



ROLE OF TEACHER TRAINING INSTITUTIONS IN ENHANCING CAPACITIES OF ENGLISH TEACHERS

Prof. Kasturi VRK Sarma

Head of the Department,
MNR Rural PG College Of Education,
Sangareddy, TS, India.
e-mail: kasturivrksarma@gmail.com
Mobile No.8978212020

Dr Mandala Chandrashekhar Goud

Associate Professor
MNR Rural PG College of Education
Fasalwadi, Sangareddy-TS
Mobile: +91 8888988133
e-mail: man_chandu@yahoo.com

ABSTRACT

Present Research study focuses on role of teacher training institutions in enhancing capacities of English teachers. The present research work is 'Applied Research' because, it is concerned with certain sample and the results is applicable to the field of Education. The present descriptive study used the 'Survey Method' of research. The researcher has selected the sample by 'Simple Random Sampling Method' for the investigation of this study. The total sample of the study consists of 250 English Language Teachers. A questionnaire is used to collect the data. The study explores that, teaching experience in training institutions helped them to overcome problems in teaching English. Majority of teachers felt that the objective of teacher education for the B.Ed. programme should come in view to mirror the national goals of education and some of the up comings to this diverse educational context. Majority of the teachers reported that they did not do any special course or training in English. Majority of the teachers are applying traditional methods like Grammar translation, lecture methods etc., in teaching English in the classroom. The present study suggests that, content framework should be developed based on local cultures, customs and prior experiences to create reliable learning atmosphere. Content narration should be related to the students' nativity and language must be in simple and easy to understand. New vocabulary should be distributed equally among all lessons instead of pouring in one or two lessons.

Keywords: teachers' perception, teacher training institutions, teacher training experience, divergent backgrounds, teaching methodologies

Introduction:

Linguistics is a scientific study of the language. Language is not a static. It varies from period to period. Language involves various language mechanisms, such as phonology, morphology, syntax, semantics, pragmatics, etc. Accordingly, teachers especially language teachers should have the knowledge of these linguistic factors. Especially in the case of English, it is a rhythmic language. Here not only sentence structure but also the supra segmental features play major role in transmitting the meaning.

It is a well known fact that teaching is a three dimensional factor; involved the teacher, TLM and the learners. Here the basic factor is the teacher, who acts as a transformer of the knowledge to the receiving end of the learners. Hence the researcher has taken the consideration of the teachers' perceptions. Perceptions are the hidden aspect in implicating the teaching learning process. These perceptions enhance the capacities and calibre of the teacher. Content is the core heart of the textbook. It has to maintain the cohesion. It has to justify the education formula i.e. simple to abstract. Vocabulary is the weapon of the orator/speaker. Ever speaker faces problems at lexicon level. We have to keep 'n' number of vocabulary in our mental library to maintain proper

communication. Hence the activity based vocabulary learning is needed in this stage to overcome anxiety in selecting exact lexis.

Teachers' perceptual ideas explain the way of better treatment of the teaching learning process. Here, the methods and techniques play a major role in implementing the TLM in the classroom. For this benefit of, the present study focuses on 'the Teachers Perceptions' on various aspects involved in English Language Teaching Learning Material (TLM) viz., Main reader, Supplementary reader and Workbook of Classes VIII, IX and X.

Statement of the problem:

The researcher stated the problem as "**Role of teacher training institutions in enhancing capacities of English teachers-an analysis on teachers' perceptions**"

Objectives of the study: The following objective is delineated for the study,

1. To find out how far the teacher training experience helps the teachers in preparing the pupil towards learning.
2. To find out the influences of the teachers divergent backgrounds in their English teaching performance.
3. To find out the Teaching methodologies/approaches applied

4. in English Language Teaching classroom.

Methodology of the study:

The present research work is ‘**Applied Research**’ because, it is concerned with certain sample and the results is applicable to the field of Education. The present descriptive study used the ‘**Survey Method**’ of research. A self prepared questionnaire is used to collect the data. The questionnaire standardised by test-retest method. The population under the study are the teachers, teaching English language as a second/third language in Telugu Medium High Schools. The researcher has selected the sample by ‘**Simple Random Sampling Method**’ for the investigation of this study. The total sample of the study consists of *Two Hundred and fifty* (250) English Language Teachers of Telugu Medium Government High Schools in the state of Telangana.

Major Findings:

These following observations have been made by the researcher.

01. **Teachers Vs Teachers training (B.Ed/D.Ed) experience:** 80% of the teachers felt that teacher training (B.Ed/D.Ed) teaching experience helped them to understand the curriculum of the course as a part of implementing TLM in teaching English. 10% of teachers felt that their teaching experience is not helping them to overcome problem in teaching English. And majority of teachers felt that the objective of teacher education for the B.Ed. programme should come in view to mirror the national goals of education and some of the up comings to this diverse educational context.
02. **Teachers Vs divergent backgrounds:** 70% of the teachers were identified that they had their school education in Telugu medium. 12% of teachers had English medium during their schools days. 70% of the teachers had their college education in Telugu medium. Few teachers had their college education in English medium. Majority of the teachers reported that they did not do any special course or training in English. Almost all the teachers studied English as specialization in B.Ed. 16% of

teachers participated in training related to teaching English.

03. **Teachers Vs Teaching methodologies/approaches:** Majority of the teachers are applying traditional methods like Grammar translation, lecture methods etc., in teaching English in the classroom. 23% of teachers adopted the communicative method while teaching English. Remaining teachers used other methods like lecture and question-answer methods. 40% of teachers reported lack of continuous Assessment in English language teaching in schools. 76% of teachers replied that Audio-Visual (AV) lessons were useful in teaching English.

Recommendations of the Study

Based on the interactions of the findings of the present research and the elaborate methodology followed by the researcher, the researcher is convinced that, teaching experience in training institutions helped them to overcome problems in teaching English. The study recommends that,

1. Teachers working in teacher training institutions should enhance their knowledge towards linguistic components like phonology, morphology, syntax, pragmatics etc.
2. Content framework should be developed based on local cultures, customs and prior experiences to create reliable learning atmosphere.
3. Content narration should be related to the students’ nativity and language must be in simple and easy to understand.
4. Nouns in the content should be familiar to the students.
5. New vocabulary should be distributed equally among all lessons instead of pouring in one or two lessons.
6. Language labs should be implemented and established in each and every institution. They enhance the accuracy of articulation and understanding capacity.
7. Teacher training institutions have to conduct research to find out innovative English teaching methodologies.

8. Conduct continues and periodical assessment in English language in schools.
9. Increase Audio Visual lessons were useful in teaching English.

Conclusion

It can be concluded that, teaching experience in training institutions helped them to overcome problems in teaching English. Majority of teachers felt that the objective of teacher education for the B.Ed. programme should come in view to mirror the national goals of education and some of the up comings to this diverse educational context. Majority of the teachers reported that they did not do any special course or training in English. Majority of the teachers are applying traditional methods like Grammar translation, lecture methods etc., in teaching English in the classroom. Majority of teachers felt that the objective of teacher education for the B.Ed. programme should come in view to mirror the national goals of education and some of the up comings to this diverse educational context. Majority of the teachers reported that they did not do any special course or training in English. Majority of the teachers are applying traditional methods like Grammar translation, lecture methods etc., in teaching English in the classroom. Teacher Training Institutions like B.Ed, D.El.Ed, etc are the factories of the social engineers. But these institutions are rusted because of various reasons. Frequent and uninformed sudden inspections should be taken place to clear the rust of the institutions.

Bibliography:

1. Anglin, Jeremy M.; Miller, George A. (2000). *Vocabulary Development: A Morphological Analysis*. Wiley-Blackwell. pp. 131–132, 136. ISBN 978-0-631-22443-3.
2. Antony. E.M. (1963). 'Approach, method and technique' in *English Language Teaching*, 17:63-67.
3. Bloom, L. (2000). "The intentionality model of word learning: How to learn a word, any word". In *Golinkoff, R. M.; Hirsh-Pasek, K.; Bloom, L.; Smith, L. B.; Woodward, A. L.; Akhtar, N.; Hollich, G. Becoming a word learner: A debate on lexical acquisition*. New York: Oxford University Press. pp. 19–50.
4. Clark, E. V. (1993). *The lexicon in acquisition*. New York: Cambridge University Press. pp. 32–66. ISBN 978-0-521-48464-0
5. Crystal, D., (1987). *The Cambridge Encyclopedia of Language*, Cambridge: Cambridge University Press, pp.412.

6. Ellis, Rod (1994). *The Study of Second Language Acquisition*. Oxford Oxfordshire: Oxford University Press. ISBN 0-19-437189-1
7. Good, C.V. (1959). *Dictionary of Education*, Mc Graw Hill Book Co. Inc., New York.
8. Goud, MC. (2016). *A study on the need of counselor at college level for career guidance and to prevent ragging*. Ph.D Thesis, Swami Ramanand Teerth Marathwada University, Nanded. Retrived from *Shodhganga*: <http://hdl.handle.net/10603/192054>
9. Hafford, James (2015). "Verb Morphology". *Wuvulu Grammar and Vocabulary*: 91, 92 &93
10. Hall, Graham (2011). *Exploring English Language Teaching: Language in Action*. London, New York: Routledge. ISBN 978-0-415-58415-9
11. Haynes, Judie (2007). *Getting Started With English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-0519-5.
12. Johnson, Keith; Johnson, Helen, eds. (1999). "Approach". *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers. ISBN 978-0-631-22767-0.
13. Krippendorff, Klaus (2004). *Content Analysis: An Introduction to Its Methodology (2nd ed.)*. Thousand Oaks, CA: Sage. p. 413. ISBN 9780761915454.
14. Matthews, P.H (2007). *The Concise Oxford Dictionary of Linguistics*, Oxford University Press, p. 163, 180
15. Nagy, W. E.; Herman, P. A.; Anderson, R. C. (1985). "Learning words from context". *Reading Research Quarterly*. 22 (2): 233–253. doi:10.2307/747758
16. Richards, Jack C.; Theodore S. Rodgers (2001). *Approaches and Methods in Language Teaching*. Cambridge UK: Cambridge University Press. ISBN 0-521-00843-3.
17. Weber, Robert Philip (1990). *Basic Content Analysis (2nd ed.)*. Newbury Park, CA: Sage. p. 12. ISBN 9780803938632.