

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Golden Research Thoughts 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

International Advisory Board

Kamani Perera
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat
Dept. of Mathematical Sciences,
University of South Carolina Aiken

Hasan Baktir
English Language and Literature
Department, Kayseri

Janaki Sinnasamy
Librarian, University of Malaya

Abdullah Sabbagh
Engineering Studies, Sydney

Ghayoor Abbas Chotana
Dept of Chemistry, Lahore University of
Management Sciences[PK]

Romona Mihaila
Spiru Haret University, Romania

Ecaterina Patrascu
Spiru Haret University, Bucharest

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Delia Serbescu
Spiru Haret University, Bucharest,
Romania

Loredana Bosca
Spiru Haret University, Romania

Ilie Pinteau,
Spiru Haret University, Romania

Anurag Misra
DBS College, Kanpur

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

Xiaohua Yang
PhD, USA

Titus PopPhD, Partium Christian
University, Oradea, Romania

George - Calin SERITAN
Faculty of Philosophy and Socio-Political
Sciences Al. I. Cuza University, Iasi

.....More

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh, Ratnagiri, MS India Ex - VC. Solapur University, Solapur

Iresh Swami

Rajendra Shendge
Director, B.C.U.D. Solapur University,
Solapur

R. R. Patil
Head Geology Department Solapur
University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

R. R. Yaliker
Director Management Institute, Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education,
Panvel

Narendra Kadu
Jt. Director Higher Education, Pune

Umesh Rajderkar
Head Humanities & Social Science
YCMOU, Nashik

Salve R. N.
Department of Sociology, Shivaji
University, Kolhapur

K. M. Bhandarkar
Praful Patel College of Education, Gondia

S. R. Pandya
Head Education Dept. Mumbai University,
Mumbai

Govind P. Shinde
Bharati Vidyapeeth School of Distance
Education Center, Navi Mumbai

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College,
Indapur, Pune

Maj. S. Bakhtiar Choudhary
Director, Hyderabad AP India.

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotriya
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi
Ph.D.-University of Allahabad

S.KANNAN
Annamalai University, TN

Sonal Singh,
Vikram University, Ujjain

Satish Kumar Kalhotra
Maulana Azad National Urdu University



SPOKEN ENGLISH STRATEGIES: A VEHICLE FOR IMPROVING COMMUNICATION SKILLS AMONG POSTGRADUATE TEACHER EDUCANDS

Nidhu Neena Varghese

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

ABSTRACT

The purpose of the study was to determine whether Spoken English Strategies is effective in improving communication skills of Teacher educands at Postgraduate level. The Experimental method with the One-Group, Pretest-Posttest Design was used to conduct the study on a sample of 32 Teacher Educands at Postgraduate level. A Test on Communication Skills was employed for gathering data. The result of the study showed that Spoken English Strategies is effective in improving communication skills of Teacher educands at Postgraduate Level.

KEYWORDS: Communication Skills, Spoken English Strategies, Postgraduate Teacher Educands.

INTRODUCTION :

English, though a foreign language, has always occupied a unique



position in the educational system in India. Despite the fact that it received a great set back after Independence it continues to be a major language having prestigious position in our society. It is used as a language of communication all over the world. It is important for user and listener to use the language symbol which is mutually intelligible, to get the full import of what is said or written, otherwise there would be chaos and confusion with each misunderstanding the other and thus preventing social cohesion and smooth functioning. Though the use of English as a medium of communication in India dates to the colonial days, the

native non-English speakers especially from the rural inland, frets and fusses when exposed to a situation where he has to communicate inevitably in English.

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". 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.

What a person says, why he says it, and how he expresses his thoughts in oral form constitute aspects of personality that earn for him either the respect and admiration of his fellows or destructive criticism, a m u s e m e n t o r c o n t e m p t. From childhood onwards, therefore, an individual should be helped to acquire correctly expressed and meaningful patterns of oral communication. This becomes a special responsibility of parents and teachers. Teachers serve a dual function. They must be able to recognize speech difficulties as well as be alert to inadequate speech. 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

Teacher trainees sometimes become impatient of the attention that is given to the development of good speech patterns among candidates for teaching. School children as well as pre-school children are great imitators. Hence not only are teachers expected to be alert to the speech habits of their pupils but also through their own speech patterns and vocabularies they also must be able to stimulate their pupils toward acquiring a richly meaningful and correctly articulated vocabulary, and accurate grammatical agreement of words, phrases and sentences. Language is primarily speech and knowing a language is often defined as the ability to listen i.e. understands and speak the language. Teachers who are creators of the future citizens of the world must come out with a variety of ideas that may be useful for teaching a particular skill effectively. The ultimate aim of teacher should be to make the English language learnable in a realistic sense, i.e. the students should acquire a practical command of non-literary and non-technical English and not the artistic use of the language. For this first the teacher educands must be trained to have a very good command over English language.

HYPOTHESIS

- Spoken English Strategies is effective in improving communication skills among Teacher educands at Postgraduate level.

METHODOLOGY

Experimental Method with One-Group, Pretest-Posttest Design was used to conduct the study. Teaching using Spoken English Strategies was the independent variable, while improvement in communication skills was the dependent variable. The sample comprised 32 Teacher Educands at Postgraduate level.

The materials and tool used for the study were:

- Transcripts for Spoken English
- Test on Communication Skills

The data was gathered, tabulated and analysed using statistical measures like Arithmetic Mean, Standard Deviation and Paired t-test.

ANALYSIS OF DATA

The section analyses the effect of Spoken English Strategies on Communication Skills among Postgraduate Teacher educands. 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

Test	Mean	SD	t-value	P
Pre-test	69.25	1.34	37.97	P<0.01
Post-test	86.72	2.26		
Result: 't' value is significant at 0.01 level				

From Table-1, it can be seen that the Pre- and Post-test scores of Teacher Educands at Postgraduate level differ significantly at 0.01 level ('t' = 37.97). From the Mean scores of Pre-test (69.25) and Post-test (86.72), it can be inferred that Spoken English Strategies is very effective in improving communication skills of Teacher educands at Postgraduate level.

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

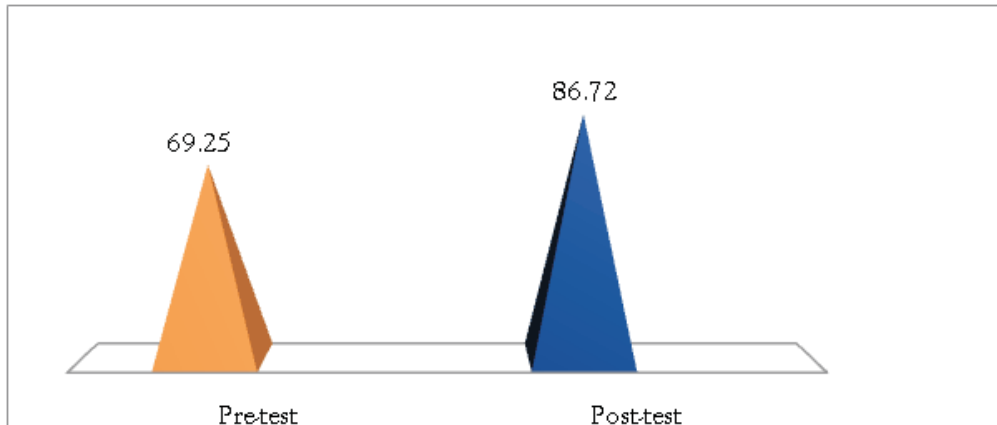


Figure 1: Pre-and Post-test Scores on Communication Skills of Teacher Educands at Postgraduate level

CONCLUSION

From the findings of the study it can thus be inferred that Spoken English Strategies is effective in improving communication skills of Teacher Educands at Post Graduate level.

REFERENCES

1. Agull, G. L. (2001). Oral short stories as a vehicle for communication. *Journal of English and Foreign language*.
2. Best, J. W., & Khan, J. V. (2004). *Research in education* (2nd ed.). New Delhi: Prentice Hall of India.
3. Chambers, G. N. (1999). *Motivating language learners*. Retrieved from <https://books.google.co.in>.
4. 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>.
5. 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>.
6. Mohammad, A. (2003). *Teaching of English*, New Delhi: Foundation Books.
7. Mowla, S. (2004). *Techniques of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Paul, S. (2002). Preparation of an English proficiency course for student teachers of English as a second language (ESL) in the Agra region. Dayalbagh Educational Institute. *Indian Dissertation Abstracts*.
9. Sharma, K. L. (2005). *Methods of teaching English in India*. Agra: Educational Publishers.
10. Shobana, N. (2003). *Developing communication skills*. Edutracks.
11. Sullivan, Patricia Noble. Ph.D. (1996). "English language teaching in Vietnam: An appropriation of communicative methodologies". University of California, Berkeley. *Dissertation Abstracts International*.
12. *Teaching Speaking Skills 2- overcoming classroom problems*. Teaching English. Retrieved from <https://www.teachingenglish.org.uk/teacher-development>.

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 Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- 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
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org