

kaleidoscopic in vision, providing teachers and students with a viable platform for viewing theoretical constructs, their translation in the real-life classroom and their connections to research.

References

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Dhanavel, S.P. (Ed.) *Continuing Professional Development of English Language Teachers: Perspectives and Practices from India*. Springer, 2022, 293 pp., Rs. 8,970 ISBN 978-981-19-5068 (Hardcover)

Reviewed by V.K. Karthika

The book *Continuing Professional Development of English Language Teachers: Perspectives and Practices from India*, edited by Dhanavel, S.P. invites readers to a less researched area in English Language Education-Continuing Professional Development (CPD). This book focuses on the context, theoretical premises, perceptions and practices of CPD in India. The book is neatly divided into four interrelated strands, namely, the context and culture of CPD (3 chapters), the theory and practice of CPD (6 chapters), the role of technology in CPD (3 chapters), and the personal trajectories of professional development (5 chapters). It elucidates various perspectives on CPD, offers practical solutions for several concerns and questions and helps to modify teachers' practices by evaluating the personal narratives of professional development documented in the book.

Dhanavel discusses the importance of discoursing CPD in the Indian context by underscoring the absence of research rooted in the multilingual and multicultural Indian reality. He states that classrooms must be transformed as spaces for theorizing rather than as conducive environments to execute the teacher's understanding of theories. Moving from the landscape of CPD in education, Dhanavel identifies pertinent issues for English language teachers in nurturing their CPD practices.

The second article by Amol Padwad emphasizes a 'culture turn' in CPD practices and research as he theorises culture as an inseparable element in defining any social practices, including teaching and learning. He posits Indian culture as predominantly hierarchical, collectivist, harmony-based, polychronic and particularistic. He argues that the cultural fabric of Indian ELT and education in general, owing to the cultural specificities, restrict certain idiosyncratic CPD practices while enforcing certain other moves which the practitioners may not prefer. He emphasizes the need to understand CPD as a dynamic phenomenon shaped and modified by several cultural forces. He maintains that there must be a systematic inquiry to identify the reasons for certain CPD practices.

The third chapter contextualizes teacher motivation as an imperative in deciding and enhancing the CPD practices of teachers and suggests a framework for inculcating and fostering such practices. Krishna Dixit discusses teacher motivation as a central force in initiating effective CPD practices and "interest" and "ideas" as crucial determiners. Through a literature review, he provides a set of strategies that the teachers might find suitable for sustaining their motivation for nurturing and enhancing their CPD practices.

In the second part, Arvind Sivaramakrishnan reviews CPD practices from global sites and points to the problems with top-down approaches. By analyzing various models of CPD, he argues for a transformative approach that could generate democratic ethos in any practices related to the teaching and learning contexts.

The critical inquiry, an aspect of the transformative approach, is elaborated by Ravinarayan Chakrakodi, with data from a 'train the trainer' programme. The programme aimed to make the teachers aware of the importance of reflective practices using tools like stimulated recalls, group discussions, written narratives, and reflective journal

writing. Recalling and recording critical incidents during the training session is crucial in determining the CPD action the trainer would take. Reflective questioning enables the trainer to identify the problems and possibilities present in the task given to them. In short, the author emphasizes the importance of using reflection as an enabling tool for professional development.

Kankata Padmini Shankar presents a study on tertiary-level teachers' CPD awareness, motivation, avenues and assessment. Findings from the interview and questionnaire help bring forth an inventory of ideas for CPD and explore how these are practised for CPD and students' learning.

Hari Padma Rani problematizes the nonserious nature of the existing teacher assessment practices; she argues for teachers to engage in continuous self-assessment for sustained professional empowerment. She argues that the teachers naturally orient themselves towards their CPD by reflecting and attempting self-assessment. She also argues for making self-assessment integral to teaching.

The fifth chapter in the second strand questions the top-down approach to CPD and argues for teachers to engage in Teacher Research. Pinninti presents an approach to teacher research consisting of 3 Rs: Reflecting, Recording and Reporting.

Dhanavel argues for a more profound knowledge of teacher cognition for planning and implementing effective professional development programmes. He observes that teacher cognition is intangible but informs us about what teachers say and do in the classrooms. He connects teacher cognition research with teacher research and states how it contributes to the CPD of teachers.

Part III, is on the use of technology for CPD. The first chapter by Jeyabalan and Cynthia, discusses how English language teachers can be helped to understand why and how the ICT tools can be used effectively, such that teachers' approach to teaching and their attitudes get transformed.

Savithri talks about how teachers can avail e-resources for their professional development. She also explores the extent to which teachers of English are aware of the availability and implementation of e-resources for teaching. She cautions teachers to use their knowledge to validate the authenticity of information.

Kshema Jose proposes a model for ESL teachers' professional development to adopt multidisciplinary pedagogies. She also notes that teacher agencies can be helped by helping teachers collaborate, create, share and disseminate Open Education Resources (OERs) and thus contribute to their professional development.

The fourth part of the book details personal narratives in CPD. Deepti Gupta documents how accessing informal mentoring networks and building bonds between teachers and learners are critical troubleshooting moves.

Reflecting on critical moments as a novice teacher, Parthasarathy questions his teaching, charts an action plan for his growth and implements it. In his chapter, he describes how he continued to be exploratory in contributing to curriculum design, material development and teacher training.

Kesava Rao reflects on his journey as a novice teacher teaching English to plus two students and moving to teach English to engineering students as he gained more qualifications and experience. He muses on the various roles he donned and how he encouraged students to be autonomous by being connected to and inspiring them.

Raja Viswanathan discusses the takeaways from his experience as a reflective teacher practitioner. One approach does not fit all students, and the other is that an empathetic teacher should be alive to critical incidents.

Underlining that teaching involves lifelong learning, S. Kumaran, in the final chapter, explains how he transformed into an effective teacher by continuously monitoring his teaching practices and getting feedback from his students.

This book is an essential contribution to CPD because it not only discusses the theoretical aspects of CPD but also looks at its strands and their significance in educational contexts. The narrative experiences make this book different from several others on CPD. The anecdotes show how effective teachers critically reflect on the teaching episodes and critical incidents as potential learning resources. CPD can sometimes follow a top-down model, only where the institutions support teacher development (Stannard & Matharu, 2014). The book foregrounds the importance of reflective practices, integrating technology into classroom

practices, action research, and professional development. As Bolitho and Padwad (2013) argue, CPD is not perceived as a lifelong practice in India. This book opens up an avenue for discussing the theoretical and practical aspects of CPD of English teachers in India.

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