

Exploring Professional Development of English Teachers: A Self-help Way

Arshad Ali Qureshi

Abstract

Learning is an ongoing professional activity rather than something that can be mastered once and for all through the acquisition of a set of technical skills. It needs to be reflected and developed with the passage of time as new ideas and approaches towards teaching and learning are discovered. The emphasis of the study of development activities for teachers is to provide and enhance their professional skills. The objectives of this paper were to explore teachers' strategies for professional development, teachers' perceptions toward professional development and the way they are making themselves efficient and competent. What motivates the teachers' perception on professional development? How do they explore the strategies for professional development? What could be the factors that affect professional development? Teachers' developmental practices, developmental activities and perception towards it. Exploring educational impacts of teachers' professional development activities on effectiveness of practices in the classroom according to the data analysis, especially self-helping activities for their professional development. The results indicate that teacher professional development can improve more effectively than other educational strategies. Therefore, teachers' professional development is the very important factor for improving teacher's classroom performance and successful implementation of change.

Key Words: Individual practice, identity crisis, teacher commitment, class and school activities.

1. Introduction

Modern society demands high-quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet new demands and standards of quality education. The core 21st-century skills consist of problem-solving and critical thinking, creativity and innovation, self-direction and communication. These skills are clearly interrelated in a variety of ways, while development objectives relating skills especially teacher self-help through active learning approaches. There are various models of pedagogical approaches, including group work and teamworking, collaborative and co-operative work, and team-based problem-solving where educational strategies are effectively used to enhance one providing students with the skills and attitudes to become self-directed and highly

enhance learning outcomes, in order to develop these skills (The primary skills to transfer, the teacher should apply effective teaching learning strategies which can develop specific skills into classroom).

In order to use these instructional strategies to the classroom effectively and efficiently, the teacher should complete his professional training and continuous professional training such as the teacher training and induction program. And also in transformation, the teachers with effective training and social pedagogical background were more successful in their teaching profession.

Therefore professional training process and professional development process is one of the important factors in the teacher's good classroom practice. If the teachers have sound professional background and professional knowledge, they can effectively use the various instructional practices in the classroom. - Erickson (1996, p. 1) argues, "Teacher development is the process of becoming the best kind of teacher that personally exists". In this regard, teacher development starts on the teachers' participation in workshops, conferences, and training courses, to make themselves in instructional knowledge. It is a self-reflective process, learning by doing. Every teacher regularly asks themselves or: How good is a better teacher? How good with learning with the learner? How good with make my professional knowledge and skillful use for learning from what they are doing. It is because they have to believe in beliefs that professional property to accommodate the changes in teaching methodologies, materials and so on. The process of development involves creation in the process of reflecting experience, setting appropriate goals and deciding what can be achieved through the personal efforts. According to Roberts and Farrell (2001, p. 1) teacher development means a long-term goal and needs to facilitate the growth of teacher but it is not a one-time job, rather it is a multidimensional professional and "bottom up" tendency. In fact, teacher development is a dynamic process that makes change in the social field as per the needs of situation, subject matter and time. In teachers' studies regard the roles and responsibilities over time if they are continuing to the language teaching involving and it is the responsibility of schools and other educational institutions to provide opportunities for teachers to develop long-term goals and opportunities over time. From all teachers are afforded to continue their professional development, they should get opportunities into part in the following activities:

- Engaging in self-reflective and evaluation.
- Developing specialized knowledge and skills necessary aspect of teaching.
- Expanding their knowledge base through work, theory, conference or teaching.
- Taking more roles and responsibilities such as supervisor or mentor teacher, teacher-mentor or tutorial roles.

McDonald and Farrell (2014, p. 8) state that such opportunities for teacher training are crucial to the long-term success of the program. Teachers from different levels at different times during the course and throughout whole institutions is what they call also change over time. They represent for teachers quite different knowledge sources such as particular levels, W.A. Second Language Acquisition research, cognitive theory and practice, technology or assessment. In addition, teachers' knowledge in these different areas, they can be supported both at institutional level and through their own individual efforts. Teachers have a difficult job. They are under tight scrutiny. They are effectively criticized and sometimes blamed for failures more than praised for successes when they teach. When students become successful, the intelligentsia blame students and the parents when students do not become successful, the blame goes to the teachers. It needs to be stated, therefore, that an acceptance or demanding world provides plenty of support through WFL that should be sought in a high standard in teacher care.

1.2 Statement of the problem

Language teaching is a new, very process. It can be individually, otherwise it is active participation of human sociocognitive development, meeting techniques with updated and advanced use of technology in the classroom. For that, teachers should be creative, innovative and equipped with new teaching techniques and latest technological tools. How to integrate teachers in teaching. They should be in their professional knowledge, understanding of it in their workplace, especially in the technology-driven teaching skills so that they can teach more competently and confidently to achieve academic goals and successful career objectives when they teach. We also understand of teacher, how and classroom policy. If the teacher involved in such actions and activities (giving knowledge, skill and competence), it is an individual effort in professional development and improvement. These usually considered as examples of teacher development from the perspective of individual teacher.

If the teacher involved and engaged in activities, especially by the teacher, there is an individual effort for teacher's professional development. Conclude question is whether make teacher more challenging and more advanced and should there be an update/continuous knowledge. What is why teacher/individual effort for professional development was related to be discussed in one of the factors related to the study. The main problem that is lack of motivation on teachers' side that allows for professional development or performance because teachers' individual effort and problems is identify teacher's roles which are frequently used in EFL (English language Learning) and professional before what not of other literature goals to give WFL, which was after their individual principles.

1.1 Objectives of the study

The main objectives of this study were as follows:

1. To identify teachers' perceptions of their professional development.
2. To explore the different conceptions of learning structures' professional development, and
3. To suggest sociopsychological implications for teachers' professional development.

1.2 Research questions

The following research questions were used in the study:

1. What constitutes the teachers' perceptions of professional development?
2. How do they explain the structure of professional development?
3. What constitutes the structure about professional development?

1.3 Delimitations of the study

The study had the following limitations:

1. It was limited to mainly secondary level schools of Baghdad.
2. It was limited to English teachers teaching at secondary level.
3. The data was obtained only through the questionnaire.
4. The area was concerned only on teachers' self-rated perceptions of professional development.

1.4 Operational definitions of the key terms

Professionalism: It connotes growth and development of the professionals.

Professional development: professional development is an ongoing foundation for continuing the reform in education through teachers' demand.

Short-term goal: If the learners are motivated for example, with the instruction regarding the course, they are easy to teach. Here, giving the course is the example of the short-term goal.

Long-term goal: If the learners are motivated for example, with the attention of the teacher or practitioners left to learn, they are easy to teach. Here, the practitioners left is the example of the long-term goal. Similarly, the language learners are motivated with the desire to be able to communicate with the members of a target language community, the desire to be able to do long-term goal.

Learning theory: It is that which will affect motivation for professional development.

1. Professional and Professionalisation

Professionalism is a long academic tradition and formal qualification (Haller, 2008, p.7). A professional activity involves expertise/area of special proficiency/ knowledge or a profession. Haller (2008, p.7) also listed the following attributes which professional should have as expertise:

- A base of scientific knowledge
- A period of rigorous study which is formally assessed
- High standards of professional conduct,
- The ability to perform

Thus, any professional teacher having all these qualities and being an expert in their area is called professionalism. Roberts and Hornsby (2001, p.7) emphasize on the following three areas for teacher's professional growth:

- First, to become professional teacher must constantly update their knowledge and understanding of language and language learning, but this is not enough. They should also develop their skills in translating abstractly acquired knowledge into their teaching.
- Second, teacher's professional status and skills should change over time.
- Third and finally, professional development requires sustained continuing commitment.

According to Hornsby (2001, p.78), teachers usually can develop their profession from classroom practice and the investigation of new ideas and thoughts. So, it is suggested teachers to start with small projects/areas which help them to handle their teaching successfully. Then after gaining more experience and confidence, they can move on with larger and more complicated research projects.

Finally, updating professional development refers to the progression in the profession. Professional development includes formal-experience and informal experiences. It also involves the career development, staff development and task learning. Instead of teacher development learning is more collegialness. Hornsby's (2001, p.7) the teacher in his professional development process always involves a series of challenge activities, that includes the following five steps (Villago Salinas, 2008, p.117):

- Demand
- Explanation and Inquiry
- Indagation
- Comparison/Change and
- Success and Experimentation

Other experts and scholars offer teacher's professional development. In this regard, Villago Salinas (2008, pp.117-18), introduces the following factors to be considered

with planning, implementing and assessing the professional development.

- Levels of support: Schools and schools networks/leaders
- Theory of action: multiple interdependent practice communities
- Time
- Financial resources
- Space for professional development
- Technical technology for teaching purposes
- Theory of action: Schools: "professional development and,
- Theory of teacher identity

Teachers need to expand their roles and responsibilities over time. So, they should be provided more opportunities to help long-term career development. They are also expected to cooperate with development in the field.

Kilgus (2004, p.17) says: "Although teachers agree themselves that it difficult to cope with changing situations, the teacher-including profession should keep themselves, steadily controlling and increasing the volume of knowledge and information from all directions for their professional development, advancement continuous improvement. Further, teacher should opportunity to create the self, growth/development, career, and activities."

Perspectives on teacher's professional development

Teacher's professional development is possible in various form two ways: personal way and institutional way. Hence, teacher's professional development is derived towards both the institution's goals and the teacher's personal goals. Achieving personal professional learning developmental performance go hand in hand. Richards and Powell (2001, pp.16) it shows following the comparison of teacher development as follows:

The Institutional Perspective

Teacher development is fundamentally supported by the institution in which they are teaching. In some situations, teacher training provides adequate opportunities for a teacher's initial teaching assignments during the first few years in a school. From teacher's view, teachers clearly being loyal and working for the more "basic" and true professional norms. Therefore they must maintain theoretical stability, even to reject other teacher knowledge and practices. Thus, the teachers working for long time need to update their knowledge and skills to match their with school needs. The teacher may take some difficult tasks in the perspective of an organization of the professional, new assignments are being given. Therefore teaching, however, teacher's qualifications should updated. Thus, knowledge of an self-called teacher. In teacher's view, teacher's activities significantly for his professional development, enhancing and showing his/her skills, skillful expertise teachers own.

3. Methodology

This study is entirely based on the data concerning English language teachers at secondary level in Southwestern and central neighboring Rural Municipality. Samples for this study were thirty English language teachers from different secondary level schools. The sampled teachers were selected using purposive non-probability sampling method. Questionnaire with close-ended questions were the main tool to be employed for this.

Basic, analytical interpretation of data followed through description of content and general content analysis under descriptive approach. This study concludes that the English teachers have positive attitudes and perceptions towards professional development. They are extremely for professional development over two full-time day.

4. Analysis of the Data

This research study entitled "Exploring Professional Development of English Teachers of Sub-Suburb Way" aimed at identifying the impact of professional development for the teachers of "Kopanchhi".

4.1 Teachers' perception on teacher development

For many teachers, teacher training programs under public provision of teacher development is not highly motivating for teachers' professional development. Interestingly, teachers are not supportive of teacher training programs. Their responses regarding teacher training and workshop programs are follows:

Table 1
Teachers' perception on teacher development

S.N	Statements	Response			
		Yes	No	Yes	No
1	Do you think teacher training necessary?	30	00	75	00
2	Do you think training are useful for you?	24	06	80	20
3	How do you feel about teacher need training?	30	00	100	00
4	Do you apply the skills learnt in training?	28	02	93	07
5	How you participate any teacher workshop?	28	02	93	07

The information in table 1 shows the teachers' perception on the practicality of the trainings and workshops. Majority of the teachers claim the teachers' trainings are necessary. 95% of the teachers find only 50% of the teachers' from formal trainings useful. Similarly, only half of the trainings/workshops said they could apply the learnt skills, techniques etc. in their classroom. Majority of teachers (95%) also responded positively towards the in-school training and they indicated that experienced teachers who conducting programs should take less time. This is interesting to note that only half of the teachers have participated in workshops on teacher learning programs. This means, training programs are carried out to less number than the training programs.

4.2 Teachers' awareness towards professional-development

The first objective of the study was to find out the awareness of the English language teachers towards professional-development. In order to check the required skills, motives, demands etc., related questions were formulated for teachers' level English teachers. Based on responses provided by them, the data have been presented in the table 2. These closed-ended questions were asked to identify the awareness of secondary level English teachers towards publicly available schools towards professional-development.

Table 2
Teachers' awareness towards professional development

S/N	Statement	Response	Percentage (%)	Response (%)
1	English language teachers should be encouraged to attend in-school trainings/workshops	Yes	95	95
2	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95
3	English language teachers should be encouraged to attend in-school trainings/workshops in their school	Yes	95	95
4	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95
5	English language teachers should be encouraged to attend in-school trainings/workshops	Yes	95	95
6	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95
7	English language teachers should be encouraged to attend in-school trainings/workshops	Yes	95	95
8	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95
9	English language teachers should be encouraged to attend in-school trainings/workshops	Yes	95	95
10	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95
11	English language teachers should be encouraged to attend in-school trainings/workshops	Yes	95	95
12	English language teachers should be encouraged to attend out-of-school trainings/workshops	Yes	95	95

The above statements fully contain open statements. Regarding the first statement, 75.77 percent of the teachers agree/strongly agree whereas 14.14 percent of them refused their negative response and 10.08 percent were uncertain. Similarly, in the statement no. nine, 66.43 percent of the teachers agree/strongly agree whereas 13.8 percent of them showed their negative response and 1.77 percent were uncertain. The above table shows that majority of the teachers preferred teaching language for professional development. It indicates that the sixth statement has the highest level of teachers' individual efforts whereas the seventh statement has the lowest level of teachers' individual efforts. The English teachers teach English in order to develop professionalism. It can be concluded that English language teaching is inevitable in the world of English globalization in the competitive world for professional development depending upon English. The teachers are found to be active, energetic and professional even in the time of struggling with the both a situation of uncertainty.

4.3 Exploring professional development in a self-help way

Most of the teachers in government school participated in training, but teachers at private schools do so off help way.

Table 4.5
Personal efforts for teachers' professional development

S.No	Learning strategies	Frequency of responses	%
1.	Online Weblogs resources	4	100%
2.	Self-learning	4	100%
3.	Teacher support group	1	25%
4.	Participating in seminars	4	100%
5.	Active research	4	100%
6.	Peer-teaching	1	25%
7.	Reading journal	4	100%
8.	Learning from own experience	4	100%
9.	Attending training	4	100%
10.	Observing the experts	1	25%
	Total	16	100%

It is found that English language teachers mostly prefer to experience/observe workshops, seminars/learning journal, learning from own experience than their own learning portfolio, in-service learning/professional development strategies. The other reasons concern to teacher, who thought that lack of collaboration/colleagues' behavioural barrier to their professional development because the strong/strongly communication/ collaboration are preferred at very low rate. Furthermore, they affirmed that challenges of in-service learning to act as main in this regard, but even these independent findings are popular among the language teachers. Another finding is that there is an institutional/individual effects, furthermore, it is negatively non-communication. As a whole indicated in the table, study groups will have learning about the concepts in-service learning which is expected to contribute to the governmental way to planning how to be possible. Teacher/teacher thought to contribute/level adapted the self-help was for their professional development, but was, in positive in spite of COVID-19, gradually education they were thought to keep their professional learning activities, which are cultural and educational/colleagues that what in-service learning aspect is teacher institutions and learning centers, who are responsible for making teacher/professional development to find.

3. Conclusion

In this study, Professional Development/Strategies of English Education in Higher education is described in qualitative. What was explored from the research is the importance of English education professional/professional development in their workplace way. They continuously as well as practically contribute towards their professional development to keep abreast with latest ELL techniques and technologies. It was found that collaborative activities are generally lacking in the workplace with the practice of planning. It was observed that they do not practice/in-service learning, which is made for, as Cook (1994) states, that can be behavioral barrier for the collaborative and communication for its community life. However, Cookley (2001) conceptualization of individual and collaborative professional development will continue but non-collaborative professional development was not found that individual PE had a greater effect on teachers and students (p.1) Moreover, Hattie (2009) reports that there is a need to make the group work an effective in classroom and educational context and emphasizes that group work needs to be embedded in pedagogy and planning to maximize the effect of continuous professional development. On the other side, Kohn (2004) highly supports the significance of the relation between the teacher and the institutions and adds that the reflective, thoughtful/decisions and actions of professional development provide policy involving their job are made of greater emphasis to effective professional development. In brief, communication, interaction and collaboration between English language teachers' professional development strategically, communication and importance should be attached for more effective professional development. Wang & Hill (1997: 23) rightly remark:

"Teaching assessment for professionalisation and accountability. One of the aspects of the administration attributed to the effectiveness and success of the people in charge of the programme, together with the encouraging environment of the respective institutions."

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