

Vol 6 Issue 2 Nov 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

Advisory Board

Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Anna Maria Constantinovici AL. I. Cuza University, Romania	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Romona Mihaila Spiru Haret University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
	Liu Chen Beijing Foreign Studies University, China	Ilie Pinte Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....



STRATEGIES TO OVERCOME COMMUNICATION DIFFICULTIES AMONG TEACHER EDUCANDS

Nidhu Neena Varghese

Research Scholar, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala.

ABSTRACT

The ability to speak effectively is a valuable asset to every professional whether technical or non-technical. In the teaching-learning field no other activity is as pervasive as is human communication to a teacher and no other activity is as essential to success as is human communication to a student. It is language that serves the purpose effectively and meaningfully. The purpose of the study was to determine whether Spoken English Teaching Strategies is effective in overcoming communication difficulties among B.Ed. students. The Experimental method with the One-Group, Pretest-Posttest Design was used to conduct the study on a sample of 30 students. A Test on Communication Skills was employed for gathering data. The result of the study showed that Spoken English Teaching Strategies is effective in overcoming communication difficulties.

KEYWORDS : human communication , Spoken English Teaching Strategies , Communication Skills.

INTRODUCTION

Our range of communication is as varied as our means. It stretches from simple commands to the loftiest

expressions of human thought and feeling. According to I. A. Richards, "Communication takes place when one mind so acts upon its environment that another mind is influenced, and in that mind an experience occurs which is like the experience in the first mind and is caused in part by that experience". The ability to speak effectively is a valuable asset to every professional whether technical or non-technical. In the teaching-learning field no other activity is as pervasive as is human communication to a teacher and no other activity is as essential to success as is human communication

to a student. It is language that serves the purpose effectively and meaningfully. Very few languages have won the distinction of being and becoming the language of culture, trade, commerce, science and technology in the international arena. Of them English occupies the pride of place.

Though enough awareness is prevailing among the students, parents and society, the majority of our students struggle a lot to acquire the language. On the other hand, teachers too toil and moil to find suitable methods to facilitate the students in acquiring the English language. Conventionally, teacher of English teaches the foreign language either by explaining the meaning or by translating the text in English into the



original language i.e. in L1. This sort of teaching helps the learners in learning the text and simplifies the job of the teacher in explaining the text. But in reality, the learners are incapable of weaning themselves away from the mother tongue, because the teacher has also made him more dependent on mother tongue. As such, the students have not acquired any skill of the language and are not confident in communicating in English. The ultimate aim of teacher should be to make the English language learnable in a realistic sense. For this during the training period itself student teachers must be trained to have a very good command over English language.

NEED AND SIGNIFICANCE OF THE STUDY

The greatest challenge in the case of teaching English language is teaching English language as language in classrooms. For the ease of teaching, teachers switch on to the mother tongue. Even after training, the student teacher finds it difficult to express and explain the teaching content effectively to his or her students in English. The main reason is that the students who complete their undergraduate and postgraduate course learn only the theory. They never get any favourable environment to speak the language effectively. Teachers are to be role models especially because students often follow and imitate their teachers. Special training during the B.Ed. course must be given to trainees handling English medium classes. Only through teachers an improvement in the students during academic year can be made possible. Hence the study is an attempt to find out the effect of spoken English strategies to overcome communication difficulties among B.Ed. students.

METHODOLOGY

- It was hypothesized that Spoken English Teaching Strategies is effective in overcoming communication difficulties among B.Ed. students.
- Experimental method with the One-Group, Pretest-Posttest Design was used to conduct the study on a sample of 30 students.
- A Test on Communication Skills was the tool employed for gathering data.
- The data was gathered, tabulated and analysed using statistical measures like Arithmetic Mean, Standard Deviation and Paired t-test.

ANALYSIS OF DATA

The effect of Spoken English Teaching Strategies on Communication difficulties among B.Ed. students for the Total Sample was found out by computing the 't' value using Paired 't' test and tested for significance. The results of test of significance of difference between Mean Pre- and Post-test scores are given in Table-1.

Table 1: Results of Test of Significance of Difference between Means of Pre- and Post-test Scores of B.Ed. Students (N=30)

Test	Mean	SD	t-value	P
Pre-test	37.83	2.59	7.05	P<0.01
Post-test	44.93	4.47		

From Table-1, the Pre- and Post-test scores of B.Ed. students differ significantly at 0.01 level ($t=7.05$). From the Mean scores of Pre-test (37.83) and Post-test (44.93), it can be inferred that Spoken English Teaching Strategies is very effective in overcoming communication difficulties among B.Ed. Students.

The comparison of Pre- and Post-test Scores is graphically represented in Figure-1.

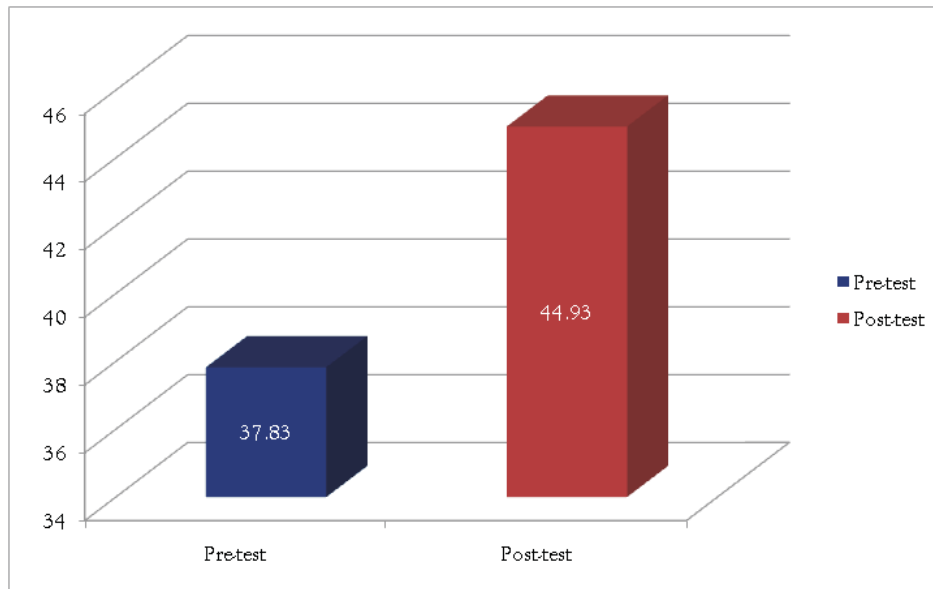


Figure 1: Pre-and Post-test Scores of B.Ed. Students for the Total Sample

CONCLUSION

From the findings of the study it can thus be inferred that Spoken English Teaching Strategies is effective in developing communication skills among B.Ed. Students.

EDUCATIONAL IMPLICATIONS

- Spoken English teaching strategies should be implemented from the primary level itself in schools.
- Apart from the theory part, practical oral session should be given more importance.
- Provisions should be made in teacher education programmes for practical application of the strategies so that the trainees could get more exposure.
- Students should be made to speak English so that they would get fluency in the language.
- Teachers should make students read English books and make use of library effectively.

REFERENCES

1. Best, J. W., & Khan, J. V. (2004). *Research in education* (2nd ed.). New Delhi: Prentice Hall of India.
2. Chambers, G.N. (1999). *Motivating language learners*. Retrieved from <https://books.google.co.in>.
3. Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1). Retrieved from <http://ro.ecu.edu.au>.
4. Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30. ISSN 2347-3134. Retrieved from <https://www.arcjournals.org>.
5. Kress, G. (1998). Visual and verbal modes of representation in electronically mediated communication: The potentials of new forms of text', in Synder, I. (ed.) *Page to Screen*. London: Routledge.
6. Sharma, K. L. (2005). *Methods of teaching English in India*. Agra: Educational Publishers.
7. *Teaching Speaking Skills 2- overcoming classroom problems*. Teaching English. Retrieved from <https://www.teachingenglish.org.uk/teacher-development>.
8. Tuan, N., & Mai, T. (2015). Factors affecting students' speaking performance at le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2). ISSN 2311-6080. Retrieved from <http://www.multidisciplinaryjournals.com>.

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005, Maharashtra
Contact-9595359435

E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com