

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

Mrs. Prameela Rani Peekal*, Dr. Rajendra Kumar Sharma²,
Dr. Devershi Kumar Shukla³

ABSTRACT

This study aims to explore the English communication skills used respondents consist of 200 B.Ed. trainees in who obtained Bachelor of Education in English Grammar in Rural and Urban Area colleges at Rajahmundry in the academic year 2013. The data collected from the Questionnaire with question and answer, Based on their result. This is done with the help of respective skills of listening, reading and the productive skills of speaking and writing. As part of Communicative English, LSWR¹ skills are discussed with the Globalization. The need for good communicative English skills is playing a major role in every aspect of teachers life as well in the society. The problem is to grasp the structure of the language and to learn the vocabulary to conclude we may say that a pupil knows a language, its basic speech and grammatical patterns and essential vocabulary through the basic skills LSWR.

Keywords: *Communication Skills, Professional Skills, Attitudes, Strategies*

In today's highly competitive education environment, preparing students to be ready for the future career in the dynamic generation is considered as one of all universities. In other words, for the students to win the competition in a future career, they need to be prepared and trained well by the academic institutions, especially in the rise of the higher education (HE) and the growth of future generation development. To support the earlier mentioned, a recent report from NCET, as in reveals that "Bachelor of Education of trainees want students to be trained according. Higher Education is increasingly being viewed as central to national strategies for securing shares in the universities. In reality, on the contrary, a large numbers of research and studies conducted lately have focused more on the professional competence of the graduates rather than communication skills in English needed and used in the future generation.

¹Ph.D. in Education Scholar department of school of studies in lifelong Education Extension and Social work, Jiwaji University, Gwalior, Madhya Pradesh, India

²Associate Professor & Head, Department of Clinical Psychology, Amity University, Gwalior, Madhya Pradesh, India

³Principal of institute of Professional and Technical Education, Piproli, Gwalior, Madhya Pradesh, India

*Responding Author

Received: August 17, 2020; Revision Received: September 21, 2020; Accepted: September 25, 2020

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

However, language is a means of communication, perhaps the most systematic and appropriate mode of expression of thoughts and feelings it may be passing on information, transferring emotions, instruction or making. There are two modes of any communication, Verbal and non-verbal. Verbal communication involves the formal use of language using vocabulary and overall expression. It requires fulfilment while non-verbal communication does not involve any use of words.

As a result, in the present investigation, in all categories and all areas, the critical ratio is greater than and less than 2.58 at the 0.01 level. So, Bachelor of education curriculum is beneficial for the improvement of the communication skill and others have a lack of knowledge of these skills because of they came from Telugu medium background. The same researchers also added that effort should be made to ensure that the student's towards strategies of learning communicative English.

But, by doing so, relevant courses, trainees might and up the questions like where should I start? How would I suppose to know towards strategies of learning communicative English to be used and required by English major graduates when performing the attitude? It is hoped that the study outcomes will be beneficial for relevant courses in the future generation.

A summary of the writings of recognized authorities and- previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define the understanding of helps to sharpen of existing knowledge in the problem area, provides a background for the research project, and makes the reader aware of the status of the issue.

In searching related literature, the research should not certain important elements.

1. Reports of studies of closely related problems that have been investigated.
2. Design of the study, including procedures employed and data gathering instruments used.
3. Populations that were sampled and sampling methods employed.
4. variables that were defined.
5. Extraneous variables that could have affected the findings.
6. Faults that could have been avoided.
7. Recommendations for further research.

A study by wong (2004)

Using interviews with international students. The found that many international students accustomed to a didactic and teacher-centred environment with less classroom conversation found it difficult in Australia to make the transition from passive learning at the same time, his study found that the students acknowledged that their lack of English – language proficiency in the classroom, exacerbated by cultural barriers, was a principal source of learning difficulties.

Dairo (2000)

Identifies the incongruity and irregularities that sometimes occur between word spellings and pronunciation. In essence, when English words are incorrectly pronounced, they often lead

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

to misunderstanding and distortion of the message, conveyed by the speaker another problem is the phonemic structure of morphemes referred to as morpho. **Dach (2000)** observes that apart from teaching and drilling in oral English sounds phonetics should be taught and integrated with other aspects of oral English like prosodic features. It is quite unfortunate that some learners of English have no mastery of oracy skills. **Robertson et al. (2000)**: Explored the difficulties, experiences and by international students studying at one Australian university. The researchers surveyed both international students and local staff perceptions of those difficulties. Staff and students emphasize language as a key source of difficulties in teaching and learning. The students manifests a lack of confidence with English. They have an incomplete understanding of lecturers spoken English and feel unhappy with their oral performance in the presence of Australian classmates. There are also concerned about colloquial language, writing difficulties and problems of interpretations.

Questionnaires, bachelor of trainees with the question and answered are the study's major tool for data collection. The participants were divided into two groups. Male and female and subgroups urban and rural areas. Based on the results of the survey is suggested studies may be conducted to find out the influence of vocabulary and writing skill.

As mentioned above, it's obvious that previous research concerned-researchers communicative English conducted by different skills like- listening, speaking, writing and reading skills. This study, therefore, aims to examine strategies of learning communicative English utilized by bachelor of education trainees. In other addition, while various research approaches applied to conduct the above studies. The present study designed using a questionnaire with open-ended questions adapted from a major tool to collect the quantitative data.

METHODOLOGY

Participants

200 Bachelor of Education of Trainees from English and Social Science Methodology, Andhra University. the academic year 2013, and attended the trainees at the university during January 20th -2013.

Instrument

The major tool used to collect the data is the questionnaires with structured open-ended questions. To cover all criteria aimed to investigate, the questionnaires are divided into four sections.

Part 1: General information about the subjects which focuses on the general background of the participants such a name, student identification number, current address and methodology.

Part2: The results on Bachelor of Education communicative English required by the subjects for their careers. The questionnaire in this section was developed and monitored based on the strategies of learning communicative English.

Part 3: The results on the communicative English suggestions and recommendations for future courses development. The structured open-ended questions in the last section of the questionnaire were designed to reveal the informants' implications for course and/ are curriculum development.

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

Data Collection

To collect the quantitative data, the 200 copies of developed questionnaires were distributed to the participants during the four days of their commencement at Andhra University.

Data Analysis

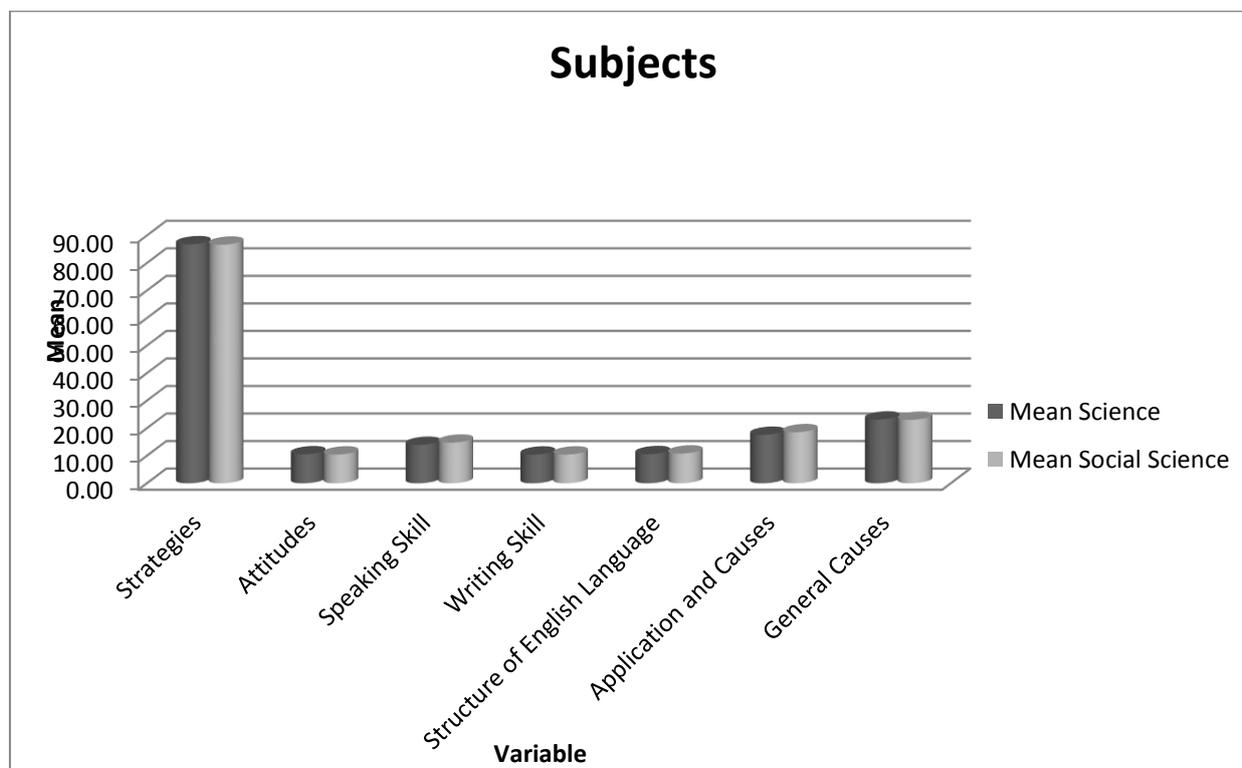
To accomplish the objective of the study, the returned questionnaire were calculated and analyzed as follows. First to answer the general information about the subject as well as their communicative English.

RESULTS

Part 1: General information about subjects:

TABLE - 1

Variable	Mean		Standard Deviation		The Number of Samples		Critical Ratio
	Science	Social Science	Science	Social Science			
Strategies	86.80	86.66	11.00	9.57	100.00	100.00	0.09
Attitudes	10.52	10.44	1.63	1.75	100.00	100.00	0.03
Speaking Skill	13.95	14.75	2.61	3.18	100.00	100.00	3.44
Writing Skill	10.42	10.44	1.91	1.01	100.00	100.00	1.00
Structure of English Language	10.58	10.80	2.16	1.99	100.00	100.00	0.23
Application and Causes	17.60	18.55	3.58	2.68	100.00	100.00	2.15
General Causes	23.15	23.05	4.93	5.33	100.00	100.00	0.13
Average	24.72	24.96	3.97	3.64	100.00	100.00	1.01



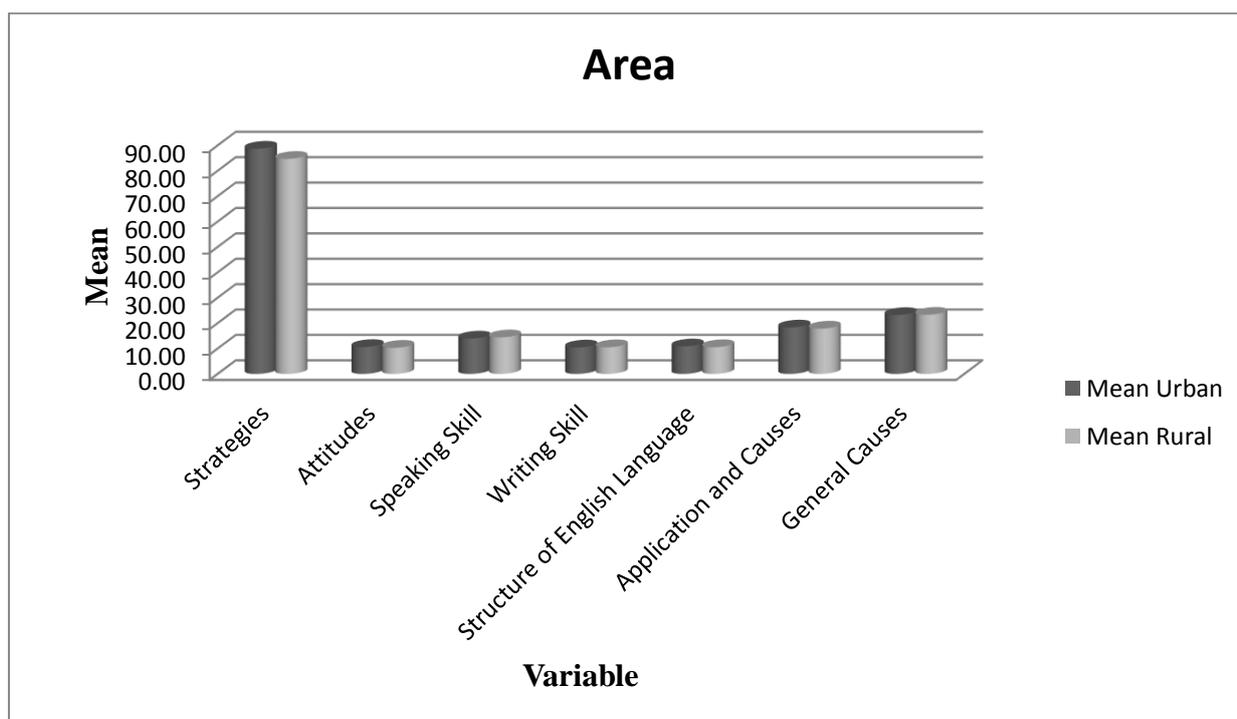
The calculated C.R. Value is 1.01. The tabulated C.R value at 0.01 level is 2.58. As the calculated C.R. Value is more than the tabulated value. It is significant at the 0.01 level. Hence the above hypothesis is accepted.

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

Part 2: Communicative English used in an area.

TABLE 2

Variable	Mean		Standard Deviation		The Number of Samples		Critical Ratio
	Urban	Rural	Urban	Rural			
Strategies	88.70	84.70	8.00	11.10	100.00	100.00	0.52
Attitudes	10.60	10.30	2.31	2.09	100.00	100.00	0.97
Speaking Skill	13.95	14.40	2.70	2.13	100.00	100.00	1.31
Writing Skill	10.42	10.51	1.71	1.81	100.00	100.00	1.42
Structure of English Language	10.84	10.54	2.03	2.11	100.00	100.00	0.44
Application and Causes	18.30	17.85	3.85	3.42	100.00	100.00	0.87
General Causes	23.20	23.30	4.29	2.63	100.00	100.00	0.14
Average	25.14	24.51	3.56	3.61	100.00	100.00	0.81

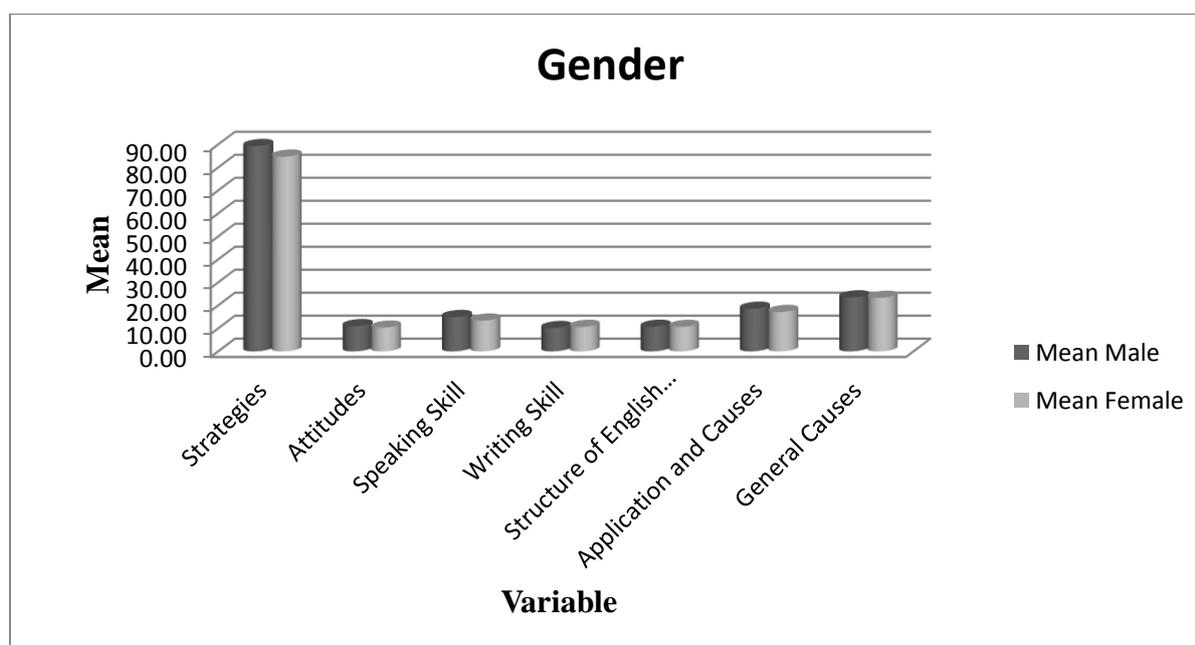


The calculated C.R. Value is 1.81. The tabulated C.R value at 0.01 level is 2.58. As the calculated C.R. Value is more than the tabulated value. It is significant at the 0.01 level. Hence the above hypothesis is accepted.

Part 3: Communicative English used in gender.

TABLE 3

Variable	Mean		Standard Deviation		The Number of Samples		Critical Ratio
	Male	Female	Male	Female			
Strategies	89.30	84.70	9.97	9.89	100.00	100.00	3.28
Attitudes	10.98	10.34	1.66	1.24	100.00	100.00	3.20
Speaking Skill	14.95	13.40	2.90	2.64	100.00	100.00	2.90
Writing Skill	10.16	10.66	1.94	1.64	100.00	100.00	1.48
Structure of English Language	10.70	10.66	2.04	2.14	100.00	100.00	0.13
Application and Causes	18.55	17.15	3.38	2.65	100.00	100.00	1.81
General Causes	23.50	23.30	4.09	4.46	100.00	100.00	0.33
Average	25.45	24.32	3.71	3.52	100.00	100.00	1.88



The calculated C.R. Value is 1.88. The tabulated C.R value at 0.01 level is 2.58. As the calculated C.R. Value is more than the tabulated value. It is significant at the 0.01 level. Hence the above hypothesis is accepted.

CONCLUSION AND RECOMMENDATION

The purpose of this study is to examine Bachelor of Education of trainees towards strategies of communicative English (academic year 2013) from Andhra University, Rajahmundry. The outcomes of the study can be used for course/curriculum adjustment to prepare the current and future trainees in a certain university for future careers. The method applied in this study is a self-developed questionnaire with open-ended questions. The study was conducted on a sample of 200 Bachelor of Education of Trainees in the academic year 2013. Who attended the commencement research at the university during 21-24 January 2013. All participants completed and returned the questionnaires during the mentioned period.

1. Where communicative English is used as one of the corporate languages. According to the obtained data, there are strategies, that the Bachelor of Education of Trainees hold after completed the Bachelor of Degree, like teachers, Higher Education and education different fields.
2. What types of communicative English(skills) do the Bachelor of Education used in their academic year?

From the results, it is clear that both types of communicative English (Oral and Written communicative) are applied by the Trainees in their academic year. To be more specific, the most top-two performed skills like speaking and writing. Moreover, while speaking and writing skills are required to complete the tasks, the findings also show that the subjects need to attend. The training as well as give a presentation using the English language.

Hence, it can be concluded that to embed communicative English in the course curricular, the design of classroom activities and assignments of the relevant courses. Provided for the current students at the certain university should be focused more on correspondence, presentation and discussion etc. provided for the current students at the certain university

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

should be focused more on practising both speaking and writing communicative English (skills) particularly on specific tasks/ topics as pointed out by the respondents.

3. What are the suggestions/ recommendations proposed by the Bachelor of Education of Trainees for future courses and/or curriculum development?

The present study processes some problems to the future investigation in this field, they are,

- Dictionary is the Best tool for speaking English language so referring a dictionary is the easy way to know the meaning of difficult words.
- Daily reading a Newspaper and keep in habit to learn at least 5 words in every day.
- Always be in touch with people with good communication in English.
- Studies may be conducted on speaking skill, difficulties at various levels of Education; Those may be to encourage students to participate in JAM group discussions sessions, roleplays etc.
- Studies may be conducted to Experimental basis by using different types of English language teaching techniques to understand this relative efficiency in listening skill through TV News /Programmes.
- To provide the facilities for the communicative English books and language lab in the colleges of Education.
- Implementation of the use of the English language from the lower standard levels will reduce the difficulties B.Ed. trainees, like spoken English, LSRW skills.
- Studies may be conducted to find out the influence of vocabulary and writing skill

4. Implications for future courses/curriculum development

- Wordplay a major role in forming the sentence of any language.
- Especially to write (or) speak sentences in the English language the usage of Vocabulary is prominent.
- In the present investigation, in all categories and all areas, the critical ratio is greater than and less than 2.58 at the 0.01 level. So, there is significant & no significant difference between one group to another group.
- Some of the B.Ed. trainees expressed their views communicative English in the B.Ed. curriculum is beneficial for the improvement of the communication skills, and others have a lack of knowledge of these skills because they came from Telugu medium background.
- Usually, the Government Educational colleges are with physical as well as human resources when compared to private colleges. This might have been one of the reasons for this result.
- The rural, B.Ed. trainees are in domestic activities when compared to urban B.Ed. trainees due to the demand from the families. Whereas Urban students are engaged fully in the Educational activities factors like socio-economic status, the parent attitude towards education of their words, the academic atmosphere at the colleges and home have a considerable impact in learning communication English.

Recommendations for future studies

1. It is also recommended that the Bachelor of Education of Trainees, strategies of learning communicative English to be carried out.
2. The problem caused by the lack of trainees, communicative English should be studied and mentioned in the future studies.

A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English

3. The need of trainees communicative English is recommended to be conducted future with emphasis on various from communicative skills, non-verbal, oral and written communication.

REFERENCES

- Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.
- Ajmani, J. C. *Good English: Getting it Right*. New Delhi: Rupa Publications, 2012.
- Amos, Julie-Ann. *Handling Tough Job Interviews*. Mumbai: Jaico Publishing, 2004.
- Bonet, Diana. *The Business of Listening: Third Edition*. New Delhi: Viva Books, 2004.
- Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. *Business Communication Today: Tenth Edition*. New Jersey: Prentice-Hall, 2010.
- Brown, Michele & Gyles Brandreth. *How to Interview and be Interviewed*. London: Sheldon Press, 1994.
- Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. New York: Pocket Books, 1977.
- Collins, Patrick. *Speak with Power and Confidence*. New York: Sterling, 2009.
- Fensterheim, Herbert and Jean Baer. *Don't Say Yes When You Want To Say No*. New York: Dell, 1975.
- Fitikides, T. J. *Common Mistakes in English*. London: Orient Longman, 1984.
- Guffey, Mary Ellen. *Essentials of Business Writing*. Ohio: South-Western College Pubg., 2000.
- Hall, Edward, T. *Beyond Culture*. Garden City, N.Y.: Doubleday, 1976.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Peeka P.R, Sharma R. K & Shukla D. K. (2020). A study of attitudes of B.Ed. Trainees towards strategies of learning communicative English. *International Journal of Indian Psychology*, 8(3), 1413-1420. DIP:18.01.147/20200803, DOI:10.25215/0803.147