
AD HOC AND DRIVEN TEACHER EDUCATION PROGRAMMES, NEED'S TO FILL THE GAPS EXISTING CHANGING NEEDS IN THE EDUCATION SYSTEM OF ENGLISH TEACHER EDUCATION

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Abstract: The Teacher's Educators, who are untrained in ELT, ought to try an effort to reprehensible the language because today's society will not accept. English is used in India by people belonging to various age groups and different strata of society, is massively multilingual, as a country, number of communities and in the individual lives of its citizens .Over recent years, research indentify teacher education plays key role in improving quality of education.

English is now the international language of communication, a huge worldwide demand exists for English language skills, and there are just not enough thoroughly trained teachers to meet the need.

To make an effort is to provide untrained teachers of English, to develop innovative skills and knowledge and increase their confidence to conduct their lessons in English.

Teacher educators in rural and tribal areas are less motivated due to a range of reasons.

Unless the English Language, teacher's therefore need to know how to inspire and help their students to research and externalize their existing linguacultural experience so that they can bring it meaningfully to the society.

A teacher has to be trained according to their methodologies in teacher education and should teach their respective subjects. But we find many teachers teaching irrespective of their subjects.

They often find, to their chagrin, that knowing how to speak English is not the same as knowing how to teach it (Pennycook & Coutand-Marin, 2003, p. 341, Snow, 2006, p. v)

English Teachers though they are not being qualified to teach English in the respective subject but they have to teach in the class.

In this context an attempt has been made to look at the ways in which language skills can be promoted in English language teacher.

Key Words: Teacher Education, Methodologies, English Language Teacher,Teacher Educators awareness, Problems and Challenges,Technological resources, Digital Teaching.

Introduction: The knowledge that teachers have and the beliefs they hold about teaching and learning can affect their abilities to adopt innovative approaches to instruction. Teacher perspectives are crucial in developing policies, because the best policies and practices will only be effective if they are implemented, and teachers are the linchpins in the implementation process. Innovation in fact often requires a reculturing on the part of teachers (Fullan 2007; Wedell this volume)

Gilbertson also warns of another potential problem--that volunteer English language teachers without proper training often treat adults in their ESL classes like children, which belittles and insults them, impeding their progress (p. 38). Harris and Silva (1993) point out yet another possible problem with untrained teachers, that "without any knowledge of [ESL learners']

Teacher knowledge and beliefs Research has shown that teacher knowledge and beliefs are critical to shaping instruction and, therefore, have an impact on student performance (Kennedy 1991; Richards and Lockhart 1994; Freeman and Johnson 1998; Farrell 2004; Borg 2006).

Endeavor is to provide untrained teachers of English, new skills and knowledge, increase their confidence to conduct their lessons in English. They also have to instill in their students the ability to recognize and avoid the restrictive popular ways of thinking about culture, catch their pupils' imagination this respect with stories about a turtle that transcends cultural boundaries with linguacultural.

Teacher Educators awareness: A teacher trainer (teacher educator) has considerable responsibilities in training the next generation of teachers. It is a demanding role. The trainer's job is multidimensional, involving the mastering of aspects of the subject matter, methodology and materials development and understanding how this adds to the knowledge, skills and practices of a good teacher educator. But this is not sufficient in itself.

A teacher trainer should be able to motivate, guide and facilitate participants' learning; observe classes and give constructive feedback to enable participants to grow by reflecting upon themselves and their classrooms - in other words, the trainer needs to understand the human dimension of their work and deal with trainees' affective factors and belief systems

to enable them to find their own unique ways of teaching.

Teacher educators should also possess theoretical knowledge of different teaching and learning principles, concepts and processes; as well as training models; and be familiar with the academic literature that underpins their work. Linking of theory and practice is essential to producing well-prepared student trained teachers and informing their thought and practice about teaching

Teacher education involves teachers in developing theories of teaching, understanding the nature of teacher decision making and strategies for self-awareness and self-evaluation...' (Richards and Nunan *ibid*: xi).

An integrative view of Learning: Appropriate self-evaluation, reflection and professional development activity are critical to improving teacher's practice at all career stages. The standards demonstrate clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers are expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards appropriate to the role they are fulfilling and the context in which they are working

Problems and Challenges for English Teacher Educator:

Teachers Association: The teacher's association members believe that the best way to address this problem is to train rural teachers. Rural teachers often have a lower proficiency at speaking English and have less access to resources than urban teachers. One of the objectives of the National Association of Teachers is:-

English in India is to assist rural teachers in developing their skills in teaching, thus allowing them to become better educators and ultimately improve the English of their current and future students. A higher quality education will help lead to a better life by expanding and opening up student minds, creating people who are responsible, community assets.

English language teacher training in rural areas: the challenges: Most teachers are usually deficient in listening and speaking. Communicative language teaching requires a multidimensional approach that facilitates context-based learning, activity-based Learning, situational, functional and skills based learning. Largely because of a lack of proper training, most teachers are not familiar with this approach. In a rural set up, lessons are often explained in the bilingual method. Learners remain passive listener. In other words they are merely non-participating spectators. They do not develop LSRW i.e. Listening, Speaking, Reading, and Writing.

Due to this situation students are not able to develop their interest in learning the language. Communication and writing skills were inadequate. Their knowledge of grammar is also poor. However, they motivated students to read books

Sample Report in (A.P/TRS): More than 52% of the teachers across the States A.P/TRS said that they used English only sometimes in the classroom, while 46% said that they used English language often during the English lesson. Rest (2%) rarely used English in the classroom.

When asked about their strengths and weaknesses most of the teachers responded uniformly saying that they hesitate to speak in English and they need an advance level training in speaking skills, grammar, and creative writing.

The student teachers felt that teaching in general as well as teaching of English as a subject becomes difficult due to lack of input-rich communicational environment in school and at home lack of teaching aids/materials and absence of media support, student's lack of interest in study, their poor vocabulary along with influence of the mother tongue, lack of family support and unfavorable learning environment at home.

Solutions:

Technological resources for English Teacher Education:

Digital literacy's nicky Hockly, Director of Pedagogy, the Consultants-E, Spain: English language teacher training? In my view, the key to providing teachers with the digital literacy skills they need can be achieved via a careful consideration of Training, Teaching materials and Technology. Let's take Training first. A clear and thorough focus on digital literacies needs to be integrated into the delivering of all pre-service and in-service training, whether institution- or state-led. For training to be effective, a 'transmission' (or lecture based) pedagogy needs to be replaced with collaborative models and spaces, so that trainee teachers have the necessary approaches clearly modelled for them. Mishra and Koehler's 2006 TPACK (Technological, Pedagogical and Content Knowledge) model needs to be integrated into any teacher training syllabus. And for practicing teachers, ongoing in-house continual professional development that includes work on digital literacies needs to be the norm.

Video recording of micro teaching and the self-reflections of the trainees underline the possibilities of using mobiles to record teaching sequences and the importance of making it a compulsory component of an ELT pre-service teacher training programme. Teacher trainers should realize the significance of video-recording as it would enable trainees to shift their focus of reflection from superficial features of classroom management to key

pedagogical issues. They should be ready to use video recordings (mobile recording for cost effectiveness) in both peer teaching and real classroom teaching.

Teachers can use these videos in the classroom to give students further opportunities to practice various language learning strategies in an engaging way. These videos have the potential to be used as a learning tool, a teaching tool, as well as a professional teacher development tool.

Digital Teaching materials, literacy's need to be integrated into course book syllabi, so that teachers understand how they can be operationalised within the English language classroom, and closely tied to language aims. And if students are producing digital artifacts as part of their language work, then the assessment criteria for these need to be closely and coherently aligned to learning outcomes

Technology in teacher training needs to be carefully examined. Trainers and institutions need to avoid falling into the trap of thinking that the most expensive or latest gadgets are the most effective. When choosing technology or devices, institutions (or Ministries of Education) need to clearly identify the economic pressure groups involved, and to carefully examine to what extent the technology really does lead to improved learning outcomes. The case of IWBs (Interactive Whiteboards) is a salutary example of how entire governments have wasted vast amounts of money with nothing to show for it in terms of improved learning outcomes (see Hockly 2013). As a rule of thumb, institutions would be well advised to allocate 80% of their budgets on teacher training and development, and 20% of their budgets (or less) on any technology, whether hardware or software. At the end of the day, it is vital to ensure.

Suggestion

1. For improving effectiveness of practice teaching for both Pre -Service & In - services
2. Teachers need to be trained to teach English properly as a language. Efforts need to be made to improve their communication skills. In this context there is a great need for devising course Content at International level /central/ regional

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level keeping in view the teachers' professional qualifications.

3. Use of multi-media for training of teachers is advised to avoid transmission loss and making Effective use of limited number of resource persons. Regional Institutes of English (in Andhra Pradesh and Telangana) and English Language Teaching.
4. Institutes (ELTIs) should also support training programmes of teachers both pre-service and in-service at all level.
5. State Institutes for Languages should be set up to improve teaching learning of languages at various levels including elementary level.
6. Short term training programmes, bridge courses and content specific training program modules need to be developed specifically for primary teachers to adult teacher who teach English.
7. Every three years a certification program for teaching English may be offered to refresh teachers' skills of teaching and for proficiency in English.
8. Practice teaching needs to provide for more experience in a variety of contexts
9. Multi/monograde classrooms, large classes.
10. Demonstration and observation of lesson needs to be given more time.
11. The colleges should be well-equipped for giving necessary practice.
12. Teacher educators should possess adequate knowledge of the subject.

Conclusion: I started this paper by supporting how untrained teacher problems can be avoided and to develop in different stages of their career will benefit in varying ways from different approaches to professional development Teachers with the digital literacy skills need can be achieved via a careful consideration of Training, Teaching materials and Technology. Needs to be integrated into the delivering of all pre-service and in-service training, training syllabus. Practicing teachers, Video recording, and ongoing in-house continual professional development. Teacher Educators awareness.

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