



## **Inclusion of New Instructional Strategies in Pre-Service Teacher Training (B.Ed.) Program in Pakistan**

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### **Abstract**

**Pakistan has continuously been under criticism as it does not appropriately fulfill the needs and demands of the school context and society. Its pre-service teacher training (B.Ed.) program does not efficiently prepare B.Ed. graduates to impart quality education to the secondary classes. It does not prepare them to work with others to expand their content knowledge, sharpen their instructional skills and build up their capacity to use data for meaningful decision making while its design and practice is based on strong and solid courses (i.e., general education, specialist subjects, education foundation studies, professional studies/content pedagogy as well as satisfactory practicum component). Perhaps these flaws are found in B.Ed graduates due to pay no attention to new instructional strategies during their pre-service teacher training program. This paper examines effectiveness of new instructional strategies and their impact on future teachers.**

**Key words:** Inclusion, Instructional Strategies, Pre-Service Training, B.Ed., effectiveness

### **INTRODUCTION**

Teacher education (B.Ed) as a pre-service professional training is the entry point for educated persons who want to join the education profession. It is prearranged to determine both the excellence and the magnitude of teachers. It constitutes a concrete base of knowledge, skills, attitudes and behaviors of future teachers to perform their duties successfully. It facilitates distinction of school education by training professionally skillful teachers. It functions as a relative between schooling and the higher education. Excellence of any educational program depends upon the quality of pre-service teacher training program. It plays a crucial role in building a capable teacher. It has potential to generate appropriate inspiration, knowledge, skills and attitudes in future teachers to instruct successfully in their professional life. It provides strong and quality foundation for efficient preparation of a teacher (Alawiye, & Williams (2001).

Pre-service teacher education and school education have a seal and representative relationship. Equal and proper expansion of both these sectors strengthens the concerns that are indispensable for the qualitative development of the entire range of education. A well-built logical association between learning and teaching brings positive manipulate on all phases of the teacher education (Reimers (2003).

Pre-service teacher education program makes an attempt to develop apposite attitudes, values, and outlook of potential teachers to make them more proficient. Therefore, the preparation of

a proficient teacher as a skilled being has been acknowledged as a very essential worth aspect of pre-service teacher education program (MacLeod (2003).

Society demands from pre-service training institutes a capable teacher training (B.Ed.) program as the teacher's responsibility is not just to put out conventional knowledge to the innovative generation because it may become outdated very soon, rather, he has to be trained how to teach, how to make a distinction between significant and insignificant facts. He/she has to learn how to make a rational use of present knowledge for the gaining of advance knowledge and superior understanding (Farooq, Husain, & Mehmood (2005).

### **AIMS OF PRE-SERVICE TEACHER TRAINING (B.ED.) PROGRAM**

Following should be the aims and objectives of pre-service teacher training program so that the future teachers may be capable to:

- i. explore, reflect on and build up their practice,
- ii. research and reflect on pupils and their education,
- iii. comprehend and update their knowledge about education and societal issues,
- iv. share their experiences and insights with others,
- v. to work towards prioritized goals in education efficiently,
- vi. influence societal attitudes, create constitutional values in students and overcome discrimination in classroom as well as in school and,
- vii. organize and utilize effective instructional strategies to strengthen theoretical learning and understanding rather than rote learning (Siddique 2009).

### **ELEMENTS OF PRACTICING PRE-SERVICE TEACHER TRAINING (B.ED.) PROGRAM**

It is a critical question, what do student teachers need to learn in order to become effectual teachers in future. This question demands a lot because teachers are entrusted with the communication of society's beliefs, attitudes and information, advice and wisdom to the learners. The teachers are also demanded to facilitate the students in the acquisition of the key knowledge, attitudes and behaviors that may assist them to be active in community and the economy (Ross, Hogaboam-Gray, & Hannay, (2001).

Pre-service teacher training program can be divided into the following blocks:

#### **General Education**

The general education component comprises the study of fine arts, history, literature philosophy / religion, the social sciences, mathematics, the natural sciences, and physical education. General education programs endeavor to ensure that future teachers would have a strong grounding in the main knowledge, attitudes, and values of the cultures in which they are preparing to instruct.

#### **Specialist Subjects**

The specialist subjects comprise the studies in depth that qualify learners to teach particular districts of knowledge. Student teachers who are prepared to instruct in elementary schools are generally expected to teach a wide series of content, while secondary teachers are generally more specialized. Specialist subjects offer opportunities for the learners to understand the academic basis upon which subject content is developed and planned. These subjects also provide an opportunity for the learners to gather and understand the body of facts of a discipline.

### **Education Foundation Studies**

The history of educational thought, human growth and development, principles of learning and teaching, comparative education, and sociology of education are included in education foundation studied. These subjects should include units covering principles and practice of planning, delivering and assessing learning experiences for learners.

### **Professional Studies / Content Pedagogy**

The content pedagogy component must be planned in such a way that it may competently help the student teachers to learn how to instruct content to the students of the secondary schools. It must extremely engage the targeted students in the process of learning content. The professional growth of future teachers must be carried out under the direct guidance of a master teacher, the principal and the senior school teacher in a clinical setting. Content phase must be strongly and appropriately planned so that it may provide basis for proficient ways of teaching and evaluating a specific subject to the student teacher. It is not important to decide what kind of knowledge and skills pupils will require when they enter in mature life; rather, it is important to decide to know what kind of knowledge and skills student teachers should possess.

### **Practicum**

The practicum component comprises the practice teaching that works as a bridge between the theory and practice. It always gives excellent results whenever theory and practice are efficiently integrated. Integration of practicum component at all levels of teacher education must be carried out under the efficient supervision of the mentor and the head teacher (Principal) and supported in a specific way. The teaching practice must be started as early as possible so that the future teacher may observe school life and the learners from an educational viewpoint before focusing on specific subject areas and pupils' learning processes.

### **NEW INSTRUCTIONAL STRATEGIES**

Following are the effective teaching strategies that can be incorporated in pre-service teacher training program to make it more successful (Westwater, & Wolfe 2000).

#### **Independent Study**

It is a premeditated study that makes the students to work under the direction of a classroom teacher. In this strategy the teacher assigns different questions, provides computer assisted instruction, delivers communication lessons, assigns essays, assigns homework, provides learning activity packages, provides learning centers, provides learning contracts, and assigns research projects. It is an important learning strategy because it is planned to give confidence, self-reliance and the attainment of lasting learning skills. In it the students are extremely provoked by the chance to investigate the topics of their own significance. They can easily progress their areas of weaknesses. It is particularly important in a classroom where students include different abilities in knowledge and skills.

#### **Direct Instruction**

It is a successful teacher-centered instructional strategy. In it the teacher task is to provide appropriate content to the students, employ standard procedures in the classroom and increase step-by-step skills in the students. Direct instruction involves the following strategies:

- Demonstration  
A demonstration is a teacher action in which the teacher performs somewhat in front of the students for their more understanding.
- Didactic Questions

This technique brings out responses from the students and helps them in uniting their ideas logically. Dynamic questions keep up students to access and connect previous knowledge to the existing content. Different questions assist students to improve their creative and critical thinking. These questions help students to effectively recall their previous learning experiences.

- Drill and Practice

This instructional strategy involves planned, repetitive assessment of prior learned concepts to a preset level of mastery.

- Explicit Teaching

It is an effective instructional strategy as in it a teacher's task is to present precise content, conduct guided practice, provide feedback, conduct self-determining practice improve, and apply different assessment methods on daily, weekly and monthly basis.

- Mastery Lecture

It is a direct instructional strategy as a lot of information can be delivered in a short time by a teacher. The excellence of a lecture can be enhanced by incorporating audio materials.

- Guides for Reading, Listening, and Viewing

These instructional activities involve leading questions, statements and diagrams by the teacher that help students to focus on significant ideas in the textbook, lecture, media and in the presentations.

- Structured Overview

This teaching strategy involves organizing and arranging content to make them meaningful to the students. It enables the teachers to communicate difficult content according to students' level. It also enables the teacher to attract students' attention to relate content and to help them to connect new information to existing knowledge and the previous experiences.

## **Interactive Instruction**

This instructional strategy comprises:

- a) Brainstorming

This strategy assists the students to generate pioneering ideas and their solutions because its focus is on producing rather than evaluating. It works particularly in groups. An idea presented by one person may inspire ideas in other persons in the group, which in succession inspires other ideas. The teacher task is to clearly define the subject matter for brainstorming, make clear rules, record every idea, and write down the ideas for all to see.

- b) Circle of Knowledge

This strategy helps every learner to think and talk about with his / her friend before presenting ideas to a large group. It makes students accountable towards their duties. The teacher makes varied groups (2-6 members) according to the students' characteristics and assigns them dissimilar roles to perform. All members of a cluster are co-dependent in achieving the group learning goal. This commotion creates the enthusiasm of collaboration among the students.

- c) Debate

This approach helps students to verbally switch over their ideas in a particular arrangement.

- d) Discussion

This strategy starts with the selection of a problem / issue. Selected problem / issue may or may not have a solution. The teacher task is to select problem or issue that is based on subject-matter familiar to students, discussion should be on right direction,

discussion should be concluded with consensus, discuss solution, and ask students to make a summary.

e) Interviewing

This strategy helps students to get hold of information from other concerned persons. It also helps the students to expand point of views of different persons about the same matter.

f) Lab Groups

Lab groups are cooperative learning groups happened in an experimental circumstances. These groups have lock relation to the students' day-to-day experiences.

g) Panels

Panels are small groups of students that separately discuss a topic in front of the class with the direction of a mediator.

h) Peer Practice

In it every scholar practices skills with the assist of a peer and shares theoretical information with him / her.

i) Problem Solving

It is a problem-solving approach that involves students in active learning. In it a teacher selects a real-world problem so that students may understand their environment. In it the teacher acts as a facilitator to make students self-directed learners.

j) Role Play

In it the students acknowledge roles of their own interest to play according to their competencies. It is a group actively that provides opportunities for students' better learning. The students begin to respect and appreciate the values, requirements, desires and motivations of others. They also try to find out creative and effectual solutions to the challenges.

k) Tutorial Groups

These groups are prepared for students' additional practice and improvement. A teacher supervises the tutorial group and provides individual attention to the students so that each student may actively participate in every activity. This strategy also creates cooperative learning in the students.

### INDIRECT INSTRUCTION

It is a learning-centered teaching approach. It extremely involves the students in learning progression and fosters learning for accurate understanding. It includes the following strategies:

- Case Study

It is a story that is told precisely with detailed information. It provides opportunity to students to assess the information that is provided for relationship and significance, identify the difficulty/problem, identify the particulars related in defining the difficulty/problem, make possible solutions for the difficulty/problem, review the probable solutions choosing one solution, plan to implement the selected solution, and predict obstacles to the successful execution of the selected solution. This strategy actively engages the students in learning content through working significant skills including inductive interpretation, writing, and arguing.

- Cloze Procedure

It is fundamentally a diagnostic reading evaluation technique. In it every nth word is removed from a selected paragraph. The teacher asks the students to read it carefully and place a word into each empty to make a meaningful comprehension. It encourages the students to be actively involved in reading and to connect new information to their

previous knowledge. It is helpful in classroom reading assessment. It is also helpful in understanding the key concepts of the subject- matter.

- Concept Attainment

It is an indirect instructional approach that forces the students to identify distinctive characteristics of a given concept. This strategy enhances the students' learning because they discover information themselves.

- Concept Mapping

It is believed that a picture is thousand times more understandable than words. It is a graphic demonstration of a lot of concepts. It helps the students to create association among different concepts.

- Inquiry

This strategy encompasses a process of inquiring and responding to key questions. It helps the students to generate their own knowledge for independent learning. It is an indirect instructional approach that helps the student to become active and self-directed learners. It assists the students to think critically and to solve their problems. It is also helpful for students in discovering course content because every student is responsible for his or her own learning. The teacher guides the students as a facilitator or mentor.

- Problem Solving

It is a problem-solving approach that involves students in active learning. In it a teacher selects a real-world problem so that students may understand their environment. In it the teacher acts as a facilitator to make the students self-directed learners.

- Reading for Meaning

It is an indirect instructional technique that helps the students to read carefully presented information with the objective of understanding. In it the students interpret the subject-matter to create meaning inside the context of the content. It assists the students to create associations between previous and new knowledge. It is very active process because it helps the students to actually interact with the content, make predictions and conclusions. It guides the students to evaluate the new information in the light of their previous knowledge. Consequently, the students start to maximize their understanding because they find out meaning of everything that is read.

- Reflective Study

This instructional technique takes different forms like reflective writing, reflective discussion etc. It helps the students to discover more about themselves. It makes the students more active and learners. It enhances creativity in the students. It develops problem-solving skills in the students. It provides enduring and in-depth learning experience for students. The teacher works like a facilitator rather than instructor.

- Experiential Learning

It is constructive learning approach because it makes students active learners. It assists the students to construct their own knowledge. It involves the following instructional strategies:

- Experiments

Experimentation is a procedure that is carried out under restricted conditions to find out the validity of hypotheses. It creates a situation that is related to the students' real life experiences.

- Field Observations

It is out of classroom activity because the students make observations by naturally happening phenomena. This strategy is very close to the students' daily life experiences because the students learn by doing.

- Field Trips  
It is also out of classroom/school activity that is conducted for instructive purpose for the students.
- Focused Imaging  
This activity enables the students to relax and permit their thoughts to take them on journeys, to experience situations directly, and to answer with their senses to the intellectual images produced.
- Games  
These are planned learning activities that include disagreement, control, and rules for winning and stopping the games. Disciplined games inculcate confidence, patience and respect for others in the students.
- Model Building  
In this approach the students design and construct a theory, object, or a concept.
- Role Play  
In it the students accept roles of their own interest to play according to their competencies. It is a group actively that provides opportunities for students' better learning. The students start to respect and appreciate the values, requirements, desires and motivations of others. They also try to find out creative and effectual solutions to challenges.
- Simulation  
Games and simulations are teaching and learning techniques, in which contestants are directly concerned in making conclusions and learning from the results of these activities. These highly motivate the students and inculcate enduring learning in them.
- Surveys  
It is a research tool that is used to ask questions from a group of individuals. It helps the students to be active learners.
- Synectics  
It is a problem solving technique that grips the creative thinking of the students from diverse areas of experience and information. It uses symbol and similarity to spark creativity.

Development of Competencies Expected by New Instructional Strategies in B.Ed. Graduates during their Pre-Service Training Program

Inclusion of new instructional strategies in teacher training (B.Ed.) program may develop the following competencies in future teachers (Aly (2006)).

#### **LEARNER DEVELOPMENT**

The teacher would be able to understand how learners grow and develop recognizing their cognitive, linguistic, social, emotional and physical differences. He or she would play an important role in bringing a positive change in students' behavior so that they may adjust in future life successfully.

#### **LEARNING DIFFERENCES**

The future teacher would be capable to comprehend the individual differences and diverse cultures of the students and communities to ensure broad learning environments that enable each learner to meet high standards.

### **LEARNING ENVIRONMENTS**

A teacher would be talented to work with all concerned persons of the school in creating proper learning environments to support individual and collaborative learning. He or she would constantly encourage positive social interaction, active engagement in learning and self motivation for better individual and independent growth of the students.

### **CONTENT KNOWLEDGE AND ITS APPLICATION**

The prospect teacher would be competent to understand the fundamental concepts of the subject-matter, tools of inquiry, and construction of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. He or she would have a detailed knowledge and understanding of the discipline so that he or she would be proficient to offer the proper content for the students for improved learning.

### **ASSESSMENT**

The upcoming teacher would be able to assess the students' achievement level by examining their performance on daily, weekly, monthly, or annually basis and by this assessment he or she would calculate their intellectual development and expresses instructional planning. He or she would understand and employ multiple methods of assessment to engage learners in their own learning, to monitor their progress, and to guide them to make themselves their own decisions.

### **PLANNING FOR INSTRUCTION**

The future teacher would be proficient to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context. He or she would facilitate pupil achievement by establishing appropriate long range and short range learning goals and by recognizing the instructional, assessment and management strategies crucial to help all students' progress. A prospect teacher, by applying long range planning, would try to join knowledge of content, standards, and curricula with knowledge of accurate teaching learning contexts and student's characteristics.

### **INSTRUCTIONAL STRATEGIES**

A potential teacher would be capable to understand and use a variety of instructional strategies (learnt during his/her pre-service teacher training) to encourage learners to develop their deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. He or she would always endeavor to encourage learner learning through the competent use of appropriate instructional strategies. The instructional strategies are the methods, techniques technologies, actions and assignments that an effectual teacher uses to assist his / her students so that they may attain the objectives of the course for better outcomes.

### **PROFESSIONAL LEARNING AND MORAL PRACTICE**

A teacher is an ethical, contributing, responsible, and ever-learning component of the education profession. Therefore, he/she should constantly engage himself/herself in ongoing professional learning and evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner. Professional learning connects teachers in working with others to expand their content knowledge, sharpen their instructional skills, and build up their capacity to use data for meaningful decision making.



## LEADERSHIP AND COLLABORATION

A future teacher would be competent in searching for appropriate leadership roles and opportunities to take responsibility for student learning, in collaborating to the students, parents, colleagues, other school professionals, and community members to ensure the intellectual growth of the students and to advance the profession.

## CONCLUSION

This paper concludes that teacher training program and school education have a close association. If both these sectors are cautiously and equally developed, no doubt, they can strengthen the concerns that are considered important for the qualitative improvement of the whole education system. Existing pre-service teacher training (B.Ed) program has become a challenge towards the secondary schools and the concerned society. It has been observed that majority of the countries is not satisfied with students' education and pre-service teacher training programs. Especially in Pakistan, the quality of B.Ed. graduates in the secondary schools is not satisfying because pre-service teacher training (B.Ed) program does not entirely address the requisite aspirations and needs of the society although its design and practice has solid foundations in subject matter. Perhaps the reason is that, it totally ignores new and latest effective instructional strategies. It has been examined that the incorporation of these instructional strategies in pre-service teacher training (B.Ed) program may help to make it more successful as these strategies would enable the student teachers to provide appropriate content to the students, employ standard procedures in the classroom and increase step-by-step skills in the learners. These strategies would also train future teachers to present precise content, conduct guided practice, provide feedback, conduct self-determining practice and apply different assessment methods on daily, weekly and monthly basis in their professional life.

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