

A Study On The College Teachers' Attitude In Teaching Speaking Skill Among Undergraduate Students

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ABSTRACT

The approach to teaching-learning of English has undergone radical changes over the past thirty years. The objectives of learning English have been changed completely. The necessity of learning English is needed for worldwide communication. Among four skills, speaking is one of the most challenging skills for students and teachers to develop and yet one of the most important. The attitudes of teachers and learning atmosphere are key components in teaching learning process. This paper tries to unearth the mood, attitude and basic difficulties of the college teachers of Ramanathapuram district in Tamilnadu in teaching speaking skill at the undergraduate level. The results of the questionnaire are elaborately discussed in the paper.

Keywords : College Teacher, Speaking Skill, Attitude, Teaching, Learning.

I. INTRODUCTION

English is the essential language in India. It penetrates all walks of Indians life. English is a lingua-franca in India. Though India has umpteen numbers of languages, English plays a significant role in the realm of education. In recent years, education through mother tongue (L1) has been decreasing day by day. It is just because of raising the growth of English language all over the world. Most of the young parents want their children study in the English medium schools. It is unquestionable that English is the language for trade, commerce, job market, medical assistance, higher education or access to information. Being able to use the language for effective communication in real life situations locally and globally has become the prime purpose for learning English as a second language. Rebecca Hughes makes an interesting methodological point that "as far as teaching speaking skills is concerned one needs to distinguish between „teaching the spoken form of a

language" and „teaching a language through speaking" (5)

As English is skill based subject effective communication depends on how much competent a person in four skills such as listening, speaking, reading and writing (LSRW). To focus all four skills equally, Tamilnadu government has introduced uniform syllabus for both English and Tamil medium schools. The syllabus concentrates Communicative Language Teaching which enables students to learn all the four skills. The successful implementation of a language curriculum, especially a communicative language curriculum, depends mainly on properly trained teachers.

Thornbury says that "one of the basic features of speaking is that it takes place in real time. Due to the time constraints that allow speakers only limited planning time, speech production requires "real-time processing"(2). The study found out the problems of both the teachers and the students in terms of teaching and learning the speaking skill.

II. Research Methodology

1.2. Research Questions

The following are the hypotheses of the present study:

- 1) What are the teachers' attitudes to teach speaking skill in the classrooms?
- 2) What are the difficulties the teachers face to teach speaking skill?

The researcher tries to answer the above research questions by using corpus collected from the teachers and students.

2. Test Battery

The questionnaire contained thirteen statements. The researcher asked college teachers to express their views about such statements such as strongly agree, agree, neutral, disagree and strongly disagree.

III. Data Collection

The successful teaching always depends on the teachers and the students. When the teachers' and the students face any difficulties, the learning will be hampered. On the other hand, teachers subject based knowledge is a factor to teach the students in the higher level education. To explore the teachers' problems in teaching speaking skill, the researcher set some questions and distributed among teachers.

The study was carried out in Government, Government aided and self finance colleges of Ramanathapuram districts in Tamilnadu, The participants were the college teachers of Ramanathapuram district. The total number of the teachers was 70. Both male and female college teacher were participated in this study.

3.1. Data processing

The researcher processed the collected data in applying statistical method. The researcher took into account the overall opinion. It took huge time to analyze the data and come to conclusion.

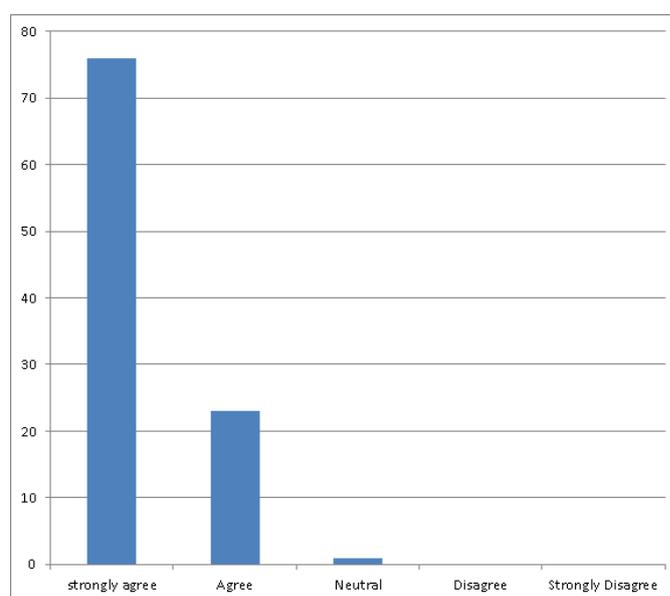
3.2 Scope and Restriction

The scope of this research study is to find out the attitude of college teachers in teaching speaking skill and problems faced by them in the classrooms. Though there are a lot of research has been conducted on language learning, very few researches have been conducted in this area. So in this sense, the researcher gets a chance to research in this area. This study focuses only teachers who work in Ramanathapuram district

IV. Results and Discussions

Speaking English is an important skill in learning English language (Figure:1 Teachers' opinions of teaching speaking skill in the classroom)

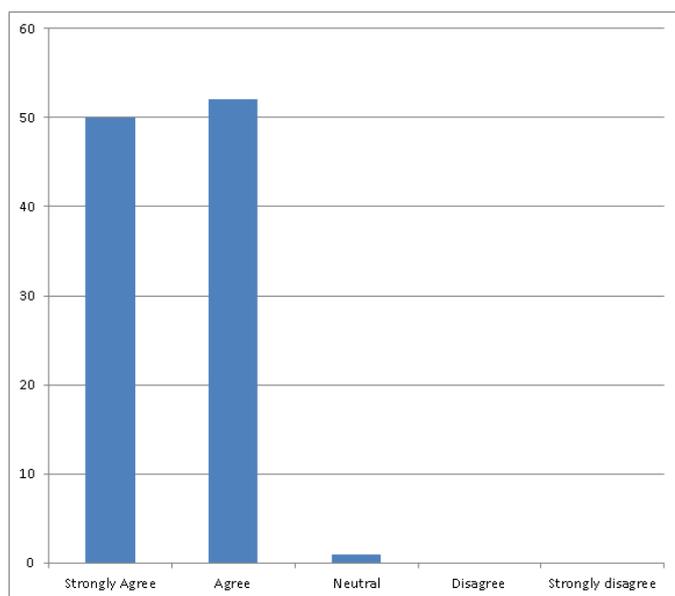
4.1 Speaking English is an important skill in learning English language (Figure:1 Teachers' opinions of teaching speaking skill in the classroom)



Inference

The above bar chart explains that among the 70 teachers 53 teachers agreed strongly with the statement. That indicated 76% teachers strongly agreed that speaking skill is important for learning English. On the other hand, 23% teachers only agreed with the statement and among them only 1 teacher was neutral with the statement. That was indicated that among the 70 teachers only 1% teachers were neutral and 99% of teachers were in favor of the statement. So, the speaking skill is very important amongst all language skills.

4.2 Speaking skill should be taught in the classroom to learn English Language. (Figure:2 Teachers' opinions of teaching speaking skill in the classroom).



The researcher set the second statement to know the present status of teaching speaking skill in the classroom. In this regard he asked them whether they should teach speaking skill to the students in the classroom. There were 70 teachers and among them there were 36 participants (52%) who strongly agreed with the statement on the other hand, another 33 participants (47%) agreed with the statement. So

total number of 99% participants was in support of the statement. They accepted the truth that speaking skill must be taught in the classroom. The rest of the participants (1%) were neutral.

4.3 Using Text books for teaching speaking skill (Figure 3: Teachers' opinions regarding speaking skill)

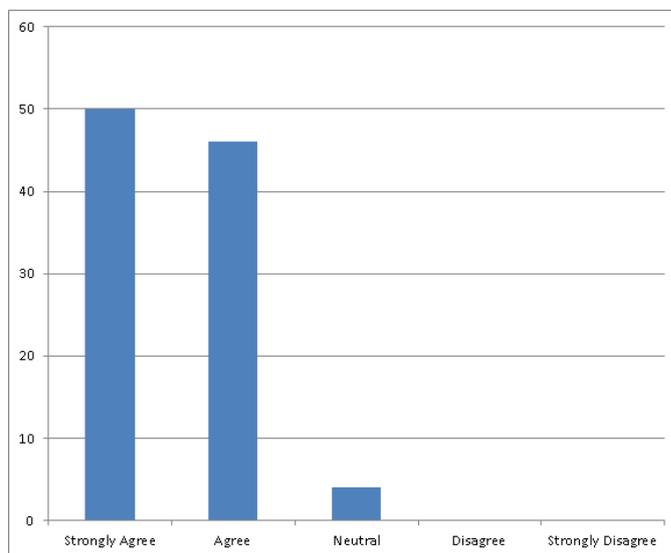


Figure 3: Using Textbook for teaching speaking skill in the classroom.

The statement was set to know whether the teachers followed the text book to teach the students speaking skill in the classroom. Among the 70 teachers there were highest number of (50%) teachers who strongly agreed with the statement and 46% teachers who only agreed with the statement. Therefore, 96% teachers were in favor of this statement. On the contrary the lowest number of students (4%) was neutral. So, among the total number of students most of them believed that for teaching the speaking skill they should follow the text books.

4.4. Speaking skill should be tested in the examination (: Teachers' opinions regarding speaking skill)

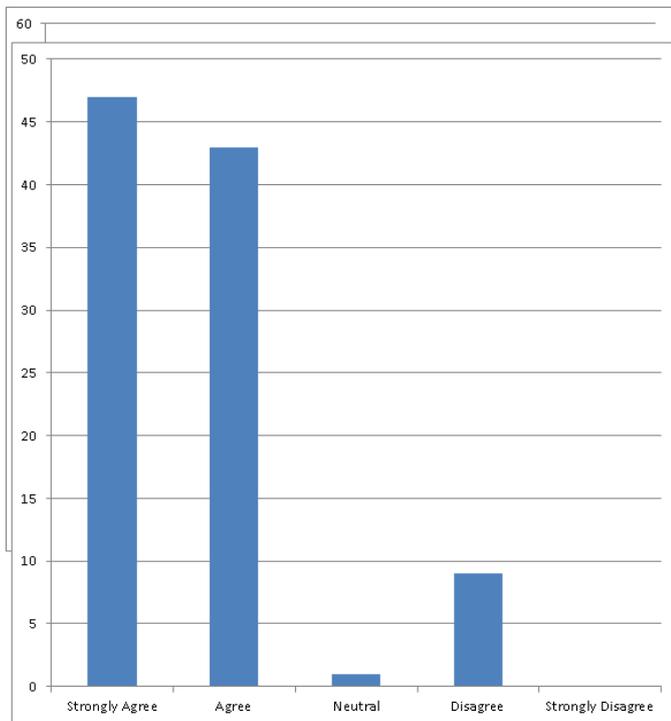


Figure 4: Speaking skill should be included in the examination

There were 70 teachers and the researcher asked them to know whether speaking skill should be tested in the examination. Among them highest number of the teachers (33) who agreed strongly (47%) with the statement, the second highest number of the teachers (30 and 43%) agreed with the statement, the lowest number of the teachers 1% teachers were neutral with the statement and the third highest number of the teachers (6 and 9%) disagreed with the statement.

4.5 Our exam system is not authentic (Teachers' opinions regarding speaking skill)

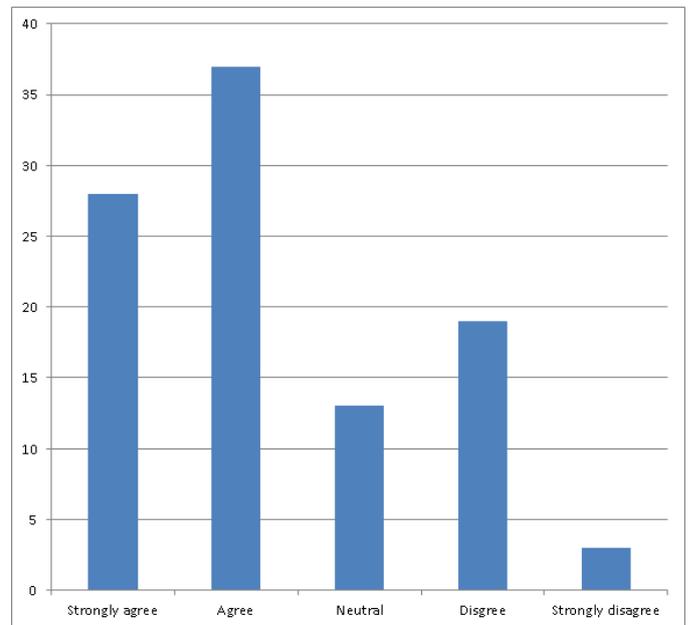


Figure 5: Teachers' opinion on Authenticity of exam system

The researcher set the statement to know the teachers' opinion about the relation between the speaking skill and the examination system. Among the 70 teachers the highest number of the teachers (26 teachers and 37%) agreed with the statement whereas the second highest number of the teachers (20 teachers and 28%) strongly agreed with the statement. 13% of the teachers (9 teachers) were neutral with the statement. On the other hand, 19% of them (13 teachers) disagreed with the statement. The poorest number of the teachers (2 teachers and 3%) teachers disagreed strongly with the statement.

4.6. Teaching speaking skill in the classroom (Frequency of doing activities by the teachers in the classroom related with speaking skill)

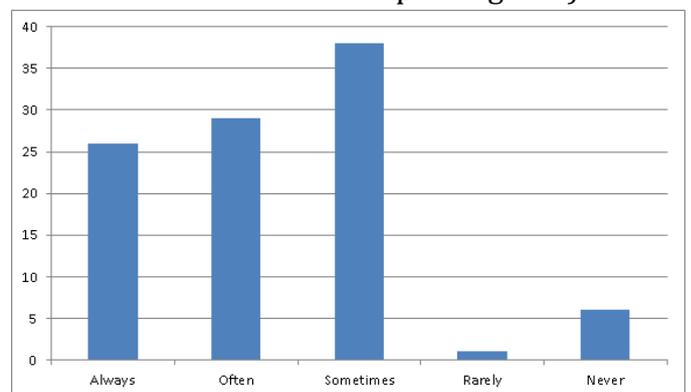


Figure 6: Frequency of teaching speaking passage

The researcher asked the teachers how often they taught their students speaking skill. Among the 70 teachers only 26% teachers (20 teachers) always taught their students speaking skill in the classroom. 29% teachers (20 teachers) often taught their students speaking practice. The largest number of the teachers (27) was 38% who taught their students speaking skill sometimes.

1% teacher taught their students rarely and 6% teacher never taught their students speaking skill. The scenario showed that (100%-26%) =74% teachers do not practice speaking skill regularly with the students. All of them expressed that there were some barriers that held up them to practice speaking skill in the class room.

4.8. Using English language in the classroom (Frequency of doing activities by the teachers in the classroom related with speaking skill)

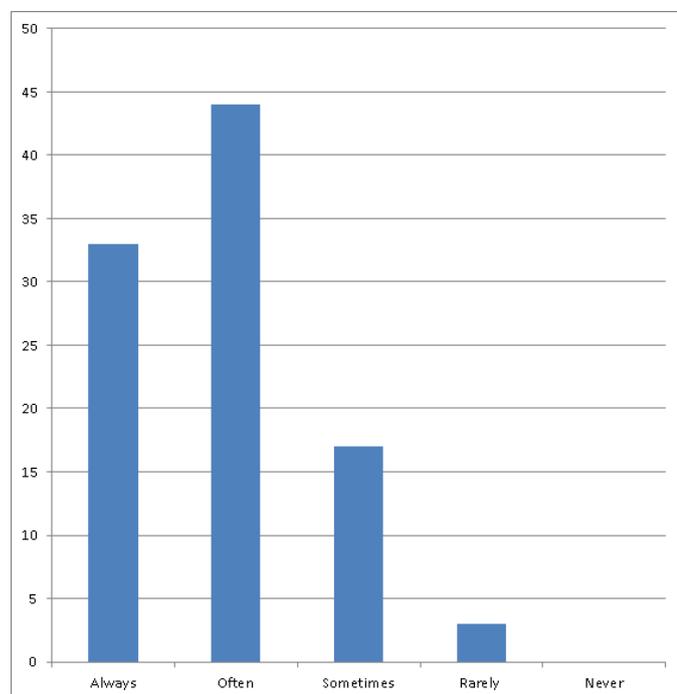


Figure 8: Using English language in the classroom

Among the 70 teachers only 33% teachers always used English language in the classroom,

44% teachers used it often, 17% teachers used English sometimes, 3% teachers rarely used English and another 3% teachers never used English in the classroom. To develop speaking skill a homogeneous speech community is needed but the data showed that only 33% teachers are trying to speak in English in the classroom always.

4.9 Conducting group work and pair work (Frequency of doing activities by the teachers in the classroom related with speaking skill)

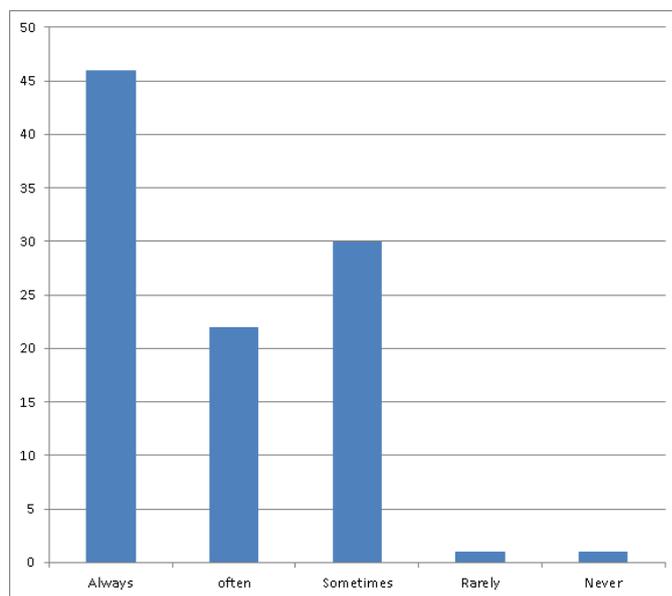


Figure 9: Conducting group work and pair work

The data described that among the 70 teachers most of them could not arrange group work and pair work in the classroom. Only 46% of teachers arranged group and pair work always while 22% of them arranged group work and pair work often, on the other hand 30% of teachers engaged their students in group and pair work sometimes. Only three teachers (1%) shared that they rarely did the tasks with the students but 3% teachers never did the task. But all of them agreed that the group and pair work was always helpful to develop speaking skill in the classroom.

4.10. Using different techniques for teaching vocabulary (Frequency of doing activities by the teachers in the classroom related with speaking skill)

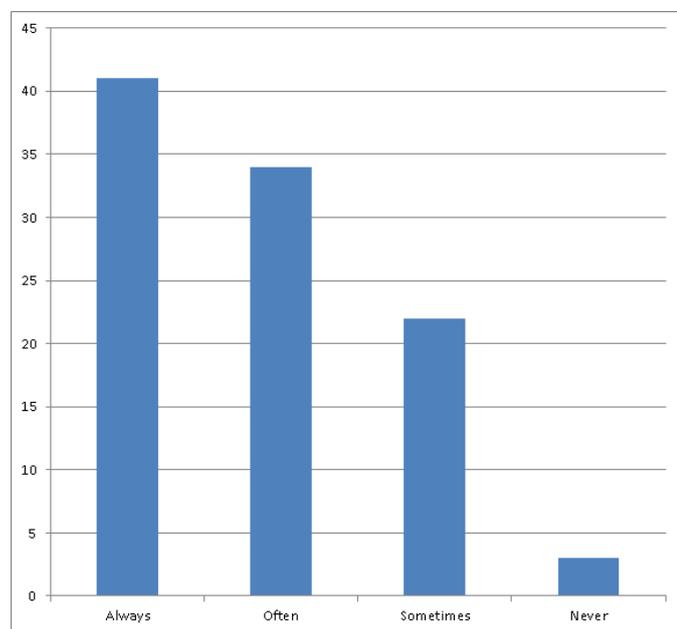


Figure10: Using different techniques for teaching vocabulary

The total number of the teachers was 70. The information showed us that 41% of teachers presented vocabulary always by following the different techniques while 3% of teachers never followed any technique or used any visual aids for vocabulary teaching in the classroom. 22% of the teachers sometimes used different techniques and visual aids for vocabulary presentation. On the other hand, 34% of the teachers presented vocabulary often. As English is a foreign language in our country to know the context in English, understanding the difficult word meaning is essential.

4.11 Taking challenges to teach speaking skill (Frequency of doing activities by the teachers in the classroom related with speaking skill)

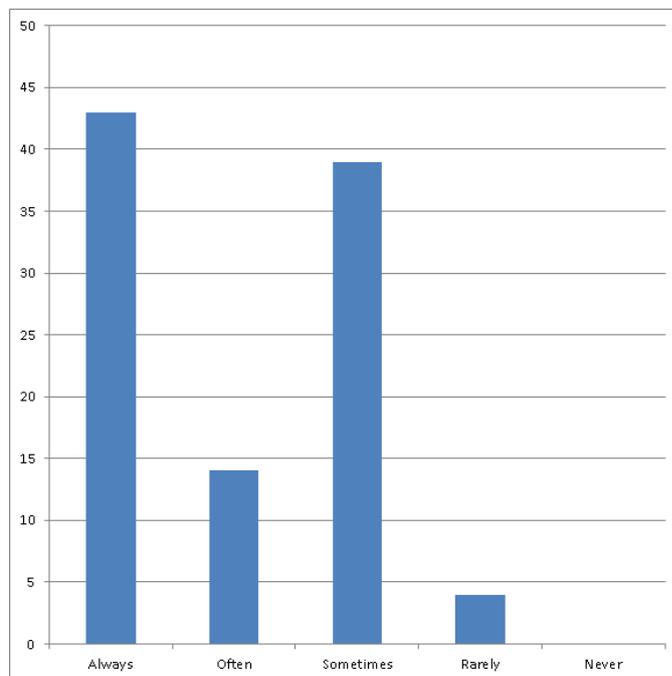


Figure 11: Taking speaking as a challenge

In Tamilnadu teaching speaking skill in the classroom is a big challenge. The researcher asked the teachers whether they motivated or not to teach speaking skill in the classroom. Among the 70 teachers only 43% of them agreed to take the challenges always of teaching speaking skill in the classroom where as 4% of teachers rarely motivated to take the challenges to teach speaking skill in the classroom. 14% of teachers were often motivated when 39% teachers were motivated sometimes.

4.12 Large classes are big problem to implement speaking skill (Frequency of doing activities by the teachers in the classroom related with speaking skill)

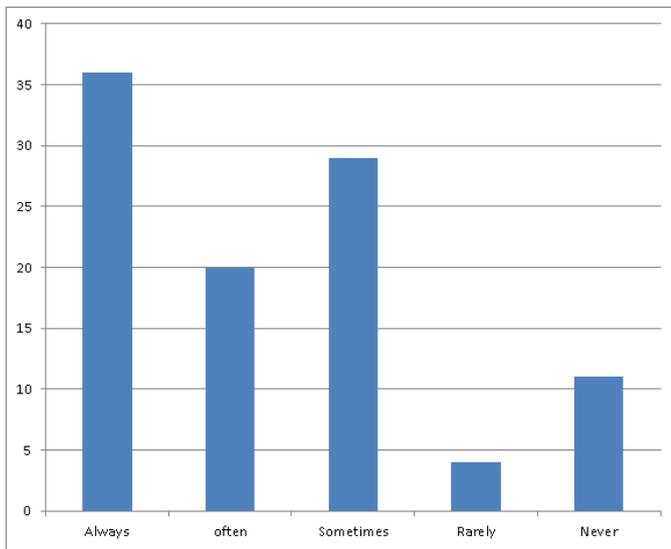


Figure12: Problem with large class

The researcher asked the teachers whether the large class is problem or not for conducting the speaking lessons. The table showed us 36% of teachers gave practical opinion according to them, the large class was always problem whereas, 11% of them disagreed with the statement according to them, large class was never a problem to them. 29% teachers were the middle position. According to them, sometimes large class is a problem for conducting speaking lesson. On the contrary, 20% of teachers faced problems with the large class very often when 4% teachers thought that large class creates problems very rare for conducting speaking class. From teacher's point of view large classroom is a big challenge for conducting speaking lesson in the class.

4.13 Students' motivation (Frequency of doing activities by the teachers in the classroom related with speaking skill)

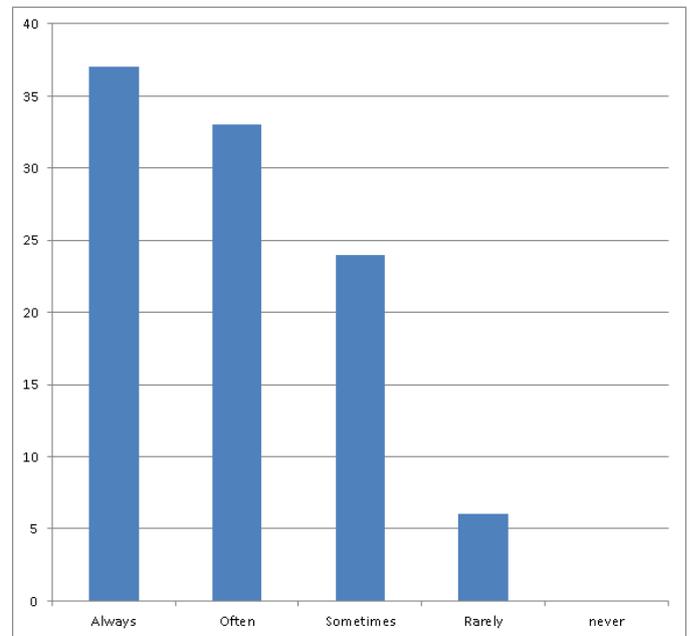


Figure13: Students motivation

The researcher wanted to know from the teachers how much their students motivated to learning speaking skill. Only 37% teachers answered that their students always motivated to learn speaking skill in the classroom. Another 24% of teachers replied that students are sometimes motivated learn speaking skill in the classroom. 6% teachers thought that their students are rarely motivated to learn speaking skill. Only 33% teachers often believed that their students are motivated to learn speaking skill. According to them, self motivation is needed for learning anything.

V. CONCLUSION

The research has captivated the college teachers' mood and opinion about teaching speaking skill. They have expressed their ability and inability in teaching speaking skill by answering the questionnaire. 70% of the teachers have strongly believed that speaking skill is very essential. 52% of the teachers have the notion of teaching speaking skill in the classroom atmosphere. 47% of the teachers have strongly agreed that speaking skill should be tested in the

examination. Teachers understudy have expressed that the many number of students in the class is a big problem to implement speaking practice. To sum up, this paper analyzed overall idea about attitudes of college teachers in teaching speaking skill.

VI. REFERENCES

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