problems with Available CPD Programs

Authorities have been making various efforts to impart professional development courses in educational institutions. However, the implementation involves many challenges. In some cases, the courses are shaped by people who are not in the field of teaching and hence, fail to realize the needs of teachers who in turn find them irrelevant and a waste of time. At times, such programs are designed to address the shortcomings of teachers and such a narrow view fails to acknowledge the talent of

teachers that is present already. It also limits their choices of learning by considering all the teachers sharing the same level of ignorance and fails to evoke appropriate response from them. Further, there is a gap between the curriculum and the training programs being offered. Moreover, the learning materials in the programs are insufficient to get proper output on implementation.

It is often said that teachers are not satisfied with the available professional development programs, as they do not equip them with the skills that are necessary to match the existing innovative practices that rely on advanced technology. Further, they are not happy about the ways the programs are being administered to them in the form of in-service education and training (INSET) programs that are compulsory for promotion. In contrast, they believe that granting autonomy to them to decide the content and the course of action would lead to a better development of their successful career.

Advantages of CPD for Teachers

Despite the several problems in the design and implementation of CPD programs, both pre-service and in-service, teachers can gain numerous benefits through them. The intention of any CPD course is to refine teachers and the benefits are far more than the intended ones. Learning innovative practices helps teachers motivate students to develop their ability and improve their learning through their active participation.

It is for teachers to realize that professional development programs are not just rituals to be endured. In fact, they are the means for them to address the shortcomings they find in themselves and in the classroom practices that they have used so far. Through such programs, teachers enrich their knowledge of the subjects they deal with and become aware of the advancements in their fields. Teachers also gain the advantage of learning from their peers who share their challenges. Many teachers can collaborate as a group and discuss strategies to be adopted for the successful implementation of new programs and policies. Further, they have the opportunity to learn independently by using the resources like the internet conveniently. They can form their own pattern of learning depending upon their needs and their students' needs eliminating the fear of compulsory learning.

Rather than gaining theoretical knowledge from CPD courses, teachers have the opportunity to experiment with their understanding by their performance in front of the peer group members and by the feedback they receive from them. In fact, the expertise of the trainers enables them to relive the experience of their forerunners and fellow teachers. They also have the freedom to share the problems they face in the classroom and get solutions from the experts in the peer group. Moreover, it is the right place to address the problems that are related to their workplaces as the expert guidance can be sought easily in such a heterogeneous group.

CPD programs are not limited to any age group or working conditions, as they offer equal opportunities for everyone to improve their skills and ensure their efficiency to perform their job effectively. They help teachers take control of their learning and also

enable them to reflect on their own learning process. Nowadays, these programs are designed in such a way that the analysis of teachers' achievement during the course is assessed immediately at the end of the course. During the course, teachers can very well measure the feasibility of the lesson plan they practice in their institutions and get expert guidance to modify them. Teachers of different institutions can record their teaching and allow others to comment on their performance. The comment should be constructive and suggest corrective measures rather than finding fault with fellow teachers. Specifically, teachers who share a common subject can enhance their skills by serious discussions on their chosen topics. Such a healthy discussion is always better than individual teachers pondering over the textbook on their own. Social media is a boon that connects the group members even after completing the CPD course and enables them continue their learning all through their life.

CPD aims at expanding the boundaries of classroom teaching. On the other hand, CPD intends to transcend the boundaries of conventional methods and it includes all the appropriate talent relevant to the present-day world. Present-day students have an urgent necessity to be equipped with a variety of skills which cannot be learned only by following traditional approach to learning, though it may include the nuances of classroom teaching and use of available resources. Hence, CPD is a boon for teachers to channelize all their efforts for the benefit of students in addition to their self-improvement.

Another advantage of CPD is its scope to gain skills depending upon the needs of both teachers and students. Teaching competence varies from teacher to teacher, just as it does in the case of students, as their level of understanding a particular field differs from one another. Further, teachers who are good at subject knowledge may be in want of assessing the skills of the students. In this regard, CPD helps teachers identify the areas they need to improve and allows them to upgrade themselves with sagacious guidance from the resource persons and the resource materials.

CPD helps teachers to understand universal standards expected in their respective fields, as it makes them absorb the knowledge practiced across the globe and it allows teachers to have a better chance to be enlightened with global practices of teaching and learning. Further, it enables them to fulfill the expectations of their students and their institutions. In fact, teachers develop a sense of pride in becoming better teachers. Moreover, they attain automatically the qualities needed to qualify for promotion and, in a sense, teachers achieve the eligibility without paying special attention to it, as it happens spontaneously on its own. The hallmark of CPD is its subtlety to capture the interest of teachers and cater to variegated needs. Learning without burden is the gift that teachers gain in addition to the realization of the greatness of their profession.

CPD is the result of the understanding that quality education is still not achieved in all the educational institutions. It can be achieved only by making teachers adopt quality teaching practices in their classroom and beyond it. It is not the number of hours put in by teachers in the classroom rather the quality of knowledge they impart to students that determines quality education. Further, it is felt that rather than forcing teachers to improve through CPD, their self-interest in upgrading themselves should be promoted to achieve maximum benefit. The fact that the satisfaction of students

is more important than their self-improvement would enable them to take steps to impart quality education to their learners.

CPD assists teachers to balance theory and practice and introduces them to current practices of the world. Teachers gain the benefit of both autonomy and group learning. In a way, the quality of students goes well with the quality of teachers and, hence, the autonomy of teachers enables them to scrutinize their practices by keeping their students in mind. CPD is a must and an urgent need for the teaching profession due to its pivotal role in shaping all other professions in which comprehension of theory is equally important as that of practical exposure. In fact, the role of teachers is in a constant flux, as they are no longer transmitters of knowledge but facilitators. Their role now is to facilitate the learning of students, guide them along the way, and, above all, become fellow learners.

Curriculum development is closely linked to the professional development of teachers. Any kind of upgradation of curriculum can be successfully carried out only when teachers who are going to implement it are efficiently trained with relevant skills. In this regard, curriculum development should always be undertaken in collaboration with teachers to prevent possible hurdles that would block the forward movement of the teaching and learning process.

The real professional development of teachers lies in their ability to evaluate the skills they have acquired, which enables them to use their skills according to their environment. It should be clear that the use of skills varies according to the level of students and the availability of resources in the institution.

Phases and Forms of CPD

Jones and Lowe (1982) discuss four phases of professional development: initiating, planning, managing, and evaluative. First, in the initiating phase teachers identify what they want to accomplish and what their learning objectives are. Second, in the planning phase, they calculate the available resources and their learning activities. Third, in the managing phase, they finish all the activities they have scheduled in the planning phase, and organize and interpret data. Moreover, they record their progress and findings. Finally, in the evaluative phase, teachers examine to what extent they have achieved the objectives, and assess the suitability of the learning activities to find out the learning needs for further development.

Some of the forms of CPD include attending courses and seminars in which teachers learn the art of lesson plan, teaching strategies, and the needs of students. Teachers can form professional groups and exchange their findings through the social media platforms such as Facebook, WhatsApp, etc. In fact, Moodley (2019) reports how a group of teachers used WhatsApp in a remote African region to make their voices heard even after a CPD was completed. Further, they can organize meetings according to their convenience and share their knowledge with one another. In such a face-to-face gathering, the chance of getting inspiration is more compared to networking through social media. Moreover, teachers can cherish their leaning

in private, based on the input they gain from their peers and learn the art of self-development. The publication of books, journals, and obtaining patents are the outcomes of learning achieved through CPD, among other sources.

The role of ICT is essential in the process of continuing professional development and its scope is immense and indispensable to effective classroom teaching. However, its success depends on teachers' effective adaptation. It has been felt that there is a gap between the technological needs of the society and the use of it by teachers in the classroom. To avert the danger of students becoming weak in the knowledge of multimedia education, ICT has been sought. First, the infrastructure needed to use ICT must be created in institutions and then the resource materials pertaining to various subjects have to be made available in the form of multimedia and other relevant resources.

By using ICT in the classroom, teachers create an impression among students that they are not alone in the learning process rather the teachers are co-learners too. It boosts the confidence of students and brings out their hidden potentials to the forefront. As Darling-Hammond (1996:7) says, "If we want all students to actually learn in the way that new standards suggest and today's complex society demands, we will need to develop teaching that goes far beyond dispensing information, giving a test, and giving a grade." ICT helps teachers to enhance their professional growth and personal growth in addition to the productivity in the classroom. In turn, they can make students realize technology as a tool for lifelong learning observing its ethical and moral use. ICT also helps teachers prepare lesson plans and assess the progress of students on a regular basis and provides supplement for quick learning too. It is not only a means for gathering information but also a route to independent learning. It allows students to gather information, examine the data collected, organize the elements, and assess their performance fairly through objective quizzes available online on various academic platforms. ICT is specially designed to address the exact needs of the present-day learners who vary in their learning abilities. Rather than text-based learning, they are predisposed to activity-based learning and multimedia-based learning. In fact, the blackboards are being replaced by smart boards, which in turn complement teachers by sharing their challenging tasks.

Teachers can rely on Computer-Mediated Learning (CML) and Teaching. It allows them to improve according to their inherent skills and the skills that are to be improved. They can help them in transcending conventional barriers such as time and environment. As it turns out, teachers cannot monopolize learning anymore. Further, the development of CML into Computer-Assisted Language Learning (CALL) simplifies the tasks of teachers. The other prominent resource is web-based learning which includes technology-based learning, distance learning, and online education. Blogs do play a commendable role in enhancing the development of both teachers and students fast. Teachers have the facility to project their achievement for public understanding and feedback through their blogs, created on their own or with the help of their students. The most popular search engine Google has led to a unique learning described by Chinnery (2008) as Google-Assisted Language Learning (GALL).

Mobile phone is a wonderful tool for teachers, especially language teachers. As it has become the sixth finger, students find it a familiar medium to learn new things. In

fact, it transcends barriers such as age, gender, and status, and warrants the fulfillment of creating a conducive environment for learning among students. The ability of students to listen and to read can very well be improved with much less effort through reliable resource materials provided by teachers. Students can be guided to explore e-dictionaries for meanings and usage, to tap the available learning resources on web, to improve their communication skills by texting and voice call, learning E-mail communication, file creation and editing, and to share their learning in WhatsApp Groups. Thus, mobile phones do serve as a prominent and a convenient medium for exploration in the classroom. Its availability and flexibility makes students interested in using it as a reliable tool of learning (Chinnery, 2006).

Personal Learning Trajectory

In the following section, I would like to reflect on the practices I have adopted to evaluate the theoretical perspectives on CPD discussed in this chapter. I obtained my MA degree in 2003 and joined the teaching profession in the same year. As the National Eligibility Test/State Eligibility Test, conducted by the University Grants Commission and the State Government, respectively, was the yardstick to determine the eligibility of a candidate for a college teacher, I did not join the MPhil program which is usually the next stage of any MA program. Further, I had access to MPhil through distance education program, and I enrolled myself in MPhil English through distance education as soon as I joined as a teaching faculty in a private college, though I was aware that I would get only conditional approval from the affiliating university. I completed MPhil in 2004 and it was my first step toward continuous professional development. Having realized the importance of improving myself, I joined the PhD program in 2006 as a part-time scholar and was continuously motivated by my research supervisor. Under the guidance of my supervisor, I was able to complete my research within four years and received the PhD degree in 2009. The doctoral degree made me realize the fruit of CPD for the second time. Further, I wanted to focus on State Eligibility Test (SET) and National Eligibility Test (NET) examination as part of CPD, and I was able to qualify in both in 2011 and 2012, respectively.

Moreover, I was motivated by my research supervisor to enroll in the Post-Graduate Certificate in the Teaching of English (PGCTE) program offered by The English and Foreign Languages University, Hyderabad, which I did in 2010 and received the Certificate in 2012. Further, motivated by the relevance of the course, I registered myself for the next level program, the Post-Graduate Diploma in the Teaching of English (PGDTE), in 2013 and completed it in 2015. I cherished the feeling of continuous improvement, and I was determined to focus on Business English Certificate—Higher, (BEC) and Teaching Knowledge Test (TKT) Examinations conducted by the British Council and successfully passed both the examinations. All these programs helped me to understand the nuances of various fields and they made me feel confident about my knowledge and my suitability to the teaching

profession. I did not stop with these things; I started offering my services to the Editorial Boards of various journals in the capacity of Associate Editor and Peer Reviewer and the experience rewarded me with subtle insights into the recent research activities of the literary world. Moreover, prompted by that experience, I published four books in addition to a significant number of research papers. Therefore, I strongly believe that my interest in CPD has enabled me to excel in my teaching, though I have shifted my workplace from an Engineering College to an Arts and Science College later.

The pandemic and lockdown can be considered a credible example to realize the necessity of teacher development. Though learners and teachers did not have an opportunity to learn in the setting of a formal classroom, teachers have created a virtual classroom and continue the process of teaching and learning without any disruption in learning. Such an act is possible only through their familiarity with the technology available and, in fact, they transcend physical barriers by their adaptation of technology in the virtual setting.

As a teacher who always loves the privilege of having access to my students in a traditional classroom set-up, I had my own doubts initially to continue the process of teaching during lockdown. However, I became aware of the virtual meeting platforms such as Google Meet, Zoom, Jitsi Meet, Microsoft Teams, and Webex Meet and attended a few workshops on them. After knowing about these multipurpose platforms, I gained confidence and started exploring them. Having understood their working mechanism, I started introducing them to my students who were able to use them comfortably and we continued the classes virtually. However, I would like to record that the absence of students in their physical form has its own drawbacks, as virtual platforms lack the vitality of traditional classroom. In a traditional classroom, teachers can maintain constant eye contact with students and clarify their doubts at ease. While relying on online platforms, it is highly challenging to ensure the attention of learners. Further, there are other forms of disturbances such as noise, lack of power supply, non-availability of internet connectivity, and other unforeseen technical glitches.

Every teacher has to cherish certain practices that are essential components of CPD. I have always found managing a mixed group of learners fascinating and challenging. It is fascinating because it allows teachers to apply their skills in customizing a suitable methodology. It is challenging because implementation of the tailor-made methodology or approach demands a constant revision and evaluation. I am used to scrutinize constantly the methodology I adopt in my classroom and revise it whenever needed. Such a constant revision and evaluation helps teachers in ensuring the effective outcome of the teaching learning process.

It is the duty of teachers to inculcate the habit of reading and writing among students. As a teacher, I make it a point to motivate my students by setting an example with my practice. Before taking a particular topic, I am used to read a variety of books on the topic and make students familiar with them. Such a practice makes students realize the necessity of extensive learning and motivates them to read for knowledge rather than for examination needs alone. Further, I encourage them to discuss what they read, thereby enabling them to experiment with their learning.

Once learners are aware of the fact that learning is for life and is not just restricted to examination, they would become extraordinary human beings. Hence, as a teacher I try to integrate life skills into classroom teaching by explaining the chances of linking practical aspects of life into the syllabus allotted to me. However, we have to ensure the integration of syllabus and life skills appear coherent, as it prevents the learners from doubting their relevance to the classroom.

Teachers also need to evaluate their professional skills by comparing them with their counterparts. To ensure my capability, I have registered with various academic platforms like Linkedin, Academia.edu, Google scholar, ResearchGate, etc., to be aware of the academic activities of my peers and imbibe the relevant spirit from their achievement. Such a practice helps me remain on par with the academia. Thus, the examination of my career reveals the necessity of positive attitude toward CPD for a meaningful career, and it brings out the availability of resources for teachers to develop themselves irrespective of their working conditions.

Conclusion

CPD cannot be ensured by any particular method. However, a combination of methods holds scope for better improvement of teachers. In this technological age, students have a craze for technology and teachers have to utilize the opportunity for constructive purposes. Further, the curriculum is being designed in such a way that it matches the technology being used in industries. Hence, teachers should be skilled enough to decipher the implied technology in the curriculum and make the teaching process interesting and easy enough to attract students. Teachers have to take the responsibility for the continuous professional development by examining periodically the suitability of not only methodologies they have adopted but also the subject they deal with in the classroom. It is the duty of the policymakers to create better citizens as well as the prime duty of teachers to mold students into responsible and outstanding citizens. However, it should be kept in mind that CPD programs are not a threat to conventional methods of teaching rather they supplement traditional teaching with the necessary skills demanded by the contemporary workplace.

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