

Professional Preparation and Language Skill Development Among B.Ed. Student Teachers

Prof P D Multani

BLDEA's, J.S.S College of Education, PG Studies in Education and Research Centre, Vijayapur

Abstract—Language skills are essential for effective teaching and learning. Student teachers require proficiency in listening, speaking, reading, and writing skills to communicate effectively during practice teaching. The present study investigates the development of language skills among student teachers of B.Ed. colleges in Vijayapur District. A sample of 150 language student teachers was selected through a random sampling technique. Data were collected using a Language Skills Development Scale developed by the researcher. The findings reveal that the majority of student teachers possess moderate to high levels of language skills. Significant differences were observed in certain dimensions of language proficiency. The study emphasizes the need for continuous language enrichment programmes during teacher education.

Index Terms—Language Skills, Student Teachers, Practice Teaching, B.Ed. Colleges, Vijayapur District

I. INTRODUCTION

Language is a powerful medium of communication and an indispensable tool in the teaching-learning process. Teachers are expected to demonstrate effective communication skills to facilitate meaningful learning experiences. During practice teaching, student teachers interact with students, colleagues, and supervisors, making language proficiency a crucial component of teacher effectiveness.

Teacher education programmes aim to develop professional competencies among prospective teachers. Among these competencies, language skills play a significant role in classroom management, lesson presentation, questioning techniques, and learner engagement. Therefore, it becomes necessary to assess the extent to which language skills are developed among student teachers before they enter the teaching profession.

II. NEED AND SIGNIFICANCE OF THE STUDY

Effective communication enhances classroom interaction and academic achievement. Student teachers often face challenges in expressing ideas clearly during practice teaching. Understanding their level of language skills helps teacher educators design appropriate interventions and training programmes.

The findings of this study may help:

- Teacher educators improve communication training.
- Student teachers enhance classroom performance.
- Educational institutions organize language enrichment activities.
- Policymakers strengthen teacher education programmes.

III. OBJECTIVES OF THE STUDY

1. To assess the level of language skills among student teachers during practice teaching.
2. To analyze the development of listening, speaking, reading, and writing skills.
3. To identify the overall language proficiency of student teachers.
4. To suggest measures for improving language skills among student teachers.

Hypotheses

H₁: There is no significant difference in the development of language skills among student teachers.

H₂: Student teachers possess a moderate level of language skills during practice teaching.

H₃: There is no significant variation among listening, speaking, reading, and writing skills of student teachers.

IV. METHODOLOGY

Research Method

Descriptive Survey Method

Population

All language student teachers studying in B.Ed. colleges of Vijayapur District.

Sample

150 language student teachers selected from various B.Ed. colleges through random sampling.

Tool Used

Language Skills Development Questionnaire prepared by the researcher.

Statistical Techniques

- Percentage
- Mean
- Standard Deviation

Analysis and Interpretation of Data

Table 1: Distribution of Student Teachers by Level of Language Skills

Level of Language Skills	Number of Students	Percentage
High	55	36.67%
Moderate	70	46.67%
Low	25	16.66%
Total	150	100%

Interpretation

The table indicates that 46.67% of student teachers possess moderate language skills, 36.67% possess high language skills, and only 16.66% possess low language skills. Hence, most student teachers exhibit satisfactory language proficiency.

Table 2: Mean Scores of Different Language Skills

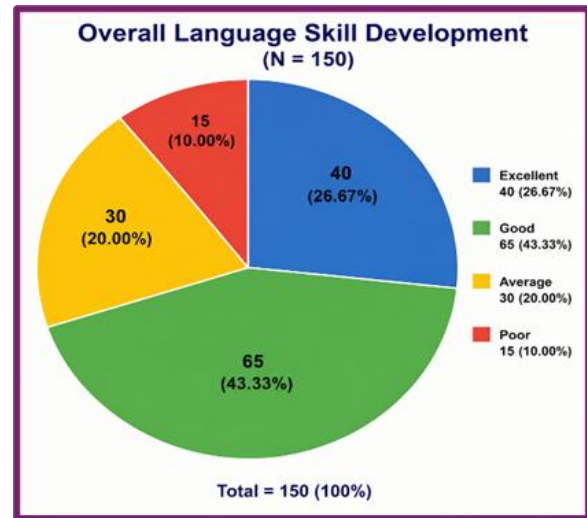
Language Skill	Mean Score	Rank
Listening	78.5	II
Speaking	81.2	I
Reading	76.4	III
Writing	74.8	IV

Interpretation

Speaking skill secured the highest mean score (81.2), followed by listening (78.5), reading (76.4), and writing (74.8). This shows that student teachers are relatively stronger in oral communication than written communication.

Table 3: Overall Language Skill Development

Category	Frequency	Percentage
Excellent	40	26.67%
Good	65	43.33%
Average	30	20.00%
Poor	15	10.00%
Total	150	100%



Interpretation

The majority (43.33%) of student teachers fall under the "Good" category, followed by 26.67% under "Excellent." Only 10% belong to the "Poor" category, indicating an overall positive level of language development.

Findings of the Study

1. Most student teachers possess moderate to high language skills.
2. Speaking skill emerged as the strongest language skill among student teachers.
3. Writing skill showed comparatively lower performance.
4. A majority of student teachers were categorized under the "Good" level of language proficiency.
5. Language skills significantly contribute to effective practice teaching performance.

Educational Implications

1. Teacher education institutions should organize language development workshops.
2. Communication skill training should be integrated into the B.Ed. curriculum.
3. Student teachers should be encouraged to participate in seminars, debates, and presentations.
4. Language laboratories may be established in teacher education institutions.
5. Special attention should be given to improving writing skills.

V. CONCLUSION

Language skills are fundamental to successful teaching. The present study revealed that student teachers of Vijayapur District possess satisfactory levels of language proficiency, particularly in speaking and listening skills. However, improvement is required in writing and reading competencies. Continuous language enrichment programmes can help prospective teachers become more effective communicators and successful classroom practitioners.

REFERENCES

- [1] J. W. Best, *Research in Education*. New Delhi, India: Prentice Hall, 2018.
- [2] C. R. Kothari, *Research Methodology: Methods and Techniques*. New Delhi, India, 2019.
- [3] National Council for Teacher Education (NCTE), *Teacher Education Curriculum Framework*. New Delhi, India: NCTE, 2020.
- [4] J. C. Aggarwal, *Educational Research: An Introduction*. New Delhi, India, 2017.
- [5] University Grants Commission (UGC), *Reports on Teacher Education and Communication Skills*. New Delhi, India: UGC.
- [6] "Language Education Journals and Research Publications on Teacher Competency Development," various sources.