ENGLISH LANGUAGE TEACHER TRAINING-
PROFICIENCY IN THE SPOKEN SKILL

ABSTRACT
OF THE
THESIS
SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy
IN
ENGLISH

BY
SALEHA ZAINI

UNDER THE SUPERVISION OF
Prof. ASIF SHUJA

DEPARTMENT OF ENGLISH
ALIGARH MUSLIM UNIVERSITY
ALIGARH- 202002 (INDIA)
2015
ENGLISH LANGUAGE TEACHER TRAINING- PROFICIENCY IN THE SPOKEN SKILL

Doctor of Philosophy 2015
Saleha Zaini
Department of English
Aligarh Muslim University, Aligarh

ABSTRACT

This thesis describes a qualitative study investigating the training and preparation of English language teachers of M. A. in English Language Teaching (ELT), at the Aligarh Muslim University (AMU), Aligarh. The evidence in the study is sought from teacher educators/ trainers, trainees and also practicing teachers’ of Compulsory English.

Data was collected using pre-observation interview from practicing teachers’, students’ feedback, classroom observations and discussions. Classroom observation was done to look into the operationalisation of trainee teachers’ speaking skills. A feedback from trainers and supervisors as well as students is collected to assess the Trainee Teachers’ (TTs) speaking proficiency.

The findings revealed that the TT while delivering their lecture performed well in the classroom but, learner involvement in interactive exercises like pair work and group discussions were not done to an extent for the learners’ to get opportunities to speak. For some trainees the efforts were obvious whereas for a very few, they were natural in their delivery and confident in the area they taught (well prepared).

The reason for the limitations in the speaking skill was speculated to be due to the trainee teachers’ educational background and also their local contextual limitations. As a result of analysis and discussion of the findings it is clear that for an English teacher in the second language context, experience, exposure, interaction and feedback from peers and senior proficient teachers, on one’s teaching can help in acquiring proficiency in their speaking skill. The findings suggest that fostering reflectivity in teaching practices is a suitable way to incorporate speaking into
practice for novice teachers in their specific context. In order to produce better quality of second language teachers, teacher educators need to instill innovative thought, insights in practical teaching and application, self reflection for making their language classes interesting and a learning experience.

The thesis has been divided into seven chapters:

The first chapter is an introduction to the study that includes the aim of the study, which is to investigate proficiency in the speaking ability of the TT’s undertaking the M. A. ELT course. This section specifies the scopes, context of the study dealing with some of the issues related to speaking and learning among the students.

Chapter two of the thesis is dedicated to the methodology that is adopted for carrying out the research. This chapter includes how the data is collected, the field work involved, the informants specified and agreement signed from the informants. Also, the procedure used for analysis i.e., triangulation strategy, using interviews, classroom observation and students’ feedback. For the purpose of making qualitative data quantifiable, a set of speaking variables indicative of oral ability are made quantifiable by a five- point rating scale that the observers, the researcher and students have used. The selection of variables for speaking is also defined.

The third chapter encompasses the theoretical framework. It covers the aspects of theory related to English language teaching and its application in the study conducted. The history and methods that have been used ever since language teaching established as a disciple. The approaches to speaking as a skill are discussed with relation to all the teaching methods, the concept of second language teacher education (SLTE), its approaches and the distinction between training and education are discusses by proponents in the field. Furthermore, spoken English in the ESL context, the definition of proficiency with relation to speaking and how it can be developed in a teacher training programme is included in the framework to explain how the teaching of speaking is adopted in the language classroom. The evaluation and Standard assessing bodies of oral proficiency are also mentioned.

An overview of the specific context: M. A. ELT programme at AMU as well as the description of the professional profile of teacher educators, practising Compulsory
English teachers as well as background information of the trainees involved in the context of the study is described in *chapter four*.

*Chapter five* deals with the analysis of data collected. The analysis of data comprises of the frequency of occurrence, post observation comments from the observing teachers and the analysis of correlation coefficient among the variables of each Trainee Teacher (TT).

In chapter six, the research findings and results have been discussed.

*Chapter seven* is the concluding chapter of the study. It concludes with the implication to the study, the limitations and expected outcomes related to this specific study. The recommendations made include activities teacher educators can use for trainees in empowering them with skills of speaking. Furthermore, reflective practices that cover action research, teacher training workshops, portfolio management and journal writing are discussed to help practising teachers of English and future English teachers for insights into their own teaching practices and professional development.