

A STUDY ON ENGLISH LANGUAGE FLUENCY AND SELF CONFIDENCE AMONG B.Ed. STUDENTS IN CHENNAI DISTRICT

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ABSTRACT

The research study focused on A Study on English Language Fluency and Self Confidence among B.Ed. Students in Chennai District. Survey method was employed to collect the data through questionnaire by adopting stratified random sampling technique. The questionnaire was constructed and modified by the researchers and administered on B.Ed. students. The sample size of this study comprises 300 B.Ed. students; among them 116 were male and 184 were female studying in various B.Ed. colleges in Chennai district. To fulfill the objective of the study is to assess the English Language Fluency and Self Confidence among B.Ed. Students and to find the English Language Fluency and Self Confidence among B.Ed. Students based on Gender, Medium and Management. The results indicate that, the Family English Language Fluency and Self Confidence among B.Ed. Students is moderate in nature. It is also found that there is no significant difference in English Language Fluency among B.Ed. Students with respect to Gender, Medium and Management and there is a significant difference in Self Confidence among B.Ed. Students with respect to Gender, Medium and Management. English Language Fluency and Self Confidence are low positive correlated to each other.

Key Words: English Language Fluency, Self Confidence, B.Ed. Students, Communicative ability.

Introduction

Of all the languages in the world today English deserves to be regarded as a world language. It is the first language of the United Kingdom, The United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Japanese and South Americans as a second language. It is widely known in India, Pakistan, Burma and Ceylon, almost every country of the world and it is the common means of communication between the people of different nations.

Language has always had a place in human affairs. One of the greatest achievements of the man is his ability to use language. Language is a great tool which had made human civilization possible. Language is also the most important tool for thinking, Edward Sapir in 'An introduction to the study of speech' says, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. These symbols are, in the first instance auditory and they are produced by the so called 'Organs of speech'.

Need and significance of the Study

For almost two centuries now English has been playing an important role in our education and its importance has been stressed very often by eminence of learning. Considering the tremendous utility of the English language in our country, the study of this language should continue in schools and colleges. It's has been taught for nine years from primary to higher secondary level in India, but the level of attainment of our students in English is a cause for great concern. Their net result in the development of spoken communicative ability is far from satisfactory. The communication skills in English is ignored and occupy a deplorable position in our curriculum. In the classroom the teacher sends most of the messages and student spends most of his time as the listener rather than having equal time to speak as he might in conversation. So it is seen that it is equally important for an individual to possess speaking as well as listening skills of communication to be effective, as the resources of the speaker and the listener are interchangeable.

After learning English in schools and colleges, we usually observe people using it mostly to read and write. There are a host of other things which we can reasonably predict our students will want to do with English -to greet, introduce people, ask for information, apologize, warn, advise, persuade, complain and many more; yet how often are students taught how to do a thing? A student who has learnt English for many years, knows grammar well, his vocabulary is wide and even pronunciation might be good; yet when the question of oral communication arises, he finds it difficult in performing even the most communicative task like guiding a British friend. For many courses and professions the entrances and interviews are conducted in English. So a good command of the language is a must to get through the interviews. The pupils are expected to express their thoughts and ideas in English in the class room as well as outside class room not with pressure but with pleasure. So they have to acquire the skill of talking effectively at the high school stage itself. So some measures ought to be taken to promote the spoken skill along with the written skill in English. This would save English from being reduced to the level of documentary skill and further this will help in the identification of the inhibitive factors, leading to their elimination through a well-planned methodological procedure.

B.ED degree ensures a good teaching job and hence the demand for qualified and trained teachers all over the country has made the students to choose this degree. It develops ones skill and widens understanding capacity so that one can impart quality education and make him/her as skilled in innovative teaching techniques. Nowadays English language is considered as symbol of power and main doorstep to enter into a job. Hence it's important not only for English major students but for all students. English language fluency and Self - Confidence are inter related each other. Both influence one another. This made me to select this topic.

Objectives of the Study

- To find the level of English Language Fluency and Self Confidence among B. Ed students.

- To find out significant difference between English language fluency and self confidence among B. Ed students based on their gender.
- To find out significant difference between English language fluency and self confidence among B. Ed students based on their medium of instruction.
- To find out significant difference between English language fluency and self confidence among B. Ed students based on their type of management.
- To find out significant relationship between English language fluency and self confidence among B. Ed students.

HYPOTHESES OF THE STUDY

- The level of English language fluency among the B. Ed students is low.
- The level of Self confidence among the B. Ed students is low.
- There is no significant difference between English language fluency and self confidence among B. Ed students based on their gender.
- There is no significant difference between English language fluency and self confidence among B. Ed students based on their medium of instruction.
- There is no significant difference between English language fluency and self confidence among B. Ed students based on their type of management.
- There is no significant relationship between English language fluency and self confidence among B. Ed students.

Method

The methodology adopted in the present study is described as Descriptive (or) Normative survey method. The data was obtained from the B. Ed students in Chennai District. In this study, research is carried out using survey method.

Tools Used

English language fluency –“English language fluency questionnaire” which was constructed by the investigator.

Self confidence – “Self - confidence inventory” developed by Karunanidhi (1996) which was modified by the investigator.

Reliability and Validity of the Tool

Table 1: Reliability and Validity of the Tool

Tools	Method	Reliability	Validity
English Language	Odd-	0.75	0.85

Fluency	Even		
Self Confidence		0.726	0.82

Sample and Sampling Technique

A Stratified random sampling technique was adopted for the selection of the sample. The B.Ed., colleges selected for this study is divided into different strata namely Government, Aided and Private colleges. 300 B.Ed. students were taken for the study. 150 students from Government, 80 from Aided and 70 from private Colleges respectively.

Sample Distribution

Table 2: Sample Distribution of the Study

B.Ed. Students						
GENDER		MEDIUM		MANAGEMENT		
Male	Female	Tamil	English	Govt.	Aided	Private
116	184	117	123	150	80	70
300		300		300		

Statistical techniques used:

- Descriptive analysis: Mean, Standard deviation, Mean percentage
- Differential analysis: t-test, F-test
- Relational analysis: Correlation (r-value)

Descriptive Analysis

Table 3: Mean and S.D for Entire Sample

Variable	N	Mean	SD	Mean %
English Language Fluency	300	18.09	3.99	60.30%
Self Confidence	300	86.12	12.1	71.76%

Differential analysis

Hypothesis 1

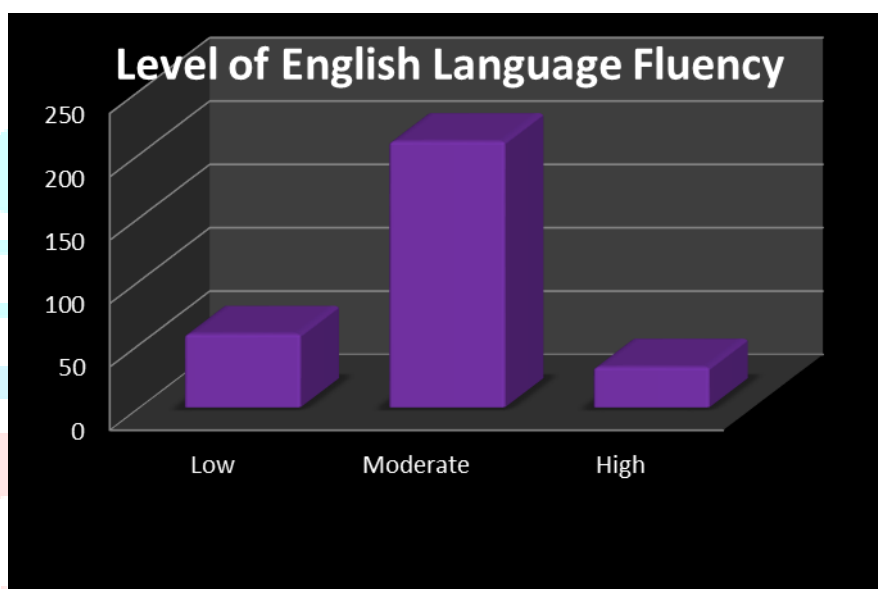
The level of English Language Fluency among B. Ed students is low.

Table 4: The level of English language Fluency of B. Ed students

Variable	Level	N	Percentage
English Language Fluency	Low	58	19
	Moderate	210	70
	High	32	11

Inference

From the table, it is observed that more number of students lie in the moderate level showing that the English Language Fluency among B. Ed students is moderate.

Figure 1 The results are graphically represented**Hypothesis 2**

The level of Self Confidence among B. Ed students is low.

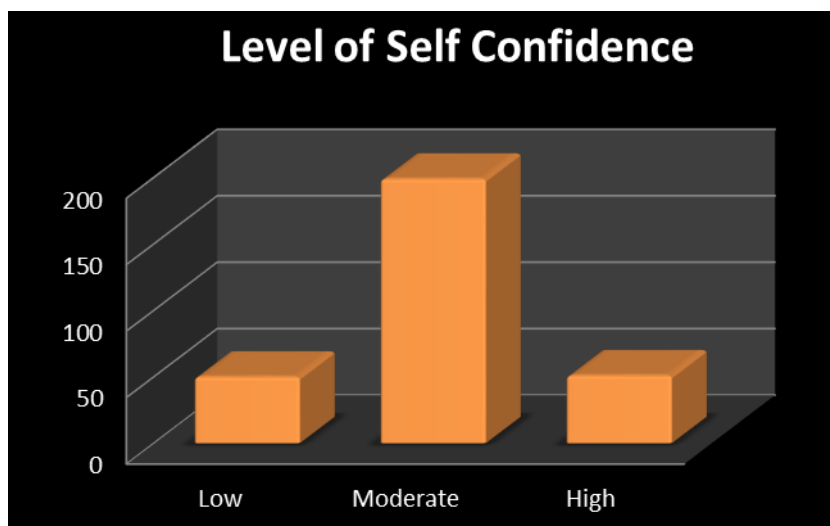
Table 5: The level of Self Confidence among B. Ed students

Variable	Level	N	Percentage
Self Confidence	Low	50	17
	Moderate	199	66
	High	51	17

Inference

From the table, it is observed that more number of students lie in the moderate level showing that the Self Confidence among B. Ed students is moderate.

Figure 2: The results are graphically represented



Hypothesis 3

There is no significant difference in the English Language Fluency and Self Confidence among B. Ed students based on Gender.

Table 6: English Language Fluency and Self Confidence among B. Ed students based on Gender

Variable	Gender						t	LS
	Male			Female				
	Mean	SD	N	Mean	SD	N		
English Language Fluency	18.37	4.23	116	17.91	3.83	184	0.95	NS
Self Confidence	80.79	10.51	116	89.48	11.85	184	6.63	0.01

Inference

From the above table, the 't' value (0.95) is less than the table value (1.96) at 0.05 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between the English Language Fluency of Male and Female students. The English Language Fluency score of Male students is higher (18.37) than that of Female (17.91) students.

From the above table, it is observed that the 't' value (6.63) is greater than the table value (2.56) at 0.01 level. Hence the null hypothesis is rejected and it is concluded that there is significant difference between the Self Confidence of Male and Female students. The Self Confidence mean score of Female students is higher (89.48) than that of Male (80.79) students.

Hypothesis 4

There is no significant difference in the English Language Fluency and Self Confidence among B. Ed students based on Medium of Instruction.

Table 7: English Language Fluency and Self Confidence among B. Ed students based on Medium of Instruction

Variable	Medium of Instruction						t	LS
	Tamil			English				
	Mean	SD	N	Mean	SD	N		
English Language Fluency	18.18	4.28	177	17.96	3.55	123	0.475	NS
Self Confidence	84.66	12.13	177	88.23	11.78	123	2.55	0.05

Inference

From the above table, the 't' value (0.47) is less than the table value (1.96) at 0.05 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference between the English Language Fluency of Tamil and English Medium students. The English Language Fluency score of Tamil Medium students is higher (18.18) than that of English Medium students (17.96).

From the above table, it is observed that the 't' value (2.55) is greater than the table value (1.96) at 0.05 level Hence the null hypothesis is rejected and it is concluded that there is significant difference between the Self Confidence of Tamil Medium and English Medium students. The Self Confidence score of English Medium students is higher (88.23) than that of Tamil Medium (84.66) students.

Hypothesis 5

There is no significant difference in the English Language Fluency and Self Confidence among B. Ed students based on the Type of College Management.

Table 8: English Language Fluency and Self Confidence among B. Ed students based on the Type of College Management

Variables		Sum of Squares	Df	Mean Square	F	p	LS	Group Differed
English Language fluency	Between Groups	115.747	2	38.582	2.453	0.063	NS	Nil
	Within Groups	4656	297	15.73				

	Total	4771.75	299					
Self confidence	Between Groups	1337.19	2	445.729	3.109	0.027	0.05	G&P
	Within Groups	42440.5	297	143.38				
	Total	43777.7	299					

Inference

From the table, calculated f value is not significant, hence the null hypotheses is accepted. There is no significant difference in English language fluency among B. Ed students with respect to Type of management.

From the table, calculated f value is significant at 0.05 level, hence the null hypotheses is rejected. There is significant difference in Self Confidence among B. Ed students with respect to Type of College Management.

Hypothesis 6

There is no significant relationship between English Language Fluency and Self Confidence among B.Ed. Students

Table 9: English Language Fluency and Self Confidence among B.Ed. Students

Variables	N	r Value	P Value	LS
English Language Fluency	300	0.1	0.67	N.S
Self Confidence	300			

Inference

From the table, it is observed that the 'r' value (0.10) is found to not significant at 0.05 level. It is also found that there is a moderate positive relationship between English Language Fluency and Self Confidence among B. Ed Students.

Findings of the Study

- The level of English Language Fluency and Self Confidence among B.Ed. Students is moderate in nature.
- Gender, Medium of Instruction and Type of Management do not significant difference in English Language Fluency among B.Ed. Students.
- Gender, Medium of Instruction and Type of Management do significant difference in Self Confidence among B.Ed. Students.

- There is a Low positive relationship between English Language Fluency and Self Confidence among B.Ed. Students.

Educational Implications

The main purpose of Language learning is to develop proficiency in speaking and communicative efficiency. Self Confidence is extremely important in almost every aspect of our lives, yet so many people struggle to find it. Studies show that increasing Confidence will also help one at work. Self Confidence play an important role in determining the learner`s willingness to communicate. Oral production tasks differ from reading and writing tasks by posing a greater potential for damage one`s Self Confidence in the process of second language acquisition. In a conversational setting, students do not have enough time to consult a dictionary for accurate pronunciation and grammar use before performance turns, whereas reading and writing tasks normally allow a student enough time to organize sentences and to find the most appropriate word. People with “healthy” Self Confidence suffer no psychological damage when face a negative feedback. On the other hand, a relatively insecure learner`s fear of making and receiving unwanted feedback can impede experimentations with newly learned knowledge. As verbal rehearsal is necessary for information to be stored in the long term memory (Wheiten, 1989), this can impede language learning. Teachers, Colleges, Society and Parents should try to increase the Self Confidence in order to facilitate their learning in English Language.

Conclusion

The present study has tried to investigate the English language fluency and Self Confidence among B. Ed students in Chennai district. In other words, it was mainly interested in showing the fact that English language learners, who trusted their own abilities and capacities, would be more confident and motivated to better their own oral skills performances. The obtained results confirmed our hypothesis that there is a low positive relationship between Self Confidence and English language fluency. The positive findings revealed in this study show that moderate level of Self confidence is an important factor in enhancing English language learners` oral productions and fluency in English Language.

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