

ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM OF ALIGARH THROUGH PEACOCK MODEL: A CASE STUDY

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Abstract

Teacher education programme is guiding and leading the prospective teachers in to the world of teaching with appropriate skills and knowledge needed to excel in the field. The present study is making an investigation in the quality of English language teacher education program of Aligarh District of Uttar Pradesh through Peacock model. The major objectives of the study were to analyse the perception of prospective teachers on present methodology of English language teaching through peacock model in the total sample and also on the subsample-gender. The sample of the present study were 45 students (32 prospective teachers of AMU and 13 prospective teachers of Al Barkaat). Investigator used simple stratified random sampling technique. Survey method of research was used to collect data. Questionnaire on Peacock model was the tool used in the study and the analysis was done using mean difference analysis and percentage analysis. The result of the study revealed that prospective teachers are in the opinion that the methodology used are useful and it is helpful in developing their linguistic competence. They also agreed that they become capable of maintaining balance between teaching and classroom management and are competent in doing self - evaluation regarding their teaching. Prospective teachers also said that they are capable in developing professional expertise and the programme helps them to develop their needs and prepare them to teach English in the classroom.

Key words: Teacher education Programme, Peacock model

Introduction

English is a four-century old language in India. It was retained as official language after independence. It has also been given the status of library language. The demand for English has been sweeping almost all the fields of national life like politics, international relations, and media, Communication, travel and education. English language provides the chief means of

access to high - tech communication and information. This makes us conclude that English will retain its role as the dominant language in the modern world.

As the English language is getting consolidated as a global language, it is dispensable for all the countries to teach and learn English. Due to its extensive use in all the essential fields of man's life and the fact that English is the language of international communication per excellence, teaching of English as a foreign or second language has become an important occupation throughout the globe.

Need and significance of the study

There is no country in the world where English is not studied, taught or used. The number of new learners of English is going up day by day, resulting in a huge demand for English teachers throughout the globe. The teachers of English are either not trained properly or they are the teachers of other subjects. Students learned English just as another subjects like Physics and Mathematics and got very little opportunity to using it within the school as well as outside the school.

Even if they are trained, they are trained by the teachers of English in India but not by the native speakers. Even the instructional material, methodology, teaching aids used are outdated. The teaching of English whether for beginners or for the advanced learners has been a challenging pursuits for the teachers of English especially the area that cover the four skills of language i.e. listening, speaking, reading and writing which have to be carefully cultivated in the process of teaching. The reason of the lack of effective and competent teacher is due to the lack of adequate training at the pre service level. Proper training of pre- service English teachers is of great importance in improving the quality of English education. With the rapidly changing condition in the life of the people in the world, the old system of teacher training no longer seems to meet the requirements of our school and society. It is equally important to develop a training system which will not only encourage the development of such competencies in the short run, but will also sustain it at a desirable level. Especially in the case of language teacher, the language skills are acquired strictly so that they can make their students imbibe it at the very

early stage of their learning. Pre – service teachers are challenged by the “Conceptual struggle” about teaching and learning” (Wang & Odell, 2002.). What they believe about effective teaching and learning may conflict with the reality of teaching in the school context.

The significance of this study is to make administration, educators, and management rethink about the present ethos and culture of Indian situation to bring the necessary changes in the teacher education program.

Objectives

1. To identify the perception of prospective teachers of Al Barkaat and AMU on present methodology of English language teaching through peacock model.
2. To identify whether there exists significant difference in the perception of prospective teachers of Al Barkaat and AMU on the present methodology of English language teaching.
3. To identify whether there exists significant difference between the perception of male and female prospective teachers of Al Barkaat on the present methodology of English language teaching.
4. To identify whether there exists significant difference between the perception of male and female prospective teachers of AMU on the present methodology of English language teaching.

Hypotheses

- There will be no significant difference between the perception of prospective teachers of Al Barkaat and AMU on present methodology of English language teaching through peacock model.
- There will be no significant difference between the perception of prospective teachers of Al Barkaat and AMU on the present methodology of English language teaching.

- There will be no significant difference between the perception of prospective teachers of male and female prospective teachers of Al Barkaat on the present methodology of English language teaching.
- There will be no significant difference between the perception of male and female prospective teachers of AMU on the present methodology of English language teaching.

Sample

The sample of the present study consists of 45 students which included 32 prospective teachers of AMU and 13 prospective teachers of Al Barkaat. For this purpose, investigator used simple stratified random sampling technique. The investigator used survey method of research to collect data from teacher education institutes.

Tools

- Questionnaire on Peacock model (Cosgun - Ogeyik ,(2009), recent evaluation model in a Turkish university context.

Statistical Technique

- Percentage Analysis
- Mean difference Analysis

Analysis and Interpretation

It may be recalled that the present study has been undertaken with a view to study the following.

Objective No -1

To identify the perception of prospective teachers of Al Barakat and AMU on present English language teaching through peacock model

Null Hypothesis – 1

There will be no significant difference between the perception of prospective teachers of Al-Barkaat and AMU on present methodology of English language teaching through peacock model.

Table 1

Percentage Analysis of Methodology

S No.	Dimensions	Percentage	
		Agree	Disagree
1.	Methodology	69	31
2.	Linguistic competency	77	23
3.	Managerial competency	67	23
4.	Self-evaluation	71	29
5.	Professional expertise	65	35

The results obtained from Table 1 shows that 69% of prospective teachers are agreed that the methodology used are proper and useful in the teacher training program, and 77 % of prospective teachers are agreed that programme is helpful in developing their linguistic competence during their teacher education programme. In addition to this 67% of prospective teachers are agreed that they become capable of maintaining balance between teaching and classroom management. 71% of the prospective teachers are agreed that they are competent in doing self - evaluation of themselves regarding their teaching. 65% of prospective teachers are agreed that they are capable in developing professional expertise in their teaching as teacher education programme helps them to develop their needs and prepare them to teach English in the classroom.

Objective No-2

To identify whether there exists significant difference in the perception of prospective teachers of Al Barkaat and AMU on the present methodology of English language teaching

Null Hypothesis.2

- There will be no significant difference between the perception of prospective teachers of Al Barkaat and AMU on the present methodology of English language teaching.

Table .2

Result of test significant difference between Mean scores of perception between prospective teachers of Al barkaat and department of Education, AMU.

GROUP	N	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	Ho (A/R)
AMU	32	55.81	11.90	0.290	1.98	A
AL BARKAAT	13	57.00	13.79		2.62	

Interpretation

It is represented from the table-2 that the calculated value of “t” (.290) is lower than the tabulated value of “t” (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows there is no significant difference between the perception of prospective teachers of Al Barkaat and AMU Dept. of Edu. It further shows that the perception of prospective teacher of Al Barkaat is higher than the AMU as it depicts because the mean score of Al Barkaat (57.00) is higher than the AMU (55.81).

Objective No 3.

To identify whether there exists significance difference between the perception of male and female prospective teachers of Al Barkaat on the present methodology of English language teaching.

Null Hypothesis 3

- There will be no significant difference between the perception of prospective teachers of male and female prospective teachers of Al Barkaat on the present methodology of English language teaching.

Table 3

Result of test significant difference between Mean scores of perception between the male and female prospective teachers of Al Barkaat.

GROUP	N	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	Ho (A/R)
Female	8	53.75	16.47	1.083	1.98	A
Male	5	62.20	6.37		2.62	

Interpretation

It is represented from the table-4 that the calculated value of “t” (1.083) is lower than the tabulated value of “t” (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows there is no significant difference between the perception of male and female prospective teachers of Al Barkaat. It further shows that the perception of male student teachers of Al Barkaat is higher than the female prospective teachers as it depicts because the mean score of males (62.20) is higher than the female (53.75).

Objective No.4

To identify whether there exists significant difference between the perception of male and female prospective teachers of AMU.

Null Hypothesis.4

There will be no significant difference between the perception of male and female prospective teachers of AMU Dept. of English.

Table .4

Result of test significant difference between Mean scores of perception of male and female prospective teachers of AMU department of English.

GROUP	N	MEAN	SD	CALCULATED t-VALUE	TABULATED t-VALUE	Ho (A/R)
Female	20	71.80	16.47	1.107	1.98	A
Male	11	61.81	6.37		2.62	

Interpretation

It is represented from the table-5 that the calculated value of “t” (1.107) is lower than the tabulated value of “t” (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So, the null hypothesis is accepted and it shows there is no significant difference between the perception of male and female prospective teachers of AMU Dept. of Edu. It further shows that the perception of female prospective teacher of AMU is higher than the male prospective teachers of AMU as it depicts because the mean score of females (71.80) is higher than the male (61.81).

Conclusion

As the world is getting globalized, there has also been a sense of English as global language, not just the language of the USA and UK. The large number of new learner of English increasing day by day resulting in a huge demand of English teachers. So, looking into the scenario we can well understand the demand for skilled teacher who can teach English language. Proper training of pre-service English teachers is of great importance in improving the quality of English education. There is now a need of reform in the subject matter of language teaching and to redesign syllabus according to the present requirements and to use more modern teaching

techniques and courses to improve managerial competence, so that student teachers can deal with possible problems they may experience in future.

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