

**ENGLISH LANGUAGE TEACHER EDUCATION (ELTE): AN EVALUATIVE
STUDY OF THE VARIOUS METHODS AND MODELS OF TRAINING THE
TEACHERS OF ENGLISH**

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Abstract

The Quality of Nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their education. The quality of their education depends upon the quality of their teachers.(American Commission on Teacher Education). The teacher as a role model undoubtedly occupies an important place in the realm of teacher education. Teaching of English as a second language provides a career for millions of teachers in India. Hence, English Language Teaching and Teacher Training in Pan Indian context has always been a challenging task. However, it has to be taught and learnt for social mobility, and also for scientific developments.The concept of English Language Teacher preparation in India is generally associated with the training of teachers. Those who propagate this idea argues that a teacher teaches and therefore needs training in methodology and classroom management. It is strongly feeling that teachers should be educated rather than trained because training is narrower concept when compared to Education. Hence, this paper attempts to analyze the concepts of the key terms such as Teacher Training, Teacher Education and Teacher Development. Further, in the context of ELT, the training of school teacher college teachers of English is extremely inadequate and also poorly managed. Preserve training for English Teachers need to be improved and regulated while, In-service training of English Teachers requires expansion and major reforms should be taken up in curriculum and methodology of English Language Teacher Education. It also deals with various methods of training and educating the English Language Teachers of preservice and in-service modes.

Keywords: Teacher Training, Teacher Education and Teacher Development Pan- Indian Context. English Language Teaching and Teacher Training.

1. Introduction:English is a second language for Indian students and to teach it effectively requires dexterity as well as selection of appropriate methods of teaching. Efficiency in teaching of English Language will be reflected in the performance of the learner in and outside the classroom. A mentor of efficient English teacher has its prime goal to serve as a touchstone of successful teaching of English. Teaching of English as a second language provides a career for millions of teachers in India. The vast educational opportunities existing in the field of ELT could not operate effectively without the devoted efforts of such teachers dedicated for the cause.

Advanced ELT-methodology and Teacher Education provides an overview of current approaches to professional development of language teachers, particularly for those new to teaching or those who seek opportunities of in-service teacher education. The concept of Teacher preparation in India is generally associated with the training of teachers. Those who propagate this idea argues that a teacher teaches and therefore needs training in methodology and classroom management. It is strongly feeling that teachers should be educated rather than trained because ‘training’ is a narrower concept when compared to education.

Professional training is an essential part of any vocation . However, in the case of teaching the old saying that ‘Teachers are born and not made’ has been invoked repeatedly to deny the value of professional training for teachers. While conceding that good teachers, like good doctors, have that “something extra” regarding personal qualities, intention, etc. One has to admit that all teachers, like all doctors, need professional training we are undermining the professional status of teachers by asserting that teachers need no professional orientation Therefore, the professional status of teachers of English is undermined by the misconception that teachers and trainees at M. Ed., level need no professional orientation. Hence, English Language Teaching and Teacher Training in Pan-Indian context has always been a challenging task. However, it has to be taught and learnt for social mobility, and also for scientific developments. Teachers who are trained at B. Ed., level, E.L.T. methodology learnt in that course cannot satisfy the needs of the learners in the classroom.

As per the empirical Survey of the present study, 80% of the teachers of English cannot cope with the students to learn the skills of the language. Even after completion of B. Ed., and M. Ed., courses, the teachers of English are not linguistically enriched to teach English effectively. There is a big lacuna between B. Ed. course and M. Ed. course, especially at the level of ELT-Methodology and Teacher Education. English Language Teacher Education is completely absent in 2year M. Ed.(Regular) course-Revised Curriculum (CB CSE) with effect from the academic year 2018-2019 onward based on the UGC Guidelines and NCTE Regulations,2014. That’s why the need of introduction of Advanced ELT Methodology and Teacher Education is must at M. Ed. level. The presenter proved the hypothesis of the title by doing UGC-sponsored minor research project. So, the investigator designed and proposed the syllabus of Advanced ELT-Methodology and Teacher Education at M. Ed. level in A.P.

2. Need of the Study:-

The late 20th century has been called ‘the age of communication and with some Justification. The world is very rapidly turning into the ‘global village which has often been predicated. As the pressure to communicate increases, the division of language is felt even more keenly. So language teaching, especially of the great world languages, which are seen as international channels of communication, becomes more important.

Many of us who started our careers as language teaches or in some ways responsible for the professional development of language teachers. Parallel with this change, there has been the growing feels that all of us as language teaching professional can, and even must take on the responsibility for own development. Hence, the investigator has taken up this present study for overall professional development of the teachers especially the teachers of English.

3. Objectives: General and Specific

A) The General Objectives of the study are given below:

- 1) To review and study various theoretical and practical features of teacher training programs such as D. Ed., B. Ed. and M.Ed. courses in A.P.
- 2) To examine various aspects of Teacher Education programs (Pre-service and In-service)
- 3) To study the course outline of English syllabus offered by the Teacher Education colleges in A.P.
- 4) To study the profile of the English teacher trainees and English teacher educators/trainers.
- 5) To study the English trainees’ preparation, satisfaction towards the duration of the programme, methods of teaching, materials and development of competencies.
- 6) To study and evaluate training methods and techniques that are used in pre-service and in-service programmes of English Language Teaching.
- 7). To evaluate and examine the materials used for the pre-service and in-service programmes of English Language Teacher Training with special reference to Andhra Pradesh

B) The specific objectives of the present study are as follows:

- i) To design ELT-Methodology& Teacher Education to the trainees of M. Ed. course in A.P.
- ii) To develop teaching competency among the trainers of M. Ed. course.
- iii) To develop teachers competence among the trainees of M. Ed. course.
- iv) To enhance insight into the ELT-techniques in schools and colleges of A.P.
- v) To achieve the standards of the ELT and Teacher Education at M. Ed. level in A.P.
- vi) To conceptualize, “Teacher Education” by recognizing its principles and features, and by arriving at the indicator of professional development.
- vii) To ascertain the impact of Teacher Education on ELT- Methodology.
- viii) To evolve a model syllabus of Advanced ELT-Methodology and Teacher Education suitable to the trainees of M. Ed. course in A.P.

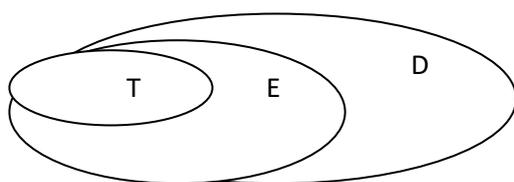
4. Concepts of Teacher Training, Teacher Education and Teacher Development

These terms are used as per the changing scenario of teacher preparation in the present system of Education.

What is difference between Teacher Education and Teacher Training? Teaching, and imparting knowledge can apply at any age and training can be a skill learned through teaching at any level. Teaching as a form of education is more academic and knowledge based while training is more practical and skills based or job focused Training focuses on doing, and Education focuses on knowing, Development focuses on being.

(O 'Brein, 1986:30)

The Relationship between Training Education and Development



Teacher Training, Teacher Education and Teacher

Teacher Training, Teacher Education and Teacher Development could therefore, all be justifiable goals of professional development programmes. The goal of professional development activities could be educating a professional person and at the same time providing that training without which the person cannot operate as a professional.

Teacher Development: The process of teacher development is a well planned route to enhance teacher's professional skills to increase the quality of pupil learning. Jones, Clark, Figg. Howarth, Reid (1989) asserts that INSET provides the necessary oxygen for teachers to survive as educated and trained professionals. They believe that staff development programme provide the means for teachers to experience continuing the education as a part of a team of professionals. There is a controversy regarding the use of the term, "teacher training" versus "teacher education for describing the process of teacher preparation.

'Training', it has been pointed out, is like telling : Do this in this way" (McGrath 1986 :3). It is concerned with the acquisition of skills and techniques using standardized learning procedures and sequences (Morrant, 1981:3). The term 'training' evokes the notion of 'drill,' 'practice,' 'exercise' and promotes " inculcated automatisms", (Schofield, 1972 : 51). As such the concept of 'training' is said to have connotations of "narrowing and confining" and the development of "standard performance" (Cohess, 1983 :2). A 'trained person' is said to be the one who recognizably performs a task or a complex of tasks in an "approved manner." Training may be narrowly conceived in behaviorist terms, with a sense of the teacher as a passive recipient being modified by systematic treatment, or being dragged along by the power of some other force than the teacher's own. In other contexts, it may be used in a restricted sense to contrast with general education, as a course undergone to acquire vocational skills and drills.(Sayer and Jones, 1985 : 12)'Education', however, is considered "a learning process" in which the learner, not the subject being studied, is of utmost importance (Jarris, 1983 : 82). 'Education' is said to be something more than the acquisition

of practical skills. Education is the process of helping an individual understand and interpret knowledge. Education emphasizes acquiring sound reasoning processes rather than learning a body of serial facts. Education helps - - - develop a rational approach towards analyzing the relationship between variables and consequently understanding phenomena. (Rebore, 1982 : 156)

5. Phases in Teacher Education

The process of teacher Education is generally initiated at two phases in the career of teachers as professionals. At first phase it involves Pre-service Teacher Education and at the second phase In-service Teacher Education.

a) Pre-service Teacher Education

Schubert describes Pre-service Teacher Education as the beginning of a “professional journey” for a teacher. According to him, pre-service teacher’s education programmes consist of three dominant features:

1. General education courses;
2. Professional education courses; and
3. Student teaching, and other clinical approaches.

The Pre-service Teacher Education programmes are intended to contribute to the prospective teacher’s ability to adjust more fully to ‘new and different situations’ and to build a strong foundation for the beginning of real teaching in a ‘real’ teaching- learning situation. Pre-service education is a time-bound programme with fixed objectives.

b) In-service Teacher Education In-service Teacher Education is a continuous, ongoing process of various factors and influences running through the entire tenure of a teacher. The latter contributes to the teacher’s growth and development (Schubert 1986:382:385). In-service teacher education could be seen as a continuous process of learning about teaching, which begins, with the entry of a teacher into the teaching profession. Teaching as a profession should foster the in-service growth of its teacher to keep them abreast of their times and to provide them the needed professional knowledge, skills, attitudes and subjects competence, with the explosion of knowledge and explosion of expectations hopes that they acquire these abilities. The major specific aim of these In-service programmes very often, is to update, refresh and improve the competence of teachers in service, — “fine-tuning” of their existing skills, and “learning of new skills”, as Joyce (1980:33) describes it. Something, these programmes are organized to provide orientation to teachers for implementing new curricula or using new materials. In addition, these programmes are also typically held to compensate for the inadequacy of the training and education received previously. Thus, an attempt is made in In-service Education to bridge the gap between the teachers’ existing level of competence and skills and the perceived requirements of the teaching-learning situation.

6. An Evaluative study of the present study:

Methodology

The main objective of the present study is to evaluate various methods and materials of training the teachers of English (English Language Education). Against the back drop the

investigator has done an empirical survey as well as an evaluative study of the present courses of 2 year D. Ed., 2 year B. Ed., and 2 year M.Ed., syllabuses of ELT- in A. P by keeping the importance and need of Advanced ELT Methodology and Teacher Education. The list of B. Ed., and M. Ed., courses offering Universities are shown below

Table –I

The sampling study comprises of three types of questionnaires:

Sl. No.	Name of the University offering B.Ed., and M.Ed., course	
1.	Dravidian University, Kuppam	B.Ed., and M.Ed
2.	S.V University, Tirupati	B.Ed., and M.Ed
3.	Sri Yogivemana University, Kadapa	B.Ed., and M.Ed
4.	S.K.University, Anantapur	B.Ed., and M.Ed
5.	Rayalaseema University, Kurnool	B.Ed., and M.Ed
6.	Acharya Nagarjuna University, Guntur	B.Ed., and M.Ed
7.	Smt Padmavathi Mahila Viswavidyalayam Tirupati	B.Ed., and M.Ed
8.	Andhra University, Visakhapatnam	B.Ed., and M.Ed

- Pre- Service Teacher Education- Teacher Trainees
Teacher Trainers

- In- Service Teacher Education → School Assts
HoD's
ELT Experts

Table- 2

List of candidate’s opinion institution wise as per sample survey.

No of Teacher Trainees of DIETS	No. of Teacher Trainees of B.Ed., course	No. of Teacher Trainees of M.Ed., course	No of School Assistants	No. of ELT Experts
83	75	143	296	3+1+1

7. (a)Analysis of the survey: The sampling of the Study comprises three types of Questionnaires such as pre-service student-teachers, and Teacher Trainers, In service trained teachers (School Assistants (English) and ELT Experts/Heads of the Institutions.

As per the collected data, 3 persons are HODs, one is ELT-Expert and the remaining 05 are Lecturers of DIET's in A.P. All of them expressed their opinions, beliefs, and classroom experience in regard to the syllabus of English component of the DIET and B. Ed Course.

These experts opined that the introduction of Advanced EL T Methodology and Teacher Education is compulsory at M. Ed. level in A.P. They prefer the following components in Advance ELT Methodology. 1) Language through Literature 2) Testing English Language 3) Teaching practice 4) Applied Linguistics 5) computer Assisted Language Learning. Finally, they felt that the duration of M. Ed., course should be Two years only. A Renowned Professor of SCERT Hyderabad expressed that week of Internship is mandatory for any M. Ed. trainee.

83 Teacher Trainees of DIET's of Kadapa district expressed that Advanced ELT Methodology and Teacher Education is must in M. Ed. Course as per the experimental survey, They felt that communicative English will enhance the proficiency in English. But the present 2 year. M. Ed., syllabus consists of a separate course in first semester entitled, "communications and expository writing." It does not serve the purpose of the trainee. Reading skill is totally absent in the lasts M. Ed., syllabus.

75 Teacher Trainees of M. Ed. colleges in A.P. responded that they want Advanced ELT-Methodology and Teacher Education in their M. Ed. Course, and also expressed the need of communicative English in their M. Ed. syllabus.

143 Teacher Trainees of various B. Ed. colleges of different Universities of A.P, responded to the Questionnaire directly and stated that Advanced ELT- Methodology and Teacher Education is must in M. Ed. Course, and the duration of the course should be two years only. Very few Teacher Trainees of B. Ed. colleges expressed that the duration of the M. Ed. course should be two years.

296 School Assistants (English) of various districts in A.P. including Government/Zilla Parishad/ Municipal/Aided/Unaided and private High Schools expressed that though they studied English under Third Methodology subject in addition to their B. Ed. degree. They demanded and recommended Advanced ELT-Methodology and Teacher Education in M, Ed.,” Course in A.P. as it improves the teachers' competence. Instead of communication, and expository writing, Communicative English is necessary in the syllabus of M. Ed. in A.P. as per the analysis of different types of Questionnaires.

Finally, The Majority of an ELT-Experts, Gazetted Headmasters of ZPHS, Government High School of Several Districts of Andhra Pradesh expressed that an Advanced EL T-Methodology and Teacher Education component is must at M. Ed. level in A.P. and also, they opined that the duration of the course should be two years only.

b) Observations of the participants:

It is essential to provide the teacher with a pedagogic orientation in the teaching of English. The authorities concerned will need to seriously think along the lines of providing facilities for various, training programmes and some suggestions made in the study will prove useful

for this purpose. The responses of participants have been analyzed and their views are presented below :

1. In-service training to untrained college lecturers is essential.
2. In the courses organized by the Universities concerned with the U.G.C. funds, the different components with the U.G.C. funds, the different components were not given sufficient time.
3. A slightly longer course of about 6 weeks will be more useful and effective than 30 days course.
4. The number of demonstration classes., both by the experts, and participants, discussions and workshop sessions should be more than what were arranged on these courses.
5. More sessions on spoken English should be allotted if this component is included in the course.
6. More sessions for Grammar teaching in the classroom situation should be set apart on the courses.
7. More sessions for methods of teaching English in the classroom situation should be set apart on the courses.
8. Topics and Components which are of immediate use to lecturers in the classroom teaching situation should receive special attention.
9. The ration between theory (lectures) and practice could be 40 : 60
- 10 a) Lesson plans should be prepared by the collegiate cell and sent to the Lecturers.
b) Reduce the Lecturers on Literature and enhance the talk's number on E.L.T.
11. Lecturers should be given periodic exposure to Language Teaching Techniques.
12. A change in the syllabus and examination system is essential to make the training the lecturers receive more meaningful.

8. SUGGESTIONS FOR IMPORVEMENT OF PRE-SERVICE & IN SERVICE TEACHER

EDUCATION/ PREPARATION PROGRAMMES

a) Pre-Service Teacher Preparation courses are initiation courses which seek to provide intending teachers with Pedagogic Orientation. So that they will be equipped to teach effectively when they enter the profession. There are three alternatives for Pre-Service Teacher (Education) Preparation / Training Programmes at this level viz:

1. M.A., (English) :- An optional 3 paper specialization in the teaching of English to be offered as a part of the M.A., (First and second year) Course.
2. One year M. Phil., programme combining preliminary research work and teacher training.
3. A 3-year integrated post-graduation course combining English Literature and Language Teacher Education. M.A. Ed (ELT)
4. Introduction of Advanced ELT- Methodology and Teacher Education as one of the components in 2 year M. Ed., course.

b) Suggestions for the improvement of In Service Teacher Education

1. Establishment of State Institutes of English Language Teaching (SIELT) to train the teachers of English at College Level.

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2. Establishment of E.L.T. cells at Directorates of Higher Education of the States is concerned.
 3. Expert consultants to be posted at A Regional Level to train the lecturers.
 4. To conduct 2-3 day crash programmes at the district level.
 5. Syllabus revision has to be undertaken periodically at under-graduate level.
 9. The Proposed Model Syllabus in Advance ELT Methodology and Teacher Education component of 2 year M. Ed., course.

The principal aim of this study is to establish a conceptual framework for Advanced ELT-Methodology and Teacher Education at M. Ed., level in A.P. The findings based on the responses to the questionnaires formed the basis to identify suitable objectives and guidelines for evolving a teacher education module. The analysis of the responses of both teacher trainers, trainees and Schools Assistants (English) and ELT-Experts show there is an urgent need to change the conventional methods of teaching of English. Hence, the Teacher Education Module suggested here is intended to bring out a shift from the conventional methods of teaching to the latest Communicative Language Teaching, Total Physical Response Method Suggest opedia and the silent way, etc.,

This programme is intended for lecturer's trainers of training colleges such as DIETs, B. Ed., and M. Ed. colleges, and also who have had little or no exposure to training in ELT. It is also intended for those lecturers who may have had some exposure to training in ELT, but who lack practice in applying their classrooms the knowledge gained in training. Effort has to be made to make these English Language Teacher Education Programmes as practical as possible for teacher trainers/lecturers of training colleges.

Objectives of the Syllabus:

The following objectives need to be articulated for the realization of the.

- To impart the trainees in the advanced trends in ELT — Methodology and Teacher Education.
- To train them in skill-based classroom teaching strategies.
- To make them understood the need for communicative approach, and use it in various classrooms contexts.
- To impart them the latest trends in assessment in ELT.
- To train them in preparing their classroom teaching materials.
- To make them learn planning and preparing the lesson and group observations and
- To impart them stress management techniques.

• Syllabus of Advanced ELT-Methodology and Teacher Education

This component/paper at M. Ed. level comprises 10 units. The following are the details of the units. The duration of M. Ed. course is two years only. This component consists of both theory and practice.

Course Content

UNIT — I: Principles, and Methods of Advanced ELT — 10 hours

1. Pedagogic Principles of ELT
2. History of ELT
3. Theories of Language Learning /Teaching and its classroom applications
4. Advanced Methods of ELT — CLT, TPR, suggestopaedia and The silent way
5. The Latest Approaches and Techniques of ELT, The Lexical Method such as and its classroom applications.

6. Objectives of teaching / training English at M. Ed. level

UNIT — II: English Language through Literature — 10 hours.

1. Using Literature in the Language classroom
2. Approaches to use Literature with the language learner
3. Interpretation of Literature Teaching Language through Literature
4. De-familiarization
5. Foregrounding

UNIT — III: Applied Linguistics — 10 hours

1. Introduction to Linguistics
2. Phonology: Phonetics
3. Morphology: Syntax
4. Semantics: Discourse
5. Lexicography: Types of Dictionaries
6. Communicative English for teacher trainers

UNIT — IV: Curriculum & Syllabus Design: Evaluation and Testing — 10 hours

1. Curriculum Designing: Pedagogical theory
2. Syllabus Designing:
3. Evaluation and Testing: Objectives of Evaluation in T.E.
4. Types of Evaluation: Existing Evaluation practices
5. Kinds of Testing and Kinds of Tests (Proficiency, Achievement, Diagnostic and placement)
6. Computer-aided Language Learning and Teachers.

UNIT — V: Teaching Practice — 10 hours

1. Concept of Teaching Practice
2. Planning a Lesson
3. Model Lesson plans / Demonstration Lessons in Teaching of English a)poetry b) drama c) Short Story/Novel
4. Preparing a Question Paper as per Blue Print
5. Internship in Teaching
6. Peer Teaching and Micro teaching

UNIT — VI: Teacher Education and Innovative Teacher Education — 10 hours

1. Introduction to ELTE.
2. ELTE — in a changing society
3. Brief history of ELT and place of ELTE in Indian Education
4. Use of Multimedia in Teaching English

5. Training Techniques of ETE: Websites to practice and learn English Language.

6. Competency Based Teacher Education — Quality Assistance in Teacher Education.

UNIT — VII: Educational Technology and Computer Education — 10 hours

1. Teaching Aids, and its uses

2. Elements of Educational Technology

3. Hardware and software in teaching aid

4. Computer Education: uses and Applications of computers

5. Action Research

6. Introduction to M.S. Office and Internet

UNIT – VIII: Teacher Education Models – 10 hours

1. The Transmission Model

2. The problem solving Model

3. The classroom – Decision – Making and Investigation Model

4. The Reflective Model

5. Mini course Instructional Model

6. Basic Teaching Model or Glaser Model of Teaching

UNIT – IX: Language Teacher Education – 10 hours

1. Nature, functional implications for planning and teaching languages i.e. L1 and L2

2. Psychology of teaching and learning of languages

3. Pedagogy of Language Learning and Teaching

4. Language Learning and Acquisition

5. Creativity in language Education: Nature

6. Research in Language Education

UNIT – X: Self-Development – 10 hours

1. Concept of Self-development as an English Teacher

2. Activities in Teaching of English

3. Situationalization, Dramatization, Language Games

4. Live Mocha, Facebook, Twitter

5. Integration of English with the school activity

6. Integration of English with other subjects.

10. Conclusion

This study has made a contribution in a small way, to research at the +2 stage and +3 stages. While Educationists have been reiterating the need for a pedagogical orientation for college teachers both at the +2 and +3 level, there has hardly been any empirical study of the specific teacher needs for teaching specific subjects. The study has presented a blueprint for both pre-service and in-service teacher education programmes geared to meet the specific needs of +2 and +3 level teachers of English. If the problem of providing training to teachers been to be tackled effectively, such programmes are essential to prepare fresh entrants to the profession on the one hand, and on the other hand provide practicing teachers with the necessary pedagogic orientation. A few suggestions have been made for the training and preparation of teachers of English at +2 and +3 level under Pre-Service Teacher Education. The Universities of all states in the country could consider these suggestions seriously and make their courses

relevant to the needs of the students who will later become teachers of English. This will call for restructuring of their courses along the lines suggested in this study. In-service training programmes also need to be taken up urgently if the training is to reach out to all those who are already involved in the teaching of English at the +2 and also +3 stage in Andhra Pradesh. This study has pointed out that training must be given through both regular and distance mode providing, the practicing teachers with the necessary pedagogic orientation.

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