Admission procedures

One of the objectives of the study was to evaluate the procedures that are being followed for the selection of candidates for the English methods in B.Ed. course. From the findings of the study it is observed that the principals of colleges of education in Andhra Pradesh, are not free to evolve any criteria for selection; it is the universities that lay down certain criteria. And it is also observed that all the universities in the State follow the same procedure as far as English methodology is concerned, though with some difference in Osmania University regarding the general procedure for admission into B.Ed. course.

For selecting candidates for English methods course, there is no insistence that he/she should have studied English as an optional subject at degree level. It means any graduate - B.A./B.Sc./B.Com. - is eligible for admission into B.Ed. English methods course, for every graduate has
compulsorily studied English as one of the two languages. And even the performance in this compulsory English is not a criterion for selection into either B.Ed. course in general or into English methods course in particular.

It would help us to understand the step-motherly attitude towards English methodology if we look into the criteria followed for selection into other methods subjects. A candidate is selected for admission into sciences, mathematics, and social studies based on his performance in the respective subjects as optional subjects at degree level. Ironically, a candidate who has studied English as one of the three optionals at degree level, his performance in this optional English is considered to decide his eligibility into social studies methods. And from the experience of the researcher in colleges of education it is observed that less than 5% of the candidates who seek admission into B.Ed. course had studied optional English, and of these 5% many of them are found in the rejected list because of their poor performance in English. A candidate first gets admission into one of the methods courses—biological science, physical science, mathematics, and social studies. Then the question of choosing the second methods course arises. Generally mathematics and physical science graduates take these two
as methods subjects. So it is only those who are admitted into biology or social studies methods have to necessarily choose one of the languages, English being one of them. And some of these trainees choose English simply because there is no other subject which they would be "capable of taking" as a second option; and majority choose English because they know that a qualification in the teaching of English will increase their employment prospects later. Even at this stage, it is observed, there is no insistence on any level of performance even in compulsory English at degree level.

Another finding worth noting is that even additional qualifications are not given preference. The researcher has come across instances where even M.A.'s in English were not considered for selection because only M.A.'s in or humanities/ M.Sc.'s are given preference for, as stated earlier, the candidates are admitted into social studies or sciences or mathematics first.

Even in Osmania University which conducts an "entrance test" for admission into B.Ed. course, English has not been considered as one of the methods courses. All the candidates answer the compulsory English and other
method subject. So it only means selection into methods courses other than languages.

It is also observed that no government college in the State administers any English test for admission into English methods course. For the principals are not free to do this. Only one private college is administering a test in English, but again this is not to decide admission into English methods only.

So the minimum qualification required for admission into English methods course is the first degree of a university, irrespective of his/her command of English, there being no written or oral test of eligibility. The brutal fact is that no criteria have been thought of, for admitting the trainees into English methods.

The presumption, obviously, is that a graduate has adequate grounding in English needed for effective teaching in secondary school and that "all that is needed to make him an effective teacher is to provide him with the methods of teaching. The inadequacy of such an arrangement finds its expression in the constantly deteriorating standards of our (English) teaching." (16:8-9)
Though refinement of selection procedures was not a live issue ten or fifteen years ago, it has become urgent now as colleges of education have entered a period of stability after the period of expansion.

So it is suggested that only a candidate who has studied optional English or has an M.A. degree in English should be allowed to study English methods in B.Ed. course. This suggestion is not at variance with the procedure followed for admission into other methods course.

But it is unlikely that there would be sufficient optional English graduates wanting to become English teachers. "Until there were, it would be necessary to allow some carefully selected graduates who have obtained a good mark." (97:128)

Even this "good mark" in compulsory English at degree level may not be a guarantee for the candidate's command of written and spoken English. Hence it is suggested that "suitably designed tests should be used to assess his/her command of written English and a brief but planned interview should determine his/her proficiency in spoken English." (36:12)
Entry achievement of the English methods trainees

As stated earlier, the candidates are admitted into English methods without any test of their eligibility. These trainees have science, or mathematics, or social studies as a first methods subject, and English as a second methods subject. It should be remembered here that both the methods subjects are equally important both for certification and later eligibility to teach the subjects in secondary schools.

The researcher constructed a test paper in English for these trainees to assess their achievement in English language and to examine whether the present B.Ed. course, with their present achievement, can prepare them as effective teachers of English.

The test paper covered the following broad areas.

i) Reading comprehension

ii) Structural items

iii) Vocabulary items

iv) Writing ability
Again as stated earlier, the aim was only to assess whether they have tolerable grasp of the secondary school syllabus in English. So every item included in the test paper was within the limits of the expected outcome of six-year English-study in schools; i.e. within 2500 vocabulary items and 250 structures. The basis for selecting the items for the test was the researchers' experience, in secondary schools, degree colleges, colleges of education and high school English language teaching centre, with the students of English. The findings from the analysis of the performance of the trainees are not encouraging. It was expected that the trainees should show 100% performance as all the trainees had six-year study of English in schools followed by five-year study in intermediate/pre-university and degree courses.

**Reading comprehension**

In the first passage for comprehension the trainee was expected to read it and show his ability in inferential comprehension. This is what is expected of him as an English teacher after his training, for not only he has to teach this kind of comprehension to the pupils but also read books on ELT and understand to be able to use the information for effective teaching. There was no question which tested the factual comprehension.
None of the items under the passage I was answered correctly by all the trainees. Only two words — "return" and 'separate' — were understood by majority of the trainees. Majority of the trainees were not able to find the equivalent for 'think' — i.e. 'believe' from the passage. Even the words 'prevent' and 'sure' were difficult for many trainees. The trainees were expected to pick out equivalents, which are the actual words tested. One of the components of the ability to use and understand when read is to be able to identify the equivalents. But even in the items, 1 to 4, which are tested in the contexts, considerable number of the trainees have shown poor performance in identifying the words 'pretend', 'whistle' and 'comfortable', and almost all (85%) have failed in choosing the word 'anxious'. The word 'pretend' was used with reference to Mr. Jones only and the word in the test paper was also expected with reference to him only. The word 'whistle' could have been easily identified because of the signal in the preceding adjective — i.e. 'loud'. The word 'comfortable', in the item 4, could have been generally used even without the help of the passage. The word 'anxious' is used, in the passage, with reference to Mr. Jones, but if the trainee had understood that the old gentleman was almost trying to fool Mr. Jones by giving
the impression that he was believing what Mr. Jones was saying he would have easily answered the item.

The second passage for comprehension is a little more difficult than the first one. This passage is from a history book. Here too, a few more, than in the first passage, have shown their weakness in reading comprehension. The last item, i.e. 16, could have been easily understood even without the help of the rest of the passage. But a vast majority, nearly three fourths, could not comprehend it. For the response to the items 12 would have been correct if the trainees had understood the sentence — "the people who really helped civilization forward are often never remembered at all." But it is painful to note that more than half have failed in this. Also for the item 11 all the examples required are in one sentence. Even then, half the trainees could not answer the item.

The third passage was on ELT. A prospective teacher of English during training, should be able to read such material and understand so that he can himself be informed of the latest thinking in ELT. After becoming a teacher of English it will be all the more important so that he will not prove himself a back number.
The findings have clearly revealed the inability of the prospective English teachers in understanding the material in his own field of study. The items 18 and 20 proved very difficult for the trainees. Incidentally these two items are in a way related. For the answer to the item 20 it would have been enough if the trainee understood "different from" as equivalent to "not the same". For the item 18 ability to infer the answer from the context was necessary. And in this many, more than three fourths, have failed. The last item, 21, was only a precis of the last sentence - "there is many an academic linguist capable of giving an excellent description of a language in which he is only a mediocre performer." It was enough if they could grasp the contrast between "excellent description" and "mediocre performer". But the responses of the trainees have proved that they do not know the meaning of 'mediocre'.

So, we may conclude the trainees who have opted English methods do not have the ability to read a passage in English, within the limits of secondary school syllabus, and understand. Even the postgraduates have not fared any better compared with graduates. The only notable difference is in the second passage. This is because, perhaps, many of the postgraduates were from humanities.
Structure

The next area selected for testing was the usage of tenses. Four fifths have failed in recognising the meaning of 'whether', introducing an indirect question, which expresses a doubt, hence they could not select 'could+V' which expresses ability or capacity in the past, but not actual achievement. Many of the trainees preferred 'could have finished', as the correct alternative, which only asserts that one 'did not finish'.

The next item which attracted four fifths of wrong responses was 'modal preterite'. This item is considered difficult for Indian learners. Generally the 'preterite' (simple past tense) is used to express an achievement in the past; whereas modal preterite expresses something desirable in future. So the poor performance of the trainees in this item is understandable though unexpected. This item is very important item which is often used in conversations and discussions.

It is amazing to know that very many trainees have no knowledge about the usage of plain infinitive after 'make + pronoun'. It is used in the sense of 'to cause'; and this is of great use in both spoken and written English.
Most of the trainees have the knowledge of 'passive voice' and 'to+infinitive' of purpose. Even for the secondary school pupils these have proved easier, for we have equivalent patterns in Telugu. Also the past tense form (as far as its normal usage is concerned) and past continuous tense were not found difficult by more than three fourths of the trainees. But a large number of the trainees were wrong in the usage of 'present perfect' tense and the verb form in a hypothetical conditional clause.

So it can be concluded that the trainees are very weak in the usage of (a) present perfect tense, (b) preterite used as a modal, (c) preterite used in a hypothetical conditional clause, (d) 'could+V' and (e) plain infinitive in the pattern S+V+O+V.

Regarding the other structural patterns tested, the discouraging performance was observed in the patterns - (a) 'Be+sure+ that, (b) so + adj + that, and (c) know + 'wh' + clause. It is unbelievable that the first two were difficult, though the third one is a little difficult for it involves an inversion in the question pattern. The item which proved most difficult, in this area, was 'though'.
But here again it is not used in an ordinary pattern like, 'though he is late, he is permitted to come in', where 'though' expresses concession; here it expresses 'absolutely'. And no doubt special attention is to be paid if one wants to master it.

Almost all (93%) the trainees have the knowledge of possessive relative pronoun. The other items which did not cause much trouble to trainees are 'another', 'whether', 'so that' and 'such a + N+ that + clause'. Only less than 20% of the trainees have made mistakes in these. The surprising performance is observed with regard to 'whether' introducing an indirect question. Surprising because when this was used in a sentence to test the usage of 'could +v' most of the trainees could not understand the implication of it. Perhaps, here, the choice is clearly indicated in 'or not'. The other two items in which considerable performance is noted are (a) comparison of adverbs (as+adv+as) and (b) to + infinitive used as an adjunct to the preceding noun. (I asked him to go).

The next structural item was tag question, which is a statement until the very end where a short question is tagged on. Here the performance is satisfactory as
far as "negative tag-positive confirmation" is concerned but one third of the trainees were weak in the "positive tag-negative confirmation." Usually the tag question is tested for its active use by the speaker. But in this test paper it was tested from the listeners' point of view. Tag question, though simple, is a difficult area for most of the Indian learners, who are accustomed to using "isn't it" as a multipurpose tag.

Most of the trainees have no knowledge of the causative use of 'have', but only one fourth could not understand the usage of "unless", used to express a negative condition. The performance in both the causative - 'make +H+V' (in the item 31), and 'have+N+V' (in the item 50) - is equally poor.

The best performance is observed in recognizing correct word order in an English sentence. The items (51 - 53) were mainly meant for testing the position of adverbs of time, manner, and place.

The question VIII tested the ability of the trainees in actually writing sentences. But the structures to be written were controlled, in some items with a little more
freedom. General performance in this area is very
discouraging, for, in only two items (55 and 57) less
than one fourth of the trainees have made mistakes. Both
these items required 'to + infinitive' as part of correct
response. More than three fourths were not able to
complete the pattern 'so + adjective'. In normal English
this pattern requires, immediately following, 'that + clause'
or 'as + to + infinitive' the latter being a little
cumbersome and often difficult for secondary school pupils.
Many trainees have completed the item with 'to +v' which
is restricted to colloquial style, that too for exclamatory
emphasis only.

The next three items in which many trainees have
shown poor performance are 61, 62 and 59. The trainees
have misunderstood 'sometime' as 'sometimes', for, if
we look at the performances in these two items (60 and 61)
we can observe that most of the trainees have completed
both the items in the same way. Both are adverbs, but
'sometime' cannot be used as an adjunct whereas 'sometimes'
can be, and the latter refers to habitual actions (e.g. We
go there sometimes). "Sometime" requires another following
adverb or adverbial particle (e.g. some time in summer,
or sometime ago). In the item 59, after 'while' tense
concord is necessary, i.e. only past continuous tense is to be used unless the verb selected happens to be 'Be' in past tense. More trainees were weak in completing a sentence after 'While' than in completing a sentence after 'When', which allows both past continuous as well as simple past in the item 63.

In recognising the correct position of an adverb in a sentence, 'always' and 'ever' did not prove very difficult to the trainees; but 'very' has caused some trouble, for, more than half the Ss have made a mistake. In the item 70 - 'they were injured in a bad accident' - most of the trainees have modified 'injured' instead of 'bad'.

It can be concluded that in general the trainees do not have the ability to write their own sentences though they were able to recognise some of the mistakes in the previous items in verb form and other structural patterns. For example, in the item 40, so+adj+ that' pattern was correctly recognised by more than 60% of the trainees whereas only 24% were correct in the items 56 which tested the same pattern.
Ability to write short passages as instructional material is one of the qualifications expected of the English teachers in secondary schools. But as seen from the findings many trainees do not have the required command in written English.

Vocabulary

The next area, that the trainees were tested in, was vocabulary (spelling and meaning). All the five words tested—quietly, messenger, scenery, exhausted, and truly—were tested, for their spelling, in isolation. In this area also, nearly half the Ss are poor. More than three fourths went wrong with 'truly'. The word 'true' when it takes 'ly' suffix, drops 'e'. This fact has not been recognized by many trainees. Even in the other three words—quietly, messenger, and scenery—the performance is not encouraging. Generally, the word 'messenger' has not caused much difficulty even to the secondary school pupils, though 'quietly' is often misunderstood with 'quite'. But the latter does not have 'ly' form.

It can be concluded that the trainees are considerably weak even in spelling. This finding is in general agreement with the findings of the previous researches in this area.
General belief is that mistakes in spelling are due to the learner's wrong pronunciation of the word. But the words 'truly' and 'scenery' do not have any pronunciation problem for Indian learners.

Of the five words tested as equivalents to other words, two words — 'release' and 'complicated' — did not prove difficult for the trainees. The trainees found it easy to identify 'release' as an equivalent to 'set free' and to equate 'complicated' with 'difficult'. But the word 'ridiculous' caused difficulty to more than 60% of the Ss. It was not identified as equivalent to 'absurd'. The word 'prominent' as an equivalent to 'stand out' was confused with 'impertinent' by many Ss. Perhaps 'standing out in the society' is interpreted as causing trouble to the society.

The conclusion is that even in lexis, the trainees have not reached the expected level of achievement in spite of their longer period of study compared with secondary school pupils.

When the trainees were asked to select suitable words for the blanks in the passage, the findings from their
performance have revealed that even the context was not much of an advantage to them. More than one third have failed to choose correct words. The two words which have caused difficulty to many trainees are - 'restaurant' and 'dragged'. Undoubtedly, the trainees have confused themselves 'restaurant' with 'coffee house', for all those who have made a wrong choice have chosen only 'coffee-shop'; and 'dragged' with 'pulled'. Restaurant is a place where something (in this context 'coffee') is bought and eaten whereas in 'coffee-shop' coffee (powder) is sold. 'Dragged' is used only when something heavy and some force or effort is needed. The context in the passage was quite clear - 'He came running and .... my heavy suitecase'. Many trainees have misunderstood 'exaggerated' with 'interested', 'stretch' with 'lengthen', 'accustomed' with 'interested'; and 'restricted' with 'confirmed'. The least number of trainees made mistake with regard to 'comfortable'.

So, the findings prove clearly that even the contextual clues have not proved advantageous to the trainees in using the words correctly. And it is concluded that the trainees are weaker in spelling than in meanings of the words.
Writing ability

Of the three questions which tested the writing ability, 'reported speech' proved difficult to majority of the trainees. The most troublesome aspects of the reported were the link-word, and tense concord, and the word order of the reported indirect question. Most of the pronouns have been correctly used by many trainees.

In punctuation, 'inverted commas' and 'question mark' were wrongly responded by majority of the trainees whereas 'comma' and 'period' were not difficult for the trainees.

In letter-writing the performance is better than in reported speech and punctuation. But this better performance is not due to better writing ability as such, because half of the credits were for the formalities of the letter-writing, such as 'heading', 'greeting' and 'ending' which were done well by most of the trainees. In this connection one more observation is made that the trainees from one of the two private women's colleges (managed by a Christian mission) have done well in letter-writing, compared with the other colleges.
In the light of the findings and the above discussion the following broad conclusions are arrived at:

i. Reported speech is found difficult for most of the trainees.

ii. The trainees are unable to write correct sentences, and also are weak in verb form.

iii. Punctuation is also a difficult component, for many, of writing ability.

iv. The trainees are miserably poor in spelling also.

v. The trainees can manage better with the other structural patterns than with the verb forms. This is again at the recognition level only.

vi. But a few verb forms, like plain infinitive, after the object, modal preterite, present perfect tense, are difficult for most of the trainees.

vii. The trainees can easily identify the correct word order.

viii. The ability of the trainees is reading comprehension and also in comprehending some difficult structures is very poor.
The trainees were not able to choose the correct words for the given contexts.

On the whole, there is striking discrepancy between the performance of the trainees and the present-day demands on teachers of English to achieve the desired objectives of teaching English in schools.

The implications of the above conclusions are:

i. The deficiencies in using structural items are a serious handicap for the trainees to (a) write suitable exercises for the pupils, (b) write the instructional material, (c) prepare reports of meetings and seminars, and (d) express their ideas correctly in their spoken English.

ii. The deficiencies in reading comprehension and vocabulary will result in the trainees' poor reading habit.

iii. Also it would be difficult, for the trainees, to teach reading comprehension to the pupils who are expected to master the reading skill, which is ultimate objective of teaching English in schools to enable the pupils to use English as library language.
iv. So, the syllabuses for B.Ed. course, in the State, must be geared properly keeping in view the entry achievement of the trainees. "With basic deficiencies in academic adequacy little purpose is served in giving them methods of teaching and other pedagogic skills, unless, of course, the teacher education programme succeeds in providing substantial reinforcement to their academic base." (16:7) All too frequently even competent trainees find that they must relearn the content of their teaching field once they get into a classroom. So, they must be helped to be able to restructure their content for classroom presentation.

In this context Kothari commission made a very valuable suggestion: "There should be a provision in the training programme for a study of the subjects to be taught in depth as well as in range. It should be a carefully planned content course which would include a study of fundamental concepts and their implications for the school syllabus, and of the text-books and growing source materials to assist teaching at the school stage. About 20% of the teaching programme should ordinarily be given to such studies." (28:72)
The appraisal of any programme of education must begin with a consideration of the programme's goals. Since a programme of teacher education seeks to prepare teachers it must ultimately be judged by the degree to which it develops the competencies and performances needed for the successful functioning of a teacher.

So, before we evaluate the syllabuses it will be advantageous if we keep in view the minimum expected teacher performance after the B.Ed. course in English is completed.

The teacher competencies associated with the nature of English transcend the basic knowledge of the subject itself. One must know the language before one can think of teaching it, as one must know chemistry before guiding the student in an open-ended laboratory experiment. However it does not necessarily follow that one knows how to teach English as a second language because one has achieved near to native-speaker's abilities.

A second level of competencies, therefore, is to know the way the language or a skill is best learned —
that is, the characteristics inherent in each skill that are pedagogical determinants. These competencies are enhanced by both the depth and the breadth of the teacher's understanding of his pupils' language and the target language, English. As Iado pointed out, "learning a second a second language constitutes a very different task from learning the first language. The basic problems arise not out of any essential difficulty in the features of the new language but primarily out of the special 'set' created by the first language habits." (53:4)

Since English teachers also must be prepared to work in an institutional setting, the nature of that setting must be taken into account in the training programme, that is, the programme must be relevant to the professional situation in which the teacher will find himself. On the other hand the training is expected to be on the forefront of progress in the teaching, transmitting the latest and the best in theory and practice. The necessity of finding a proper balance between the realistic (the way the things are) and normative (the way the things should be) is probably the most difficult problem faced by any teacher education programme.
The primary objectives of a training course in English might be summarised as follows:

i. acceptable performance in the production of the language (sounds, syllables, stress pattern in words and sentences, rhythm and intonation);

ii. the ability to read aloud intelligently and interestingly;

iii. the ability to use all the lexis in the school text-book course meaningfully;

iv. the ability to use all the structures in the school course unhesitatingly and accurately;

v. the ability to issue instructions and orders, and make requests;

vi. the ability to ask questions - both of a general nature, and specifically related to text-book passages;

vii. the ability to write clearly and neatly on the black board and draw quick sketches for illustration during the course of the lesson;

viii. the ability to spell all the lexis in the school course;
ix. the ability to illustrate the meaning of the lexis in correct sentences;

x. the ability to write short passages/dialogues demonstrating the use of particular structures and lexis;

xi. the ability to plan lessons keeping the institutional setting in view;

xii. the ability to teach a range of various types of lessons (prose, poem, composition, supplementary reader);

xiii. the ability to prepare and administer tests and diagnose the reasons for under-achievement;

xiv. the ability to give remedial teaching to (1) the class as a whole, and (2) groups;

xv. the ability to give proper class assignments and home assignments;

xvi. the ability to plan and supervise other related class activities such as pupils' class library, pupils' class magazine, skits, playlets, short speeches and discussions;
xvii. the ability to help pupils express the main ideas collected from common sources of everyday English (news papers, books, magazines, films, radio, local speeches etc.);

xviii. the ability to plan action research and experiment a few techniques and approaches; and

xix. the ability to read books and journals on EFL and comprehend.

So, the methods course, besides proficiency course, in English as a second language may cover:

i. the theory underlying audio-lingual approach (usually contrasted with the grammar-translation method);

ii. the teaching of dialogues;

iii. dialogue adaptation and directed dialogue;

iv. the teaching of pattern-drills;

v. the application of applied linguistics to teaching and learning of a second language;

vi. the teaching of structures;
vii. the various techniques of teaching vocabulary;
viii. the teaching of pronunciation;
ix. evaluation and testing and diagnosing;
x. the selection and evaluation of materials;
xii. the use of the language laboratory and of such other pieces of electro-mechanical equipment (over-head projectors, filmstrips and filmstrip projectors, and tape recorders);
xii. the teaching of reading;
xiii. the teaching of writing;
xiv. the teaching of speaking; and
xv. lesson and unit planning.

We often hear lecturers saying, during the final teaching practice, 'you know, he'd be a good teacher if only his English were better'. We should be quite clear that when we criticise a trainee's English at the end of B.Ed. course in English, we are criticising the system that has failed to give him the necessary skills to function effectively. More trained teachers would have a better
command of English if the training programme had concentrated on their perfect grasp of strictly limited areas of language. So, the syllabus, meant for training the teachers of English as a second language, should reflect this. "After all, the ultimate test of any programme of teacher education is the effect that the programme has upon the pupils of teachers who have been trained." (8:305)

With the objectives, listed above, of an English-teachers training programme in view, the findings from the analyses of the B.Ed. syllabuses of the three Universities – Andhra, Osmania, Sri Venkateswara – will be discussed in the following paragraphs. There was no separate syllabus either for Kakatiya University or for Nagerjuna University, the two new universities in the State. The former has been following, in toto, the syllabus of Osmania University, and the latter of Andhra University.

The Andhra and Sri Venkateswara syllabuses have the improvement of the trainee's own English as one of the objectives. But Osmania syllabus has completely ignored this component of the course. The first two universities, in spite of their stated objective have not included any topics that are relevant for achieving the objective.
The Sri Venkateswara University syllabus aims at only speaking and writing abilities of the trainees. But the topics listed for this purpose - the study of the sound system in English, and the study of structures and other teaching items prescribed for high school classes - do not serve the purpose. Because theoretical study of the topics will be of no use unless the trainee is provided with ample opportunities to practise the skills. Even the items under the practical work do not provide any scope to practise the skills.

The Andhra University has, in addition to speaking and writing, included reading skill in its objectives to improve the trainee's English. But the topic - 'an analysis of common errors' - meant for the purpose, cannot improve the language competence of the trainees. By any stretch of imagination, any analysis of common errors, presupposes, but does not help to achieve, a good command of spoken and written English on the part of the trainees. There are no other topics useful for the purpose.

So it can be emphatically concluded that the syllabuses, of all the three universities, do not help the trainees to develop or improve their three very important skills -
speaking, reading, and writing. So it can be said, without any reservation, that the syllabuses have a serious lacuna.

The assumption that the graduates and postgraduates who opt for English methods in their B.Ed. course have the necessary grounding in English language, is disproved beyond any doubt by the performance of the trainees in answering the English test paper administered by the researcher.

We shall now look at the methods content of the three syllabuses. As already stated above, a trainee should have considerable theoretical background before he is asked to use methods and practise techniques of teaching English in actual classroom. In this aspect, the Andhra and Sri Venkateswara syllabus have fairly good introductory topics. These topics, it is believed, will provide the trainee with the necessary theoretical background to the latest approaches and methods and techniques of teaching English. The topics help the trainee to acquire the aims and objectives of teaching English, general psychological principles of learning teaching English as a second language, and the story behind the modern approaches etc. These introductory topics will surely lead to the actual methods of teaching English.
But the introductory topics in Osmania University syllabus are of peripheral importance. The topics 'position of English in India' and 'curriculum and Text-book' do not serve the preliminary needs of a trainee, discussed above.

In this regard one suggestion could be made regarding the introductory topics. Before the classroom demonstration by the lecturer and practice teaching by the trainees are taken up, it will be better of the trainees are aware of the syllabus in the previous classes, for the B.Ed. trainee will start teaching VIII class. This knowledge of the pre-VIII class syllabus will help him to formulate his objectives for the lesson.

With regard to the methods content the topics and items in Andhra and Sri Venkateswara syllabuses are fairly exhaustive and they provide a good knowledge of various methods and techniques. Particularly Andhra syllabus looks very meaningful for, it has divided the topics under early, and middle and high schools stage and also included the relevant items for group work and assignments. But Osmania University syllabus has only listed the methods and techniques separately without any suggested steps or plan to teach these methods according to the needs of the total B.Ed. course.
Andhra University and Osmania University syllabuses consist of good items of practical work but with one notable difference. The items under "Field experiences" of Osmania University, which can otherwise be called items of practical work are not all compulsory. Only three items are expected to be given as field experiences. The Andhra University syllabus has practical work under each broad area of the course, and at appropriate points in the syllabus. All the trainees are expected to do all the items of work and it can be hoped that these items will help the trainees acquire good experience to prepare for class work.

**Demonstration classes**

No teacher training course is complete without its demonstration lessons. Whatever may be the theoretical knowledge gained by the trainees, for a successful launching of practice teaching scheme a well-planned and achievement-oriented demonstration by the lecturer in methodology lays a good foundation. The obvious purpose is to show how the principles enunciated in the classroom work out in practice. It needs no emphasis to say that a lecturer is, most often and by most of the trainees, considered as a model.
Consciously or un-consciously the trainees try to imitate as many techniques (sometimes called tools/tricks of the trade) as possible. Many teachers do not follow the methods of teaching advocated by the colleges of education for the simple reason, as they say, the methods they learnt in colleges of education are not practicable in their situation. The researcher often has come across instances where an inspector, whenever he wants to dig at the teacher, asks these questions – "where were you trained? who was your lecturer?"

All these go to prove the vital role of demonstration lessons by methods lecturer. It is an accepted fact that more techniques mean more demonstrations. The lecturer should always be ready to demonstrate every practicable technique and under various classroom situations. Methods courses are most successful when they are supplemented with demonstration classes taught by the methods lecturer. Trainees learn far more about a technique or a method by seeing it demonstrated on pupils than only by reading about it.

From the findings based on the analyses of the syllabuses one cannot escape coming to the conclusion that
Osmania University lags far behind in this, though the other two universities have comparatively good schemes. Under Osmania University rules 'at least one' demonstration should be given. And this 'at least one' is never crossed in most of the colleges in the university. In a few colleges where two demonstration lessons are given the lecturer is said to be liberal. In Andhra and Sri Venkateswara University areas the methods lecturer gives at least six demonstration lessons and these are often spaced in between the practice teaching lessons. This possibility is because of the practice teaching spread throughout the course. But in Osmania University area practice lessons are schemed for a continuous period of five days at a time in a block. And there is no demonstration in between the two spells of practice teaching.

A few more points are worth noting with regard to the type demonstration lessons in English one observes, at present, in the colleges of education.

The demonstrator generally shows that the particular teaching items - vocabulary or structures - are teachable. From the way the demonstrator has exhibited his skill and resourcefulness, and the attention and response the pupils
gave, and the way the pupils answered the questions with the help of the demonstrator - the average trainee is very much impressed.

The researcher had opportunities to observe the English teaching, as inspector of schools and officer-in-charge of the HSLETG, of these average teachers. These teachers consciously try to put into practice the 'methods' and 'techniques' of his teacher. The teacher seems to be pleased with his rate of progress in following his 'mentor'. But the performance of the pupils in the first quarter examination staggers him. He finds that his pupils have fared miserably. So, the teacher starts believing that demonstration teaching is different from regular class-teaching.

A clever teacher might realise that his revision has not been properly done, that he has not had the entire syllabus for the year in view and that he has merely mechanically confined himself to the material taught the previous day. And this teacher may be able to catch up the missing techniques if they were demonstrated by the lecturer; and after a few years he will be on his legs.

But what happens to the average teacher? He is on the defensive saying that demonstration teaching is different
from regular classroom teaching. To such a trainee the method happens to be just useful for purposes of B.Ed. examination. "Beginning teachers are sometimes advised by older colleagues to forget all they learned in training because it is 'theoretical' and does not work. The impression that there is a gap between teacher's training and what happens in the classroom is often confirmed by the teacher's own experience." (60:280)

We often hear a demonstrator telling such trainees that he is not there to teach but only to demonstrate certain teaching techniques. This does not carry them far, for they want to be convinced that modern methods and techniques yield quicker results than the traditional methods. If the demonstrator only demonstrates with no convincing results following, there is every danger of their being looked upon as just formal and useless.

The demonstrator should realise that his lessons are meant to be model lessons for practising teachers to imitate - they 'model the master teacher' - and he must strive to make them such.

Most lecturers in colleges of education are out of touch with class teaching - and want it to go on being that
way. But to be an effective demonstrator of practical methods and techniques and to prove the results of these the only possible way is to become a regular English teacher responsible for English teaching for a particular class throughout the year. "Ideally, the best demonstration lesson is that given by the regular teacher to his usual class, as this is the closest to the situation in which the trainee will have to operate." (31:52-53) He should be a 'clinical professor'. "The clinical professor literally applies scholarly skills at the point of implementation - the school." (51:103) This double role, methods lecturer and classroom teacher, will also be of great help in the discussion and teaching of English methods to the trainees.

In the light of latest thinking in the field of preparing teachers, the present procedures of demonstrations are looked at with great suspicion. The methods lecturer tries to demonstrate too many skills at a time and the trainees are only expected to 'model' him. The demonstrator adopts all-embracing (macro-teaching) procedure. The master teacher is master craftsman and student teaching is viewed as a process of initiating in which the master teacher's teaching skills, performance, personality and attitude are
acquired by student teacher through observation initiation, and practice." (72:16) This practice of "one model or demonstration by methods master fails to satisfy the requirements of teaching prospective teachers. It is wrong to assume that all the pupils (trainees) understand at one exposure all that is required by such model lesson." (63:242)

So, it is suggested that "teaching model" prepared, keeping in view the micro-teaching procedure, should be a focal point. For this, the teaching models are to be developed by the lecturer and the trainees. According to Stones and Morris, "the basic things in developing a teaching model are: first, a theoretical analysis of teaching behaviour which takes into account the objectives of the teaching, the beginning knowledge and skills of the pupils, the processes by which the objectives are to be achieved, the variables likely to interact with these processes, the learning outcomes and feedback to the teacher; second, the building up a conceptual model which will make clear the relationship of these elements; third, the conversion of the model into the lesson plans, or a series of plans by the incorporation of specific content and procedures; and fourth, the evaluation of the model in operation for its validity to describe and to predict processes and outcomes." (99:10)
"The 'master the teaching model' approach to practical experience makes possible, and necessary, the integration of theory and practice. This integration becomes not an abstract goal to be achieved only rarely, but a necessary and constant occurrence. Tutors (lecturers) and students (trainees) together develop models out of the (classroom teaching and) discussions of the theories of teaching and learning." (99:11)

So, the skills involved in teaching English could be identified by the lecturer and the trainees based on the discussions during the classroom teaching.

The following skills are considered important in teaching English as a second language:

1. motivating the pupils (employing variety and variability);

2. how to begin a lesson by using:
   i. greetings,
   ii. fixed expressions related to the weather, date, birth days, class attendances, etc.
   iii. informal dialogues, sometimes based on these expressions;
3. using effective introductory procedures for reader lesson, poem etc.;
4. revising a related teaching item - lexical items and structures;
5. linking the new item with the revised item;
6. the presentation of new lexical items and structural items;
7. fluency in questioning;
8. probing/thought - provoking questioning on the comprehension of a passage;
9. creating situations/verbal explanation of the situation;
10. using pupils' experiences/ideas/examples;
11. reading a passage aloud for correct pronunciation, stress and intonation and listening comprehension;
12. reading a poem for comprehension/enjoyment/appreciation;
13. using audio-visual aids;
14. preparing pupils for a radio lesson;
15. verbal and non-verbal cueing;
16. using effective concluding procedures;
17. guiding/supervising silent reading (by pupils);
18. encouraging and responding to pupils' questions;
19. using convergent/divergent questions;
20. guiding study participation in discussion;
21. giving oral practice for the exercises in structures writing;
22. using planned repetition;
23. dramatizing/using language games linked specifically with certain revision topics;
24. skill of using/planning blackboard work - match stick figures to practise given items;
25. explaining/discussing important/difficult passages in supplementary Readers;
26. building summary of the poem;
27. oral preparation for the composition;
28. group work using picture cards and realia;
29. organising remedial teaching for the whole class/groups.

The above skills are neither sequential nor exhaustive.
The demonstrator should explain, before the demonstration, each skill in detail to the trainees regarding its relationship with the other skills, and the objectives to be achieved by the particular skill. The demonstration should be first in a simulated condition, and later followed by one in normal classroom situation. Each demonstration should be fully discussed by the lecturer and the trainees.

The Kothari Commission has made the following recommendation.

"The training colleges staff itself, which will find a fruitful field of research in educational methods and practices opened up to them through their collaboration with schools, will benefit considerably if they can do some continuous teaching in the cooperating schools. For this purpose, they may be deputed annually to teach at least for a month in a school or to complete at least one unit of the school syllabus. A combination of training college staff trying out their principles of teaching, and school teachers drawing generalization from their practical experience, would be of great benefit to student teachers and would assist in a continuous
improvement in teaching techniques." (28:70) There is
strong support for the view that the training of English
language teachers should be arranged and conducted by
those who have taught the language, especially at the
age-level and level of proficiency with which the trainers
are concerned. It should further be ensured that the
teacher trainers are able regularly to teach and that
effective teachers are able regularly to take part in
teacher training. This arrangement is conspicuous by its
absence; if made, it would do much to help bridge the gap.

Practice teaching

"If I hear, I forget; if I see, I remember; if I do,
I know."

A Chinese proverb

The practice teaching refers to all parts of the
training course which involve planning, practising
teaching and evaluation of the skills and lessons.
"The practice teaching experience is one of the most
important, if not the most important single phase in the
preparation of the teacher." (66:4)

The objectives of practice teaching are:
a. to give practical teaching experience and
guidance in using the techniques and methods
advocated by the English lecturer, and

b. to infuse confidence in the prospective
teacher by making him recognise his own
aptitude and limitations and to help him
develop and improve his skills.

To achieve these objectives the practice teaching
should be geared, by careful and intelligent planning
keeping in view each individual trainee's requirements,
to what we can realistically expect of trainees in
practical terms in their future work as teachers. It is
psychologically naive to expect a teacher to apply the
theoretical insights to his practical work in the absence
of practical touchstone.

To be effective, a practice teaching programme should
have at least three characteristics. First, it should
focus the trainee very sharply on specific behaviours
or skills to be employed in teaching. Second, the
trainee should have a competent model; that is, a lecturer
or supervising teacher who can effectively demonstrate
the skills, being learned by the trainees. Third, the trainee should receive specific feedback on his use of these skills "school practice .... is a highly valued part of professional training." (2493)

The practices now prevalent in Andhra Pradesh were analysed from the B.Ed. English syllabuses in which the practice teaching requirements for certification are laid down.

In Osmania University ten practice teaching lessons followed by five lesson during internship are to be taught by each trainee before he becomes eligible to take the B.Ed. examination. These lessons are either "un-supervised or ill-supervised" in their flying visits, by the lecturers, but not necessarily by English lecturers only. Very rarely cooperating teachers 'observe' some lessons, with no guidance, whatsoever from them, to the trainees. There is lot of apathy on the part of the cooperating teachers. The main reasons, for this, are two - (1) they do not have any say in the final assessment of the trainee's performance, and (2) most of them are not competent to guide and work with adult trainees.
Another snag, that is worth noting, in this University is that a trainee is plunged into normal classroom teaching, just after one multiskilled demonstration, for five continuous days, with one lesson each day. The guidance for practice teaching by the lecturer is very meagre as too many trainees will have to be guided in a very short period. As said earlier, the supervision by the English lecturer is haphazard and so there is very little scope for 'feed back'.

In the other two universities, the practice teaching is spread over the whole period of the course. Each trainee teaches at least five intermittent lessons fully supervised by the English lecturer only. Each trainee is guided at least a day in advance for the practice lesson. And invariably the lesson is observed by the classmates, the lecturer acting as the coordinator, and discussed. So, there is 'feed-back' to the trainees; and also this discussion helps the observers to avoid some of the observed mistakes and unworkable techniques. The other ten lessons are observed by other staff members including cooperating teachers. Though the cooperating teachers are asked to award grades to the trainees, on their performance, these are not considered for the final assessment.
From the above discussion the following conclusions are arrived at:

1. The trainees are satisfactorily oriented in the theory of methods and techniques before the practice teaching starts, but the guidance for the actual practice lesson is very meagre particularly in Osmania University.

2. The competencies of individual trainees are not considered in allotting practice teaching lessons.

3. There is no effective supervision by the methods lecturer, particularly in Osmania University colleges, hence very little feedback.

4. Very little role is played by the cooperating teachers.

5. The practice-teaching programmes do not have the characteristics listed above.

Cooperating teachers

In the ideal preparation of an effective classroom teacher, cooperating teachers hold a significant and enviable position among teacher educators. The class
teacher should be the chief mentor on practice teaching, and should be consulted before the practice and be regarded as responsible throughout and to give the report which should be the significant factor in assessing the students' programme. For, it is an accepted fact that practice teaching and other kinds of laboratory experiences have a profound influence in determining the kind of teacher a trainee becomes. Tomorrow's teachers will tend to teach by principles and methods they observe in use during their practice teaching.

In Andhra and Sri Venkateswara University areas, each college of education has a campus school and most of the practice lessons by the trainees are taught in this school, and a few, during internship, in other schools in the locality. But in Osmania University area, almost all the practice lessons are taught in other schools. In a way it is good that the future teachers should have at least some experience in representative schools regarding their population, materials and equipment, and working conditions, which approximate the kinds of schools to which most of the trainees will go as teachers.

So, when the trainees are sent to various schools, the English teachers there are the real technicians operating
the English methods and naturally they must be assigned the guidance and supervision. These teachers should be willing and competent teachers, and should have genuine conviction and interest in teacher education. Though all the teachers are experienced teachers of children, very few have had any experience of teaching adults — which is in effect, what they are being called upon to do in their role in teacher education. There are teachers who can DO but cannot talk intelligently about what they do; there are teachers who can TALK about what ought to be done but cannot do; and there are teachers who can both DO and TALK sensibly and clearly about what they do. Teachers in the last category make the best cooperating teachers provided they are willing to cooperate. An unwilling cooperating teacher may cause damage instead of help. The facts of the researcher's professional life give evidence that the teachers consent to guide and supervise when their un-expressed desires are to the contrary. This is a real problem which most of the colleges of education have to realise and face it. "Far from gaining valuable experience, trainees may be exposed to depressing conditions in schools which are hostile to principles and methods supported by the colleges. Instead of reinforcing theory, the experience may make it appear irrelevant." (90:208)
One of the ways to make the teachers involve themselves with whole hearted willingness, is to develop a healthy and friendly relationship with them and give them a sense of importance by asking them to give demonstration lessons and consulting them before the practice teaching and lastly giving them considerable importance in the final assessment of the trainee's work for certification.

But the next problem, more serious one, is the general inadequacy of most of the cooperating teachers where subject matter, experience, and teaching techniques are concerned. The cooperating teachers are the real clinical supervisors. Eight crucial steps are identified in the clinical supervision process: "(i) establishing a good trainee-tutor relationship so that the teacher is reasonably ready to accept advice based upon direct classroom observation; (ii) joint planning of a lesson or teaching sequence; (iii) joint planning of the tutor's observation strategy; (iv) observation of teaching; (v) separate analysis of the lesson and record of observation; (vi) planning of the supervision conference by the teacher; (vii) the clinical supervision conference between the teacher and trainee; (viii) renewed planning of the next phase in the light of the experience." (7:24) The only solution to this problem is in training the cooperating teachers in the
latest techniques. This can be done by (1) training them at RIE/CIB (with teacher-training element incorporated into the programme), (2) asking them to observe, continually the demonstration lessons by the English lecturer, and also (3) by assigning some classroom work in English methods. These steps, if followed, will make the teacher feel important and one with the college staff. It would be even better if some incentives are offered for this, as in the case of science teachers who are given higher grade pay if they are posted at science teachers workshops. This kind of encouragement, it is hoped, will attract better teachers. This is not at all difficult to do in government-managed campus schools. And even in private schools, there is no reason to believe their preparedness to accept the role if the incentives are offered. For, the teachers in private schools are permanently placed and they have no transfer to any other school.

There is a suggestion made by some experts in the field to involve the lecturers in general subjects in the college of education, in English practice teaching. But even these lecturers, unless they are oriented properly, may not be competent to be the acceptable guides.

One more suggestion is due here. Whatever the supervising practice may be, whether it is a cooperating teacher or the
English lecturer himself, effective feedback should be provided for the trainee so that the trainee is made aware, immediately after the lesson, of his limitations and the competencies and skills open for improvement. The assumption that teachers will modify their behaviour in the light of feedback received after their own teaching is built into all teacher training procedures, particularly microteaching. This particular procedure will be discussed briefly in the following paragraphs.

Micro-teaching is a technique for training teachers. A trainee practises specific skills, with a group of about ten children, for 5-10 minutes, and then has an interval of time and can receive feedback about the lesson. The feedback could be by seeing a video-tape playback, or talking with the supervisor or with fellow-trainees, or reading comments on his lesson written by the pupils. The trainee could have all these forms of feedback, or any combination of two, or one form only. Following the feedback, the trainee will practise the skill again.

The hope is that when the trainee goes on to teach the same or same sort of lesson to a different group of children some 30 minutes or one hour later he will have benefited
from the feedback and will teach better. This format is called the four-tier teach-critique-reteach-critic pattern—"teach-reteach" cycle.

The efficiency of this procedure lies in concentrating on one specific skill at a time, in contrast with the traditional practice teaching where the trainee tries to teach a whole lesson, involving many skills, even to begin with. After mastering the specific skills the trainee will plan to teach a 'whole' lesson involving combination of a set of skills. A group of four or five trainees may be encouraged to prepare individual modules and provide between them a 'whole' lesson consisting of these modules. For example, "teacher A may be asked to begin the lesson and play the game; teacher B to revise certain structures using a flannel board; teacher C to introduce a new pattern, using pictures or the blackboard; teacher D to practice a known structure using the tape-recorded mini-dialogues; teacher E to end the lesson with a song or a piece of drama." (78:126)

Two of the needs of trainees can be met in large measure by using micro-teaching technique. These needs are: (i) closer integration of theory and practice, and (ii) the opportunity to concentrate on mastering one teaching skill at a time in a controlled situation.
Micro-teaching also helps trainees to translate psychological theories about motivation, reinforcement and attention etc. into a practical situation without worrying about class management and discipline.

So, the suggestion is that after covering certain area in the theory of methods and techniques of teaching English, where the skills involved were identified by the lecturer and the trainees and after the demonstration by the lecturer, the trainee will be given practice in one skill at a time. This initial practice could be in peer-teaching in simulated conditions for which the fellow-trainees are properly oriented by the lecturer. After feed back from the initial practice, the trainee will try the skill again. Between 'teach' and 're-teach' steps or 're-demonstration' may be necessary in certain skills for certain trainees only. A particular trainee may need more than one re-teach lessons or a particular trainee may not need any re-teach lesson, in mastering a particular skill. The skills of teaching, like the skills of ping-pong, surgery and sauce-making, are best acquired through practice.

After mastering the necessary skills the trainee may be asked to practice a few skills in a whole lesson, but again in simulated condition. With more feed back at this
stage, the trainee may be allowed to start practising in normal classroom situation. Though the "All India Conference of University Professors and Heads of Education Departments" has recommended five practice lessons, the researcher strongly believes that at least eight lessons are required in view of various types of lessons in English language teaching.

The above suggested procedure for practice teaching will solve another problem too. At present, the cooperating schools are complaining that lot of their time is taken away by the colleges of education for practice teaching. The procedure will minimise the 'exodus' of the trainees to the practising schools.

Micro-teaching holds great potentialities for innovation in teacher training. The expenditure for introducing micro-teaching is more apparent than real. Grants for tape recorders, film projectors are made as routine to colleges of education. But sufficient use is not made of these. Micro-teaching would make good use of these.
In the present circumstances, in the State, it is difficult to believe that our schools will be able to go in for video-tapes or television sets and that our pupils are able to write reports on the practice teaching lessons. So the only source of feedback could be the English lecturer with good orientation in supervisory techniques.

Suggested syllabus

In preparing the following 'model' syllabus for B.Ed. English course, the researcher has drawn many items from the draft syllabus prepared by the Regional Institute of English, Bangalore. (4) The syllabus is prepared keeping in view the linguistic achievement of the trainees as measured by the test paper constructed by the researcher for the purpose.

It is hoped that this syllabus will be practical. To implement this syllabus two fundamental changes are necessary - (1) radical change in the present examination system, and (2) orientation of the lecturers in English in B.Ed. colleges.
Proficiency course

The first component under this was not tested by the researcher, but is included as one of the necessary components of the whole course.

Listening and speech

a. The mechanism of speech sounds in English, limited to the sounds in R.P. (including phonetic symbols).

b. Listening to good models, either on tape or live sounds, followed by practice of individual sounds and sounds in words (vowels) (particularly /æ, ɔ, ɔː, ə/ ) diphthongs, and consonants (particularly /v, 3/ in contrast with /b, w/; /3/ in contrast with /dʒ, z/).

Note: Generally other vowels do not give trouble to Indian learners. Regarding diphthongs it is left to the choice of the learner whether to adjust with Telugu long sounds (which do not confuse when used in place of English diphthongs) or to master English diphthongs.

c. Strong and weak forms.
d. Stress pattern (word, phrase, and sentence).

c. Intonation patterns (only three tones - fall, rise, and fall-rise).

f. Connected speech (dialogues, and improvised speech).

g. Practice in phonetic transcription (reading and writing).

h. Use of pronouncing dictionary.

Reading


b. Oral reading and recitation - practice in reading the following:
   i. secondary school Readers.
   ii. selected pieces of modern writing.

c. Silent reading for comprehension and interpretation - practice will be based on:
   i. secondary school Readers.
   ii. simple selected pieces of English literature.
   iii. articles, and notes on EFL.

d. Exercises in reading comprehension (with variety of subject matter).

e. Home-study at least one book a month.
Writing

a. Practice in mechanics of writing ("Writing and writing patterns" by Marion Richards – on and 'Italic writing' by D. Horsburgh).

b. Study of and practice in important structural items from high school syllabus.

c. Formal grammar in the following areas:
   word order, statements, direct question, indirect question, imperative, tenses, enclitics,
   relative pronouns and clauses, infinitives, participles, gerund Vs to + infinitive, reported speech, conditionals and if-clauses, adverbs and adverbial particles.


e. Descriptive, and narrative writing.

f. Subjective Vs objective writing.

Methods

1. The role of English in India, in various spheres of the country:– (i) Inter-state communication, (ii) in the study of science and technology, (iii) medium of instruction, and (iv) as an international language.
2. Sociological and philosophical bases of language learning. (These are not examinable topics)

3. Objectives of teaching English in primary and secondary schools - (i) listening, speaking, reading, and writing (with emphasis on reading), and (ii) levels of achievement in each of the above skills.

4. Psychology of learning a second language, in contrast with learning mother tongue.

5. Problems of second language learning (i) mother-tongue's influence, (ii) interference of learning English itself, (iii) home, (iv) society, (v) time, (vi) class-size, and (vii) motivation. (Here a 'shock-lesson' in another foreign language to highlight the difficulties in learning a second language, may possibly be demonstrated).


8. Modern approaches to, and techniques in, teaching of English as a second language. 
   (i) structural, (ii) situational, (iii) oral (in this sequence), (iv) importance of oral work in teaching structures and vocabulary, (v) various methods of teaching vocabulary, (vi) need for repetition and variety, (vii) individual and chorus drills, (viii) varieties of drills, (ix) development from repetition to creative use of English.

9. Use of Reader (including various sections of each unit).

10. Use of mother-tongue in teaching English.

11. Substitution Tables and pattern practice.

Note: After covering the above topics, it is advisable to demonstrate the classroom techniques first with the trainees following the micro-teaching procedure, followed by one or two demonstrations in anormal classroom. (For micro-teaching, the trainees may be oriented to act as pupils).

12. Survey of primary school materials (classes (V-VII).
13. Early stages in learning English (vocabulary and structures) - (i) predominance of oral work, (ii) use of handbooks prepared by RIE, (iii) need for overlearning, (iv) kinds of drills, (v) situationalisation (including aids), (vi) importance of actions.

14. Early stages of reading - (i) various methods of teaching reading, (ii) reading related to oral work, (iii) place of work book and Readers, (iv) use of blackboard.

15. Early stages in writing - (i) mechanics of writing, (ii) advantage of italic writing, (iii) relation to speaking and reading, (iv) use of blackboard.

Note: Demonstration at this point is advisable. Here too micro-teaching procedure may be followed. Perhaps two or three periods are required.


17. Planning the lesson from the Reader - (i) place of Reader in teaching English, (ii) formulating specific objectives, for each period of a lesson,
(iii) steps in teaching the Reader lesson -
(a) revision of a related item, (b) presentation
and practice of the new teaching item,
(c) teaching vocabulary, (d) reading aloud by
the teacher (twice), (e) silent reading by the
pupils, (f) reading aloud by a few pupils and
(g) exercises and assignment.

18. Development of reading skills - (i) silent
reading vs reading aloud, (ii) intensive
reading vs extensive reading, (iii) motivating
the children to use the library, (iv) organisation
of a class library, (v) use of a dictionary.

19. Teaching supplementary Reader.

Note: At this stage two/three demonstrations may
be necessary.

20. Development of writing skills - (i) oral exercise
composition - (a) sentence-level, (b) paragraph-
level, (c) picture composition, (ii) controlled/
guided composition, (iii) punctuation and spelling,
(iv) correction of compositions, (v) analysis of
ersors, (vi) planning and remedial teaching
(based on the written compositions by the pupils).
Note: Three demonstrations are perhaps necessary at this point. (preparing the children to write the composition, writing by the children, remedial teaching).

21. Teaching of poetry (various types of poems).

Note: One or two demonstrations are necessary.

22. Teaching of grammar.

Note: One demonstration may be enough.

23. Audio-visual aids in teaching English -

(i) simple classroom aids, (objects, children, the teacher, the blackboard, pictures) flash cards, school surroundings, (ii) flannel graph, (iii) radio, tape-recorder, (iv) slide and film projection.

Practical work

The following items of practical work should be taken at the relevant stage in the syllabus:

1. Blackboard drawing (supervised guidance to groups of trainees in rotation).

2. Study of the syllabus and materials (Teachers' Handbooks, work-books).
3. Drawing up lesson unit plans for - (a) reader-based lessons, and (b) composition lessons.
4. Preparing exercises for certain structural items.
5. Writing short passages with the selected words and structures.
6. Preparing comprehension questions and constructing test items, both based on the passage written by the trainee.
7. Marking (correcting) written work of the pupils.
8. Analysis of errors.
9. Framing test items of all types.
10. Setting and administering test paper to the class.
11. Evaluation of test and examination papers.
13. Preparation of material for remedial teaching (based on the compositions of the pupils).

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Proficiency course


Methods course:


**Practical work**

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**Methods of teaching English in colleges of education**

Although there is widespread concern about the motivation and calibre of the trainees available for English
methods, for admissions to colleges of education, equally widespread and frequently mentioned is concern about the quality of many of the English methods lecturers. The implication throughout is that far more would be achieved even with students of dubious quality, if lecturers generally were more highly qualified, more experienced and most specifically trained for the tasks.

Some experts suggested that the overseas, particularly from Britain, native speakers of English should be utilised, till our people are trained by them in sufficient numbers. But it was soon discovered that these expatriate lecturers had a big disadvantage, for they lacked first-hand experience in local schools and colleges. It is now fully recognised that, in spite of some limitations, only Indian personnel could do better job if only they are trained for that job.

It was long ago, far back in 1952, found that mere patching up the existing system by way of increasing the total time for English study or by trimming the syllabus we would be only perpetuating the shortcomings of the programme unless competent staff are recruited to implement the programme. We would be remiss .... if we were to assume that structural changes alone will complete the job,
whatever that job might be." (51:101) The Secondary Education commission, 1952, pointed out that a training college can be only as effective as the individual staff members and if the colleges have to become dynamic centres, high priority must be given to the selection of competent staff. This suggestion holds good even today after 28 years.

The job of an English methods lecturer is more exacting and strenuous. In a way it is more challenging than that of a degree college lecturer who hides himself under the belief that the teacher, like the poet, is born, and not made. He believes that "the college lecturer is a scholar with a good command of his subject; that the college lecturer of English has not only a broad knowledge of his subject and related fields, but also can express himself clearly and fluently in English." (89:32) But English methods lecturer at least is not born; he must be made. Mere fluency, even if this word is understood correctly, is not enough where skills and not mere knowledge are the expected outcomes of the course. The basic ingredients that go to make up a method — organisation of the teaching material to be presented to the class, the psychology of learning, and the context in which learning takes place — are at least one is not born with. The English methods
lecturer should have both the 'fluency' and the skills of training, besides the skills of teaching in the classroom, the future teacher of English. He should be able to lead educational development than be a mere functionary within a "less-than-effective system."

"Methods of teaching and evaluation in training institutions are extremely important, and the attitudes of the student teacher will be influenced more by the methods used with them, than by what they are formally taught about the methods they should 'use in schools." (28:73)

From the findings based on the responses of the lecturers in English methods, it is observed that all the lecturers have a post-graduate degree in English. But if one looked into the syllabuses at post-graduate level in English it would be evident that they are literature-oriented with little language study except that of Anglosaxon period and Middle English, which are not really useful in terms of English language teaching in our school education.

Professionally, except one who has studied English Methodology at M.Ed. level, all of them have studied English methods at B.Ed. level only. But one good feature of the
government college lecturers is that all of them had training either at CIEFL or RIE. But the private college lecturers do not have any training in RIE except at B.Ed. level. This is a notable discrepancy between government and private college lecturers as far as professional training is concerned. With a little reservation, the researcher ventures to point out that even the training given both at the CIEFL and RIE do not have much of teacher-training element. If one considers the syllabuses at these institutes, it will be clear that at best these prepare tolerable classroom teachers with fairly good command of spoken and written English. This observation would become more evident if the methods followed by these lecturers in preparing the teachers and the effectiveness of the course in terms of its outcomes as evidenced by the responses of the trainees at the end of the course, to the English-teacher education course effectiveness scale.

Another notable observation is that none of these teach English in schools, as part of their work. This lack of contact with the classroom situations is a big handicap for their effort in giving practical training to the trainees.

Lecture method is the predominant method in all the colleges of education, and discussion method is followed by
a few, that too with the whole class of forty or fifty trainees. Some lecturers are even 'dictating' notes after the lecture. On the weekly time-table there is scope for one tutorial period. But we often find that this tutorial turns out to be a lecturette.

So it can be concluded that the trainees are all the time at the receiving end and there is very little that is done to provoke their thinking and make them participate, in the lesson given. It is really surprising that in these days, particularly in Andhra Pradesh with the Statewide Academic Programme throughout the State with all gusto on the part of the organisers, when we talk of objectives of teaching, learning experiences and new evaluation techniques with regard to school instruction, we hear very little of any such thinking in the field of teacher education.

It is difficult to believe that mere lecture method, including notes, handouts, will achieve the objectives of the course. It should be remembered that one cannot be lectured into teaching arena. Of course this does not mean that lecture has no place in teacher training programme. It has a few advantages which no one can deny. They are:

1. it is economical of staff time,
ii. it makes possible a more coherent, balanced and up-to-date presentation of a subject than can be given by a text-book,

iii. it can provide a framework for study,

iv. it makes possible the interrupted presentation of a piece of exposition or an argument that may not be possible in a tutorial,

v. well presented, it has a potential for generating enthusiasm for a subject and indicating an approach to it, and

vi. it enables the lecturer to cover a lot of ground in a short time." (54:2-3)

All the above advantages will result in covering the methods syllabus quickly and enthusiasm for the subject may be created in the trainees. But the researcher tends to believe that the lecturer, in the process, may fail to stimulate the student to learn on his own. So though lecture cannot be dispensed with, the suggestion is that there should be a follow-up discussion, in the whole class, or a tutorial, or a seminar or a discussion, immediately after the lecture or as soon as possible thereafter. These
dynamic methods, called "socialised class procedure" by Bossing, are being followed with convincing results all over the world.

Of all the above dynamic methods, tutorials are perhaps most widely used in many institutions of higher education. In the following paragraphs, the tutorial will be discussed briefly.

No one has defined a tutorial in clear terms. It is, like a seminar, a sort of small group discussion. According to the University Education Commission 1948-49, tutorials should mainly be an intellectual midwifery. They should be undertaken with a view to supplement lecturers and to provide some intellectual activity for the trainees. Generally a lecture is addressed to the majority of the trainees. Only a few who are bright could follow the lecture and may benefit by additional reading. But most of them require additional help. The tutorials, if conducted intelligently, would provide motivation to the bright trainees and facility to average and weak trainees for basic understanding of the subject. So, the chief objective of a tutorial is to develop in the trainees the habit of independent study, help the students to learn, to analyse, judge, evaluate and form one's opinion.
At present in colleges of education the tutorials, are mostly held for a group of forty or fifty. These eventually end in lecturing on the part of the lecture, with little interaction or exchange of ideas. In the last term of the course these tutorials are converted in examination coaching classes where the answers to the possibly probable questions in the examination, are discussed. So the tutorials are liked and demanded for by many trainees for they help them to pass in the ensuing examination.

The correct method of handling a tutorial discussion is as follows:

The group for a tutorial discussion should be small— not more than twelve to fifteen. The topic for discussion should arise from a main topic. The related details of the topic should be covered in lectures, but the particular sub-topic should not be covered in the lectures. If the sub-topic is covered in lectures, the question for the tutorial should be so framed as to initiate the trainees to read and think and have an opportunity to express their views. The question for discussion, along with the necessary bibliography should be given well in advance. And the books or articles suggested should be available in the library.
If the lecturer is imaginative and the librarian is a sincere professional it is not difficult to procure the necessary books far in advance.

The lecturer should not try to dominate and impose his thinking. He should be present in the class only to initiate and guide the discussion and encourage all the members to participate in the discussion. Part of the art of leading a discussion group is, as Jacques Barzun of Columbia University puts it, "to adhere to the form without rigidity, i.e., without appearing to do so by stopping or diverting the conversational stream."

A few points arising from the discussion may be set for written work. This will help the lecturer to assess the sincerity and written expression of the trainee. If the assessment reveals that the trainee is not clear in his thinking a follow-up discussion should be arranged or what Barzun has called "meandering exchanges of ill-expressed opinions."

At any cost a tutorial should not degenerate into a lecture.
The researcher strongly feels most of the lecturers do not know the techniques how to conduct a tutorial or organise a seminar or a workshop. Even the lecturers need orientation in some of the classroom techniques. The need for inservice education of the lecturers will be discussed at the appropriate stage.

**Inservice education of English teachers**

"A teacher can never truly teach, unless he is still learning in himself. A lamp can never light another lamp unless it continues to burn its own flame."

Rabindranath Tagore.

Even considering colleges of education to be ideal, it should be realised that no college or course can teach a teacher all that he has to learn. One of the meanings of education is self-improvement. Teachers can never be finished products. "A complete training to meet all anticipated situations is neither possible nor desirable. The more dynamic a vocation, the less chances there are of giving complete initial training." (28:76) "The preservice training is no longer enough to sustain them professionally through the middle years of their career." (77:13) "Knowledge
does not keep any better than fish, warns Whitehead.

... Teachers who live entirely on the intellectual capital they acquired many years ago would today be teaching largely what they do not know." (47:35)

Some die-hards claim their 'experience' to be their guiding star for all the problems they have to face. But it should be remembered that the meaning of 'experience' is not 'repetition'. Doing the same thing, let alone doing a mistake, for thirty years is not experience. If we want that "our students should drink from a running stream, rather than a stagnant pool" (Thomas Arnold) we must see that the teacher does not become a back number. David Thatcher, a great teacher in his days, once said: "To teach is to live with mystery. As a teacher I realise that what I do not know is far greater than what I do know. And so it will always be." The ink is scarcely dry on the teacher's professional diploma before the achievement it symbolises has become obsolete. The colleges of education are letting through far too many English teachers who collapse as soon as they reach the classroom. Teachers who are failing to grow on the job, whatever be the extent of their experience, cannot be expected to serve adequately the needs of tomorrow's
citizens. "It is an unfortunate commentary that many teachers do not maintain the spirit of the learner; they degenerate into teaching automatons. Many of them permit themselves to fall into a rut where they remain throughout their professional lives. In fact, many of them fall into the rut and proceed to dig the rut deeper; they regress rather than egress. Whereas education is potentially one of the inspiring and intellectualizing professions, many teachers neglect the opportunity to learn which is ever present; they forget they are dealing with the most stimulating and precious, yet baffling materials in the world, namely, the minds of pupils."

(83:96-97) So, the continued education of teachers is of vital importance in the educational programmes. Also it should be understood that the continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach. "Man would not be man if his dreams did not exceed his grasp."

(29:1) For two main reasons, teachers of English cannot rely solely on their preservice study - (i) many of them did not make English their major subject in college; (ii) even for those who did, the amount of preparation possible in a few months is skimpy for such a complex subject as English. "In no other profession is the gap
as great between what is known and what is practised as it is in the teaching profession. And in a few academic subjects is this gap greater than it is in English." (44:107)

The emphasis for the need of inservice education was laid even in 1949: "It is extraordinary that our school teachers learn of whatever subject they teach before reaching the age of twenty four or twenty five and then all their future education is left to "experience" which in most cases is another name for stagnation. We must realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher, to keep alive and fresh, should become a learner from time to time. Constant out-pouring needs constant intaking; practice must be reinforced by theory and the old must be constantly tested by the new." (The Report of the UEC)

So the inservice education of teachers is nothing new. Almost from the very beginning of organised education, the need for the growth of the teachers on the job has been recognised. It is quite apparent that inservice education has come of age and is recognised generally as an essential and integral part of the total programme of teacher education.
One of the snags with teaching is that in the normal classroom situation one rarely see other teachers at work, and therefore does not learn from his colleagues.

The following are the agencies considered for inservice education of English teachers in Andhra Pradesh.

1. HSELTCS
2. Colleges of Education
3. SCERT
4. RIE

HSELTCS

The Government of Andhra Pradesh has realised, taking a clue from Madras English Language Teaching programme, the need for the inservice education of English teachers. It started with opening of APELTCS for primary teachers in 1965. Later on, in 1975, some of these APELTCS were upgraded as HSELTCS for graduate teachers. In collaboration with the other three States in South India, the Department gets secondary school teachers trained at the RIE for three months. The findings from the analysis of the replies, to the questionnaire, by the staff at the HSELTCS, it is observed that all of them were trained at the RIE for five months when the course there was meant for training the
primary teachers. While upgrading the primary school ELTCs to HSELTCs these tutors were oriented, for a week, for their work at the upgraded centres meant for orienting graduate teachers. Some of the tutors feel that their training at RIE is not of much help at the HSELTC particularly in usage and speech work, though it was enough at the primary centres. But the RIE is supposed to supervise and guide the tutors for better work. It seems the RIE's professional help has come to a dead end. The enthusiasm and the vigour of the initial courses has faded away.

The course content at the HSELTC was planned by the RIE in 1973 at the inception of these centres. It has not undergone any change, for no review has been taken up. It is not too much to say that the RIE has fallen in line with colleges of education, in stagnation.

The topics, according to some tutors, particularly under 'principles and methods' are exhaustive enough. This is evident even from the findings from the responses of the teachers trained at the centre, regarding the effectiveness of the course. It is observed that the trainees have learnt much about various methods of teaching and they can select appropriate method, they have become quite aware of the objectives of teaching English, and can plan an objective-based lesson.
Both the tutors and the teachers believe that more demonstrations are necessary. This insufficiency is observed from the trainees' responses. They have not learnt much in preparing assignments and organising remedial teaching for backward pupils. And they have no idea as to how to involve the pupils in the development of the lesson, and how to involve the pupils in discussion. The researcher believes that these deficiencies are because of the lack of imagination on the part of the tutors in planning demonstration and practice teaching work. But from the replies from the tutors it is observed that they do not have freedom to organise the programme as they like to, and they cannot experiment new ideas. But have they calibre? The demonstrations and practice teaching, too, are of traditional type as in colleges of education.

So, it is suggested that the requirements or the weakness of the trainees should be kept in mind and the most important skills, which the teachers need for achieving the instructional objectives, should be demonstrated and practised in.

For some of the deficiencies, particularly in speech work, the tutors feel that the period of training, twenty
four days is not sufficient. Only a few theoretical
details are covered and they are not able to give sufficient
practice in speaking and reading English. In this area
the dubious competence of the tutor is noted when they
say that they are using "Living English Speech", "Better
English pronunciation" (these are books) and RIE material
as models for speech practice.

We need a workable system of teacher professional
growth. The following are the essential attributes of
such a system.

1. It must have efficiency.

ii. It must deliver the specific knowledge,
attitudes, and skills, that are the prerequisites
of quality teaching.

iii. It must fit actual circumstances of the
teacher." (86:701)

Each centre is provided with a radio and tape-recorder.
But these are not put to effective use. One obvious reason
is that the tutors have no resources and the RIE has not
done much in this regard.
Also, add to these inherent deficiencies, the inspecting officers have a queer idea of English pronunciation. The researcher has met many officers who asked him—"when do our pupils speak English? why bother about correctness of pronunciation?". But these questions are only an indication of ignorance about the role of the English teacher, for that matter any teacher, in the teaching-learning activity. True the pupils need not master the pronunciation of a native speaker or they may not even open their mouths to speak English. It is also true the ultimate aim is to teach reading skill. But teachers of English should speak in the classroom and make the pupils speak even to learn reading skill. But regarding the 'correctness' one need not break head to master the native's R.P. But whatever one speaks should be acceptable, intelligible, and comprehensible to the listener. One may not worry about the difference between English diphthong and Telugu long vowel as in 'name' or the second consonant in 'erasure'. But these are not difficult to master. A sound which creates a learning problem may be given up as long as it does not lead to mis-understanding. But wrong stress and wrong intonation will definitely result in wrong comprehension. So, it may be suggested that we need not be unduly patriotic and try to ignore the English pronunciation. There is nothing wrong in learning what is possible.
It is observed that the effort in improving the proficiency of the teachers in speaking and writing has not paid good dividends. The trainees at the end of the course are not able to write a paragraph, by themselves, with the selected language items. The researcher himself has evaluated the written material of the teachers on four courses. It is found that hardly 15% of the teachers can write correct sentences. Lot of effort is needed in this area, for no amount of training in skills will help the teacher achieve the learning outcomes.

Another deficiency is noted with regard to the tutors. They are not in touch with recent developments in the field of teaching English as a second language. The centres could as well subscribe for the ELT journals, as the budget at their disposal is not insufficient.

The tutors have expressed the view that most of the teachers after leaving the course do not practice what they have learnt at the centre. Besides the other reasons like lack of self confidence, lack of resources or reference material etc., the main reason seems to be the unhelpful attitude of the 'straight-jacketed' inspecting officers. Most of them have no supervisory competency in
English at least. They want to perpetuate their practices and cannot gauge the advantage of the modern approaches in English teaching. Unless they are 'instructed' to do something, they do not apply their mind. When they apply their mind, they do not understand other minds. This unhappy situation can be overcome only when these inspectors who have anything to do with ELT are oriented for their supervisory role. This suggestion was once made, by the researcher, to the authorities. The Director then sent a batch of officers to RIE for orientation. There was a notable change in the attitudes of these officers. But there was no second batch, for reasons not known to us.

The profession has almost given up the idea that any one can teach English; but, however any inspector can supervise the teaching of English. It is strongly suggested these inspectors should be oriented by the appropriate agency, perhaps the RIE can plan suitable package course for the inspectors, or, even training at the same HSELTS may be considered unless the cadre-consciousness of the inspector comes in the way. If the inspectors are to be leaders of education, as they must be, the continuing education of inspectors themselves should command at least as much attention as the continuing education of teachers of English.
It is also suggested that there should be a healthy support between the inspectors and the HSELAC for effective follow-up work. The inspector should be able to provide a 'feed back' to the tutors, so that they may plan suitable programme with or without the RIE's help. And the RIE should relax its control over the centres at least where there is a capable person to 'organise' a course or try a new method or technique.

It is encouraging to note that the tutors like their professional work at the centre with some bickerings with the District Educational Officers with regard to the financial sanctions. But as seen from the replies from the tutors, the RIE is not giving enough and good professional guidance. The RIE should realise that its five-month training did not prepare the tutors as fit for all circumstances. They too require help and they too should change and grow on the job. They should not drift into stagnation.

One non-academic suggestion may be given for better work at the ELTCs. The tutors and teachers have been voicing their difficulties in attending the course - the tutors for more monetary incentive and the trainees for more subsistence allowance. It is true that the five rupees
a day as allowance to the teacher is not sufficient to feel comfortable. At no EITC there is accommodation provided, and no boarding arrangements are made for the teachers. It is really too much to expect the trainee to exert more at the centre when they have other problems looking at them. In this regard Karnataka State could be emulated and some efforts may be made to make the teachers' stay at the centre comfortable.

The following were some more suggestions voiced by the tutors for better work at the centres.

1. They require more exercise material for use in usage drills class.

ii. They want longer periods for follow-up work.

**Colleges of education**

The colleges of education organise a few courses for English teachers, through the extension services department which is an attached wing. The "expert" is again the lecturer in English. But if one goes through the kinds of programmes these extension services departments have organised one has to conclude that the programmes are neither teacher oriented, nor subject oriented, nor skill
oriented. They are at best budget oriented and English has often been stepchild of operating budgets. All the programmes, in all the subjects, ranging from three to six days, bunch up in the last term of the financial year. No advance thinking has gone into any of the programmes in English at least. The coordinator of the ESD requests the methods lecturer to 'give' a course in the subject. He does not plan one in consultation with the teachers in the field. He never tries to collect the problems and needs of the participants and there is little rapport between him, the inspector and the teachers in planning any programme. Inservice education programmes for English teachers, of the colleges of education have "frequently meant make-do—programmes initiated from the top down with little regard for what the individual classroom teacher perceived as his or her needs and competencies." (109:417) So naturally the methods lecturer offers a programme of his choice depending on his expertness in the area. The teachers are completely oblivious of anything about the course they are forced to attend. Suddenly on the 'inauguration' day the Principal (Honorary Director of the ESD) exhorts them to teach effectively and with interest. And the efficiency and interest is supposed to be available with the lecturer.

As pointed out by Dr. Buch it is a common tendency with the
teacher educators in colleges of education to adopt the usual lecture approach "an approach that is not suitable in inservice education programme with small groups of participants. Results: the same hackneyed stuff is doled out, using a method that is not in tune with the spirit of inservice education programmes." (11:70)

As the involvement of teachers is completely lacking there is little possibility for carry over to the classroom situation. These "half-hearted, un-planned, purposeless inservice programmes" have led Dr. M. B. Buch to conclude that the teachers' colleges have failed in their duty.

It can be suggested that the colleges of education should plan a few courses for English teaching in consultation with the NITC and the inspectors of school and with the expertise from RIE. A few courses like:

1. English through radio and television.
2. Programmed learning.
4. Preparation of exercise material on selected structural items etc. could be taken up after consulting the teachers and inspectors and careful planning.
The following are the benefits of the involvement of teachers and administrators:

i. The base for in-service education should be the teachers and related administrators themselves, for their active help in setting goals, planning sessions, and evaluating them will be more likely to influence future teacher behaviour.

ii. The involvement of teachers will greatly help to ensure that in-service efforts are related to the genuine needs of the participants.

iii. It will also help to ensure that the objectives are not impossible for the teachers to use or support.

iv. Teachers learn better when they are actively involved. (68:250)

State council of educational research and training

The SCERT is in advantageous position to organise in-service programmes because of large man-power available with it. It has been organising a few courses now and then in various subjects. It has no specific programmes for
English teachers or lecturers separately. Two programmes for the methods lecturers were organised during 1971-76. They have some bearing on the secondary school English teaching — (preparation of lesson plans and paper-setting).

Three items of the above two inservice programmes meant for the English lecturers in colleges of education are precisely worthy. They are:

i. discussion and identification of 'repertoire of abilities of the lecturers,

ii. discussion and identification of suitable assignments and other items of practical work for students of English methodology,

iii. systems approach to teacher-education—preparation of instructional tools for the topic—use of West's general service list of English words.

But it is observed that the results of these discussions have not percolated through the class teaching. And no ability, other than lecturing, has been found as seen from the replies of the lecturers, in their daily teaching. It is suggested some follow-up discussion should be arranged after every inservice programme to know how far
the conclusions from the inservice programmes have benefited the lectures and in turn the trainees. More programmes should be organised for the lecturers keeping the requirements of their job in view. The present programmes seem to have been organised only to fill up the year's schedule.

One of the big programmes organised by the SCERT is the SWAP. No doubt it has made the 'front-line troops' think of the modern approaches of teaching and evaluation techniques. But the researcher as one of the organisers of the programmes at district level has studied the feelings of the teachers at all levels. There were complaints about tired ideas, incompetent or ill-informed speakers, and the constant re-tilling of well-ploughed grounds. One headmaster, known for his sincerity and hard work and with full of enthusiasm to learn new things, got up, in one of the programmes, and said, "if you are going to 'tell' us about your KUAS (meaning knowledge, understanding, application and skill) again, I will walk out."

The inspecting officers who are the real ambassadors from SCERT to the teachers always use the ideas gathered from these programmes only to pick holes in the teachers' work, but not for sincere guidance and implementation.
It is suggested that these inspectors should be made accountable for poor performance of the pupils as the department has already made the teachers accountable.

The SCERT can play a very vital role in inservice education at all stages of teaching provided they have the expertise and enthusiasm required for the challenging job. At present there is no research, worth the name, conducted in the SCERT. It is time the SCERT started a few research projects.

Regional institute of English, Bangalore

As seen from the course curriculum of the RIE, it can be said that the programme is ambitious. And if the teachers manage to learn everything, expected of them, we will have capable teachers in teaching English in our secondary schools. At present only secondary school teachers are trained there. From Andhra Pradesh seventy five teachers are deputed, each year, for training. The course is for three months.

The means they adopt to achieve the objectives of the curriculum are quite appropriate and we only wish they were demonstrated to the lectures in colleges of education and the tutors at the ELTOs. As pointed out earlier the course
prepares good classroom teachers and it does not have teaching element built into that. Though the aim of getting the teachers trained at the RIE is to use them as resource personnel in organising inservice programmes at different levels, and not simply to be classroom teachers, the researcher, based on the observation made from the analysis of the replies of the tutors and also as organiser of some of the courses in ELT concludes that the skill of teaching the teachers has not been provided to the trainees. True the staff at the RIE uses talks, tutorials, discussion, workshops etc. as means of training, but these are not followed by the tutors at the BITEC effectively.

The RIB has organised a few courses for the inspectors of the department at the primary level. It is suggested some worthwhile courses are organised for the secondary level inspectors also. It could have these courses in the vacation periods when the inspectors will not have much of 'inspection' work.

The RIE could also organise, first itself equipping with the necessary expertise, courses for the lecturers also. (This aspect will be discussed in the next section). Also the RIE should experiment the latest teaching and training techniques and publish the findings for the benefit of lecturers and classroom teachers.
Inservice education of lecturers in English methods

It is true, to some extent, that poor quality of lecturers, teachers of teachers, is also one of the basic causes of poor teaching in schools. It is not yet realised that the lecturers too are in need of inservice education. These are the people, who besides preparing future teachers, will be the only resource personnel for the inservice education of secondary school teachers. It needs no emphasis that unless the lecturers are up-to-date in the developments of teaching of English as a second language, the core subjects like linguistics, particularly contrastive linguistics and the modern shifts in the meaning and structure of English, they will not be able to do justice to their job. In brief, they must have access to the latest developments in the world of ideas and practices pertaining at least to their profession. Otherwise they cannot claim to be the beacon lights guiding the whole mass of English teachers. As Dr. Pillai put it: "knowledge, like fish, has to be fresh if it is not to stink, and rotten ideas like rotten fish, can be dangerous, especially when they are possessed by the teacher educators who are entrusted with the preparation of teachers." (79:123)
At the moment, in Andhra Pradesh, there are well qualified, as far as paper qualifications are concerned, English lecturers in all the colleges of education. Most of them have training in the teaching of English as a second language in the Central Institute of English, Hyderabad. But none has undergone any teacher education course to enable them to become teacher-trainers in the subject. So in various aspects of the training programme - supervision of practice teaching, discussion of lesson plans, conducting tutorial discussions, assessment of the trainee’s work throughout the course - they are guided by their observation of their lecturers, who did not have any training in these aspects.

The following are some of the required competencies of a lecturer in English methods:

i. Skills in instructional techniques to be used with adult trainees.

ii. Ability to conduct professional training, keeping in view the fundamental needs of the onward development of school teaching.

iii. Advanced knowledge of English language and English language teaching.
iv. Fundamental skills required to undertake research and investigation in ELT.

v. Professional ethics and a sense of dedication to the advancement of the English teachers.

From the analysis of the lecturer's replies it is found that most of them do not have the above competencies in spite of their postgraduate degrees and the diploma from GIEFL. Steps should be taken to provide inservice training to achieve the above competencies. It will be too idealistic to expect the lecturers to show voluntary efforts for improvement. "Everyone owes some of his time to the advancement of his profession." (Theodore Roosevelt) But the onus is on the department to provide suitable opportunities and incentives to motivate them to learn. Chauresia (18) recommends that each State shall have one 'good' college of education as a centre for training the lecturers. This does not seem a practical recommendation in view of the lack of facilities as well as the required expertise in any one college of education. As it is, the arrangement at the State level is theoretically all right. The SCERT is expected to arrange inservice programmes for all the lecturers in colleges of education as well as
degree colleges. In spite of top heavy organization we do not have, at the SCERT, who are better qualified or experienced than the lecturers themselves. So unless the SCERT seeks help from the CIEFL, which is the apex body at the all-India level, it by itself may not be able to organise any inservice course for English methods lecturers.

So it is advisable to involve the RIE and CIEFL to evolve suitable programmes for the English methods lecturer. The state does not have direct control over the CIEFL, but it is not impossible to convince the CIEFL about the need of the State, which indirectly sets good example for the other States and the CIEFL will come out of its ivory tower and will be able to understand the real situation of and problems in English-teacher education.

The RIE seems to have no plans in this direction, though it has lot of obligation to the State in preparing not only effective teachers but also effective teacher educators. It was able to organise one-month summer institute course in English methodology, in 1972 for the lecturers in South India, under the auspices of the UGC. Till today there is no follow-up study of the outcome of the course and no other programme for the lecturers.
Even in the summer institute course none of the specific competencies listed above were discussed. It was another course for effective classroom teaching.

It is suggested that either RIE, which can easily be involved, or the CIEFL should be asked to plan courses for the English methods lecturers, at least in the following two areas:

i. Micro-teaching in the preparation of English teachers.

ii. Instructional techniques in teaching the B.Ed. trainees (including remedial teaching).

iii. Production of standardised diagnostic and achievement testing materials in English.

"It is not given to us to know the future. But it is given to everyone of us to know how to do our own part well. Let us then do that which we know is possible for us, if only we will."

Mahatma Gandhi.