

Degree of Difference between the Performance of

Trained Versus Untrained Teachers

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Abstract

This research aims to investigate the degree of difference in the performance of trained and untrained teachers of English in private secondary Schools of Karachi. This area of investigation has been chosen to ascertain the significance of teacher training in the teaching learning process. The research assesses the performance of ten trained and ten untrained English teachers working at six local schools.

Key Words: Performance training, teachers

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The research data is based upon classroom observation, though the informants have been interviewed for the purposes of triangulation. The analysis of the results suggests that in some cases the trained teachers are better than the untrained ones, while in others it is vice versa. The study clarifies certain beliefs and misconceptions such as, only those who are fluent in English can teach the subject etc. The study highlights the relationship between the linguistic and pedagogic competence of the teachers, and the influence of teacher training on them. Many writers use the terms 'teacher education', and 'teacher training' interchangeably. However, these terms can be distinguished.

The degree of difference in the performance of trained and untrained teachers of English has been explored in this research, since it is a small scale research; the scope is quite limited- the focus is therefore upon six of the private secondary schools of the city. The issue of trained versus untrained teachers has always been debatable. Some hold that only a trained teacher can be a good teacher, while others believe that training has no significance as regards teaching for people are born teachers- the capability is innate, hence it cannot be acquired through training. The research questions whether or not there lies a difference in the performance of both the groups – if yes, to what extent. Teaching for people are born teachers- the capability is innate, hence it cannot be acquired through training. The research questions whether or not there lies a difference in the performance of both the groups – if yes, to what extent. Teaching is a very demanding profession and a competent teacher is suppose to possess a lot of other qualities a part from being well versed in his/her subject According to Cross (1991) [2] Professional competence is defined as the

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ideal teachers' ability to plan and execute lessons, to use a textbook selectively, and to produce valid supplementary materials and tests. It concerns their awareness of current approaches, educational theory, cognitive psychology, class management skills, etc. These competencies should be the main ingredients of initial training and of any in-service work that follows four definitions of the word 'teacher' appear in the Dictionary of Education (Good 1973). The dictionary defines 'teacher' in terms of what this research considers 'a trained teacher: "A person who has completed a professional curriculum in a teacher education institution and whose training has been recognized by the award of an appropriate teaching certificate." (Good, 1973). The dictionary defines the word 'teacher' in terms of what this research considers 'a trained teacher' good has stressed the significance of teacher training to such an extent that he has included the element of training in the definition of the word 'teacher'. While discussing the significance of teacher training, Duff (1988) cites the important objectives of a teacher-training course:

- a) To give teachers an opportunity to examine and develop their awareness of teaching and learning especially in areas of methodology, materials and language analysis.
- b) To demonstrate how teaching can be effectively informed by theoretical considerations.
- c) To generate potential interest in further study. (Duff, 1998).

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Many writers use the terms 'teacher education', and 'teacher training' interchangeably. However, these terms can be distinguished from each other to a certain degree. The term 'teacher education' is used to include skill or technique focused programs with mainly practical orientation (teacher training), programs that aim to develop the confidence of practicing teachers (teacher development), and programmes that combine various focuses and might imply a one-year full time commitment (e.g. certain M.A or Diploma programs). The terminological problems are symptomatic of what is, worldwide, a complex pattern of provision. (Duff, 1998).

Schools have always been involved in teacher training and there seems to be an inescapable logic in the argument that training should happen in work place rather than in the ivory tower. Providing practical and role and ensuring continuity between all teachers can yield effective result. (Shaw, 1995).

Professor Hargreaves put forward the rationale for placing initial training for school teachers. He referred to a growth in confidence and skill among schoolteachers in all aspects of training and professional development. He also went on to suggest advance training for experienced teachers (Hargreaves, 1993) Shaw believes that teacher

training is indeed the most significant aspect of educational practice. (Shaw, 1995) for many EFL Teachers, movement into teacher training is at once a career development and a new stimulus. It is almost thought of as a kind of promotion although there are dangers in the idea that the training of teachers is somehow a higher level process. It is an area of activity for which it is very difficult to get any formal preparation. The Training programme aims to provide such preparation. (Duff, 1998).

In Pakistan teacher training programs address mainly two issues: increasing the number of trained teachers and improving teacher quality as stated in successive educational policies. It is normally assumed that training will satisfy both the theoretical and practical needs of the teaching and learning environment and that a trained teacher will be better able to cope with classroom demands, as well as the theoretical aspects of child development and learning needs. The issue of teacher training was raised by the participants of the Pakistan Educational Conference held in Karachi in 1947 and the Primary and Secondary Educational Committee agreed that "A properly trained and reasonably paid teaching profession was essential to development." (Khalid, 1996). The committee thereof suggested that "the provinces should take necessary steps to ensure: (a) the proper training of teachers and (b) and adequate salary scale." (Khalid, 1996). Since then, the government has attempted to bring teacher-training programs into line with the development and social needs of the country. Afterwards more or less same concerns were repeated in subsequent educational policies, including providing more female teachers to make educational cost effective by introducing co-education and revision of the teacher-training curriculum. Teacher education both pre-service and in-service is conducted in institutions under the control of Provincial Education Departments and Education Extension Centers. (Khalid, 1996). This research

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investigated the extent to which the literature on the significance of teacher training corresponds to its significance in practical life.

Method

This section describes the process by which this research was structured. It also introduces the research methods used in the study. Qualitative method of research has been used as it makes a qualitative research exploratory.

Sample:

Sampling was purposive in nature which consisted of ten trained and ten untrained teachers of English practicing in private secondary schools of Karachi, Pakistan. All these schools are considered to be good English medium schools of the city. All these schools are well built with big, airy classrooms and a disciplined environment. The subjects of this research were basically teachers. Since the teachers were observed in classroom while teaching, the students would also be considered as the participants. Ten trained and ten untrained English teachers were observed. As regards the trained teachers, TT1, TT2 and TT3 belong to OPQ School, TT4 to DEF School, TT5 to IJK School, TT6 and TT7 to ABC School, TT8, TT9 and TT10 to RST School. As regards the untrained teachers UT1, UT2, UT3, UT4, to ABC School, UT7 to DEF School, UT8 and UT9 to LMN School and UT 10 to OPQ School. The age range was between 26 to 45 years and their mother tongue was Urdu. Their teaching experience ranged from 1 year to 22 years. The classes of 9 trained female teachers and 1 untrained male teacher and 9 female trained teachers and 1 male trained teacher were observed. The informants included the principals of the school as well as the students who gave a detailed account on the respective teachers. Two teachers who had first done their M. Ed from the Government College of Education, and then another M. Ed from AKU-I-ED also served as informants.

Measure:

The research data is exclusively based upon observation, though some informants have been interviewed for the purposes of triangulation.

Procedure

The first step was to get the bio-data form filled by the teachers under study, before the class began. The researcher would then have a short informal talk, so as to familiarize with the teachers.

The researcher would enter the class with the respective teacher and he/ she would introduce her to the class. She would then sit in a corner, being a non-participant observer. An observation sheet was also extracted from an English Teaching Forum, (Cross, 1988) which was used in all the observations. Simultaneously, extensive field notes were also taken. During observation, particular attention was paid to the teachers' style, their pronunciation, their classroom management skills and above all, their handling of different topics.

Definitions of Key Terms

Teacher

Four definitions of the word teacher appeared in the Dictionary of Education (Good, 1973): A teacher is: (1) a person employed in an official capacity for the purposes of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private; (2) a person who because of rich or unusual experience of education or both in a given field is able to contribute to the growth and development of other persons who come in contact with him; (3) a person who has completed a professional curriculum in a teacher education institution and whose training has been recognized by the award of an appropriate teaching certificate; and (4) a person who instructs others. (Good 1973:586).

According to the requirements of this research, the first and third definitions of the term have been taken into consideration.

Teacher Training

Dean (1991) [3] suggests that “teacher training” is an increase in some aspect of professionalism that can legitimately be applied to the development of individuals or groups if the purpose of the activity is the increase of professionalism. (Dean, 1991:5) Teacher training can be defined as a process whereby a teacher acquires knowledge and skills that he/she can use to improve his/her practice of teaching.

Trained Teacher

In this research, that teacher is considered a trained teacher who has had a formal professional training from SPELT (Society of Pakistan English Language Teachers), TDC (Teachers' Development Centre) or AKU – IED. (Aga Khan University- Institute for Educational Development). Those are also considered as trained teachers who have done a course in Linguistics or TESL (Teaching English as a Second Language) from Pakistan or abroad. The famous TRC (Teacher's Resource Center) course could not be included because the research focuses upon the secondary level while this courses is primary based. Very few courses are offered for secondary school teachers. The Government College of Education (GCE) offers two courses namely B. Ed (Bachelors in Education) and M. Ed (Masters in Education). The Aga Khan Institute for Educational Development (IED) offers an M. Ed course and a VT (Vocational training) course. Teachers Development Centre (TDC) offers one course, popularly known as MTC (Master Teachers Course). The University of Karachi offers a Master degree in linguistics which has TESL (Teaching English as a Second Language), as one of its main subjects. All these courses have been included except the M.Ed and

the B.Ed courses offered by Government College of Education.

Performance

The word performance as used in the title of this research, encapsulates several of the teaching – learning processes. It includes the teachers' competence in general, their pronunciation along with fluency and accuracy, their question straitening responses from the students.

Data Analysis

The research data is based essentially upon observation. Following is a detailed discussion and analysis of the data:

Performance of Trained Teachers

The observation of trained teachers was based upon ten teachers belonging to well reputed private secondary schools, having done training courses from SPELT, TDC, or IED. Two teachers, TT5 and TT7, have done a course in TESL (Teaching English as a Second Language), from Lahore and England respectively. For the purposes of convenience, the trained teachers have been divided in to five groups according to the courses that they have done. The first group consists of teachers who have done their M. Ed from IED, namely TT8, TT9 and TT10. The second group consists of teachers who have done MTC (Master Teacher Course) from TDC, namely TT4 and TT6. The third group consists of teachers who have done a VT course from IED namely, TT1, TT2, TT3 and TT8. The fourth group consists of teachers, who have done a course in TESL, namely, TT5 and TT7. The last group consists of only one teacher, namely, TT1, who has done PTTC (Practical Teacher Training Courses) from SPELT. TT1 has also done a VT course from I.E.D; therefore she belongs to both the VT and the M. Ed groups.

The observation was done with the help of an observation sheet which has scores viz.-2-1 0+1 +2. While

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analyzing the results, - 2 and 1 have been considered as low scores, depicting bad performance; and + 1 and + 2 as high scores, depicting good performance; the zero would maintain its average position. The observation sheet has been designed such that it should measure the teacher's performance in four categories, viz. (1) general competence, (2) teacher talk (3) lesson structure, and (4) question strategies.

It was found out that the general competence of MTC teachers and TESL teachers was better than the other group, for both the groups achieved 79% high scores. As far as the high scores in general competence are concerned the other groups, that is VT, PTTC and M.Ed, were also up to the mark with 72%, 72% and 76% scores respectively. Some teachers scored low because of their personality and style. Very few teachers made use of the blackboard and almost none used different kinds of audio-visual aids in order to facilitate learning.

The second category called 'Teacher Talk' judged the clarity, accuracy, fluency and pronunciation of the teacher. It also took into consideration, the percentage of teacher talk, which came out to be 52% (average). As regards teacher talk in general, the average high score rating came out to be 80% and the low score ratings 11% which shows that most of the trained teachers were good at pronunciation, they were clear, accurate and fluent. The MTC and TESL teachers scores 100% high scores in this area. No errors of pronunciation were observed with them. The M. Ed teachers scored 92% high scored and the VT teachers 63%. The M. Ed teachers were all good at pronunciation expect TT9 whose pronunciation had but little problems. Most of the VT teachers had problematic pronunciation, even the fluency, accuracy and clarity of speech was not up to the mark. Only two VT teachers, TT2 and TT8 secured 100% high scores in the teacher talk area, TT3 pronounced the word 'wound', meaning

injury, as 'vaund'. Perhaps she had assumed that both the past tense of 'wind' and the word 'wound' meaning injury are pronounced the same way. TT1 would constantly pronounce the word 'student' as 'istooden'. Pronunciation is a very significant area in ELT, which, it appears, had been neglected by the VT courses.

A lesson structure is another area where most groups have secured high scores, VT being an exception here as well. MTC and TESL, teachers have shown equally good performance almost everywhere. Both have secured 94% high scores and 6% low scores in this area. The M.Ed group secured 92% high scores and 8% low scores, while the VT group secured 50% high and 50% low scores. The MTC teacher, TT6 and the TESL teacher, TT5 were the only trained teachers who secured 100% high score in the category of Lesson structure. They were the most well-planned and organized of all. A VT teacher, TT1, who had also done a PTTC course, was considerably better in the group (with 50% high scores) where as TT2 scored only 25% and TT3 38% high scores in this area. TT8 who had done both a VT course as well as an M.Ed from IED appeared to be a misfit in the VT group. Her performance in all areas was exceptionally good, having done two courses, TT1 like TT8, also belonged to two groups, but her performance was very poor. Similarly TT9 performed comparatively poorer with regard to other teachers in the M. Ed group.

The last category is that of Question Strategies. This is indeed one of the most significant skills that should be possessed by a teacher. Questioning depicts whether or not learning is actually taking place. The best performance in this area was observed of the TESL teachers, with an average of 82% high scores. TT7 is the one teacher who secured 100% high scores in this area. He asked hypothetical questions which were ignored by all others. The MTC group which was quite up to the mark otherwise,

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did not score well in this area, which is mainly because of TT4 who secured only 50% high scores. TT4 was not really good at questioning, nor did she adopt any correction strategy, which is an essential element in the learning process. TT6 on the other hand secured 88% high scores, depicting a good performance in this area as well. All the M.Ed teachers secured similar scores, that is, 37% low scores and 63% high scores, depicting the profound influence of the same training course upon their teaching. The VT teachers won an average of only 40% high scores could not show praise worthy performance. TT3 was comparatively better with 50% high scores in the category of Question Strategies.

In the light of this analysis, it is evident that the teachers, who had done their courses in TESL, performed exceptionally well. The MTC teachers were also up to the mark, but they need to polish their question strategies. The same goes for the M. Ed teachers, but they require a little more practice in the planning of the lesson as well. As for the VT teachers, they essentially need a lot of practice in all four areas.

Performance of Trained Teachers

Table 1:

Areas of Investigation

Scores	Low	Average	High
General Competence	6%	18%	76%
Characteristics of Teacher Talk	11%	0	89%
Lesson Structure	20%	0	80%
Question Strategies	36%	0	64%
Average Percentage	18.25%	4.5%	77.25%

Performance of Untrained Teachers:

The sample of untrained teachers, like the trained teachers, was also chosen from well reputed private secondary schools of the city. There were ten untrained teachers, namely, UT1, UT2, UT3, UT4, UT5, UT6, UT7, UT8, UT9 and UT10. All these teachers did not have any kind of teacher training, that is, they had not attended any such course as MTC, VT, etc. The procedure for observation was the same as that for the untrained teachers. The same observation sheet was used, therefore the data has also been analyzed in the same manner, that is, -1 and -2 have been considered low scores, 0 stands for average, and $+1$ and $+2$ for high scores.

In the area of “General Competence” the untrained teachers scored 24% low scores, 10% average and 66% high scores. Specifically speaking, UT1 scored only 43% high scores. She lacked management skills. Her class was a very noisy and undisciplined one. Same holds true for UT9 who was very friendly with her students, so much so that they did not pay any heed to the teacher’s instructions because they knew that she would not reprimand them no matter what. All other teachers secured high scores in the control and management area. All the teachers were confident and possessed sufficient knowledge in their subject except UT4 and UT8 who would stick to the text they were teaching and would get confused (at times annoyed) if they were asked to explain things or give examples from outside the prescribed text. This is basically the drawback, which led them to secure 43% scores in the general competence area. Most of the untrained teachers made good use of the blackboard, and also used audio-visual aids but to a very limited extend. For example, some teachers had arranged film- sessions in the periods to follow (not in the very period that was being observed).

In the teacher talk area, all the teachers except UT4, UT8 and UT10, secured 100% high scores. No problems as

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such were observed in their clarity, accuracy and fluency of speech, nor was any objectionable elements in their pronunciation. All these teachers were well versed in English. UT8 had real problems with her pronunciation. Adverbs were called “advarubz” and Adjectives “ajuctivz”. Same was the case with UT4 whose students would pronounce words correctly and she would correct their so-called “incorrect pronunciation”. One of her students, while reading a text, pronounced the word “citrus” as “sitres”, which is the correct pronunciation. The teacher corrected him by saying; “It is saitrus not sitres”. UT10 was comparatively better. There were a few words that were mispronounced by her – words such as “students”, “pronunciation” and “plumber” , which are largely mispronounced by the non – native speakers of English, specially, the native speakers of Urdu. Since problems were observed in the speech of only three teachers, the average came out to be 2% low scores and 88% high scores.10% was the average scoring in this area of investigation.

Collectively speaking, the percentage of teacher talk came out to be 59%, which lies within the boundaries of ideal teacher talk percentage that is, in between 50%- 60%. As regards the lesson structure, most of the untrained teachers have scored really low in this area. The average percentage of the untrained teachers in the category of the lesson structure amounts to 31% low scores, 6% average scores and 63% high scores. The worst performance in this regard was UT10’s, who secured only 13% high scores, 25% average and 62% low scores. She had planned the lesson well it seemed, but could not put into practice what she had planned. She could neither utilize the text nor explain the details. It appeared as if she had rote-memorized certain specific topics to cover in class. She gave a few examples, which were praise worthy. On the other extreme lies UT6 with 100% high scores. Her lesson was very well planned which she presented in a very

skillful manner. She utilized the text to the fullest and explained even the minor details. Hers was a very interactive class. She gave real life examples with which the students could identify, resulting in a good understanding of the text on the part of the students. UT2 was equally competent, except that she was very strict with her students, which resulted in a non interactive class, for the pupils, would not participate in class in fear of being reprimanded by the teacher. UT4, UT1 and UT7 depicted almost the same level of competence in this regard having secured 75%, 76% and 75% high scores respectively. Similarly UT9 and 4UT3 secured 50% high scores each. UT3, UT1 and UT7 were all good at lesson planning and presentation, plus their utilization of the texts was also satisfactory. Their low scores did not affect their competence as teachers, for they had already scored high in areas that are considered sine qua nons of teaching. Same holds true for UT5. As for UT8, she did not perform well at all. As mentioned earlier, her level of confidence was very low, which was reflected in her presentation stage.

Questions strategy was where the teachers had scored the lowest. The average rating amounts to 31% low scores, 16% average and only 53% high scores, UT8 and UT10 could secure no high scores at all. It was very rare that they asked questions in class and would mostly ask questions that required only one word answers. UT10 did not even adopt any strategy for correction, while UT8 would correct her students but not very often. UT4 and UT3 secured 50% high scores each. The noticeable thing about them was that they would prompt their students to answer and would provide them with hints and clues so as to stimulate them. What is to be taken into consideration regarding the question strategies is that whether or not they attempted to ask hypothetical questions, whether or not they adopted certain correction strategies and whether or not they adopted different techniques to prompt their students to

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participate in the discussion in questioning sessions. The better teacher in this regard was UT9; she did not perform well in other areas though. Her questioning strategies were very good, even better than UT6 whose overall performance was the best amongst all the untrained teachers. Even she did not ask hypothetical questions, which were given special attention by UT9. Most of UT9's questions were hypothetical in nature which helped a great deal in motivating the students.

The students were incited, their interest developed, and they began to actively participate in the class discussion. The one drawback observed of the teacher in the question/answer session was that she did not adopt any correction strategy. As already mentioned, she was a very lenient teacher; she did not correct her students if they made any mistake. Her pronunciation was good but she did not correct her students when they mispronounced different words. Same was the case with UT5 who was although very strict did not correct his students at any point. The performance of UT5 and UT 6 was almost similar in this area, with 76% high scores each. Three teachers, viz. UT1, UT2, and UT7 secured exactly the same percentage of low and high scores, 37% and 63% each, respectively. Coincidentally, the nature of the plus and minus points had also been the same, with only one exception: UT1 and UT2 were the only teachers who did not ask Yes/No or True/False questions at all. A general view of the teachers in this area suggests that their performance was not satisfactory.

The overall performance of the untrained teachers had not been as bad as the title "untrained" might suggest. In fact, most of the teachers showed a remarkable performance in certain specific areas. Generally speaking, the nature of the drawbacks had not been so intense as to adversely affect their image as good teachers.

Performance of Trained Teachers

Table 2

Areas of Investigation

Scores High	Low	Average	
General Competence	21%	10%	66%
Characteristics of Teacher Talk	2%	10%	88%
Lesson Structure	31%	6%	63%
Question Strategies	31%	16%	53%
Average Percentage	22%	10.5%	67.5%

Difference in the Performance of Trained and Untrained Teachers

In the light of the afore-mentioned analyses of the performance of trained and untrained teachers of English, it can be said that there is indeed some difference in the performance of the two groups but the difference is not that immense. The average scores as secured by the trained teachers' amounts to 18.25% (low), 4.5% (average) and 77.25% (high), whereas that of the untrained teachers amount to 22%, 10.5% and 67.5% respectively. The difference in low scores is that of 3.5%, in average scores of 6% and in high scores of 9.75%, which is not great indeed.

It was observed that the trained teachers surpassed the untrained ones most obviously in three areas that are general competence, question strategies and lesson structures. Training had made most of the teachers more confident, and more skilful as regards class management. But then, there were some untrained teachers who were able to manage their classes equally well. Similarly the trained teachers, in general, have more carefully handled the lesson structure. Some untrained teachers were not able to exploit the text to the maximum, but again there were

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teachers who were able to do so, and that too, very skillfully. It holds true for question strategies also. The percentage of teacher talk as observed of the trained teacher was 52% and that of untrained ones 59%-this is again not much of a difference. Both lie in the ideal range of teacher talk, which is between 50% - 60% for an interactive classroom.

The difference in the performance of trained and untrained teachers, is discovered through teacher observation in this research, cannot as such be generalized. It cannot be said that all the trained teachers outshined the untrained ones in any specific area. The nature of the difference in performance was same even within the groups. For example, generally speaking, the pronunciation of most of the teachers in both the groups was satisfactory with the exception of two or three teachers in each group. Hence it cannot be said that the pronunciation of trained teachers was better than the untrained teachers or vice versa. Generalization may be possible with a large sample, as in a large – scale research.

The difference that was observed in the performance of both the groups may be due to several reasons such as age, sex, mother tongue, experience, above all, the nature of the lesson. For example if a teacher was not able to utilize a text, it may be due to some drawback of the text itself rather than of the teacher. Since this is a small – scale research, the focus was kept quite narrow. The research aims only at bringing out the nature of the differences in the performance of trained and untrained English teachers. Therefore no attempt has been made to search in to the causes of these differences. Certain factors were also kept constant, such as the mother tongue (Appendices A and B), which is likely to affect language teaching, but these issues have not been discussed in this research.

Conclusion

In the light of overall analyses of the performance of trained and untrained teachers, it can be concluded that training does not play as significant a role as it is generally believed, in the development of an individual as a teacher. There may be other factors, along with training, acting upon the teacher so as to influence his or her performance. Training alone, cannot account for the difference in the performance of the trained and untrained teachers as delineated in this research.

As far as the teacher training courses are concerned, it has been observed that the performance of the teachers having done their courses in TESL remains outstanding throughout. The MTC and M. Ed- teachers have also performed well in most areas but the VT- group has not depicted a commendable performance.

This study should provide the educational researchers with an incentive for further investigation in this area. The differences in the performance of the two groups of teachers have been brought to light. Other researchers are suggested to take up this issue, and research into the causes of these differences.

In the modern educational world, teacher training is being widely propagated. To determine whether or not the training courses actually influence the performance of a teacher, it is necessarily important to conduct a large-scale research, taking into consideration, both the differences and the causes of the differences in the performance of trained and untrained teachers. In order to be more indubitable, the same teachers should be examined before and after having done the courses. Since this was a small- scale research, the focus was restricted to English language teaching. This is a highly researchable topic. Other researchers can take into consideration a variety of languages and subjects according to their interests and requirements.

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Appendix D: Observation Sheet

General Competence	-2	-1	0	+1	+2
Personality/Style					
Level of Confidence					
Control of Class					
Management Skills					
Ability to Involve All					
Use of Blackboard					
Use of Audiovisual Aids (over)					
Teacher Talk					
Clarity					
Accuracy					
Fluency					
Pronunciation/ Stress					
Percentage Teacher Talk					
Lesson Structure					
Plans / Notes					
Presentation Stage					

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Practice (List Over)					
Exploitation of Text					
Review Stage					
Other(song, game, homework)					
Performance / creativity					
Pupils Initiating					
Question Strategies					
Yes /No, True/False					
Either –or/Choice					
Wh-Short Answer					
Wh-Long(Natural) Answer					
Prompts (describe/tell)					
Hypothetical Questions					
Correction Strategies					
Pupils Initiating					
Classroom					
Appearance (plan over)					
Use of Walls					
Atmosphere/ Climate					