

ENGLISH LANGUAGE TEACHING COMPETENCE OF TEACHERS AT DELTA CLASS IN TERMS OF USE OF ENGLISH IN CLASSROOM AND INSTRUCTIONAL STRATEGIES.**Dr. Madhu Mathur**Professor (Retd.), Faculty of Education
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Abstract

This study aims to analyze English language teaching competence of teachers teaching English language at delta class. The language competence was analyzed for use of English language in classroom for communication in general as well as for instruction. Also the teaching competence was analyzed for instruction strategies adapted by English teachers. the instructional strategies is studied for teachers' effectiveness in- addressing or responding to problems or difficult questions/tasks, crafting good question, using variety of measurement, adjusting lessons with students' individual needs, providing alternative explanation and examples, providing appropriate challenges for capable students. Total 480 upper primary teachers were selected through purposive sampling method from government and Private schools situated in Jaipur district of Rajasthan state, India. Data were gathered through self constructed and standardized observation schedule and analyzed through chi-square coefficient. Results revealed that very few teachers use english language in classrooms for general communication as well as for instructions and very few teacher found to be capable in performing appropriate instructional strategies in classroom while teaching English language at delta class.

Key Words: Teaching Competence, English Language Competence, Language competence, English Teaching, Delta class.

Introduction

In current scenario of education; the english language has become most important language in context to placements and lifestyle. It is also included in syllabus as first or second language in Indian schools in compliance of Three Language Formula adopted after the acceptance of New Education Policy. But in practice English Language Teaching and learning has become very complex in India. This is mainly because of the position, debates, issues,

and discussions about English language in India. The purpose of introducing English language in Indian curriculum was mainly depended on its position because it was very beautifully and intricately woven into the lives of Indian citizens. The English language is normally accepted on the surface level but resisted at the psychological and cultural levels. Challenges e.g. encouragement of Mother tongue based education, ideological and political opposition to English language, poor infrastructure, non-availability of qualified teachers have made teaching of English language a difficult and strenuous task in India.

English is considered as a symbol of better and standard life in India. Therefore, teaching of English must be given lot of importance in schools and other educational institutions. It should also strengthened by improved and innovative methods, techniques and approaches.

Need and Significance of English Language in India:

Nowadays; English has become a compulsory feature in teaching-learning. However in various states of India and their education system still differs on how and when to use English language are embedded in their schools. The major issue lies underneath the acceptance of English as a second or an alternative language in teaching-learning. The most adverse effect on successful establishment of English language in curriculum in India is to teach it in mother tongue.

The need of English language is observed in following areas-

1. The Semantics Science and Technology.
2. The Lingual of the modern era.
3. A window to new horizons in the world.
4. The Language of the World Library.

The specification show above clears the comparative 'constancy' of English. It also clarifies in what ways the concept of the second language become stubble.

Review of Related Literature:

Damrongpanit & Auyporn, (2013) conducted an investigation on learning and teaching styles. The outcomes uncovered that the firmly number of students between 23.74 to 26.11% in each learning style. The greatest gatherings of Mathematics, Sciences, English, and Thai Language subjects were harmoniously the Accommodator teachers. The coordinating sorts were factually critical and the general investigation demonstrated the most beneficial learning style was the Theorist students coordinating with the Expert and the Facilitator educators while the most disadvantageous learning style was the Realistic understudies coordinating with the Personal Model and the Facilitator teachers.

Singh, (2014) Studied role of academic achievement, general, emotional and spiritual intelligence in predicting teaching competence: a path analysis. Results revealed that the strongest direct effect on teaching competence is from general intelligence and weakest from spiritual intelligence. The strongest indirect effect was from general intelligence. Emotional and spiritual intelligence do not have indirect effect on teaching competence. General intelligence has the strongest total effect on teaching competence and spiritual intelligence has the weakest total effect. Academic achievement has the strongest non-casual co- variation and emotional intelligence has the least non-casual co-variation on teaching competence.

Ramil, Arnulfo, Beinvenida, Alberto, & Sheila, (2017) directed an investigation to know regardless of whether best performing students are apparent reflections from their brilliant teachers. Utilizing distinct co relational strategy, possibility tests uncovered solid noteworthiness with all announcements of invalid theories; in this manner, all are rejected suggesting that more youthful females are preferable performing scholastically over more established guys; that easygoing workforce have earned ace's units and lasting teachers are doctorate; and that extremely acceptable staff delivered great students. This suggests the personnel of this establishment do well in their work environment.

Objectives:

1. To compare English language teaching competence of Government and Private English teachers teaching at delta class in terms of Use of English Language in Classroom.
2. To compare English language teaching competence of Government and Private English teachers teaching at delta class in terms of Instructional Strategies.

Hypothesis:

1. There is no significant difference between English language teaching competence of Government and Private English teachers; teaching at Delta Class in terms of Use of English Language in classroom.
2. There is no significant difference between English language teaching competence of Government and Private English teachers; teaching at Delta Class in terms of Instructional Strategies.

Sample:

A sum of 480 English teachers; teaching at delta class equally divided in Government and Private schools of Jaipur district, Rajasthan, India were selected through purposive sampling method.

Instrument:

Self constructed observation schedule was used to collect data. The observation schedule was standardized as per the norms of standardization.

Statistical Analysis:

Results of the study are based on frequencies of teacher. Thus chi-square coefficient was used to analyse informations.

Analysis of Information:

Table 1: Use of English Language in Classroom

Frequency of Teachers						Chi Square	p Value (0.05 level)
Government School Teachers (N1=240)			Private School Teachers (N2=240)				
Always	Seldom	Never	Always	Seldom	Never		
1. Teachers use English language for communication in general.							
15	80	145	20	85	135	1.22	0.54
2. Teachers use English Language for Instructions.							
18	75	147	20	80	140	0.43	0.80

From **Table No, 1** it is concluded that the number of teachers at delta class of government and private schools who use english language in classroom for general communication and instruction is very low. Also, there is no significance difference in frequencies of teachers who always/seldom/never use english language in classroom in general communication as well as for instruction in government and private schools ($p > 0.05$ at every subdimension).

Table 2: Instructional Strategies

Frequency of Teachers						Chi Square	p Value (0.05 level)
Government School Teachers (N1=240)			Private School Teachers (N2=240)				
Always	Seldom	Never	Always	Seldom	Never		
1. Effectiveness in addressing or responding to problems or difficult questions/tasks							
20	76	144	19	72	149	0.21	0.89
2. Crafting good questions							
15	72	150	16	70	154	0.25	0.57
3. Using variety of measurement							
16	45	179	18	56	166	1.80	0.40
4. Adjusting lesson with students' individual level or needs							
12	18	210	15	20	205	0.49	0.77
5. Providing alternative Explanation and examples							
18	22	200	22	35	183	4.11	0.12
6. Providing appropriate challenges for capable students							
12	18	210	10	22	208	0.59	0.74

From **Table No, 2** it is concluded that the number of teachers at delta class of government and private schools who have effectiveness in addressing or responding to problems or difficult questions/tasks is very low. Very few teachers can craft good questions and use variety of measurements. Least number of teachers can adjust lessons with students' individual needs and can provide alternative explanation and example. Also there are few teachers who provide appropriate challenge to capable students. There is no significant difference between frequencies of teachers who always/seldom/never perform on all five subdimensions of instruction strategies ($p > 0.05$ at all subdimensions).

Conclusion:

1. No significance difference in frequencies of teachers who always/seldom/never use english language in classroom at delta class in general communication as well as for instruction in government and private schools in terms of Use of English Language in classroom.
2. No significant difference in frequencies of teachers who always/seldom/never perform on all five dimensions of instruction strategies in government and private schools at delta class.

Findings and Discussion:

Most of the teachers do not use English as the communication language in classroom. Only in limited occasion; it was found that the teachers speak English in communicating with the students in the classroom. A few teachers use English as a mode of instruction. Most of the teachers seemed to be struggling so much in carrying out the instruction in English. Most of the teachers were ineffective at helping students with problems of difficult tasks or questions. Most of the teachers were fail to craft good questions to gauge students' comprehension. In all schools, there was almost no indication that the teacher used various types of measurement to gauge the student comprehension. In an negligible number of teachers could provide alternative explanations and example to the students to ease the content specifications and almost no teacher found to provide appropriate challenge to capable students. The status of English language teaching and teachers is so poor and the policy makers should mind it seriously.

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