# AN EVALUATIVE STUDY OF ENGLISH LANGUAGE TEACHING PRACTICUM IN TEACHER TRAINING PROGRAMMES AT UNIVERSITY OF AZAD JAMMU & KASHMIR

T6039

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Thesis submitted to the Faculty of Languages, Literature and Humanities, International Islamic University Islamabad, in part fulfilment of the requirements for the degree of Master of Philosophy in English.

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN

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IN THE MEMORY OF MY

FATHER,

WHOSE TRUST HAS BEEN MY STRENGTH

# ACKNOWLEDGEMENTS

# Contents

# CHAPTER 1: INTRODUCTION

This research sets out to evaluate English language teaching practicum in teacher training programmes at University of Azad Jammu & Kashmir, (UAJ&K) Muzaffarabad. The main focus of the study is to look into the ways trainee teachers are prepared to teach English. Before having discussion in this regard it seems pertinent to have a look at the prevailing situation of English language teaching in Azad Jammu and Kashmir (AJ&K).

## 1.1 ENGLISH LANGUAGE TEACHING SITUATION IN AJ&K

English has been enjoying status of second official language in Pakistan since its inception in 1947. Being taught as second official language, its importance can not be overemphasized. It enjoys the same status in Azad Jammu & Kashmir. In past, English was taught as a compulsory subject from class $6^{th}$ to graduate level but in 1997 it was introduced as a compulsory subject from class one (01) to graduate level. The main purpose of this decision was to meet the emerging needs of the students with respect to English language on national and international levels (Mansoor, 2005). To facilitate this process of English language teaching and learning, provision of trained teachers in the schools and colleges was equally important, so, teacher training has been a focal point to every government in AJ&K, and there have been continuous efforts to equip teachers with modern teaching techniques.

Up to mid seventies, there was no teacher training institution in AJ&K. The only option left with the Government of AJ&K was to send few eligible teachers, mostly selected on the basis of seniority, to Government College of Education Lahore for training. In 1974, Government College of Education Afzalpur (Mirpur) was established with a view to increase training opportunities for the teachers of the State. Soon this college was found insufficient to fulfil the demand for the trained teachers in schools and colleges. To fulfil

the demand, public sector and private institutes stepped forward to facilitate teacher training needs. These institutes include UAJK, Mohi-ud-Deen Islamic University, Al-Khair University, and Rahees-ul Ehrar College of Education. In addition to it, a number of innovative teacher education programmes are also being run by USAID supported education project. Hence, this increase in teacher training institutions did not bring about the desired improvement in quality of education. This has been reflected in the following excerpt from National Education Policy (Government of Pakistan: 1998-2010)

> Recognizing the quality of education at various levels efforts need to be intensified to accord adequate programmes in the country... with our recent emphasis on ensuring massive access to "education for all" the teacher education system has quantitatively expanded... on the contrary the qualitative dimension of teacher education programmes has received only marginal attention, resulting in mass production of teachers with shallow understanding of both, the content and methodology.

Similar views have been expressed by Abbas (1999:59) who laments that despite the massive inputs into the teaching of English the national results are abysmally poor. He attributes the failure of the students in English examinations and in its application in every day life mainly to *flawed pedagogy* and *material design* (emphasis mine). Malik (1996:12) also discusses about the crises evident in the efficiency of English Language teaching in Pakistan. For illustration she mentions two indicators i.e., weak proficiency of the emerging graduates and high rate of failure in the compulsory English Examinations of the students. Experts like Haque (1983) and Abedi (1991) also agree that there is deterioration *in the standard of English* (emphasis mine) and the emerging graduates lack competence in written and spoken English.

My personal experience as a teacher of English at Faculty of Management Sciences, UAJ&K also supports the above views. I always found that students despite obtaining

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more than 65% of marks in English (subject) at Intermediate level were deficient in correct use of English language. My discussion with them revealed that the main emphasis in teaching English in schools was to make them rote learn summaries, answers to the questions given at the end of every lesson, and a number of essay and stories. They complained that they were never given any practice in written and spoken English. This indicates that the teachers at school level are following the traditional way of teaching and do not involve the students in the process of learning. This situation raises the question, why is there no change in English language teaching methodology besides having large number of trained teachers in schools. There can be many reasons for this inadequate English language teaching (ELT) like: course content, teaching methodology, examination system or ineffective teacher training programmes.

To address this question and investigate the causes, a detailed study of the syllabus of English, a compulsory subject of training course at B.Ed level was made. A brief account of the recommended syllabus (Appendix 1) is as follows: The prescribed course consists of three papers, named as Teaching of English - paper one, Teaching of English- paper two and the third paper is called English Language and Literature. In addition to these papers, a practical work consisting of Lesson Planning and presentation is also compulsory part of the syllabus. It was found that there was no mention of appropriate teaching methodology, which according to Nunan (1999: 67) and Richards (1990: 11) is an essential part of syllabus as it gives guidance to the teachers/ trainers to make teaching objective oriented. This gap, the missing of teaching methodology, led me to make research in this particular aspect. Thus the present study aims to investigate how trainees are taught and trained while the syllabus has no suggestion with regard to methodology.

## 1.2 STATEMENT OF THE PROBLEM

The English language teaching methodology adopted at teacher training colleges of Azad Jammu and Kashmir University is not appropriate and does not involve the trainees in the

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process of learning. Therefore there is a need for modifying it in accordance with the modern views on teaching methodology.

## 1.2.1 DELIMITATION

In Azad Jammu & Kashmir teacher training programmes are being offered by different institutions and universities at different levels e.g. Primary Teachers Training Course (PTC), Bachelors, and Master's in Education called B.Ed and M.Ed. The present study is delimited only to English Language teaching practicum at B.Ed level, offered by UAJ&K.

## 1.3 OBJECTIVES OF THE STUDY

i.      To study existing English language teaching methodology.
ii.     To observe, analyse and evaluate teaching methodology to investigate whether it is in accordance with the objectives of the course.
iii.    To find out strength and weaknesses of teaching practicum in UAJ&K.
iv.     To suggest ways and means of making teaching methodology an effective tool and to align it to accord with the latest methodology recommended in the literature.
v.      To ascertain views of trainers and the trainees to the current teaching methodology in teacher training courses.

## 1.4 SIGNIFICANCE OF THE STUDY

A number of benefits are expected to flow from the study. In particular, it will be helpful for:

i.      Trainers and administration of related institutions in formulating their policies about class, time duration, practical work and other related matters.

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ii.    Pointing out the limitation in the present ELT practicum.

iii.    Teacher trainers to modify their practices according to the needs and level of their students.

iv.    Identification of specific problems and needs of English language teachers, while adopting modern teaching methodologies.

## 1.5  RESEARCH METHODOLOGY

The present research is a case study and focuses on English language teaching methodology in UAJ&K. Case study has been defined variously by the language experts. Nunan (1999:195) defines it as 'an instance in action', that is concerned with studying a phenomenon in its context and takes place in a system with specific, laid down boundaries. A case study is based on reliable data, obtained by using different tools like questionnaires and interviews and observation.

I applied case study approach because it helps to study the real life situations and gives an opportunity to study one aspect of a problem in some depth within a limited time, secondly the results from a case study can be generalized to the average population (Bell 1999). Thus the findings of this research could be generalized to other teacher training programmes being run in the country. Thirdly, a case study can provide materials which may be reinterpreted by future researches, as says Bennett (2007:149). So I chose this approach to make the results of the research available to any practitioner intending to conduct any kind of research in this field.

For carrying out this research, both qualitative and quantitative paradigms were used to give objectivity and authenticity to the data. The tools used for data collection included questionnaires and observation sheet.

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## 1.5.1 DATA COLLECTION

Data collection is an important aspect of any type of research. Various tools are available for the collection of data. These tools are selected keeping in view the nature of the research undertaken. Steven & Jo (1997:207-8) and Kumar (2006:119) suggest questionnaires, interviews and observation as the most reliable sources of data collection for a case study as these tools lend a great deal of objectivity to the data. In this research, I used observation, and questionnaires to collect data but interviews could not be held because of unwillingness of the respondents to take part. The questionnaires and observation sheet used are described bellow:

## 1.5.1.1 THE QUESTIONNAIRE

For this study two questionnaires were used: one for the trainers (appendix 3) and the other for the trainees (appendix 4). Both the questionnaires were close ended. The questions were developed to achieve answers to the specific research area, this study aims to deal with. For this purpose I tried to cover all the areas considered important by the experts for the preparation of effective English language teachers, for example, lesson planning, introduction and presentation techniques, questioning techniques, classroom activities, communicative interactive techniques, use of teaching aids, teachers' use of target language in the class, ability to adapt the proposed methods and techniques, achievement of aims and objectives.

Questionnaires were distributed among both the teacher trainers and the trainees of the selected institutions during my personal visit for classroom observation. The questionnaires contained 24 questions and they were administered to 180 trainees and four teacher trainers. All the distributed questionnaires were got filled-in and collected

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from all the subjects successfully. Following Nunan (1992:143), the questionnaires comprised 5 points scale (Likert) and the respondents were required to pick their choice by encircling the appropriate point.



Always     Most of the times     Sometimes     Don't know     No

## 1.5.1.2     THE OBSERVATION SHEET

A structured observation sheet (appendix 5) was used to observe the actual class room situation and to cross check the data gathered from questionnaires. The focus of observation sheet was on the same points, as in the questionnaires i.e., lesson planning, introduction and presentation techniques, questioning techniques, classroom activities, communicative interactive techniques, the use of teaching aids, teachers' use of target language in the class, ability to adapt the proposed methods and techniques, achievement of aims and objectives. These categories were meant to cover all major aspects of classroom teaching.

Non-participant observation strategy was used to avoid biasness and subjectivity as according to Gay (1996:222) more involved the researcher is, the greater the degree of subjectivity is likely to creep into observation. Lastly naturalistic observation strategy was adopted because sometimes during filling out a questionnaire or giving an interview, respondents tend to exaggerate or try to create a good impression. Thus naturalistic observation was adopted to observe the teaching methodology in natural classroom setting.

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## 1.5.2 POPULATION/ SAMPLING

As the present study is an evaluation of English language teaching practicum at B.Ed level in UAJ&K., its population comprises University Campus Mirpur, Study Centre (UAJ&K) located in Bhimber city, two affiliated private colleges: Sir Sayyed College of Education Kotli, and Kashmir Institute of Professional Studies Palandri. Sampling (appendix 2) was made on the following basis:

i- Teacher trainers who teach English at the selected institutions. As there was only one teacher in each institution, therefore in total they were four.

ii- One hundred and eighty trainees were randomly selected on the basis of forty-five from each institute. Number of trainees was decided on the basis of average attendance there, since the attendance in the classes was generally very low. Forty five was the average class attendance.

## 1.6 THE ORGANIZATION OF THESIS

The second chapter reviews literature related to the topic and presents view points of the experts on the significance and the components of effective teaching methodology. Chapter three analyses the data collected for the study while chapter four consists mainly of the findings drawn from analysis of the data in the previous chapter and makes a number of recommendations which promise improvement in ELT process in the State.

# CHAPTER 2: LITERATURE REVIEW

Teaching is a demanding and complex phenomenon, comprising cluster of skills, ranging from effective teaching to class room management and lesson structuring. According to Richards & Nunan (1999:101) for preparation of effective language teachers it is essential to have a theory of effective language teaching that means a statement of the general principles that account for effective language teaching, including a specification of the key variables in effective language teaching and how they are interrelated. They believe that practicum is the only arena which can help to develop skills and knowledge of the students.

In this chapter an analysis of the key issues related to English language teaching practicum is made through a review of literature that includes a broad range of view points by the experts in the field. The central areas it examines are: 1) models of teacher training in foreign language, 2) evaluation of different teaching methods and their historical background, 3) views of experts about the role of lesson planning in effective language teaching, and 4) micro teaching as an integral component of language teaching process.

## 2.1 MODELS OF TEACHER TRAINING IN FOREIGN LANGUAGES

An historical review of English language teaching methodology delineates that there have been many models, evolved from time to time which had making of English language teachers as their focus of attention. Michael J. Wallace (1993:7-19) traces historical development of three main models of teacher education which appeared on the scene in the following order:

i.    The craft Model
ii.   The Applied science Model
iii.  The Reflection Model

All these models are similar in the sense that they aim to develop professional competence in the teachers. These models are briefly discussed below:

**The Craft Model** according to Wallace takes methodology as its central point and revolves around an experienced practitioner who teaches the young trainees by examples, by demonstrations, and by instructions. The young trainees observe the trainer and learn by imitating his techniques and following his instructions. This passing of the craft is represented in the following way:

```
┌─────────────────┐        ┌──────────┐        ┌──────────────┐
│ study with      │        │          │        │              │
│ master          │        │ practice │        │ professional │
│ practitioners:  │───────▶│          │───────▶│ competence   │
│ demonstration,  │        │          │        │              │
│ instruction     │        └──────────┘        └──────────────┘
└─────────────────┘
```
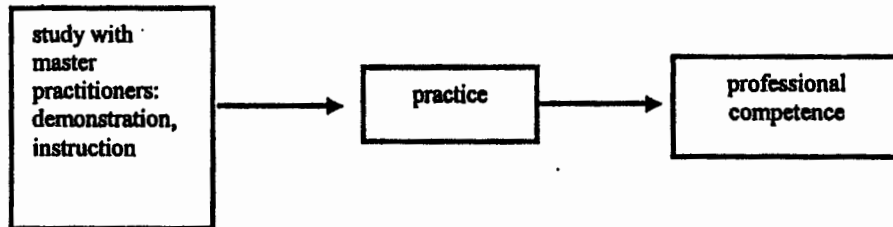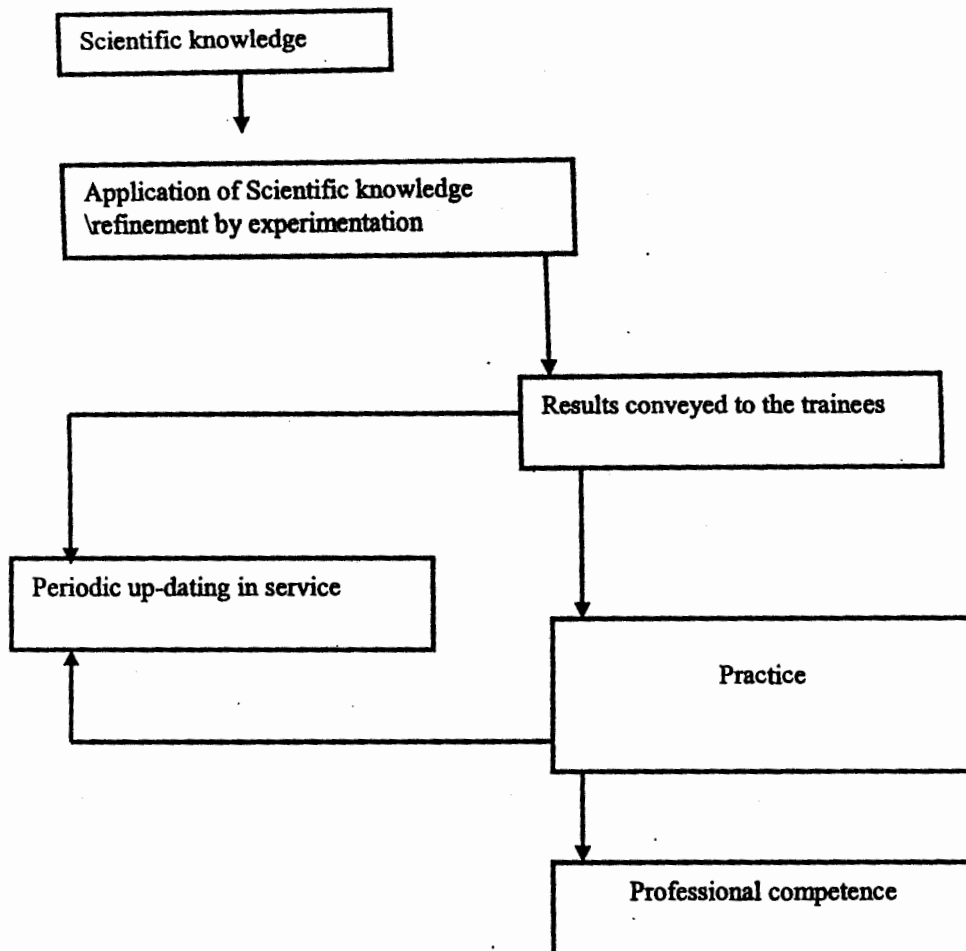
Figure 2.1   The Craft Model   (Wallace 1993)

This method was criticised for being mechanical and putting too much emphasis on imitation. Educationalists like Stones and Morris (cited in Wallace, 1993) termed it as traditional, static, and conservative in nature which could keep pace with rapidly changing environment. These considerations led to the evaluation of **Applied Science Model**, which gained a great deal of popularity and influenced most of the professional training programmes. It advocates the view that teaching problems can be best solved by using theoretical and practical knowledge, amassed scientifically and applied diligently, to clearly defined objectives, just as the famous psychological theory Behaviourism led to the emergence of scientific teaching method called Audio-Lingual Method.

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A rough schema of the model appears like this:

```
┌─────────────────────────┐
│  Scientific knowledge   │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────────────────┐
│ Application of Scientific knowledge  │
│ \refinement by experimentation       │
└─────────────────────────────────────┘
                    │
                    ▼
            ┌──────────────────────────────┐
            │ Results conveyed to the trainees │
            └──────────────────────────────┘
                    │
                    ▼
┌──────────────────────────┐      ┌──────────────────────────┐
│ Periodic up-dating in service │   │         Practice          │
└──────────────────────────┘      └──────────────────────────┘
                                              │
                                              ▼
                                   ┌──────────────────────────┐
                                   │ Professional competence   │
                                   └──────────────────────────┘
```

Figure 2.2   The Applied Science Method    (Wallace 1993)

In this model, practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on. Thus the whole issue of practice of a profession is merely instrumental in nature. The model attaches importance to both the knowledge and skills application. However this model has been criticized for showing no regard for teachers' own knowledge and judgment in the classroom. It has no place for discussion and search for new dimensions. Another shortcoming of the model is

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that it emphasizes on developing skills and completely ignoring personal and professional growth of the individuals.

This search for a method which considers teacher's role as a rational being and monitor of different activities in the class gave birth to **Reflective Science Model**. According to Wallace professional education must include two kinds of knowledge development: received knowledge and experiential knowledge. Received knowledge is that through which the trainee becomes acquainted with the vocabulary, theories and skills which are widely accepted as part of necessary intellectual content of the profession and experiential knowledge is that by which the trainee will be able to translate knowledge into action through practice of the profession and by reflection on that knowledge in action. Diagrammatical presentation of this model is as under:
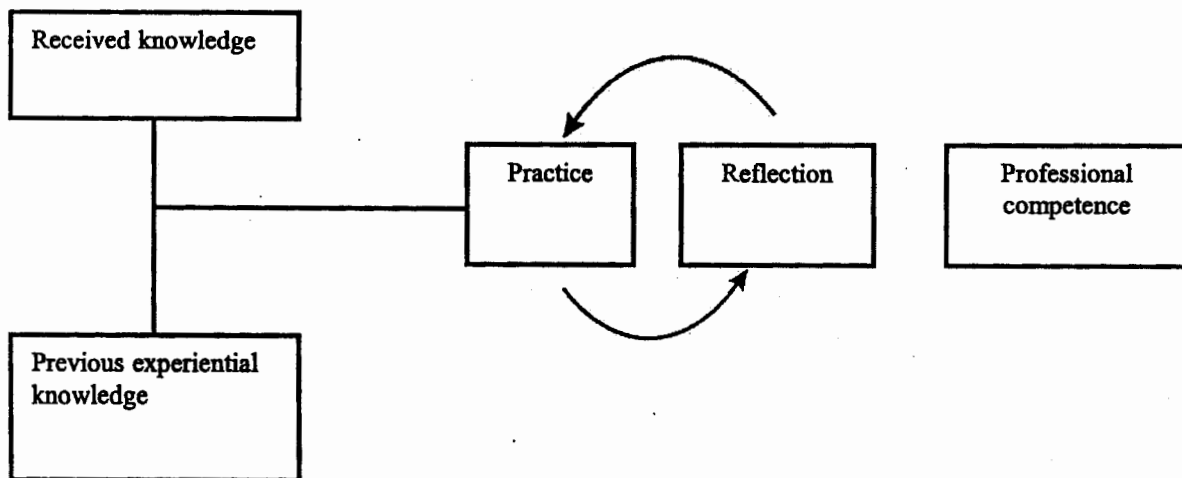


Figure 2.3    The Reflection Model    (Wallace 1993)

This model gives importance to both knowledge and experience and at the same time it gives prominent role to the classroom teacher as practitioners and researcher and helps to

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address real classroom problems. At every stage, this model advocates reflection. For example in the case of observing an experienced teacher by the trainees, or peer observation the emphasis is on a careful reflection and analysis rather than just imitation. This theme was further taken up by Kolb (1984:42) who presented theory of experiential learning which elaborated idea of 'experience + reflection'. It includes four modes of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation in the way of a recursive cycle as follows:

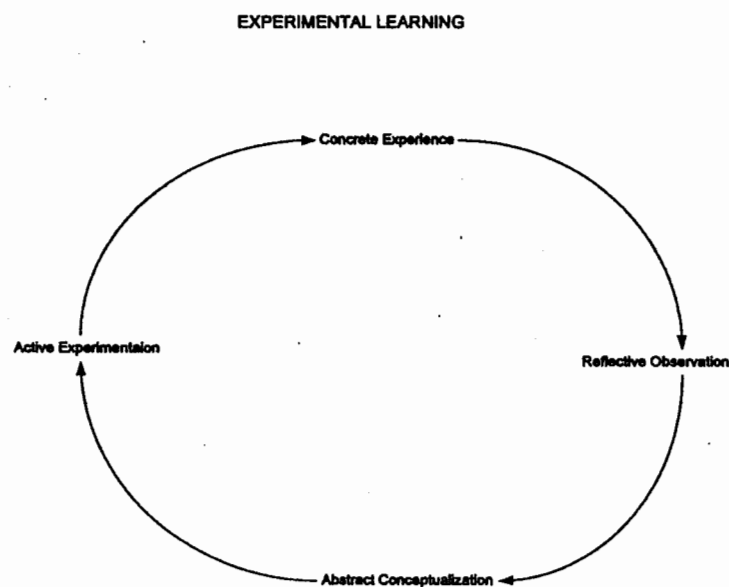EXPERIMENTAL LEARNING



Figure 2.4    Experiential Learning    (Kolb: 1984)

However Ur (2002:5-8) criticized this approach as being mechanical and insufficient for effective teaching and suggested that it should be enriched by external sources of input. In his opinion, at every stage Kolb's circle provides space for the addition of external sources in the following way:
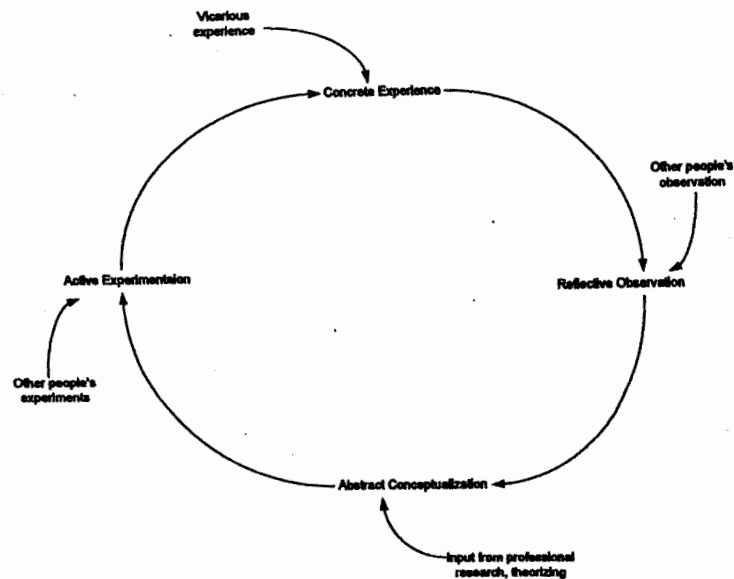
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ENRICHED REFLECTION



Figure 2.5   Diagrammatical Representation of Enriched Reflection Model  ( UR  2002)

Hillier (2005:4-7) criticises following one method or practice for a long time, without giving any thought or reflection  to it and recommends reflective thinking as  a part of teaching practice, to challenge taken for granted assumptions. To help achieve this objective she refers to Brookfield (cited in Hillier 2005) who suggests applying following lenses to review the situation: colleagues' view point, learners' view point, and from theoretical literature.

Joyce and Weil (1992:25) worked extensively on the **models of teaching** and grouped a number of models into four families in the following order: The first one according to them is, **The Social Interaction Family,** which emphasizes the way in which people relate to others and their role in society. Great importance is associated with development of the individuals and how they learn academic subjects. Role play and jurisprudential models are included in this family. The second group is referred to as **The Information Processing Family** which emphasizes on the information processing capability of

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students and on the system that can improve it. Information processing refers to the ways people handle stimuli, organize concepts, and solve problems. Models in this family include: inductive thinking, concept attainment, advanced organizer and inquiry training. The third family called **The Personal Family** looks at the individual as source of ideas. They emphasise the processes by which individuals construct and organise their unique realities. The fourth one, called **The Behavioural Family** is concerned with the careful sequencing of learning activities to shape behaviour. The work of Skinner and Bloom would fall into this family.

The above discussion shows that teaching models are, but different ways of looking at language. This process of analyzing the language learning process from different angles has resulted in different methods and approaches. Instead of applying any model for preparation of English teachers, usually those who are supposed to teach in coming days are prepared applying any or a mixture of these methods which have been evolved over the time.

## 2.2    MAJOR METHODS OF ENGLISH LANGUAGE TEACHING

A language teaching method comprises a set of procedures which are used to teach in a classroom. Every method is based on a set of beliefs about the nature of language and language learning. Rodgers & Richards (2000:01-17) state that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need.

They further discuss following views of language which are explicitly or implicitly elated to current approaches and methods in language teaching. The first one according to them is **the Structural View** of language, which is considered the most traditional view of language. It takes language as a system of structurally related elements for the coding of meaning. The purpose of language learning is confined to the mastery of the

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elements of this system, which are generally defined in terms of phonological units, grammatical units, grammatical operations, and lexical items.

The next is the **Functional View** which looks at language as a vehicle for expression of functional meaning. This theory lays emphasis on semantic and communicative dimensions of the language rather than its grammatical characteristics, and thus leads to organization of language teaching content by the categories of meaning and functions rather than by the elements of structure and grammar.

The third one, the **Interactional View,** views language as a means of realizing interpersonal relations and for the performance of social transactions between the individuals. This theory mainly focuses on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges and the content may be decided by considering the patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors.

During the quest for the best teaching method, the results always remained inconclusive which ultimately suggest that none of the methods can be termed as the best one; rather the teachers should be trained to choose the one which serves their purpose the best instead of adhering to a specific one. Following are the commonly used methods of teaching English which evolved over the time:

## 2.2.1 GRAMMAR TRANSLATION METHOD

According to Brown (1995:13) until middle of twentieth century, this was the only predominant method for language teaching in most educational contexts. This method was derived from the learning of Greek and Latin, which were classical languages in Europe. The objective of the method was to instil intellectual rigor and to transmit cultural values embodied in the literary canons to the new generation. Language was thus viewed as an academic discipline, rather than as a means of conducting everyday social

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interaction. Priority was accorded to written language, with comprehension achieved through translation from the target language into the mother tongue and the oral skills were thought to be fostered through the use of dictations, rote- learning of texts, and reading aloud. Latter on, the limited practicality of this method in communication made it the most controversial one and was severely criticised for ignoring speaking skill and cultural background of the words while translating them into mother tongue. It is also condemned for teaching language by rules and not by use which restricts the learners from thinking freely in target language and thus learning through this method lasts only up to examinations. This sense of dissatisfaction called for a more scientific approach to language learning which culminated in the emergence of Direct Method.

## 2.2.2   DIRECT METHOD

Originated in 1901, this method is premised on the belief that, as with the language learning, total immersion in the target language is conducive to rapid progress in communication, says Brown (1995: 15). The teacher's role is to supply contextual support for the learners, by introducing different activities in classroom and motivating the learners to participate. Listening and speaking skills precede reading and writing, whereas grammar learning is inductive and restricted in scope to forms that are commonly used in the spoken language.

Though this method gained a lot of popularity, it could not succeed every where and could not avoid criticism. It is said to be an incomplete method as it promotes oral aspect of language learning but ignores reading and writing. Many times, while explaining abstract ideas it becomes quite difficult to bring word meaning and learners' experience together and thus the learner may assimilate quite different meaning. It is also criticised for being time consuming in creating real life situation in the class. In Pakistan, this method could not become popular because of shortage of required facilities, like A.V aids and trained teachers with reasonable command on English language who could apply this method.

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## 2.2.3 THE AUDIO LINGUAL METHOD

This method is based on the theory of language learning propounded by behaviourists who hold that learning takes place only if there is a stimulus having a response. This method is said to have originated in USA during World War II. At that time there was a need for the people to learn foreign languages rapidly for military purposes. As we saw that GTM did not prepare people to use the target language for communication purpose. Similarly Direct Method emphasised on communication in target language stressing speaking skill but ignoring the rest of the skills which play equally important role in learning of a language. It was a time when new ideas were flourishing about language and language learning was mainly emanating from the disciplines of descriptive linguistics and behavioural psychology. These ideas led to the development of Audio Lingual Method (ALM). Some of ALM's principles are similar to those of the Direct Method and GTM, but it also differs from them in terms of conceptions of language and language learning.

It is believed that to learn to use target language automatically, the students need to over learn it by forming new habits of thinking in that language instead of their native language. The teacher's role is like that of orchestra leader, directing and controlling the language behaviour of the students. The teacher is also responsible for providing the students a good model for imitation. New vocabulary and structures are presented through dialogues which are learnt through imitation and repetition. Drills as repletion, backward build- up, chain, substitution, transformation, and questions and answers are conducted based upon the patterns present in the dialogue. Grammar is deduced from the examples given; rules are not provided. Most of the interaction is between teacher and students and is initiated by the teacher. This method also came under attack and several set backs were pointed out, for example, it minimises language learning to the practice of limited sentence patterns and curbs the working of human competence and thinking faculty. It ignores the fact that language is not a habit structure, but it is a behaviour which involves formation of new sentences and patterns according to situation.

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## 2.2.4 THE COMMUNICATIVE APPROACH

This approach aims at developing communicative competence of the learners, which includes acquiring knowledge of communicative functions of the language and the linguistic means to perform different kinds of functions. While the earlier approaches to language teaching were grammar based and had grammatical or structural syllabus, this paradigm is based on notional functional syllabus. Language, in this approach, is viewed as a system for the expression of meaning using functions and notions. It focuses on all the components of communicative competence of the learner. Its main focus is on the functions of language rather than its form. In the context of its application, this approach argues that grammatical structure might better be subsumed under various functional categories and thus considerably less attention would be needed for overt presentation and discussion of grammatical rules as is done under traditional approaches.

## 2.2.5 THE TOTAL PHYSICAL RESPONSE METHOD

This method is based on the assumption that the speech directed at the young children consists primarily of commands, which they respond to physically before they begin to produce verbal responses. According to Harmer (2001: 177) James Asher, the proponent of this method took the verb in imperative as the central linguistic motif around which language use and learning are organised. According to him most of the grammatical structures of the target language and hundreds of vocabulary items can be learnt from the skillful use of the imperatives by instruction (cited in Richard: 1999). In this method language teaching is thought to take place in a natural and stress-free environment. Teacher's job therefore is to liberate the learner from self-conscious and stressful situation. Imperative drills are the major classroom activities in addition to role-play in different real life situations. Grammar is taught inductively and the teacher has to play very active role by providing the best kind of exposure to language. There is generally no text used in this method but pictures, realia, slides, and charts play important role. Like

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many other methods, it also requires teachers with good command of English language, who can not only provide language exposure to the students but also handle the situation arising out of discussion.

## 2.2.4 SUGGESROPEDIA

According to Harmer (2001:180) this method conceived by Georgi Lozanov seeks to reduce psychological barriers of learner's anxiety by providing a relaxed, comfortable, and caring learning environment, often with soothing background music. Posters displaying grammatical information about the target language are hung around the room and are regularly changed after some days in order to take advantage of students' peripheral learning. In addition, students are also provided with a text containing lengthy dialogues which are also translated in students' native language. The teacher presents dialogue in two concerts: in the first one he reads it matching his/ her voice to the rhythm of the music and the students follow it attentively along with checking the translation. But during the second concert, the students simply relax while the teacher reads the dialogue at a normal speed. This method could not get popularity or acceptance in Pakistan mainly because of overcrowded classes and untrained teachers with little command of English language as well as unavailability of resources required for its implementations.

## 2.3 LESSON PLANNING

Modern teaching methodology counts lesson planning as one of the most important components of the teaching process because mere theoretical knowledge of teaching concepts can not alone provide enough guideline for classroom instructional procedures. According to Reece & Walker (2004:21), the main functions of a lesson plan are to draw a strategy for teaching and the development of a series of cues to be used during the lesson. They further argue that a good lesson plan is not rigid rather it should be sufficiently flexible to cater for circumstances as they arise in the session. It can be

divided into two parts: a) initial information (b) body of the plan. The initial information should in turn contain: the title of the lesson, details of the class (name, size, etc.), and the time of the lesson, the expected entry behaviour of the class and the aims / objectives of the lesson.

There have been different approaches to lesson planning. David Minton (1993:70-74) has stated the following as the most commonly practiced in training institutes. According to him, the first one is **Herbartian Approach.** This approach proposes that if the new knowledge is given by developing some link with the previous or already existing knowledge, it becomes easy to retain it for a long time. The teaching content should be presented in units and these units should be arranged in a logical sequence. Herbart has given five steps in this regard: introduction, presentation, organization, comparison, and evaluation. The main emphasis, in this approach, is given to presentation of the content. In most of training colleges the lesson planes are prepared by following this approach.

The next is known as the **Morison's Approach,** which emphasises that teaching objectives should be clear to the teacher and she/he should take learners' needs into consideration while prepares a lesson. This approach is also known as 'Unit Method' and the unit is said to be an organised body of information and experience designed to affect significant outcomes for the learners. Central part of this approach is 'cycle plan of teaching' which is more psychological in nature. In this approach major emphasis is on the point that the teacher should be clear about the learning objectives. Morison has given five steps for employing his 'Cycle Plan of Teaching': exploration, presentation, assimilation, organization, and recitation. This approach places more emphasis on the assimilation aspect of the learner which makes it a learner- centred approach, whereas Herbarttian approach stresses on the presentation aspect of the teacher.

The third main approach of lesson planning is called **Bloom's Evaluation Approach.** It has given a new dimension to education by considering it a tri- polar process: educational objectives, learning experiences and change in behaviour. Under this view, teaching has

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become objective - centred rather then content - centred. The decision can be taken about the objectives of learning which provides basis for revising and improving the learning experience and it is made sure that teaching activities should be objective centred. Evaluation is recommended not only for learners' performance but also for the whole of the educational process i.e. teaching, learning, and testing.

The last one is called **John Dewey and Kilpatrick Approach.** This approach shifted the focus of education to social efficiency and proposed that the knowledge of the students should be related to their life situation. Kilpatrick approach is also based on project method and it introduces an integrated approach to the curriculum which is based on learner- centred activities and takes place in real life situation.

According to Reece & Walker (2004:26) **lesson planning for teaching of skills** should involve the following stages: Introduction, Development Stage, and Conclusion. The **Introduction,** according to them is very important to be planned carefully because it is necessary to arouse interest of the learners in the first few minutes. For this purpose, a short and clear statement of the objectives and the reason why it is important should be made at this stage. In a continuation lesson, testing the work already completed will focus attention on the subject and provide the necessary link with the previous lesson.

The **Development Stage** consists of demonstration of the skill to be taught. This should be followed by an explanation of the key points which can usefully be reinforced with questions and answers. As soon as possible, each student should be given the opportunity to practice the skill so that the sub tasks are integrated. It is also recommended to give continuous feedback to the learners. After sufficient practice, they can be tested which may need to be followed by a further period of practice if sufficient competence has not been achieved. According to them the third stage, the ending of the lesson called **Conclusion,** should be planned with just as much care as the Introduction and Development stages. Sufficient time must be allowed for the cleaning of the practical area, it should include a summary of what has been learnt, and should prepare students

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for the next session. A useful summary is to place all the students work on the bench and to formally, but anonymously, assess each piece of work. In this way, the students can see what their peers have achieved as well as having the main points emphasized. Ur (2002:19-20) also divides a skill learning process into three stages: verbalization, automatization and autonomy and describes each stage as follows:

| Verbalization | Automatization | Autonomy |
|---|---|---|
| Teacher describes and demonstrates the skilled behaviour to be learnt; learners perceive and understand | Teacher suggests exercises; learners practice skills in order to acquire facility automatize; teacher monitors. | Learners continue to use skill on their own, becoming more proficient and creative |

Figure2.6  Stages of Skill Learning Process   (Ur 2002)

## 2.4   MICRO- TEACHING

Micro teaching has become a focal area of modern teaching methodology. According to Dobbyn (1982:03), while on training the trainees should be taught micro teaching skills, which later will help them to form a complete lesson, macro – teaching. He suggests that while demonstrating, the trainees should be given theory behind it, and then they should practice it and should be commented about their performance so that they may improve. Richards & Nunan (1990: 08-09) term this micro teaching a dilemma in the sense of low inference behaviour. According to them, these competencies do not in themselves constitute effective teaching and bring forth a holistic approach, which is examination of the total context of class room teaching and learning.

According to Singh (2007:278- 284) micro teaching is a training technique, underlying

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idea that teaching act consists of different skills which can be developed separately through training. According to him, it revolves around seven steps which are too important to be ignored while practicing a skill. A diagrammatical presentation of the process is given below:
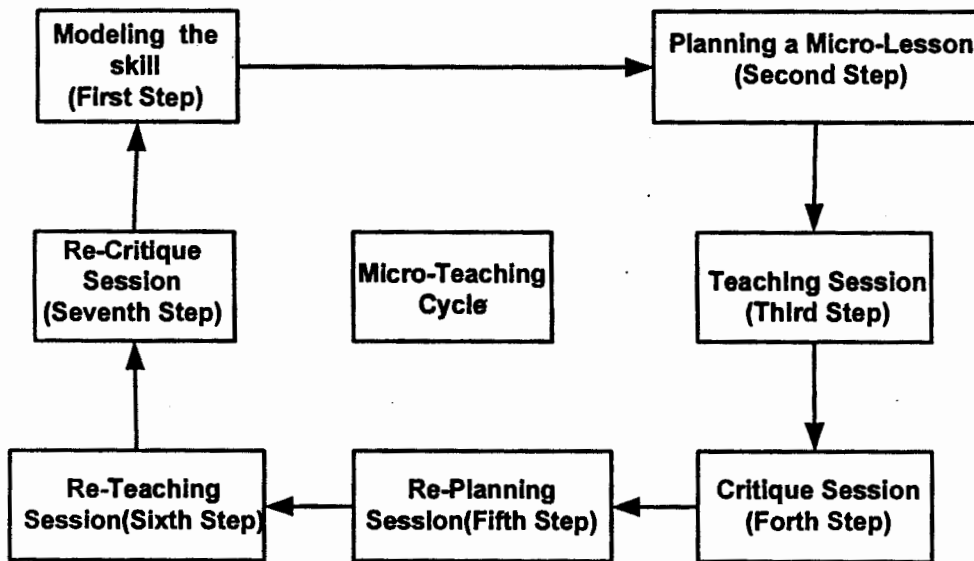
```
┌──────────────┐                    ┌────────────────────┐
│ Modeling the │                    │ Planning a Micro-  │
│    skill     │ ─────────────────► │     Lesson         │
│ (First Step) │                    │  (Second Step)     │
└──────────────┘                    └────────────────────┘
        ▲                                      │
        │                                      ▼
┌──────────────┐   ┌──────────────┐   ┌────────────────┐
│ Re-Critique  │   │ Micro-Teaching│   │ Teaching Session│
│   Session    │   │    Cycle      │   │  (Third Step)  │
│(Seventh Step)│   └──────────────┘   └────────────────┘
└──────────────┘                              │
        ▲                                      ▼
┌──────────────┐   ┌──────────────┐   ┌────────────────┐
│ Re-Teaching  │ ◄─│  Re-Planning │ ◄─│Critique Session│
│Session(Sixth │   │Session(Fifth │   │  (Forth Step)  │
│    Step)     │   │    Step)     │   │                │
└──────────────┘   └──────────────┘   └────────────────┘
```

Figure 2.7  Steps in Micro- Teaching ( Singh 2007)

In this process, first of all there is a theoretical discussion about components of the particular skill to be practiced, followed by demonstration and modelling intended to orient the trainees in the teaching of skill to be practised. The models used at this stage may be perceptual or conceptual in nature. Perceptual model is the one, which is demonstrated and is visually perceived by the trainees while the Conceptual Model is usually presented in the form of written material and trainees are supposed to conceptualize it.  The trainees observe that particular skill and then a suitable unit is chosen and the plan of lesson is executed in presence of the supervisor and/ or peer trainees. The performance of the trainee is observed in relation to the skill to be acquired and then the supervisor and/ or the peer group discusses and criticises the presentation and as per criticism/ feed- back, the student teacher planes the lesson again (if it is recommended) and it goes on till the trainee achieves perfection in teaching of that

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particular topic/ skill. In this context, Hillier (2005:92-93) recommends that in the planning of each session the focus should be on: aims and objectives of the lesson, teaching methodology, required resources, what will the learners have learned by the end of the session, what opportunities exist for assessing the learning and how the session will be evaluated. During the planning of a session, choice of teaching strategy is often related to individual style and the number of the students a teacher has to teach. However in this regard it is important to be familiar with each and know where it might best be used. Reece and Walker (2004: 105-112) recommend the following teaching strategies Related to the size:

| Group size | Appropriate Strategy |
|---|---|
| Large Group N=$\geq 20$ | <ul><li>Lecture</li><li>Demonstration</li><li>Discussion</li><li>Debate</li><li>Question and Answer</li><li>Video</li></ul> |
| Small Group N= 5-20 | <ul><li>Seminar</li><li>Laboratory/ workshop</li><li>Gaming/ Quiz</li><li>Brainstorming</li><li>Buzz Groups</li><li>Field Trip</li><li>Role Play</li><li>Simulation</li><li>Case Study</li></ul> |
| Individual N $\leq 5$ | - Project/ Assignment<br>- Tutorial<br>-Open/ Distance Learning |

Figure 2.8   Teaching Strategies Related to Group Size (Reece & Walker 2004)

They propose that their application should depends on individual teaching style and objectives of the lesson because some of them are more appropriate for the lower level objectives like knowledge and comprehension, while to achieve the objectives of higher level like synthesis and evaluation a mixture of different techniques can be applied. In handling of large classes (100+) Sarwar (1985:225) also recommends use of group work, discussion, projects, and self learning tasks as effective teaching strategies.

The above discussion clearly points to the conclusion that the process of English language teaching is a complex and challenging one which demands open- mindedness and skills to embrace development taking place in this field and to practise modern teaching methodologies and approaches. It also demands that reflective teaching be made an essential component of the teaching learning process. An understanding and consideration of these postulates, during preparation of language teachers promises to open new avenues of effective teaching. In the light of these criteria, an evaluative study of English language teaching practicum in teacher training programmes offered by UAJ&K for B.Ed degree is undertaken. The next chapter presents and discusses the data collected during the study.

# CHAPTER 3: DATA PRESENTATION AND DISCUSSION

As mentioned above, during my visit to the selected institutions for class room observation, I distributed questionnaires to both the teacher trainers and the trainees of the selected institutions. The questionnaires contained 24 questions and they were administered to 180 trainees and four teacher trainers. Likert scale with five options was used for quantitative measurement of the feedback. The return of the questionnaires was hundred percent.

This chapter comprise five parts. In the first part teacher trainers' feedback is analysed and interpreted; the second part analyses and interprets the trainees' feedback, while in the third part outcomes of the feedback of both the trainers and the trainees is discussed. The fourth part discusses the observations made during classroom teaching and finally analysis of the observation sheets is made in fifth part.

## 3.1  ANALYSIS OF QUESTIONNAIRE FOR TRAINERS (APPENDIX 3)

TOTAL RESPONDENTS= 4

## 3.1.1  TEACHING METHOD/ APPROACH

| Direct Method | Grammar Translation Method | Communicative Approach | Any other Method | Eclectic Approach |
|---|---|---|---|---|
|  |  |  |  |  |

To find out which method of teaching the teacher trainers use, five options were given to the teacher trainers. The feedback shows that three of them use Grammar Translation Method (GTM), while one of them applies the Eclectic Approach. None of the respondents applies any of the remaining three choices: Communicative Approach, Direct Method, and Any other Method.

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### 3.1.2 LESSON PLANNING

In reply to the question whether the master trainers plan their lessons, three out of four teacher trainers reported that they always plan their lessons, while one of them replied that he plans his lessons 'most of the times'. The results show that 100% of the respondents plan their lessons, with a degree of variation.

### 3.1.3 SHARING OF OBJECTIVES WITH THE TRAINEES

In response to the question whether the master trainers shared the objectives of the lesson with the trainees, all the four trainers replied that they shared the objectives with the trainees.

### 3.1.4 TEACHING METHOD AND ACHIEVEMENT OF THE OBJECTIVES

When asked whether the teaching methodology was meaningful in achieving the objectives, three out of four teacher trainers, replied that their teaching methodology 'always' proved successful for the achievement of the set objectives. Only one of the trainers replied that his methodology was 'sometimes' successful in achieving the desired objective.

### 3.1.5 CLASS DURATION AND THE PRACTICE OF NEW MODULE

Concerning whether the class duration was sufficient to practice each module, one of the four respondents found class duration 'sometimes' sufficient to teach and practice new modules like Teaching of Skills, Prose, Teaching Methods, Teaching of Grammar. The other three of them (75%) did not find the time enough for teaching and practicing the modules.

### 3.1.6 LEARNING VOCABULARY

Regarding whether the course was helpful for improvement of vocabulary, all the respondents found course content helpful in improvement of trainees' vocabulary. According to three of them, the course contents were 'always' helpful for the trainees to learn new vocabulary whereas one of them found it helpful 'most of the times'.

### 3.1.7   INNOVATIVE TECHNIQUES

In response to the question, whether they emphasized learning of innovative techniques, all the respondents agreed that their teaching methodology helped the trainees to learn innovative techniques. Three of the trainers were of the view that they taught innovative techniques 'most of the times' whereas one of them found the applied teaching methodology only 'sometimes' useful for the teaching of innovative techniques.

### 3.1.8  HANDELING OF LARGE CLASSES

When asked whether the teaching methodology was helpful in teaching how to handle large classes, three  of the respondents found their teaching methodology helpful in teaching the trainees about handling of large classes 'most of the times' while according to one of them, applied  teaching methodology 'sometimes' proved  helpful for the learners to learn how to  handle large classes.

### 3.1.9  MICRO-TEACHING

In response to whether the master trainers practised micro teaching in their classes, three of the trainers replied positively that they 'always' promoted micro- teaching, while one of them found his applied methodology 'most of the times' useful in this regard.

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### 3.1.10  LECTURE METHOD

In response to the question whether the master trainers used lecture technique in the class, three of the trainers replied that they 'always' used Lecture Method, while one of them replied that he did 'most of the times'. The feedback shows that lecturing is one of the most popular teaching methods of classroom teaching in teacher training programmes. There are many reasons for its popularity including that it does not involve a lot of work on the part of the teacher.

### 3.1.11 DICTATION OF NOTES

To the question whether they dictated notes, all the four trainers replied 'yes'. The main reason for doing so seems to be the existing examination system, which requires the examinees to reproduce the crammed material on the paper. Notes are also favourite with students who just cram them instead of studying thoroughly.

### 3.1.12 HOMEWORK

The question asked was about doing assignments at home. In response it was found that two of the respondents assigned homework to the trainees 'most of the times'. One of them replied that he assigned the homework 'sometimes' while one of them said that he never assigned homework to his students.

### 3.1.13 DISCUSSION

In response to whether they held discussion in the class, two of the respondents replied they did so 'always'. One of the trainers did so 'sometimes' while one of them never arranged discussion in his class.

### 3.1.14 GROUP WORK

The purpose of this question was to find out if the trainers organized group work in the class. In response to the question only one teacher trainer reported arranging group activities in class while the remaining three did not do so. The reason for not arranging this activity seems to be the teaching method they used (GTM), and the examination system, which largely tests students' memory. Therefore, holding group work may be 'waste of time' as it consumes too much time and becomes a hurdle in completing the course.

### 3.1.15- A  LENGTH OF THE SYLLABUS

The purpose of this question was to know whether length of the syllabus was a hurdle in organizing the above mentioned techniques/ activities. In response, only one of the respondents considered it a reason for not conducting above mentioned techniques/ activities in class, while three of them did not think that lengthy syllabus was preventing them from organizing various activities or adopting different strategies in the class.

### 3.1.15 B  TIME SHORTAGE

In response to whether shortage of time was a problem in this regard, three of the teacher trainers considered time shortage a reason for not organizing these activities in class, while one of them did not agree with the statement that the allotted time was insufficient for application of those activities/ techniques.

### 3.1.15 C  UNAVAILABILITY OF REQUIRED RESOURCES

In response to the question whether lack of resources was a constraint, three of the trainers were of the view that unavailability of the required resources was one of the reasons for not applying these techniques in the class. One of them reported that he faced

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the problem of lack of the required resources 'sometimes'.

### 3.1.15 D TEACHER TRAINERS' LACK OF INTEREST

The purpose of this question was to find out how much interest the teacher trainers took in the application of above mentioned techniques. All of the respondents disagreed that teacher trainers' lack of interest was responsible for not holding these communicative interactive techniques in class.

### 3.1.15 E TRAINEES' LACK OF INTEREST

In response to the question whether trainees' lack of interest was responsible for not organizing these activities, one of the trainers did not agree with the statement while three of them were of the view that one of the reasons for not applying these techniques/ activities was lack of trainees' interest in taking part in these activities..

### 3.1.16 DEVELOPMENT OF CRITICAL SKILLS

In response to whether the master trainers tried to develop critical skills in the trainees, all the trainers replied that they tried to develop critical skills in the trainees. Out of them only one achieved that target 'always' whereas remaining three achieved developing these abilities in the trainees 'some times'.

### 3.1.17 DEVELOPMENT OF ANALYTICAL SKILLS

In response to whether the master trainers focused on development of analytical skills in the trainees, all the trainers replied that they tried to develop these skills in the trainees. Out of them one achieved that target 'always' whereas remaining three achieved developing these abilities in the trainees 'some times'.

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### 3.1.18 QUESTIONNING IS ENCOURAGED IN THE CLASS

In response to the question whether teacher trainers encouraged the trainees to ask questions in class, all of the respondents replied that they encouraged the trainees to ask question. It suggests that the trainers are fully aware of the importance of questions for clarity of ideas and boosting confidence in the trainee teachers.

### 3.1.19 DO THE TRAINERS PROVIDE ANSWER

The purpose of this question was to know whether the trainers provided answers to the questions asked by the trainees or they passed the questions to the class. The response shows that one of the trainers replied the questions himself 'most of the times' while the remaining three did so 'sometimes'.

### 3.1.20 RELATIONSHIP BETWEEN THEORY AND PRACTICE

The purpose of this question was to know whether the trainers practically applied what they were teaching theoretically. According to three of the trainers, they 'always' practiced what they taught in theory while one of them said that he practiced 'sometimes' in the class whatever he taught in theory. It means that majority of the trainers give demonstration of every concept which is dealt theoretically.

### 3.1.21 PPLICATION OF TAUGHT TECHNIQUES/ METHODS
(Direct Method, dramatization, discussion, role play, and Modular Approach)

The question was asked to know whether the trainees were able to apply all those techniques and methods which were taught to them during the training. In response, one

of the respondents was of the view that the trainees could apply the taught techniques and methods to 'some extent' while remaining three were of the view that the trainees could 'always' apply these methods/ techniques to the full extent. None of the respondents replied negatively in this regard.

## 3.1.22 PLICATION OF SKILLS BEYOND COURSE

In response to the question whether the trainees would be able to apply the taught language skills, one of the trainers was of the view that the trainees could apply the taught language skills 'some times' while the remaining three thought that the trainees could be ' most of the times' capable of applying skills, they are taught during the training. The responses show that none of the trainers was confident that the trainees would be able to use those skills.

## 3.1.23 APPLICATION OF A.V AIDS

In response to the question whether the teacher trainers used A.V aids according to the demand and nature of the topic, one of the respondents was of the view that he used A.V aids according to the nature and demand of the topic 'most of the times' while the remaining three were of the opinion that the available A.V aids match with the nature of the topic 'some times'. The response suggests that only one fourth of the respondents were sure of using appropriate A.V said ' most of the time' and none of them used appropriate A.V aids according to the nature of the topic 'always'.

## 3.1.23 USE OF TARGET LANGUAGE IN CLASSROOM

In response to the question, whether the teacher trainers were using target language (English) in the class, three of the teacher trainers replied that they 'always' used target language in the class while the fourth one used it 'most of the times' in class.

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## 3.2 ANALYSIS OF QUESTIONNAIRE FOR THE TRAINEES

### (Appendix 4)

TOTAL RESPONDENTS = 180

### 3.2.1 TEACHING METHOD / APPROACH

| Direct Method | Grammar Translation Method | Communicative Approach | Any other Method | Eclectic Approach |
|---|---|---|---|---|



Grammar Translation Method
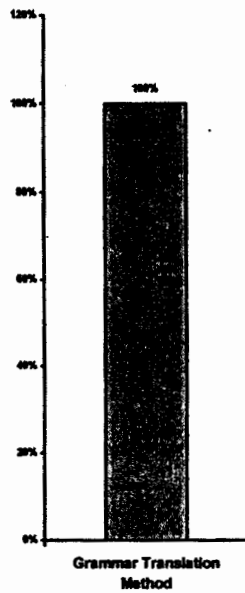
This question was asked to know which method or the methods teacher trainers were using in class. In response all the trainees unanimously reported that the trainers used Grammar Translation Method while teaching in class.

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## 3.2.2 LESSON PLANNING
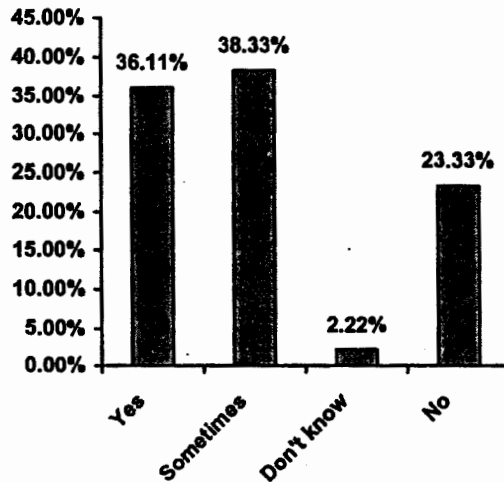


The question was whether the master trainers planed their lessons. According to 38.33% trainees, the trainers were used to plan their lessons 'sometimes' and in the view of 36.11% of the trainees, the trainers 'always' planed their lesson. On the other hand, 23.33% of them were of the view that the trainers did not plan their lessons whereas 2.22% of the respondents chose 'don't know' option.

## 3.2.3 OBJECTIVES WERE SHARED WITH THE TRAINEES
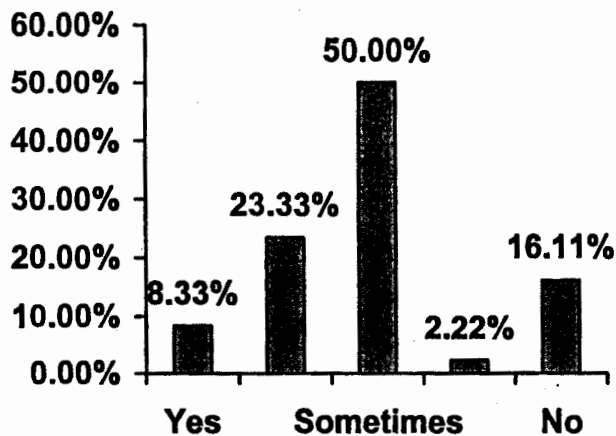
In response to the question whether the master trainers shared the objectives of the lesson with the trainees, 8.33% of the trainees said that the trainers 'always' shared objectives of the lesson with the class, whereas 16.11% were of the view that trainers did not do so. 50% of the respondents said that the trainers told about the objective of the lesson 'sometimes' according to 23.33% objectives were shared with the class 'most of the times' and 2.22% of the respondents chose 'Don't know' option.

### 3.2.4 TEACHING METHOD AND ACHIEVEMENT OF THE OBJECTIVES
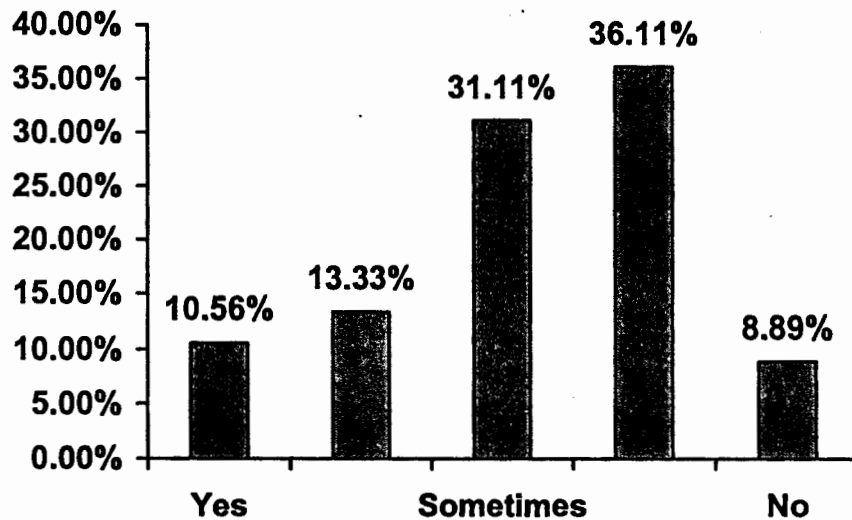


When asked whether the teaching methodology was meaningful in achieving the objectives, 8.89% of the trainees were of the view that the teaching methodology used by the trainers did not prove successful in achieving the intended objectives while in the view of 13.33% of the trainees, the applied methodology helped achieve the set objectives 'most of the time'. Only 10.56% of the trainees were of the view that the applied methodology helped them to achieve the objectives 'always'. 36.11% of the respondents did not know whether the applied methodology was useful in achieving the set objectives or not.

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## 3.2.5 CLASS DURATION AND PRACTISE OF NEW MODULES
(Teaching of Skills, Prose, Teaching Methods, Grammar)
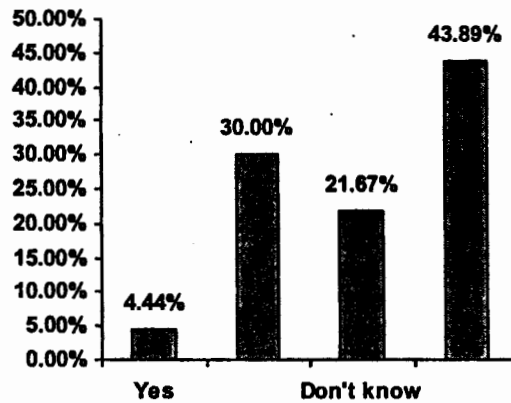


Concerning whether the class duration was sufficient to practice each module, only 4.44% of the respondents were fully satisfied with the duration of the class for the learning of new modules, whereas, in the view of 30% of the trainees this learning occurred only 'sometimes'. On the other hand 43.89% of the trainees did not find the duration of the class sufficient to cover the modules fully, while 21.67% had no idea about the issue.

## 3.2.6  LEARNING VOCABULARY
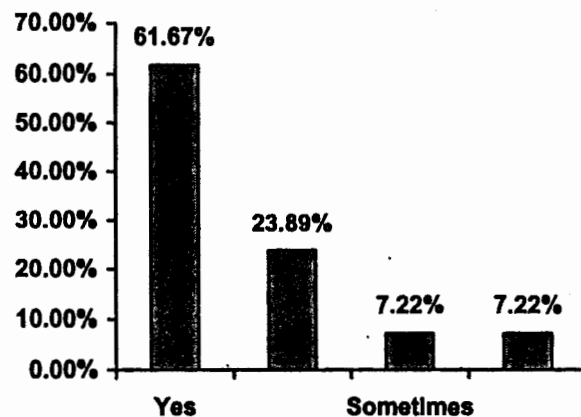
Regarding whether the course was helpful for improvement of vocabulary, of 180 respondents, 61.67% thought that the way the trainers explained their lessons, 'always' helped them to learn vocabulary, while according to 23.89% of the respondents, it helped them learn new vocabulary 'most of the times'. 7.22 % were of the view that they found it useful in this regard only 'sometimes' and the remaining 7.22% of the trainees said that the explanation did not help them in learning vocabulary.

### 3.2.7 LEARNING INNOVATIVE TECHNIQUES
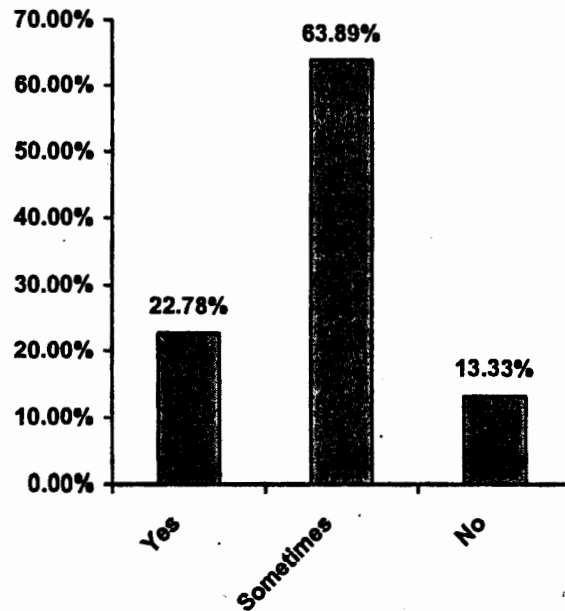


In response to the question, whether the teacher trainers emphasized learning of innovative techniques, according to 22.78% of the respondents (out of 180), the programme fully helped them to learn innovative techniques, while 63.89% of the trainees found the programme helpful in learning of innovative techniques 'sometimes'. On the other hand, 13.33% did not find the programme helpful in this regard.

## 3.2.8 HANDLING OF LARGE CLASSES
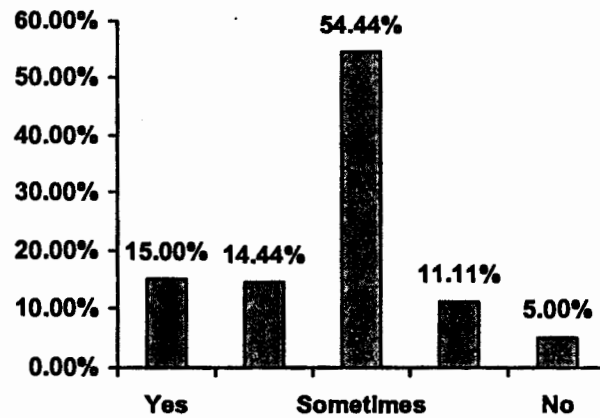


When asked whether the teaching methodology was helpful in learning how to handle large classes, 15% of the trainees replied that they found the programme helpful in learning art of handling large classes 'always', while 14.44% of the respondents found it helpful 'most of the times'. The other 54.44% found it helpful 'sometimes'. Only 5% of the respondents did not find it helpful in training them how to handle large classes, while 11.11% of the respondents chose 'do not know' option.

## 3.2.9 MICRO- TEACHING



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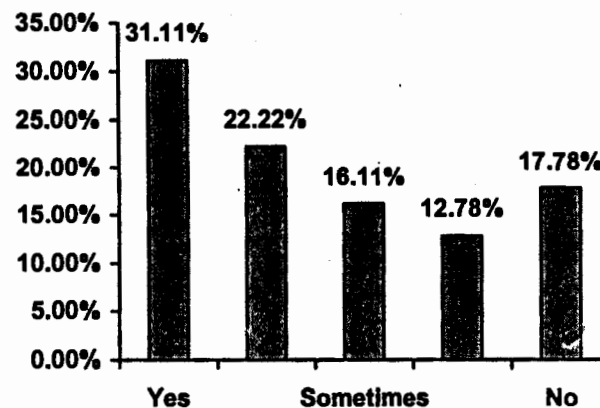
In response to whether the master trainers practised micro teaching in their classes, of 180 trainees 69.44% replied that the way teacher trainers exploited their lectures helped them practice micro teaching: out of which 31% were those who found it helpful ' always', 22.22% did 'most of the times', whereas 16.11% of the respondents found it 'sometimes' helpful. The other 17.78% of the respondents did not find it helpful in this regard and the remaining 12.78% had no idea about the issue.

## 3.2.10 APPLICATION OF LECTURE
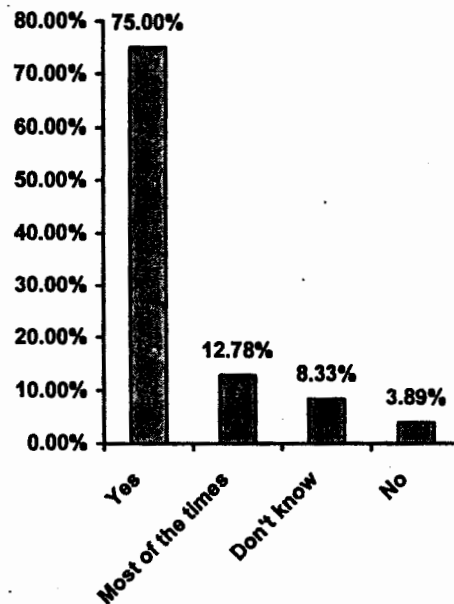


In response to the question whether the master trainers used lecture technique in the class, 88% of the respondents agreed that lecturing was the most frequently applied teaching technique in the class. Out of which 75% marked its continuous application, while 12.78% found it being applied in class 'most of the times' whereas a negligible percentage of 3.89% did not agree with its application in class. 8.33% did not know about the application of lecture method in the class.

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## 3.2.11 DICTATION OF NOTES
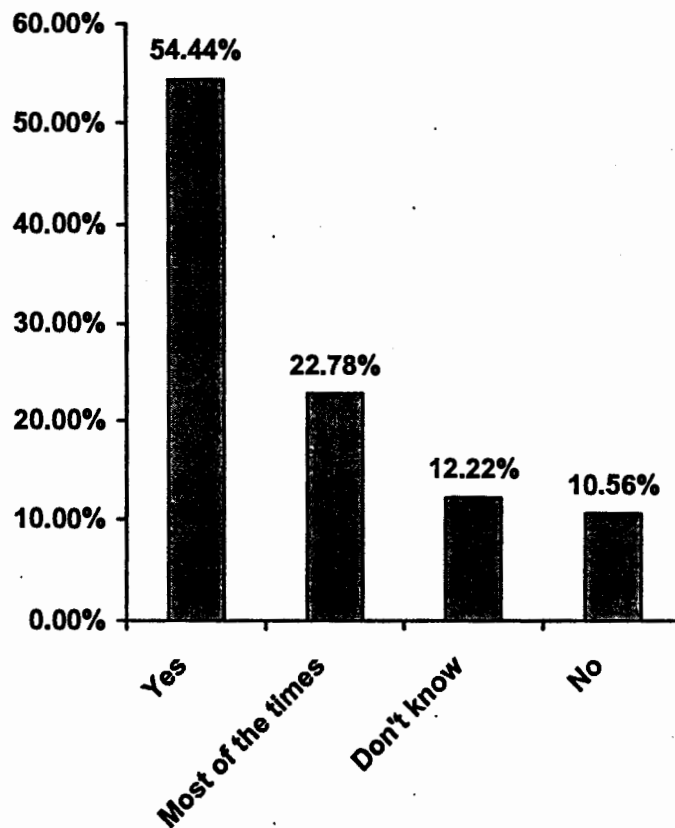


To the question whether the teacher trainers dictated notes, 54.44%, of the trainees replied that the trainers 'always' dictated notes, which indicates that they provided notes on almost every topic, while 22.78% were of the view that they did so 'most of the times'. According to 10.56% of the total respondents, the trainers did not dictate the notes. 12.22% of the respondents said that they did not know.

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## 3.2.12  HOME WORK
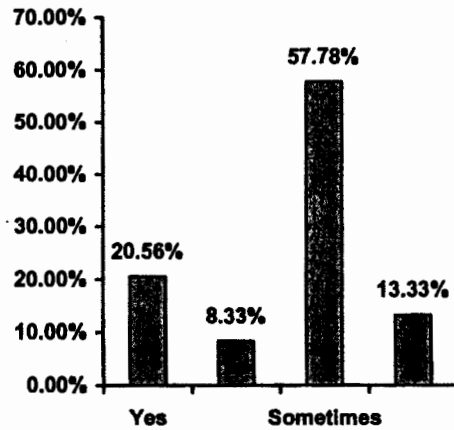


The question asked was about the homework. According to 20.56% of the respondents the trainers 'always' assigned them home work, 8.33% of them were of the view that they were assigned home work 'most of the times', whereas 57.78% of them replied that homework was given to them 'sometimes'. On the other hand 13.33% of the respondents said that homework wais not assigned to them.

## 3.2.13  DISCUSSION
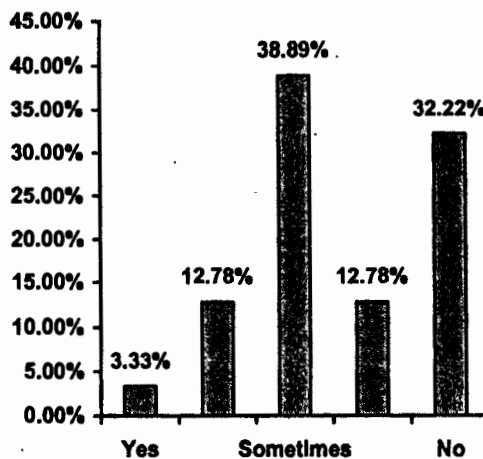
When asked whether the teacher trainers held discussion in the class, according to 32.22% of the respondents, no discussion sessions were held in the classroom, whereas 12.78% had no idea about it. 38.89% of the respondents replied that discussion took place during the class 'sometimes' and 12.78% reported that discussion took place in the class 'most of the times' and according to 3.33% of the respondents discussion was a permanent part of class room teaching and it took place on regular basis.

## 3.2.14 GROUP WORK
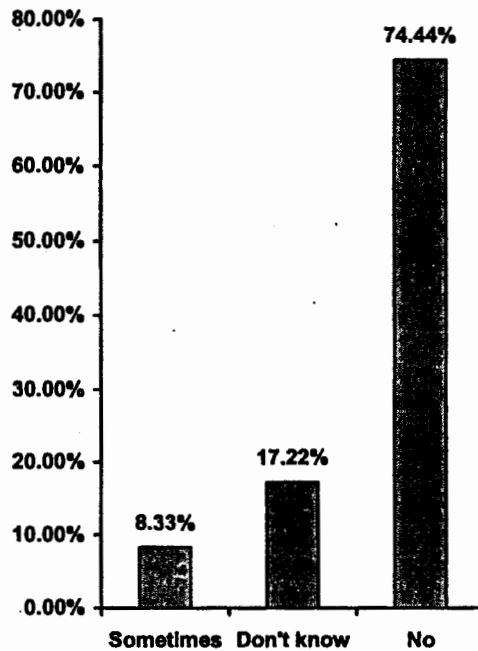


The purpose of this question was to find out if the trainers organized group work in the class. According to response, 8.33% of the total respondents (180) group work was 'sometimes' arranged in the class. On the other hand according to 74.44% respondents, the group work did not take place in the class, whereas 17.22 % of the respondents had no idea about it. None of the respondents said that the group work was arranged on regular basis in the class.

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## 3.2.15 A   LENGTH OF SYLLABUS
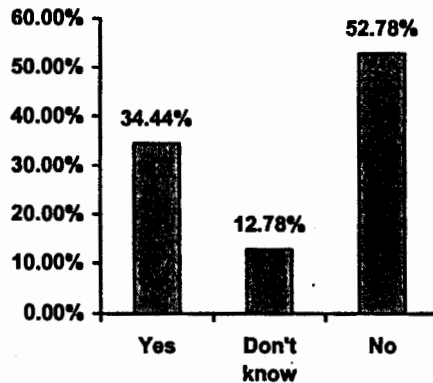


The purpose of this question was to know whether length of the syllabus was a hurdle in organizing the above mentioned techniques / activities. As indicated by the graph, according to 52.78% of the trainees the length of syllabus was not a reason for not practicing the above mentioned techniques regularly in the class, only 34.44% of them were of the view that syllabus was lengthy and was a reason for not practicing these techniques, whereas 12.78% of the respondents had no idea about the length of syllabus and its affects on teaching methodology.

## 3.2.15 B   TIME SHORTAGE
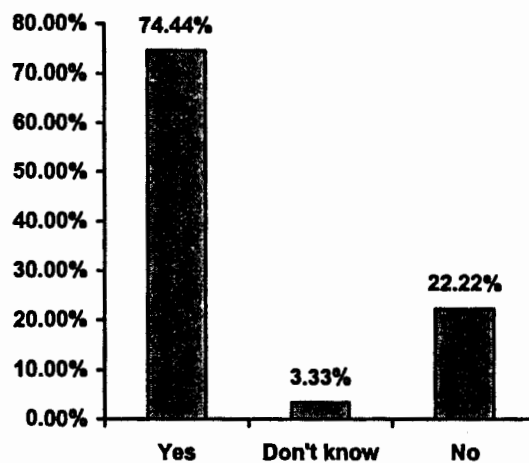
In response to the question whether shortage of time was a problem in this regard, 74.44% of the respondents said that the time period for the training programme was too short to allow such activities in the class, yet 22.22% of the respondents did not agree with the statement, whereas 3.33% did not know about the issue.

## 3.2.15 C   UNAVAILABILITY OF REQUIRED RESOURCES
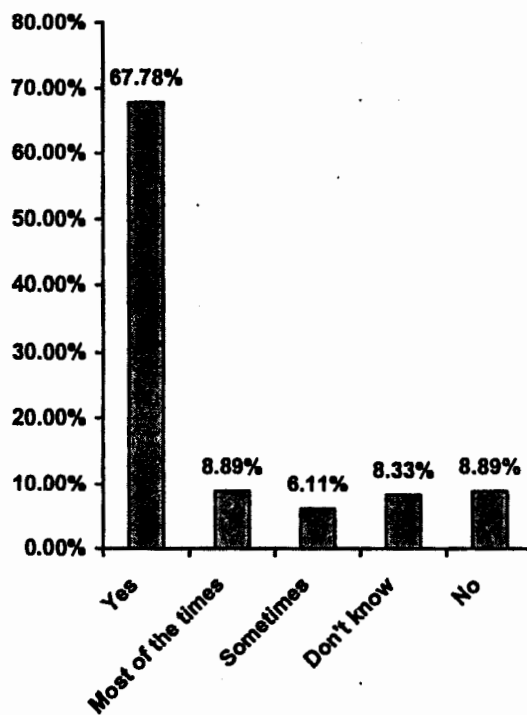


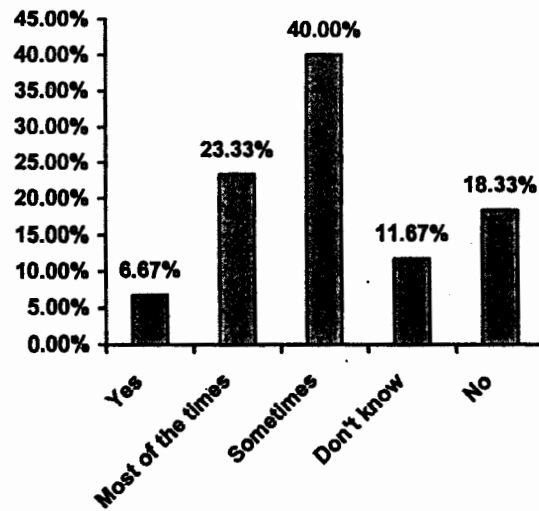In response to the question whether lack of resources was a constraint, 67.78% of the respondents fully agreed with the statement, according to 8.89% of them, the unavailability of the required resources was a reason 'most of the times'. According to 6.11% of them the lack of resources 'sometimes' was a reason for not applying these strategies, whereas 8.83% had no idea about it while 8.89% did not agree with the statement.

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## 3.2.15 D  TEACHER TRAINERS' LACK OF INTEREST
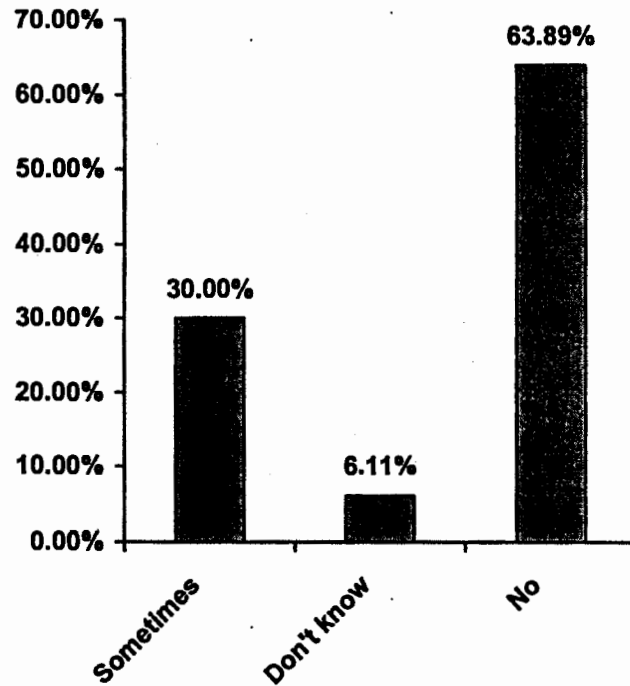


In response to the question whether lack of trainers' interest was responsible for not organizing classroom activities like discussion, group/ pair work, role play etc., 30% of the respondents identified trainers' lack of interest as a responsible factor, while 63.89% of the respondents did not agree with the statement. 6.11% of the respondents had no idea about the issue.

## 3.2.15 E  TRAINEES' LACK OF INTEREST



In response to the question whether trainees' lack of interest was responsible for not organizing these activities, 6.67% of the respondents fully agreed with the statement, while 23.33% of the respondents reported that lack of trainees' interest was a responsible factor 'most of the times' while, according to 40%, it was a reason 'sometimes'. On the other hand 18.33% did not agree with the statement, whereas 11.67% had no idea about it.

## 3.2.16  DEVELOPMENT OF CRITICAL SKILLS
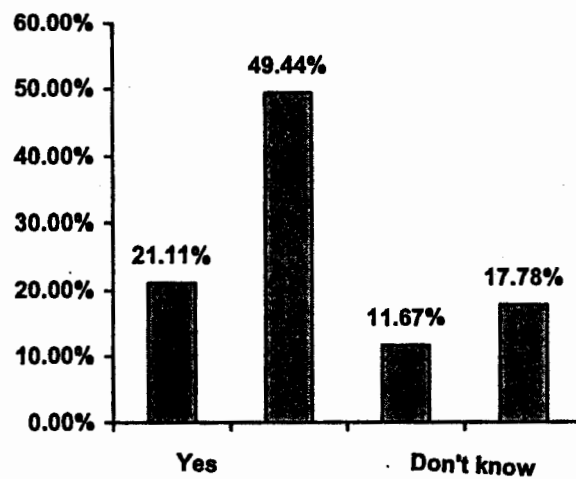


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In response to whether the master trainers tried to develop critical skills in the trainees, 21.11% of the trainees replied that the teacher trainers 'always' tried to develop their critical thinking, 49.44% of the respondents were of the opinion that the trainers 'sometimes' tried to develop their critical skills, while 17.78% of the respondents did not agree that the teacher trainers tried to improve their critical thinking. 11.67% of the respondents opted 'do not know' option.

## 3.2.17  DEVELOPMENT OF ANALYTICAL SKILLS
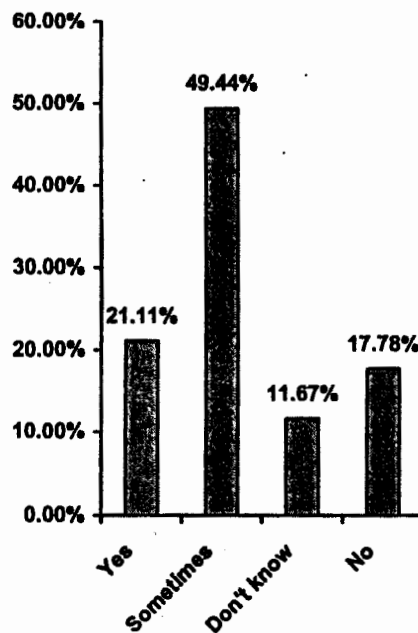


In response to whether the master trainers try to develop analytical skills in the trainees, 21.11% of the trainees replied that the teacher trainers 'always' tried to develop their analytical thinking; 49.44% of the respondents were of the opinion that the trainers 'sometimes' tried to develop these skills, while 17.78% of the respondents did not agree that the teacher trainers tried in this regard. 11.67% of the respondents opted 'do not know' option.

### 3.2.18 QUESTIONING IS ENCOURAGED
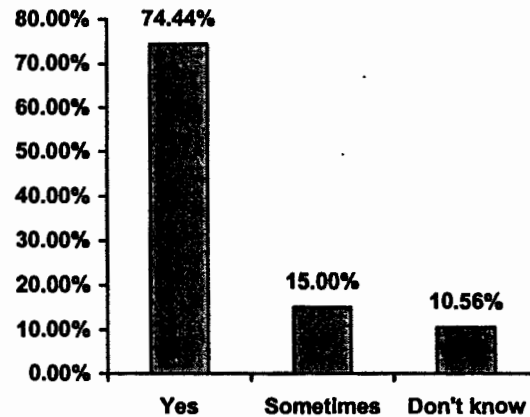


In response to the question whether teacher trainers encouraged the trainees to ask questions in class, 74.44% of the respondents were of the view that questioning was 'always' encouraged in the class, while according to 15% of the respondents the trainers 'sometimes' encouraged questioning in the class.10.58% of the respondents replied they 'do not know'.

### 3.2.19 DO THE TRAINERS REPLY THEMSELVES
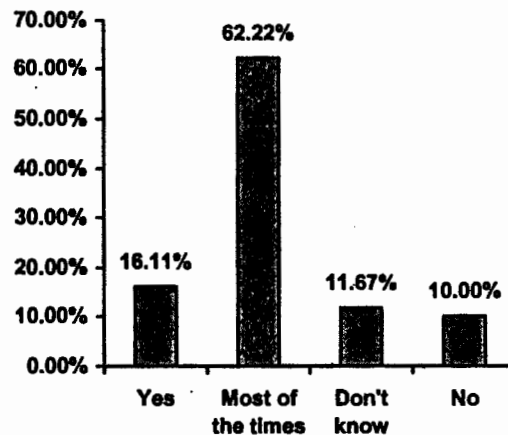
The purpose of this question was to know whether the trainers provided answers to the questions asked by the trainees or they passed the questions to the class. 16.11% of the respondents replied that the trainers 'always' replied the questions themselves, and 61.22% of them were of the view that the trainers 'most of the times' replied themselves while 11.67% of them did not have any idea about this matter. 10% of the trainees reported that the trainers did not reply themselves.

## 3.2.20 RELATIONSHIP BETWEEN THEORY AND PRACTICE
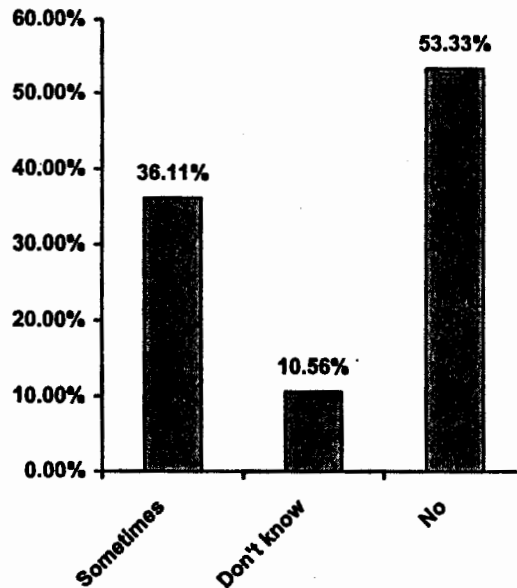


The purpose of this question was to know whether the trainers practically applied what they were teaching theoretically. According to 36.11% of the respondents 'sometimes' there was a relationship between theory and practice but 53.33% of the respondents were of the opinion that there was no relationship between what the trainers taught and what they actually practiced, while 10.56% of them marked 'do not know' option.

## 3.2.21 ABILITY TO APPLY LEARNET TECHNIQUES/ METHODS
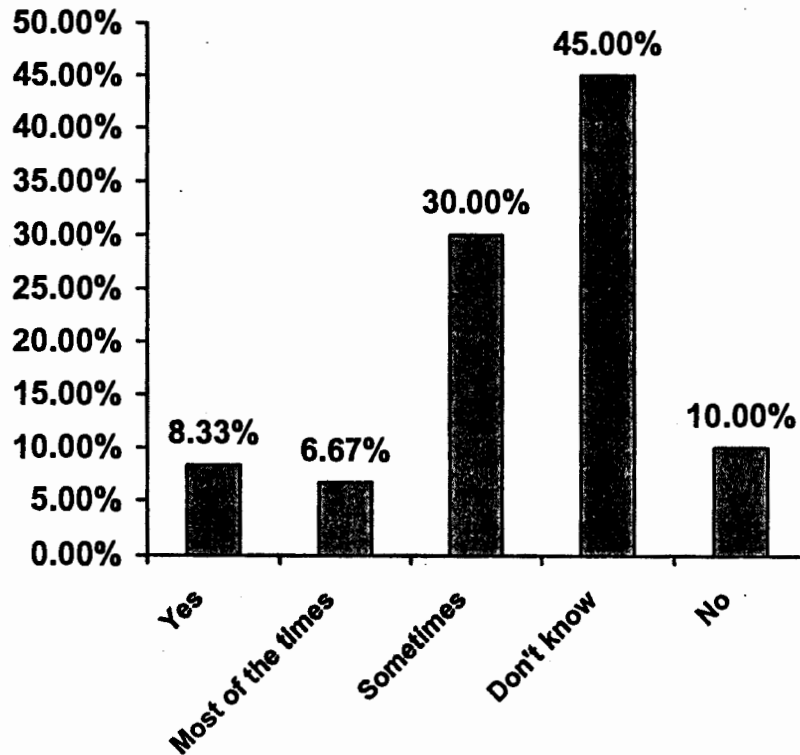


The question was asked to know whether the trainees were able to apply all those techniques and methods which were taught to them during the training. 8.33% of the respondents were of the view that they could 'always' apply the techniques and the methods they learnt during the training, 6.67% said that they could apply these techniques and methods ' most of the times' whereas 30% of the respondents said that they could apply them 'some times'. 10% of the respondents said they could not apply whatever they have been taught during the training and a considerably large number of the respondents i.e. 45% were not sure whether they could apply or not what they have learnt.

## 3.2.22 USE OF SKILLS BEYOND THE COURSE
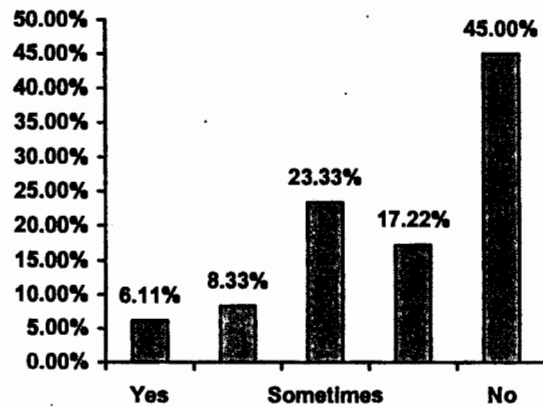


In response to the question whether the trainees would be able to apply the taught language skills, 6.11% of the respondents marked that they could apply the learnt skills 'always' while 8.33% said they could apply them 'most of the times'. The other 23.33% of the respondents said they could apply them only 'some times'. On the other hand 45% of the respondents said they could not apply the skills taught to them, and the remaining 17.22% of the respondents had no idea whether they could use them or not.

## 3.2.23 USE OF A.V AIDS
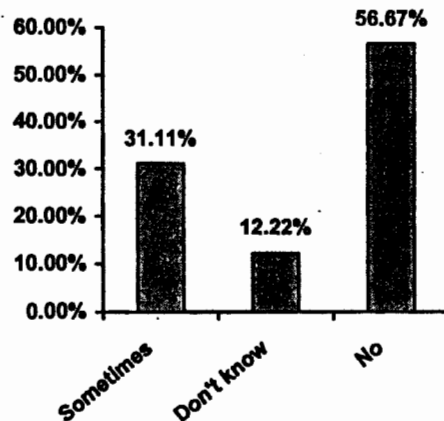
In response to the question whether the teacher trainers were using A.V aids according to the demand and nature of the topic, 31.11% of the respondents agreed that the teacher trainers used appropriate A.V aids 'sometimes'. On the other hand, 56.67% of the respondents did not agree with the statement that the use of A.V aids was made according to the nature and demand of the topic, whereas the remaining 12.22% of the respondents had no idea about the issue.

## 3.2.24 USE OF ENGLISH LANGUAGE IN THE CLASS
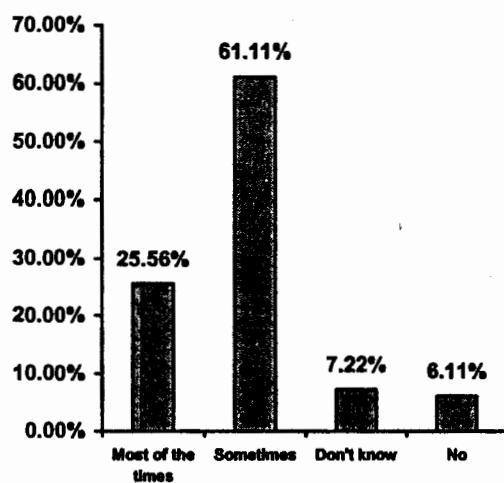


In response to the question whether the teacher trainers were using target language (English) in the class, 25.56% of the respondents reported that teacher trainers used English language in class 'most of the times' while 61.11% were of the view that the trainers used English in class 'sometimes' whereas 6.11% were of the view that trainers did not use English in class at all. The remaining 7.22% of the respondents did not comment.

## 3.3 DISCUSSION

**Q.1** The purpose of this question was to know whether the teacher trainers applied all the language teaching methods which were taught to the trainees as a part of the course. The response shows that only Grammar Translation Method (GTM) is predominantly applied in the class. According to 75% of the trainers, they use this method in the class and the remaining 25% claimed for applying the eclectic approach. Trainees' response shows that 100% of the teacher trainers were applying GTM in their class. It is evident from analysis of the responses of both the trainers and the trainees that it can ba marked as the only method which is being applied. It means that although teaching of all the given methods is a compulsory part of syllabus, practically only GTM is in practice. The reason for the popularity of this method appears to be its easy application. Learners may easily understand the content, but it neglects speaking and listening skills, as no attention is paid to them. Another reason for its popularity is that it is less demanding and can easily be applied even with few resources.

**Q.2** This question was asked to find out how many of the teacher trainers planed their lessons regularly. In response majority of the trainers (75%) replied that they always planed their lessons but only 36 % of the trainees agreed that the trainers always planed their lessons, and 38.33% said that only sometimes the trainers plan their lesson. On this account there is great discrepancy in the responses of both the trainers and the trainees.

**Q.3** This question was about sharing of the set objectives of a lesson with the trainees. The response was as follows: according to feedback 100 % of the trainers claimed they always shared with the trainees the objectives of the lesson in the start of the class, but trainees response did not support trainers' claim and only 8.33% of them supported their view whereas about 50 % of the trainees replied that only sometimes the trainers shared objectives with them, which showed that it wais not a regular feature of the class.

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Setting of the objectives helps to focus attention of the learners, so it is important to pay more attention towards this aspect of the lesson and equally important is to announce them right in the beginning of the class. It also allows the learners to focus on the attainment of those objectives.

Q.4   This question was intended to figure out whether the trainers kept in mind the objectives of the lesson in making decision which method to use. In response, 75% of the trainers opined that the methods they applied always achieved the set objectives. On the other hand, only 11% of the trainees agreed that objectives were achieved through the methodology applied, whereas maximum number of the trainees (36%) had no idea about the appropriateness of the methodology for the achievement of the objectives.

The response of the trainees shows that only a small number of the teacher trainers succeeded in achievement of objectives. The reason for this failure may be that practically only GTM is used without any other classroom activity except reading from the book and dictation of notes. According to trainers' response to the previous question, 50% of them were not used to sharing the objectives with the trainees and it was a routine just to make reading and translate the text into Urdu. So it seems that there was least concern for bring about change in the methodology. Similarly, in response to first question, 75% of the trainers and 100% of the trainees were of the view that only GTM was in practice in the class, so it is clear to understand why trainees found the applied methodology inappropriate for the achievement of the objectives.

Q.5   This question was about the time allocated and the practise of new modules in the class. According to feedback, majority of both the trainers and the trainees agreed that time provided was not sufficient for the practice of new modules like teaching of skills, teaching of prose, English language teaching methods and teaching of grammar. This feed back is also a reflection of the trainees' response to question no. 3 (see section 3.2.3), where 50% of the respondents 'sometimes' knew the objectives of the lesson, while only 8% knew the objectives 'all the times'. As a small percentage of the

respondents knew the objectives, so, in response to the question under discussion again a considerable number of the trainees i.e. 22% had no idea whether class duration was sufficient for the learning of new modules or not.

Q.6   This question was about learning of vocabulary. Majority of the trainers (75%) claimed that they 'always' exploited their lessons to increase trainees' knowledge of vocabulary. This was supported by 62 % of the trainees who agreed that learning of vocabulary was facilitated in class. The response though is satisfactory; it may be outcome of the application of GTM in the class which focuses on teaching of vocabulary to the extent of word / meaning that is provision of Urdu equivalents instead of teaching the application of the new words in context.

Q.7   This question was about the teaching/ learning of innovative techniques. According to 75% of the trainers the way they exploited their lesson 'most of the times' helped the trainees to learn innovative techniques. On the other hand majority of trainees (64%) found the teaching techniques of the trainers helpful sometimes. The analysis brings out difference of opinion among trainers and the trainees in this regard.

Q.8   Large classes are big issues in our context. It is therefore important to teach the trainees how they can make the teaching / learning of English interesting and easy in large classes. The purpose of this question was to know how effective the classroom strategies applied by the trainers were in this regard. 75% of the trainers claimed that their applied strategies were helpful 'most of the times' whereas only 15% of the trainees fully agreed with the statement, and according to majority of the trainees (64%), they found those strategies helpful only 'sometimes'. It shows that neither the trainers nor the trainees found the applied teaching methodology absolutely helpful in this context.

Q.9   As we saw in literature review, Micro- teaching according to experts like Dobbyn (1982), Richard & Nunan (1990), and Singh (2007), should be a compulsory part of

every training programme. The purpose of this question was to know whether it was a part of teaching practicum in the selected institutions. According to majority of the trainers (75%), they 'always' practised micro teaching in their classes, but only 31% of the trainees confirmed that this was happening in the class which reflects that more time and importance should be given to it.

Q.10 Lecturing has been proposed by Reece & Walker (2004: 105-112) as a useful teaching strategy for large classes. The question was about the mode of teaching in the class and the analysis of the responses of both the trainers and the trainees shows unanimity of the opinion that lecturing was the most frequently used teaching technique in the class. In response to question no: 4 about the appropriateness of applied teaching methods in context of the set objectives, only 10% of the trainees agreed that applied teaching methods were suitable for the achievement of the set objectives. The reason for inability in achieving the set objectives might be this excessive application of lecture method because using one mode of teaching minimizes the chances of achieving varied objectives.

Q.11 This question was asked to know whether the trainers dictated notes or they tried to enable the trainees to analyse and handle the questions on their own. The analysis of the responses, of both the trainers and the trainees, shows that dictation is also one of the most frequently applied techniques in the class. The reason behind it might be traditional approach towards teaching, in which students generally memorize the notes provided to them by teachers. Another possible reason for this activity seems to be the examination system, which instead of challenging the comprehension requires the examinees reproduce the crammed material on the paper. Therefore teachers usually try to provide their students with the best notes which can guarantee getting through the exam.

Q.12 This question was about assigning homework. The analysis of the statements of both the trainers and the trainees brings out difference of opinion: 50% of the trainers

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claimed that they regularly assigned homework to the trainees, but majority of the trainees (57%) did not support their view and said that got homework ' some times'.

Q.13 Holding of discussions in language classes is thought compulsory in learning of communicative skills. The purpose of this question was to know whether this technique was being applied in training programme under study or not. There is contradiction in the response of both the trainers and the trainees. Note that 50% of the trainers claimed that they 'always' held discussion in their classes, but only 3.33% of the trainees supported their statement. And majority of them 38.89% confirmed that it happened in class sometimes, whereas quite a considerable number (32.22%) of the respondents had no idea of it which suggests that either the trainees were not regular in the class or they did not comprehend what was asked. The analysis shows that discussion as a permanent part of classroom teaching was absent. There is a need to practise this technique regularly as it not only helps the learners to get confidence but also improves their communicative abilities.

Q.14 Group work is also one of the most useful techniques applied in language classes but analysis of the response of both the trainers and the trainees indicated its absence from the class. Again another important thing is that 17% of the trainees said that they had no idea about its application and practice in class which refers to either they were not familiar with it or they were not regular in their classes.

Q.15 This question, with a set of sub questions was asked to find out the views of the trainers and the trainees in context of lack of application of the above mentioned strategies:

A) The first question in this regard was about the length of the syllabus. Majority of both the trainers (75%) and the trainees (52%) agreed that length of the syllabus was not responsible for absence of these strategies. Therefore it becomes clear from the

feed-back that there was no irrelevant material in the course which can be eliminated to trim the course to be adjusted in the given time period.

**B)** The next point in this context was about the available time duration. According to responses, majority of both the trainers and the trainees agreed that the time allocated was not enough to apply these 'time consuming' activities in the class. The analysis of the responses shows that the allotted time i.e., six months (the actual teaching time) and three months allocated to practicum, is not sufficient to allow the trainers to cover the course as well as to conduct different activities in the class.

**C)** It was about availability of required resources like A.V aids, spacious room, portable chairs, / desks, for carrying out these activities in the class. The responses of both the trainers and the trainees showed that the requisite resources were not available. It refers to lack of resources and A.V aids in the institutions studied because of which many activities could not be held.

**D)** The purpose of this question was to find out the interest of teacher trainers in conducting above mentioned activities. The analysis of the responses shows that majority of both the trainers and the trainees did not support the statement that trainers were not interested to arrange different activities in class.

**E)** This question was asked with a view to find out whether trainees' lack of interest was responsible for the absence of these activities from the class. The analysis of the feedback showed a discrepancy of opinion among the respondents. According to majority of the trainers the trainees' lack of interest was one of the main reasons for the absence of these activities from classroom teaching. On the other hand, the trainees partially agreed with the statement. This analysis demands that teachers should adopt motivational techniques in the class and should try to involve the trainees in class room activities.

**Q.16** This question was asked to know whether the teacher trainers tried to develop critical skills in the trainees. According to majority of the respondents, the trainers tried to develop these skills in the trainees 'sometimes'. The response showed occurrence of such activities in the class on a small scale.

**Q.17** This question intended to know whether the teacher trainers tried to develop analytical skills in the trainees. According to majority of the respondents 'sometimes' the trainers tried to develop these skills in the trainees which shows that such activities were accasionally arranged in the class.

**Q.18** The purpose of this question was to know the extent, to which questioning was encouraged in the class. The responses showed that the trainees were fully encouraged to ask question in the class. 100% of the trainers claim that they encouraged the trainees in this regard which was supported by the majority of the trainees (75%). This habit of asking questions ultimately leads to critical thinking and comprehension of the topics from various perspectives.

**Q.19** This question intended to know whether trainers themselves replied the questions asked by the trainees or they gave time and chance to the trainees to reflect and reply those questions. According to 75% of the trainers they 'sometimes' responded themselves, whereas according to majority of the trainees, the trainers 'most of the times' replied themselves, which indicates that sufficient time and chance was not given to the trainees to answer the questions asked.

**Q.20** This question was asked to find out the gap (or otherwise) between what was 'preached' and what was done practically. The feedback showed lack of harmony between the trainers' claim and the trainees' response. 75% of the trainers claimed that they practised what they taught but only 36% of the trainees supported their opinion to some extent by saying that 'sometimes' relationship could be found between theory and

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practice. Whereas according to majority, 53.33% of them, there is no relationship between theory and practice during class, which showed that the trainers did not practise the methods/ techniques they teach to the trainees in class.

**Q.21** This question was asked to figure out whether the trainees were trained in such a way that they could practise the methods/techniques they were being taught in the class. The feedback showed difference of opinion among the respondents. 75% of the trainers believed that the trainees would be able to apply them independently in their classes but only 8% of the trainees supported their claim whereas 45% of the trainees did not know whether they would be able to apply them or not which showed lack of certainty on their part. This situation reflects lack of familiarity and mastery of various teaching methods and techniques. It is therefore expected that the trainees would fall back on traditional GTM method.

**Q.22** Teaching of language skills is a compulsory part of the course. This question was asked to know whether the trainees were capable of using these skills in their real life beyond their course. According to the responses there was again lack of unanimity in the opinion of both the trainers and the trainees. Majority of the trainers (75%) claimed that trainees could use these skills to a large extent i.e. 'most of the times', but only 8% of the trainees supported trainers' views and majority of them (45%) opined that they could not use these skills beyond their course. For the effective teaching of skills it is compulsory that the teacher/ trainer should be expert in the relevant skills so that s/he can explain the concepts effectively and can help the students in the practice of these skills.

**Q.23** Application of AV aids according to the nature and demand of the lesson helped both the trainers and the trainees in teaching / learning process. Majority of the trainers ( 75%) were of the view that they applied A.V aids according to the nature and demand of the topic ' sometimes' but only 31% of the trainees supported their statement whereas

majority of them (59%) were of the view that the trainers did not apply A.V aids according to the nature and demand of the topic.

**Q.24** Finally, this question was asked about the frequency of use of target language in the class because the teacher is supposed to be a model of correct usage and pronunciation for his students. According to feedback, 75% of the trainers claimed that they 'always' used target language in the class but, majority of the trainees did not support their claim.

## 3.4 ANALYSIS OF CLASSROOM OBSERVATION

I visited four institutes, which were selected as sample for the study. These included Centre for Islamic and Professional Studies Mirpur, Study Centre Bhimber, Sir Syed College of Education Kotli, and Kashmir Institute of Professional Studies, Palandari. The purpose of the visit was to observe the teaching methodology being practised in those institutions. An observation sheet (appendix 5) was developed for this purpose, focusing on the areas the questionnaires covered (see Research Methodology Section i.e., 1.5). Each of these institutes was visited for one week. A detailed analysis of each of these observations is given below:

### 3.4.1   CENTRE FOR ISLAMIC AND PROFESSIONAL STUDIES MIRPUR

Class Starting Time:  2:30 pm
End Time:              3:30 pm
Total number of students: 115
Average attendance:       60- 85

The teacher trainer invariably started class by saying SALAM and then took roll call of the students. After the greeting he opened with a set of questions which ultimately lead

the class towards the topic of the lesson. Then he declared the topic by writing it on the board followed by stating general and the specific objectives of the lesson.

If the topic was a prose lesson, he made model reading of it, and then randomly picked one of the trainees to read out the text. He wrote difficult words on the board and corrected the mispronunciation if and where occurred. Then he explained meanings of difficult words and translated text into Urdu. If the topic was teaching of a 'Skill or Method' he delivered a lecture. All the four skills and teaching methods were taught through lectures.

Activities in the classroom were based on 'The Exercise' given at the end of every lesson of the text books prescribed for class ix and x for the study of literature.

The study material consisted of the prescribed text books, but the teacher dictated notes on every topic and the students were trying hard to note down each and every word.

The teacher not only put the questions to the class but also encouraged the trainees to ask questions if something did not make sense to them. Most of the questions the trainer asked were those given at the end of the lesson, for example, 'How do elephants help one another?' 'What is the helping elephant called?' The trainees asked questions either to ask for meaning of a difficult word or about what type of questions were likely to appear in examination.

Both Urdu and English were used in class as medium of instruction and communication. English was confined to the reading of text or dictation of the notes but explanation of the text was generally given in Urdu. All the new language items were taught by providing their Urdu equivalents without presenting them in a context.

At the end of the lesson, the teacher trainer summarized the main points with the help of the trainees followed by assigning home work to them. In the case of a prose lesson, the teacher assigned home work which involved developing a lesson plan, but a small write up was given when the lesson was on skills or methods.

## 3.4.2 STUDY CENTRE BHIMBER

Class Starting Time:  2:30 pm
End Time:  3:30 pm
Total number of students: 125
Average attendance:  35- 50

The teacher after taking roll call would start the class by asking some questions to generate interest in the trainees about the topic to be taught in the present lesson and to check their knowledge about it. After getting appropriate answers he would announce the exact topic.

After this, the trainer would state general and specific objectives of the lesson. Stating objectives occurred only when the lesson was teaching of prose and did not if the lesson was related to teaching of the Skills or ELT Methods.

In case of lesson from the prose book, he did the model reading, and then asked one of the trainees to read out at random. As the latter read out, he wrote difficult words on the board and corrected mispronounced words. Then he explained meanings of difficult words and translated the text into Urdu. On the other hand, if the topic was about teaching of some skill or method then he would deliver a lecture. All the four skills and teaching methods were taught through lecturing.

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It was also observed that classroom activities were based on the 'Exercise' given at the end of the lesson in the text books prescribed for the teaching of Literature in IX and X classes. Most of the questions in the exercises were question/ answer and 'fill in the blanks' type. Perhaps on sixth or seventh day of observation, the teacher managed to arrange a group activity. The trainees' response suggested that they had never done such activity like this before. I heard one of the students whispering, "Pata nein aj sir ko kia ho gia hy.... (I do not know what is wrong with sir today, why is he doing so?)

The trainer would teach from the prescribed text books, but some students also had study guides (helping books). After reading out the text, the teacher dictated notes on the topic.

The trainer wrote difficult words on the board and explained their meanings. Occasionally he translated the whole sentences. Mostly, the words were given Urdu translation individually and were not contextualized.

Not only did the teacher ask questions to check their comprehension, but also encouraged the trainees to ask questions if they did not understand any word or idea. The students did not ask direct questions but discussed some of the problems they faced in comprehension of lesson.

The trainer used both Urdu and English during the lesson and discussion. English was mainly confined to the reading of the text or the dictation of the notes followed by translation / explanation in Urdu.

The teacher, with the help of the trainees made recapitulation of the main points. It provided the students with a chance to revise those points and it also made the teacher sure that the students were attentive during the class.

The teacher would announce ending of the class by assigning home work to the trainees.

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One day after teaching a short story 'THIRSTY CROW', the task assigned as home work was to draw picture of a crow. But when Prose was being taught, he would assign the target of lesson planning on the topic discussed in the class.

## 3.4.3   SIR SAYYED COLLEGE OF EDUCATION KOTLI

Class Starting Time:   8:30 pm
End Time:                   9:30 pm
Total number of students: 140
Average attendance:      40-50

The teacher trainer always entered the class by saying 'salaam'. He would mark attendance before starting the class. First he would announce the topic orally.

Soon after the announcement of the topic, the trainees were asked to open their books and the trainer would make model reading. Then the trainees were asked one by one to read out the text loudly. The trainer first gave Urdu meanings of difficult words and then translated the whole text in Urdu. All the topics including, 'Teaching of Skills' were taught in the same way. At the end of the topic, students were provided with handouts containing notes on that topic.

Prescribed text book was used for teaching of the prose but for the second paper i.e. 'TEACHING OF ENGLISH', both the trainer and the trainees were using a Study Guide named as; *Teaching of English*, written by, SM. Shahid, published by Majeed Book Depot. Some of the students also had Test Papers - a collection of solved questions with them.

Classroom activities mainly consisted of solving the exercises given at the end of each lesson. The trainer called the trainees individually to give answers. It was observed that

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the trainer always asked content type questions which tested the memory of the trainees. The teacher trainer provided the answer to a question directed to him.

Both Urdu and English were used as medium of instruction in the class. English was largely confined to the reading of the text or the dictation of the notes and the explanation was mainly given in Urdu.

The class was concluded by announcing the topic for the next class without assigning home work to the trainees.

The only AV aid available was the white board which was mainly used for the translation.

## 3.4.4 KASHMIR INSTITUTE OF PROFESSIONAL STUDIES PALLANDRI

Class Starting Time: 10:30 am
End Time: 11:30 am
Total number of students: 120
Average attendance: 40- 50

The teacher would enter in the class in very cheerful mood, would greet with 'SALAM' and announce the topic orally.

Then she would ask the trainees to open their books. The trainer, then, made model reading to be followed by students. Meaning of difficult words were explained in Urdu. The teacher wrote difficult words and their meanings on the board. Then the whole paragraph was translated into Urdu. Translation was given both at word and sentence

level. All the topics including the Teaching of Skills and Teaching Methods including Direct Method were also taught in the same way.

While teaching a sub topic: Integration of Skills, under the topic of 'Teaching of Skills' the teacher trainer explained the topic by saying "... when I speak and you listen, it is a listening activity for you, then you note down meanings of difficult words, this activity is called Writing and when you read the lesson one by one that is called Reading and also Speaking and this whole process is called integration of skills".

The study material used in the class was confined to helping books and the study guides. Even the teacher trainer was using a helping book named *ENGLISH LANGUAGE TEACHING* , written by, M.Shareef, published by Awami Book Depot, Lahore Pakistan.

The teacher trainer would ask only one question frequently "ANY PROBLEM?". The questions given at the end of the lessons were also done by reading out from the helping books, mentioned above.

Both Urdu and English were used in class. English was confined mainly to the reading of the text or the dictation of the notes, while explanation was given in Urdu.

The end of the class was marked by announcing the topic for he next class. No homework was assigned to the class.

## 3.5    DICUSSION ON THE OBSERVATIONS

The observations made during visit to the selected institutions are summarized below:

The trainers were regular in their classes. They reached the class in time and remained in the class till the end of the class. The trainees, however, were not regular. Their ratio of attendance was very low: hardly forty percent of them were attending the classes regularly.

The lessons of all the trainers seemed well prepared (according to their own view) but, as far as the planning of lesson was concerned they were not according to the recommended standard. Mostly the recommended components of the lesson i.e. introduction, presentation and production were not found in any class. Only two of them introduced the lessons properly by asking related questions to prepare the trainees for the lesson and to activate trainees' knowledge about the topic. Similarly only two of the trainers sometimes told objectives of the lesson to the trainees in the beginning of the class, but most of the times they went straight to the lesson without introduction or statement of the objectives. Absence of objectives also affected teaching methodology badly and as a result same methodology was used regardless of the topic.

Though the teacher trainers taught the trainees about different teaching methods including Grammar Translation Method, Direct Method, Audio Lingual Method, Total Physical Response Method, Communicative Approach, Suggestopedia, Eclectic Approach etc., but they themselves used GTM only. Interestingly, other teaching methods were also taught through GTM. This over emphasis on translation and dictation of notes was found one of the causes for absence of different classroom activities like group work, pair work, role plays or discussions, whereas, unavailability of resources was found another contributing factor this regard. Except one, the classrooms in those institutions were also too small to allow the trainers to arrange such activities. In two of the institutions the rooms were not spacious enough even to accommodate all the trainees. Officially the class strength was more than hundred but the chairs in the class rooms were fifty and forty- five. Out of curiosity, I asked how one hundred and twenty fitted in fifty. My curiosity was put at rest when was told that because of low attendance often the available chairs were not occupied.

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Class participation was encouraged by promoting questioning in the class but it was noted that all the questions discussed in class were entirely content type i.e. based on the factual detail of the lesson. None of the questions required critical thinking or reflection to answer.

Skills were also taught like content topics of prose by applying GTM, or through a simple lecture without any practice in class or language laboratory as proposed by Reece & Walker (2004:26). Two main reasons for the teaching of skills in this way were: firstly, the unavailability of the required resources because of which even the listening skill was taught just orally and secondly, the prevailing examination system in which only writing skill is tested.

Unavailability of A.V aids was a real problem in all the institutions. In nearly all the institutions AV aids consisted of a white board only. Or, a few hanging charts, probably prepared and displayed during the LESSON- a part of exam, decorated the walls.

Instead of practising the skills and enhancing comprehension of the students, the trainers dictated notes on each and every topic. This practice not only promotes cramming, but also proves a hurdle in way of creative thinking and effective communication. Thus, the students were more interested in memorizing the notes than understanding the concepts and being original.

Some of the teacher trainers regularly assigned home-work to the trainees, but it was rarely according to their level. Most of the times, it was just an activity with no definite objectives as one day after teaching a short story, 'THIRSTY CROW', the class was assigned to draw a picture of the crow as homework. It was observed that for planning of lessons, the trainees used only GTM instead of applying all the other methods taught in the course.

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Recapitulation and generalization of the lessons were not observed as permanent feature of any class, rather most of the times the classes were concluded abruptly by declaring that the remaining or the next topic would be discussed tomorrow.

This chapter has presented an analysis, interpretation, and discussion on the data collected through the trainers' and the trainees' questionnaires and the observations made in the selected classrooms studied. The findings of the study are discussed in the next chapter.

# CHAPTER 4: FINDINGS, RECOMMENDATIONS AND CONCLUSION

The present research was an evaluative study of English language teaching practicum in Postgraduate Teacher Training programmes at University of Azad Jammu & Kashmir, Muzaffarabad. The main objective of the study was to find out to what extent English language teaching methodology is inline with the objectives of the course (appendix 1), and if needed, to suggest ways for improvement. The data collected through questionnaires and classrooms observations was analysed and discussed which ultimately yielded in the following findings:

Majority of the teacher trainers use Grammar Translation Method for the teaching of English, with the least or no application of any other method (see 3.1.1 and 3.2.1) which shows that no importance is given to speaking and listening skills. Another result of not applying the rest of the teaching methods during the training is that there has not been any change in traditional ways of English language teaching besides having trained teachers in schools and colleges.

Lesson planning was not found as a regular feature of English language teaching in classroom, which, according to experts like Reece & Walker (2004:20-21) is essential for effective teaching. A lesson plan should have: the title of the lesson, detail of the class, the time of the lesson, the aims, / objectives of the lesson. The teacher trainers claimed (see 3.1.2) that they planed their lessons most of the times, but the trainees' response (3.2.2) and classroom observation did not support their claim and it was found that none of the trainers followed these steps.

The study also revealed that although different classroom strategies were taught in the

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class, they were not actually demonstrated during the training: no strategy which promoted interaction, required application of analytical skills, generated discussion, fostered critical thinking or nurtured creativity was employed. Generally, the trainees were passive listeners rather than active participants in teaching/ learning process. Also, other strategies like group work, discussions, projects, assignments, and role plays, as suggested by Reece and Walker (2004) were not used, although as we noted above these techniques can be effective in overcoming the problems of large classes ( Sarwar 1985: 201). Consequently, the trainees may assimilate the theoretical knowledge but there was no practical experience of organizing and executing classroom activities which is essential for effective teaching / learning process.

It was found that fostering of critical and analytical thinking skills, which according to Ur (2002) and Hillier (2005) should be part of every training programme, were not a part of teaching practice in the institutions studied. Though the trainers claimed (3.1.16) that they focused on the development and promotion of these skills in the trainees, the trainees' response (3.2.16), and classroom observation did not support their claim: even the questions asked during class were intended to check memory of the trainees instead of challenging their comprehension and checking their analytical and reflective thinking.

Many factors including lack of time, unavailability of required resources and trainees' lack of interest were the main reasons for not applying different communicative and interactive activities in the class.

Lack of A.V aids was a common problem in all the institutions studied. The only AV aid available was a white board. Even if there were they would not have been used to the fullest because as the profiles of the trainers indicate most of them would not be able to use them innovatively.

Teacher trainers were not very proficient in speaking English language. Use of English was confined to the reading out from the text book. The explanation of the text and ordinary communication took place in Urdu.

The attitude of the trainees towards their classes was very casual. They were not regular in their classes; almost sixty percent of them were always absent. As this training programme is not offered privately, it becomes essential for the candidates to register in an institution recognized by the University. To fulfil this requirement most of the trainees got registered but never attended the classes they only showed up for the examination. As a result they might be in possession of a degree in Education but not in knowledge and skills. To illustrate, several trainees tick 'do not know' option to all the questions which implies they did not understand the question in the first place.

On the basis of the above findings, the following **recommendations** are made which may go a long way in stream lining the existing ELT situation in AJK:

- Instead of adhering to a single method, the teacher trainers should apply eclectic approach and select the method/ approach which suits the objectives of the topic.

- There should be a variety of classroom activities and communicative interactive techniques so that the problem of students' lack of interest could be minimized and they could learn the language as a skill rather than content.

- The institutions should equip classrooms with A.V aids, especially with those which are required for teaching of skills for example, television; multi-media, stereo system etc. to facilitate the teaching/learning process.

- Duration/ time of the class should be increased because both the teachers and the trainees remain obsessed with the fear of incompletion the course, and avoid skill- oriented activities.

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- Attempts should be made to involve the trainees in classroom activities to create such an environment which is conducive to effective teaching and learning.

- Instead of dictating notes, attempts should be made to develop critical and analytical skills of the trainees to enable them to comprehend and express different ideas in English.

- Attempts should be made to weld theory and practice so that the trainees can confidently apply all the techniques, approaches, methods, and skills learned during the training.

- The teacher trainers should be a model for the trainees and should teach English as a skill and not merely as a subject.

- Attendance should be made compulsory (University requirement is at least 80%) and those who do not fulfil this requirement should not be allowed to appear in the exam.

- It is also important that teacher trainers should be sent for refresher courses to update their knowledge and skills, so that traditional out-dated teaching methodologies comprising GTM, lecturing alone and dictation of notes can be replaced with the modern techniques and teaching approaches.

The study shows that the existing English language teaching practice is not satisfactory; the trainees are neither acquinted with modern teaching methods nor with innovative teaching strategies. So, there is a need to bring about changes to acquaint the trainees with modern teaching concepts and equip them with the techniques and skills to be able to teach English effectively. An effective training programmes can train the teachers in adaptation and application of A.V aids in accordance with the nature of the topic and

level of the students to enrich and enhance classroom interaction by involving the students in teaching / learning process.

The above mentioned elements are pre-requisite for English language teaching for B.Ed degree. While working on this project I got a chance to study these elements in their real existence. It dawned on me that the theories exist on paper only and are not accompanied by practice. Grammar Translation Method seems to be mother of all the problems. Such a conflict between the professed ideas and actual practices is a stumbling block in the way of modernization of English language teaching provision in the State. The programme should strive to strike a balance between theory and practice.

To overcome these problems, existing English language teaching practicum should be reviewed in the light of eclectic approach. The use of Grammar Translation Method has led to a generation of students who lack competence in English language besides showing good performance in examination, so it is indispensable to explore new ways and methods to bring about a positive change.

In this study I delimited my work to the teaching practicum and explored it according to the objectives of the study. The time and space prevented me to look into other components of teacher training i.e. like syllabus design and evaluation system, which influence the teaching of English at this level. So, this study invites other researchers to explore these related areas.

**APPROVED SYLLABUS FOR ENGLISH AT B.ED LEVEL IN UNIVERSITY OF AZAD JAMMU & KASHMIR MUZAFFARABAD (approved in 3$^{rd}$ meeting of the University Syndicate on 5$^{th}$ September 1998)**

**Aims and Objectives of Teaching of English at B.Ed Level:**

The general aims of teaching English at this level are to improve teaching of English in the country by familiarizing teachers with new concepts/approaches to language teaching and to train them in developing effective language skills in their students. The courses are planned to meet the following objectives:

a) To teach the trainees about current practice in ELT.

b) To introduce some of the key concepts and terminology for the study of language in general and ELT in particular.

c) To develop the trainees' ability to teach by observing and analyzing a variety of teaching styles by means of classroom learning and peer-group micro teaching.

d) To prepare teachers in developing materials to use in the teaching of prescribed texts.

e) To familiarize teachers with issues related to language testing and error analysis.

f) To introduce ELT methodology and familiarise teachers with different methods of teaching language skills.

# PAPER 1

## TITLE: TEACHING OF ENGLISH

TOTAL MARKS: 100

1. Methodology
2. The place and importance of English as a second language.
3. Difficulties and problems of a teacher of English.
4. Bilingualism- its problems and solutions.
5. Fundamental principles of language learning.
6. Methods / Approaches of teaching English:
   - a- Grammar Translation Method.
   - b- Direct Method.
   - c- Audio- Lingual Method.
   - d- Communicative Approach.
   - e- Total Physical Response Method.
   - f- Suggestopedia.

7. Teaching of Four Skills.
   - a- Listening Comprehension.
   - b- The Speaking Skill.
   - c- The Reading Skill- Different Stages of Reading
   - d- The Writing Skill - Five Stages of Writing.

8. Some Modern Techniques of Teaching English- Programmed Instruction, Modular Approach, and Language Laboratory.

9. Vocabulary Building
10. Modern Methods of Teaching Reading.
11. Modern Techniques for Learning Stress and Intonation.
12. Teaching of Poetry.

13. Teaching of Prose

14. A.V. Aids

15. Lesson Evaluation

16. Construction of Achievement Tests.

# PAPER 2

## TEACHING OF ENGLISH

### TOTAL MARKS: 100

1  (a) Reproduction and Simplification of the Lessons and the Poems of the Text Book for Class IX.

(b) Questions for Comprehension of the Lessons and Question Exercises of the Lessons.

2. (a) Reproduction and Simplification of the Lessons and the Poems of the Text Book for Class x.

(b) Questions for Comprehension of the Lessons and Question Exercises of the Lessons.

3.     Questions on Applied Grammar and Composition Writing Based on the exercises of the Text Books for Classes ix and x.

4.     Lesson Planning.

# PAPER 3

## ENGLISH LANGUAGE AND LITERATURE

### TOTAL MARKS: 50

#### PART ONE

1. Applied Grammar

(a) Use of Proverbial and Idiomatic Expressions.

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(b) Pairs of Words.

(c) Correction of Sentences Involving Mistakes in the Use of Nouns, Verbs, Pronouns, Adverbs and prepositions.

2. Essay Writing or Letter Writing or Precise Writing and Comprehension.

# PART II

## 1. PROSE:

(a) 1. Albaqrah (168- 172) Translation by Abdullah Yousaf Ali.

(b) 2. The Holly Prophet.

(c) Message of A Speech By Quaid-i- Azam.

(d) The Idea of Pakistan.

(e) The Function of a Teacher.

## 3. POETRY:

(a) On His Blindness…………………….. Milton

(b) Ode to The West Wind…………… Shalley

(c) La Belle Dame Sans Mercy……….. Keats

(d) Lines Written in Early Springs……. Wordsworth

## 1.4 PRACTICAL TRAINING:

A practical work carrying 100 marks is compulsory part of the syllabus. These marks are divided in the proportion of 40: 60, out of which 40 marks are allocated for the planning of forty lessons in a note book which is to be submitted at the time of practical lesson in a classroom and 60 marks are allocated for practical lesson.

## PERSONAL INFORMATION SHEET OF THE RESPONDENTS

### 1)- DETAIL OF THE TEACHER TRAINERS

1

| NO | Name | Age group | Education | Professional Qualification |
|----|------|-----------|-----------|----------------------------|
| 1 | Mr. Shabir Ahmed Jeral | 50 -55 years | MA English | B.Ed and M.Ed |
| 2 | Mr.Muhammad Hussain | 50-55 years | MA English | B.Ed |
| 3 | Mr. Abdul-Raheem | 60-65 years | MA Islamic Studies | B.Ed |
| 4 | Mrs. Shazia Hassan | 35-40 years | Bachelor of Science ( BSc) | No professional qualificaion |

### 2) DETAIL OF THE TRAINEES

i- Total No of the trainees       180

ii- Average Age       22-30 years old

iii- Qualification       B.A/ BSc/ M.A/ M.Sc

iv- Gender       Male and Female

## QUESTIONNAIRE FOR TEACHER TRAINNERS

Q: 1 Which of the following methods/ approach do you apply in your teaching?

| Direct Method | Grammar Translation Method | Communicative Approach | Any other Method | Eclectic Approach |
|---|---|---|---|---|
| | | | | |

Q: 2 Do you regularly plan the lessons?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 3 Do you share objectives of the lesson with the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 4 Do you think that your choice of methodology remained successful in achievement of
the objectives?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 5 Do you have adequate time to teach and practice each module in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 6 Do you think the way you exploit your topics provides assistance to the trainees in learning vocabulary?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 7 Do you emphasize learning of innovative techniques by the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 8 Do you focus on teaching large classes, to teach the trainees how to handle such classes?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 9 Do you teach and practice micro-teaching in class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q:10 Do you practice lecture technique in your class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 11 Do you dictate notes in your class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 12 Do you assign homework to your class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 13 Do you organize discussion in your class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 14 Do you organize group work in your class?

| Yes | Most of the times | Don't know | Sometimes | No |

Q: 15  If you are unable to use all or some of the above strategies, to what extent are the

following reasons responsible for not using them?

a)  Syllabus is too lengthy

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

b) Time shortage

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

c) Your own lack of interest/ knowledge / experience

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

d) Students lack of interest

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

e) Unavailability of required sources

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 16 Do you try to develop critical skills in the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 17 Do you try to develop analytical skills in the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 18  Do you encourage the trainees for questioning in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 19  Do you reply the questions raised in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 20  Do you practice the methods and techniques which you teach to your class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 21  Are you sure that the trainees can apply the techniques/ methods which they have been taught in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 22  Do you think that the trainees can apply the language skills for communication purpose in every day life?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 23  Do you use A.V aids according to the nature and demand of the topic?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 24  Do you use target language in your classroom?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

*THE END*

## QUESTIONNAIRE FOR TEACHER TRAINEES

Q: 1 Which of the following methods/ approach your teachers apply in their class
teaching?

| Direct Method | Grammar Translation Method | Communicative Approach | Any other Method | Eclectic Approach |
|---|---|---|---|---|
|  |  |  |  |  |

Q: 2 Do you think they plan their lessons?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 3  Do they tell objectives of the lesson to the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 4  Do you think that their applied teaching methodology  succeeds in achievement of
the set  objectives?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 5  Do you think that you have adequate time to learn and practice each module in the
class?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 6 Do you think the way they exploit the topics provides you assistance in learning
vocabulary?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 7 Do you learn innovative techniques in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 8 Do they focus on the issue of teaching large classes to teach you how to handle such classes?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 9 Do they teach and practice micro-teaching in class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q:10 Do they practice lecture technique in class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 11 Do they dictate notes in class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 12 Do they assign homework to class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 13 Do they arrange discussion on different topics in class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 14 Do they arrange group work in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 15  If they are not practicing all or some of the above mentioned strategies, to what

extent are the following factors are reason of it?

a)  Length of the syllabus

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

b) Time shortage

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

c) Trainers own lack of interest

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

d) Students' lack of interest

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

e) Unavailability of required sources

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 16 Do they try to develop critical skills in the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 17 Do they try to develop analytical skills in the trainees?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 18  Do they encourage the trainees for questioning in class?

| Yes | Most of the times | Don't know | Sometimes | No |
|---|---|---|---|---|

Q: 19 Do the trainers themselves reply the questions raised in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 20 Do they practice the methods / techniques which they teach to their class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 21 Are you sure that you can apply the techniques/ methods which you have been taught in the class?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 22 Do you think that you can apply the language skills for every day communication?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 23 Do you think that the trainers use A.V aids according to the nature and demand of the topic?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

Q: 24 Do your teachers use target language in their classroom?

| Yes | Most of the times | Don't know | Sometimes | No |
|-----|-------------------|------------|-----------|-----|

*THE END*

## OBSERVATION SHEET

This observation sheet is prepared to observe English language teaching practicum in the classes for B.Ed. The syllabus consists of three papers: one of them includes text books for class 9<sup>th</sup> and 10<sup>th</sup>, being taught in government schools of Azad Jammu & Kashmir and the second and third paper consist of English Language Teaching Methodology.

The observation sheet has been developed in view of objectives of the study. It is based on the same points which were focus of both the questionnaires because the basic purpose behind it was to cross check data gathered from the questionnaires. So, following are the main areas which the sheet covers:

- Applied teaching methodology

- Preparation and lesson planning

- Introduction and presentation techniques

- Introduction of Language items

- Nature of study material

- Questioning techniques

- Teacher trainers' and the trainers' response to the questions

- Classroom activities and students' participation

- Communicative interactive techniques

- Relationship between theory and practice

- The use of teaching aids

- Use of target language in class

- Teaching of skills

- Achievement of aims and objectives.

- Trainees' ability to apply the taught methods and skills

- Closing of class

- Home work

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