

An Analysis upon the Professional Development and Identities of English Language Teachers

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Abstract – Professional development of teachers alludes to the methods and methods for assisting the teachers in steady recharging of their knowledge base and honing their skills to conform to the emerging needs and changing circumstances of the teaching profession. While professional development includes both pre-service(preparation for the teaching profession), continuous professional development of teachers alludes to the in-service teacher education programs implied for development and professional development within the domains of this profession. The examination talks about in brief the situation of teacher professional development in the country alongside some boss issues revealed through inquires about made in the zone of teacher education and professional development of teachers in India.

The capacity to communicate in English can significantly affect the life of a student in India. While the interest for English continues to be high all through the country, access to a high quality English language education is influenced by many factors and can be hard to find. This examination investigates the diverse viewpoints that determine teacher professional development in teaching English language. It aims at explaining the idea of professional development, pin-pointing the need for teacher professional development in this day and age, and exploring the field of teacher development with a specific end goal to find out the best open doors and activities.

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INTRODUCTION

English language teaching (ELT) is a huge field because of the significance of English around the globe, and an English language teacher needs to keep refreshed with the progressions and innovation in their field. Professional development is crucial as a foundational component in teachers' development (Luke and McArdle, 2009) and to remain side by side with the quickly evolving field of ELT (Curtis referred to in Bailey, Curtis, and Nunan, 2001) for being an effective foreign language teacher. Golding and Gray (2006) and Jasper (2006) enroll different reasons of a teacher's investment in a CPD program which include an interest in lifelong learning, a feeling of good commitment, a felt need to improve teaching skills, an institutional necessity, as well as for career progression. In the EFL/ESL setting, distinctive parts of change in perspective in second language teacher education (Jacobs and Farrell, 2001) have rendered CPD earnest for teachers, who are to a great extent influenced by traditional models of teaching (Lau, 2006). An English language teacher needs to oversee classroom activities effectively and to have a decent arrangement of knowledge and comprehension of many factors and factors that control and administer the process of learning and teaching in the classroom circumstance. The need to grow professionally as English language teachers requires a dynamic

engagement in the learning process in which various development activities for English language teachers have turned out to be helpful for the reason for self-development. Previous research has shown the estimation of CPD that effectively involves practicing teachers in the process of learning.

The world of teaching is changing quickly. Because of this change, numerous old teaching methods are rejected and new ones are introduced. To stay aware of the adjustment in the methodologies of teaching, curriculums continue changing to keep pace and teacher education programs continue changing and developing. Therefore, teachers should stay informed concerning the new changes in their field of education and language teaching. They have to continue learning to stay up with the latest with the consistent development in the field of education. This kind of learning is frequently alluded to as professional development as it aims to improve the teacher's professional skill and productivity.

Professional development for teachers takes many forms ranging from topdown formal training programs to teacher initiated development activities. One of the contrasts between professional development and pre-service teacher education is that student teachers need to learn and indicate proof of learning and change, while in-service teachers' learning and

training can be deliberate. A few teachers may try to create and to take in more about teaching while others might be very happy with their present knowledge and oppose continuing learning. A few teachers may seek after professional development just to follow school plans or necessities of teachers. As there are contrasts between teachers' plans of ongoing learning, there are likewise contrasts amongst schools' and institutions' plans and policies for the professional development of their teachers. In the India, a few schools surrender it over to teachers to make the decision of pursuing their professional development. Other schools put a solid accentuation on teacher development and give yearly plans to the training and development of their teachers.

Professional development and continuous learning for teachers is an essential part of education reform in that the more teachers are qualified and trained, the better their teaching skills will be, and the better the quality of education may move toward becoming. This implies students will be furnished with better learning openings. In the India setting, this applies for teaching when all is said in done, and English teaching specifically.

In the India, there is an awareness of the significance of professional development for teachers and there are diverse programs of in-service training for teachers and directors. In late endeavors to stress the significance of teacher training, the recently procured teachers of the sum total of what subjects have been required to go to training programs in education in the event that they don't hold a teaching capability. Also, in the latest publicized teaching opportunities, the preference for candidates holding ICDL (International Computer Driving License) authentications, and TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) declarations was included. In any case, the required TOEFL or IELTS scores were not indicated. These prerequisites apply for the first year and imminent teachers, which leaves teachers with more experience out of the development plans.

English teachers, both tenderfoot and experienced, need access to more generous training and professional development openings in any of the fields of Education, TESOL (Teaching English to Speakers of Other Languages), ELT (English Language Teaching), TEFL (Teaching English as a Foreign Language), TESL (Teaching English as a Second Language), or any language teaching related zone. A large number of those teachers have distinctive educational foundations and have degrees in various majors, for example, English Literature, Translation, or Linguistics and would profit by learning more about language teaching.

Another explanation behind the need of professional development for English teachers in the India is the way that language teaching has taken many turns in

the previous couple of years. There are shifts from form concentrated approaches, to communicative approaches, to assignment based learning. Ensuing to this change in approaches and views of language teaching, curriculums, reading material, and methods of assessment change and create. This requires the teachers to build up their teaching skills so as to stay up with the latest with these progressions to have the capacity to manage the new curriculums, and teach all the more effectively and proficiently. Furthermore, learners' capability depends to a great extent on teachers' capability and ability. In this manner, teacher training ought not be restricted to pre-service or new teachers however should reach out to all teachers. Experienced teachers who have been in the field for quite a while can profit more from professional development programs in light of the fact that a significant number of them may have been far from insightful discourses and readings for quite a while. They can likewise add to the achievement of those programs by bringing in their experiences in the field.

Professional development programs might be accessible to a certain degree for teachers of English in the India yet some of them have shortcomings. First, a portion of the training and professional development programs are not effectively sorted out, and don't think about the particular needs of schools and teachers. Second, professional development activities in the India are dominated by the lecturing style where teachers are instructed and guided without being asked to effectively participate and bring in their experience. Third, teacher training and professional development in the India need genuine follow-up and assessment (Alwan, 2001). Fourth, the utilization of teacher portfolios in the India is mainly for assessment purposes and does not have the intelligent part of forming a teaching portfolio that allows the teachers to think about their teaching and create it (Alwan, 2006). The confinements of the existing professional development programs and the follow-up or assessment methods might be one reason for the students' low capability in English.

Professional development of teachers is without a doubt a perspective that can't be disregarded if significance is connected to the development of measures of education in any country as the both are integrally linked with each other. Students advantage more from teachers who are qualified and experienced as well as in the meantime dependably have a refreshed knowledge base. To bestow such an education to the teacher educators and thus to the students they teach, we require advancement programs now and again for teachers. Regardless of whether a profession has people with the required capabilities and experience to remain in the activity however no chances to enhance, refresh and increase knowledge base with changing time and growing needs, it influences their and furthermore the institution's performance antagonistically.

Consequently Professional development of teachers will dependably remain a vital process and in addition item for teachers. Fullan (1995) defines professional development as "the entirety of formal and informal learning sought after and experienced by the teacher in a compelling learning condition under states of multifaceted nature and dynamic change." Researchers have on numerous occasions detailed that there is a considerable measure of perplexity over the utilization of terms CPD (Continuous Professional Development, Professional Development and INSET) and that very little accord is accessible on the meanings of these terms. People have interchangeably utilized these words in their inquiries about writings and have diverse understanding with respect to this. Law, Sue, Glover, Derek (1996) have said in their book 'Managing Professional Development in Education': "There has been much level headed discussion over particular definition of CPD and no single or concurred definition exists." "The quickly changing nature of development of training and process has without a doubt influenced both the meaning and utilization of these terms". (Staff development, INSET, CPD and teacher development). e.g. Fullan utilizes these terms interchangeably".

Subsequent to reading distinctive literature on CPD, we can infer that professional development for teachers all in all includes pre-service and in-service teacher training programs yet when we discuss continuous professional development of teachers, we allude basically to the in-service teacher training programs held for working teachers as it were. Thus while the objective of professional development is normal to both in-service and pre-service programs, INSET is more similar to a process and CPD or Continuous Professional development is more similar to an item.

To meet the changing needs of learners in the cutting edge world, teachers need to seek after professional development. They need to do this by assessing and reexamining their teaching convictions and practices. They additionally need to assume the liability for their professional development in their teaching. Teacher professional development is considered as a basic factor for teachers to work effectively. Then again, teacher professional development must be seen as a flat out need for professional reasons, as well as for moral ones. Teachers have an ethical commitment to be the best professionals they can. They do support learners' minds and open them to skills and current techniques that will make them effective and attentive learners. The role that teachers need to play in their social orders is significant on the grounds that teachers shape future age and help make a superior tomorrow for learners, themselves and all the general public. As professional development is vital for any career, it is similarly essential for all teachers.

Teaching material, techniques and methods are continually being refreshed and changed. This infers teachers' education alone won't be sufficient to serve them all through their career. Teacher professional development implies life-long learning and growing as an educator since teachers' work is never entire. Fullan (2001) defines professional development as "The whole of formal and informal learning experiences all through one's career from pre-service teacher education to retirement"

Teachers dependably have something new to pick up, something else to impart to others or another technique or asset to make. This is the genuine idea of the profession: disseminating, learning and reflecting. Teachers must be since time is running short to learn as often as possible and in a strong way. This furnishes them with consistent change and will be valuable for them and their learners. It was discovered that an inspiring and informed teacher is the most vital school-related factor influencing students' accomplishments. So it is basic to give careful consideration to teachers training and developing and also giving help to both new and experienced teacher. As a teacher of English for quite a while, the scientist feel that it is vital to investigate the possibility of teacher professional development. Teacher development constitutes the base for the process of English language teaching.

TEACHER PROFESSIONALISM: GLOBAL TREND

Teacher professionalism has been a long-standing issue in the field of education. These days, few would scrutinize the idea that teaching is and ought to be viewed as a profession. Cultivating teacher professionalism through very much composed teacher training programs (National Institute of Education, 2009), defining or identifying teacher professionalism, and continuing professional development in schools (Salleh, 2008) are generally critical trends in the teaching profession. Despite the fact that there is no straightforward definition of teacher professionalism (Mausethagen and Granlund, 2012), different works have endeavored to distinguish the attributes and qualities of teaching professionals (Evans, 2008; Malm, 2009). There is no single and predictable definition of teacher professionalism on the grounds that the definition needs to reflect neighborhood socio-social conditions. Therefore, extraordinary countries may define it in different routes with some regular trends or topics, for example, the ownership of professional knowledge, a professional mentality and self-governance (Wu, 2010). Other than this relevant nature, another normal understanding of teacher professionalism is to acknowledge its significance.

In the literature, teacher professionalism is regularly alluded to as knowing how to teach effectively on the grounds that teaching performance is intensely influenced by educational knowledge. Acquiring educational knowledge through professional training represents a basic piece of teacher professionalism. Subsequently, professionalism should be developed through very much planned or licensed teacher training programs.

Teachers with satisfactory training and accreditation perform superior to anything the individuals who have gotten just here and now or no training. In the mid-1990s, there were questions raised on whether ELT professionals were thought to be less all around trained contrasted with other professionals like specialists or lawyers. Be that as it may, the talk has changed lately with the trend of emphasizing teacher professionalism. As Farmer (2006) indicates, "professionalism is generally thought to be alluring in ELT". Besides, there are inquire about findings arguing for the significance of professional training and experience to developing capable English language teachers. Likewise, the ten dimensional standard framework was produced as an instrument to assess and reflect professionalism among ELT teachers by Walker (2011). All these current developments recommend that ELT teachers, similarly as professionals in some other profession, need to exhibit their professionalism.

Notwithstanding the global trend, it is additionally helpful to comprehend the nearby conceptualization of teacher professionalism in these four countries. In Taiwan, the professional qualities of teachers are distinguished as follows:

1. Professional knowledge: it covers the understanding of theories on education, curriculum and teaching materials and students' learning and development.
2. Professional ability: it alludes to pedagogy, curriculum planning and implementation, assessment, counseling and communication skills.
3. Professional demeanor.
4. Personality.
5. Expert knowledge in the subject.

Professional development of teachers in India:

Professional development has dependably been given significance in India since quite a while. Notwithstanding during the Vedic period, augmentation activities, for example, yatras and kathas for teachers were sorted out in spite of the fact that they were not as organized and systematic as the programs in the present circumstances. At present the continuous

professional development for teachers is sorted out for the sake of INSET or In – service Teacher training .

The following models of CPD are by and by in India:

- a) Cascade model: In this model a gathering of teachers go to the professional development programme. The training gave is intensive and concentrates on couple of skills when all is said in done and is granted by the teacher educators of institutions like DIETS, SCERTs and so on who are known as the 'ace trainers' in the program. Later the members or the trainees return to their work surroundings as "champion teachers" or "a vanguard group" and give a similar training to their associate teachers. This model is time and savvy and is beneficial with respect to help arrangement at school level and disseminates information to the biggest number of teachers.
- b) Reflective Teaching Model: This model is based on the principles of constructivism. In this model, the teachers in sets are required to make a model of teaching through dialogs and after that consider their own training. This is followed by an inquiry reply round and talk on the subjects. This kind of teaching that involves co-teaching or shared teaching empowers appearance in planning and debriefing. The CPD programs led by the British Council in India are based on this principle.
- c) Split model: This model is like the intelligent model. First, training is gotten at the square level and after that it is disseminated to schools. A gathering of teachers go to the workshops or seminars on professional development that continues for a week and afterward actualize the thoughts or practices learnt for a few months and afterward go to a follow-up program .
- d) Site based models: As the name recommend this model of professional development is rehearsed in schools among the teachers. This model is for the most part involves privately based suppliers and teachers in facilitation, instruction, content, curriculum assessment and technology. A typical case of such a model is the system of action looks into completed by teacher educators in schools. SCERTs lead action inquires about using a similar principle in many schools.
- e) Self-coordinated model: In this model, the teachers endeavor to create themselves as teachers by their own particular efforts, for example, reading books, taking participations of different libraries, using ICT, for example, accessing online programs and so on yet

unfortunately it for the most part exists in a disorderly form in our country with an absence of database and assessment techniques. In other countries, for example, United Kingdom we have it in the form of customized CPD yet a sound system of assessment is likewise accessible there.

THE PROFESSIONAL IDENTITY OF TEACHERS

It is possible to consider that being a teacher is evident since most of us have spent years at school observing it. However, it is not that straightforward since there are issues that remain totally invisible to students. Despite this, one's own schooling experiences guide some people to choose the profession of a teacher. Teacher education finally introduces several other issues involved in teaching, such as pedagogy, human development, psychology of learning and so on. One imagines one is able to teach elaborately in a quiet classroom full of eager learners and concentrate on the teaching input and thus to make the most out of the learning situation and teaching. Nevertheless, there is much more to it. Even though pedagogical studies and teacher training involve practising teaching, it is a scratch on the surface since it is simply impossible to grasp the overall role of the teacher without doing the job.

The picture is left unclear and by the time one finally ends up in the classroom and in the profession, the fact that there are much more issues to handle in addition to teaching and mastering one's subject, may come as a surprise. There is a great deal of research about beginning teachers whose expectations of the work and themselves as teachers have been challenged or even completely overturned when encountering the work at school.

The first year of teaching has been called a "reality shock" or a period full of surprising challenges (see e.g. Fantilli & McDougall 2009). Beginning teachers feel they do not possess the required skills, expertise and knowledge that the school as a community requires. In addition, they are not sure of their roles although they are seeking them. They do not know whether they should act more like mothers, nurturers, experts, or even police officers. An unrealistic picture of the profession and wrecked expectations can hold teachers back for years, causing problems. In the worst of cases, teachers end up changing profession.

To avoid misunderstandings and unrealistic dreams of teaching, this study was conducted to give a more detailed picture of the language teacher profession. There seems to be studies about the identity of primary school teachers (e.g. Weber 2005) but only a few about language teachers who only teach one or

two subjects. Therefore, there is apparently a gap in this area although research is needed in order to understand better and wholly the responsibilities of language teachers as well.

Every profession hides certain roles and representations that one needs to acquire in order to act as a qualified and successful member of the profession (see e.g. Brown, Kirpal and Rauner 2007). When practicing one's profession one can neither ignore the roles nor exaggerate them. To be a plausible representative, one has to acquire the roles, social behaviour, values and habits of a certain profession. Knowing a job description is an important issue because if it is left unspecific, it can cause role conflicts and discontent with oneself or distort one's professional identity. The language teachers' role can sometimes be misunderstood as they are considered only experts of the subject but this study considers them to be responsible for more. In addition to subject teaching, this study will research also other roles of language teachers.

Roles can be considered to cover the functional side of being a teacher and identity to mean inner beliefs and feelings of being a teacher, as Mayer (1999) has done. According to her, teacher education should concentrate more on building the inner image of being a teacher, i.e. identity and core beliefs rather than just providing ways of performing the roles of a teacher. I agree with her that one's own perception of being a teacher as well as beliefs and values related to the profession count a lot.

They form a vital part of being a teacher and that is why they should not be underestimated. However, in the light of my own experiences, I feel that developing the inner teacher identity (i.e. forming teaching philosophies, acknowledging the impact of one's own experiences and values and so on) is stressed in many ways when educating future teachers, whereas there is only little talk about the functions of a language teacher. In addition, the functionality has been researched narrowly although it is part of one's identity as well.

CONTINUING PROFESSIONAL DEVELOPMENT AND TEACHER LEARNING

CPD is acknowledged in various diverse modes, including short courses, degree upgrading courses, support in CPD seminars/workshops, gathering participation, school/classroom– based research, and organizations with colleges or outside specialists. Timperley et al. (2007) delineate the distinctive sorts of learning made conceivable by the different methods of CPD, for example, listening/watching, being watched/receiving feedback, engaging with scholastic/professional readings, discussing teaching

with basic companions/experts, and discussing own theories of teaching. These distinctive methods of CPD put diverse accentuations on the teacher and student role, the process and also the setting of learning. Take seminars, the concentration of the investigation, for instance. My experience as a teacher educator in an EFL setting proposes that seminars as a method of CPD have a tendency to be seen as teacher-dynamic and student responsive, where college teachers or teacher educators give forthright presentations, followed by remarks or inquiries from the gathering of people. Such a method of CPD is based on a shortsighted view that sees college based teachers as knowers and providers, and frontline teachers as detached beneficiaries of knowledge. This polarization of teacher and student roles is hazardous in light of the fact that college teachers are probably going to be less in contact with the substances of the classroom than frontline specialists, and their understanding of students' needs, the constraints of teachers' work settings, and the plausibility of innovative thoughts in genuine classroom settings may not be as intensive as that of practicing teachers. Instead of recipients of knowledge, teachers can be "generators of knowledge". They can bring valuable assets to take care of the issues teachers confront. Hence, there is a case for teacher educators and practicing teachers co-presenting in CPD seminars.

Involving teachers as dynamic members in CPD seminars can encourage the process of teacher learning, which does not come about because of just having teacher educators force new thoughts, new theories or new methods on teachers, since learning is a constructivist process during which teachers reshape their own knowledge, convictions, and practices. Such a process can't without much of a stretch happen within a transmissive mode dominated by teacher educators. With increasing awareness of the arranged idea of learning, later models of CPD challenge the traditional, setting independent method of teacher learning (Vescio et al., 2008) predicated on the one-estimate fits-all principle. A more participatory method of CPD, then again, draws upon teachers' own handy knowledge and considers the bunch of logical factors that influence their work. CPD seminars that enable teachers and see them assume a more prominent role, therefore, can help encourage the learning process. While it isn't just a matter of who is presenting in CPD seminars that makes the distinction, the process of teacher learning can be improved by having teachers participate in professional sharing and basic reflection and by helping them associate knowledge to extraordinary settings. As teachers play a more dynamic role in their CPD by engaging in professional sharing with their associates, they additionally assemble a collective culture and encourage learning in professional learning groups. Based on this premise, this examination aims to find out how the process of teacher learning can be advanced through a CPD seminar that highlights frontline teachers' presentations, in which teachers share their

experiences and issues on the subject investigated in the seminar, notwithstanding input by the teacher educator.

Continuing Professional development is a term used to portray every one of the activities in which teachers participate in, during the course of a career, which are intended to upgrade their work. The main contention for CPD of teachers has been that teachers continue learning from training and end up noticeably experienced in each passing year in their careers. CPD therefore involves an extensive variety of activities and training programs or methods used to enable teachers to grow professionally all through their career. Kelchtermans (2004) portrays this as a learning process in which comes about end up noticeably obvious in one's professional practice as well as in one's thinking about the how and why of that training. CPD is a long haul process that includes standard open doors and experiences planned systematically, to advance development and development in the profession.

Citing Sparks and Loucks-Horsley (1990) Villegas-Reimers (2003) gives attributes of effective professional development as follows:

- Programs directed in school settings and linked to school wide efforts.
- Teacher participating as aides to each other and as planners with administrators of in-service activities.
- Emphasis on self-instruction with separated training openings
- Teachers in dynamic roles, choosing goals, activities for themselves
- Emphasis on exhibit, managed trials and feedback
- Training that is concrete and ongoing.
- Ongoing help and bolster accessible on ask

PROFESSIONAL DEVELOPMENT NEEDS OF EXPERIENCED TEACHERS

It has been set up that experienced teachers vary from tenderfoot teachers in their knowledge, skills, and convictions. Hence, it might be inferred that they additionally contrast from beginner teachers in their professional development needs. Nonetheless, the greater part of the examination on teacher learning centers around teacher training at the preservice level. Be that as it may, teachers continue to advance as they remain in the teaching profession, and a few scientists have underscored the significance of lifelong professional learning for teachers in all fields. Providing meaningful professional development for

experienced teachers might be viewed as key to this objective.

Tsui (2003) approaches how experienced teachers maintain energy for their work and why some wind up plainly expert teachers while others remain experienced nonexperts. Huberman (1993) distinguishes three actions taken by teachers in non-learner phases of professional development that are probably going to prompt the development of expertise and long haul career satisfaction.

- They move roles. Experience teachers may teach another subject or another student level. Alternatively, they may guide or mentor new teachers or go up against other duties. Fessler and Christensen (1991) found that involvement in professional development and assuming new roles could bring about more eagerness and duty among teachers.
- They participate in classroom-level experimentation. Experience teachers may change classroom routines or take part in action look into (Chisman and Crandall, 2007).
- They participate in activities that test their knowledge and extend their skills. Experience teachers take in more about a subject in their field, supplant their standard materials or activities, or otherwise drive themselves to the "edge of their skill," where change happens.

Huberman's rundown of actions, which reflect Bereiter and Scardamalia's theory of development of expertise in teaching, propose suggestions for the professional development of experienced teachers. Challenging, rolechanging, test activities may increase teachers' satisfaction and enable them to learn and develop. Richards and Farrell (2005) propose that intelligent and communitarian professional development activities can be especially useful for experienced teachers, as would activities be able to that place them in a mentoring or coaching role. In like manner, Wallace (1991) contends that effective professional development for language teachers includes mentoring and coaching, reflection, and chances to apply theory and research to rehearse.

PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EXPERIENCED TEACHERS

Professional development activities intended to address the issues and wants of experienced teachers can possibly control these teachers into new and challenging roles; open them to new information in the field; and lead them into productive self-reflection, coordinated effort with associates, and investigations within their own classrooms. Fitting regions of center

for these activities include action look into; mentoring, coaching, and companion perception; and open doors for reflection.

Particular activities might be initiated by experts themselves or by a program, locale, district, or state. They might be done or conveyed individually, in sets, or in gatherings. Experienced teachers who are detached geologically may profit by the utilization of technology in the professional development process. For instance, they may participate in a workshop or study circle arrangement that includes online segments, share the consequences of self-reflection or action look into through a long range interpersonal communication webpage, or offer the aftereffects of item development on a site.

METHODOLOGY

This study adopts a positivist view of research. The methodology used is the descriptive research method. A questionnaire, in the form of a rating scale, is used for data collection. It consists of seventeen items. The questionnaire was judged by a committee of three for validity. A pilot trial was carried out to ensure reliability which was calculated via Pearson's coefficient, and it was 00.87. The subjects of the study were randomly selected using the lottery procedure to ensure that every one had a chance to be selected for the study. The total number of the sample was 40.

This study is concerned with the professional development and in-service training for English teachers in the India. It aims to find information about different issues related to professional development of teachers. First, it addresses teachers' attitudes and beliefs about professional development to assess their level of awareness and perception of its importance and benefits for them and their students. Second, it examines whether teachers are rewarded for participating in professional development activities, and the factors that would encourage or hinder them from continuing their professional development. Third, it asks if teachers apply what they have learned in professional activities in their classroom or not. In the process of examining these questions I will also attempt to find the aspects of teaching which teachers need more training or development in, and the type of professional development activities they find most useful and least useful. The data were collected by using questionnaires given to English teachers at different schools in Delhi region.

The surveys were given to the school principal, assistant principal, secretary, or to one of the English teachers to distribute to all the English teachers in their school. Considering the teachers' teaching

schedule, and the length of the questionnaire, the questionnaires were left at the school for a period between two days to a week, following the suggestions of the school administration or the teachers.

Questionnaires were the main data collection instrument for this study. As almost all of the surveyed English teachers were written in English. The teachers were given the choice of answering in either language. The questionnaire was divided into two parts and a background section. The questions were written depending on the research questions. The inclusion of the background information was important to see if teachers' qualifications, experiences, nationality, or the levels they teach affect their response and attitude towards professional development. The items in the first part addressed issues related to the activities the teachers considered as professional development, the motivating and hindering factors, and the selection of the programs.

Interview questions for English supervisors were written in order to see if there is a difference between their attitudes and opinions about professional development and those of the English teachers. The information needed from the supervisors and the questions asked were of the type that may need to have further explanation, elaboration, or clarification, thus interviews were chosen rather than questionnaires. Moreover, the smaller number of supervisors would have made it possible to conduct the interviews if they had the time, which they did not. Thus, they preferred to answer the questions in writing rather than to be interviewed.

CONCLUSION

Teacher professionalism is basic in ELT profession, and it ought not be yielded in any English language policies, given whatever reasons or means, if a definitive objective is to enable English learners to learn better. All things considered, without professional training and sufficient experience, how might we expect teachers, either NESTs or NNESTs, to work professionally in ELT? Considering the noteworthy effect of the NEST enlistment policies on the two teachers and students in these countries, we recommend that for future research, what might be meaningful is to search for strong confirmation showing the effectiveness of these programs on students' English capability. After this is the most critical point of these programs in the first place. Additionally, the assessment of these policies ought to stretch out past students' learning results. Longitudinal, multi-dimensional (skills and aims), and cross-sectional (students, teachers and educational experts) assessments will give a more extensive viewpoint on the effectiveness of these policies in a more all-encompassing way in these particular ELT settings.

The status of teachers in the group and the professional world and their cooperation in the development and implementation are similarly as essential as their scholarly capabilities and training. Countries that have great performance in the arrangement of quality education for its subjects put a high incentive on teacher training and CPD and additionally long range informal communication. Teachers appreciate a high status in these countries.

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