



Research Paper

A Study of Knowledge of Senior College English Teachers About Connected Speech in English

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Abstract

The Present research focus on the concept and aspects of connected Speech, the knowledge of connected speech and its uses by Senior College English teachers. It is because they play most important role in teaching of English language at higher level of education, In Second Language improvement their role is significance, they teach English with grammars, vocabulary, pronunciation etc. But in terms of Connected Speech, it seems that there is ignorance of the term in teaching of English Language, Now, question arises that, whether in-service Senior College English teachers are using connected speech in language teaching? whether English teacher can use Connected Speech as the important aspect of language? if they are using it. Then what is the percentage of users? If it is very less than it is necessary to develop Connected Speech awareness programme among the English Teachers. After the awareness programme, whether there will be rise in the percentage of the users? What is the effectiveness of the connected speech program? These are some questions in front of researcher.

The present study throws light on the knowledge and application of connected speech by Senior college English teachers. For this study researcher has used descriptive survey method to collect the response of Teachers through self - designed questionnaire. For the study 150 senior college English teachers have selected as sample from the various colleges affiliated to Savitribai Phule Pune University. After study and the analysis of the data the research shows the knowledge and application difference between male and female, rural and urban, English teachers.

Key Words: Knowledge, Senior College English Teacher, Connected Speech.

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I. Introduction

English is varied spoken and pronounced language at international level, according to national varieties such as, American English, British English, Indian English etc. American English is spoken in United States of America which is differ from using words, phrases, grammatical rules, pronunciation etc. American English is different from British RP and Indian English in case of grammar, vocabulary, pronunciation. British and American English are more accented than Indian language. Basically, Indian English speaking is clear just like reading and on the other hand American and RP English are being more accented it is difficult to understand. Native speakers of English use more naturel language, spoken English.

English is used differently in spoken and written forms. Written form of English language is easy to understand, but sometimes it is very difficult to understand the spoken form of native speakers. They speak smoothly and fluently, For Non - Native English speaker, it is big challenge to understand the language. Non-Native speaker cannot speak fast and fluently but they can overcome the challenge with the help of Connected Speech.

Connected speech is spoken language in a continuous sequence of sounds, as in normal conversation. It is also called connected discourse. It is natural and smooth flowing style of speech. In Connected Speech words and syllables have some effect on each other, words, syllables and phrases are connected together and accented. In English native speaker do not speak separately they speak in logical connected group of the words. With the help of connected speech non -native English speaker will be able to speak more fluent and much more like a native speaker.

In the terms of literature connected speech is used variously for different purpose in the poem, Novel, plays etc. It is used in poem for language

Significance of the study:

Most of the research work done earlier in this direction has focused on the conceptualisation, comparison and effect of Connected Speech. In contrast, the proposed study will focus on gauging the knowledge and use of Senior College English Teachers regarding Connected Speech. In learning of English language, there is emphasis on the theoretical, grammatical, phonetic and phonological aspects but Connected Speech is mostly ignored. It is surprising that this term does not find sufficient space in the University Syllabus and there is no research on the concept from the aforesaid perspective. This situation calls for the relevance of the proposed study. Moreover, this research will be helpful for teachers, students and other English learners for effective communication.

II. Review of related Literature:

The proposed study will use the theory and practice of Connected Speech as its foundation. An objective review of the literature published and research already carried out in the same area is also essential in order to determine the focal point of the proposed research. So the researcher has also tried to acquaint himself with the influential works that expound this literary approach. Given below is a brief synopsis of each of them:
Hypotheses:

The mean score of the knowledge of Connected Speech of Senior College English teachers varies significantly according to their gender, area of operation and experience.

Aim and Objective:

- 1.To test the knowledge of Connected Speech in English
- 2.To compare the knowledge of English Teachers with respect to gender, locale, Experience.
- 3.To study the use of connected speech by English teachers

Research Methodology:

The present research was carried out with the help of descriptive survey method. In the collection of data, the researcher had used self - designed questionnaire and structured interview. The questionnaire was based on the knowledge regarding the prominent aspects of Connected Speech such as Linking, Deletion, Insertion, Assimilation and Gemination. Mean, Standard Deviation, Percentage and ANOVA was used as statistical tools.

Population and Sampling:

The population for the proposed research comprises of the Senior College English Teachers from the colleges affiliated to Savitribai Phule Pune University, Pune. The researcher used random sampling method. In all, 200 Senior College English Teachers (100 male and 100 female teachers with diverse age groups and areas of operation) was tested to draw concrete conclusions.

Scope and Limitations:

The proposed research work encompasses the Senior College English Teachers working in the jurisdiction of Savitribai Phule Pune University, Pune. It will take into consideration both male and female teachers working in the urban as well as rural areas. However, it will restrict itself to the sample of 200 teachers. The researcher will rely on two ways of data collection – questionnaire and interview.

Analysis of the Data and Interpretation :

Tabulation of Data:

Sr.No	Groups	Total	Scores	Mean	S.D.	T. Test
1	Age group 25-50	105	3855	36.71	15.71	1.907
	50-Above	95	3971	32.32	16.72	
2	Male	19	737	35.2	19.14	0.22
	Female	181	6181	34.14	16.05	
3	Rural	32	887	28.61	16.35	2.43
	Urban	168	6058	36.27	16.35	

Interpretation:

Age Group

1. At the 5% level of t 1.90 < 't' 1.96 so, null hypothesis is accepted. It means that there is no significant difference between the means of two group.

2. At 1 % level of 't' $1.90 < 't' 2.58$ so null hypothesis is accepted. It means that there also no significant difference between the means to these two groups.

Gender

1. Here 't' $0.22 < 't' 1.96$ at 5% level. So null hypothesis is accepted. It means that there is no significance difference between the means of these two group.

2. At the 1% level of 't' $0.22 < 't' 2.58$ so, null hypothesis is accepted it means that there is significant difference between the means of these two groups.

Locale

1. At the 5% level of 't' $2.43 > 't' 1.96$ so, null hypothesis is rejected it means that there is a significant difference between the means of these two groups.

2. At the 1% level of 't' $2.43 < 't' 2.58$ so, null hypothesis is accepted it means that there is no significant difference between the means of these two groups.

III. Conclusions:

From the findings of the study we can conclude that the knowledge and use of Connected Speech between the age group 25-49 and 50-60 English teachers is equal. From the findings of the study we can conclude that the knowledge and use of Connected Speech between the age group 25-49 and 50-60 English teachers is equal. On the basis of gender there is difference of knowledge of connected speech in English between male and female teachers. From the study it is founded that the knowledge on the basis of locality is slightly different.

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