

Perceptions Of Teacher Education Students On The Needs And Priorities Of Learning English Language

¹k. Kamala Devi, ²dr.Ar.Saravanakumar

¹research Scholar, Department Of Education, Dde, Alagappa University, Karaikudi, Tamil Nadu.

Assistant Professor Of English, Sri Sarada College Of Education(Autonomous), Salem.

E-Mail Id: Devikamala12@Gmail.Com

²research Supervisor And Assistant Professor, Department Of Education, Dde, Alagappa University, Karaikudi, Tamil Nadu

E-Mail Id: Skumarar@Alagappauniversity.Ac.In

Abstract : The Success Of A Learner's Learning Process Largely Depends On The Communication Skill Of The Teachers. The Ability To Explain The Concept Accurately To Facilitate The Learners To Visualize The Content Exactly And To Channelize That Thinking Process Constructively Are Associated To The Great Extent With The Language Proficiency Of The Teachers. Hence The Fluency And Accuracy Of Language Used Is Considered On Par With The Subject Mastery. The Objective Of Any Academic Programme Should Be The Fulfillment Of The Needs And Expectations Of The Learners. When It Comes To Acquiring Language Skills, It Is Mandatory For Every Future Teacher To Excel In The Use Of Language Which Will Be Instrumental In Transacting The Curriculum. With The Objectives Of Identifying The Present Needs Of Prospective Teachers In The Context Of English Language Learning And Usage And Prioritizing Those Needs From The Perspective Of Student Teachers, The Study Was Conducted. A Total Of 500 Student Teachers From Tamil Nadu Responded To The Survey Through The Tool Constructed By The Researchers. The Student Teachers Prioritized The Acquisition Of Employment Related Skills Like Facing Interview, Preparing Resumes And Filling Up Applications As The Most. They Are Followed By Academic Related Skills And Communication Skills. To Achieve Native Like Pronunciation And To Watch English Programmes / Movies / Shows Are The Least Considered Among The Items In The Priority List. 'Speaking Fluent English, Writing Resumes And Applications For Jobs In English Properly And Gaining A Good Command Over English To Face Job Interviews' Are The Highest Felt Needs Of Student Teachers.

Keywords: *Teacher Education, English Language Learning, Writing Skills.*

1. Introduction

The Success Of A Learner's Learning Process Largely Depends On The Communication Skill Of The Teachers. Not Only The Teachers Of Language The Teachers Who Teach Other Subjects Should Also Be Good At The Language Of Instruction. Along With The Private Schools In Many State-Run Schools Of India, Particularly Tamil Nadu, Students Prefer English Medium To Mother Tongue Medium. The Ever-Expanding Privatization Process Never Left The Education Sector Too. Hence The Demand For Teachers Having A Good Command Over English Is In High Rise. The Ability To Explain The Concept Accurately To Facilitate The Learners To Visualise The Content Exactly And To Channelize That Thinking Process Constructively Are Associated To The Great Extent With The Language Proficiency Of The Teachers. Hence The Fluency And Accuracy Of Language Used Is Considered On Par With The Subject Mastery. Though The Teacher May Be A Subject Expert, If He Or She Lacks The Skill Of Classroom Interaction, It Will Affect Not Only The Comprehension Of The Students But Failed To Impart The Imagination, Metacognition And Deeper Understanding Of The Content. To Bridge The Gap Come Teacher Education Programmes. Teacher Education Is One Of The Important Sub-Sectors Of

The Education System Of India. The Challenges In The Field Are Enormous, And The Formation Of A Qualified Teaching Force Is An Utmost Necessity.

The Kothari Commission, 1966 Said, 'Of All The Different Factors Which Influence The Quality Of Education And Its Contribution To National Development, The **Quality, Competence And Character** Of Teachers Are Undoubtedly The Most Significant.' The Nep 2020 Too Exhorts, 'Teachers Truly Shape The Future Of Our Children – And, Therefore, The Future Of Our Nation' Thereby Implying That Teachers Play The Most Important Role In Nation-Building By Creating High Quality Of Human Resource In Their Classrooms. **Recognising The 'Power Of Teacher'** Nep 2020 Has Put In Place Systemic Reforms That Would Help 'Teaching' Emerge As An Attractive Profession Of Choice For Bright And Talented Young Minds. It Proposes Several Reforms To Empower Teachers And '**Restore The High Respect And Status**' To This Profession Hoping That It Would Eventually Attract The Best Minds And Talent To Choose Teaching As Their Profession.

Gass Refers To Input As "... The Language To Which The Learner Is Exposed Either Orally Or Visually..." The Teacher Should Have An Understanding Of The Learner's Comprehension Level And Interact With Them So As To Be Understood By Them (Richards And Lockhart 1994 184). For Want Of Good English Knowledge, Many Students Are Turned Out Into Either Drop Out Or Under Performers In Their School Subjects As They Have Selected English As Their Medium Of Instruction. Still, The Craze To English Medium Schools Have Not Come Down. This Scenario Propels The Prospective Teachers To Improve Their English Language Skills So As To Ease Them With The Instructional Delivery Later At Schools.

2. Statement Of The Problem

The Objective Of Any Academic Programme Should Be The Fulfillment Of The Needs And Expectations Of The Learners. When It Comes To Acquiring Language Skills, It Is Mandatory For Every Future Teacher To Excel In The Use Of Language Which Will Be Instrumental In Transacting The Curriculum. Hence, It Is Significant To Consider The Perspectives Of Learners To Design Curriculum. The Inability To Speak In A Language That Was The Primary Medium Of Instruction For The Majority Of Their Education Leaves The Young Education Graduates Doubting Their Abilities And With A Low Self-Confidence. Hence It Is The Need Of The Hour To Re-Frame The Curricular Activities Of Teacher Preparation Programmes. In Line With This, The Problem Selected For The Study Is Entitled As "Perceptions Of Teacher Education Students On The Needs And Priorities Of Learning English Language".

3. Research Objectives

The Study Aimed To Investigate The Needs And Priorities Of English Language Learning Among The Future Teachers. Consequently, The Following Objectives Were Emulated;

- To Identify The Present Needs Of Prospective Teachers In The Context Of English Language Learning And Usage
- To Prioritize Those Needs From The Perspective Of Student Teachers

3.1 Research Questions

Based On The Research Objectives, The Study Addressed The Following Research Questions;

- How Do The Students And Faculty Members Of Teacher Education Institutions Perceive The Needs And Priorities Of Prospective Teachers In Learning English Language In Relation To: (I) Aural And Oral Skills, (Ii) Reading And Writing Skills, (Iii) Related To Academic Studies, (Iv) Related To Employment And 5. Social Related Needs?
- What Is The Order Of Priority In Learning English According To The Students And Teachers?
- What Are The Implications Of The Findings Upon The Present Curriculum Of Teacher Education Programmes?

3.2 Operational Definitions Of Key Terms

- **Perceptions** - The Concept Creation Acquired As A Result Of Perceiving And Interpreting Is Defined As Perception.

- **Prospective Teachers** - The Student Teachers Who Are Studying B.Ed. Programme After Completing Their Graduation.

4. Need For And Significance Of The Study

The Need To Learn A Language Emerges From The Point Of View Of Its Adaptability, Effectiveness, Utility, Universality And Ability To Teach (Hussain, W.2012). English Has Become A Global Language, A Linking Connection, A Language Of Modern Science And Technology, A Language Of The Latest Sciences, Such As Information Technology And Space Science, A Language Of All Competitive Exams, Whether Regional, National Or International. Eighty Percent Of Computer Data Is Processed And Stored In English. In This Way, English Gains Its Momentum And Directly Influences The Field Of Education. Several Empirical Studies Support What The New Education Policy Is Proposing About Education In The Mother Tongue Early On, Adding English Later.

The Recommendation Of Nep (2020)Is “Wherever Possible, The Medium Of Instruction Until At Least Grade 5, But Preferably Till Grade 8 And Beyond, Will Be The Home Language/Mother-Tongue/Local Language/Regional Language”. Though More Recent Empirical Studies Carried Across The World Stressed For Mother Tongue Medium Of Instruction, The Craze Towards English Medium Schools Cannot Be Compromised Among The Young Parents(Koul, O.N.K. 2001). English In India Is A Symbol Of People's Aspirations For Quality In Education And A Fuller Participation In National And International Life. The Mushrooming Growth Of English Medium Schools And Even The Increasing Number Of English Medium Classes In Government And Government Aided Schools Witness The Ever Increasing Importance And The Social Status Of English Language. Accordingly, The Need Of Teaching Faculty To Teach English Medium Classes Is Also In Accelerating Phase. Such Teachers Require Not Only Subject Mastery But Also A Good Command Over English Language. For Which, It Is Needed To Study About Their Needs Of Learning The Language And Also To Look Into The Priority They Give It To Learn The Sub Skills Of English.

Teacher Development In The Form Of Pre-Service And In-Service Teacher Training Programme Is An Important Input To Enable Teachers To Transact Curriculum In English Medium. It Is Important To Find Out How Pre-Service Training Programme Is Helping Development Of Student Teachers' Skill In Transacting Curriculum And Motivating Students And Thereby Leading To Meaningful Classroom Processes And Improvement In Student Comprehension. The Entire Classroom Transaction - The Textbook, Teaching-Learning Process, Assessment Questions, Answers From Students, Everything Is Supposed To Be Carried On English While The Teacher Is Handling An English Medium Class. In That Case, He/She Needs To Be Quite Fluent And Comfortable In The Language And It Is Important To Frame The Curriculum Of Teacher Training Programme So As To Fulfill The Needs Of Budding Teachers Of All Subjects. In That Line, This Study Gained Its Significance.

5. Review Of Related Studies

Bayyapunedi, Mydhili Et Al. (2020) Expressed That In The Late 20th Century, Students Learning English In India As A Second Language Had A Set Of Challenges. Classes Had Mixed Ability Groups, Teaching Was Carried Out In Vernacular Language And English Was Taught As A Subject And Not A Skill. Students As Well As Teachers Had Few Opportunities To Learn Or Practice English.A New Learner Has Also Emerged: The Indian Millennial Whose Access To Tech And Connectivity Has Increased Along With Her Expectations From Online Products And Offline Services. Millennials Of India Want Collaborative Learning Experiences And Quick Feedback, And Have Low Tolerance For Boredom.

Adi Badiozaman Et Al (2019) Explored The Perceptions Of Students About English Language And Its Use In Malaysian Higher Education Institutions With The Aim Of Finding The Relationship Between Their Perceptions And Academic Self-Efficacy As English Is Used As The Medium Of Study In He Institutions. The Total Number Of Respondents Was 838 Students From Four He Institutions. The Research Study Showed That The Students Rated Their English Proficiency Not Very High Still They Gave High Value On English In Regards To Their Academic Performance And Job Prospects Upon Graduation. The Study Further Revealed A

Strong And Positive Relationship Between Perceived English Language Competence And Academic Self-Efficacy In L2.

Sekar, John (2017) In His Article ‘Challenges Of Teaching English In India’ Pointed Out That The Time-Honoured Traditional Methods Of Teaching And All Pervasive Ubiquitous Technology Should Be Blended For Effective Outcome-Based English Language Learning. It Need Not Be Over-Emphasised That Teaching Should Match With Learning Because The Ultimate Aim Of Teaching Is To Produce Learning. The Teacher Has To Become Facilitator And Good At Integrating Technology In Teaching English. The Institutions Have To Be Upgraded With The Needed Hardware Support. The Teachers Should Be Motivated To Prepare E-Content And Ppt. Students Can Be Guided To Use Meaningful Online Videos During Leisure Hours At The College Library And How To Make Optimum Use Of Smart Phones For Academic Purposes.

Akbari, Zahra (2016) Studied The Efl Students’ Perceptions Of Their Problems, Needs And Concerns Over Learning English Taking The Case Of Ma Paramedical Students. The Perceptions Of Efl Students Of Iran Over Their Problems, Needs And Concerns Related To English Learning At The University Context Was Analysed Using A Qualitative Approach. The Study Revealed That The Gap Between The Phases Of Learning English And Insufficient Time To Spend On Learning English Inhibit The Learning Of English. The Respondents Rated Reading, Translating And Writing Skills As The Most Important Skills Needed Along With The Oral Skills Ie. Listening And Speaking Skills.

Sheth, Tarjani. (2016) The Fluency Of English Among Graduates Is Becoming An Important Skill They Need For A Job. The Industry Has Noted The Worsening Level Of English Among Indian Students, Making It Necessary To Enforce Strategies And Policies. For Decades, English Has Been An Integral Part Of The Indian Curriculum And Plays An Important Role In Finding Jobs In Renowned Organizations. Institution And Government Agree That English Cannot Be Dismissed From A Global Perspective. In Today’s Scenario, English Language Communication Skills Cannot Be Overestimated As A Critical, Vital Element In Determining The Employability Quotient. It Is High Time That English Teachers Prepared To Play The Role Of A Coach Or Facilitator Who Can Create Real Skills And Skills To Bridge The Skill Gap By Concentrating On The Learners ' Integrated, Multi-Skill Development And Improving English Language Skills. As English Is The Most Dominant Global Language Of Interaction, This Paper Aims To Draw Attention To The Alarming Need For Change In The Way An English Teacher Perceives His Role In Expanding Employability Crises In Technical Colleges.

Uzun, Levent (2016) Evaluated The Latest English Language Teacher Training Programme In Turkey From The Viewpoint Of Students Who Were Enrolled On The Programme For A Period Of Four Years. Participants Were 90 Last Year Students Who Were Enrolled In The English Language Teaching Department At Uludag University, Turkey. Results Suggested That The Latest English Language Teacher Training Programme (Eltp) Is Not The Exact Source Of Knowledge And Skills That Will Meet The Needs And Interests Of The Teacher Trainees. The Findings Propose That Programmes Should Be Structured In Such A Way That They Not Only Meet The Needs Of The Students And Society But Also Provide Practical And Beneficial Contents To The Individuals.

Selvam And Geetha (2009) Trace ‘Class Perspective’ In The Context Of Tamil Nadu. Schools Are Of Three Types - A, B And C - In Terms Of Locations And Resources Which Determine The Quality Of English Language Teaching-Learning. The ‘A’ Types Of Schools Are Located In Big Cities And Are Attended By Upper Middle Class Children. English Language Proficiency Of Both Teachers And Learners Here Are Higher Than All Other Categories Of Schools. The Second ‘B’ Types Of Schools Are Also Found In Big Cities And In Smaller Towns And Cater To The Middle Class Who Cannot Afford High Fees. Here The Learners Are Not As Easy And Confident With The English Language As Their Peer In Type ‘A’ Schools. The Last Type ‘C’ Schools Are The Ones Located Generally In Small And *Mofussil* Towns, Catering To Rural Households That Want Their Young To Know English. “Neither The Teachers Nor The Students In These Schools Move In An English

Speaking World In The Way That Their Counterparts In The Cities Do. But There Is A Greater Anxiety About Learning English In These Institutions” (Selvam & Geetha, 2009, P.56).

Chia, Hui-Uen Et Al (1999) In Their Study “English For College Students In Taiwan: A Study Of Perceptions Of English Needs In A Medical Context”. To Compensate, Some Colleges Are In The Process Of Developing Specific English Courses, Having Either A Content Base Or A Skills Focus. Unfortunately, These Courses, Too, Have Been Developed Without Conducting A Needs Analysis. The Purpose Of This Study Was To Describe The Perception That Medical College Students And Faculty Have Of The English Language Needs Of The Students. Respondents Included 349 Medical Students And 20 Faculty At Chung Shan Medical College In Taichung, Taiwan. Survey Information Included Respondents Opinions On (1) The Importance Of English Language Use In Students Studies And Their Future Careers; (2) Basic English Skills Needed In A Freshman English Course; And (3) Suggestions For Development Of An English Language Curriculum. Results Showed That English Was Perceived As Important For Students Academic Studies And Their Future Work. Students Wanted A Basic English Language Course At The Freshmen Level, Naming Listening As The Most Important Skill To Improve. Students And Faculty Desired More Than One Year Of English Language Study.

After Reviewing The Studies Related To The Topic, The Researchers Found That There Was Hardly Any Studies Related To The Analysis Of The Needs Of Student Teachers To Learn English Language Which Paved Way For The Present Study.

6. Research Methodology

Normative Survey Method Was Followed For The Present Study.

6.1 Sampling Technique

Using Stratified Random Sampling Technique, The Sample Of The Study Was Selected. Management Of Institution And The Locality Of The Institution Were The Major Strata Taken For The Study.

6.2 Sample Of The Study

A Total Of 500 Student Teachers From Tamil Nadu Responded To The Survey. The Details Of The Sample Is Given In Table-1.

Type Of Institution		Management Of Institution		Locality	
Category	No. Of Students-	Category	No. Of Students	Category	No. Of Students
College	450	Government	145	Urban	228
University	50	Government Aided	128	Sub-Urban	132
		Self-Financing	227	Rural	140

Table-1 : Sample Of The Study

6.3 Tools Used

The Researchers Constructed The Following Tool For Data Collection After Considering The Suggestions Of Field Experts Far And Wide. “Perceptions Of Student Teachers On Their Needs And Priorities Of Learning English”. It Has Three Sections.

The Introductory Section Collected The Personal And Academic Details Of The Respondent.

The First Section ‘Needs Of English Language Learning’ Contains 33 Statements In Five Point Likert Scale Ranging From ‘Strongly Disagree - 1 To Strongly Agree - 5 Under 5 Dimensions.

S.No.	Dimension	No. Of Items
1	Oral And Aural Skills Related Needs	11
2	Skills Of Literacy (Reading And Writing) Related Needs	7
3	Academic Related Needs.	7

4	Employment Related Needs	5
5	Social Related Needs	3

Table-2: Dimension Wise Items In The First Section Of The Tool ‘Needs Of English Language Learning’

An Open Ended Option Was Also Given At The End To Have A Qualitative Perspective Towards Their Needs Which Might Not Be Covered In The Five Dimensions.

The Second Section ‘Priority Of Learning English’ With 25 Statements Was Framed In Five Point Likert Scale Ranging From ‘Lowest Priority - 1 To Highest Priority - 5’. An Open Ended Option Was Also Given At The End To Have A Qualitative Perspective Towards Their Priorities.

6.4 Validity And Reliability Of The Tools Used

A Pilot Test Was Conducted With 100 Students. Modification Was Needed To Certain Statements For The Reasons Viz. Lengthy Statements, Repetition Of Same Concept, Difficult Words To Understand And The Like. *Content Validity* For The Instruments Was Established Through A Review By A Panel Of Experts. The Panel Consists Of Experienced Faculty Members From Government Colleges Of Education And Universities. The Reliability Statistics Of The Items Were Tested Through Cronbach’s Alpha And The Reliability Coefficient Was Found To Be 0.89.

6.5 Administration Of The Research Tool

The Tools Were Administered Online Using Google Form As There Was A Lock Down Due To The Corona Pandemic. Anyhow The Respondents Were Requested To Furnish Their Opinions As Earnestly As Possible. Moreover, As The Data Collection Was Online, Many Respondents Were Able To Be Stress Free As There Is No Supervision From The Teacher Educators Or The Principals. Enough Time Duration Was Given To Them To Reply. Proper Instructions To Fill Up The Form Were Also Given At The Beginning.

6.6 Data Analysis

While The Data Analysis, Certain Responses Which Were Blank Or The Demographic Variables Not Clearly Mentioned Were Discarded. After Receiving The Responses, A Meeting Was Also Convened With A Few Student Teachers For The Purpose Of Qualitative Data Through Conference Call. Five Point Likert Scale Was Used To Collect Information Ranging From Strongly Disagree To Strongly Agree (For ‘Needs Of Learning English’) And Highest Priority To Lowest Priority (For Priority Of Learning English). The Scoring Of The Section Is Based On Summating All The Items For Each Individual To Get The Score For An Individual. The Higher The Score, The Higher Is Their Need And Priority. The Responses For The Open Ended Options Were Analyzed Qualitatively. The Percentage Analysis Was Done Under Statistical Analysis.

7. Research Findings

The Findings Related To The Research Questions Are Discussed In Detail.

How Do The Students And Faculty Members Of Teacher Education Institutions Perceive The Needs And Priorities Of Prospective Teachers In Learning English Language In Relation To: (I) Aural And Oral Skills, (Ii) Reading And Writing Skills, (Iii) Related To Academic Studies, (Iv) Related To Employment And (V) Social Related Needs?

The Scores Of The Student Teachers Against Each Option And The Average Score Of Each Item Are Given In Table-3, Table-4, Table-5, Table-6 And Table-7.

Needs Of English Language In Relation To: (I) Aural And Oral Skills

Oral And Aural Skills Related Needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Score
	Number Of Students In Percentage (%)					
9. I Need To Speak English Fluently.	69	22	4	3.5	1.5	4.54

11. I Need To Speak English With Proper Voice Modulation And Intonation.	63	24	9.5	3	0.5	4.47
1. I Need Oral Skills Listening And Speaking More Than Reading And Writing Skills.	62.5	21.5	12	3.5	0.5	4.43
12. I Need To Respond In English During The Classroom Interaction.	57.5	29	10	2	1.5	4.39
7. I Need To Understand English When I Listen To News.	47	41	10	2	0	4.35
10. I Need To Speak English Without Any Grammar Mistakes.	60	22.5	11	3.5	3	4.33
8. I Need To Understand English While Watching English Programmes/ Movies.	51.5	31.5	12.5	3	1.5	4.29
13. Ability To Communicate One's Ideas Or Opinions In English Is Needed For Me.	49	30	16	2.5	2.5	4.24
6. I Need To Listen To English Podcasts.	42	38.5	17	2	0.5	4.19
4. I Need To Understand Well While Listening To Academic Videos In English.	38	42.5	15	2	2.5	4.13
5. I Need To Understand Their Teachers Lectures For Classroom Interaction In English.	41	39.5	13	2.5	4	4.11
2. I Need Native Like Pronunciation.	40	28	23	4.5	4.5	3.98
3. I Need To Know About The Native English Speakers Use Of English (Their Accent, Grammar And Vocabulary).	16.5	54.5	23.5	2	3.5	3.8

Table-3 : Responses Of Student Teachers For The Aural And Oral Skills Related Needs

Table-3 Clearly Indicates That ‘Speaking Fluent English’ Is The Top Most Need Of Student Teachers In The First Dimension With The Average Score Of 4.54. With The Score Of 4.43, They Express Their Need Of Listening And Speaking Skills More Than Reading And Writing. Acquiring Native Like Pronunciation And The Knowledge Of Understanding Native Speakers’ Speech Are The Least Felt Needs With The Average Scores Of 3.98 And 3.80 Respectively.

Needs Of English Language In Relation To: Reading And Writing Skills

Reading And Writing Skills Related Needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Score
	Number Of Students In Percentage (%)					
8. The Knowledge Of English Spelling Is Needed.	65	24	7	3.5	0.5	4.49
6. Reading And Replying Emails In English Is A Needed Skill For Students	59	30	7	3	1	4.43
2. I Need To Read And Understand The Books Related To Their Academic Subjects In English	53	35	10.5	1.5	0	4.39
5. I Need To Read Aloud The English Text With Proper Pronunciation Pause And Following The Punctuation Marks	55	32	8	4	1	4.39
7. Writing Answers In English Without Grammar Mistakes Is A Needed One In	56	23.5	15.5	2.5	2.5	4.28

Perceptions Of Teacher Education Students On The Needs And Priorities Of Learning English Language

Exams						
3. I Need To Read And Understand The Research Articles For Studies Related To Their Academic Subjects In English	49.5	33	13.5	3	1	4.27
4. English Is Needed To Read Newspapers	47	31	19	2	1	4.21
1. Reading And Writing Skills Are More Needed Than Oral Skills (Listening And Speaking) For Me.	36.5	31.5	23	6	3	3.92

Table-4: Responses Of Student Teachers For The Reading And Writing Skills Related Needs

The Highest Ever Felt Need Of Students (With The Score Of 4.49) Is To Know The Spelling Of English Words In 'Reading And Writing Related Needs'. This Is Followed By The Need Of Replying Emails And To Read And Understand Their Academic Related Books With The Scores Of 4.43 And 4.39. Only 36.5% Of Students Strongly Agree For The Statement 'Reading And Writing Skills Are More Needed Than Oral Skills (Listening And Speaking) For Me'.

Needs Of English Language In Relation To: Academic Studies

Academic Studies Related Needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Score
	Number Of Students In Percentage (%)					
5. I Need An Evaluation Scheme To Test Their Own Writing Skills (Original Compositional Skill).	50.5	36.5	10.5	2	0.5	4.36
4. Reading Skill Needs To Be Assessed In A More Proper Way.	46	40	12	1.5	0.5	4.29
2. The Availability Of Learning Resources (Books, Audio/Video Materials, Language Lab) Meets The Needs Of Students To Develop Their English Skills.	47	34	15	2.5	1.5	4.22
7. In The Examination, The Speaking Skill Of Students Needs To Be Tested So That Enough Attention Would Be Given To Their Speech Skills During The Instructional Hours.	43.5	37.5	16	1.5	1.5	4.19
6. The Listening Skill Of Students Needs To Be Assessed As A Part Of The University Exam English Paper	44	36.5	14.5	3	2	4.15
1. The Present Syllabus For English Paper Meets The Needs Of Students.	37.5	39.5	17	4.5	1.5	4.07
3. The Testing And Assessment Schemes Of The Present Day Meet The Needs Of Students.	36	36.5	19.5	5	3	3.97

Table-5 : Responses Of Student Teachers For The Academic Studies Related Needs

The Students Want An Evaluation Scheme To Assess Their Original Compositional Skill (4.36) And A Proper Way Of Reading Assessment (4.29). The Testing And Assessment Schemes Of The Present Day Is Not Considered Satisfactorily As This Item Has Got The Least Score (3.97) In This Dimension.

Needs Of English Language In Relation To: Employment

Employment Related Needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Score
	Number Of Students In Percentage (%)					
1. I Need To Write Resumes And Applications For Jobs In English Properly.	68.5	22.5	6	3	0	4.56
2. I Need A Good Command Over English To Face Job Interviews.	66.5	23.5	7.5	2	0.5	4.53
3. English Language Skills Are Needed To Fetch Good And Attractive Careers To Students.	61.5	29.5	8	0.5	0.5	4.51
5. English Is Needed To Access More Learning Resources (Books, Audio/Video Materials) For Further Development.	51	33.5	12.5	2	1	4.31
4. Knowledge Of English Language Is Needed To Crack Competitive Exams.	62	22	10.5	3.5	2	4.28

Table-6 : Responses Of Student Teachers For The Employment Skills Related Needs

“Writing Resumes And Applications For Jobs In English Properly And Gaining A Good Command Over English To Face Job Interviews” Are The Highest Felt Needs Of Students With The Average Score Of 4.56 And 4.53 Respectively. Attaining The Score Of 4.51, The Item ‘English Language Skills Are Needed To Fetch Good And Attractive Careers To Students’ Clearly Explains The Correlation Of Career And The Language.

Social Related Needs

Social Related Needs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average Score
	Number Of Students In Percentage (%)					
3. Development Of All Four Basic Skills (Listening, Speaking, Reading And Writing) Are Needed Nowadays.	66	22.5	9	1.5	1	4.51
1. English Is Needed To Attain A High Social Status In India.	43	34	15	5	3	4.09
2. I Need To Use English In Online Social Networks (Eg. Facebook, Instagram)	40.5	31	17	8.5	3	3.97

Table -7 : Responses Of Student Teachers For The Social Related Needs

With The Average Score Of 4.51, Development Of All Four Basic Skills (Listening, Speaking, Reading And Writing) Are Highly Needed For The Future Teachers Nowadays. 43% Of Them Strongly Agree That This Language Is Needed To Attain A High Social Status In India. With The Least Score Of 3.97, Usage Of English Language In Social Networks Sites Is Considered As The Last One In This Dimension.

Research Question 2 : What Is The Order Of Priority In Learning English According To The Students And Teachers?

Out Of The Data Collected From The Second Section Of The Research Instrument, It Is Possible To Order The Priorities Of Student Teachers In Obtaining The Skills Of English Language. Table 8 Shows The Items Which

Were Arranged From The ‘Highest Priority’ Felt By The Students To The ‘Lowest Priority’ Along With The Calculated Average Score For Each Item.

S.No.	Item No	Average Score	Statement
1.	23	4.46	To Face Interview In English Confidently
2.	21	4.43	To Write Resumes / Job Applications
3.	22	4.43	To Know How To Fill Up Applications In Various Contexts
4.	24	4.42	To Access More Learning Resources
5.	3	4.41	To Follow Lectures And Understand Explanations Given By The Teacher
6.	20	4.41	To Continue Higher Studies
7.	4	4.36	To Listen Academic Related Audios / Videos In English
8.	7	4.36	To Speak English Fluently
9.	17	4.35	To Know The Spelling Of English Words
10.	9	4.34	To Express My Views / To Answer In The Class
11.	16	4.32	To Write Assignments/Projects/Exams In English Well
12.	12	4.31	To Read The Study Materials
13.	25	4.29	To Clear/Pass Competitive Examinations
14.	18	4.27	To Read The English Texts Aloud So As To Be Understood By Others
15.	10	4.26	To Clearly Communicate With Correct Technical Words
16.	15	4.26	To Use Emails And Other Social Networking Sites
17.	19	4.25	To Read The Texts Silently With Proper Understanding Of The Content
18.	14	4.24	To Make Brief Notes Of Essential Points Of A Lecture
19.	13	4.23	To Read Academic Journals And Research Studies/ Papers
20.	2	4.23	To Understand The Native Speaker’s Pronunciation
21.	11	4.2	To Have Conversations On Subject Related Topics
22.	5	4.18	To Listen English News
23.	8	4.16	To Speak English Without Any Grammar Mistakes
24.	1	4.15	To Achieve Native Like Pronunciation
25.	6	4.12	To Watch English Programmes / Movies / Shows

Table-8: The Priority Of Student Teachers In Learning English Language

Among The 25 Items, The Student Teachers Prioritized The Acquisition Of Employment Related Skills Like Facing Interview, Preparing Resumes And Filling Up Applications (4.46, 4.43 And 4.43 Respectively) As The Most. They Are Followed By Academic Related Skills And Communication Skills. To Achieve Native Like Pronunciation And To Watch English Programmes / Movies / Shows Are Least Considered Among The Items With The Scores Of 4.15 And 4.12 Respectively.

8. Educational Implications

At The End Of The Study, The Following Implications Are Derived Out Of The Findings:

1. The Highest Average Score Obtained For The Item ‘ I Need To Speak English Fluently’ Among The 36 Items In The Needs Section Of The Tool Implies The Need Of Honing Up The Speaking Skills Of Student Teachers. It Was Also Felt During The Meeting With A Few Of The Students That Though They Are Good At Understanding The Language When Others Speak, It Is Challenging For Them To Express Their Ideas Or Opinions Fluently In English. As They Are Going To Be Teachers Whose Job Is Entirely Based On The

Speaking Competency When It Comes To Classroom Transaction, Giving Instructions, Explaining Abstract Concepts, Asking Questions, Etc., They Feel To Improve Their Fluency First. After All, A Teacher's Success Is Measured Not Only With His/Her Knowledge But The Ability To Explain The Content So As To Be Understood By The Students Without Any Fumbling Or Unnecessary Gaps. The Factors Contributing To Fluency Such As (I) Needed Active Vocabulary, (Ii) Functional Knowledge Of Grammar, (Iii) Tone Of Speech, (Iv) Framing Simple But Effective Sentences Confidently And Above All (V) Continuous Listening Practice Along With Needed Speech Drill Have To Be Concentrated For The Future Teachers So As To Fulfill This Need.

2. Among The Five Most Felt Needs (The Items For Which The Average Score Is Above 4.5) Three Are From Employment Related Needs Which Implies That The Student Teachers Are Aware Of The Fact That Getting Placed In A Good Institution With A Decent Salary Warrants A Good Command Over English. "It Is Also Evident That During The Campus Interview, The Student Teachers Who Can Speak And Write Confidently In English Are Preferable Than Others And The Subject Mastery Is Given Secondary Importance" Opined Many Students In The Casual Meeting. Even In The Priority List Also, Employment Related Skills Surges The Top.

3. Acquiring Native Like Pronunciation And The Knowledge Of Native Speakers' Use Of English Are Among The Least Felt Needs. This May Be The Result Of The Increased Use Of Indian English And The Recognition Of The Same In The Global Scenario.

4. Yet Another Item From The Least Felt Needs Highlights The Excessive Importance Given To Reading And Writing Skills In The Present Situation. It Is Also Substantiated With Item No.5 From 'Academic Studies Related Needs' Dimension Ie. 'I Need An Evaluation Scheme To Test Their Own Writing Skills (Original Compositional Skill)' Which Implies That The Student Teachers Are In Need Of Improving Their Compositional Skill Rather Than Cramming The Materials And Reproduce It.

5. Through The Item 'I Need To Use English In Online Social Networking Sites (Eg. Facebook, Instagram)' With The Average Score Of 3.97 Is Considered As One Among The Least Felt Needs. It Is Inferred From This That As Of Recent Times It Is Possible To Post Or Comment In Their Own Mother Tongue In Social Networking Sites And They Don't Need To Use A Second Language To Express Their Emotions Or Personal Opinions Or To Share Information.

6. As The Teacher Education Curriculum Framework Needs To Be In Accordance With The Curriculum Framework For School Education. A Teacher Needs To Be Prepared To Cater To The Needs And Demands Of The School System And The Learner And The Learning Process. Therefore, It Is Important That The Curriculum Should Be Constructed As Per The Changing Demands Of The School And Society.

7. The Items Related To Listening To English Podcasts, Academic Videos, Watching English Programmes, Audio/Video Materials And Language Lab Have Been Voted With The Higher Average Score Which Implies That The Students Need Their Teachers To Integrate Ict. In India, Teacher Educators Hesitate In Experimenting And Adopting Innovative Teaching Methods. They Show Apathy Towards Learning Modern Techniques And Practices. Information And Communication Technology (Ict) Has Brought A Drastic Change In Facilitating The Teaching-Learning Process. With The Technological Advancement, The Teaching-Learning Process Is Not Confined To The Traditional Teaching Methods Only; New Innovative Practices Have Been Developed In This Area.

9. Discussion

The Study Is In Line With The Findings Of Adi, Badiozaman Et Al (2019) Which Showed That The Students Of Malaysian Higher Education Institutions Gave High Value On English In Regards To Their Academic Performance And Job Prospects Upon Graduation. The Findings Of The Present Study Also Correlate With That By Supporting Students' Employment Related Needs As The One Of The Most Felt Needs. The Findings Of This Study Also Correlate With That Of Sheth, Tarjani Dakshesh (2016); Both Highlighted The Need Of Fluency Among The Students.

10. Conclusion

In The Current Scenario, Various Problems Have Emerged In The Teacher Education Field Like The Substandard Methods Of Teaching, Outdated Curriculum, The Problem Of Supervision, Inadequate Empirical Research, Profit Orientation Of Education, Etc. Keeping In Consideration All These Issues And Problems, The

Educationists, Policy Makers, Curriculum Planners, And Other Stakeholders Need To Reconstruct And Reform The Teacher Education Programme For The Growth And Development Of The Country. This Study Brought Forward A Few Suggestions To Be Incorporated In The Teacher Education Curriculum Related To English Language Learning Skills; (A) To Design The Classroom Transaction So As To Increase The Speaking Fluency Of The Students, (B) To Concentrate More On Improving Their Aural - Oral Skills, (C) To Integrate Information And Communication Technology While Educating The Prospective Teachers To Hone Up Their English Language Skills, (D) To Build Their Compositional Skills Of Writing On Their Own Instead Of Memorizing, (E) To Make Sure Of Effective Functioning Of Language Lab And Utilizing The Online Learning Resources More, (F) To Improve Their Confidence By Giving Practice To Face Interview And Draft Resumes In English.

11. Suggestions For Further Studies

Similar Studies May Be Conducted For The Students Of Other Professional Programmes Viz. Engineering, Management, Law And The Like. The Same Research Problem May Be Replicated Considering The Perspectives Of Teacher Educators

References

- [1] Adi Badiozaman, Ida & Leong, Hugh & Jikus, Olivia. (2019). Students' Perception And Use Of English In Higher Education Institutions: Links With Academic Self-Efficacy. *Journal Of Applied Research In Higher Education*. 11. 36-49. 10.1108/Jarhe-07-2018-0113.
- [2] Akbari, Zahra. (2016). A Study Of Efl Students' Perceptions Of Their Problems And Concerns Over Learning English: The Case Of Ma Paramedical Students.
- [3] Bayyapunedi, Mydhili Et Al. (2020) Claudia Urrea (Editor). *Proceedings Of The Mit Linc 2019 Conference*, Vol 3, Pages 12—19.
- [4] Chia, Hiu-Uen Et Al (1999) *English For Specific Purposes*, Vol. 18, No. 2, Pp. 107–119. The American University. Published By Elsevier Science Ltd.
- [5] Hussain, W.(2012) *English Language Teaching In India: A Brief Historical Sketch*. *Language In India*, 12 (5), 91-101.
- [6] Jeyaraj, John Sekar, *Challenges Of Teaching English In India (Jan-Dec 13, 2017)*. *Language Forum: A Journal Of Language & Literature*, 43.1-2: 59-81 (0253-9071), Jan 2017.
- [7] Koul, O.N.K. (2001). Language Preferences In Education In India. In C.J. Daswani (Ed.), *Language Education In Multilingual India* (Pp. 337-383). New Delhi: Unesco.
- [8] Richards Jc & Lockhart C 1994. *Reflective Teaching In Second Language Classrooms*. Usa: Cambridge University Press.
- [9] Sheth, Tarjani. (2016). English For Employability In Indian Colleges: Indispensable Need For An Appropriate Mentor. *Ijellh*. 4. 171-177.
- [10] Selvam, S., & Geetha. V. (2009). *Textbook Regimes - Tamil Nadu: A Feminist Critique Of Nation And Identity*. New Delhi: Nirantar.
- [11] Levent Uzun | Kris Gritter (Reviewing Editor) (2016) *Evaluation Of The Latest English Language Teacher Training Programme In Turkey: Teacher Trainees' Perspective*, *Cogent Education*, 3:1, Doi: 10.1080/2331186x.2016.1147115