ABSTRACT

The present work is a description of the phenomena relating to the existing practices of course delivery of distance English language teacher education programmes in India. The course delivery mechanism of six selected programmes has been examined closely in terms of how effectively the course delivery mechanisms contribute towards the professional development of learners.

The study has contextualized the research area in the current scenario of English language teaching with special reference to India. It has examined areas related to distance education theories, teacher education through distance mode and distance English language teacher education.

The study has also presented a profile of the curricula and kinds of course materials used by the selected programmes and given general information about different interventions used in the selected programmes of study to help understand the insights presented in the discussions. It has also elaborated the data collection instruments and data analysis framework as part of the research methodology.

Since the data collected included both subjective (stakeholders’ perceptions/opinions) and objective (examination of instructional tools) determinants, the study has devoted one section to each of them in a chapter. Then it has analyzed the data within a framework of professional development through reflective practice, and identified factors relating to the effectiveness of the course delivery of the selected programmes.

Finally, the study has located the course delivery systems of the selected programmes in the context of generations of distance education pedagogy and presented recommendations towards more effective course delivery. It has ended by stating the limitations of the study and by articulating future directions for research in the area.

In short, exploring current practices in distance ELT course delivery in India, this study has identifies variables relating to course delivery mechanisms which affect learners’ professional development, and the ways in which the programmes incorporate techniques for self-learning in the course delivery mechanisms to facilitate acquisition of and reflection of knowledge gained from the programmes. It is hoped that this study will pave the way for more focused investigation into the factors affecting effective learning in distance ELT teacher education programmes.