

Strategies for Pre-service Secondary English Teacher Development in the UK

Karna Bahadur Maski Rana

Abstract

The pre-service secondary English teacher development programmes in a university in the UK were selected for the analysis. The efficiency of Post-Graduate Certificate Examination (PGCE), School-Centred Initial Teacher Training (SCITT) and Graduate Teacher Programme (GTP) was analysed using the experiential and reflective knowledge of prospective teachers. The professional knowledge categories were 'learning theories in ITT', 'subject knowledge' and 'vocational practice in ITT'. Qualitatively significant coherence is found between the categories. The study suggests that an appreciation of learning theories is essential for English language teaching and provide a framework for application of teaching strategies. Indeed, subject knowledge and teaching strategies were viewed as core parts of ITT courses for secondary English teacher development. The link between theoretical learning and pedagogical application of those theories in vocational training is identified.

Key words: Teacher development, pre-service teachers, profession, personality

Context of Teacher Education in the UK

The first government-sponsored teachers' certificate examinations in England were introduced in 1848, and over 140 years, teaching increasingly came to require preliminary training and qualifications (Aldrich, 1990). By the 1980s, new entrants to the teaching profession in the public sector were required to be both graduates and trained in teaching.

EuroEducation (2010) states that primary, secondary, further education and higher education are the main divisions of UK education system. According to the system, mainly three types of institutions namely universities, colleges, and institutions of higher education and art and music colleges are responsible to impart the higher education. The government has specified the teacher education on the basis of the level of the school. TDA (2009: online) states that all teachers wishing to work in state-maintained schools must be graduates with a teaching qualification for

the age range that they are teaching. According to *EuroEducation* (2010: online), 'primary school teachers must hold a first degree and Postgraduate Certificate of Education (PGCE) awarded by a university or college of higher education. If not, they must hold B. Ed degree and have *Qualified Teacher Status* (QTS) which is obtained after the completion of approved course of initial teacher training (ITT)'. Secondary level teachers require the same criteria. On the other hand, Continuing Professional Development (CPD) programme is an in-service teacher development programme in the United Kingdom (TDA, 2009). This programme is a requirement for teachers during their teaching career in the schools to enable them to learn new things and update their knowledge.

Initial Teacher Education (ITE) in England

The objective of pre-service teacher education (ITE) is to produce qualified teachers for the future. The expectation from them is to deliver the curriculum

in a systematic way to the pupils in order to prepare them for the future (Menter, Brisard & Smith, 2006). These researchers described how the government of England reformed the initial teacher training (ITT) programmes during the 1990s to further implement the broader curriculum. The teacher educators' were made responsible for the preparation of students to teach and assess the changing curriculum in the schools. They needed to devise and deliver training programmes for the student teachers and manage the training partnership with the schools (Tomlinson, 1996). According to her, during 1960 to 1980, teacher education was in the form of teacher training. During the period, courses were developed which aimed to produce teachers for teaching English as a second language (ESL) to teach immigrant children in multiracial classrooms (ibid). In Birmingham, the LEA established a special language department in 1960 and Association for Teaching English to Pupils of Overseas Origin in 1962. The concept was developed into one term in-service ESL at the London University of Education in 1965. In 1968, Edge Hill College of Education at Ormskirk, a constituent college of University of Lancaster School of Education, for the first time offered a course in teacher education in the Teachers' Certificate and Bachelors in Education (B. Ed.) courses (ibid). Eventually the 1994 Education Act separated the initial teacher education (ITE) and continuous professional development (CPD) of teachers (ibid). Since then, the TDA, which is controlled by the Secretary of State of Education, has overseen ITE.

The concept of teacher training was expanded into the certificate courses in 1960; the courses were replaced by the three-year and four-year B. Ed. courses to produce graduate professionals after 1972 (Landman & Ozga, 1995). The main purpose of changing the nature of courses was to include the philosophy, psychology and sociology of education in the educational provision. Nevertheless, around that time many colleges' incorporation into the polytechnics contributed to the development of liberal education and vocational-influenced training for undergraduates. Landman and Ozga (1995) describe how the current status of initial teacher education has been reformed by the license system. The reformed system of initial

teacher education includes postgraduate and undergraduate qualifications, which are designed on the basis of school-based training. ITE in England is now a requirement for entering into the profession (Menter, Brisard & Smith, 2006). ITE is a process of developing the professionalism of teachers as it is the global agenda that the UK has adopted as a focal point in teacher education.

Initial Teacher Training (ITT) for Secondary English Teacher Development

Initial teacher training (ITT) is managed in two ways: institutional courses especially PGCE for the teacher development and school-based training programmes which lead to Qualified Teacher Status (QTS) as a professional standard of teachers to teach at state-maintained schools in England (TDA, 2010). More specifically, the ITT has been divided into higher education institutional courses (Bachelor of Education i.e B. Ed. and Post-graduate Certificate in Education i.e. PGCE), school-centred initial teacher training (SCITT) and Graduate Teacher Programme (GTP).

Post-graduate Certificate in Education (PGCE)

The PGCE course has been designed focusing on the skills development of the first degree graduates with their subject specialization (TDA, 2010: online). The courses are generally designed on the basis of one year full time or two year part time study. PGCE courses are conducted in the universities and colleges throughout United Kingdom. The TDA (2010: online) specifies the criteria for joining PGCE course as an undergraduate degree or a qualification recognized by The National Recognition Information Centre for the United Kingdom (UK NARIC).

There were not special criteria of initial teacher training until the first inspectorate visits to the university departments in 1982. The inspection brought a change in the ITE in the higher education institutions in England (Department of Education and Science, 1998). Since then, there has been a lot of revision of initial teacher training specifying the course contents and the subjects.

Every year a new cohort of teachers achieve QTS through the specified educational programmes in

which the prospective secondary teachers spend a certain time in college or university and the rest in schools (Fleming, 2004). The trainees practise their theoretical knowledge and develop their practical skills in the school classrooms. English as a compulsory subject in secondary schools is one of the main courses in PGCE secondary teacher development courses taught in the Higher Education Institutions.

School-Centred Initial Teacher Training (SCITT)

In addition to the B. Ed. and PGCE, a new strategy of secondary teacher development concept was developed in England in 1993, that of school-centred ITT (SCITT) (DfES, 2003). The SCITT is also a postgraduate teacher training programme, but it has been structured in such a way which is designed and run by a group of schools. It is the only QTS leading course which is not recognized as qualification but some institutions validate it as PGCE. The first attempt began with the courses at six secondary school consortia (Ofsted, 1995). Out of six, five consortia offered a course which could lead to PGCE and the sixth one offered a course that could lead to its own qualification with QTS. According to the statistics reported by Ofsted (1995), 150 trainees were enrolled of which 12 females and 6 males were registered under English language teaching training.

SCITT is designed as an experience-based structure for the prospective teachers (TDA, 2010: online). The main focus of the SCITT is to enable the trainees to put into the practice of their theoretical knowledge in a real school environment so that they build their confidence of teaching in actual classroom. The trainees are placed under their specializing subject groups for the purpose of training.

Graduate Teacher Programme (GTP)

Graduate Teacher Development (GTP) was first initiated in 1998 in England (CILT, 2010). The GTP is an employment-based teacher training (EBITT) course delivered by universities and colleges in England that enables graduates to qualify as a teacher while they are working (TDA, 2010: online). This is a one year teacher training programme which is similar to PGCE course. In other words,

'GTP is an on-the-job training programme (Education.leeds, 2010: online)'. This can be an appropriate choice for those graduates who want to come into the teaching field from a non-teaching background. According to the TDA online information, the trainees must have Bachelor's Degree qualification or equivalent. GTP is also one of the ITT programmes designed for teaching the Key stage 3 i.e. year 11 – 16 students which is conducted by the higher education institutions placing the trainees in the schools. The schools pay the trainees while they are on placement.

Focus of the Study

The research was aimed to focus on the importance of secondary English teacher development by investigating the effectiveness of strategies for pre-service secondary English teacher development in the education systems of England. This is the responsibility of Educational Authorities of the UK which oversee these educational policies and programmes.

Theoretical Framework of the Study

Professional Development

Bell and Gilbert (1996) believe that professional development is a continuous process that should be rigorously undertaken to improve performance and realize progression at different levels of achievement by increasing and updating the subject knowledge. Blandford (2000) sees professional development as the focal point of three different aspects of a career which are personal, team and school development, which should be integrated with the management of innovation, change and reform. Busher and Saran (1995) believe that the 21st century teacher's professionalism is determined and shaped by how much they collaboratively and closely work together in a good team in the schools, rather than as an 'isolated or autocratic operation'. Indeed, professional development of the language teachers involves the development of their ability to act upon the learners' responses. Clark (1992) describes teacher development as the undertaking of a reflective journey beginning with undergraduate teacher education and continuing to grow and develop with professional experience. Eraut (1989) emphasizes that one of the aspects of the teacher education course is concerned with

developing confidence and skills in the prospective teachers. Supporting this view, Skinner (2005) views teaching as a reflective practice which reveals the personality of a teacher. Similarly, Raymond, Butt and Townsend (1992) describe teacher development and personal development in a similar way. Bell and Gilbert (1996) suggest that the first step for the trainee teachers is to examine their own motivations and attitudes and try to understand the influence that this has on their own development. Secondly, they have to learn how to behave in the classroom and respond to the attitudes and emotions of the learners.

Day (1995) believes that a professional is someone who has more knowledge than just the skills of acquiring and applying the subjective knowledge and pedagogy; therefore a teacher has to be well-trained to understand the institutional needs. Foreman (1995) defines the professionalism of a teacher as '*knowledge, skills and values*' that are imparted to the learners through the teaching process. It reflects that pre-service teacher education for professional development of a teacher is fundamental for personal as well as organizational development. Beijaard et al. (2005) also believe that professional development of a teacher is more than just teaching knowledge. It also refers to the subject knowledge that the teacher gained from the college or university and training sessions, workshops and conferences. Rizvi and Elliot (2007) have emphasized four dimensions – 'efficacy, practice, collaboration and leadership' as the qualities of teacher professionalism.

Learning Theories in ITT

Tellez (2007), supporting Piaget, Vygotsky and Von Glaserfeld's view on constructivism, believes that students construct their knowledge from the social environment on the basis of their personal experiences. He identified two functions of constructivism in teacher education. Firstly it determines the selection of contents for teacher preparation. Secondly, it plays a vital role in structuring the whole teacher education. Hascher, Cocard and Moster (2004) concluded their study that the theoretical understanding is very important for improving teaching performance and modifying the beliefs. Poulou (2005) summarizes that the learning theories support the

prospective teachers' understanding and ability to apply the educational competence and skill that they have gained from their training in their teaching procedures in the classroom.

Modern foreign language trainee teachers have to develop the professional judgement and capacity to evaluate their own and learners' behaviour and to ensure that the teaching and learning occur (Pachler & Field, 2001). Roberts (1998), focusing on behaviourist principles, says that language learning theories in ITE gives knowledge about discrete skills that the teachers can apply in the teaching. In a similar vein, Zuber-Skerritt (1992) says that a language teacher is required to understand the behaviourist theories and strategies to control the students' behaviour; the knowledge of behaviourist theories can support language teacher to develop individual skills in the learners. Pritchard (2009) also focuses on the importance of stimulus/response mechanism and behaviour adaptation by reinforcement for the teaching of languages.

Grenfell and Harris (1999) state that language teachers need to understand the psychological mechanisms of developing linguistic competence as there is close relationship between pedagogic and cognitive processes. With the knowledge and strategic skills of constructivism or social learning theory, novice teachers can explore the expectations of the learners, the social background and linguistic knowledge (Roberts, 1998). From the point of view of personal learning theory, Zuber-Skerritt (1992) says that a language teacher should understand that each learner has an individual learning capacity and constructs knowledge in his/her own style. Winitzky and Kauchak (1997) states that a teacher's use of constructivist principles in language teaching involves experiences, interaction and problem solving activities which makes a language teacher understand and guide the students in creating their own meanings from the pair or group interaction. Beard and Wilson (2002) state that the knowledge of experiential learning theory develops the skill of connecting more than one theory, like a thread stitching several pieces of textiles in language classroom. Therefore, they are cultural architects who design new teaching and learning culture (Bigge & Shermis, 1999). The teachers having a deep understanding of social

constructivism can teach language in a natural and skilful way (Pritchard, 2009).

Vocational Practice in ITT

The application of information and communication technology (ICT) has been fundamental in teacher education in the current practices, innovative development works and future prospects (Prasad, 2005). Hornby (2009) concludes from the research findings of a study in secondary schools in England, that the teachers were very little aware of the pedagogy underpinning group interaction in teaching and its high potential for producing effective learning. He also notes that the teachers were lacking sufficient training on 'group work' and had little belief on learners' potential in team work. Hargreaves (2000) views professional development in a slightly different way in that the collaboration of structure of vocational, in-service and pre-service education should be rather based on and oriented to school activities. Lapostolle, Genelot and Mabilon (2009) have studied on 'transversal training' for secondary teachers in France. They intended to enhance the ability of prospective teachers to acquire collaborative knowledge so that they can improve the pedagogical strategies they apply to the teaching of their discipline. Their model of teacher preparation consists of examination oriented knowledge-based course for the first year and school-based training in the second year. Department for Education and Employment (DfEE, 1998) specified that the teachers who are eligible for qualified teacher status (QTS) must know and can teach key skills of their specific subjects. It further stated that initial teacher training in the universities' PGCE vocational subjects produces subject specific teachers to teach in the secondary schools. A greater proportion of university teaching has been vocational-oriented in the UK (Jarvis, 2000), which is in demand because of the necessity of pre-ordained performance criteria for high-order skills in teaching (Elliot, 2000).

Methodology

Though there are many models of enquiry, the most common types followed in educational research are 'positivistic/scientific and the interpretive paradigm' (Burton, et. al, 2008).

According to them, the positivistic/scientific researcher tries to produce the product that can be generalized and employ 'scientific research approach' to obtain quantitative data. On the other hand, an interpretive researcher is willing to explore in-depth information about the existing worldly phenomenon by collecting 'predominantly qualitative data'. This study focused on the data obtained from the questionnaire as well as interview and has elements of both approaches. The research explored how the reality matches with the existing models. The research questions focused on to what degree ITT in the UK meet the needs of secondary English teachers in the classroom. Its main focus was an interpretive approach to examine the qualitative data. The expectation was to investigate the efficiency of the ITT or ITE as pre-service teacher development strategy to develop secondary English teacher at the higher education institutions in England by an in-depth study.

The study aimed to obtain data by using questionnaire as a tool, and from the existing documents. The grounded theory is a system which uses the real experience of the people in the qualitative research (Scott & Morrison, 2006). In this instance, it related to what the teachers have achieved from the pre-service teacher education. The life history refers to the life events for instance what teaching skills the teachers develop and experience in the real teaching. It also focused on the factual knowledge that the teachers obtain through the ITT. The historical approach uses existing evidence (Scott & Morrison, 2006) for example how the colleges and universities have initiated the initial teacher training in England.

The study might not be complete by employing only one method. Therefore the study made use of more than one method to draw the conclusions. The questionnaire was electronically sent and collected the responses electronically from them through personal emails to a total of 20 students of PGCE, GTP and SCITT courses during the summer term of 2010. They were invited open responses to the questions and sought their consent for the follow up interview. 9 responses were received which was 45%. When they were followed by email and phone, their personal problems militated against face-to-face conversation. Ultimately, the

respondents were interviewed on phone, which yielded high quality information. The reason of employing structured questionnaire is that questionnaire is very commonly and widely employed method for gathering information (Opie, 2004). It is economical, and can be distributed to distant respondents. A questionnaire is also a tool in the positivist paradigm and can be used for collecting data in the research (Scott & Morrison, 2006). The study employed a structured questionnaire, although the interview followed semi-structured one to leave some space for the opinion of respondents. The researcher followed 'technology-based delivery' (Gorard, 2001) for obtaining information electronically from the participants. The questionnaire contained both close-type and open-ended questions to get opinions of the respondents. On the other hand, the reason of using semi-structured interview is that the information about pre-service teacher development strategies is based on personal experience. Cohen, Manion and Morrison (2007) stated that one of the very flexible methods of data collection is interview which enables the researcher to use 'multi-sensory channels: verbal, non-verbal, spoken and heard'.

Results and Discussion

The purpose of the study was to find the efficiency of pre-service strategies for secondary English teacher development analysing the findings from the point of view of importance of learning theories, need of subject knowledge and vocational training in English teaching. The results are presented through the following contents.

Learning Theories for Skill Development

The students from PGCE course have argued that the language teaching skill they developed is from the practice rather than the knowledge of learning theories they gained from the university sessions. Some important examples:

R (Respondent) 1(PGCE): *My study of learning theory relates to teaching English in secondary schools although it is context specific. I can apply learning theories to my classes but no class is the same.*

R2 (PGCE): *What I have learned is not due to*

theoretical knowledge but due to example of good practice and observing effective teaching and learning. However, I understand that the theory backs this up but does not make an effective teacher if this knowledge is not put into practice by looking at examples i.e. I may have a different style.

However, they accept the necessity of theories for secondary English teachers. Similarly, GTP course students' response is slightly different because one of them has complained about the enforcement of too much theory rather than practical things. Another one is not sure of the value of having the knowledge of learning theories and the third respondent holds an intermediary view. Nevertheless, the concluding thoughts of everyone are the same, in that there is significant role for language teaching and learning theories in teaching English language. Examples:

R4 (GTP): *For the most part I feel that there is too much focus on the theory and not enough on the practical elements of teaching in the classroom. As a teacher it is well and good to have the theory behind the teaching of grammar in the classroom but knowledge of how to teach it in the most effective way would be a more productive use of my time. I think there has to be an element of theory however I feel the implementation of that theory is more vital in becoming a skilful teacher.*

R7 (GTP): *Language teachers have to understand Vygotsky, Piaget and others because their ideas are key principles of teaching language. Learning theories are very important for teaching aspects of language acquisition.*

Beside these, the SCITT course student has a reluctant stance in support of need of learning theories for secondary English teachers. However, her ultimate view reflects that she gained theoretical knowledge from her SCITT course. Example:

R9 (SCITT): *Not necessary but good to know.*

From the results of the analysis, it is found that the trainee teachers of English were able to develop English language teaching skills through exposure to learning theories in the courses.

Theoretical learning for Subject Knowledge

Although two of the GTP respondents have not mentioned the need and importance of theoretical knowledge of English language and literature for teaching secondary English, the others have focused this and how to teach aspects and genres of English language. The students of PGCE course have been able to reflect their competence of English language they gained from the university sessions in their English language teaching in the classroom. Examples:

R1 (PGCE): *Subject studies were nearly always useful and practical.*

R3 (PGCE): *The subject studies sessions did in that it gave ways of teaching various things such as poetry and Shakespeare and taught us how to teach.*

R7 (GTP): *The subject days were based on how to make lesson plans. We did focus on vocabulary related to teaching techniques, grammar techniques, media, etc. Mainly four skills: listening, speaking, reading and writing were focused. On the subject days, we practised how to teach those language skills in peer groups.*

R9 (SCITT): *The most valuable way in which to learn about good practice is INFORMALLY, making sure trainees meet before sessions to discuss their week, or socialise together. It is often during these times that the best ideas emerge from. Another good way is through learning walks around the school, making sure that they visit other departments.*

Likewise, GTP students have gained subject knowledge and teaching strategies from the subject days in the university which supported them in their teaching. However, SCITT student's experience shows that the formal sessions or subject days or conferences were insufficient for imparting enough subject knowledge and relevant teaching strategies.

Vocational Learning in ITT courses

Planning Lessons

All the respondents expressed university sessions, subject days and conferences supported in preparing lessons, and classroom teaching supported to refine the daily lessons. Peer teaching

and classroom teaching were significant to improve lessons with management of classroom. Examples:

R3 (PGCE): *There is so much of theoretical learning; it can either take over from the actual focus which should be planning and providing for good outstanding lessons or be left to the side which makes the student feel as though they are not achieving what they should be.*

R4 (GTP): *Through GTP most of the course is delivered in a hands-on approach. I am paid for the work I carry out at school and then have assistance provided by the university for professional studies sessions at a local secondary school for 3 hours a week and then 1 day a week at university for more subject based studies.*

R7 (GTP): *Definitely, I feel I learned how to communicate, how to arrange a wide range of things systematically for lesson presentation in the classroom.*

R9 (SCITT): *Definitely, through the course enforced evaluation form process, mentoring sessions, peer evaluations, student evaluations, the academic assignments set which enforced you to evaluate and improve a sequence of lessons.*

As PGCE consists of more regular university sessions to impart subject knowledge, teaching strategies and management activities than SCITT and GTP courses, one of the PGCE respondents argued against the inclusion of too much theory. Her experience suggests that it is required to rectify certain problems of theoretical sessions in the university. Ultimately she thought that she could develop skills to prepare lessons and improve it in course of their teaching practices. Examples:

Teaching Strategies

The respondents expressed that they learned how to organize the teams of students, give them opportunities for communicating with each other and allow them to explore things rather than just creating discussions. Examples:

R2: *Within the English subject sessions it is delivered very well both modelling and challenging us as students in the way we approach. However, the professional development sessions leave a lot to be*

desired and could be given as extra time to complete everything else we are juggling as well as teaching.

R5: *The most important thing I have learned was giving students time to think and allowing for questions to process before they answer.*

In the class I observed students were writing a diary and the teacher asked them for the first 5 minutes to just write, no hands up, even if it meant that in the duration of the 5 minutes the pupil did not write anything. It was astonishing how little hands were up after the initial 5 minutes had passed. Also, when asking a student a question and when they cannot answer, don't move on to something else. Let them know that you are giving them some time to think and let the class respect that thinking time and stay silent – this achieved amazing results.

R7: *I got strategies of teaching; my style of teaching is different than others'. I feel I have learned how to organize the teams of students, give them opportunities for communicating with each other and allow them to explore things rather than just creating discussions.*

R9: *Yes, in various ways from the classroom to the staffroom. My classroom now has all the policies in place which I learnt in my training year. My lessons are now planned with a variety of activities to meet the needs to all learners, continue their learning from the previous lesson and set them up for the following one.*

In contrast, the findings of Hornby (2009) spells out that the teachers were having little pedagogical skills about group activities due to limited training on group work. It shows contrastive state of the ITT and pedagogical application of the theories in the classroom teaching. Whereas, one of the respondents' responses indicates that she could develop her group teaching skills from ITT.

Classroom Management

One of the PGCE students expressed that the university sessions focused on classroom problems and strategic management of classrooms. Similarly, one of GTP students said that subject days, course manager days and conferences provided her chance to try different suggestions from her colleagues and meet some truly inspiring individuals who had a length and breadth of

experience in the field of teaching, systems and classroom management. Examples:

R5: *All the subject days, course manager days and conferences supported and enriched my teaching. They gave me chance to try different suggestions from my colleagues and meet some truly inspiring individuals who had a length and breadth of experience in the field of teaching, systems, classroom management, etc.*

R7: *I picked out how to hook the learners and use the techniques. I think teaching means classroom management.*

Though some of those respondents did not mention anything about classroom management, one of the GTP students metaphorically expresses her learning about the classroom management, who thinks teaching is itself, management of classroom.

Use of ICT and Teaching Aids

A PGCE student could apply the university knowledge of using ICT in her secondary English teaching in the classroom. However, she argues against the over generalized assumption the trainee teachers could use a smart board in the English language teaching. Example:

R7: *Media means any communication means; it could be radio, television, newspapers, etc. I obviously had to do use ICT. To register student records, completing chores and daily assignments, I use a lot of power point. I don't use work sheets; I do use white boards, pictures, paintings, more discussions with the visual records and several teaching materials.*

Similarly, others were able to develop their ICT use skill by using a virtual learning platform with colleagues to share ideas about English teaching lessons and other activities throughout the school placement. SCITT respondent agrees with the other respondents because she learned teaching strategies using ICT, and could develop multimedia teaching materials using ICT.

Behaviour management

One of the PGCE students said that professional studies sessions are focused on teaching strategies, child protection, behaviour management, etc. One

of the GTP students expressed that good behaviour management from the start is key. Once those are established the teacher might develop supporting relationship with students, get to know them in order to personalize his/her learning for each individual. Examples:

R1: *Professional studies sessions are focused on more general teaching strategies, child protection, behaviour management, etc.*

R7: *Teaching means behaviour management. I think without this, learners cannot learn anything in the class. Actually you need the structure of behaviour management. Actual teaching in the classroom gives ideas of understanding individual interest of learners.*

Another GTP respondent viewed teaching as a behaviour management that the teacher needs the structure of behaviour management.

Some of the respondents from PGCE and GTP did not include anything about planning lessons, teaching strategies, use of ICT and teaching material, management of classroom and behaviours in the classroom teaching in their responses. However, the respondents those who did mention them are of the opinion that they have been able to develop those skills from vocational practices during their courses. Though PGCE students argue against too much theory and insufficient practice, GTP and SCITT students express their satisfaction about their courses because they could develop different skills from the vocational training in their course. Ultimately, the results of the analysis reflect that the courses have empowered the trainee teachers with practical knowledge of teaching and managing activities.

Conclusion and Recommendations

The study has tried to build on the findings of the literature review and explore the effectiveness of the pre-service secondary English teacher development programmes in a university in England. The study has aimed to look into relevant previous researches as there have been a number of researches in this field. At the end, the study has produced the following conclusions.

Firstly, the study has shown that the trainee teachers have been able to develop their *teaching*

personality from their PGCE, GTP and SCITT courses, and they have accepted that their professional skills also develop the school. The study echoes the view of Skinner (2005) who stated that personal development refers to teaching and managerial skills which the trainee teachers have to achieve from teacher education. The study conforms the findings of Foreman (1995), Blandford (2000), Raynor (2002) and Beijaard et. al (2005) who focused on the administrative skills of the teachers with teaching skills that are required to develop a school. For instance, one respondent said that the programme in the school gives trainee teachers opportunity to practice things which shapes their teaching skills and management ideas; it improves and promotes the school. Indeed, the study showed that all the respondents have agreed PGCE, GTP and SCITT courses are generally well suited to serve the needs of secondary English teachers.

The study showed that the trainee teachers viewed the need of learning theories in different ways. Indeed, they agreed that learning theories are fundamental for English language teaching because the knowledge of those theories provide framework for the application of strategies, as Leach (2000) suggested. Although, one of the respondents from SCITT course mentioned that theory is not necessary as she had already practised it unknowingly before she learned language learning teaching theories, others have emphasized on pedagogical application of theories in the classroom practice. Indeed, they thought that their ITT courses consists of language learning and teaching theories and practical sessions through which they could shape teaching skills, management of classroom and behaviour of the students. Similarly, the study also showed that the respondents saw a significant role of subject specific knowledge for teaching secondary English. Though SCITT respondent thought that the subject days and conferences were insufficient to serve adequate subject teaching knowledge, the PGCE and GTP respondents have emphasized subject knowledge and teaching strategies. Nevertheless, all the respondents' understanding is that the subject knowledge and teaching strategies are core parts of ITT courses which they could gain from their pre-service teacher training. For this reason, there can be a recommendation

that SCITT programme should be structured and organized systematically distributing the time for different elements.

The research also showed that comparatively GTP and SCITT respondents thought their vocational trainings in the school taught them how to systematically prepare lessons, use ICT and other teaching materials, apply teaching techniques and manage classroom and behaviour of the students. The research conforms the findings of Ofsted (1995), Jarvis (2000), Elliot (2000), Prasad (2005), Katik (2007) and Pachler & Field (2001) who have emphasized the competence-based practice in the ITT course which shapes the teaching as well as managerial skills in the trainee teachers. Though one of the PGCE respondents argues against too much theories and insufficient practical activities about lesson plans, this reflects the view of McBride (1996), who concluded that one year PGCE course cannot provide enough time for practice of theories and develop practical theories from short time school placement, the study showed that they thought their English course has shaped required skills in them throughout vocational practice in the schools. For this reason, I believe that PGCE programme should be extended to a longer duration.

The research also showed that the ITT programmes have equipped trainee teachers with sufficient teaching strategies but a finding of Hornby (2009) indicates that there might be still problem with the training programmes. His finding says that the secondary teachers in England were not fully trained for the application of group work activities because of which they were little aware of the technique in their teaching. In contrast, this study has found that the trainee teachers have been able to develop such skills from their ITT courses. I think that this might have improved since the beginning of year 2010. For this reason, I would recommend that a wider range of study should be conducted.

Recommendations for Further Studies

The study provided some areas of PGCE, GTP and SCITT courses which should be studied in more depth. For the further study and improvement of the courses, the following recommendations are listed:

1. More research could be conducted in other universities in wider range to find out whether the success achieved by this university, is similar to the contents and process in other organizations.
2. The study showed that there is insufficient time for the practice of theoretical knowledge in PGCE course. Further research could explore more about the process of delivering the whole course.
3. The research showed that there is an issue concerning syllabus design and structure in ITT courses which is not addressed in this study. It can be an area for further research how ITT programmes for secondary English teacher development takes.
4. The research suggests that the results can be generalized in the similar context. If the resources are made available sufficiently, the models can be practiced and made effective in Nepal where there are not GTP and SCITT programmes. However, there is Masters in Education (M. Ed.) two year teaching course in the universities similar to PGCE, but PGCE is just a one year programme. The application of these models to another country would lend itself to further study.

Karna Rana has Masters Degree in English Education from Tribhuvan University and Master of Arts in Education from University of Bedfordshire, UK. Along with teaching experience, he has achieved managerial experience in the English medium schools in Kathmandu for more than a decade.

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