

# THE ROLE OF PROFESSIONAL DEVELOPMENT IN SECOND LANGUAGE TEACHER EDUCATION

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## ABSTRACT

Teaching doesn't stop with the methodology the teachers read in their technical courses. They need to take part in various training programmes to keep the teaching active. Participating in a professional Development programme will help the teachers to bring in new methodology in teaching and also helps the students in learning the language actively. The most important forms of human cognitive activity develop through interaction with the group as a part of professional development. PD is a process through which a teacher can understand the human development processes.

**Key Words:** professional development, second language, teacher, education

## INTRODUCTION

Professional development is the common term used in various fields to increase the productivity. As far as English is concerned the teacher has to engage the students with multiple techniques because it is a foreign language. The teachers must involve in telecollaborative competence as a part of PD so as to improve the teaching style. CLIL programme is the parallel to the content learning. In order to make the above two method wisely in teaching language, teachers should improve their communication competence.

## DEVELOP TEACHERS TELECOLLABORATIVE COMPETENCE

The European profile for Language Teacher Education: A Frame of Reference (Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004) proposes that foreign language teacher education should prepare trainee- teachers for "...[p]articipation in links with partners abroad, including visits, exchanges or ICT links" (p.5) but no concrete systems are set. Similarly, the European portfolio for student teachers of foreign language (E-POSTL) (Newby, Allan, Fenner, Jones, Komorowska, & Soghikyan, 2007) also recognize that "...ICTs play an increasingly central role in foreign language learning and require teachers to be familiar with information systems and computer mediated communication"(p.44), but no explicit is mentioned to deal with. The role of teachers is very important in initiating to develop and monitoring telecollaborative exchanges for language learning. Though many authors have emphasized the need for collaborative learning we have no clear picture of how to initiative.

“Learning to teach is a long term, complex development process that operates through participation in the social practices and contexts associated with learning and teaching”(Freeman & Johnson, 1998, p.402). Such approaches reject transmission models of teacher training and propose that teachers learn by being actively engaged in educational activity, forming part of communities of practice and having opportunities to reflect and theorize based on their own learning (Johnson, 2006, 2009; Wright, 2010).

## CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

CLIL is increasingly widespread in almost all educational institutes of all levels and sectors across Europe. The European Union has determined linguistic objectives in their policies which aim to make their citizens acquire a knowledge and command of foreign language additional to their mother tongue (see the European Commission’s White Paper, ‘Teaching and Learning: Towards the Learning Society’, 1995: 47). Multilingualism and plurilingualism are terms which are now firmly entrenched on the European political agenda (European commission, 2003; Council of Europe, 2006), and member states are, in one way or another, attempting to implement educational programmes in order to fulfil these objectives (marsh, 2000, 2002a, 2002b).

CLIL programs have always tended to include the teaching of the target language as a subject parallel to its being used as a vehicle for content-matter learning [...]. In many cases in secondary education, through not all, this involves different teachers who work in tandem, a language teacher and a subject teacher who conveys the content through the same language as that used by the language teacher. (Garcia, 2009:210)

Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise among others in the content subject, in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution. (Marsh et al., 2010:5)

## COMMUNICATIVE COMPETENCE

Teaching of “the four skills” (listening, speaking, reading, and writing, in that order) through memorization of sample “dialogs” and drilling of grammatical patterns to avoid “errors” and attain “mastery” became the new pedagogical model that would influence teacher practice not only in the United States but in classrooms worldwide. With the introduction of the tape recorder to provide native-speaker models of pronunciation and grammar, language “laboratories” sprung up in schools across the land to enhance the use of audio-lingual materials. Development of the TOEFL (Test of English as a Foreign Language) to assess English proficiency for international applicants seeking admission to US schools dates from this period.

An initial challenge to the underlying theories of audio-lingualism came with assertions by a young US structural linguist and cognitive scientist, Noam Chomsky (1959) that human language development, or *linguistic competence*, was much more creative than that represented by Skinnerian behaviorism. Hymes (1972), a sociolinguist concerned with language use in social interactions, subsequently used the term *communicative competence* to provide a much broader view of language use. Speakers need know not only grammatical structures but also norms of usage and appropriacy in a given social context. In his emphasis on function and social context in language use, Hymes was influenced by the Prague School of functional linguistics. His scholarship offered a perspective on language largely ignored within the United States where the enthusiasm for what can rightly be seen as a Chomskian revolution resulted in the establishment of independent departments of linguistics at major universities.

The highly contextualized nature of communicative language teaching (CLT) is underscored again and again. It would be inappropriate to speak of CLT as a teaching method in any sense of that term as it was used in the 20th century. Rather, CLT is an approach that understands language to be inseparable from individual identity and social behavior. Not only does language define a community but a community, in turn, defines the forms and uses of language. The norms and goals appropriate for learners in a given setting, and the means of attaining these goals, are the concern of those directly involved. Related both to the understanding of language as culture in motion and to the multilingual reality in which most of the

world population finds itself is the futility of any definition of a “native speaker,” a term that came to prominence in descriptive structural linguistics and was adopted by teaching methodologists to define an ideal for learners.

## CONCLUSION

Developing a telecollaborative module for the teachers during the novice period will help the teachers to make the teaching lively. CLIL teaching may involve content teachers teaching subject material through a foreign language or language teachers teaching academic content in the foreign language classroom. Both content and foreign language teachers work together towards the objective-content and language integrated learning. To represent true change with the language teaching not only in theory but also in classroom practice, a reform of goals, materials and assessment is insufficient. The teacher needs to focus on increased opportunities for both pre service and in service teachers to experience and practice ways of integrating communicative experiences into their lessons for beginning and advanced learners alike.

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