

# ENGLISH LANGUAGE TEACHER EDUCATION: THE DICHOTOMY OF TRAINING AND DEVELOPMENT

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## ABSTRACT

The distinction between language teacher training and development has been a recurring theme in the writings of educationists and linguists for about one and half decade. This article is an attempt to review the literature concerning this issue. On the one hand it is maintained that changes in teacher's behaviours can be brought about through the use of simple training procedures in which it is assumed that teaching is a finite skill, one which can be acquired and mastered. On the other hand, studies of effective instructions have shown that teaching is a constantly evolving process of growth and change. This distinction between training and development is fundamentally related to the questions of what is language teaching? and how to teach language teaching? In other words what should be the subject matter of language teacher education and what should be the strategies necessary for educating those who learn to teach. In addition to addressing to these issues, the article suggests some activities that contribute to effective language teaching and help raising teacher awareness.

## INTRODUCTION:

In the past few decades, we see, there has been a great change in the outlook regarding teacher qualities. The teacher is not being looked at "what he is", he is rather judged by "what he does". Consequently, during the last fifteen years or so, the role of the teacher education institutions in preparing future English language teachers, has invited a heated debate. With this discussion a distinction between language teaching and the knowledge on which language teaching is based has emerged. It has been observed that it is the knowledge base component of language which is transmitted to the trainees while the language teaching itself and the person who teaches it are neglected in the language teacher education. This new trend led to the evolution of two strategies - training and development - for language teacher education. The purpose of this article is to discuss these strategies. In section one before presenting the strategies, the question 'what is language teaching' is discussed. Section two outlines developing some practical and analytical skills of language teacher, whereas the conclusion of the article presents the implications of the whole discussion for ELT courses.