



TEACHERS PROFICIENCY AND CLASSROOM DISCOURSE

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ABSTRACT

This study investigated the linguistic and communicative abilities of high school teachers of English in relation to their classroom function. The sample consisted of trained graduate teachers and postgraduate teachers teaching high school classes. Is the speaking abilities of the subjects adequate for teaching ESL at the secondary and high secondary levels of school education. Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing. What is the subject norms and concept of correctness. Do the subjects possess syntactic control and fluency to be able to put ideas in complex sentences economically and effectively, where necessary.

Key words: Fluency, classroom, communicative, English.

INTRODUCTION

Some issues relating to the teaching of Esl in India have been discussed to focus on the nonnative speaker teachers proficiency in the language he teaches. It is useful to remember that whatever paradigm of teaching we adopt for teaching a second language the roll of the classroom teacher will remain an important variable in the process of teaching and learning. Even if the teacher assumes a mediating or nearly a facilitating role, his importance cannot be minimised.

In identifying the teacher and emphasising the importance of his role we are implicitly referring more than anything else to the language he produces in the classroom and the use he puts it to in creating an environment for learning.

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The input values of the languages to which the learner is exposed has recently received an appraisal from who discussing the potential of second language classroom says the value of second language classroom lies in the simple teacher talk the comprehensibility of the input/output. There is however another aspect of the input which those who are not familiar with what goes on in the nonnative speaker teacher classrooms in the rural areas not take into consideration. This has to do with the competence of the teacher in the language and its implications for the quality of language and its implications for the quality of language available for acquisition in situation where the classroom teachers is often the only sources of input besides the prescribed textbook.

Classroom discourses with a view to finding out researchers, If any relevant to a study of the discourses discourse generated by ninnative speaker teachers of ESL and the proficiency in English nonnative speaker teachers of ESL.

We begin with the latter first. The researchers has been able to locate after an extensive survey only three studies directly dealing with the proficiency in English of the nonnative speaker teacher of ESL. These are A study of the proficiency of the teachers of English in the upper primary school.

The early analyses of verbal interaction between teachers and pupils look at the data from an educational perspective. These studies reveal that the teachers take adisproportionality large share of itm and has too dominant arole in the classroom. He does not allow much pupil initiated interaction.

Some representative studies of this kind are referred to below,although they are not specifically concerned with language classes, let alone the teaching of a second or foreign language. The better known one of these studies are those by system of analysis categories all the data of classroom interaction and has basically ten categories, seven for teacher-talk,two for pupil-talk and one for silence or confusion. Studying teacher-intiated questions ask for factual information,which does not stimulate thinking or reasoning. He is also concerned ,like at the manner in which the teacher interrupted,guides,dominates and constricts the pupils.

Teachers use of native and target languages from a different perspective and with particular attention to foreign lanuages teaching,wing has studied the teachers use of the native and target languages for linguistics and communicative functions what kind of foreign languages teachers use what mix of native/target languages for what purposes in the classroom.



The second language classroom perspective none of the studies referred to above are concerned with the problems of communication in a second language classroom. The researchers assume perfect communicative and receptive competence on the part of the classroom interaction participants who in most cases are native speaker of the language they use in the class rooms but their preoccupation is very different from the non native speaking participants communication in a classroom

A couple of studies of the nonnative speaker teachers proficiency carried out in India are limited in their usefulness because they do not base their findings are based on the teachers ability to supply grammatically accurate forms in discrete sentences.

One can hardly find any study dealing specifically with the communicative ability in English of the nonnative speaker teacher of the language although in English of the nonnative speaker teacher of the language although in the English of overseas doctors as already mentioned and briefly discussed of foreign teaching assistance has received attention from briefly discussed of foreign language assistance has received attention from the need for the importance of a study of the linguistics and communicative abilities of the nonnative speaker teachers of ESL. The research reported in this volume was undertaken with such a study as its aim.

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