Research Article

Professional Development: Perception and Needs of Pakistani English Teachers at Graduate Level

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Abstract: The purpose of this research was to investigate the professional development situation, professional development needs, participation in professional development activities and efforts for language improvement of English language teachers of Sargodha region teaching at graduate level. The study also aimed to identify the role of institutions and provision of resources for professional development of teachers. The data was collected from 57 English teachers through questionnaire and interviews. The results revealed that teachers perceive themselves to be highly competent in their subject, motivated and communicatively competent in most of the investigated areas but they need training in all areas. So there is a need to evaluate all the teachers and initiate their training sessions in their weak areas. The high perceived need was detected in the area of development of communication skills among their students, who most of the times are passive and hesitant speakers especially when large in number. The teachers are also needed to be trained to develop cooperation among colleagues and curriculum designers for professional progress. They are also needed to increase their everyday efforts for language improvement. They should be motivated to take responsibility of their own learning process. It was found that less or almost no institutional assistance is provided to the teachers. There are no pre-service or in-service courses except some short programmes. So it is recommended that proper courses should be organized by the authorities for professional development of teachers as teachers have high perceived needs for in-service courses and availability of resources and multimedia at their institutions.

Keywords: Professional Development Needs, Communication Skills, Motivation, Competence, In-service Courses, PD (Professional Development), ELT (English Language Teaching), AV aids (Audio visual aids).

INTRODUCTION

The research aims to investigate the professional needs of Pakistani teachers of English, their own efforts for development and the scenario of available resources at their workplaces in this context. The study aims to provide the insight into the situation of professional development of English teachers in Pakistan. It also intends to give some recommendations to the government, employing authorities, institutes, curriculum designers and teachers themselves after analyzing the needs of teachers to devise some proper structural plan for professional growth of teachers.

English language teaching requires quality teachers who can motivate the students to learn and speak English. As English is an international language, so its teaching needs such teachers who can keep themselves updated and professionally developed. These standards are crucial for the teachers teaching at Graduate level in colleges and universities. In this context there are certain needs of English language teachers in Pakistan. Their efforts for professional grooming vary and must be studied. The more efforts of some teachers need to be acknowledged, while the others putting less or no efforts need to be motivated. The role of their

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organizations in this respect must also be analyzed. In Pakistan there is some research on perceived professional development needs and efforts of all the teachers but the specific research on English teachers needs to be conducted especially at Graduate level. So the given research is different as it is focused on professional development needs, efforts and provision of resources to English language teachers.

Teachers' professional development is a never ending process and includes staff members, departments and institutes [1]. Professional development emphasizes on training courses before service and during service, assistance of staff members, curriculum designers, pre-planned refresher courses, journals and knowledge sharing [2]. Quality teachers are required to build good institutes; teachers who are intelligent, skillful and full of vigor; teachers who have sense of obligation, professionalism and self-respect; and teachers who are true and committed to their work. A curriculum can't work effectively without this type of teachers [13]. According to Casteel & Ballantyne [4], professional development of teachers involves following five points:
1. Teacher must practice new teaching methodologies for the progress and achievement of their students. He should adapt knowledge according to the every new situation, types and requirements of the students.
2. Teacher should involve students in learning process.
3. Practicing and feedback sessions are also very important components of professional development. Advanced techniques must be practiced in the classrooms followed by the adequate feedback.
4. Professional development must enhance the knowledge of the participants.
5. There must be a considerable increase in students' progress.

Professional development protects the teachers against becoming useless by enhancing their skills for the well-being of teachers as well an institution [1]. Professional education of teachers teaches them how to behave; use of follow up techniques; effective communication with their students; practice of appropriate teaching methods; questioning at appropriate times; giving research-oriented tasks to the students; building healthy relations with their students; appropriate planning of lessons; use of computer based methods; and assessment of their students [1].

The research of Raza, Naqvi and Lodhi [1] in Pakistan has shown that the students are not completely satisfied with the skill, sociology and science of teaching of their teachers and according to them teachers need more professional development. Professional development should be provided to all teachers. Those who don't get time during week days should be provided training at weekend [2]. The research of Hussain *et al.* [5] has proved that professional development is required by Secondary School Teachers of Kohat in various areas of teaching. Their need assessment has shown that they need to be trained in the fields of planning lessons, language skills, task assigning, adaptation, resolving contradictions, usage of modern technologies, managing class, subject specialization, resource allocation, communicating with parents and colleagues, managing behavioral problems of learners, professional development, specified learning requirements, presenting content effectively and adequate analytical skills.

Many teachers are of the view that professional development means nothing but the training of some days every year. These training sessions are not adequate to fulfill the requirements of teachers; are of short time period; not frequent; preplanned by some officer; emphasizes on the subjects chosen by authorities; and provides least chance for practicing, getting feedback, or reaction of the participants. Appropriate professional education should be continuous, attention seeking, and according to the expectations of participants [4]. There is a no proper scheme for in-service professional development courses for teachers. Sometimes teachers are called only for short training periods. Such training courses are not made mandatory for all teachers. There is a dire need for extensive professional development courses for teachers in accordance to their needs [5]. According to Broko [1] insufficient professional development opportunities are provided to the teachers. Presently, the teachers are trying to upgrade their professional knowledge on their own. Although most of the teachers are not having the advanced knowledge of their profession but they are not hesitant in using modern technologies. So, teachers must be trained in managing their knowledge and various other tasks [5].

The interests and needs of English teachers of Pakistan are neglected in the present situation of Pakistan. While there is a great need to establish modern teaching methodologies and approaches to change the present orthodox education system of Pakistan [6]. This is only possible when the teachers are professionally sound and developed enough to implement the intended curriculum effectively and to judge the needs of the students as well as the situation. English teachers should try to refresh their professional capabilities; try to avail and enhance the resources of professional development;

collaborate with staff members and curriculum designers, both on intra-institutional and inter-institutional levels [2].

Richards [7] describes the six areas of professional education for second language teaching before deciding different needs. These areas are second language teaching theories, skills for communication and improving language, subject competence, teaching skills, skills for deciding something, knowledge of context.

Following different professional development needs of English language teachers have been identified by the researcher through analysis of literature.

Competence is the first and foremost factor to determine the needs of an English teacher as he must have the competency and complete understanding of English language. For example: the knowledge of grammar, lexis, phrases and clauses. English teacher must try to improve his/her capabilities for communicating in English language [7]. According to Risager (n.d.)[17] it is a well-known perception that analysis of language should never be without consideration of its context and that ELT should be based on proper and contextual target language use. Language is always the carrier of its meaning as well as culture. This concept is called lingua cultureAll teaching methodologies are linked to one another and can produce traditional results [8]. This aspect of English teachers promotes motivation and interest among the students [7]. The six areas of second language teaching described by Richards [7] include "Skills for Teaching". These involve mastering of main skills for teaching like skills for questioning, managing classroom and planning of lessons. It also involves development of knowledge in some teaching method like Communicative Language Teaching [7].

Secondly, an English teacher should have great communicative competence which demands excellent communication skills. Communication Skills include the personal characteristics, appearance and manners. It also constitutes quality, pitch and other characteristics of voice [7]. Students must be encouraged to speak English most of the time [9]. Higher education teachers have a great responsibility of training their students for employment purposes and to make them produce good results by improving their social skills [1]. Teacher must sympathize with the students and depict presentable personal characteristics [7]. One very important aspect of communicative competence in English language is the use of English language in classroom. Students must be made to speak English more and more. The teaching activity

must revolve around the language learning of the students. All these aspects are included in the area of "communicative language teaching" [7]. An English teacher must be confident enough for English language teaching. It is very important for professional life of a teacher. If he/she is not confident enough to teach the students, then he/she must take professional education to enhance the confidence.

Thirdly, an English teacher should be highly motivated to teach the students. Only then he/she would be able to motivate the students to learn. All the factors internal or external; should be controlled to promote motivation among the students and the teacher [7]. A teacher should be an inspiration for the students. Higher level teaching ensures independent learning of the students and teaches them how to gather knowledge from various sources [1]. A teacher inspires the students to trace, manage, assess and solve queries for the never ending process of professional training [1]. A teacher must also ensure to make his/her students independent learners. Teachers at university level assist their learners to discover their own knowledge, including the comprehension of materials as well as the patterns of understanding and evaluation of the development of their learners and their level of learning the new concepts [1]. Students' motivation, confidence level and interest must be maintained for their effective learning. It also ensures favorable conditions for communicative language teaching [7]. Learning and teaching process at higher level must ensure discipline in the classroom. According to Igawa [7] maintenance of discipline is necessary for a language classroom. English teacher must understand the culture of English language to impart effective understanding and linguistic skills to the students. English teacher must not act as a dictator but should try to facilitate the students. He/she must try to analyze the needs of students [7]. Research of Pica and Long [10] has shown that skillful teachers are different from unskilled teachers on skills of questioning [9]. Creation of friendly environment and interest in class also promotes the motivation of students.

According to Fink [1] the process of instruction involves the collaboration of teacher, society and the workplace environment to produce effective results regarding students' learning. Teachers must not think about their job as a matter of getting pay only, they should feel the students' learning as their responsibility [3]. Teachers don't get time for professional self-development due to the workload [11].

The teachers must make efforts for their professional development by taking part in professional education conferences, seminars and training programmes. These programmes refresh and renew their knowledge. Teachers should get professional education during their whole lives [7]. Collective efforts among the staff members are very fruitful for professional development activities. Some determined teachers must be there to cooperate with all the teachers and to guide them for their professional development [3]. Discussions with colleagues and their social assistance enhance satisfaction with job and level of motivation [12].

Professional development also involves peer assessment and the perceptions of teachers related to peer analysis. Peer learning and teaching must be encouraged. Peer assisted teaching must be practiced to improve the skills and teaching methodologies of the teachers [9]. Most of the teachers find it hard to be assessed by their colleagues or authorities. This factor also lessens the interaction among colleagues for professional development activities [9]. An English teacher must undergo observation by their peers and should try to improve their skills in view of their criticism [7].

Collaboration with curriculum designers and inclusion of teachers' perceptions into curriculum is highly necessary for professional development and creativity of the teachers. Teachers must not involve in such professional development activities which revolve around the preset curriculum only and discourage creative efforts. They must put their utmost efforts to ensure their complete performance as a professional. They should take responsibility to question and alter the curriculum according to their needs; to improve knowledge and linguistic skills of their students; and motivate them to become independent learners. Students must be made capable to take an active part in social community [3]. Teachers must do research in their classrooms to ensure the effective implementation of the adequate curriculum. Curriculum must be handled by the teachers according to the needs of the students as an enforced curriculum can't bring ideal results. Curriculum must be developed through research, discussions with the students and incorporation of new concepts [3].

In service professional development courses must be taken seriously by the teachers. According to Hargreaves and Fullan [13] teachers are less committed towards professional development courses. They must also be taught to develop themselves personally as these in service trainings last only for a short time. The teachers should drive their own process of professional development.

Teachers must think themselves responsible for their own professional development and grooming [9]. Therefore, they must try to improve the language skills on their own. English teacher must always struggle to improve his/her students according to updated linguistic standards. It can be done by taking part in seminars, watching English movies, news, speaking English every day, giving English language tests and communicating with the native speakers. He/she should watch good English movies and watch them till their complete understanding [7]. An English teacher must try to listen to maximum possible English daily [7] as listening prompts improvement of pronunciation, knowledge and different language skills. Everyday practice is important for continuous learning and practice. An English Teacher must read at least one English text during a month [7]. It can be a novel, drama, or research work. Reading improves the vocabulary as well as knowledge of the reader. Any authentic content regarding professional development of teachers should also be read time and again. English teacher must try to improve his/her pronunciation to give authentic knowledge to the students [7]. Pronunciation is an extremely important part of spoken language. An English teacher also must try to update their knowledge about English language [7]. He must learn new methodologies and changes regarding the process of teaching internationally. English teachers should be capable of updating their knowledge by acquiring advanced concepts and techniques. This requires some independence on part of the teacher [3]. According to Igawa [7] a teacher must keep on getting knowledge and enhancing it, this attitude is highly professional.

The authorities are also responsible for the professional development of their staff members [2]. People in the administration don't often care about the professional needs of the teachers [11]. The institutions must take decisions for formal professional development of their teaching staff [1]. Authorities must provide proper in-service training to English teachers; make sure that all teachers can reach to appropriate professional training; incorporate research into activities relevant to English language teaching; give proper training to teachers to help implementation of new curriculum, or rules; to make sure that effective professional advice is there; to make sure the availability of professional training at proper time within the year; and make sure that quality training is affordable for the institutes through proper funding for professional training. The head of the institute must create and support professional development

activities for his or her staff members to establish the proper teaching-learning environment at the workplace. Certain council must be there to control such activities [3]. Government, employing authorities, subject specialists, curriculum designers, consultants and teachers should work together for professional development of teachers. Both individual and collective efforts are important (Professional Development for English Teachers, n.d). There is a need to acknowledge the efforts for teachers' professional development; nevertheless it will create the void of enthusiastic and sincere teachers [3].

The researchers in Pakistan Hussain *et al*. [5] researched on professional development needs of secondary school teachers in district Kohat. They identified different training needs of teachers in areas of personal development, communication skills, managing class, analytical skills, technology use etc. They recommended conducting training programs off and on. The provision of resources and content must be available for the teachers. Muzaffar and Malik [14] studied teachers' attitudes towards their professional development and found out that teachers are least interested in professional development. There is also a lack of resources and efforts for their professional development. Hussain *et al*. [5] has recommended some points to improve the situation of professional development of teachers:

1. Teachers must be provided with professional development opportunities regularly.
2. The course must be of minimum thirty days so that all may fully grasp the content and ideology of their professional development program.
3. Skillful instructor must be available to facilitate the teachers.
4. Comprehensible content must be made available to the teachers to make use of it anytime later.
5. The program must be arranged near the residential city of teachers especially to facilitate the female participants.
6. Holidays should be used to conduct such professional development courses to ensure the participation of maximum teachers.
7. These courses must also be assessed for improvement.

The need for professional development of teachers is not very great, but Pakistani higher education institutes must forward austere steps for teachers training programs to satisfy the students completely. The procedures must be adopted covering the teacher, concerned department and institute for making these attempts applicable. No compromise should be made regarding the constant professional development of teachers. As a result,

the institutes would be able to fulfill the goals of university education [1].

In Pakistan there is a lack of research on professional development needs of English language teachers especially at Graduate level. It is very necessary to identify their efforts for development and resources provided at their institutions for their grooming. So this research is very important regarding the professional situation of English language teachers of Pakistan at Graduate level.

The present study aims to have the need analysis of Pakistani English teachers about their professional growth and development activities. Professional development opportunities for teachers have not been provided according to their real needs for acquiring the teaching skills [11]. The versatility of higher education requires very competent staff members, but in Pakistan people starts teaching without prior adequate professional development [1]. The study conducted by Ramasamy [15] showed that professional development activities should be provided to English teachers on the basis of needs analysis and teachers should be asked to attend in-service professional programmes according to their requirements. The study also suggests that more research should be carried out to get a more explanatory view of professional development needs of English teachers by using some other research design. The present study also aims to make the teachers realize about their own responsibilities in their professional development that they should also take initiatives for their personal development. It also aims to make the administration sensitive about the need of teachers' training and professional development during their service and the availability of resources regarding their professional progress. The research aims:

i. To identify the professional development needs of Pakistani ESL teachers at honors level.
ii. To study their level of professional development and training (In-service training, curriculum designers' support, publications, seminars etc.).
iii. To find out their perceptions about their own professional development.
iv. To identify their own role and efforts for their professional development i.e. what sources they use to make themselves developed professionally.
v. To identify the role of employing authorities and institution in teachers' training and professional development.
vi. To identify the availability of resources (workshops, conferences, teaching methodologies etc.) at their workplace and

the role of these in professional development of teachers.
vii. To give some recommendations to all stakeholders to plan proper and realistic strategies for professional and personal development of teachers.

The researcher has used mix method to get results. The design of research is quantitative as well as qualitative. It uses questionnaire and interviews to gather the viewpoint of 57 English teachers teaching at graduate level. It analyzes data quantitatively on excel to constitute mean values and standard deviation for each variable. The percentages and graphs are also made to show comparisons. Interview of some participants are qualitatively analyzed to complement the results of data collected through questionnaires.

Following are the delimitations implicated by this research.
i. The data cannot be collected from the English language teachers of whole Pakistan. So the research is delimited to the English teachers of colleges and universities of Sargodha.
ii. It cannot be generalized for all Pakistani teachers.
iii. It is uncertain that sample is representative of target population, although a great care has been taken in this respect.
iv. There is a lack of funds for a large scale research.

EXPERIMENTAL SECTION
In this section population and sample for research is described. The researcher has taken questionnaire as an instrument using 36 questions and likert scale for research. Interviews have also been conducted to cross check the results of questionnaire. The questionnaire is described according to the categories of research questions. The procedure of data collection and research design is described with different variables for professional development. The rationale of computing mean, standard deviation, percentage and graphs is also described along with the key devised by the researcher.

Population: All English language teachers of Pakistan teaching at graduate and undergraduate level constitutes the population.

Sample: The sample constitutes fifty seven English language teachers of six different institutes of Pakistan from district Sargodha, teaching at graduate and undergraduate level (BA, BS (hons.). The researcher has obtained the sample through random selection of institutes from Sargodha.

Research design: The design of research is mix method i.e. both quantitative and qualitative. It involves the questionnaire which included 36 items with five options each, related to different research questions. Data is collected and then analyzed by using Microsoft Excel. Interview includes five questions to be asked by the participants. The responses of the interviews are qualitatively analyzed.

Instrumentation: There are two instruments used for data collection, i.e. Questionnaires and Interviews

Questionnaire
The researcher has devised the questionnaire after the complete review of literature on professional development of English teachers. There are 36 questions (Appendix A), answering five research questions. Data is collected through likert scale including five options for each question and is analyzed by entering and computing it on Microsoft Excel. The options were made on the basis of agreement of participants with the statements.
1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The questionnaire is based on three research questions that are meant to check the perceived professional situation of English teachers, their efforts for development, availability of resources at their workplace and their needs for professional development. The researcher has devised seven categories to check the perceptions of teachers regarding their professional situation, their efforts for professional development and availability of resources at their workplaces. A professional can perceive his own situation during or after the process of work. This process enables the person to assess his work for further improvement [16]. Every category has five points. All points have one question except three which have two questions each i.e. excellent communication skills, motivation of students, resources at institutions. These categories are as follows:

Competence
Following five points are included under the category of competence of teachers. These points are related to on another in some way thus grouped together under competence. These are:
i. Subject Knowledge
ii. Cultural knowledge of English
iii. Knowledge of Methodologies
iv. Question Answering Skills

v.   Lesson Planning

Communication in English

An English teacher should have communicative competence as language learning involves learning through communication and interaction. The researcher has selected five aspects to be investigated for the communication of English language teachers. These are:
i.   Excellent Communication Skills
ii.   Use of English
iii. High Confidence
iv.   Class Discipline
v.   Students' Communication

Motivation

Motivation involves the following five points.
i.   Motivation of Teacher
ii.   Motivation of Students
iii. Creation of interest
iv.   Adaptability
v.   As a facilitator

Participation in Professional Development Activities

A teacher should participate in following professional development activities for effective language teaching.
i.   Participation in Seminars

ii.   Collaboration with Colleagues

iii. Peer Assessment
iv.   Collaboration with Curriculum Designers

v.   Feedback from Students

Efforts for Language Improvement

Following efforts can be done by the teacher to improve his language personally.
i.   Spoken English Practice
ii.   Listening Practice
iii. English Reading Practice
iv.   Pronunciation Improvement

v.   Updating of Knowledge
vi.   Learning of New Methodologies
vii. Continuous Learning of English

viii. Professional Development as Responsibility

Resources at Institutions
i.   Audio Visual aids
ii.   Other resources for Professional Development (seminars, conferences etc.)

All teaching materials and content should be provided to the teachers. Lack of adequate resources to present the content often results into the lack of motivation among the teachers [12]. Audio visual aid is the most important these days. It facilitates learning and teaching of students. Institutions must put efforts for professional development of their teachers at the earliest. Two questions are there for this option i.e. 32 and 33. One asks the provision of professional development opportunities like seminars, conferences and staff collaboration at their workplace. The other asks about the training programmes conducted by their institutions.

Need of Professional Development
i.   Need of more Professional Development

ii.   Insufficient previous Professional Education
iii. Need of In-service courses

There is a continuous need for professional development throughout the career of an English teacher. The professional education like B.Ed., IELTS or TOFEL is not enough for professional development. So there is always a need for training courses to refresh their knowledge and skills. According to Praver and Baldwin [12], teachers' training is very important to maintain job satisfaction among teachers. Teachers who are not provided with frequent trainings are least motivated and dissatisfied with their job.

Interviews
Interview included five questions which are mainly the research questions. These are as follows:
1. How is your professional development situation as an English teacher of graduate level?
2. What are your personal efforts to develop yourself professionally?
3. What is the scenario of available resources at your workplace for professional development?
4. In your view what are your perceived professional development needs?
5. What strategies can be employed to ensure your professional growth? Kindly give some recommendations for improvement of professional development condition of English teachers.

DATA COLLECTION
Data was collected by using mix method i.e. Questionnaires and interviews. Questionnaires got filled through following procedures:
1. Sending of questionnaires to some participants through mail:

Questionnaires were mailed to 8 participants on January 7, 2019. Two of them responded to it the next day but the remaining 6 didn't send it back.
2. Filling of printed questionnaires from the rest of the participants

55 participants were given the printed questionnaires on January 8, 2019. They handed them back within the next two days.

DATA ANALYSIS

The data collected through questionnaires are computed on Microsoft Excel. Means, standard deviation, percentages and graphs are made for every variable. Interviews are also qualitatively analyzed. At the end there would be some recommendations for improvement of the condition of teachers regarding their professional development based on the responses of questionnaire and interviews. The researcher has devised a key to find out the perceived professional situation of teachers, level of Professional development needs of teachers, efforts for PD, PD situation and assistance from institution.

Table-2.6: Key for Data Analysis

Sr. No.	Mean Value		Level of Satisfaction with Competence, Motivation and Communication	Level of Efforts for PD	Level of Institutional Assistance for PD	Level of PD Needs
1	High	3.5-5.00	High	High	High	Low
2	Medium	2.5- 3.5	Medium	Medium	Medium	Medium
3	Low	1.00-2.4	Low	Low	Low	High

LIMITATIONS

The study is delimited to some institutes of Sargodha. So it cannot be generalized for all English teachers of Pakistan. Secondly, data was collected through questionnaire. Therefore, the limited results of questionnaire were complemented by interviews. But a few people gave interviews.

RESULTS AND DISCUSSION

Data is analyzed and the results are computed based on methodology. The mean, standard deviation and percentages of every category are calculated on Microsoft Excel. All results are shown on tables for separate categories. The graphs are made for mean values and percentages to get the view of level of professional development of English teachers. The mean values and percentages for every variable is represented on column graph for all the seven categories i.e. competency, communication skills, motivation, participation in professional development activities, efforts for professional development, resources at institutions and level of needs for professional development. At the end the comparison among all variables is shown. In this section the results computed in the section of data analysis are discussed according to the objectives of study. The results of all seven categories are discussed along with the results of previous studies. Every research question is answered with justifications from the results of survey.

Results of mean, standard deviation, percentages and graphs

The mean, standard deviation and percentages are calculated for all the seven categories and are represented on table for individual questions of every category. The results of mean and percentages are also represented on graphs to show comparison. The overall results showing comparison among all variables are also represented on tables and graphs.

The percentages are calculated for the number of teachers who responded with the option "strongly agree" or "agree", the number of teachers who responded with the option "neutral" and the number of teachers who responded with the option "disagree" or "strongly disagree". The results are as follows along with their analysis.

Perceived Level of Competence

There are five options for competence of an English language teacher. The individual means for all are calculated and then the overall mean is calculated. They are represented on table in the descending order of their mean values to show the competence.

Table-3.1: Mean Values for Perceived Level of Competence

Sr. No.	Competence **More Mean:** High Competence Less PD Needs for competence **Less Mean:** Low competence More PD Needs for competence	Mean	Standard Deviation
1	Lesson Planning	4.74	0.444
2	Question Answering Skills	4.57	0.596
3	Subject Knowledge	4.07	0.416
4	Cultural Knowledge of English	4.05	0.692
5	Use of Methodologies	4.00	1.035
6	Total	4.36	

The percentages of teachers showing high, medium and low level of competence are also represented in descending order which is as follows:

Table-3.2: Percentages of Teachers Having Different Levels of Competence

Sr. No.	Competence	Agree (High)	Neutral (Medium/ unaware)	Disagree (Low)
1	Lesson planning	100%	0%	0%
2	Subject knowledge	94.74%	0%	5.26%
3	Question Answering	94.74%	5.26%	0%
4	Cultural knowledge	78.94%	21.05%	0%
5	Methodologies	73.68%	21.05%	5.26%
6	Total	88.42%	9%	2.10%

All the items fall into the category of high mean values showing high degree of perceived
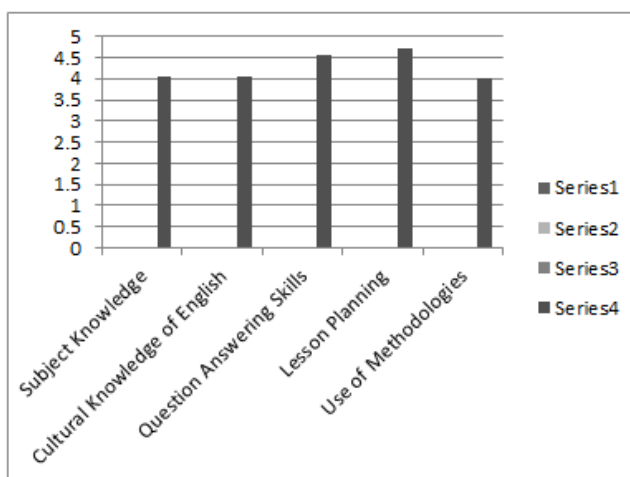

Fig-3.1: Mean Values for Competence

Only two variables "subject knowledge" and "use of methodologies" have some teachers who are completely dissatisfied with their competence in these areas. So, these areas need to be focused more in the field of professional development of teachers.

Perceived Level of Communication Skills

There are five points for communication skills of English teachers. They have to maintain discipline, conduct class in English, show high confidence, and communicate well to involve students in conversation. Following are the results of mean values of every variable in a descending order:

Table-3.3: Mean Values for Communication in English

Sr. No.	Communication in English (More Mean: More Satisfaction with communication skills Less PD Needs for communication skills Less Mean: Less Satisfaction with communication skills More PD Needs for communication skills)	Mean	Standard Deviation
1	Class Discipline	4.14	0.581
2	Use of English	4.053	0.692
3	Communication Skills	4.026	0.658
4	High Confidence	3.965	1.488
5	Students' Communication	2.895	1.0296
6	Total	4.44	

Table-3.4: Percentages for Communication in English

Sr. No.	Communication in English	Agree	Neutral	Disagree
1	Discipline	98.25%	1.75%	0%
2	Confidence	87.72%	8.77%	1.75%
3	Use of English	78.94%	21.05%	0%
4	Communication skills	78.94%	15.79%	5.26%
5	Students' communication	21.05%	42.11%	36.84%
6	Total	72.98%	17.89%	9%

The graph showing the mean values of different variables also depicts that the area of class discipline need the least professional development, while the area of students' communication has the highest need of professional development. Teachers need to be trained on how to make students communicate well in the classroom. The teachers should try to remove their communication barriers in English and boost up their knowledge.
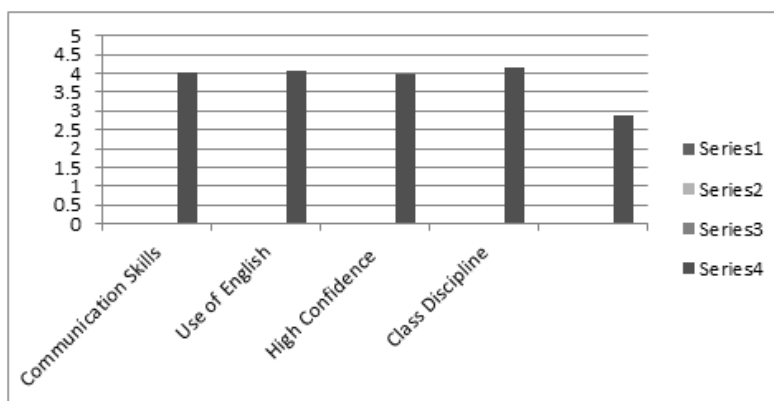

Fig-3.3: Mean Values for Communication in English

Perceived Level of Motivation

Motivation is a factor which got high results in all points. The mean values and percentages are given below in a descending order.

Table-3.5: Mean Values for Motivation

Sr. No.	Motivation (More Mean: High motivation Less PD Needs for motivation Less Mean: Low motivation More PD Needs for motivation)	Mean	Standard Deviation
1	Motivation of Students	4.526	0.712
2	Facilitator	4.526	0.574
3	Adaptability	4.368	0.486
4	Creation of Interest	4.263	1.173
5	Motivation of Teacher	4.263	1.217
6	Total	4.389	

Almost all the teachers perceive themselves to be the facilitator of their students. They also think that they adapt themselves according to every situation. Creation of interest in classroom and teacher's motivation also has high mean values and percentages.

There is disagreement on one point only i.e. motivation of students. 2.63% teachers perceive that their students are not motivated to learn. So they need to be trained in this respect.
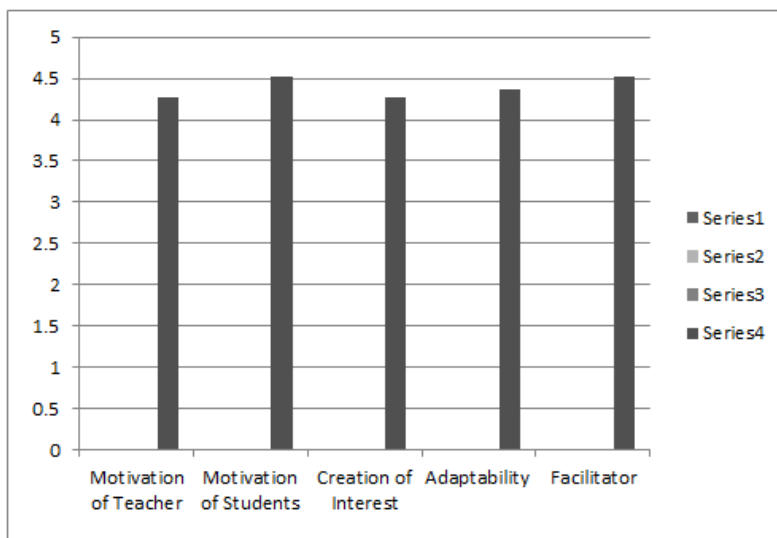

Fig-3.5: Mean Values for Motivation

Efforts for Professional Development

There are five points for PD efforts of teachers. Their results are represented on tables 4.7 and 4.8 in a descending order, which are as follows.

Table-3.6: Mean Values for PD Efforts

Sr. No.	Efforts for Professional Development **More Mean:** More PD Efforts Less PD Needs **Less Mean:** Less PD Efforts More PD Needs	Mean	Standard Deviation
1	Collaboration with Colleagues	4.474	0.601
2	Peer Assessment	4.053	0.766
3	Feedback from Students	4.053	1.202
4	Participation in Seminars	3.632	0.816
5	Collaboration with Curriculum Designers	3.263	1.078
6	Total	4.102	

Table-3.7: Percentages for PD Efforts

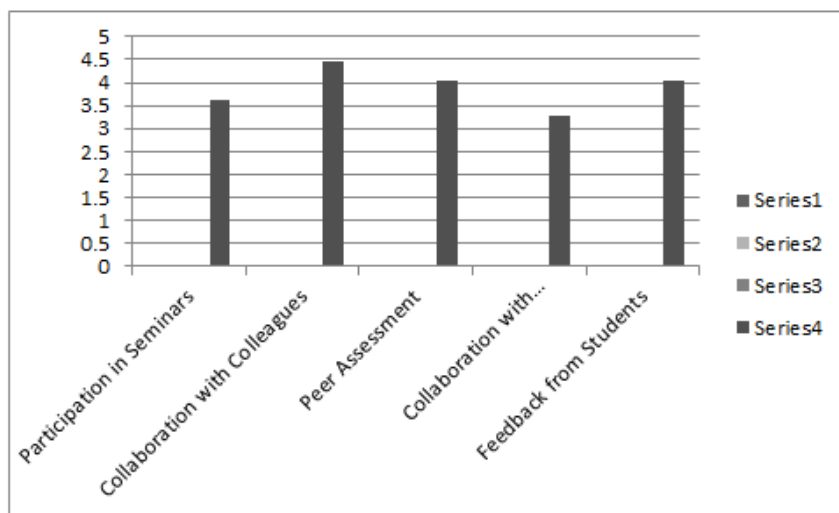| Sr. No.	Participation in PD Activities	Agree	Neutral	Disagree
1	Collaboration with colleagues	94.74%	5.26%	0%
2	Feedback from students	78.94%	15.79%	0%
3	Peer assessment	73.68%	26.32%	0%
4	Seminars	63.16%	26.32%	10.53%
5	Curriculum designers' collaboration	47.37%	26.32%	26.32%
6	Total	71.58%	20.00%	7.37%

Fig-3.6: Mean Values for PD Efforts

Efforts for Language Improvement

Language improvement is the most important professional development need of English language teachers. There are eight items for this variable. The results for their mean values and percentages are presented as follows.

Table-3.8: Mean Values for Efforts for Language Improvement

Sr. No.	Efforts for Language Improvement **More Mean:** More PD Efforts Less PD Needs **Less Mean:** Less PD Efforts More PD Needs	Mean	Standard Deviation
1	Continuous Learning of English	4.579	0.498
2	Professional Development as Responsibility	4.421	1.194
3	Listening Practice	4.368	0.586
4	Learning of New Methodologies	4.263	0.856
5	Pronunciation Improvement	4.211	0.773
6	Knowledge Updating	4.105	0.976
7	English Reading Practice	4.00	0.802
8	Spoken English Practice	3.789	0.773
9	Total	4.217	

Table-3.9: Percentages for Language Improvement

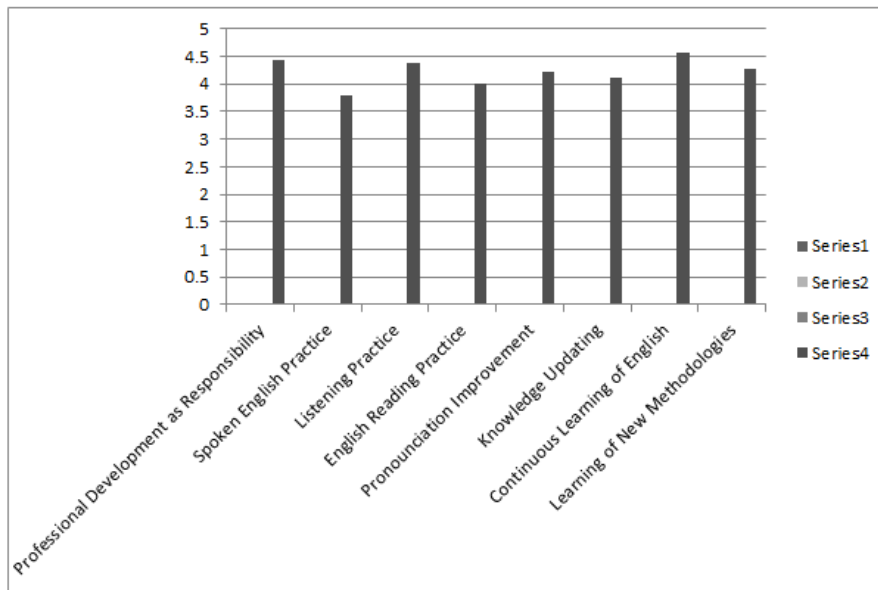| Sr. No.	Efforts for Language Improvement	Agree	Neutral	Disagree
1	Continuous learning of English	100%	0%	0%
2	Listening	94.74%	5.26%	0%
3	PD as responsibility	89.47%	5.26%	5.27%
4	Learning of new methodologies	84.21%	10.53%	5.26%
5	Pronunciation	78.94%	21.05%	0%
6	Upgrading of knowledge	68.42%	26.32%	5.26%
7	Reading	68.42%	31.58%	0%
8	Spoken practice	68.42%	26.32%	5.26%
9	Total	77.08%	15.79%	2.60%

Fig-3.9: Mean Values for Language Improvement
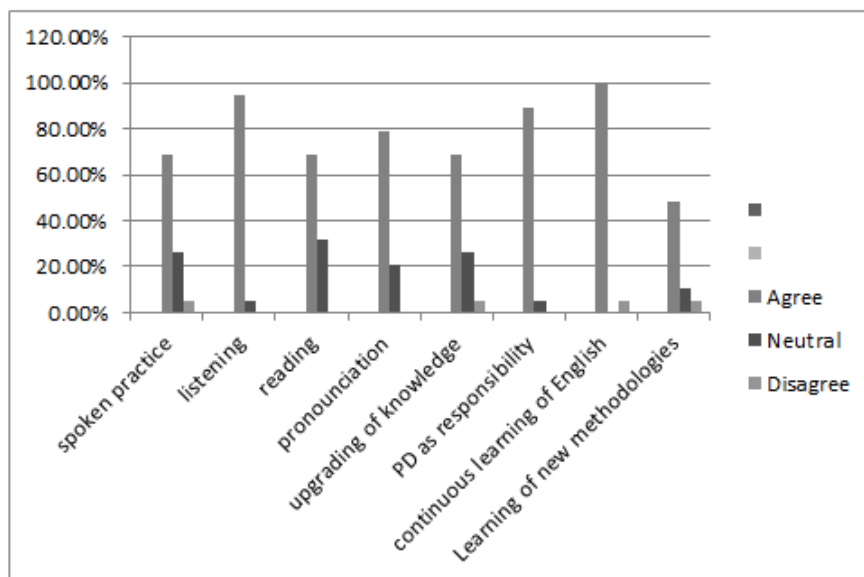
Fig-3.10: Percentages for Language Improvement

Need of Professional Development

There are three items to check the perceived needs of professional development of English language teachers that whether they need any professional development and want to take professional development in-service courses or not. One item is about previous professional education, that whether it was sufficient or not. Following are the tables showing the mean and percentages of all items.

Table-3.10: Mean Values for PD Needs

Sr. No.	Need of PD **More Mean:** Less PD Needs **Less Mean:** More PD Needs	Mean	Standard Deviation
1	Need of PD	4.632	1.14
2	Need of in-service courses	4.368	0.993
3	Insufficient previous PD education	3.421	0.823
4	Total	4.14	

Table-3.11: Percentages for PD Needs

Sr. No.	Variables	Agree	Neutral	Disagree
1	Need of PD	94.74%	5.26%	0%
2	Need of in-service courses	84.21%	5.26%	10.53%
3	Insufficient previous PD education	42.11%	47.37%	10.53%

The results have shown that there are high perceived needs for professional development of English teachers. 94.74% teachers are of the view that they need professional development to improve their skills of ELT. 84. 21% teachers think that need in-service PD courses. Only 10.53% disagree to this point. 42.11% teachers are of the view that their previous professional education was not sufficient for their professional grooming. Most of the rest are neutral on this point. Following are the graphs showing the comparison among mean values and percentages.
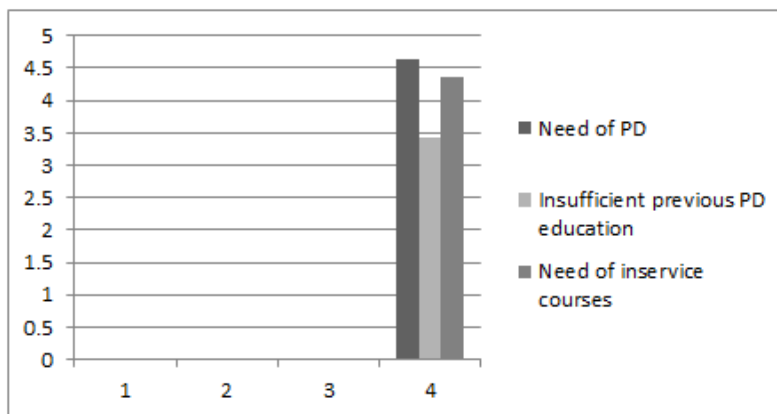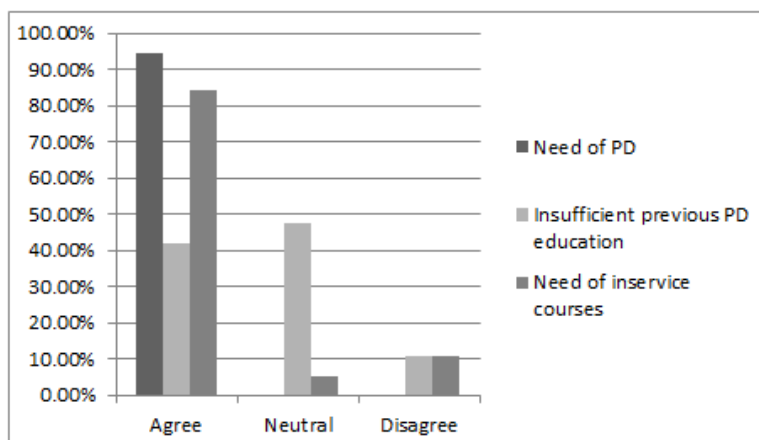

Fig-3.11: Mean Values for PD Needs

Fig-3.12: Percentage for PD Needs

Resources at Institutions

There are two variables for PD resources at institutions i.e. provision of AV aids and resources (seminars, conferences etc.) at institutions. Following are the results listed in tables.

Table-3.12: Mean Values for Resources at Institutions

Sr. No.	Resources at Institutions **More Mean:** More Institutional Assistance Fewer Needs for Institutional Assistance **Less Mean:** Less Institutional Assistance More Needs for Institutional Assistance	Mean	Standard Deviation
1	AV Aids	3.21	1.065
2	Institutional Assistance	2.55	1.359
3	Total	2.88	

Table-3.13: Percentages for Professional Development

Sr. No.	Resources at Institutions	Agree	Neutral	Disagree
1	AV aids	45.61%	15.79%	36.84%
2	Institution / Resources	25.44%	15.79%	57.89%
3	Total	35.53%	15.79%	47.37%

These results depict the low assistance from institutes of teachers for their professional growth. 45.16% teachers agree that they are provided with the facility of audio visual aids like multimedia, while 36.84% teachers say that they are not provided with audio visual aids. Only 25.44% teachers agree that their institutes provide opportunities to them for professional development, while 57.89% perceive almost no intuitional assistance. These results show the high needs of institutional assistance and support for professional development. Following are the figures showing mean values and percentages.
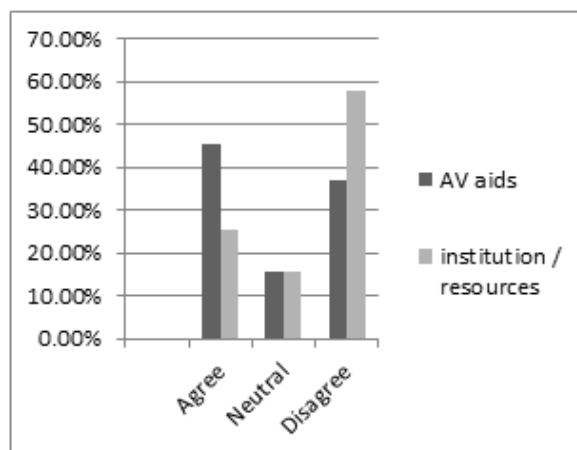

Fig-3.14: Percentage of teachers having highest and lesser resources at institutes
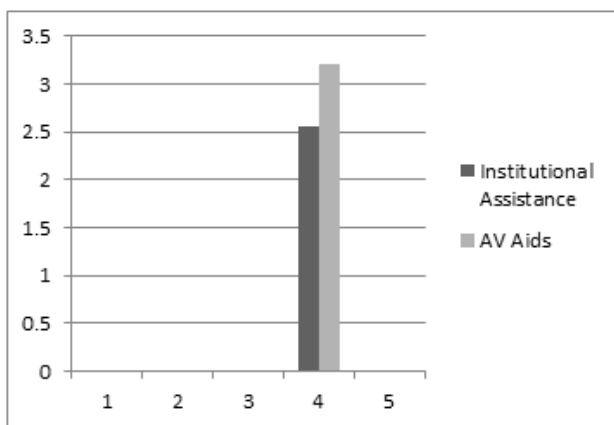
Comparison among results of all variables

The comparison among all categories shows that need of professional development has highest mean value. It depicts that teachers perceive that their PD needs are relatively high showing less satisfaction with their PD situation. On the other hand, they have shown high satisfaction with their participation in PD activities, competence, and communication in English, motivation, resources at institutions and efforts for language improvement. This duality of results depicts their high perception of themselves. They have high opinion of themselves and their professional condition. The mean values are represented on graph for comparison below.

Fig-3.13: Mean Values for Resources at Institutions

Table-3.14: Comparison among Mean Values of All Variables

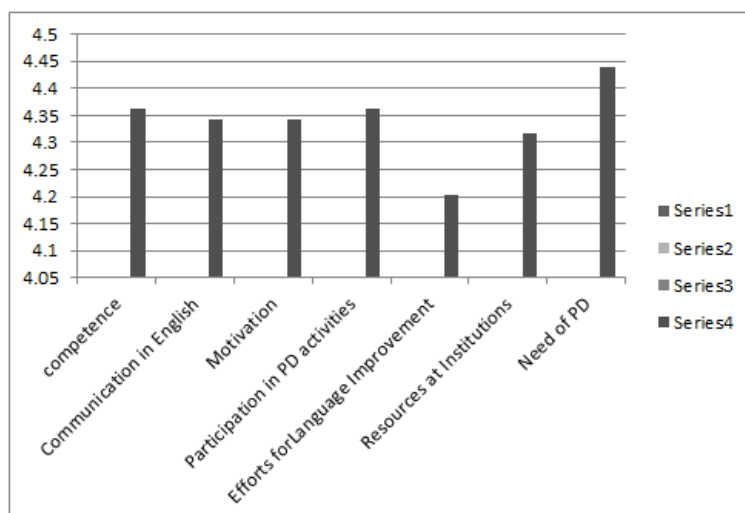| Sr. No.	Variable	Mean
1	Need of PD	4.44
2	Participation in PD activities	4.36
3	Competence	4.36
4	Communication in English	4.34
5	Motivation	4.34
6	Resources at Institutions	4.32
7	Efforts for Language Improvement	4.20

Fig-3.15: Comparison among Mean Values of All Variables

INTERVIEWS

Subject I

The first interviewee was dissatisfied regarding her professional development as an English teacher. She is working at graduate level in government sector and there is no chance for her to develop her professional skills of any type. She was of the view that once the teachers get into this job (since it is permanent) they seldom find any need to groom themselves. She is hoping to pursue her studies, but feels it useless after 10 years of experience, and becoming assistant professor at her institution. According to her, refreshing of knowledge and language skills is more important for teachers. When asked about her personal efforts for professional development, she added that she tries to keep herself updated. With new books available in the market, she tries to have an idea of the type of examination that will come this year. She tries to learn new strategies to teach, tries to make most out of her students. She said that since she cannot take any special courses, she takes help from her experience, although it is a slow process. Regarding resources for professional development, she informed that there were no resources and no opportunity for them to refresh their courses. At the question of her professional development needs, she said that it would make no difference if she go and get some certificates to improve her knowledge. In fact, she needs a competitive (healthy) environment to enhance her skills. Unfortunately, despite being a degree college, her institute doesn't provide that. Her seniors are too senior and they hardly would come to her and plan a strategy to learn or refresh their knowledge. The junior colleagues are energetic and motivated, yet due to the lack of experience they fail at various places. Moreover, in a class of 130 students (in public colleges it happens) a teacher cannot concentrate on the individual students. If he/she has to teach the mob, he/she must be taught how to do justice with them. Moreover, the students coming in government institutions, are never motivated, therefore, the teachers themselves lose their motivation. At the end she gave some recommendations for improvement of professional development condition of English teachers i.e. refresher courses every now and then, frequent meetings of board and employee so that the handicaps can be removed, better opportunities for further studies, provision of concession of time and classes if a teacher pursue an M.Phil. degree, awarding incentives on attending refresher courses. The authorities should also be flexible to make the professional growth of their teachers possible.

Subject II

The second interviewee was satisfied with respect to her present teaching profession. She told that she enjoys interacting with the students. Regarding her efforts for professional development she informed that she tries to search enough about the relevant topic to be taught. She also tries to act like a facilitator instead of a tutor. She added that unfortunately no resources are provided at her institution for her professional development. According to her, the availability of multimedia and audiovisual aids is an utmost need for development of teaching. At the end she recommended the organization of repetitive lectures and seminars for teachers. And also a vast exposure of teachers with English language at personal level i.e. reading, watching English movies etc.

Subject III

The third interviewee started that although he feels quite motivated to teach his students but feels lack of continuous professional development at his workplace. It seems as if he performs the same activities every day. There is a lack of creativity and new ideas. Personally he tries to study everything

available on the subject he teaches and also takes help through reading of new stuff. Regarding provision of resources, he informed that there was a pre service course of English teaching when he joined his institution. After that no resources and courses have been provided. He recommended that teachers should be given trainings and opportunities to develop themselves. They should be taught how to engage and motivate every student in the class to get good results. Some policies must be devised to be implemented in all institutions. There must be collaboration among staff members and continuous interaction among different institutions regarding professional development of their teachers.

CONCLUSION

English language teachers' perceptions of their competence, communication skills and motivation

The study aimed to find out the perceptions of English teachers regarding their professional development situation. Three categories are made for this purpose. These categories are competence, English communication skills and motivation. There are five questions for each category. The level of satisfaction of teachers for these professional areas is measured on the basis of their agreement with the statements. The results have shown that English teachers have high level of satisfaction with their competence, communication skills and motivation.

Competence has relatively high results of satisfaction as compared to other two categories. Lesson planning is very much focused by 100% teachers. There is no perceived need for training in lesson planning. It is quite opposed to the study conducted by Hussain *et al.* [5], which states that 93.8% government school teachers in Kohat need to be trained for lesson planning. The study of Khandehroo, Mukundan, and Alavi [11] on Malaysian school teachers also states that 46% teachers have high PD needs for lesson planning.

The results of question answering skills of teachers also show their high satisfaction and fewer needs. 94.74% of them think themselves knowledgeable enough to answer all the questions asked by the students. The rest 5.26% of them need training in this area only. The result of subject knowledge is same as that of question answering skill of teachers. So it can be implied that question answering skill depends upon the subject knowledge of a teacher.

Cultural competence is perceived to be satisfactory by 78.9% English teachers, while 21.05% teachers have perceived high needs of training in English cultural knowledge. The research of Khandehroo, Mukundan, and Alavi [11] on school

teachers describes that 48.6% teachers have high needs of training in this area. The difference may be due to the difference in attitude and perception of school and college/ university teachers.

The result of knowledge and use of methodologies has shown relatively high needs. 73.68% are satisfied, while 21.05% have medium needs and 5.26% have high training needs in this area. Since the other researches have shown higher needs for training in methodologies as reported by Khandehroo, Mukundan, and Alavi [11] that 39% show moderate and 43% show high needs.

Communication skills' results also show high level of satisfaction among English language teachers. 98.2% teachers perceive that they are successful in maintaining discipline in their classrooms. The other studies show high training needs of classroom management as reported by Hussain *et al.* [5]. Khandehroo, Mukundan, and Alavi [11] also mentioned that 48.5% teachers perceive high degree of needs.

The study reports that there are 87.72% perceived confident English teachers, having no need of PD training to boost up their confidence. While the rest have medium or high level of perceived needs in this area. Use of English in classrooms and excellent communication skills in English has same results, as they both are directly related to each other. 78.94% teachers are satisfied with their skills and need no PD in the area of communication. The rest have medium or high needs in this field.

The students' communication has least mean and percentage. Only 21.05% are able to remove communicative hindrance of their students. While the rest 78.95% have medium or high needs in this respect. The communication skills of teachers also need to be polished to cooperate with the students effectively. The results obtained from the study of Khandehroo, Mukundan, and Alavi [11] also supports these findings i.e. 49% teachers need high training and 45.5% need moderate training to develop cooperative environment for their students to remove their communicative barriers.

The results of motivation also show less PD needs and more satisfaction of teachers. Motivation of students and acting of a teacher as a facilitator have same mean and percentage. It indicates the relation of facilitation with students' motivation. Students are more motivated if a teacher acts a facilitator rather than a dictator, and 100% teachers are perceived to be highly motivated. This study also describes the high results of adaptability and creation of interest in classroom. 84.21% teachers

are also found to have perceived motivation. Igawa [7] and Hussain *et al*. [5] report high training needs regarding motivation as contrary to this study.

So, high satisfaction of the subjects of this study can be related to high and idealistic perception of their own selves. They think themselves to be very competent, but in fact all of them are untrained and got no pre-service or in-service training till yet.

English language teachers' efforts for their professional development and language improvement

Two categories are included in teachers' efforts for professional development. These are participation of teachers in PD activities and efforts for language improvement having five and eight items respectively.

Collaboration with colleagues has got highest results of mean and percentages. 94.74% teachers say that they collaborate with their colleagues for professional development and it is an important activity. According to the research conducted by Karaaslan [13], many teachers support the idea of collaboration regarding professional development activities. According to them all the teachers should assist one another in evaluation of their teaching for identification of positive and negative points and then they should work out together for professional improvement. They perceive that all teachers should be ready to accept new things and developments in English language teaching. The activities of knowledge sharing, problem solving and cooperative learning among colleagues are favored by most of the teachers.

Peer assessment and feedback from the students also got high results. Teachers are satisfied with these aspects of professional development. Most of them like to be assessed by their peers and seek students' feedback for improvement in their teaching. The research on university teachers in Turkey has implied that teachers are interested in assessment of their teaching. They then reflect upon their teaching methodologies for professional improvement [13].

Teachers are relatively least interested in attending seminars and collaborating with curriculum designers. They have high perceived needs in these areas. Most of them accept the curriculum as same and do not try to alter it according to the situations. They also do not give some suggestions to curriculum designers for improvement in curriculum. According to the interviewees, the proper seminars should be organized and participation of all teachers should be made mandatory there. Muzaffar and Malik [14] recommend that there must be appropriate strategy for professional development courses and all teachers should be asked for participation.

The attitude of English language teachers is positive regarding their professional development. Almost all the teachers said that they are continuous learners of English language and are always motivated to learn English. Most of them also take professional development as their responsibility. Only `some of them are needed to be motivated in this respect. The second language teachers are more interested in their language improvement and professional development activities as participation in seminars, listening to DVD's, and practicing English speaking. They try to make their own efforts every day [7].

Regarding efforts for their language improvement, they also show positive behavior. Learning of new methodologies is focused most by the teachers. Then listening and pronunciation improving activities are given importance. Most of the teachers try to learn new teaching methodologies and put efforts in improving their listening skills and pronunciation. So, the teachers have low perceived areas in these three areas.

There are relatively high perceived needs in the areas of knowledge update, reading activities and speaking activities for language improvement. They need to be motivated to put efforts in these three areas. These efforts are directly related to their self-directed professional development.

Role of institutions in teachers' professional development

The role of institutions in teachers' professional development has also been surveyed. It is based on two observations i.e. provision of AV aids and resources for professional development (seminars, conferences, etc.). There are relatively low mean values and percentages for institutional assistance in PD of teachers. AV aids have been provided to only 45.61% teachers. Use of technology is very important for professional grooming of the teachers but it is not provided to every teacher [5]. According to the research conducted by Khandehroo, Mukundan, and Alavi [11] has shown that 46% teachers report high PD needs while around 47% teachers report moderate PD needs. One interviewee also said that the availability of multimedia and audiovisual aids is an utmost need for development of teaching. So the need for provision of technology is very high among teachers.

The provision of PD resources has got the least mean value. Only 25.44% teachers are provided with PD resources like frequent seminars,

conferences, materials etc., while the rest are lacking of these resources at their institutions. Teachers perceive lack of institutional support a hindrance to their professional development [13]. The lack of institutional assistance has also been stressed upon by all the interviewees. All of them informed that there were no resources and no opportunity for them to refresh their courses. Presently, most teachers can put only personal efforts to improve professionally [5]. So there is a high need for institutional assistance regarding PD of English teachers.

Professional development needs of english language teachers

Professional development needs of teachers are checked through three items i.e. their perceived needs for professional development, need of in-service courses and their status of previous professional education. The results are high for these items. 94.74% teachers perceive that they need professional development. While the remaining are neutral at this point. This finding is confirmed by other researches. Khandehroo, Mukundan, and Alavi [11] found that 99% teachers have perceived PD needs at some point of their career and 50% report high perceived needs of professional development. The interviewees have also stated this point. Almost all said that they have high PD needs.

84.21% believe that they need in-service courses for their professional development. All interviewees also said that no pre-service or in-service courses have been provided to them. The research conducted by Hussain *et al.* [5] on teachers in Kohat has also shown that no in-service programmes are organized by their institution for professional development. Some conferences are organized for a small time. These small programs are not compulsory for every teacher. Regarding previous professional education, only 42.11% showed satisfaction while the others need to take more professional trainings. Most of them find their previous professional education insufficient and unsatisfactory. So, teachers have high perceived needs for higher professional education.

According to interviews, there is a strong need for collaboration among colleagues as there is less collaboration among seniors and junior staff members for professional development. Teachers also need to be trained to teach a large number of students. Motivation factor should also be taken into consideration for professional development of teachers. Availability of multimedia and other resources should be made possible for professional grooming of teachers. There is a strong need to conduct seminars and other in-service courses for teachers. The need for collaboration of various

institutions is also expressed by the interviewed teachers. The cooperation among staff members and institutions is necessary to improve the present scenario of professional development of teachers.

The professional development needs of teachers depend upon various factors and affected by all. According to the present study, level of competence, communication and motivation is directly related to PD needs of teachers. The weak points of these areas directly enhance PD needs of teachers. While the strong points of these areas lessen the PD needs of teachers. Similarly sufficient PD resources at institutions lessen their PD needs, and lesser PD resources increase their PD needs. The personal as well as professional efforts of teachers are also directly proportional to their PD needs. If efforts re less then needs are more, and if efforts are more, then needs are lesser.

Following points are recommended for further research in this area.

i. It is recommended to conduct further research on professional development needs of teachers by using different research tools.
ii. Large scale research across the whole Pakistan should be conducted.
iii. The observations of the students must be analyzed and compared with teachers' perceptions.
iv. Cross cultural studies should be conducted to check cultural differences regarding attitudes of teachers and authorities.

The hypothesis has been partially proved. It has been proved that our English language teachers are not fully professionally developed as they need to be. It has also been proved that their institutions are lacking in professional development opportunities and resources. There is a strong need for development of resources and AV aids at institutions, cooperation among colleagues, collaboration with curriculum designers and cooperation among authorities/resource persons of different institutions.

The stance that teachers themselves are least interested in professional development and acquiring new skills after getting a good job has been rejected after study, as teachers are interested to participate in PD activities and putting efforts for language improvement. They personally try hard to improve their language but are getting least or no assistance from their institutions.

It is concluded that Pakistani teachers of English language have low perceived needs in many professional development areas while they need to

be developed in some areas like use of AV aids, collaboration with curriculum designers, etc. They need to be realized about the responsibility of their own professional grooming. They are putting some efforts but the authorities are needed to be taken specific measures to ensure their professional development by providing various resources at intuitions.

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