The Efficacy of Speaking skill among the Prospective Teachers of select D.Ed. Colleges in North Coastal Andhra Pradesh based on Social Category

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Abstract

Speaking skill is in much demand , especially, these days because of globalization. If one neglects this skill they are only sacrificing their future success. To create an awareness of the importance of the speaking skills becomes a real agenda for the prospective teachers. Hence, this paper is an attempt to highlight the importance of such coveted speaking skill.

Introduction

India has 18 official regional languages; among them English is considered as the associate official language at the national level. Moreover, with the advents of globalization proficiency in English is needed for social mobility and the job prospects. In a present scenario, teaching English as a second language to the nonnative speakers has become challenging to the teachers of English. To know the basic reason for lack of sufficient communication skills in English among Indian English learners in general and Prospective Teachers of D.Ed in North Coastal Andhra area in Andhra Pradesh particular. There are different reasons including socio-economical, geographical and gender reasons to have inadequate communication skills in English language. Social and Economical background plays an important role in the academic progress of a student. Students who are socially backward and economically poor background stand behind to those who are forward both socially and economically. It is necessary to know

the reasons of socio-economical privileged learners to have better communication skills if they are compared to those who are deprived both socially and economically.

Review of Literature

Al-Anisi, Mohammad Hussein Mohammad. "Developing Yemeni Student Teachers' Proficiency in Speaking English at the University Level", EFL University, Hyderabad, 2011.

Objectives

1. The present study is an attempt to identify the difficulties of Yemeni student-teachers in speaking English in order to enable the learners to speak fluently and confidently in the target language.

Methodology

The sample of the study was 30 students selected from colleges of Education in Thamar, Rada'a, and Albaida. 3 teachers who teach speaking at English department Colleges of Education in Thamar, Rada'a, and Albaida were also taken as a sample. The informal interviews were conducted. Pre-test and post test was conducted.

Findings

1. The mean value of posttest is higher than the pre-test which shows that the intervention given has increased the performance of the experimental group.
2. The use of CLT in English classroom has been proved successful.

3. The study revealed that the respondents faced difficulties in the six speaking features taken as criterion for proficiency with different degrees due to different causes.
4. The performance of the control group has witnessed no significant change.

Meeraa, K. P, Rincy Mol Sebastian, & Bindu, A .V., "Prospective Teachers Level of Communication Apprehension", International Journal of Sciences: Basic and Applied Research (IJSBAR), Volume 17, No 2, (2014): pp 243-251.

Objectives

1. The purpose of this study was to identify the oral communication apprehension of prospective teachers studying at various teacher education institutions in Kerala and
2. The difference in apprehension with respect to subject streams.

Methodology

The sample of this study was 215 trainee teachers studying for their Bachelor of Education (B.Ed.) degree in Kerala. The students were aged between 20 and 30 years, with a mean age of 25 years. There were 170 females and 45 males. The investigator selected students from three streams of study: Science, (Physical Science and Natural Science); Social Science (Economics, History, and Political Science); and language (English and Arabic). A stratified random sampling technique was used to collect data. The Personal Report of Communication Apprehension, or PRCA-24 [26], was used to measure the oral communication apprehension of trainee teachers. Percentage analysis, analysis of variance (ANOVA's) and Post-Hoc Comparisons of means (Scheffé tests) were used to investigate the difference between the three groups.

Findings

1. The findings revealed that majority of teacher trainees experience communication apprehension especially trainees of Science stream are more apprehensive when compared to other trainees. Future teacher's oral communication will unfavorably affect the overall development of the students.
2. High or moderate CA will affect the effective transaction between the teacher and the learner.
3. This reveals that there is significant difference in the mean communication apprehension scores of trainees studying in different subject streams.
4. There is no significant mean difference exists between Language education and Social Science education.

Methodology

The researcher proposed to estimate the achievement levels of prospective teachers of D.Ed colleges of North Coastal Andhra covering three districts Visakhapatnam, Vizianagaram and Srikakulam. To observe the levels of Efficacy among the prospective teachers, the researcher planned to estimate the ability in Speaking Skill based on Social Category. This study is conducted on a total number of 180 prospective teachers among the D.Ed colleges located in north coastal Andhra Pradesh. It is aimed at examining teachers' perceptions towards the LSRW skills. The qualitative method of data collection is done through the use of a questionnaire. Prospective teachers are selected randomly as the sample of the study. They are chosen from six different colleges of north coastal Andhra Pradesh. These prospective teachers are selected from Srikakulam, Vizianagarm and Vishakhapatnam respectively. From each district two colleges are selected. i.e. Sri Sai Balaji College of Elementary Education, Srikakulam, TSR Teacher Training

Institute, Srikakulam, Thandra Paparaya College of Elementary Education, Vizianagaram, Behara College of Education, Vizianagaram, Naidu Babu Elementary Teacher Education, visakhaptanm, and St.Marys Centenary College of Elementary Teacher Education, Visakhapatnam. 30 prospective teachers are selected from each college. The five point Likert scale is adopted. The data have analyzed quantitatively.

Objectives of the study

1. To examine the efficacy of speaking skill among the prospective teachers of select D.El.Ed colleges in north coastal Andhra Pradesh based on social category.
2. To examine the ability of speaking with accuracy.

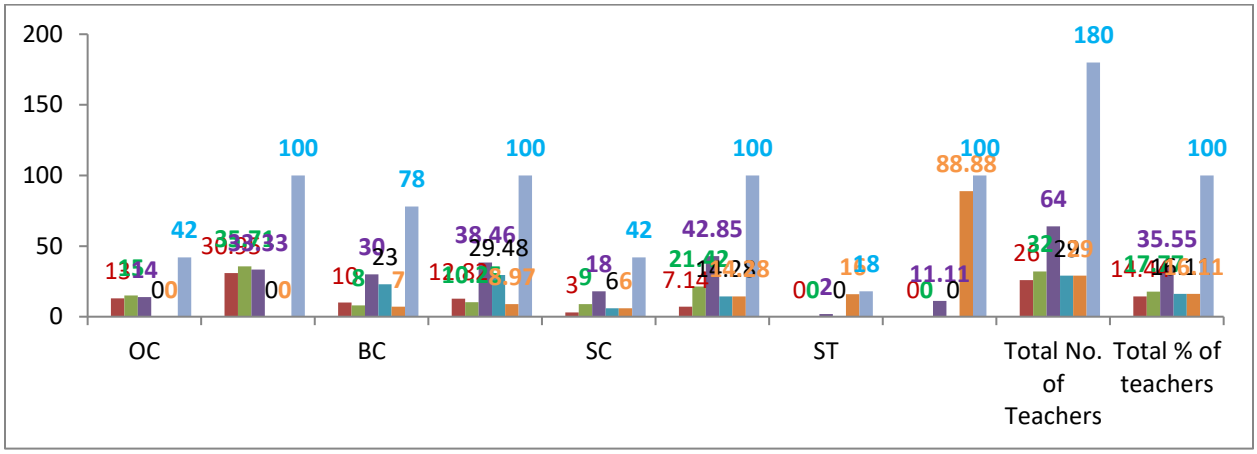
Sample and Population

The researcher has selected 6 D.El.Ed colleges from three districts i.e. Srikakulam, Vizianagaram and Vishakhapatnam for the study. The study is confined to 3 Districts i.e. Srikakulam, Vizianagaram and Vishakhapatnam. A sample of 30 students is selected for the study from each college. The sample is further segregated into 15 male and 15 female students. From each district a sample population of 60 students is selected. On totally the sample population is of 180 students.

Analysis of the data

1. I am comfortable to speak in English based on social category

Scale	OC		BC		SC		ST		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	13	30.95	10	12.82	3	7.14	0	0	26	14.44
Agree	15	35.71	8	10.25	9	21.42	0	0	32	17.77
Neutral	14	33.33	30	38.46	18	42.85	2	11.11	64	35.55
Disagree	0	0	23	29.48	6	14.28	0	0	29	16.11
Strongly Disagree	0	0	7	8.97	6	14.28	16	88.88	29	16.11
Total	42	100	78	100	42	100	18	100	180	100

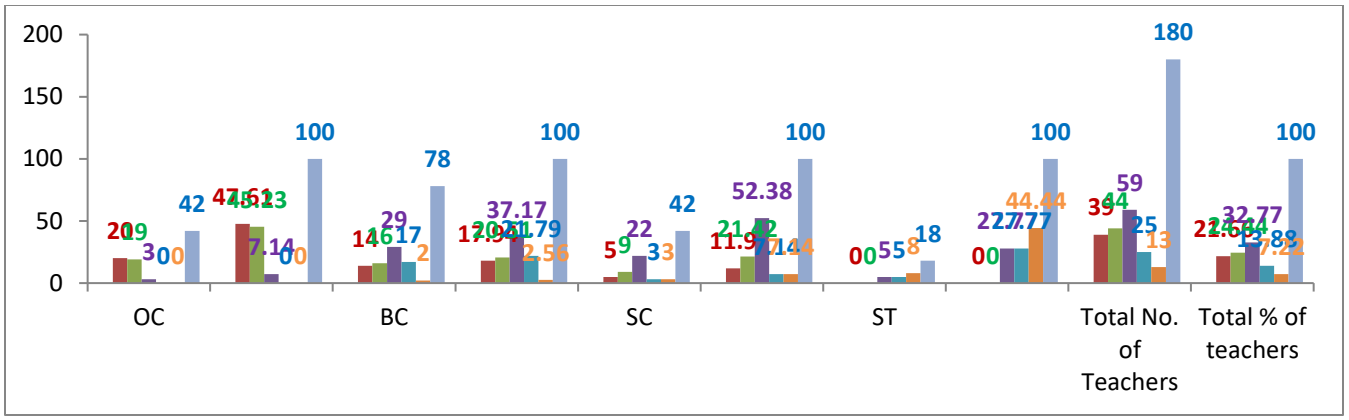


From the above table total 14.44% of the prospective teachers strongly agree that they are comfortable to speak in English. There are 30.95% of the OC prospective teachers, 12.82% BC prospective teachers, 7.14% of SC prospective teachers and none of the ST prospective teachers are comfortable to speak in English. Total 35.55% of the prospective teachers opined neutral that they are comfortable to speak in English among them 33.33% of OC prospective teachers, 38.46% of BC prospective teachers, 42.85% of the SC prospective teachers and 11.11% of the

ST prospective teachers. Total 16.11% of the prospective teachers strongly disagree that they are comfortable to speak in English. There are 8.97% of the BC prospective teachers, 14.28% SC prospective teachers, 88.88% of ST prospective teachers and none of the OC prospective teachers are comfortable to speak in English. Finally through the analysis of the data it is understood that prospective teachers are comfortable to speak in English increases from ST to OC category.

1. I have noticed that the presence of inhibitions such as fear, shyness, and hesitation in the learner result is the major setback in the use of language in the daily life based on social category

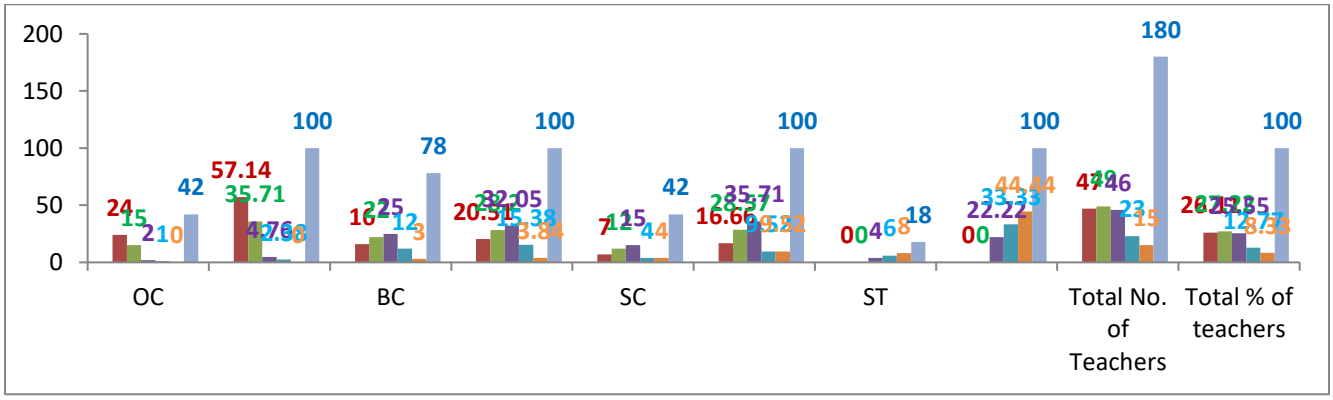
Scale	OC		BC		SC		ST		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	20	47.61	14	17.94	5	11.9	0	0	39	21.66
Agree	19	45.23	16	20.51	9	21.42	0	0	44	24.44
Neutral	3	7.14	29	37.17	22	52.38	5	27.77	59	32.77
Disagree	0	0	17	21.79	3	7.14	5	27.77	25	13.88
Strongly Disagree	0	0	2	2.56	3	7.14	8	44.44	13	7.22
Total	42	100	78	100	42	100	18	100	180	100



From the above table total 21.66% of the prospective teachers strongly agree that they have noticed that the presence of inhibitions such as fear, shyness, and hesitation in the learner result is the major setback in the use of language in the daily life among them there are 47.61% of the OC prospective teachers, 17.94% BC prospective teachers, 11.96% of SC prospective teachers and none of the ST prospective teachers. Total 32.77% of the prospective teachers opined neutral that they have noticed that the presence of inhibitions such as fear, shyness, and hesitation in the learner result is the major setback in the use of language in the daily life among them 7.14% of OC prospective teachers, 37.17% of BC prospective teachers, 52.38% of the SC prospective teachers and 27.77% of the ST prospective teachers. Total 7.22% of the prospective teachers strongly disagree that they have noticed that the presence of inhibitions such as fear, shyness, and hesitation in the learner result is the major setback in the use of language in the daily life among them there are 2.56% of the BC prospective teachers, 7.14% SC prospective teachers, 44.44% of ST prospective teachers and none of the OC prospective teachers can understand English medium in the classroom. Finally through the analysis of the data it is understood that the prospective teachers have noticed that the presence of inhibitions such as fear, shyness, and hesitation in the learner result is the major setback in the use of language in the daily life increases from ST prospective teachers to OC prospective teachers.

2. I believe in communication of the learner is limited due to lack of vocabulary based on social category

Scale	OC		BC		SC		ST		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	24	57.14	16	20.51	7	16.66	0	0	47	26.11
Agree	15	35.71	22	28.2	12	28.57	0	0	49	27.22
Neutral	2	4.76	25	32.05	15	35.71	4	22.22	46	25.55
Disagree	1	2.38	12	15.38	4	9.52	6	33.33	23	12.77
Strongly Disagree	0	0	3	3.84	4	9.52	8	44.44	15	8.33
Total	42	100	78	100	42	100	18	100	180	100

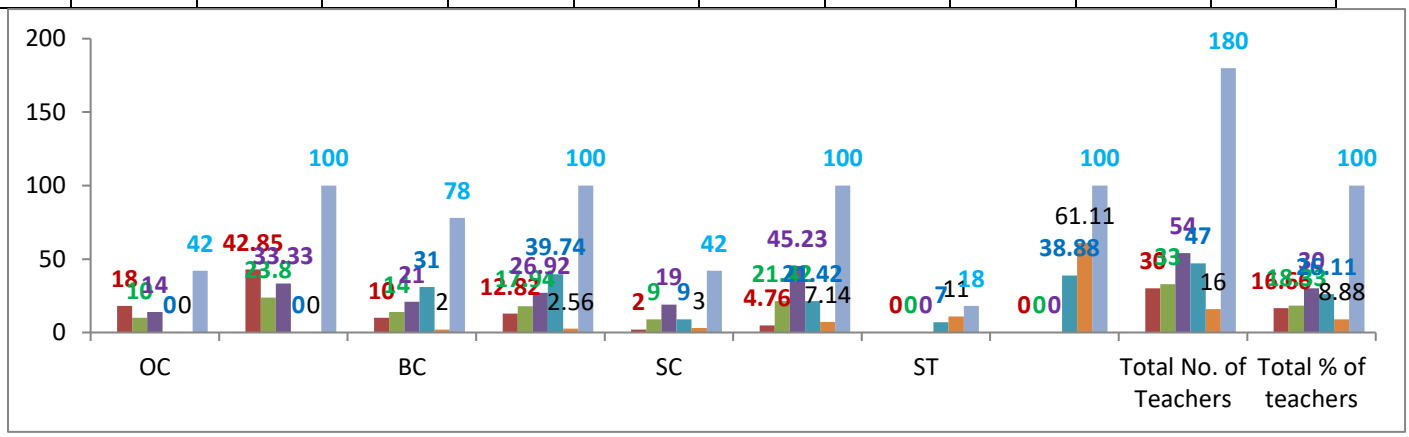


From the above table total 26.11% of the prospective teachers strongly agree that they believe in communication of the learner is limited due to lack of vocabulary. There are 57.14% of the OC prospective teachers, 20.51% BC prospective teachers, 16.66% of SC prospective teachers and none of the ST prospective teachers. Total 25.55% of the prospective teachers opined neutral that they believe in communication of the learner is limited due to lack of vocabulary among them 4.76% of OC prospective teachers, 32.05% of BC prospective teachers, 35.71% of the SC prospective teachers and 22.22% of the ST prospective teachers. Total 8.33% of the prospective teachers strongly disagree that they believe in communication of the learner is limited due to lack of vocabulary. There are 3.84% of the BC prospective teachers, 9.52% SC

prospective teachers, 44.44% of ST prospective teachers and none of the OC prospective teachers. Finally, through the analysis of the data the prospective teachers believe in communication of the learner is limited due to lack of vocabulary increases from ST to OC category prospective teachers.

3. It's my habit to converse in English with my classmates and friends based on social category

Scale	OC		BC		SC		ST		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	18	42.85	10	12.82	2	4.76	0	0	30	16.66
Agree	10	23.8	14	17.94	9	21.42	0	0	33	18.33
Neutral	14	33.33	21	26.92	19	45.23	0	0	54	30
Disagree	0	0	31	39.74	9	21.42	7	38.88	47	26.11
Strongly Disagree	0	0	2	2.56	3	7.14	11	61.11	16	8.88
Total	42	100	78	100	42	100	18	100	180	100

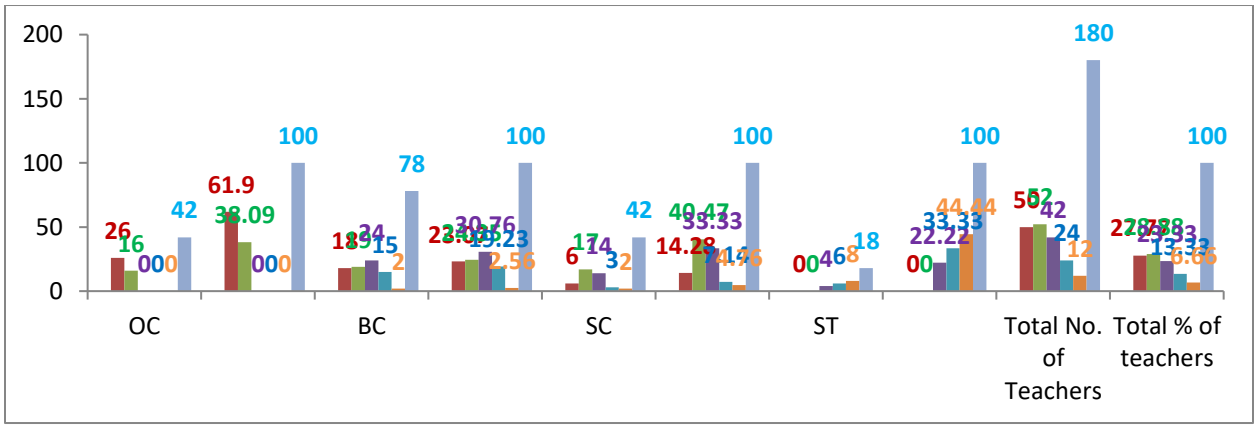


From the above table total 16.66% of the prospective teachers strongly agree with the statement that it is their habit to converse in English with their classmates and friends. There are 42.85% of the OC prospective teachers, 12.82% BC prospective teachers, 4.76% of SC prospective teachers and none of the ST prospective. Total 30% of the prospective teachers opined neutral that it is their habit to converse in English with their classmates and friends among them 33.33% of OC prospective teachers, 26.92% of BC prospective teachers, 45.23% of

the SC prospective teachers and none of the ST prospective teachers. Total 8.88% of the prospective teachers strongly disagree that it is their habit to converse in English with their classmates and friends. There are 2.56% of the BC prospective teachers, 7.14% SC prospective teachers, 61.11% of ST prospective teachers and none of the OC prospective teachers. Finally, through the analysis of the data it is understood that the prospective teachers opined that it is their habit to converse in English with their classmates and friends increases from ST prospective teachers to OC prospective teachers.

4. I believe in that English speakers are given honour in society based on social category

Scale	OC		BC		SC		ST		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	26	61.9	18	23.07	6	14.28	0	0	50	27.77
Agree	16	38.09	19	24.35	17	40.47	0	0	52	28.88
Neutral	0	0	24	30.76	14	33.33	4	22.22	42	23.33
Disagree	0	0	15	19.23	3	7.14	6	33.33	24	13.33
Strongly Disagree	0	0	2	2.56	2	4.76	8	44.44	12	6.66
Total	42	100	78	100	42	100	18	100	180	100



From the above table total 27.77% of the prospective teachers strongly agree that they believe in that English speakers are given honour in society. There are 61.9% of the OC prospective teachers, 23.07% BC prospective teachers, 14.28% of SC prospective teachers and

none of the ST prospective teachers. Total 23.33% of the prospective teachers opined neutral that they believe in that English speakers are given honour in society among them 30.76% of BC prospective teachers, 33.33% of the SC prospective teachers and 22.22% of the ST prospective teachers and none of the OC prospective teachers. Total 6.66% of the prospective teachers strongly disagree that they believe in that English speakers are given honour in society. There are 2.56% of the BC prospective teachers, 4.76% SC prospective teachers, 44.44% of ST prospective teachers and none of the OC prospective teachers. Finally, through the analysis of the data the prospective teachers believe in that English speakers are given honour in society increases from ST prospective teachers to OC prospective teachers.

Findings

1. There is no significant difference among perspective teachers' perception based on their social category group with respect to Speaking Skill among perspective teachers of select D.El.Ed colleges of North Coastal Andhra Pradesh.

2. There is no significant difference among perspective teachers' perception based on their social category group with respect to the ability of speaking with accuracy among perspective teachers of select D.El.Ed colleges of North Coastal Andhra Pradesh.

Conclusion

The analyses of the data collected from student teachers reveal that the main effects of gender, socio-economic background and geographic location are found to be significant. The percentage of efficacy with reference to speaking skill is increasing from S.T to O.C perspective teachers.

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