



TEACHING AND LEARNING PROCESS OF ENGLISH FOR STUDENT-TEACHERS: A PILOT STUDY

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ABSTRACT

Language is a system of communication through speech, and written language is an attempt to represent the spoken language by visual symbol. It gives us the ability to communicate and share our ideas and experiences with others; it is language that distinguishes man from animals. Language is a collection of words integrates together in sentences but each word having a separate identity and meaning. Language is a skill even though It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., but it aims to imparting information and fill the human mind with knowledge. By this we can say that language is an ability to do communication well. The sample consists of 25 Student-Teachers studying in Siddhartha College of Education Vijayawada, affiliated to Krishna University; Machilipatnam. The sample includes responses of the 25 Student- Teachers respecting three methodologies like Mathematics – English, Biological Science – English and Social Science – English.

Key words: represent, distinguish, integrate, identity, ability, imparting, respecting.

Introduction

Teaching and learning process is the part and parcel of the education system. Education system depends on the aims and objectives of the teaching and learning process. The teacher, the learner, the curriculum are organized in a systematic way to achieve the educational goals and objectives, in the teaching and learning process. The main function of teaching is to make learning effective and meaningful.

Webster - "Language is a audible, articulate human speech as produced by action of the tongue and adjacent vocal organs".

Otto Jespersen- "Language is a set of human habits, the purpose of which is to give expression to human thoughts and feelings".

English, as a living language, is constantly changing. It adapts to an ever changing world which requires new and varied means of communication.

International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.9.Issue.6. 2021(Nov-Dec)****ISSN:2455-0302****Objectives on Teaching & Learning Process for Student- Teachers:**

The study has been done by keeping the following objectives in view to enhance English language communication for Student – Teachers in B Ed colleges.

- To find out Student- Teachers opinions on LSRW skills and Vocabulary of the English language.
- To find out Student- Teachers responses on the Teaching Learning Material, and Methods of Teaching English.

Sample study

Sample of the study consists of 25 Student-Teachers studying in Siddhartha College of Education Vijayawada, affiliated to Krishna University; Machilipatnam. The sample includes responses of the 25 Student-Teachers respecting three methodologies like Mathematics – English, Biological Science – English and Social Science – English.

Tools used for study:

In the present study, quantitative data is collected by using Questionnaire, which is consisted of closed-ended questions, with Student- Teachers. An analysis of the data and its interpretations was conducted to find out a better understanding of English language learning in the college of Education.

The following four aspects of learning English language are:

1. Focus on the language skills
2. Focus on vocabulary of the English Language
3. Focus on Teaching Learning Material
4. Focus on Methods of Teaching English

1. Focus on the language skills:

Listening: Language is called a complex skill, consists the skills Listening, Speaking, Reading and writing .Learning differs from other skills like playing, dancing, driving and swimming etc. Listening is an ability to understand what others say / speak? It includes sounds, stress, intonation, symbols, words and phrases. Effective listening is just one way to achieve success in life. It is a natural process of human behavior. There is a need we listen for various purposes. At the railway station we listen to the announcements, which would give the information about the number of platform on which the train arrives, the time of the departure / arrival of the train etc. we also have a general interest to know what is going on in the outside world. Listen to people to share our experiences. Listen to commentaries, listen to the News, listen to stories either to entertainment or perhaps to retell.

The following tasks are developing listening skill among Student- Teachers:

- a) Comprehension passage from the text
- b) Hearing announcements over the loud speaker: at the Railway station/ public meetings.
- c) Dialogues between two people .For e g current problems with friends, with family.
- d) Practice in contrasting sounds like ship- sheep; dip- deep; tip- team.

Speaking: Language is primarily speech. Speech is the most basic skill of language for communication. Oral communication is a two process between speaker listener, involving Productive skill of speaking and receptive



skill of understanding. The speaker has to encode the message to be conveyed in appropriate language, while the listener has to decode (interpret) the message.

The following tasks are developing speaking skill among Student- Teachers:

- a. Dialogues on simple, contextualized situations.
- b. Conversation drill
- c. Substitution tables
- d. Role- play
- e. Group Discussion
- f. Model Interviews

Reading: Reading is a process of sight, sound and sense. It needs the co- ordination of eyes and brains to understand the written message. It is a prediction based activity. Learning to recognize letters / words / sentences. Understanding conversations used in graphic representations of language and the meaning of written words Understanding and interpreting discourse. The aware of the text material comes by looking at the title, familiarity with the author / the illustration that accompanies the text.

The following tasks are developing Reading skill among Student- Teachers:

- a. Reading Magazines, tourist brochures, letters, novels, comics and jokes etc for pleasure.
- b. Official notices from the principal, travel schedules, directions etc for survival.
- c. Reading text books, plays, poetry, seminar papers, charts, diagrams and graphs etc for study.
- d. Notice boards, professional journals, advertisements, circulars etc for work.

Writing: Writing is a productive skill which involves manipulating, structuring and communicating. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. The learners have much time to search for words and make meaningful sentences.

The following tasks are developing Writing skill among Student- Teachers:

- a. Exercises in transcription- the 'look' and 'feel' of the word used to help the learners memory.
- b. Substitution table- the learners write sentences on a given pattern.
- c. Patterns practice
- d. Transforming of sentences into positive / negative / active / passive / declarative / interrogative.
- e. Describing pictures.

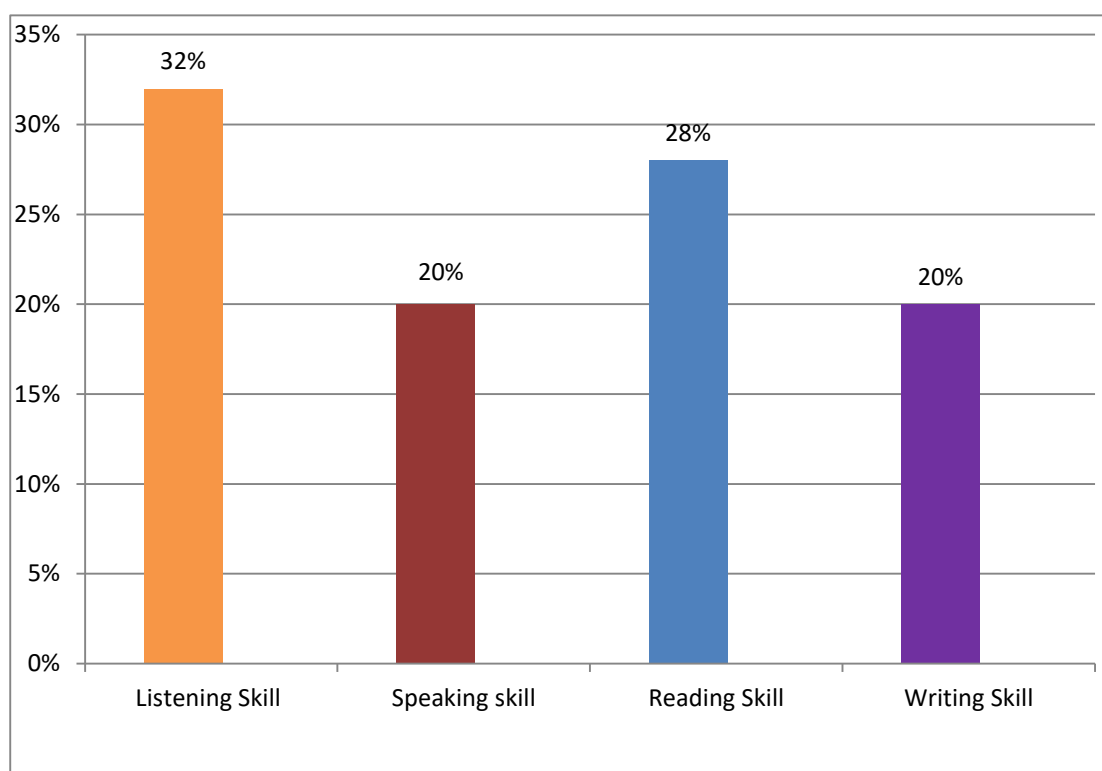


Table- 1: Focus on English language skills for Student- Teachers

S.no	Focus on language skills (LSRW) for Student - Teachers	No. of Student – Teachers	percentage
1.	Listening comprehension is an essential receptive and active skill.	8	32%
2.	Speaking makes the learner more active in the learning process.	5	20%
3.	Reading comprehension is an important aspect of learning a language.	7	28%
4.	Writing is a productive skill, and helping hand to retention.	5	20%
Total		25	100

Source: Data collected

Figure – 1 : Focus on English language skills for Student- Teachers



As per the above table -1 represents 32% per cent of the Student- Teachers were stated that Listening Comprehension is an essential receptive and active skill. Because A good listener is always an agreeable person and is likely to be more open to new ideas. The listener has to show whether he/ she has understood the message with his/ her appropriate response. 20 per cent of the Student-Teachers were found to be Speaking effectively is related to good writing. It can be stated that, many speakers good in English may not be good in writing English. Reading is a process of sight, sound and sense. It needs the co- ordination of eyes and brains to understand the written message. We read for different purposes like pleasure, survival, study and work. So, 28



per cent of the Student- Teachers given choice to Reading is an important for communication and reception process. Writing is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating. Whereas 20 per cent of the Student – Teachers stated that writing is important in formal correspondence and use of discourse markers.

2. Focus on vocabulary of the English Language for Student- Teachers:

Learning Vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.

Students learn English vocabulary through communicative language teaching. Human being is separated from non- human beings due to his ability or way of expression. Animals express their emotions by sounds and gestures, but human beings communicate their thoughts and feelings through speech. A learner never learns language only with the help of pattern practice drills and substitution tables. Communicative approach is a learner- centered approach that gives learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where in order to satisfy his daily needs or larger aims. It develops lot of confidence in oral communication with friends and needs language drilling, brings fluency and accuracy in English.

Table-2: Focus on vocabulary of the English language for Student- Teachers

S no	Focus on vocabulary of the English language	No. of student-Teachers	Percentage
1.	Communicative language teaching is the right approach to teach and learn English Vocabulary.	8	32%
2.	Learners improve their vocabulary in given situations and contexts.	6	24%
3.	Learning Vocabulary through Structural approach.	6	24%
4.	Empower vocabulary, through Constructivist approach.	5	20%
	Total	25	100

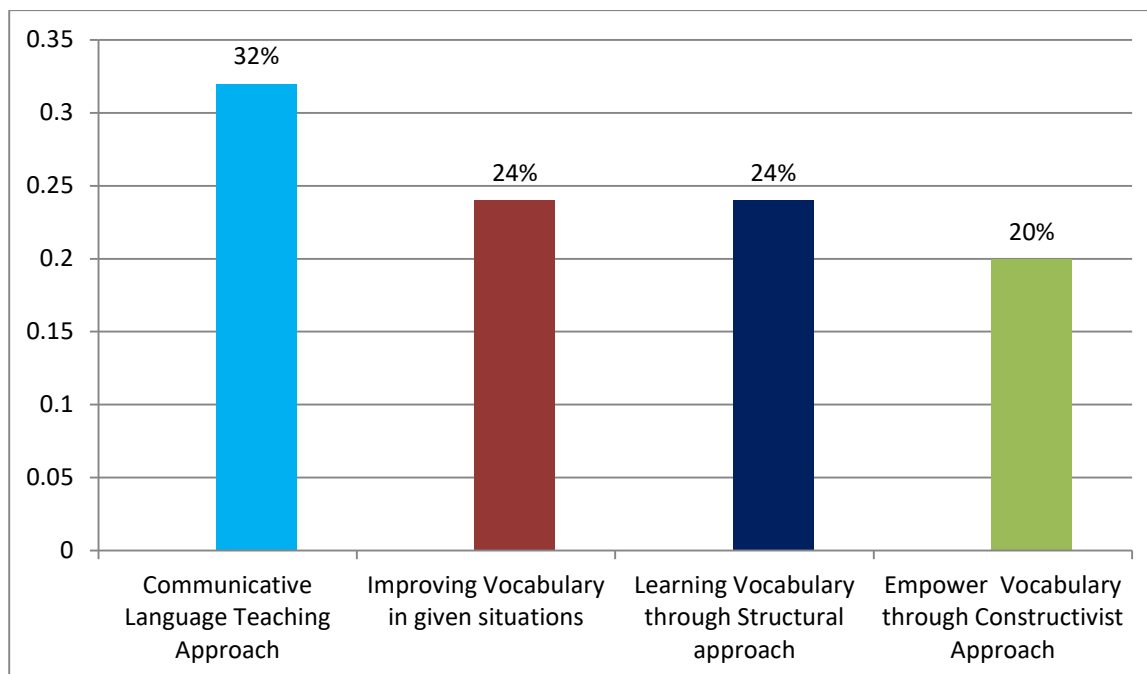
Source: Data collected

Responses of Student- Teachers:

The above table shows that, 28 per cent of the Student- Teachers were identified Communicative language teaching is right approach to teach and learn English vocabulary. It includes the exercises like introduction of new grammatical items, encouragement of self expression, group discussion, role – play, making a speech, giving a lecture and reciting a news reel etc .32 per cent of the Student-Teachers were point out that, learners improve their vocabulary in given situations and contexts. We use language to negotiate through a variety of situations. We move from one situation to another everyday in our life; and all these situations need our confidence for using language. Developing vocabulary through some situations like at a shopping mall, at a coffee shop, in the theatre, in the college and with a friend. 24 percent of the Student- Teachers were noticed that learning vocabulary through structural approach. Only 20 per cent of the Student- Teachers perceived empower vocabulary through Constructivist Approach.



Figure -2: Focus on vocabulary of the English language for student- Teachers.



Source: Data collected

3. Focus on Teaching Learning Material:

Teaching learning material is also known as teaching aids. It helps the students in understanding and direct contact possible for students. The abstract ideas and thinking are shown as concrete. The whole world appears in the classroom. Learners memorizing is easier with teaching aids. Learner is more curious and interested. Pictures help the students better than facts. Increase students experience of the language by providing language material of a better type of quality, large in quantity and rich in variety. These teaching learning material provide an entertainment and recreation to the learner. These aids can be divided into three categories.

- Audio aids** : C Ds, DVDs, Tape- recorder, Audio cassette player, Language laboratory
- Visual aids** : Charts, Match- stick figures, Black And white board, Maps, Pictures, Models Text- Books, Slide projector, Flash cards, Print Materials etc.
- Audio- visual aids**: T. V and Films

Table-3: Focus on TLM of the English language for student- Teachers.

S no	Focus on the Teaching Learning Material	No. of student-Teachers	Percentage
1.	Teaching Learning Material matches learner objectives.	9	36%
2.	The material encourages learners, to develop their own learning.	7	28%
3.	The material develops communicative skill.	5	20%



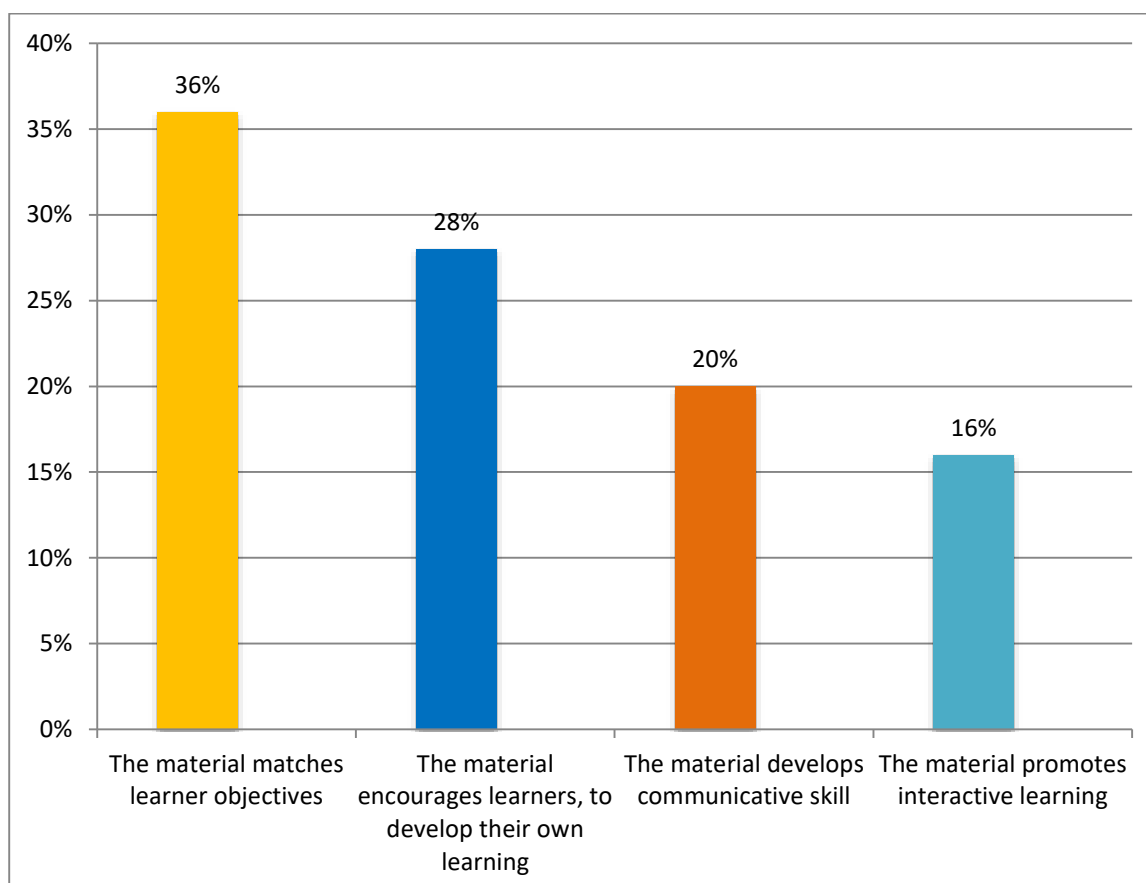
4.	The material promotes interactive learning	4	16%
Total		25	100

Source: Data collected

Responses of the Student – Teachers:

The above table discloses that 36 per cent of the Student – Teachers confessed that teaching learning material matches learner objectives. Teaching learning material enables learners' interest to listen and understand English when someone speaks in simple and correct English, read and understand the content with writing English for communication. 28 per cent of the Student – Teachers asserted the material encourages learners, to develop their own learning. 20 per cent of the Student – Teachers stated that the material develops communication skills and 16 percent of Student – Teachers preferred material promotes interactive learning.

Figure – 3 Focuses on Teaching Learning Material



4. Focus on Methods of Teaching English:

A method is a procedure for arriving at a destination. A good method includes orderly procedure in teaching, an arrangement of the subject matter which will avoid waste of time and energy, co- operation of the learners and maintain their active interest. A good and psychologically sound method helps Teacher- Educator to avoid wasteful and uneconomic learning.



Table – 4. Focus on Methods of Teaching English

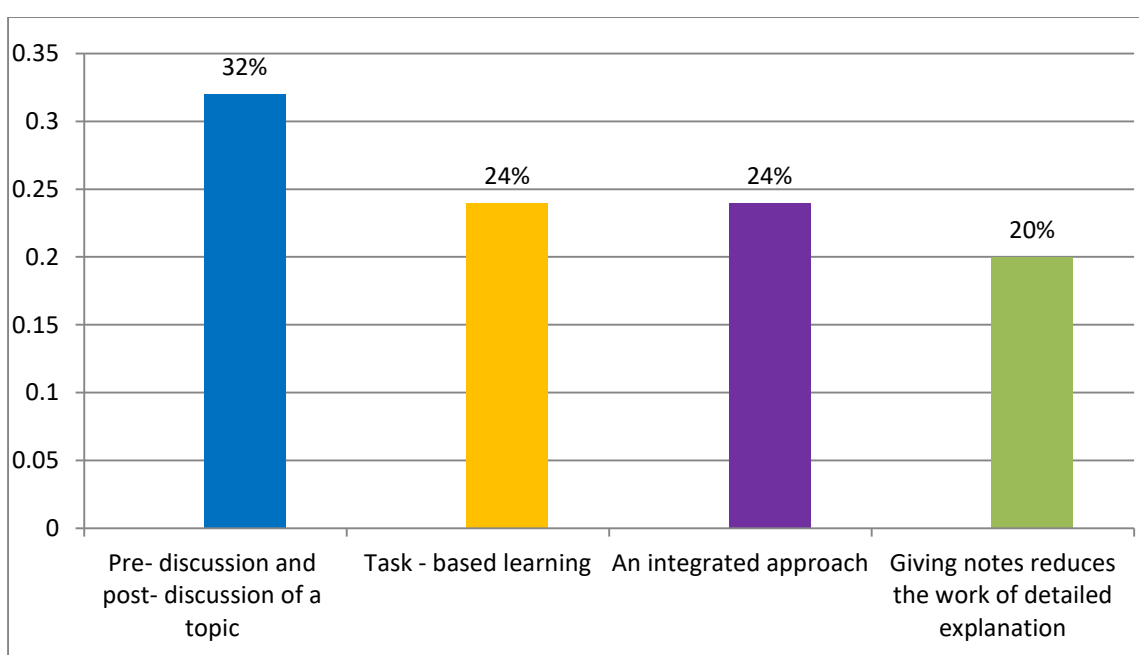
S. no	Focus on Methods of Teaching English	No of Student-Teachers	Percentage
1.	Pre- discussion and post – discussion of a topic increases learners understanding.	8	32%
2.	Task- based learning is an important concept in the language teaching Methodology.	6	24%
3.	An integrated approach to teaching helps a teacher vary his teaching Methodology.	6	24%
4.	Giving notes helps reduce the work of giving detailed explanations from the Text book.	5	20%
	Total	25	100

Source: Data collected

Responses of Student- Teachers:

The above table explains that 32 percent of the Student- Teachers given preference to pre- discussion and post - discussion of a topic, increases learners understanding. While pre – discussion of a topic, Teacher Educator motivate the learners with narration of a small story, showing a colorful chart, drawing a Match - stick figure and classroom objects etc. In the post – discussion of a topic Teacher – Educators go through the comprehension questions. 24 percent of the Student – Teachers given choice to Task- based learning and Integrated approach is an important concept in the language teaching Methodology. 20 percent of the Student-Teachers specified giving notes reduces the work of detailed explanation.

Figure – 4: Focus on methods of Teaching English.



**Conclusion**

Teaching and Learning are two sides of the same coin. Student- Teachers focused on the four aspects of Teaching English, namely LSRW skills, Vocabulary of the English language, Teaching Learning Material and Methods of Teaching English. LSRW skills involving Listening, Speaking, Reading and Writing skills. Vocabulary of the English language comprised Communicative Language Teaching, Vocabulary in given situations and contexts, Vocabulary through Structural Approach and Empower vocabulary through Constructivist Approach. Teaching Learning Material associates matches learner objectives, encourages developing their own learning, develops communicative skill and promotes interactive learning .Methods of Teaching English incorporates Pre- discussion and Post- discussion of a topic, Task-based learning, integrated approach and Giving notes helps reduce the detailed explanation from the Text- book.

As a result of the Student – Teachers responses among the four divisions of Teaching Learning Process , we should know that many Student- Teachers considered Listening comprehension and Reading comprehension are receptive skills and important in learning process. Comprehension passages from the Text, announcements over the loud speaker in college, Railway station, public meetings and dialogues between friends / with family. Whereas, speaking in conversation drill, Role- play, Group Discussion and Model interviews .and writing skills are also necessary in learning process exercises in Transcription, pattern practice and describing pictures. Learning vocabulary through communicative approach, through given situations and contexts, through Structural approach and Constructivist approach. It develops lot of confidence with friends brings fluency and accuracy in English. Teaching Learning Material helps Student –Teachers understanding and memorizing the concepts in easy manner and also provides entertainment and recreation. A good method helps Teacher-Educator to avoid wasteful and uneconomic learning. Pre- discussion and post-discussion of a topic motivate of the learners with presentation, practice and production. An Integrated approach helps in literary appreciation, translation, recitation, critical thinking and problem solving etc.

Questionnaire for Student –Teachers:

1. **Name of the Student -Teacher:**
2. **Name of the College of Education :**
3. **Register Number :**
4. **To which skill do you focus on language skills? []**
 - a. Listening compression is an essential receptive and active skill.
 - b. Speaking makes the learner more active in the learning process.
 - c. Reading comprehension is an important aspect of learning a language.
 - d. Writing is a productive skill, and helping hand to retention.
5. **In what way are you improving vocabulary of the English language? []**
 - a. Communicative Language Teaching is the right Approach
 - b. Learners improve their vocabulary in given situations.
 - c. Learning vocabulary through Structural Approach.
 - d. Improving vocabulary is best through constructivist Approach (Project work and problem Solving activities).



6. What is your opinion on Teaching Learning Material of the English Language? []

- a. Teaching Learning Material matches learner objectives
- b. The material encourages learners, to develop their own learning
- c. The material develops communication skill
- d. The material promotes interactive learning

7. Which method of teaching English do you focus? []

- a. Pre- discussion and post – discussion of a topic increases learners understanding
- b. Task – based learning is an important concept in the language teaching Methodology
- c. An Integrated approach to teaching helps a teacher vary his teaching Methodology
- d. Giving notes helps reduce the work of giving detailed explanations from the Textbook.

Note: put tick mark (✓) in the above boxes.

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