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An Analysis upon Perceptions towards ICT Integration in Professional Development for English Teachers

Parveen Kumar*

Research Scholar, OPJS University, Churu Rajasthan, India

Abstract – The use of Information and Communication Technology (ICT) as a tool to improve the teaching of English in Indian schools has garnered much attention and investment recently. However, with teacher professional development dominated by crash courses and one-off ICT workshops, teachers will seldom change their teaching practices to improve their students' knowledge and understanding. Investigations claim that teachers do not transmit the knowledge and skills they learn in professional development, characterised by formal face-to-face training sessions, to classroom teaching practices without continuous follow-up, peer discussions and teacher teamwork.

Integrating Information and Communication Technology (ICT) into teaching and learning is a growing area that has attracted many educators' attention in recent years. Teachers need to be involved in collaborative projects and development of intervention change strategies, which in-clude teaching partnerships with ICT as a tool. Teacher perceptions are a major predictor of the use of new technologies in instructional settings. Early studies have indicated that blended learn-ing can be as successful as either online or face-to-face instruction, particularly in teacher prepa-ration programs.

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INTRODUCTION

Teacher professional development is significant if technology gave to schools is to be utilized effectively. Basically, spending rare assets on informational technology equipment and programming without financing teacher professional development also is inefficient. Experience the world over in developing, industrialized, and information-based countries has demonstrated that teacher training in the utilization and application of technology is the key determining factor for enhanced student performance (regarding both knowledge obtaining and skills development enabled by technology). Educational technology isn't, and never will be, transformative all alone—it requires teachers who can integrate technology into the curriculum and utilize it to enhance student learning.1 In other words, computers can't supplant teachers—teachers are the key to whether technology is utilized suitably and effectively.

Traditional one-time teacher training workshops have not been effective in helping teachers to feel comfortable using technology or to integrate it effectively into their teaching. Instead, another worldview is emerging that replaces training with lifelong professional preparedness and development of teachers.2 This approach includes no less than three measurements:

- Initial preparation/training (preservice) that furnishes teachers with a strong establishment of knowledge; competency in teaching, classroom management, and association skills; authority of the subject issue they will teach; and capability in using an assortment of educational assets, including technology.

- Workshops, seminars, and short courses (inservice) that offer organized open doors for procurement of new teaching skills and subject issue knowledge, and additionally skills development in the utilization of technology in the classroom, that are government-affirmed and linked to teachers' professional career development.

- Ongoing academic and specialized help for teachers as they address their day by day difficulties and duties. While technology increases teachers' training and professional development needs, it likewise offers some portion of the arrangement. Information and communication technologies (ICTs) can enhance

preservice teacher training by providing access to progressively and better educational assets, offering sight and sound reproductions of good teaching work on, catalyzing teacher-totrainee joint effort, and increasing efficiency of noninstructional errands. ICTs additionally can empower inservice teacher professional development at a separation, nonconcurrent learning, and individualized training openings. Finally, ICTs can conquer teachers' seclusion, breaking down their classroom dividers and connecting them to associates, guides, curriculum experts, and the global teacher group.

As has been pointed out somewhere else in this book, technology and teacher professional development in its utilization is best introduced with regards to more extensive educational reform, which grasps a move far from teacher-focused, address based instruction toward student-focused, interactive, constructivist learning. This has outcomes for reform of educational module, examinations, arrangement of educational assets, and teachers' professional development. Indeed, a standout amongst the most exciting parts of information and communication technology is its role as an impetus for such educational reform.

Most teachers need to figure out how to utilize educational technology effectively, yet they do not have the reasonable framework, time, computer access, and bolster important to do so.3 A well-planned, ongoing professional development program, grounded in a hypothetical model, linked to curricular destinations, incorporating formative assessment activities, and sustained by adequate financial and staff bolster is fundamental if teachers are to utilize technology effectively to enhance student learning.

What ought to be realized? What skills and attitudes do teachers need to create? What knowledge do they have to develop to utilize technology effectively to enhance teaching and learning? This point has been talked about finally finished the most recent 10 years as information technology, and especially the Internet, has been introduced into schools far and wide.

In the first place, fashioners of a teacher professional development program for utilization of technology need to determine current teacher competency levels around there. The International Society for Technology in Education (ISTE) has created an arrangement of gauges for teacher skills and knowledge in the utilization of technology ("Recommended Foundations in Technology for All Teachers"), a valuable guide for determining the content of teacher professional development programs.6 These benchmarks were produced through a multiyear consultative process with a great many teachers who were using (or trying to utilize) technology in their training, principally in the United States and Canada. Another instrument, the "Professional Competency Continuum," can be utilized to determine the ability levels of individual teachers and their professional development needs. European, Asian, and Latin American educational affiliations have created comparative arrangements of norms adjusted to their educational settings.

Policy makers ought to expect as an absolute minimum necessity no less than 24 hours (three entire days) of teacher training in the utilization of technology. This includes fundamental operating systems (turning computers on and off, opening and closing records, and so on.), word processing, and spreadsheets (especially helpful for such no instructional errands as grading). Clearly, the additional time apportioned for this training, especially hands-on time, the more prominent the authority of these essential skills will be.

Teachers should finish this essential course with in any event the basics important for them to hone and build up their skills additionally back in their schools. Adding another 16 hours of training and Internet access would empower teachers to get to information on the Internet, do some fundamental lesson planning integrating technology, and trade email messages and documents with partners and experts. With this base of 40 hours of professional development, gave the methodology of the course incorporates a portion of the key interactive learning principles portrayed above, teachers ought to have the capacity to begin using technology in their classrooms.

In addition to content, professional development for technology should incorporate the fundamental components that research has found to be essential, including:

- Direct connection to student learning. The goal of teacher professional development is improved student achievement.
- Hands-on technology use. This requires development of core technology competencies and skills (referred to above) and actual application of skills in the classroom.
- Curriculum-specific applications. To the fullest extent possible, teachers need to see a direct link between technology and the curriculum for which they are responsible.
- New roles for teachers, as facilitators and guides, not simply as lecturers or instructors.
- Active participation of teachers and collegial learning.

- Professional development as an ongoing process.

Teaching itself is a workmanship. A workmanship which, according to numerous teachers and analysts, is continually changing depending on the time we live and teach in. Today, teaching remains before a turning point, a noteworthy move. A move towards teaching through technology, where, trying to follow our circumstances, we endeavor to prepare our students to grasp the new world that lies ahead them.

The test confronting countries, districts and colleges is to address the following fundamental principles for ICTs in teacher education (Society for Information Technology and Teacher Education, 2002):

- ICTs ought to be infused into the whole teacher education program.
- Technology ought to be introduced in setting.
- Students should experience innovative ICT-upheld learning conditions in their teacher education program.

The most basic factor in the effective integration of ICTs into teacher education is the degree to which the teacher educators have the knowledge and skills for modeling the utilization of ICTs in their own teaching rehearses. To empower them to build up these skills requires an effectively thought out and sustained program of professional development.

Countries that have initiated efforts to infuse ICTs into teacher education have discovered four professional development techniques accommodating in fruitful technology integration. First, professional development needs to concentrate on teaching and learning as opposed to on equipment and programming. It ought to be planned by first considering what student teachers are relied upon to know and have the capacity to do in a particular discipline, and after that infusing ICTs into the learning process so acquiring the knowledge and skills is more proficient.

Second, professional development is for all intents and purposes pointless unless pioneers and teacher educators are given access to technology assets and have sufficient energy and support-when required – to apply the new knowledge and skills that they have learned. An in the nick of time approach to professional development is a model that works well. In this approach, professional development is given to teacher educators when they have a need or chance to utilize a particular technology device or application to improve learning. Third, professional development in the utilization of ICTs isn't a one-time action. To keep current with new developments implies that professional development in ICTs must be an ongoing process.

A further methodology for professional development is to begin in a little manner. Begin by providing professional development in the utilization of ICTs to a little gathering of teaching staff. Maybe this gathering will have volunteered or shown that they have fundamental ICT capabilities for individual utilize, or have expressed individual interest in using ICTs in their teaching. Working with this little gathering allows the professional development staff to determine the particular interests and needs of the teacher educators and what works best in the professional development process. Based on this experience, professional development might be given to other little gatherings of personnel, along these lines expanding and refining the professional development efforts.

Teachers and teacher educators create ICT capability in stages. The individuals who are familiar with technology may not appreciate how troublesome it is for technology beginners to proper ICTs into their professional practice. Teacher educators frequently find this undertaking considerably more troublesome than teachers do, on the grounds that they normally have higher levels of content and academic expertise that must be regarded. Teacher educators, since they need to work in different settings both the home institution and the field where students are set to watch and work on teaching-may likewise be more influenced by the nonattendance of the fundamental conditions for ICTs in teacher education.

ICT IN DEVELOPED COUNTRIES

The development of Information and Communication Technology (ICT) has altogether reconfigured the teaching and learning processes. Education pioneers of created countries have acknowledged the need to prepare their childhood for the 21st century; an objective that many accept requires the integration of technology into teaching and learning. Australian research findings indicate the requirement for pedagogy frameworks that integrate ICT for curriculum and assessment, and additionally classroom association and professional learning of pre-service and in-service teachers, to enhance their computerized capability (Carr and Johnson, 2014a; Carr and Johnson, 2014b). ICT for education is more imperative today than any other time in recent memory, and its abilities are additionally triggering a change in the instructive approach for teacher professional development in created countries (Prestridge, 2014).

Presently, ICT is considered as a basic medium to advance innovative methods of student learning in India (Light, 2013). Be that as it may, it additionally

ought to be utilized to build up teachers' skills for collaboration, communication, and lifelong professional learning (Noor-Ul-Amin, 2014). The utilization of ICT in professional development offers self-coordinated learning conditions for teachers that can remodel their learning process; as teachers can manage new knowledge through a dynamic, logical and productive approach.

ICT REFORMS IN INDIAN EDUCATION

India has more than 1.2 billion people (Ministry of Home Affairs, 2011) and consequently it has a substantial formal education system. High extents of youngsters in India go to school: The quantity of kids attending school has prospered many-overlap since the season of India's Independence – increasing from around 19.2 million in 1950-51 to 113.8 million in 2000-01. The interest for education in developing countries like India has taken off as education is currently seen as a vital augmentation of social, financial and political development.

Schools in India have perceived the benefits of 'more astute classrooms.' In India, a growing number of essential and secondary state funded schools have high-tech ICT infrastructure and tech-enabled classrooms for computerized teaching and learning. Besides, tuition based schools in India are additionally promoting an ICT situation in their schools, and trying distinctive systems with technology gadgets and programming items, to improve the benchmarks of education gave to their students (Kumar, 2013).

According to the Government of India, the existing technologies are to empower and connect with teachers and students in India to develop into content makers, not just clients, as technology is mixed into curriculum.

The National Policy on ICT in School Education (2010) by the Government of India tries to make (1) a domain to build up an ICT knowledgeable group (2) an ICT proficient group who can convey, use, advantage from ICT and add to country building (3) a situation of coordinated effort, collaboration and sharing, helpful for the making of an interest for ideal usage of and ideal profits for the possibilities of ICT in education.

Innovative technologies have given novel potential outcomes to the teaching profession in India. The Indian Government has likewise initiated a few plans to support the integration of ICT in classroom teaching. The 'ICT@Schools' plot is one such real advance promoting enquiry based shared teaching with ICT (MHRD, 2010). Under this plan school teachers in India, who utilize ICT innovatively in teaching their subject to improve student learning, are acknowledged with a 'National Award for utilization of ICT in education.' The National Curriculum Framework for Teacher Education, a point of reference report in India's teacher training by National Council of Educational Research and Training (2005), advances teacher training models that are independently directed, paced toward oneself, peer-learning-based, guided, followed-up and diligent. The NCERT (2010) advocates teacher training likewise to be open and versatile, in light of dialogical investigation and intelligent practice, rather than an inflexible and unchanging information base.

ICT TRAINING COURSES FOR TEACHER PROFESSIONAL DEVELOPMENT

Schools, as all other social institutions, are quickly embracing information and communication technologies (ICT). Globalization and the knowledge-based economy are leaving no decisions for education systems worldwide yet to embrace ICT and mesh it into their educational milieus, and the Indian education system is no special case. The system has embraced a few ICT-related education initiatives aiming to reform the system towards the knowledge-based economy.

As of late, ICT-related Initiatives are embraced and executed by education systems with more noteworthy appreciation of their unpredictability. A noteworthy part of the multifaceted nature involved with ICT integration into education systems is based on the many factors involved with it including factors related with the human side of the integration (e.g. teachers, on-going help, trainers, and superintendents) and its mechanical side (e.g. access to computers, specialized help, and the e-materials). During the early endeavors of integrating computers into education systems the technology itself was overemphasized at the cost of the human side. These endeavors were based on the supposition that technology can change education and therefore, assets and efforts were redirected to providing schools with computers and other technologies. During that stage, technology was considered as an end in itself, which brought about computers being disseminated to schools with little idea given to their best utilize. Nonetheless, the early endeavors were bound to disappointment as it turned out to be evident that technology couldn't enhance educational practices and results without anyone else's input. Therefore, a move in the concentration happened towards other supporting factors to the effective integration of ICT crosswise over education systems.

The disappointment of the early endeavors to change education through the infusion of computers moved the consideration impressively to teachers. Accordingly, teacher-related issues are examined as integral segments to any fruitful educational intervention and therefore have gained broad research and civil argument. For instance, Veen (1993) states that teachers' convictions about content and the pedagogy, alongside their general fitness, far overweigh some other factors in regard of

their selection of ICT, including specialized help gave by schools, and principals' help of ICT integration. Other investigations have affirmed that teacher factors, for example, fitness, state of mind and time, are of a more prominent noteworthiness than factors related with equipment. Thus, preparing teachers to use ICT over the curriculum is foremost to any effective ICT-related initiative.

Teacher training courses, both pre and in-service, can help teachers who are speculative to move speedier and receive technology while they demonstrate the more eager teachers new routes in implementing ICT into their profession. Subsequently, the Indian education system has received a few ICT training courses aiming to enhance their utilization of ICT in the classroom, including: International Computer Driving License (ICDL), Intel Teach to the Future, World Links, iEARN and CADER. The courses meant to enhance teachers' ICT capability at three levels: ICT skills, educational skills, and curriculum training. The ICDL course centered around improving teachers' ICT skills, including word-processing, spreadsheets, and surfing the Internet. Then again the Intel Teach to the Future program expected to train teachers and students to utilize technology effectively in the classroom and World Links concentrated on preparing students, teachers and the educational system to enter the information age through providing schools and teachers with skills and educational assets to saddle ICT. Moreover, CADER was offering a Higher Education Diploma in ICT, which has some expertise in training teachers to utilize present day instructional methods and integrate them with ICT. While iEARN course had been embraced ahead of schedule in 2004, it was then disposed of during the beginning time of its implementation, as it seemed to concentrate just on the student side of the education system.

Be that as it may, improving teachers' integration of ICT in teaching has turned out to be not a straightforward assignment to be conveyed by the education system. The literature has recognized a few factors which can affect the effectiveness of ICT training courses when doled out for teachers including: individual contrasts among teachers, school culture and teacher interaction, and follow-up and ongoing help gave to teachers when they attempt to actualize their recently created skills.

Individual contrasts among teachers: ICT professional development courses ought to consider the way that teachers are generally different regarding their knowledge about ICT. Such thought can prevent programs from being frustrating for teachers with practically zero experience in using ICT, and in the meantime they abstain from being disappointing for other teachers with better ICT knowledge and skills.

School culture and teacher interaction: Apparently, the independent culture of schools isn't lined up with the emerging viewpoints and skills of the knowledge-based economy, for example, coordinated effort, teamwork and communication. Increasingly, the world is more unique and in such a domain neither teachers nor schools can perform effectively in their traditional seclusion. According to Fiszer (2004) "confinement is the foe of change when the specialist must be prepared to meet continually changing student needs".

In addition, the literature focuses on the requirement for teachers to impart experiences to each other so as to best figure out how to integrate ICT in pedagogy. As Lewis (1998) puts it, schools can possibly be learning places for teachers as well, providing that the way of life of schools is reshaped to encourage this.

Follow-up and ongoing help: Pre-service education isn't adequate for teachers to have the capacity to deal with their activity for whatever remains of their lives; rather, they need ongoing professional development and help. In the information age, where innovations are continually introduced and change is happening quickly, the interest for ongoing professional development is in high need. Moreover, it may be moderately straightforward to present professional development programs, however a more prominent test emerges when teachers endeavor to actualize what they realize in genuine classrooms. Anderson (1997) recommends that teachers may desert new practices while they are in the beginning times of implementation as a result of absence of help. This is, according to Fiszer (2004), in light of the fact that teachers may see their recently created skills and knowledge as "incompatible" with the ordinary teaching/learning circumstances that they confront. Therefore, Bradshaw (2002) found that with a specific end goal to amplify the arrival of the investment in staff development, noteworthy assets should be diverted to followup activities. Also, she cautions that without follow-up and coaching, any staff development would not effect on more than 5-10 percent of members' training.

SYSTEMIC TEACHER PROFESSIONAL DEVELOPMENT MODEL

We conceptualized and planned the STF program, alongside RMSA Karnataka, to give training and support in the utilization of computerized instruments and processes to enable teachers, utilize open programming educational devices to propel their own subject understanding, take part in talks about their discipline, participate in an online group of learning, and make and offer open educational assets. The program spread over more than 800 high schools where ICT offices have been

given by the government, in 14 locale of Karnataka. We directed workshops at the state level, to create 240 high school teachers as asset people (80 each in Mathematics, Science and Social Science) , who accordingly trained around 2,000 teachers from more than 800 schools, through an 'upgraded course' model. The workshops' curriculum included computer skills, fundamental web 2.0 skills and open educational programming instruments applicable to their subject, and dialogs relating to National Curriculum Framework (NCF) 20051 position papers and the potential outcomes enabled by computerized processes for supporting constructivist teaching learning.

The workshops with teachers were supplemented by interactions crosswise over virtual platforms, comprising mailing gatherings (http://groups.google.com/gathering/mathssciencestf and http://gatherings. google.com/gathering/socialsciencestf) and an online interface (http://RMSA.karnataka education.org.in) where teachers associated with each other to share assets, examine center teaching-learning and related subjects. The teachers were likewise ready to comprehend and connect with at a more profound level with the rationality of constructivism that has been upheld by the NCF 2005 and the conceivable outcomes offered by developing ICT-related abilities. For some teachers it was a novel experience to make their own particular relevant computerized assets in the neighborhood language. The course program involved the high school asset people trained by IT for Change, working with their partners in the District Institute of Education and Training (DIET) computer labs in their locale. The asset people remained in contact with the IT for Change group before, during and after the course training through the mailing rundown and web-based interface, to share assets for the training and information about the members/settings, examine and share feedback about the training, and utilized this to progressively plan their own particular training programs.

There were two one of a kind highlights about this course: Firstly, a substantial scale ICT program on a course model was executed completely in-house, using DIET ICT infrastructure and school teachers as asset people, though traditionally ICT training is commonly altogether outsourced. Secondly, the dread of 'course weakening' was turned out to be to a great extent unwarranted; with general interactions among themselves and with the IT for Change and state RMSA groups, the asset people in many cases could complete a superior occupation (because of their higher logical understanding) with transacting the curriculum. In this manner the course model of teacher education isn't inherently a frail model, be that as it may it isn't conceivable to give the intensive help it needs without the utilization of computerized networks and assets.

Consequently, to enhance the course model that is common in most in-service teacher education programs, teachers and teacher educators should be enabled to utilize ICT infrastructure effectively than depend completely on outer merchants. This kind of systemic limit has imperative ramifications for enhancing the quality of in-service teacher education.

The virtual learning interactions continued past the asset people, to cover the teachers trained in the course. The mailing records set up in June 2011 had crossed the 3,000 email count by March 2012, belying any apprehensions that teachers would not take to the new virtual medium of interaction. Sharing existing and made assets, asking questions relating to scholastic issues, supporting and guiding companions in learning to end up plainly comfortable in the new advanced methods of teaching-learning, would all be able to be found in these interactions.

With help from United Nations Educational, Scientific and Cultural Organization (UNESCO) we made a film titled 'Transforming Teacher Education with Public Software' to pass on the center principles of our intervention in the STF. The main thought behind the film is to empower policy makers and administrators of other states in India, and furthermore other countries, to get an unmistakable thought of the principles and processes involved in adopting open educational programming in their government funded education systems. We likewise prepared an 'Open programming toolbox for teacher education', which can bolster a comparable program in other locations. While the STF program was a broad one, seeking to bring together all high school teachers (with access to ICTs) crosswise over Karnataka, IT for Change likewise connected with a more intensive program; 'Teachers' Communities of Learning' (TCoL) , with select schools, allowing for customary interactions with individual teachers. With help from Cognizant Foundation, we worked with model grade schools in Yediyur and Weavers Colony, high schools in Begur and Nelamangala (all Bengaluru) and Mallupura (Nanjagud) . In this intensive model, we could work with all teachers in these schools on different techno-instructive perspectives relating to essential specialized ability building, production of advanced assets and integrating ICTs into classroom transactions. Ministry of Human Resource Development (MHRD) has a yearly 'National Award for Innovative Use of ICT in Teaching', and the work done by Radha Narve and Rajesh Y. N. from Begur and Mallupura schools, individually, integrating ICTs into the teaching learning was put together by DSERT, in the government schools class for 2011-2012.

A critical learning is that once teachers feel comfortable with different techno-academic potential outcomes, through using a few programming applications and utilities, accessing numerous educational assets, and connecting through virtual

networks, their innovative thinking and insight to investigate is fortified. This, we find, is rather than teachers being viewed as 'clients' of not very many exclusive programming applications or particular pre-bundled content, wherein their organization can get confined. In other words, providing a rich advanced condition and strengthening teachers' capacities to draw in with this condition without anyone else terms seems to give a solid establishment to teachers' professional development and organization.

For the education system all in all to begin this process of adopting advanced methods, assets and apparatuses, to comprehend the theory and the academic basic of open programming, and the essentialness of accessing and creating open computerized assets, on-screen characters other than teachers should be locked in with. We had chances to draw in with teacher educators, Non-Governmental Organization (NGO) individuals, policy makers and education administrators during the year.

MODELS FOR ICT CPD

Models for ICT CPD are highly individual and changed. In most by far of cases, the headteacher is the key player regarding shaping ICT CPD, according to what kind of 'vision' they have of technologies and of teacher development for the most part within their school. They have the main role as watchman to various forms of arrangement within the school, and determine access to other forms of arrangement outside the school or involvement of outer offices. Outside offices (Local Authorities (LAs), City Learning Centers (CLCs) and business companies, for instance) can determine models accessible to teachers outside the school condition however their effectiveness is significantly influenced by the manners by which the school underpins the methodologies being upheld. Views of what can be gained by schools from 'untouchables' are profoundly partitioned and the involvement of outer expertise is a main distinction between kinds of arrangement.

The examination found that the dominant model crosswise over both essential and secondary schools was school-based and 'in-house' CPD. There was minimal involvement of Higher Education, other schools or independent suppliers in ICT CPD. LA arrangement was more prevalent, however this changed extraordinarily between schools within similar Authorities. Business companies were attracted on for the most part to give one-off skills training sessions to go with the buy of new programming, (for example, interactive whiteboards (IWBs)) and were seldom involved in academic development. Almost all members revealed a move far from course-participation as a main CPD experience.

Schools gave in-house CPD in the following ways:

"Mandatory formal 'Inset' sessions for all staff about using new technologies Compulsory little gathering sessions for staff who share subject or stage foundations, often based on developing pedagogy Optional after-school CPD sessions on particular programming Brief 'testers' or briefings at staff meetings to give reports on new programming."

Suppliers of in-house CPD were for the most part school-based, according to the teachers and headteachers who were interviewed as a feature of the investigation. Albeit some utilization was made of outside suppliers, most by far of ICT CPD experienced by teachers was accounted for as being given by associates within their own particular school. There was a conviction among most headteachers that outcasts would not give the most suitable CPD to their school and that, financially, it was not a need to spend on outside expertise or for staff to go to outer courses. There was genuinely widespread protection from covering lessons to allow teachers to go to CPD during the school day, when it was seen that they could be completely trained in after-school sessions.

Models involving outer suppliers are greatly differed, on the grounds that they frequently create bespoke CPD or adjust bland approaches according to:

"a business interest in selling/supporting their specific programming the aftereffects of reviews did by different gatherings (the school, the LA, the organization) which indicate dominant skills needs among staff school-created demands for specific training in light of policy initiatives, for example, the appropriation of learning platforms a supplier dispatch to create subject-centered pedagogy a supplier sense of duty regarding professional development by steady networks."

The other main component which distinguishes models of arrangement is the way for the CPD is based on synergistic, base up, teacher-produced activities involving a few donors, conversely with concentrated, one-measure fits-all, entire staff CPD as a rule gave by a single 'expert'. Grade school teachers were much more inclined to experience cooperative approaches to ICT CPD as a feature of the school CPD procedure. In both essential and secondary schools, teachers and senior pioneers detailed 'informal', informal, self-initiated meetings with associates after school or in non-contact time as especially effective for developing ICT hone, yet this did not generally highlight authoritatively as CPD and was regularly attempted in teachers' own opportunity.

Models of arrangement by outer bodies were highly changed. Now and again, suppliers conveyed entire school or departmental sessions based on skills training. Other suppliers worked intimately with individual teachers or gatherings of teachers to create planning and worked in classrooms, demonstrating teaching approaches, group teaching and supporting the class teacher in trying out new pedagogy. Most suppliers endeavored to work in chances to make return visits to schools to guarantee that some form of follow-up action was taking spot to help the teachers to implant the new technology in their classes.

KEY FEATURES TO ENSURE ICT CPD IS EFFECTIVE

Many of the features of effective ICT CPD can be attributed to teachers learning from each other within schools which have a strong sense of community and a shared ethos of learning among the staff. In particular, there are non-hierarchical divisions between 'experts' and 'non-experts' with ICT, and high value is placed on the sharing of expertise between staff within 'mixed ability' groups. The most important feature is that teachers who have more experience are given opportunities to share with those who have less. Informal conversations are vital, as is dedicated time to allow teachers to talk together and plan for new approaches in terms of their use of ICT in learning and teaching.

Although talking with colleagues in school is extremely important, there can be a tendency for schools to become 'inward-looking' where there are limited opportunities to see how technologies are used in other schools. It is important therefore to recognise the need for 'outward-looking' aspects of successful ICT CPD. The judicious use of external and internal expertise is an important factor in introducing teachers to new ways of working, including in schools which appear to have successful in-house approaches to CPD. The involvement of external expertise needs to be carefully managed by senior leaders, however, so that it complements individual as well as school needs and is not just used to satisfy apparent 'gaps' in provision.

The following features were factors which ensured CPD positively affected practice:

Leadership: this was considered a prime factor by school staff and external providers. A clear 'vision' for ICT CPD was vital to the success of any approach, and could help manage problems caused by lack of time or lack of funds. Effective leaders made the best use of the expertise of their staff, not just in terms of their ICT skills, but also in terms of setting up collaborative peer learning which made the most of excellent practitioners and good communicators.

Time: this was also mentioned by almost all participants. Teachers resented time spent on ineffective CPD, but there was a positive response to time given to work with colleagues to plan and review classroom strategies which were immediately practical and could be implemented straight away.

- **Informal learning:** this was a very important aspect of working in a school as an effective learning community. Although informal learning was not something that could be planned as such, it was facilitated by inclusive leadership styles, democratic staff relationships and lively staffroom talk.

- **A sense of community:** this was a feature of effective school-based ICT CPD and included the whole school workforce in collaborative approaches to developing practice by frequent talk about classrooms and opportunities to network with colleagues.

- **Clear links between CPD and practice:** CPD activities have to be immediately applicable to the classroom and ICT has to have a clear purpose in enhancing learning. At best, CPD takes place in classroom contexts, with colleagues and external experts working together to try out new approaches.

The following forms of CPD were found to positively affect practice:

Learning with colleagues in small groups: for staff with positive accounts of ICT CPD experiences, there had been a trend away from whole-school 'Inset sessions towards group work as a valid form of CPD activity. Groupings differed according to skill levels, subject or software interests, and were frequently the main vehicle for discussing practice and planning new approaches.

Working with newly qualified and trainee teachers: this was a consistent theme in teachers' and senior leaders' accounts of professional development opportunities. The contribution of new teachers to the ICT professional development of established staff should not be underestimated. They can inform and inspire the work and practice of other staff as a result of their understanding of the potential of ICT to support teaching and learning.

Observation: opportunities to observe colleagues teaching using ICT brought clear benefits, but was very rarely experienced as part of planned CPD for most teachers, except in one LA where it is part of a CPD strategy involving observing external experts who visit classrooms to teach.

CPD within classrooms with pupils: there was a lot of positive experience of opportunities to work with external experts using ICT within classrooms.

Subject specialist CPD: this was a very strong need among secondary teachers, and was met by access to subject associations and LA specialists, but was not well developed within schools.

Ownership of equipment: the need for ownership of equipment to facilitate 'playing with kit' was a consistent factor in developing confidence, mentioned by both senior leaders and teachers.

Working with the wider school workforce: working with teaching assistants (TAs) and learning support assistants (LSAs) to develop ICT practice was a frequent positive and helpful experience mentioned by senior leaders, but far less by teachers.

ICT PROFESSIONAL DEVELOPMENT FOR ENGLISH TEACHERS IN ONLINE FORUMS

Information and Communication Technologies (ICT) professional development predominantly alludes to teacher professional development programs identified with computer-based gadgets. What constitutes effective models of teacher ICT professional development is highly contested. Long standing view of ICT professional development as aptitude workshops or training approaches indicate a 're-tooling' of teachers that tends to increase the existing curriculum by developing teachers' capabilities centered around particular kinds of ICT applications. These 're-tooling' models serve to reinforce teachers' approach to integrate ICT without changing their pedagogy. Lankshear and Bigum (1998) have portrayed this as a 'technologised' approach, and later Bigum (2002) alludes all the more piercingly to such practices as 'domesticating' the computer in classrooms. O'Rourke (2001) diverts ICT professional development towards helping teachers "to concentrate on pedagogy than on the technology itself" which is avowed by Loveless (2003) through her premise to fabricate teachers' "trust in change… instead of proof of [ICT] skill". As this development has advanced, Fisher, Higgins and Loveless (2006) require a social change, a 'renaissance', affirming a redefinition of teacher practice to work in new routes, to team up and concentrate on high assignment multifaceted nature and continuous learning. In the event that we have any expectation of enabling our teachers to utilize ICT in ways that will catch new learning styles and pathways of student living in a computerized culture, ICT professional development intentions need to move from 're-tooling' with infrequent curriculum integration to a model that will empower teachers to see the 'transforming' potential outcomes of ICT.

Communication technologies have been advanced as a platform that gives chances to learning groups, enabling many-to-numerous communication that isn't place or time subordinate. Be that as it may, as Zhao and Rop (2001) outline 'the claims and research here brings up significantly a larger number of issues than it answers'. Literature relating to online learning groups every now and again concentrates on higher education or separation education and investigates qualities that assistance maintain and encourage talk and learning in these fields of education. In any case, these qualities don't really identify with an online learning group of teachers in light of the fact that there is no particular course structure to help and give a reason to the group. Literature around online professional development of teachers does not really concentrate on investigation of the professional development in this mode, that is, quality of teachers' academic talks that happen. Or maybe ICT is acknowledged as the apparatus to encourage the online setting. Starting to rise up out of the literature is the role of online learning within ICT professional development as the reformation from a re-tooling introduction to a worry for transformative results of ICT professional development. This investigation adds to this emerging understanding of online ICT professional development for transformation of teachers' pedagogy.

The professional development action of collegial discourse complements space for teachers' professional discuss their convictions and classroom hone. Supporters define collegial exchange based on sustained interaction by teachers who look for possibly better thoughts, indicating basic intelligent and inquiring processes. As the term recommends, collegial discourse requires the formation of a gathering or 'group' for teacher professional development. Learning people group, teacher networks or collaboratives, give sorted out social spaces to collegial exchange. The thought of group is explained by Sagor (1997) as a "basic unit of progress within education". As an ICT professional development movement, the limit with respect to teachers' engagement in collegial discourse is pertinent to the development of a learning group.

The method of reasoning for developing a group among the school groups was to cause a feeling of shared reason with respect to seeking new knowledge and understanding about the integral utilization of ICT in learning; to give chance to think about fundamentally classroom rehearses; and to counteract the feeling of segregation that would result from independent classroom investigations. These reasons for existing are predictable with the fundamental attributes of learning groups.

CONCLUSION

The utilization of ICTs in English Language learning and teaching is a territory not yet completely investigated. The two learners and teachers have a great deal to gain by their utilization and also to offer. Every part of ICTs whether that is online

reading, CBDs aiming at vocabulary improvement or computerbased speaking enhancing education activities furnish learners of our circumstances with invaluable knowledge language-based as well as mixed media based ones. Furthermore, we ought not ignore the motivational esteem ICTs have on kids and learners and additionally the way that ICTs have adaptability in their utilization which allows them to be utilized with both struggling and non-struggling learners, along these lines their educational esteem is duplicated. Teachers then again, need to adjust to their role is always changing and that they should need to gain knowledge of how to utilize all these new apparatuses. All together for that to be expert however, there might need to be signals both by schools and governments to offer teachers the chances to gain this knowledge and rouse them to do as such through the obtaining of authentications, formally proving this recently gained knowledge. It is imperative that teachers know how to utilize ICTs in their classes with a specific end goal to incorporate them into their method for teaching all the time. Allowing our teachers to feel debilitated by ICTs will bring about the discontinuance of their utilization.

Thus, perceiving ICTs as a guide, instead of a hazard, teachers should not feel intimidated by their presence in their classrooms, which for each situation, isn't to make the thought of the 'teacher' an old term in some word reference later on. Finally, we might dependably view ICTs as a methods through which our students should end up noticeably acquainted with the world 'out there', broadening their points of view and realizing that since English is today viewed as a lingua franca, it isn't only the people from English speaking countries they can speak with; it's fairly a medium through which they may speak with the entire world.

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Corresponding Author

Parveen Kumar*

Research Scholar, OPJS University, Churu Rajasthan, India

E-Mail – arora.kips@gmail.com