

# Influence of Short Term Course on the Development of Spoken English Skill Among Prospective Teachers

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## Abstract

The ability to communicate effectively in all areas of our lives can be dependant upon how confident we are as users of the language. As individuals one possesses a broad array of skills and talents. But the inability to get one's thoughts, feelings, desires and messages across effectively to the desired audiences can hold one back. The ability to retrain one's own language and the language of others can be challenging, empowering and creatively very exciting. Effective communication skills are really important to prospective teachers in their delivery of pedagogy, classroom management and interaction with the class. The focus of this study involves an analysis of prospective teachers' reflections on the Spoken English class conducted to improve their communication skills.

**Keywords: Prospective, Hypotheses, Tool Construction**

## I. INTRODUCTION

Communication is both receptive and expressive. The art of communication involves listening and speaking as well as reading and writing. For prospective teachers, they need to be highly skilled in all these areas to excel in their profession. They must be skilled at listening to their students as well as explaining things clearly. They need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. Effective communication includes transforming the boring subject into an interesting and efficient presentation. For this to happen, they need to develop their English communication to be effective since English is the current lingua franca in almost all fields.

## II. NEED AND SIGNIFICANCE OF THE STUDY

Now a days, there is lack of English communication in family, society as well as in the colleges. As a result of this, even the toppers in academics too fail to achieve success during personal interviews. They are incompetent in communication skills, interpersonal skills and personality development. During academics also dearth of confidence to communicate in English leads to inferiority complex and as a result students keep themselves lonely and isolated.

Students are trained in reading and writing for long ages and listening and speaking skills are neglected and ignored which are very important. Learning is the one basic skill which makes speaking possible. Learning language is possible only through active listening. Lack of modern and advanced technology in the process of language learning also affects the language acquisition.e.g.use of computers, internet and multimedia.

Developing learners' communicative competence is one of the main responsibilities of a teacher educator. Hence the investigator conducted Spoken English training to prospective teachers irrespective of their subject specialization to enhance their communication skills in English. The investigator in order to measure the effectiveness of the training has selected the topic as "Development of Spoken English skills among the Prospective Teachers".

### A. Objectives of the study

- 1) To identify the development of the Spoken English skill among the prospective teachers.
- 2) To identify the teacher educators' communication skill in the Spoken English training class.
- 3) To identify the strength and weakness of interventions used in the Spoken English training class.

### B. Hypotheses:

- 1) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their Subject specialization.
- 2) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their newspaper reading habit in English
- 3) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their interest in reading novels in English.

- 4) There is no significant difference in the development of Spoken English skill among the prospective teachers based on the dimensions
- usefulness of Spoken English class
  - teachers' knowledge and the technology used
- with respect to their newspaper reading habit in English and interest in reading books in English.

**C. Tool construction:**

The tool consisted of 10 items on 3 point scale with 2 dimensions on which 5 items dealt with the usefulness of Spoken English class and 5 items to test the teachers' knowledge and the technology used. There were no negative items.

- 1) Self made tool to assess the development of Spoken English class conducted to the Prospective Teachers.

### III. METHODOLOGY

The investigator has chosen the Experimental method for this study. In the context of developing communication skills, the following interventions were given to the prospective teachers. The following interventions are implemented.

- 1) Activity 1: To view a PowerPoint slide and to share their views on the topic projected on screen.
- 2) Activity 2: Form a group which includes prospective teachers from various disciplines. Introduce the peer group member, their family, and her positive and negative characters by interacting with her.
- 3) Activity 3: Plan a kitchen recipe and demonstrate on stage with the members of the group.
- 4) Activity 4: Explore famous proverbs and their meaning. By taking a lot, they have to explain the meaning on stage the meaning of that proverb both in Tamil as well as in English.
- 5) Activity 5: Write a feedback about the spoken English class.

**A. Population:**

The population of the present study consisted of prospective teachers from colleges of education affiliated to TamilNadu Teachers Education University, Chennai.

**B. Sample:**

The sample for the study consisted of 35 prospective teachers from Annammal College of Education for Women, Thoothukudi affiliated to TamilNadu Teachers Education University, Chennai.

**C. Statistical techniques:**

- 1) 't' Test
- 2) 'F' test

**D. Hypothesis 1:**

- 1) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their Subject specialization

Table - 1

	Source of variation	Sum of Squares	Mean Square	F Value	Table value	Remarks
Subject specialization	Between	16.202	2.700	0.596	0.283	NS
	Within	126.770	4.527			

It is inferred from the above table that there is no significant difference between the prospective teachers in the development of their Spoken English skill based on their subject specialization. It is proved that subject has no influence over skill development.

**E. Hypothesis 2:**

- 2) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their newspaper reading habit in English.

Table 2:

Newspaper Reading	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Yes	16	25.38	1.746	2.228	1.96	Significant
No	19	26.84	2.089			

It is inferred from the above table that there is significant difference between the prospective teachers in the development of their Spoken English skill based on their newspaper reading habit. While comparing the mean scores of prospective teachers in their development of Spoken English skill, those who are not reading the newspapers are better than those who read newspapers.

**F. Hypothesis 3:**

- 3) There is no significant difference in the development of Spoken English skill among the prospective teachers based on their interest in novel reading in English.

Table - 4

Novel Reading	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Yes	15	27.40	1.183	3.839	1.96	Significant
No	20	25.25	2.099			

It is inferred from the above table that there is significant difference between the prospective teachers in the development of their Spoken English skill based on their interest in novel reading habit. While comparing the mean scores of prospective teachers in their development of Spoken English skill, those who are reading the novels in English shows better performance than those who do not read novels.

**G. Hypothesis 4:**

- 4) There is no significant difference in the development of Spoken English skill among the prospective teachers based on the dimensions
- usefulness of Spoken English class
  - teachers' knowledge and the technology used with respect to their newspaper reading habit in English and interest in reading novels in English.

Table 5:

Dimension	News paper Reading	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Usefulness of Spoken English class	Yes	16	12.69	1.493	1.208	1.96	Not Significant
	No	19	13.26	1.327			
Teachers knowledge and the technology used	Yes	16	12.69	1.448	1.947	1.96	Not Significant
	No	19	13.58	1.261			

It is inferred from the above table that there is no significant difference between the prospective teachers in the development of their Spoken English skill based on the dimensions with respect to their newspaper reading habit in English and their interest in reading novels in English.

Table - 6

Dimension	Novel Reading	N	Mean	Std. Deviation	calculated 't' value	Table value	Remarks at 5% level
Usefulness of Spoken English class	Yes	15	13.33	.976	1.216	1.96	Not Significant
	No	20	12.75	1.650			
Teachers knowledge and the technology used	Yes	15	14.07	.884	3.888	1.96	Significant
	No	20	12.50	1.357			

It is inferred from the above table that there is no significant difference between the prospective teachers in the development of their Spoken English skill based on the dimension Usefulness of Spoken English class with respect to their novel reading habit in English. But there is significant difference with respect to the dimension teachers' knowledge and the technology used.

**H. Findings and interpretation:**

- 1) It is drawn from the hypothesis that observed that there is no development in the Spoken English skill of prospective teachers based on their subject specialization. Hence we could infer that the method of delivery plays an important factor than the subject.
- 2) It is observed that there is development of Spoken English skill of prospective teachers based on their newspaper reading habit in English. This shows that newspaper reading habit has some influence in the development of their communication skill. So, every college of education should allot time to practice the skill of reading newspaper in English to enrich their communication skill in second language. From the mean scores, it is observed that those who are not reading the newspapers are better than those who read newspapers. So, it could be concluded that interest in learning a language is more important than habits.
- 3) It is observed that there is development in the Spoken English skill of prospective teachers based on their interest in novel reading habit in English. This shows that interest in novel reading habit has some influence in the development of their communication skill. So, we have to include library hours for prospective teachers in the curriculum itself. From the mean scores, it is observed that those who are reading novels in English show better performance than those who do not read novels. So, it is concluded that reading habit improves the communication skill.

- 4) There is no significant difference among the prospective teachers in the development of their Spoken English skill based on the dimensions with respect to the variable newspaper reading habit. So newspaper reading has no influence over the acquisition of communication skills. This may be due to the fact that the prospective teachers may be interested with the interventions itself which might boost them to acquire communication skills.
- 5) There is no significant difference among the prospective teachers in the development of their Spoken English skills with respect to the variable novel reading habit based on the dimension usefulness of spoken English class. But there is significant difference with respect to the dimension teachers' knowledge and the technology used. From this one can understand that technology plays a vital role in the implementation of communication skills and hence teacher educators should update their techno skills and they should implement such strategies in their classroom teaching.

#### **I. Suggestions**

- 1) The teacher education institutions should allot time for spoken English class and this should be included in the curriculum to enrich the communication skills of prospective teachers.
- 2) There should be proper time for library usage and to develop the reading habit of the prospective teachers.
- 3) The teacher educators should use effective techno pedagogy in their classroom.
- 4) There is development in the spoken English skill of prospective teachers though it is conducted as a short term course. If it is extended throughout the year there will be positive improvement in their spoken English skill.

### **IV. CONCLUSION**

The procedure of communication is a dynamic concept and not a stationary. Knowing good communication skills are really important in every walk of life. Effective teachers recognize the increasing importance of technology as a tool for student's learning and as a major communication resource to be developed. Technological media, classroom environment, and the teachers' verbal and nonverbal communications should all work together to send the students clear and consistent messages about classroom expectations, goals, and challenge and this is more important for budding teachers. This short term course could be extended in teacher education programme in order to improve the spoken English skill of prospective teachers.

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