Effectiveness of English Language Teaching Programmes: Special Reference for Private Sectors

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ABSTRACT

This research was designed to determine the relationship between English Teaching Language Programmes and the private sector's effectiveness and students' Capability in Englishwas selected as the input for enhancement programs. The factors such as (1) Listening, (2) Writing, (3) Reading, and (4) Speaking were used to analyze the two aspects of (1) Capability in English and (2) Pedagogical expertise of the Teaching Language Programme' effectiveness. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS), and the results were presented using charts, figures, and tables. The overall mean for English Teaching Language Program Effectiveness is 2.77, which indicates that the program is effective. This implies that English Teachers Selected Colleges reflect the necessary effectiveness. The overall mean for Student Respondents' English Capability is 3.85, which is considered good. The Pearson Correlation results revealed that all independent variables on the effectiveness of the English Teaching Language Program were correlated with the dependent variable on students' English Capability. The correlation coefficient values range from 0.50 to 0.74, indicating a "High or Strong Relationship." Based on the study's reasonable findings, the researcher proposed programmes of training to enhance the relationship between English Teaching Language Programmes in the private sector.

Keywords: Capability in English,Education, Effectiveness, Pedagogical expertise

1.Introduction

Teaching English is evolving as an academic discipline worth investigating inside the general education system in our globalized society where the English language is employed as a tool on a worldwide scale. Studies on English Language Teaching (ELT) cover a wide range of topics, all of which are somewhat related to the preparation of English instructors. In order to make the required adjustments to the program, it is crucial for pre-service teacher education programs to have a systematic assessment mechanism. According to Peacock (2009), evaluating these programs is the first step in the professionalization of the ELT industry. It also aids in program improvement, therefore thorough assessment must be at the core of every (Rea-Dickins, 1998 October 9, 1998)

Given the pertinent literature, it appears that the evaluation of pre-service English teacher education programs has not received much attention to date. There are numerous private sectors in Sri Lanka that offer ELT programs for students. Day (1991) notes that compared to teacher education in other fields, foreign language teacher education is a relatively new phenomenon. Similarly, Weir (Roberts, 1994) correctly points out that there isn't much-published research about the assessment of English teacher education programs. Additionally, very few attempts have been made to create a model that is explicitly intended for the evaluation of these systems.

There are a lot of private sectors in Sri Lanka offering English learning programs such as the British College of Applied Studies. ESoft Campus, Metropolitan Campus, and UBT Campus in Ampara District. There are lots of students registered for that course There are offering an international assurance program. In this sense, most of the private sectorfollows an international curriculum to deliver lectures. Numerous dropout problems are being faced by some private sectors, while on the other hand, students are unable to finish their programs. The outcome of the program is that some places are high, and some are low. The study was investigating the effectiveness of English language teaching programs in the private sector.

1.1 Problem of the study

Most of the Private sectors encounter numerous challenges in the ELT departmentbecause of an insufficiency of English language proficiency resulting in increased dropouts of students in English courses. With regard to reading, Writing, speaking, and understanding English, most of the students they are difficult to read and comprehend.Since they are incapable of proceeding with their higher studies, they rely on their future career. As a result, they face difficulties in learning, the learningperformance is low. It has been a challenge for most of theprivate sectors.

- Most of the Students inthe Private sectorare lower in the English language.
- Private Institutes offering international curriculum through increased dropout rates.
- As students do not give importance to the English language as a mandatory requirement,it affects their productivity.
- Private institutes are following standard teaching methodology, although students' performance is low.

1.2 Aim of the Study

The entire study goal was to figure out how to offer English language programs in the private sector. The aim of the research is to evaluate the speaking and Writing ability of language learners of private institutes to explore the effectiveness of systems in teaching English Programme. Also, itexplores the characteristics and variables which may contribute to the effectiveness of private sectors in teaching English.

1.3 Objectives of the study

- To obtain the results to help the policymakers and private bodies disentangle the problems associated with the failure of the private ELT Programme.
- To propose appropriate solutions and recommendations to improve the English Teaching and Learning Program in the private sector.
- To assure the quality of the Learning Program.

1.4 Research Question

How do Private institute ELT programmes and Teaching processesaffect the rate of students?

1.5Significance of the Study

Since there'sa lack of research related to the topic, most of the researchers are talking about the effectiveness of the methods. Theresearch topic is exploring and analyzing the productivity in private sectors fromthe perspective of Students and Lecturers ofthe English language programme. This research helps students and private organizations.This research will be valuable to the students of the Ampara district to familiarize with the English Language Program in the private sector as well as to help students find the best place for the English Learning process. Further, this study will be significant to all the students who are like to learn English learning programmes in all private institutions in Sri Lanka.Particularly, this study will be useful to improve the student's education skillsonthe correct path. This study will not be significant for government sectors.

1.6 Scope of the Study

The scope of the study is covered the private sector in Ampara districts. It is not applicable to government institutes. The study investigated the English Language Teaching program atthe British College of Applied Studiesfromthe Teacher's and students' perspectives.

2. Literature Review

2.1 Efficient English Instructor

Generally referred to as two in this study were: one is capability in English, Second.Pedagogical Characterizing the accompanying terms: compelling, viable student and powerful educator in some would be useful, degree. The idea of "viability" is seen and deciphered distinctively by different analysts in various fields like wellbeing, science, sociologies, regulation, etc. Aside from contrasts in view of viability, there are likenesses in comprehension of adequacy, to be specific being effectively creating a wanted or arranged result (Oxford Advance Student's Word reference, 2009). Moreover, compelling students are
firmly connected with fruitful students who put forth and complete their objectives (Mutlu, 2017; Mutlu, 2017; Mutlu, 2017)Characterizing viable

instructors might be absolutely or to some degree valid according to different points of view (for example (Sishavan, 2009); (Riasati, 2014)).

2.2 Capability in English.

The ability to communicate in English entails Listening, able to speak, trying to read, and composing.However, the majorityof the preschool teachers in these Countries lack the necessary training to teach English; instead, they focus on developing their students' Language competence and their effective teaching, which surely take on a quasi-professional role (Vu, 2014)

It has to do with having the ability to use language to express examples in accordance with the requirements of the situation in the homeroom, especially if we are moving forward with a more effective technique. Students' perceptions of effective instruction: (Riasati, 2014) Numerous Asian countries wherever English is still taught in primary schools despite it being a foreign language have taken notice of the growing demand for people with relational English skills.

2.3Pedagogical knowledge

An adequate or competent level of pedagogical knowledge(Shulman, 2019). Pedagogical expertise, according to Shulman (Phillip Ward, 2016)is the knowledge that teachers use to thoroughly and clearly explain concepts to students. According to Shulman, foreign language instruction must concentrate on both the theories and methods of teaching languages.

3.Methodology

3.1 Research Methods

The study is conducted with the British College of Applied studies Kalmunai in four selected departments for the institute. Ex (Access, Civil, Computer Studies, Quantity Surveying).

3.2 Sample size and Sampling methods

This was a survey study, and primary data were collected using a quantitative method.The study area was BCAS Campus, Kalmunai and the study's total population was 200 students. Among them, twenty students were chosen at random as the sample population for the investigation. A survey was used to gather primary data in this study. The questionnaire was used to collect information about the participants' role, a segment of conducting the position, service period, and first language, as well as opinions about the significance of the English language in education and the challenges faced by students during the learning process. The statistics Page Regarding participants' information and opinions were analyzed statistically for findings based on the study's problem and hypotheses.

3.3 Description variables.

The study attempts to investigate the relationship between factors negatively affecting English language teaching in private sector students.
The independent variables are included internal and external factors affecting English language teaching programs studied using
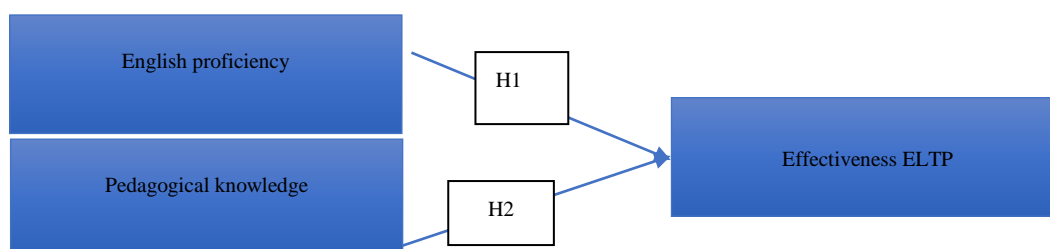
- Expert in English,
- Pedagogical knowledge

3.4 Hypotheses of the Study

H 1: Capability in English has a positiveeffecton the English Language teaching program
H2: Pedagogical expertise has a positiveeffecton the English Language teaching program

Dependent Variables Effectiveness of English Language teaching Program in private sectors.

3.5 Method of Data Collection.

Descriptive statistical analysisis used to analyze the questionnaire results.Correlational design to explain the relationship between the efficacy of English teachers and students' Expert in English in private sectors. In this study, the criterion factors are student English outcome, as well as the parameters are English teacher effectiveness (in terms of English instructors' Expert in English and pedagogical expertise) (in terms entails Listening, being able to speak, trying to read, and composing.).The type and source of research data required determined the data collection methods. The results of the collection of data are to be gathered using the Statistical Package for Social Sciences, Windows version 20. (SPSS)(Kulas, (2009).)Analysis was done on the qualitative information obtained from the questionnaire. By summarizing, classifying, and categorizing the transcribed material to identify the key themes, the study highlighted them. The qualitative and quantitative findings were complementary.

4. Result and Discussion

H 1: Capability in Englishhas a positiveeffecton the English Language teaching program.

Table1: Capability in English has a positiveeffecton the English Language teaching program

No	Mean	Std. Deviation	Total	Interpretation
Q1	3.05	.510	20	Effective
Q2	2.05	.967	20	Effective
Q3	3.05	.759	20	Effective
Q4	2.80	.768	20	Effective
Q5	2.80	.768	20	Effective
Q6	3.10	.553	20	Effective
Q7	2.80	.616	20	Effective
Q8	2.80	.696	20	Effective
Q9	2.80	.616	20	Effective
Q10	**2.50**	.513	20	**Not Effective**

Composite mean = 2.77(Effective)

Legend:

• Highly Effective/Agreeable: 3.51-4.50

• Effective/Agree: 2.51-3.50.

• Not Effective/Disagree 1.51-2.50

• 1.00–1.50 – Strongly Disagree/Very Ineffective.

Q6 "Syllables English well" received the highest mean Score of 3.10 out of the ten sub-variables, indicating that it was effective. The lowest score for Q10, "Use simple language to promote student understanding," was 2.50, which is translated as Not Effective. The English language program variables for Capability in English have a composite mean of 2.77, which is considered to be successful. The English Teaching's English Capability is successful. However, you must pay close attention to the Q10 (Use simple language to help students understand), which is frequently connected to slightly below agreement.

The encouragement of cross-cultural understanding, enhancement of pupils' cognitive abilities, and preparation for life after school are all benefits of teaching and learning through an additional language.

H2: Pedagogical expertisepositively affects the English Language teaching program

Table 1: Pedagogical expertise has a positiveeffecton the English Language teaching program

	Mean	Std. Deviation	Total	Interpretation
Q11	3.45	.510	20	Effective
Q12	3.10	.553	20	Effective
Q13	3.30	.571	20	Effective
Q14	3.60	.503	20	Highly Effective
Q15	3.40	.598	20	Effective
Q16	3.00	.649	20	Effective
Q17	3.05	.510	20	Effective
Q18	3.10	.718	20	Effective
Q19	**2.35**	.489	20	**Not Effective**
Q20	**2.25**	.550	20	**Not Effective**

Composite mean = 3.06(Effective)

The sub-variable with the highest mean scoreis "Teach English to students in a way that is unique to them." Capability in English level," among the ten distinct sub-variables under the English pedagogical expertise Teaching program was judged as being very effective with a score of 3.60. In order to best convey culture and language, instructors should primarily use real-world resources (such as music, photographs, food, and clothing). received the lowest mean rating of 2.25, which is translated as Not Effective. The second-lowest mean score, 2.35, which is read as Not effective, is for "Provide opportunities to utilize English through meaningful activities." pedological knowledge's overall average, is considered to be efficient.

Table 3. Significant correlation between students' English competence and English teachers' effectiveness.

		Q1	Q3	Q5	Q6	Q11	Q13	Q16	Q18
Q1	Pearson Correlation	1	.537*	.564**	.168	-.091	-.235	-.318	.273
	Sig. (2-tailed)		.015	.010	.479	.703	.319	.172	.245
	N	20	20	20	20	20	20	20	20
Q3	Pearson Correlation	.537*	1	.560*	.489*	-.333	-.036	-.107	.473*
	Sig. (2-tailed)	.015		.010	.029	.152	.879	.654	.035
	N	20	20	20	20	20	20	20	20
Q5	Pearson Correlation	.564**	.560*	1	.174	-.027	-.096	-.317	.325
	Sig. (2-tailed)	.010	.010		.464	.910	.687	.173	.163
	N	20	20	20	20	20	20	20	20
Q6	Pearson Correlation	.168	.489*	.174	1	-.168	-.100	.147	.106
	Sig. (2-tailed)	.479	.029	.464		.479	.675	.537	.656
	N	20	20	20	20	20	20	20	20
Q11	Pearson Correlation	-.091	-.333	-.027	-.168	1	.054	-.159	-.416
	Sig. (2-tailed)	.703	.152	.910	.479		.821	.503	.068
	N	20	20	20	20	20	20	20	20
Q13	Pearson Correlation	-.235	-.036	-.096	-.100	.054	1	.284	.180
	Sig. (2-tailed)	.319	.879	.687	.675	.821		.225	.449
	N	20	20	20	20	20	20	20	20
Q16	Pearson Correlation	-.318	-.107	-.317	.147	-.159	.284	1	-.339
	Sig. (2-tailed)	.172	.654	.173	.537	.503	.225		.144
	N	20	20	20	20	20	20	20	20
Q18	Pearson Correlation	.273	.473*	.325	.106	-.416	.180	-.339	1
	Sig. (2-tailed)	.245	.035	.163	.656	.068	.449	.144	
	N	20	20	20	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation measures the linear relationship between two variables. Correlation (calculated r) can range from -1 to 1. It can be translated as follows: 0

indicates "No Relationship," 0.01 to 0.24 indicates "Very Low or Weak Relationship," 0.25 to 0.49 indicates "Moderate Relationship," 0.50 to 0.74 indicates "High or Strong Relationship," 0.75 to 0.99 indicates "Very High or Very Strong Relationship," and 1 indicates "Perfect Relationship."

it is possible to translate it as follows:" The range of 0.25 to 0.49 indicates a "Moderate Relationship." A score of 0.50 to 0.74 indicates a "High or Strong Relationship." The value 0 denotes "No Relationship." 0.01 to 0.24 represents a "Very Moderate or Weak Relationship. A score of 0.75 to 0.99 indicates a "Very High or Very Strong Relationship," while a score of 1 indicates a "Perfect Relationship.".

Pearson's Correlation demonstrates the relationship between student proficiency in the English language teaching program and teacher and institute pedagogical knowledge and English language proficiency. In other words, the findings indicate that a higher EL program, the institute's English-language competency, and pedagogical knowledge are all associated to students' greater levels of language proficiency in aspects of listening, composing, having read, and being able to speak. Nel and Müller (2010) looked at how students in South African classes learning English as a second language were affected by the instructors' poor Expert in English. The English teacher's incompetence will affect the students' level of Expert in English. According to (Riasati, 2014)The "oddity of the grade-school proficient" exists. alluding to proficiency instructors who are unskilled and uneducated themselves because of a solid oral custom and a deficiency of perusing materials obstructing the procurement of the English language. The exploration uncovered that understudies were presented with many kinds of English language blunders.

5. Conclusion

The efficacy of English teachers as an independent variable has a direct correlation to students' English competence as a dependent variable. The values for correlation coefficients range from 0.50 to 0.74. It represents a "High Relationship" study. The two questions stand out among the ten that all teachers answered regarding the opportunities and difficulties they faced when teaching English.The first theme is "The use of primarily daily lives elements example music, photos, food, and dress in it is ineffective to teach both language and culture simultaneously.," and the second is "Use of simple language to facilitate student understanding." The most important goal of an institute's English program is an effective teaching strategy with Experts in English as well as pedagogical knowledge, abilities,knowledge, and experiencemethods also pave the way for successful teacher education. Effective teaching results in effective learning in learners.Lacking sufficient pedagogical understanding, teachers frequently struggle to teach effectively, transfer knowledge to students, and help them develop their English language proficiency. The results of this study and further research will help provide English teachers in private institutions with a more thorough knowledge-based teacher education.

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