

The Efficacy of Listening Skill among the Prospective Teachers of select D.Ed. Colleges in North Coastal Andhra Pradesh based on Gender

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Abstract

Listening plays a crucial role and it is even more important to prospective teachers. It is not just one skill among the four language skills but it has its own advantages that could not be reaped elsewhere. Hence, this paper is an attempt to highlight what all advantages listening skill endows on the learners in their journey of language learning.

Keywords: Listening, prospective teachers, gender.

Introduction

India has 18 official regional languages; among them English is considered as the associate official language at the national level. Moreover, with the advents of globalization proficiency in English is needed for social mobility and the job prospects. In a present scenario, teaching English as a second language to the nonnative speakers has become challenging to the teachers of English. To know the basic reason for lack of sufficient communication skills in English among Indian English learners in general and Prospective Teachers of D.Ed in North Coastal Andhra area in Andhra Pradesh particular. There are different reasons including socio-economical, geographical and gender reasons to have inadequate communication skills in English language. Social and Economical background plays an important role in the academic progress of a student. Students who are socially backward and economically poor background stand behind to those who are forward both socially and economically. It is necessary to know the reasons of socio-economical privileged learners to have better communication skills if they are compared to those who are deprived both socially and economically.

Review of Literature

1. **Ba-Udhan, Hassan Saeed Awadh., "Investigating the Problem and Strategies of Listening Comprehension of EFL Student-Teachers: A study in Yemeni Context", EFL University, Hyderabad, 2014.**

Objectives

1. To identify the listening comprehension problems that student-teachers encounter the three cognitive phases of processing.

2. To investigate the efficacy of the strategies that student-teachers use to overcome their problems.
3. To examine if the Awareness Raising Programme help raise the student-teachers awareness about their comprehension problems and the strategies they use to overcome these.

Methodology

The sample of the study is first year EFL student-teachers in the colleges of education in Hadhramout University of Sciences and Technology in Yemen. The total sample of the study is 71. Of them 40 are male student-teachers and 31 are female student-teachers first year student-teachers. They are selected from two colleges of education affiliated to Hadhramout University of Sciences and Technology in Yemen. The tools include tools, questionnaire, and semi structured interviews were used. Pre-test and post-test were used in this study.

Findings

1. The findings of the revealed that the Awareness Raising Programme is effective in sensitizing the Yemeni EFL student-teachers to their listening comprehension problems.
2. The student-teachers perform better in the post-test than in the pre-test.
3. The Awareness Raising Programme is useful for both the low and high ability student-teachers.
4. The findings revealed that the high ability student-teachers perform better in the post-test than the low ability student-teachers.

2. **Meeraa, K. P, Rincy Mol Sebastian, & Bindu, A .V., “Prospective Teachers Level of Communication Apprehension”, International Journal of Sciences: Basic and Applied Research (IJSBAR), Volume 17, No 2, (2014): pp 243-251.**

Objectives

1. The purpose of this study was to identify the oral communication apprehension of prospective teachers studying at various teacher education institutions in Kerala and
2. The difference in apprehension with respect to subject streams.

Methodology

The sample of this study was 215 trainee teachers studying for their Bachelor of Education (B.Ed.) degree in Kerala. The students were aged between 20 and 30 years, with a mean age of 25 years. There were 170 females and 45 males. The investigator selected students from three streams of study: Science, (Physical Science and Natural Science); Social Science (Economics, History, and Political Science); and language (English and Arabic). A stratified random sampling technique was used to collect data. The Personal Report of Communication Apprehension, or PRCA-24 [26], was used to measure the oral communication apprehension of trainee teachers. Percentage analysis, analysis of variance (ANOVA's) and Post-Hoc Comparisons of means (Scheffé tests) were used to investigate the difference between the three groups.

Findings

1. The findings revealed that majority of teacher trainees experience communication apprehension especially trainees of Science stream are more apprehensive when compared to other trainees. Future teacher's oral communication will unfavorably affect the overall development of the students.
2. High or moderate CA will affect the effective transaction between the teacher and the learner.
3. This reveals that there is significant difference in the mean communication apprehension scores of trainees studying in different subject streams.
4. There is no significant mean difference exists between Language education and Social Science education.

Methodology

The researcher proposed to estimate the achievement levels of prospective teachers of D.Ed colleges of North Coastal Andhra covering three districts Visakhapatnam, Vizianagaram and Srikakulam. To observe the levels of Efficacy among the prospective teachers, the researcher planned to estimate the ability in Listening Skill based on gender. This study is conducted on a total number of 180 prospective teachers among the D.Ed colleges located in north coastal Andhra Pradesh. It is aimed at examining teachers' perceptions towards the LSRW skills. The qualitative method of data collection is done through the use of a questionnaire. Prospective teachers are selected randomly as the sample of the study. They are chosen from six different colleges of north coastal Andhra Pradesh. These prospective teachers are selected from Srikakulam, Vizianagaram and Vishakhapatnam respectively. From each district two colleges are selected. i.e. Sri Sai Balaji College of Elementary Education, Srikakulam, TSR Teacher Training Institute, Srikakulam, Thandra Papparaya College of Elementary Education, Vizianagaram, Behara College of Education, Vizianagaram, Naidu Babu Elementary Teacher Education, visakhapatnam, and St.Marys Centenary College of Elementary Teacher Education, Visakhapatnam. 30 prospective teachers are selected from each college. The five point Likert scale is adopted. The data have analyzed quantitatively.

Objectives of the study

1. To examine the efficacy of Listening skill among the prospective teachers of select D.El.Ed colleges in north coastal Andhra Pradesh.
2. To understand the use of audio-visual aids to improve listening skill.

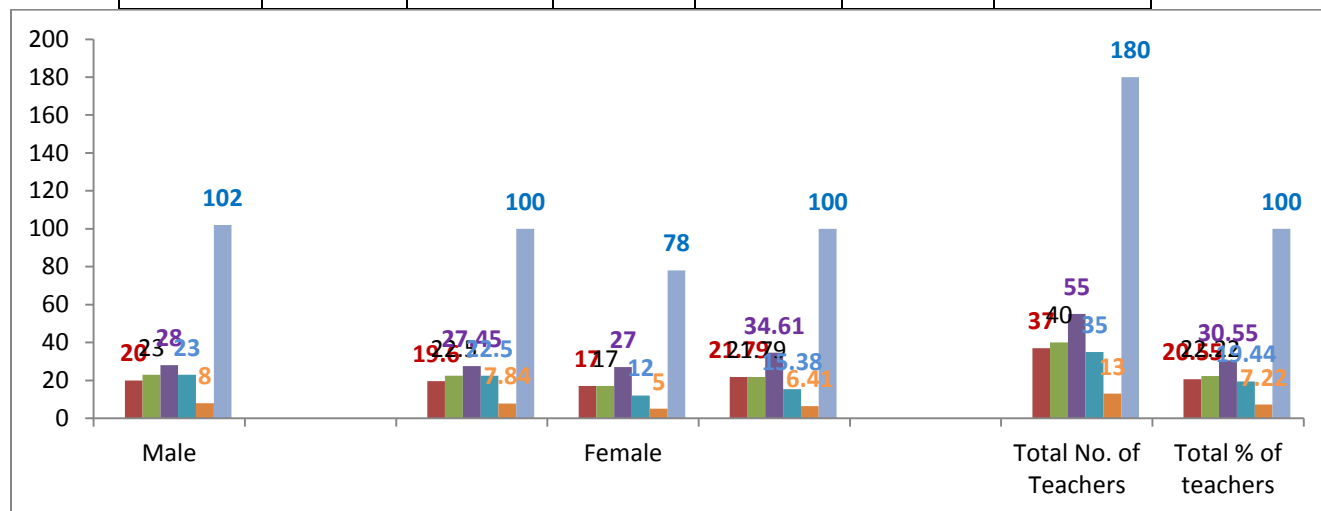
Sample and Population

The researcher has selected 6 D.El.Ed colleges from three districts i.e. Srikakulam, Vizianagaram and Vishakhapatnam for the study. The study is confined to 3 Districts i.e. Srikakulam, Vizianagaram and Vishakhapatnam. A sample of 30 students is selected for the study from each college. The sample is further segregated into 15 male and 15 female students. From each district a sample population of 60 students is selected. On totally the sample population is of 180 students.

Analysis of the data

1. I am comfortable to understand English medium in the classroom based on gender

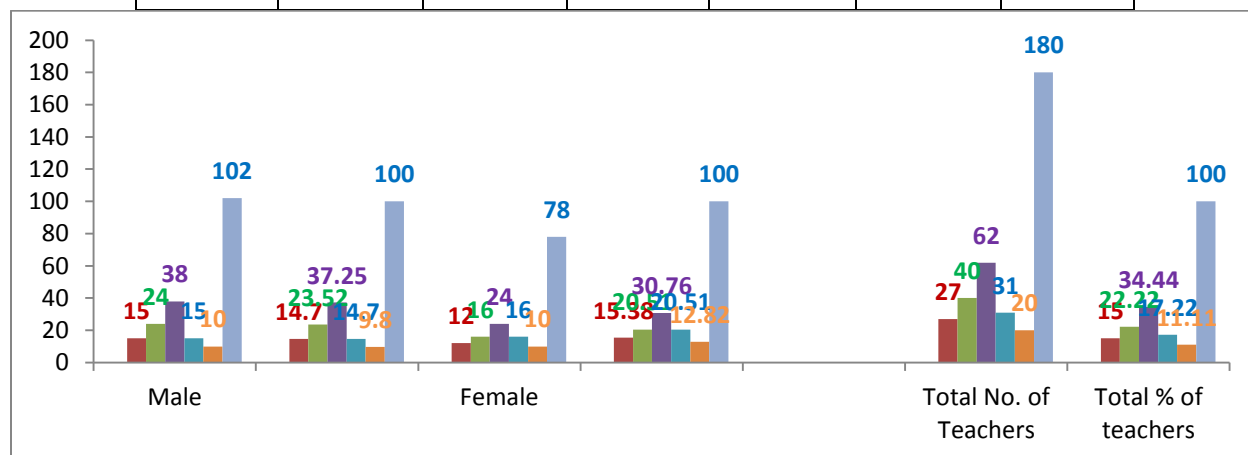
Scale	Male		Female		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	20	19.6	17	21.79	37	20.55
Agree	23	22.5	17	21.79	40	22.22
Neutral	28	27.45	27	34.61	55	30.55
Disagree	23	22.5	12	15.38	35	19.44
Strongly Disagree	8	7.84	5	6.41	13	7.22
Total	102	100	78	100	180	100



As per the above data total 20.55% of the prospective teachers strongly agree that they can understand English medium in the classroom. There are 19.6% of the male prospective teachers and 21.79% female prospective teachers. 30.55% of the prospective teachers opined neutral that they can understand English medium in the classroom. There are 27.45% of the male prospective teachers and 34.61% female prospective teachers. 7.22% of the prospective teachers strongly disagree that they can understand English medium in the classroom. There are 7.84% of the male prospective teachers and 6.41% of the female prospective teachers. Female prospective teachers are ahead in the opinion that they can understand English medium in the classroom comparing with male prospective teachers.

2. I notice the silent letters in the speech of my lecturer based on gender

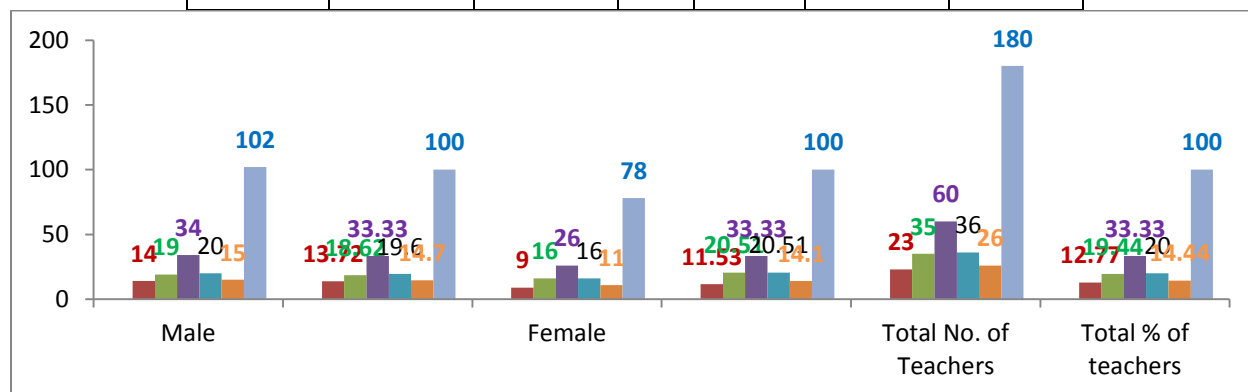
Scale	Male		Female		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	15	14.7	12	15.38	27	15
Agree	24	23.52	16	20.51	40	22.22
Neutral	38	37.25	24	30.76	62	34.44
Disagree	15	14.7	16	20.51	31	17.22
Strongly Disagree	10	9.8	10	12.82	20	11.11
Total	102	100	78	100	180	100



As per the above data total 15% of the prospective teachers strongly agree that they can notice the silent letters in the speech of their lecturers. There are 14.7% of the male prospective teachers and 15.38% female prospective teachers. 34.44% of the prospective teachers opined neutral that they can notice the silent letters in the speech of their lecturers. There are 37.25% of the male prospective teachers and 30.76% female prospective teachers. 11.11% of the prospective teachers strongly disagree that they can notice the silent letters in the speech of their lecturers. There are 9.8% of the male prospective teachers and 12.82% of the female prospective teachers. Female prospective teachers are ahead in the opinion that they can notice the silent letters in the speech of their lecturers comparing with male prospective teachers.

3. I have a habit of listening to some great orators through Radio of T.V or Computer based on gender

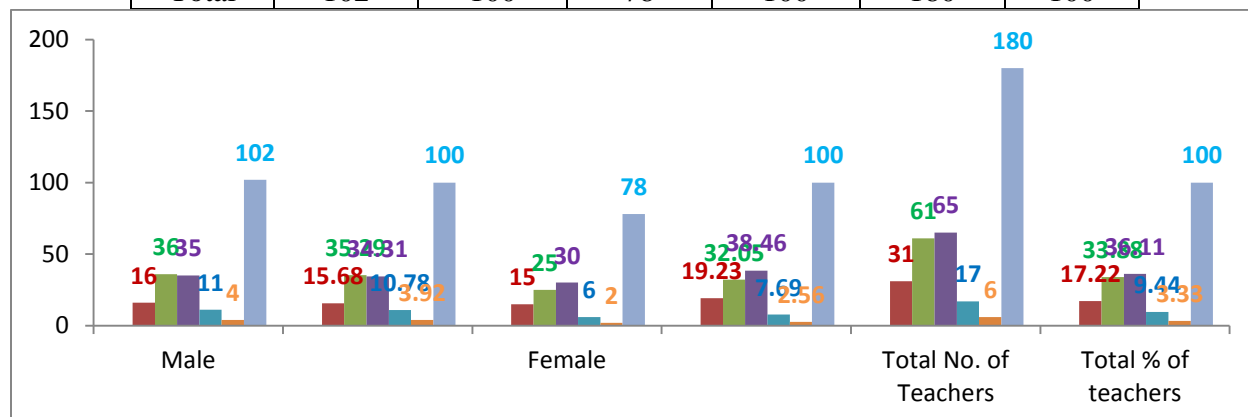
Scale	Male		Female		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	14	13.72	9	11.53	23	12.77
Agree	19	18.62	16	20.51	35	19.44
Neutral	34	33.33	26	33.33	60	33.33
Disagree	20	19.6	16	20.51	36	20
Strongly Disagree	15	14.7	11	14.1	26	14.44
Total	102	100	78	100	180	100



As per the above data total 12.77% of the prospective teachers strongly agree that they have a habit of listening to some great orators through Radio of T.V or Computer. There are 13.72% of the male prospective teachers and 11.53% female prospective teachers. 33.33% of the prospective teachers opined neutral that they have a habit of listening to some great orators through Radio of T.V or Computer. There are 33.33% of the male prospective teachers and 33.33% female prospective teachers. 14.44% of the prospective teachers strongly disagree that they have a habit of listening to some great orators through Radio of T.V or Computer. There are 14.7% of the male prospective teachers and 14.1% of the female prospective teachers. Finally as per the analysis of the data male prospective teachers are ahead in the habit of listening to some great orators through Radio of T.V or Computer comparing with female prospective teachers.

4. Through listening helps me to understand different accents/pronunciations in English based on gender

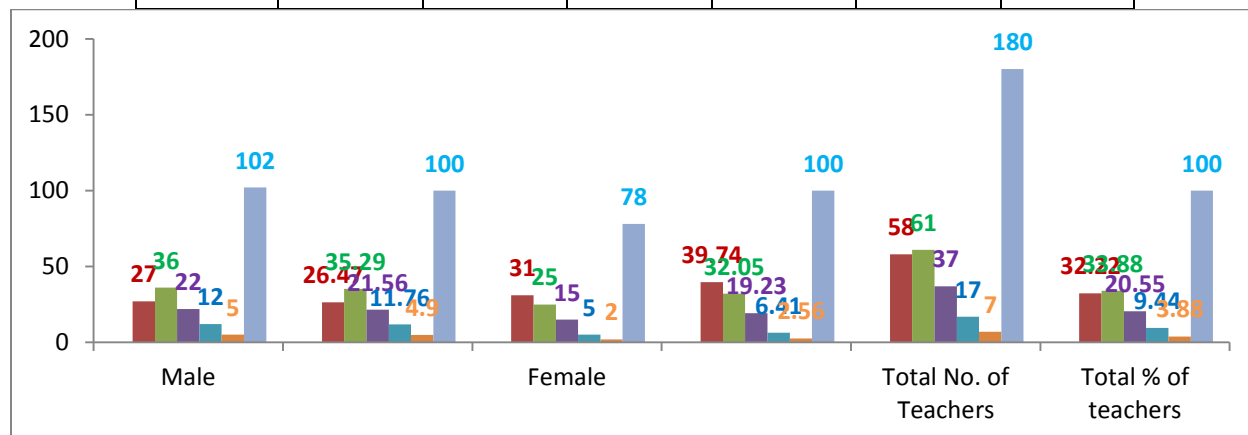
Scale	Male		Female		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	16	15.68627	15	19.23077	31	17.2222
Agree	36	35.29412	25	32.05128	61	33.8889
Neutral	35	34.31373	30	38.46154	65	36.1111
Disagree	11	10.78431	6	7.692308	17	9.44444
Strongly Disagree	4	3.921569	2	2.564103	6	3.33333
Total	102	100	78	100	180	100



As per the above data total 17.22% of the prospective teachers strongly agree that listening helps them to understand different accents/pronunciations in English. There are 15.68% of the male prospective teachers and 19.23% female prospective teachers. 36.11% of the prospective teachers opined neutral that listening helps them to understand different accents/pronunciations in English. There are 34.31% of the male prospective teachers and 38.46% female prospective teachers. 3.33% of the prospective teachers strongly disagree that listening helps them to understand different accents/pronunciations in English. There are 3.92% of the male prospective teachers and 2.56% of the female prospective teachers. Female prospective teachers are ahead in the opinion that listening helps them to understand different accents/pronunciations in English comparing with male prospective teachers.

5. We use audio-visual aids to improve listening skill based on gender

Scale	Male		Female		Total No. of Teachers	Total % of teachers
	No. of Teachers	% of Teachers	No. of Teachers	% of Teachers		
Strongly Agree	27	26.4706	31	39.7436	58	32.2222
Agree	36	35.2941	25	32.0513	61	33.8889
Neutral	22	21.5686	15	19.2308	37	20.5556
Disagree	12	11.7647	5	6.41026	17	9.44444
Strongly Disagree	5	4.90196	2	2.5641	7	3.88889
Total	102	100	78	100	180	100



As per the above data total 32.22% of the prospective teachers strongly agree that they use audio-visual aids to improve listening skill. There are 26.47% of the male prospective teachers and 39.74% female prospective teachers. 20.55% of the prospective teachers opined neutral that they use audio-visual aids to improve listening skill. There are 21.56% of the male prospective teachers and 19.23% female prospective teachers. 3.88% of the prospective teachers strongly disagree that they use audio-visual aids to improve listening skill. There are 4.9% of the male prospective teachers and 2.56% of the female prospective teachers. Male prospective teachers are ahead in the opinion that they use audio-visual aids to improve listening skill comparatively with female prospective teachers.

Findings

1. There is no significant difference between male and female perspective teachers' perception towards the efficacy of Listening Skill among the perspective teachers of select D.El.Ed colleges of North Coastal Andhra Pradesh.
2. There is no significant difference between the male and female perspective teachers' perception towards the use of audio visual aids to improve listening skill among the perspective teachers of select D.El.Ed colleges of North Coastal Andhra Pradesh.

Conclusion

The analyses of the data collected from student teachers reveal that the main effects of gender, socio-economic background and geographic location are found to be significant. The researcher found remarkable differences with reference to gender variable. The female students are found to be ahead when compared with male students in terms listening skill.

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