Table of Contents

Acknowledgments

Abstract

Table of Contents

List of Tables

List of Figures

Chapter 1

Introduction

1.1 Introduction

1.2 Background to the Study

1.2.1 History of the Teacher Education in India

1.2.1.1 Teacher Education before Independence

1.2.1.2 Teacher Education in Post Independence India

1.2.1.3 National Curriculum Frameworks for Teacher Education

1.2.1.4 Restructuring and Rejuvenation of Teacher Education:

   NCFTE, 2009

1.2.2 Teacher Education in Kerala: A Brief History
1.2.3 Teacher Education at Present

1.2.3.1 Pre-service Teacher Education

1.2.3.2 In-service Teacher Education

1.2.3.3 Teacher Education in Kerala at Present

1.2.3.3.1 D.Ed (Formerly TTC) Course in Kerala

1.3 Research Problem

1.4 Assumptions

1.5 Objectives of the Study

1.6 Research Questions

1.7 Significance of the Study

1.8 Research Procedure

1.9 Design of the Thesis

1.10 Conclusion

**Chapter 2**

**Review of Related Literature**

2.1 Introduction

2.2 Teacher Education
2.2.1 The Concept of Teacher Education 28

2.2.2 Principles in Second Language Teacher Education 30

2.2.3 Teacher Education Models 33

2.2.4 Teachers as Professionals 37
  2.2.4.1 Approaches to Professionalism 38
  2.2.4.2 Professional Development of Teachers 39

2.2.5 Problems in Teacher Education 44

2.3 Curriculum 55
  2.3.1 Curriculum and Syllabus: Definitional Consideration 56
  2.3.2 Curricula and the Educational Value Systems 57
    2.3.2.1 Approaches to Curriculum Development 57
      2.3.2.1.1 Product Approach 57
      2.3.2.1.2 Process Approach 59
    2.3.2.2 Classical Humanism 59
    2.3.2.3 Reconstructionism 61
    2.3.2.4 Progressivism 63
  2.3.3 Stages of Curriculum Design 64
2.3.3.1 Environment Analysis/ Situational Analysis 66

2.3.3.2 Needs Analysis 66

2.3.3.3 Following Principles 67

2.3.3.4 Setting Goals and Objectives 70

2.3.3.5 Organizing and Sequencing the Content for the Course 71

2.3.3.6 Presentation of Materials 72

2.3.3.7 Monitoring, Assessment and Evaluation 72

2.4 Curriculum Evaluation and Renewal 72

2.4.1 Purposes of Curriculum Evaluation 74

2.4.2 Types of Evaluation 75

2.4.2.1 Formative Evaluation 75

2.4.2.2 Illuminative Evaluation 76

2.4.2.3 Summative Evaluation 76

2.4.3 Aspects of Evaluation 77

2.5 English Language Curriculum at Primary Level 80

2.5.1 Principles of Curriculum Design for Young Learners 85

2.5.1.1 Content Based Instruction 88

2.5.1.2 Integration and its Features 89
2.5.1.3 Activity-based Learning 93

2.5.2 School Curriculum and the Teacher Training Curriculum 95

2.5.3 Problems and Issues in the Context of Teaching English as L2 97

2.6 Teacher Education Curriculum 99

2.6.1 Principles of Curriculum Design for Teacher Education 99

2.6.2 Components of Teacher Education Curriculum 102

2.6.3 Primary Teacher Education Curriculum in Kerala 104

2.6.3.1 English Curriculum of the Primary Teacher Education Programme in Kerala 106

2.7 Review of the Similar Studies in the Area 108

2.7.1 Studies at International Level 109

2.7.2 Studies at National Level 118

2.7.3 Studies at State/Local Level 123

2.7.4 A Critique of the Similar Studies 126

2.7.5 Implications for the Present Study 131

2.8 Conclusion 133
### Chapter 3

**Theoretical Underpinnings**

3.1 Introduction 134

3.2 General Models of L2 Learning 134

3.2.1 Universal Grammar Model 135

3.2.2 Processing Models 136

3.2.3 Socio-Educational Model 137

3.2.4 The Interaction Approach 138

3.2.5 Socio-Cultural Theory 139

3.2.6 Multi-competence L2 User Approach 140

3.2.7 Implications for the Current Study 141

3.3 Theories of Teacher Education and Teacher Development 143

3.3.1 Behaviorism 143

3.3.1.1 Behaviorism and Teacher Education 144

3.3.1.2 Criticism against Behaviorist Teacher Education Models 144

3.3.2 Humanistic Theory 146

3.3.2.1 Humanistic Theory and Teacher Education 146
3.3.3. Constructivism 147

3.3.3.1 The 5E Model of Constructivism 149

3.3.3.2 Constructivism and Teacher Education 150

3.3.3.3 Social Constructivist Approach 152

3.3.4 Implications for the Current Study 153

3.4 Andragogy 154

3.4.1 The Concept of Andragogy 155

3.4.2 Principles of Andragogy 156

3.4.3 Andragogical Principles in Training Programme 162

3.5 Evaluation of the Teacher Education Curriculum 164

3.5.1 Evaluation Theory 165

3.5.1.1 An Overview of Programme Evaluation Approaches 166

3.5.1.2 Models of Curriculum Evaluation 169

3.5.1.2.1 Context, Input, Process, Product Model 169

3.5.1.2.2 Kirkpatrick’s Four Levels of Evaluation 174

3.5.1.2.3 Peacock’s Model 176

3.5.2 Developing a Framework for the Current Study 180
Chapter 4

Data Collection: Sample, Tools and Methodology

4.1 Introduction

4.2 Population

4.3 Sample and Selection of the Sample
   4.3.1 The Trainees
   4.3.2 The Teacher Educators

4.4 Procedures and Techniques
   4.4.1 Stage 1: Designing and Validating the Tools for the Study
   4.4.2 Stage 2: Collecting Data
   4.4.3 Problems Encountered and Contingency Plans

4.5 Tools
   4.5.1 Questionnaires
      4.5.1.1 Questionnaire for the Trainees
         4.5.1.1.1 Procedure Used in Developing the Questionnaire for Trainees
         4.5.1.1.2 Description of the Questionnaire for Trainees
      4.5.1.2 Questionnaire for the Teacher Educators
         4.5.1.2.1 Procedures Used in Developing the Questionnaire for Teacher Educators
4.5.1.2.2 Description of the Questionnaire for Teacher Educators 203

4.5.2 Interviews 209

4.5.2.1 Interview with the Teacher Trainees 210

4.5.2.1.1 Description of the Interview with the Trainees 211

4.5.2.1.2 Summary of the Questions Asked in the Interview with the Trainees 212

4.5.2.2 Interview with Teacher Educators 213

4.5.2.2.1 Description of the Interview with the Teacher Educators 215

4.5.2.2.2 Summary of the Questions Asked in the Interview with the Teacher Educators 216

4.5.3 Classroom Observation 217

4.5.3.1 Objectives of the Classroom Observation 217

4.5.3.2 Details of the Observation 218

4.5.4 Checklist for Evaluating the Teacher Educators’ Handbook 219

4.5.4.1 Procedures Used in Developing the Checklist 220

4.5.4.2 Description of the Checklist 222

4.6 Conclusion 223

Chapter 5

Data Analysis 225

5.1 Introduction 225
5.2 Analysis of the Questionnaires

5.2.1 Analysis of the Questionnaire for the Trainees

5.2.1.1 Interpretation of the Questionnaire for the Trainees

5.2.2 Analysis of the Questionnaire for the Teacher Educators

5.2.2.1 Interpretation of the Questionnaire for the Teacher Educators

5.3 Analysis of the Interviews

5.3.1 Analysis of the Interviews with the Teacher Trainees

5.3.2 Analysis of the Interviews with the Teacher Educators

5.4 Analysis of the Classroom Observations

5.5 Evaluation of Teacher Educators’ Handbook as per the Prepared Checklist

5.6 Conclusion

Chapter 6

Findings and Suggestions

6.1 Introduction

6.2 Findings of the Study

6.3 Suggestions and Implications

6.3.1 Suggestions for Curriculum Developers and Material Designers
6.3.2 Suggestions for Policy Makers and Administrators 394

6.3.3 Suggestions for the Teacher Educators 397

6.4 Limitations of the Study 398

6.5 Scope for Further Research 399

6.6 Conclusion 399

References 401

Appendices 416

Appendix I Questionnaire for the Teacher Trainees 417

Appendix II Questionnaire for the Teacher Educators 426

Appendix III Interview for the Teacher Trainees 436

Appendix IV Transcripts of the Interviews with the Teacher Trainees 438

Appendix V Interview for the Teacher Educators 483

Appendix VI Transcripts of the Interviews with the Teacher Educators 485

Appendix VII Classroom Observation Reports 520

Appendix VIII Checklist for Evaluating Teacher Educators’ Handbook 531

Appendix IX D.Ed English Curriculum 533

Appendix X Framework of a Module for Developing the Communication Skills of Primary Teacher Trainees 555
Appendix XI  
Samples ofFilled in Questionnaires of Teacher Educators and Trainees  

List of Tables and Figures

List of Tables

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Name of the Table</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Studies at International Level</td>
<td>109</td>
</tr>
<tr>
<td>2.2</td>
<td>Studies at National Level</td>
<td>118</td>
</tr>
<tr>
<td>2.3</td>
<td>A Critique of the Similar Studies</td>
<td>128-131</td>
</tr>
<tr>
<td>4.1</td>
<td>Educational District Wise Distribution of TTIs Chosen for Data Collection</td>
<td>185-186</td>
</tr>
<tr>
<td>4.2</td>
<td>List of the Primary Schools Visited</td>
<td>189-190</td>
</tr>
<tr>
<td>5.1</td>
<td>Perceptions of the Trainees Regarding the Importance Given to the LSRW Skills</td>
<td>229</td>
</tr>
<tr>
<td>5.2</td>
<td>Methodology Adopted to Calculate the Value</td>
<td>229</td>
</tr>
<tr>
<td>5.3</td>
<td>Trainees’ Rating of the Methods Adopted by their Teacher Educators</td>
<td>239</td>
</tr>
<tr>
<td>5.4</td>
<td>Problems Faced by the Trainees</td>
<td>240</td>
</tr>
<tr>
<td>5.5</td>
<td>Difficulties Faced by the Trainees during Interaction</td>
<td>243</td>
</tr>
<tr>
<td>5.6</td>
<td>Trainees’ Responses Regarding the Areas that Need Improvement in the Curriculum</td>
<td>244</td>
</tr>
</tbody>
</table>
5.7 An Overall Evaluation of the D.Ed English Curriculum (Trainees) 260-262

5.8 Perceptions of the Teacher Educators Regarding the Importance Given to the Language Skills 270

5.9 Perceptions of the Teacher Educators Regarding the Effectiveness of the Speaking/Listening Components 271

5.10 Number of English Methodology Classes per Week 274

5.11 Methodology Adopted by the Teacher Educators 277

5.12 Problems Faced by the Teacher Educators 278

5.13 Availability of Slots for Making the Trainees Familiar with the Materials and Methods Used in Schools 279

5.14 No. of Teacher Educators Who Felt that Their Trainees Face Problems during Interaction 280

5.15 Perceptions of the Teacher Educators Regarding the Various Problems Faced by the Trainees 280

5.16 Perceptions of the Teacher Educators Regarding the Areas that Need Improvement in the D.Ed Curriculum 293

5.17 An Overall Evaluation of the D.Ed English Curriculum (Teacher Educators) 300-302

5.18 Analysis of the Classroom Observations 352-353

6.1 Findings of the Study 384-389
# List of Figures

<table>
<thead>
<tr>
<th>Figure No.</th>
<th>Name of the Figure</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Research Design</td>
<td>23</td>
</tr>
<tr>
<td>2.1</td>
<td>The Modified Applied Science Model</td>
<td>33</td>
</tr>
<tr>
<td>2.2</td>
<td>Reflective Practice Model of Professional Education/Development</td>
<td>34</td>
</tr>
<tr>
<td>2.3</td>
<td>The Approach, Method, Tactic Pyramid</td>
<td>36</td>
</tr>
<tr>
<td>2.4</td>
<td>An Overview of Training Parameters</td>
<td>37</td>
</tr>
<tr>
<td>2.5</td>
<td>Brown’s (1995) Framework of Language Curriculum Design</td>
<td>65</td>
</tr>
<tr>
<td>2.6</td>
<td>Syntegration</td>
<td>93</td>
</tr>
<tr>
<td>2.7</td>
<td>Teacher Education Programmes: Curricular Areas</td>
<td>103</td>
</tr>
<tr>
<td>2.8</td>
<td>Curricular area I: Foundations of Education</td>
<td>105</td>
</tr>
<tr>
<td>2.9</td>
<td>Curricular Area II: Curriculum and Pedagogy</td>
<td>105</td>
</tr>
<tr>
<td>2.10</td>
<td>Curricular Area III: School Experience Programme</td>
<td>105</td>
</tr>
<tr>
<td>3.1</td>
<td>Andragogy in Practice Model</td>
<td>157</td>
</tr>
<tr>
<td>3.2</td>
<td>The Formative and Summative Aspects of CIPP Model</td>
<td>174</td>
</tr>
<tr>
<td>5.1</td>
<td>Educational Qualifications of the Trainees</td>
<td>226</td>
</tr>
<tr>
<td>5.2</td>
<td>Familiarity of the Trainees with the New D.Ed Curriculum</td>
<td>228</td>
</tr>
<tr>
<td>5.3</td>
<td>Percentage of Trainees Possessing a Personal Copy of the Curriculum</td>
<td>228</td>
</tr>
<tr>
<td>5.4</td>
<td>Perceptions of the Trainees Regarding the Adequacy of Inputs Provided by the Curriculum to Develop Communication Skills</td>
<td>230</td>
</tr>
</tbody>
</table>
5.5 Perceptions of the Trainees Regarding the Adequacy of Communicative Activities in the Curriculum

5.6 Perceptions of the Trainees Regarding the Time Taken by the Tasks and Activities in the Curriculum

5.7 Number of English Teaching Classes per Week

5.8 Opinion of the Trainees Regarding the Adequacy of the Time Allotted for English Methodology Classes

5.9 Perceptions of the Trainees Regarding the Techniques and Approaches Followed in the D.Ed Curriculum

5.10 Approaches Followed by the Teacher Educators

5.11 Availability of Slots for Making the Trainees Familiar with the Materials and Methods Used in Schools

5.12 Trainees’ Opinion Whether They Face Problems during Interaction

5.13 Trainees’ Perceptions Regarding the Theory-Practice Balance in the Curriculum

5.14 Trainees’ Rating of the D.Ed Curriculum and its Methodology

5.15 Congruence between the D.Ed English Curriculum and the Primary School English Curriculum

5.16 Trainees’ Responses Whether Their Teacher Educators Follow the Handbook or Not

5.17 Percentage of the Trainees Who Pointed Out that Their Teacher Educators Strictly Follow the Suggested Reading List
5.18 Perceptions of the Trainees Whether the Course Objectives can be Achieved Through the Curriculum and Suggested Materials

5.19 Trainees’ Opinions on the Difficulty in Collecting, Understanding and Using Materials Prescribed in the Curriculum

5.20 Trainees’ Perceptions Regarding the Need for a Coursebook

5.21 Supplementary Materials Used in the Classroom

5.22 Trainees’ Perceptions Whether the Materials Suit Their Level

5.23 Trainees’ Perceptions on the Scope to Use Authentic Materials in the Classroom

5.24 Trainees’ Perceptions on the Accessibility of Audio-Visual Materials

5.25 Trainees’ Perceptions on the Availability of Proper Infrastructure

5.26 Percentage of the Teacher Educators Based on Their Years of Teaching Experience

5.27 Educational Qualifications of the Teacher Educators

5.28 Teacher Educators’ Familiarity with the New Curriculum Document

5.29 Sources Used by the Teacher Educators to Access the Curriculum Document
5.30 Teacher Educators’ Frequency of Referring the Curriculum Document 270
5.31 Perceptions of the Teacher Educators Regarding the Adequacy of Communicative Activities in the Curriculum 272
5.32 Perceptions of the Teacher Educators Regarding the Time Taken by the Tasks and Activities in the Curriculum 273
5.33 Perceptions of the Teacher Educators Regarding the Adequacy of Time Allotted to Teach English 275
5.34 Satisfaction Level of the Teacher Educators with the Techniques and Approaches Followed in the D.Ed Curriculum 275
5.35 Approaches Adopted by the Teacher Educators 276
5.36 Methodology Adopted by the Teacher Educators 277
5.37 Percentage of Teacher Educators Who Pointed Out that They have a Personal Copy of the Handbook 281
5.38 Percentage of the Teacher Educators Who Opined that Handbook is Useful 281
5.39 Percentage of Teacher Educators Who Strictly Follow the Suggested Reading List 282
5.40 Teacher Educators’ Perceptions Whether the Course Objectives can be Achieved Through the Curriculum and the Suggested Materials 283
5.41 Teacher Educators’ Responses Regarding the Difficulty in Collecting, Understanding and Using Materials Prescribed in 284
the Curriculum

5.42 Teacher Educators’ Perceptions Regarding the Need for a Coursebook

5.43 Supplementary Materials Used in the Classroom

5.44 Teacher Educators’ Perceptions Whether the Materials Suit the Level of Their Trainees

5.45 Teacher Educators’ Perceptions on the Scope to Use Authentic Materials in the Classroom

5.46 Teacher Educators’ Perceptions on the Accessibility of Audiovisual Materials

5.47 Teacher Educators’ Perceptions on the Availability of Proper Infrastructure

5.48 Teacher Educators’ Perceptions Regarding the Effectiveness of the D.Ed Curriculum in Comparison with the TTC Curriculum

5.49 Theory-Practice Balance in the D.Ed Curriculum

5.50 Teacher Educators’ Rating of the D.Ed Curriculum and its Methodology

5.51 Teacher Educators’ Perceptions Regarding the Revised Curriculum and the Changes Made to the Methodology Followed in the Language Classes
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.52</td>
<td>Congruence between the D.ED English Curriculum and the Primary School English Curriculum</td>
<td>296</td>
</tr>
<tr>
<td>5.53</td>
<td>Percentage of Teacher Educators Who Received Training to Teach the Revised Curriculum</td>
<td>297</td>
</tr>
<tr>
<td>5.54</td>
<td>Teacher Educators’ Perceptions Regarding the Need for Special Training</td>
<td>298</td>
</tr>
</tbody>
</table>