PEDAGOGICAL INNOVATIONS IN LANGUAGE TEACHING METHODOLOGIES IN HIGHER EDUCATION

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ABSTRACT

Teacher Education refers to equip the teachers with knowledge, attitude behavior and skill to perform the various tasks in the university. Language teachers have always been concerned about the inadequacy of conventional methods of language teaching in education systems. School Internship of a student teacher provide them a wide scope in pre service training/teacher education. Teacher Education or teacher training refers to the policies, procedures and provision designed to equip teacher with knowledge, attitudes, behaviors and skill. They require to perform their tasks effectively in the classroom. School and wider community. The professionals who engages in the activity are called teacher educators As a result, the language teaching pendulum is swinging from methods to post-method pedagogy, although it still remains in motion. This has resulted in greater emphasis on the important role of techniques and technologies in language teaching.

KEYWORDS: Innovative, Teacher Education, Innovation.

INTRODUCTION

Internship program in general are supported to facilitate student teaching internship are a valuable component to the student success as a professional teacher. Student opportunity to practice what has been learned and for professional growth. It provides them a practical them a practical opportunity to develop the understanding of the teaching profession and future prospects of working conditions in that profession. The internship program is beneficial for both fresh candidates and government organizations. It provides an opportunity to the fresh candidates to experience working conditions and requirement of today's professional business environment. Hence, it can be said that it provides the students with a greater understanding of professional demands. It permits them to understand the connection between theory and practice. Thus it enhance the student's knowledge of his potential to reach the goals set for various profession.

TEACHER EDUCATION IN ZAMBIA

The teacher training for future teachers (pre-service) as well as for teachers in-service lack quality. The underlying causes include poor working conditions for teachers, lack of sufficient institutional structures and limited teaching and learning skills of teachers. In fact, grassroots participants found a link between the traditional African education and learning in the digital age.

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Patrick C. Kayawe, a lecturer at David Livingstone College of Education, says that learning in the African villages was mainly informal without any structured curriculum. Instead, the learning took place unconsciously, as most what the learner learned was from his family, friends, and hands-on experience within one's environment. The government of Zambia is committed to allocating more resources to the education sector in order to expand access to primary, secondary, and tertiary education. Education is seen as a major factor in fighting poverty and hunger.

The goal of the education sector is to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development.

The National Implementation Framework III's (NIF II) primary goal is to enhance human capacity by improving quality education and skills training. With particular attention to raising learning achievement levels and mitigating inequities and inefficiencies.

Despite increases in student enrollment and completion rates at the basic school level, quality remains low. This reflects challenges in teacher quality and supply, teaching and learning materials, and school governance.

SIMULATION AND ROLE-PLAYING

In these methodologies, the idea is to create a workplace scenario that students could encounter in real life. Such a method will allow students to develop their social skills which are essential for the tourism and hospitality industries. Role-playing and simulation promote an evaluation and synthesis of the teaching material while practically allowing students to learn something by 'doing something'. The lecturer needs to lay down firm ground rules for student involvement so that the exercise does not become theatrical. It must be emphasised at the outset that it is an opportunity to participate in the learning process and that their participation will increase their sense of belonging, motivation and achievement (Askham, 2004).

CONCLUSION

There is no greater difference between traditional and open approaches to education and schooling than in the description of learning tasks. Finally, new technologies can facilitate greater collaboration, both with global partners and at a more local level. Developing educational partnerships is an important element of Europe's strategy for cooperation with other parts of the world and also provides a mechanism for enhancing educational attainment rates in emerging economies. At the local level, technologies can underpin national efforts to drive greater collaboration between institutions, combining expertise and delivering greater critical mass. Even though other methods such as concept mapping and cooperative learning are used in traditional classrooms, direct instruction is still the dominant method used in the United States and throughout the world.37 This means that learners spend large amounts of learning time listening to or watching a teacher and engaged in practicing isolated tasks that are directly related to curricular objectives. This is in spite of research showing that reciprocal teaching (where learners take responsibility for teaching other learners), the use of meta-cognitive strategies, and student self-verbalization or self-questioning all explain more variance in test scores than does the use of direct instruction.

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