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## A STUDY ON RECENT INNOVATIONS IN TEACHER EDUCATION

**DR. GYAN SINGH GAUTAM, G.RAVI KUMAR**

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**Abstract:** In this era of globalization and information Technology, English has a special and predominant role in the communicative sphere of the world. This language is present taught everywhere in the world. This language enjoys most prestigious reputation in the world. It has a special identity in the field of education. We know it very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears. While teaching, a teacher has to keep in mind the aims and objectives of his subject. In other words we can say that teaching of any subject becomes much effective when the teacher is fully conscious of the aims and objectives of teaching of that subject. A good teacher thinks that this teaching should be effective.

This research paper is a brief account of few significant innovations and techniques in use in teacher-training in a few advanced countries has been thought of a relevant. Britain and America have been the two principle countries where a few note-worthy new ideas in teacher-training methodology and techniques originated. It is of interest to note that the same countries are also pioneers in almost all the recent trends in teaching English as second or foreign language. The techniques described in the following pages are widely in use now in teacher training in these two countries and seem to be popular and effective.

In this research paper I mainly focused on Team –teaching and Micro-teaching. These techniques have been in use for nearly twenty years in these countries. These are all useful for language teachers

**Keywords:** Interaction, Tradition, Fragmentary, Orientation, Critique, Complexities.

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**Introduction:** In this era of globalization and information and Technology, English has a special and predominant role in the communicative sphere of the world. This language is present taught everywhere in the world. This language enjoys most prestigious reputation in the world. It has a special identity in the field of education. We know it very well that teaching of any subject is a social and cultural activity. It is not so easy to teach any subject as it appears. While teaching, a teacher has to keep in mind many techniques to teach effectively in the class. This research paper is a brief account of few significant innovations and techniques in use in teacher-training in a few advanced countries has been thought of a relevant. Britain and America have been the two principle countries where a few note-worthy new ideas in teacher-training methodology and techniques originated. It is of interest to note that the same countries are also pioneers in almost all the recent trends in teaching English as second or foreign language. The techniques described in the following pages are widely in use now in teacher training in these two countries and seem to be popular and effective.

The techniques to improve the teacher education are  
1. Team teaching 2. Micro teaching

**Team Teaching:** Team-Teaching is an American innovation. The American teaching experts felt the single teacher monopoly over each period and subject defective and unsuitable to the changing moods and requirements of the teaching-learning process. In the traditional academic structure the teachers worked in isolation cut off from on another and this situation was felt to the less than satisfactory. Harvard University was the first institution which started an internship plan in Team-teaching in 1955.

Team teaching brought about a great change in the classroom organization. Teachers pooled their resources interest and expertise in order to devise and implement a scheme of work suitable to the needs of their pupils and the faculties of their schools. In this new instructional situation two or more teachers possessing complementary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping techniques to meet the needs of the particular instruction. This is re-organization of teaching schedule allows maximum use of the available talent and provides guidance for the young and inexperienced change in the very structure and set-up of institutions and instruction.

This system broke the backs of four tyrannies that ruled the traditional institutions—(1) of curriculum, which now became less fragmentary in design and less authoritarian, (2) of formalism and rigidity of institutions. (3) The artificiality of the classroom and its barriers and finally (4) the isolation of teachers from their colleagues.

Team teaching necessitates a re-orientation of the curriculum so that the needs of both the teacher and thought are fully met. It provides a chance for better co-operation among teachers stimulating innovation and improvement and fostering closer association between pupils and teachers. It helps in adjusting the time table to fit the pupils unlike the traditional pattern in which the pupils follow the pre-fixed timetable. This system keeps the needs of the learners above the needs of the subject and the teacher. It encourages a healthy competition among teachers and gives them a chance to try out their talents teachers possessing special attitudes like being good at presenting ideas, helping slow learners, diagnosing learner needs etc. put their expertise and knowledge together and prepare lessons.

Team-teaching encourages inter- disciplinary and intergraded activities. Register-based lessons can be taught effectively, It is also possible to press into service science teachers themselves in teaching ESP-based lessons in English classes.

In team-teaching there will be what is called 'lead lessons' given to a large group of students followed by discussions in small groups. Lead lessons are generally given by senior's teachers who are experts in their subjects and are very effective and successful teachers. These have an ability to stimulate interest in the subject and capture the imagination of the students and create an impact on them with their drive and variety. Teaching aids like films, strips, slides, tape recorders, projectors etc. are profitably used. In a lead lesson a few key issues are taken up for a concentrated presentation illustrating them vividly. Two or more teachers can present a lead lesson jointly also. While one teacher does the lesson itself, another does the blackboard work and third handles the projector, etc. the lead lesson is immediately followed by the discussion in small groups for working out the details when the material is still fresh in the mind of learners.

Team -teaching helps general improvement in instruction and efficient utilizations of the talents of different teachers. The professional competent of the

teachers also increases because of the sense of responsibility, involvement and competitive spirit which team-teaching encourages.

**Micro teaching:** Demonstration lessons are an integrated part of any teacher - training course. But very often these lessons turn out to be artificial and UN realistic in large classes. Efforts have been made to make these sessions more realistic. One of them was micro-teaching. Stand ford University, England, takes the credit for introducing and perfecting micro-Teaching as a teacher- training device between 1960 and 1967 It is a feedback technique and "a scaled down teaching encounter ." It permits the teacher to develop clearly-defined teaching skills through carefully prepare to lessons in a planned series of 5 to 10 minute encounters with a small group of real students. Video-tape observation can be included if the facility exists.

In Micro-teaching a teaching situation is organized in the following manner: The tutor instructs the teacher on the teaching skills involved in what the teacher is about to practice. This is called briefing. This is followed by actual teaching of the micro-lesson to a small group of five students in the presence of the tutor and some peer observes. This is called "the teach". This lesson may last about five minutes at the end of which the students leave the room handing into the teacher little cards with their impressions and answers to the simple questions on the lesson. Now the lesson is discussed by the teacher and peers. This is called "the critique". The teacher is given five minutes to modify his lessons in the lite of the suggestions by the tutor, Peers and students. The teacher re-teaches the same lessons to a different batch of five students. This stage is called the "re-teach". This is again followed by another session of critique. The teacher's performance can be video-taped and replied after each face of teaching. Some times the teacher and students are video-taped together in order to study the teacher-pupil interaction. The re-teach phase is the most useful part of cycle for it gives the opportunity for practicing to perfection a future of the teaching skills which are not is mastered.

Micro-teaching as a teacher-training device has several advantages. In the regular classes the teacher experiences pressures and complexities of the large classes, long teaching unit and teaching periods. He has little time and opportunity to practice those teaching skills in which intensive practice is needed.

In micro-teaching all these pressures are absent. The teacher’s task is simplified. He has a chance of trying out specific skills in an atmosphere of controlled practice and an ideal setting. The teacher can monitor his own performance in a systematic way and improve his teaching skills.

Micro-teaching is essentially an in-service teacher-education technique. When routine and normally used teacher-training techniques do not work. When resources of time and money are limited, and when a large number of students are not available for practice teaching, Micro-Teaching is very effective. When instructional patterns change, and when new techniques like group-work, team-teaching and individualized instruction have to be introduced, the Micro-Teaching way is the best way for training teachers in the new techniques, new curricula or methodologies when introduced, can also be first tried out through Micro-Technique to teachers in service. It also helps in teacher-student interaction analysis. Even in the absence of students, Micro-Teaching is possible; fellow teachers can be asked to role-play the students.

This micro teaching programme was introduced in America in Stanford University in 1961. The founder is professor. A.W. Dwight Allen.

Micro-Teaching is considered has a constructive teacher training technique. Micro-Teaching concentrates on specific teaching behavior and provides opportunity for practicing teacher under controlled conditions. Micro-Teaching is a scaled down sample of teaching. The student teacher should teach in a less risky situation where mistakes may be made without any damage to students and him. Only one particular skill is attempted and developed

during micro-teaching session. How to teach is considered more important than what to teach. More experienced teachers to refine the skills they already possess. So, it is useful in pre-service as well as in-service training of teachers.

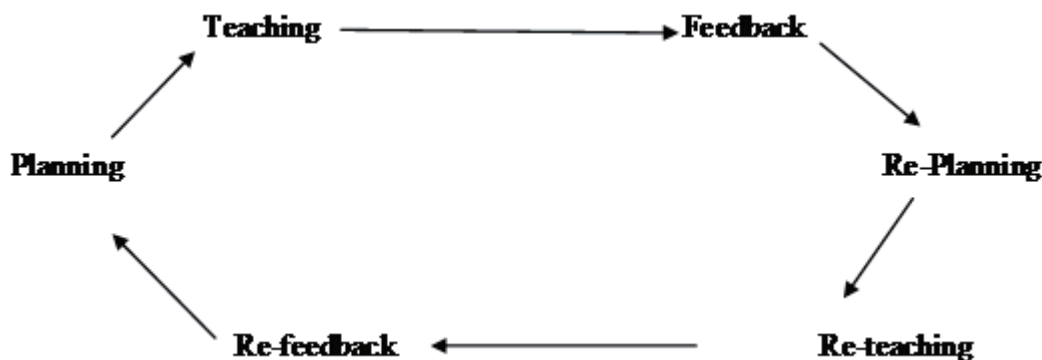
Micro-teaching provides teachers with a practice setting for teaching in which the normal complexities are reduced in the terms of

- the length of lesson
- scope of the lesson
- number of students (5-6, preferable peers)
- little time

**Micro-teaching procedure:**

Micro-teaching involves

1. A particular skill is defined to student teachers.
  2. Teacher educator gives a demonstrative lesson.
  3. Student’s teacher prepares a lesson-plan.
  4. Student teacher teaches the lesson to a small group of students. Teacher educators and peers note down their observations in a Performa. This lesson may also be video or auditor recorded.
  5. Feedback is provided immediately to the student teacher by audio tape or video tape. He analyses his own lesson with the help of supervisor.
  6. In the light of feedback and supervisors comments, the student teacher preplans the same lesson or a different lesson in order to use the selected skill more effectively.
  7. The revised lesson is re-taught to be a different but comparable group of students.
  8. Re-feedback.
- Teaching
9. The plan, teach, feed-back, re-tech, re-feedback sessions will constitute a single micro-teaching cycle. This cycle may be repeated till adequate level of skill acquisition takes place.



**Advantages Of Micro-Teaching:**

1. It is an effective device for the modification of teacher behavior.

2. It is a simple device because only one skill is selected at one time for practice.
3. It lessons the complexities of the normal classroom.
4. It develops teaching efficiency in pre-service and in-service teachers.
5. Training of teachers becomes individualized.
6. It can be done in real classrooms or simulated conditions.
7. Video or audio tape enables the trainee to have his own assessment.
8. It is more manageable than classroom teaching. This is because the number of students involved in 5-10 and the duration is 5-10 minutes.
9. It operates in a healthy environment where only the fellow teachers and colleagues are present.

#### **Limitation of Micro teaching:**

1. In 5-10 minutes, a very small content is presented which fragments the lesson.
2. It is costly as it needs video recorder, tape recorder, etc., which cost much.
3. It is conducted under controlled environment where different audio visual resources are provided. Real life situations are quite different.

**Conclusion:** Micro-Teaching, Team Teaching should invariably be a part of all teacher-training programmes to make them more effective. The main objective of teacher training courses is to increase the classroom teaching competence of the participants. Apart from a reasonable amount of theory, which is

essential, the stress in these courses should be on practice in teaching given to the teacher-trainees. Before the teachers handle practice classes in the actual classroom situation, they should be given intensive training in Micro-Teaching. In the courses run by the collegiate cell, SCERT, Hyderabad, peer teaching was introduced with some vigor in the short courses. These sessions can be further improved by exposing the teachers to the Micro-Teaching method which will give them confidence in teaching larger classes later. Similarly, the trainees should be encouraged to train Team Teaching methods by first finding out their preferences, areas of interest and abilities in teaching particular items. This method brings about a spirit of healthy competition among the participants while improving their teaching competence.

These two useful teacher training methods must be introduced in all teacher training programmes because the participants do improve their teaching competence and, what is more useful and interesting to the trainer and trainees the improvement can be easily, quickly and reliably measured and tabulated for the benefit of both with some training. Of the two techniques discussed in the preceding paragraphs, Micro-Teaching seems to be the only device being tried in a very few teacher training centers and specialized institutions like the I.I.Ts in the country now.

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Dr. Gyan Singh Gautam/Professor & Head, Dept. of English/IEHE, Bhopal (M.P)/  
G.Ravi Kumar/Research Scholar/Barkatullah University/ Bhopal