



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Pre-Service Education And The Teachers Of New Generation ESL Learners

Dr Jayanthi Rajendran

Assistant Professor – Department of English Language and Literature

Madras Christian College

Chennai.

Abstract:

Teachers must be equipped with the skills to integrate technology seamlessly into their teaching in ways that move beyond mere presentation and communication. It is very important that concrete preparation program for teachers with appropriate technologies and resources would generate an effective and creative student engagement and learning. The key challenges and solutions to the effective implementation and integration of technology in teacher preparation program would widen the arena of opportunities for students learning. Unless and until teachers implement or impart a new learning methodology towards the competencies of technology education in colleges and universities, active learning cannot be achieved. Pre-service teaching is an vital acquaintance in the professional education program. Although college courses, activities, and practices contribute knowledge and experience to the prospective teacher, pre-service teaching provides the opportunity to experience the challenging and gratifying task of assuming major teaching responsibilities. This paper will focus on how pre-service education would enable the teachers to equip themselves to teach the new generation ESL learners with ideas and technologies that has become the part of our daily life. Digital pedagogy permits teachers to develop a plan to successfully amalgamate technology into their curriculum of teaching that would enable learning through formation, innovation and problem-solving. pre-service educators can create expert teachers, they plan and prepare programs that would be helpful to assimilate a combination of skills and knowledge mentioned to as (Technological Pedagogical Content Knowledge). Pre-service teachers with no doubt be able to subsume a firm comprehension and knowledge of the content matter, a deep understanding of how students learn, and a practice facility with technology for learning. The preservice teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the pre-service teacher education Program. The eventual goal of the pre-service teacher is to achieve competency and proficiency in the entry level skills in the teaching profession.

“There’s no doubt technology can enhance education, but only it is in the hands of well-prepared teachers.”
(AT&T, October 31, 1995)

Keywords: pre-service, problem-solving, digital pedagogy, teaching profession, teacher education program

Introduction:

Preservice teaching is a period of guided, supervised teaching which is currently needed for the teacher to pursue his / her career as a teacher. The college students at the end of completion of their course who wish to become teachers in future can be initiated into the teaching role for a particular class by a mentor or cooperating teacher. The concern cooperating teacher can work with the student and encourage the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses thus making themselves well-versed in teaching methodology. The preservice teacher might start basically as an observer and a quite learner and can finish the preservice teaching experience as a competent professional through these learning. Language teacher beliefs have received cumulative research consideration for the past few eras. However, little is known about the beliefs of preservice teachers in the colleges for English as a foreign language (EFL) education context. This study extends the line of interest to the teachers who would welcome to adapt and idealise to the truth that every individual could become a reactor to induce the understanding of language to the students. Learners and learning, teaching, subject, self, and learning to teach can be the major themes that can be adapted by the EFL teacher education towards their preservice education. More importantly, the conclusions were construed in relation to the content of the course, the experiential learning opportunities, the pre-service teachers' prior experiences of language learning and teaching, and the local language teaching and learning context. Implications for pre-service teacher education programs can thus be identified and can be implemented to the curriculum of the course.

Goals and Objectives for Preservice Teaching:

Preservice teaching is an essential experience in the professional education program. Although college courses, activities, and practical contribute knowledge and experience to the prospective teacher, preservice teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. The preservice teaching experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods learned in the education Program which could be offered during the end of their tenure as students. The eventual goal of a preservice teacher is to achieve competency in entry level skills in the teaching profession and excel.

The preservice teacher needs orientation in different fields of education, using technology and classroom management. This is necessary to enable the teacher to get familiar with the progress and new developments in the field of education. The teacher education should always impart knowledge and to implement few of the following objectives:

1. To provide the teachers with the latest content or subject matter in their specialized fields.
2. To enable and initiate the teachers in the habit of self-study with ultimate aim of keeping them a best of the latest developments in their own and allied field.
3. To assist the teachers learn economical and effective methods of teaching.
4. To advance suitable and varied programme to meet individual needs, school needs, and the needs of the state with regard to educational extension.
5. To follow up the teacher under preservice education to reinforce the objective of the training.

Evaluation and Requirements:

Evaluation is an important and necessary part of the preservice teaching experience. Responsibilities, duties and roles for evaluation can be shared among the cooperating teacher, and the Supervisor who would be in charge for the preservice teacher.

Formative evaluations are part of every observation class to be visited by the supervisor. They identify strengths and areas for change, discussion and are designed to assist cater to the need of preservice teachers in achieving competence. Formative evaluation is completed in the first week of the opportunity given to help provide discussion on topics for conferencing that is done with the preservice teacher. They identify strengths and areas of the teacher for change and discussion. Formative evaluations are not part of the permanent record but can be recorded for purpose if necessary.

Summative evaluations can be completed at the end of each preservice teaching experience by the teacher. This represent a concluding assessment and quality of the preservice teacher in that particular experience and this can be a part of the permanent record to evaluate the teacher. They can be in written form to assess and evaluate the teacher. Supervisors can substitute a various forms to assess and evaluate. The summative evaluation can be completed at the end of the placement or appointment. It is a part of the preservice teacher's permanent record. The cooperating teacher is encouraged to attach a summary to the summative evaluation.

Lesson Observations can be completed on three lessons during the experience. The information helps the preservice teacher identify strengths and areas for change. The observations should be discussed with the preservice teacher and shared with the college supervisor.

Preservice Teacher Education and Technology:

With the estimate increase in student population and the demand for higher education system will require as many as new teachers in the next 10 years. Apparently, many of these new teachers will be graduates of colleges of education. These educators will be charged with preparing adult and young people to be successful citizens and members of a society that is increasingly being transformed by technology. The workplace in such fields as engineering medicine, transportation, manufacturing, and entertainment has embraced technology in order to stay tune with the current system of education. However, 'The education industry is the only 'knowledge business' still debating the utility of technology' (The Milken Foundation, 2001b).

The Purpose (Aim and Objective) of this study is to:

- 1) To understand the pre-requisite ideas behind the preservice education that is to be implemented.
- 2) Identify key challenges and solutions to the effective integration of technology in teacher preparation.
- 3) Provide guiding principles on how to move the field toward effective integration of technology in teacher preparation programs.

Although most programs for teacher education provide some computer education for preservice educators, many do not have up-to-date equipment or faculty with technology expertise, which makes the situation no more promising for those just entering the teaching profession than for in-service teachers (Hasselbring, 1991) who report their technology training as being about computers, not learning with computers.

The ISTE study found much the same situation in today's teacher education programs: most faculty-members do not, in fact, practice or model effective technology use in their classrooms. The National Council for the Accreditation of Teacher Education (NCATE) and ISTE have adopted a set of preservice teacher competencies for technology education, standards designed to prepare teachers to use technology (Wetzel, 1993), but colleges and universities must make their own decisions concerning the integration of technology into the teacher education curriculum (Munday, Windham, & Stamper, 1991). The ISTE survey, titled 'Information Technology in Teacher Education,' determined that most preservice faculty believe that future teachers do not receive adequate training or effective modelling. It is important, therefore, that colleges of education widen their offerings to prepare preservice teachers to use technology effectively and begin modelling proper applications of technology and teaching strategies in the learning process (Fawson & Smellie, 1990).

The Key Challenges:

The remarkable pace of the transition to digital learning in Indian education has made it challenging for teacher preparation programs to stay ahead of the curve. For example, ten years ago, just one third of districts had access to high-speed broadband in their colleges and classrooms. Now almost all the colleges have access. The pervasiveness of broadband dramatically increased the technology-based learning opportunities for students and professional learning opportunities for in-service teachers. But it also underscores the need for teacher preparation programs to reflect the current educational technology use in today's classroom, so teachers attain confidence, experience, and can be ready to lead. However, even though educator preparation programs that hold accreditation from agencies such as the Council for the Accreditation of Educator Preparation (CAEP) are required to provide evidence that they are meeting specific technology standards, many pre-service graduates feel unprepared to use technology effectively in their classroom practice on their first day of in-service teaching. Colleges have tried to address the issue by providing rapid remediation to their newest teachers by teaching

standardized basic technology practices and modelling effective instructional strategies that seamlessly integrate educational technology to support student learning. High rates of teacher turnover and the subsequent cycle of rapid remediation of new teachers are in great demand.

Focus on the active use of technology to enable learning and teaching through creation, production, and problem-solving could build sustainable, program-wide systems of professional learning for higher education instructors to strengthen and continually refresh their capacity to use technological tools to enable transformative learning and teaching. Ensure pre-service teachers' experiences with educational technology are program-deep and program-wide, rather than one-off courses separate from their methods courses. Align efforts with research-based standards, frameworks, and credentials recognized across the field.

Multiple discussions with suggestions can be offered to identify the knowledge, skills, and dispositions that were gained by the candidates upon completion of preservice program to meet the needs of the classrooms of tomorrow. Once these were identified, the form of instruction that would best accomplish these objectives must be determined. The teacher would start to imagine the program as student experiences that would lead to an integrated understanding of learning theory, curriculum, instructional methods, assessment / evaluation, and the contexts in which all of these come together.

Guiding Principles:

- 1) Focus should be on the active use of technology to enable learning and teaching through creation, production, and problem-solving.
- 2) Teachers must be equipped with the skills to integrate technology seamlessly into their instruction in ways that move beyond mere presentation and communication to a place of creation, innovation, and problem-solving. With the increased investment in infrastructure and classroom technology by colleges around the districts nationwide, the use of technology in teaching can no longer be an afterthought in lesson and unit planning.
- 3) Therefore, teacher preparation programs must ensure instruction focuses on the active use of technology.

To meet this aim, coursework should go beyond simply viewing presentations or slides and provide preservice teachers opportunities to use technology in ways that allow for active engagement. For example, preservice teachers enrolled in the college of Education course should participate in a simulation activity that would allow them to use virtual tools to review primary sources and explore other resources. Additionally, faculty in teacher preparation programs need their own experiences with the meaningful use of technology to model best practices in their courses for which teachers should be given access to resources such as guides created in-house, in person one-on-one support, and a regular lecture series, Conversations on Digital Pedagogy, that allows faculty to develop a plan to successfully integrate technology into their curriculum. The Centre also highlights effective use of technology to support student learning in the higher education setting through its Leading Lines podcast Build sustainable, program-wide systems of professional learning for higher education instructors to strengthen and continually refresh their capacity to use technological tools to enable transformative learning and teaching. Colleges of education that intend to bridge the gap between what teachers need to know about technology in modern classrooms and what they are learning in pre-service teacher programs must have a process for supporting instructors' professional development around technology and pedagogical integration. Because technology develops and evolves at a rapid pace, faculty and instructors of teacher preparation programs also should be provided with ongoing, job-embedded opportunities designed to maintain and grow their ability to use technology to transform the learning of pre-service educators. (Joseph South and Katrina Stevens, 2017)

TPACK: Technological Pedagogical Content Knowledge:

To create expert teachers, preparation programs may find it helpful to incorporate a combination of skills and knowledge often referred to as TPACK. Technological Pedagogical Content Knowledge that will help the graduates to incorporate a solid knowledge of content matter, a deep understanding of how students learn, and a practical facility with technology. This is a framework consisting of Technological, Pedagogical, and Content Knowledge that provides educators with a model to determine how their knowledge, based in the three areas, intersects to effectively use technology to support student learning (Punya Mishra, 2016).

Content Knowledge: This component of the framework focuses on educator knowledge about the subject matter, including the “deeper knowledge fundamentals of the disciplines” an educator teaches. This in-depth knowledge will help understand the basics to help grow in the expertise. **Pedagogical Knowledge:** This component of the framework focuses on the practice of teaching, specifically the knowledge of learning theories, teaching methods, strategies for student assessment, and applications to the learning environment. **Pedagogical Content Knowledge:** This component, which merges the elements of pedagogical knowledge and content knowledge, focuses on an educator’s ability to represent the subject matter in a way that considers student learning preferences as well as prior knowledge related to the content with the goal of increasing student understanding. **Technological Knowledge:** This component of the framework highlights educator knowledge of available technological tools and their ability to achieve selected tasks. This knowledge will help create expert teachers, preparation programs may find it helpful to incorporate a combination of skills and knowledge which would benefit both the teacher and the learner. It will also help the graduates to incorporate a solid knowledge of content matter, a deep understanding of how students learn, and a practical facility with technology to approach the students.

Conclusion:

Thus, the teacher education must be considered a national priority area for which the government should take up a special responsibility. All efforts should be made in true sense towards education to implement the above suggestions for improving teacher education through upgrading curricula, providing in service education, utilizing modern educational technology encouraging the teachers. Some experimentation, innovation and above all, improving service conditions of teachers as well as teacher educators at various levels would strongly enhance and improve the present prevailing condition. Teacher education institutions have to be provided with adequate and appropriate resources like human, physical and academic for meeting successfully the new challenges of the emerging society. Every graduate of a teacher preparation program should possess a set of skills regarding educational technology that reflects modern teaching and learning environments. The whole educational system and its technology tools has emerged over the last decades that can surely help build a quicker and better teaching environment in the field of education in India. Now is the time to connect pre-service teachers with these tools to build a better nation by educating the students and catering to their needs. The use of graduate assistants or preservice teachers to teach the technology component in a course is convenient and adds to the synergy of the class. However, this same convenience may bring unexpected consequences. For instance, faculty may so heavily rely on the graduate assistants to teach the technology component that they delay the development of their own technology skills. From the graduate assistants’ point of view, the professor retains control of the course design and activities. They must abide by the faculty requests for technology activities, even when they do not represent the full utilization of the technology skills and expertise that the graduate assistant may bring to the course. By combining these resources, the students win by getting both perspectives and expertise, resulting in a much richer technology experience.

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