



ASSESSMENT OF FLUENCY OF SPOKEN ENGLISH AMONG TEACHERS

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Abstract:

This paper present the Assessment of fleuncy of spoken English among teachers. A simple random sample of 100 secondary school tecahers in Guntur district. Researcher prepared 30 items was questionnaire. The reliability of test retest method is 0.79. the test is valid. The internal contingency of mean, SD, 't' values were calculated. The study revealed that there would be no significant There is no significant difference between male and female teachers communication skills of teachers in English. There is significant difference between the rural and urban school teachers assessment of fluency of spoken English.

Key Words: English, secondary schools and teachers

INTRODUCTION:

English is an important language for inter-state communications. Modern India hamany large States. People of each State converse in their own language and often cannot speak or understand the regional language of other people. In such cases, English becomes the link between these people. So, here too we cannot deny the importance of English in modern India.

English was the primary language for barely 2.3 lakh Indians at the time of the Census-2001 and about 86 million listed it as their second language and another 39 million as their third language taking the total number of English speakers in India to over 125 million.

English is spoken as a native or first language in countries like the United kingdom, the USA, Canada and Australia. In other countries like India, Pakistan, Africa, France, Russia, etc. English is used as a second or foreign language. According to a source from internet 17.01% i.e. 1.143 million people of the world population speak English. Out of them 3310000 000 millions use it as a first language and 812 million people in all the parts of the globe use it as an additional language. English is the language of international politics, trade, commerce and industry and one of the official language of the UNO and also a link language

of the common wealth countries. English has truly become a world language. It has proved to be a great incentive behind the international exchange of teachers and students in different countries of the world. Much of the cultural give and take among different nations of the world takes place due to English language playing the role of a link language on international platforms.

NEED OF THE STUDY:

English is a link language in India. It is the only language which is understood by the educated people all over the country. The trade correspondence from one state to another is mostly conducted in English. The correspondence between the Union government and the state government is mostly conducted in English. English is an effective means of social communication. English adds advantage to every social situation in which people find themselves placed. Whether it is a market place or a government office, a first class showroom, or a hotel reception counter. A conversation in English gives an added advantage to the user. In our daily conversation we make use of a large number of words from the English language.

The study of the communication skills of the teachers in English is done in order to assess the levels of communication skills among the teachers at the secondary level with regards to urban and rural, govt and private school teachers. The significance of the study shows that the urban school teachers have better communication skills when compared to their rural counterparts. The urban school teachers have more exposure and access to the English language in their daily lives and so they have an edge over the others when it comes to communicating in English.

REVIEW OF RELATED LITERATURE:

Stella Muchemwa (2015) studied Factors Influencing the Learning of English Language for Academic Purposes for Foreign Students: A case of Solusi University. Findings revealed technological factors: Technology makes acquiring and developing the English language easy. *Manesha Kaur Rajendra Singh (2015)* Effectiveness of Oral Proficiency in English for Secondary Schools (OPS-English) Programme in Improving English Language Vocabulary among Secondary School Students. OPS-English is a suitable programme that should be used to improve students' vocabulary.

METHODOLOGY:

Objectives of the Study

1. To find out the communication skills of secondary school teachers in English
2. To find out the influence of the following variables on the communication of English teachers in secondary schools.
 - a. Gender: Male / Female
 - b. Locality: Rural / Urban

Hypotheses of The Study

1. There is no significant difference between the male and female teachers in their communication skills in English
2. There is no significant difference between the rural and urban school teachers in their communication skills in English

Scope of the Study

This study is on Guntur district teachers of rural and urban schools, govt and private schools.

Delimitation of The Study

- The study is limited to 100 teachers in Guntur district only

Method of Investigation

Normative survey method is used in the present study.

Sample of the study

- A random sample of 100 secondary school teachers in Guntur district only.

Tool of the study:

Tool is prepared by me with the help of educational experts, books, journals. A 30 statements were constructed by the investigator to find out the communication skills in English among teachers.

Statistical techniques is used:

Mean, SD, % of mean and 't' value were calculated.

ANALYSIS AND INTERPRETATION:

Objectives-1: To find out the communication skills of secondary school teachers in English.

Table showing the Mean, S.D., Percentage of Mean, 1/5th of mean of whole sample

Total	Mean	SD	% of mean	1/5 th of mean
100	48.86	3.69	92.27	9.772

Observation:

From the above table it is observed that the mean is 48.86, % of mean 92.27, SD are 3.69 respectively. 1/5of mean value is 9.772.

Hypothesis – 1

There is no significant difference between the male and female teachers in their communication skills in English

Table -2: Mean, SD, 't' value of male and female teachers

Variable	Mean	Sd	% of mean	S.Ed	't' value
Male teachers	42.38	2.41	89.28	0.4	0.42NS
Female teachers	46.42	3.12	88.38		

NS = Not significant at 0.05 level

The calculated t-value 0.42 is less than the table value 1.97 at 0.05 level of significance. There is no significant difference between male and female teachers communication skills of teachers in English. Hence the hypothesis is accepted.

Hypothesis -2: There is no significant difference between the rural and urban school teachers in their communication skills in English

Table -3- Mean, SD, 't' value of rural and urban teachers

Variable	Mean	SD	% of mean	S.Ed	't' value
Urban	48.26	2.28	91.02	0.43	2.22*
Rural	47.38	2.30	89.32		

*= Significant at 0.05 level

The calculated t-value 2.22 is greater than the table value 1.97 at 0.05 level of significance. There is significant difference between the rural and urban school teachers assessment of fluency of spoken English. Hence the hypothesis is rejected.

FINDINGS:

- SD is focused to be 3.69 which is less than 1/5 of mean value is 9.772. It shows that the sample of teachers is homogeneous in their communication skills in English.
- There is no significant difference between male and female teachers communication skills of teachers in English.
- There is significant difference between the rural and urban school teachers assessment of fluency of spoken English

CONCLUSION

The study on the communicative skills of teachers in English was done to find out if the urban or rural teachers excelled in good communication. It was found that the urban teachers are better than their rural counterparts.

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