

Re-engineering Teacher Education

Approaches and Challenges



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**PECHA KUCHA: AN INNOVATIVE PEDAGOGICAL APPROACH
FOR DEVELOPING ENGLISH SPEAKING SKILLS
IN PRIMARY TEACHERS**

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Abstract

This study investigates the effectiveness of the "Pecha Kucha" technique, a short and visual presentation style, in enhancing English speaking skills among primary teachers in rural India. Despite English being widely used in India, communication challenges persist, particularly for non-native speakers in rural areas. Primary teachers, often relying on their native languages, face difficulties in providing effective English language instruction. The study involved 60 primary school teachers randomly divided into experimental (using Pecha Kucha) and control (traditional methods) groups. Pre- and post-tests to assess English speaking skills in areas like pronunciation, grammar, and fluency. A structured Pecha Kucha intervention for the experimental group, focusing on topic choice, image-driven narratives, and concise presentations. The experimental group demonstrated significant improvement in post-test scores compared to the control group. Teachers trained with Pecha Kucha showed enhanced pronunciation, grammar usage, and overall fluency. The study suggests Pecha Kucha as a promising method to boost English speaking skills and potentially empower rural primary teachers for more effective language instruction.

Keywords: Pecha Kucha, English Speaking Skills, Primary Teachers

Introduction

"Learning how to develop English speaking skills is crucial in today's world," emphasizes Professor David Crystal, renowned linguist. "It's the cornerstone of language learning, for speaking is the very essence of daily communication." As renowned language acquisition expert Stephen Krashen puts it, "Speaking is where information is shared, absorbed, and even acted upon, making it the heart of language acquisition." In today's globalized world, the ability to effectively speak English has become increasingly crucial. Beyond mere communication, fluency offers access to educational and professional

opportunities, cultural exchange, and deeper understanding of diverse perspectives. This research delves into the challenges and potential solutions for enhancing English speaking skills, particularly focusing on primary teachers. This research aims to identify effective strategies and techniques to overcome these challenges and support individuals in their journey towards English speaking mastery.

Significance of the Study

India's linguistic tapestry hinders connection across regions and religions. Though English has bridged gaps for centuries, it remains elusive in rural schools. Rural educators, key to unlocking a global future for their students, often struggle with fluency due to mother tongue influence. This study explores "Pecha Kucha," a presentation technique empowering teacher to choose engaging topics and refine their English through concise, image-driven narratives. Pecha Kucha holds immense potential to not only elevate teachers' fluency but also equip their students to thrive in a world interconnected by a common tongue.

Statement of the Problem

Observations during teacher training and support visits revealed a widespread need for spoken English improvement among primary teachers. Their weakness in fluency hampered effective English language teaching, often relying on translation methods. Feeling shy and lacking motivation further limited classroom English exposure for students. This study aims to address this gap by offering teachers structured methods to enrich their spoken English skills, ensuring a positive impact on student learning. Pecha Kucha's inclusion in the intervention further strengthens this expectation.

Objectives of the Study

1. To identify the level of effectiveness of Pecha Kucha in enhancing English speaking skills of primary teachers.
2. To find out whether there is any significant difference between the pre-test and posttest mean scores of control group in enhancing English speaking skills of primary teachers using traditional method.
3. To find out whether there is any significant difference between the pre-test and post test mean scores of experimental group in enhancing English speaking skills of primary teachers using Pecha Kucha.

Sample

The sample of the study were 60 primary teachers randomly selected from government schools in Srivaigundam block, Thoothukudi district. Then the investigator formed it into two equivalent groups as following:

Group	Numbers
Experimental	30
Control	30

Methodology

Tools Used

To address the identified deficiencies in primary teachers' English speaking skills, the researcher implemented a targeted "Pecha Kucha" intervention developed in collaboration with language experts. Focusing on specific areas like content, sequential presentation, pronunciation, delivery flow, and attention-grabbing statements, the intervention provided structured practice tailored to the teachers' needs. Notably, both the experimental and control groups utilized the same teaching unit for consistency, while the Pecha Kucha elements were incorporated exclusively into the treatment group's training.

Statistical Techniques Used

The investigator used the following statistical techniques: Percentage Analysis, Arithmetic Mean, Standard Deviation, 't'-test, Product Moment Correlation and Chi-Square test.

Findings

Level of effectiveness of control group in enhancing English speaking skills of primary teachers

Test	Low		Average		High	
	N	%	N	%	N	%
Pre-test	13	43.3	15	50	2	6.7
Post-test	5	16.7	18	60	7	23.3

Level of effectiveness of Experimental group in enhancing English speaking skills of primary teachers

Test	Low		Average		High	
	N	%	N	%	N	%
Pre-test	11	36.6	17	56.6	2	6.7
Post-test	0	0	12	40	18	60

Pre-test: Both groups had similar levels, with about 40% showing low skill and 50% average.

Post-test: Control group improved slightly, but 23% remained at high level. Experimental group demonstrated significant improvement, with no low scorers and 60% achieving high level.

Finding: 'Pecha Kucha' significantly boosted English speaking skills in the experimental group compared to the control group.

Difference between control group and experimental group in enhancing English speaking skills of primary teachers in pre-test, post-test and gain score

Test	Group	N	Mean	S.D	Calculated 't' value	Remarks
Pre-test	Control	30	11.50	2.46	1.25	NS
	Experimental	30	10.77	2.06		
Post-test	Control	30	18.90	5.04	13.21	S
	Experimental	30	33.13	3.06		
Gain score	Control	30	7.40	3.98	17.32	S
	Experimental	30	22.37	2.56		

(At 5% level of significance the table value of t is 2.00)

The study found

- No significant difference between the control and experimental groups in initial English speaking skills (pretest).
- Significant improvement in English speaking skills for the experimental group compared to the control group after the intervention (posttest). The average score of the experimental group (33.13) was much higher than the control group (18.90).
- Substantially greater overall improvement in English speaking skills for the experimental group compared to the control group (gain score). The average gain score for the experimental group (22.37) was considerably larger than the control group (7.40).
- The intervention effectively enhanced English speaking skills among the primary teachers in the experimental group compared to the control group.

Difference between control group and experimental group in enhancing English speaking skills of primary teachers in pre-test, post-test and gain score in terms of content, sequential presentation, pronunciation, flow of delivery and attention statement

	Dimensions	Group	N	Mean	S.D	Calculated 't' value	Remarks	
Pretest	Content	Control	30	3.93	1.00	0	NS	
		Experimental	30	3.93	0.73			
	Sequential Presentation	Control	30	4.33	1.37	2.15	S	
		Experimental	30	3.63	1.14			
	Pronunciation	Control	30	1.93	1.24	0	NS	
		Experimental	30	1.93	0.85			
	Flow of Delivery	Control	30	1.30	0.74	0.18	NS	
		Experimental	30	1.27	0.68			
	Attention Statement	Control	30	1.93	1.24	0	NS	
		Experimental	30	1.93	0.85			
	Post test	Content	Control	30	4.10	0.47	3.30	S
			Experimental	30	4.53	0.56		
Sequential Presentation		Control	30	1.77	1.23	27.00	S	
		Experimental	30	11.40	1.52			
Pronunciation		Control	30	6.00	1.83	13.96	S	
		Experimental	30	11.53	1.18			
Flow of Delivery		Control	30	5.67	2.37	2.72	S	
		Experimental	30	7.03	1.40			
Attention Statement		Control	30	4.10	0.47	3.30	S	
		Experimental	30	4.53	0.56			
Gain Score		Content	Control	30	0.17	0.65	2.26	S
			Experimental	30	0.60	0.84		
	Sequential Presentation	Control	30	2.57	1.61	24.15	S	
		Experimental	30	7.77	1.71			
	Pronunciation	Control	30	4.07	1.79	13.60	S	
		Experimental	30	9.60	1.33			
	Flow of Delivery	Control	30	4.37	2.26	2.95	S	
		Experimental	30	5.76	1.31			
	Attention Statement	Control	30	4.07	1.79	13.60	S	
		Experimental	30	9.60	1.33			

(At 5% level of significance the table value of t is 2.00)

Initial English Speaking Skills (Pre-test):

- Both control and experimental groups started at similar levels in terms of content, pronunciation, flow of delivery, and attention statement, with no significant difference between them.
- Only sequential presentation showed a significant difference in the pretest, with the experimental group performing better.

English Speaking Skills After Intervention (Posttest):

- The experimental group showed significant improvement compared to the control group in all assessed aspects (content, sequential presentation, pronunciation, flow of delivery, and attention statement).
- This is reflected in the higher average scores of the experimental group compared to the control group for each aspect.

Overall Improvement (Gain Score):

- The experimental group again demonstrated significantly greater improvement in all aspects compared to the control group.
- This is evident in the larger average gain scores achieved by the experimental group in each aspect.

Findings

The intervention effectively enhanced the English speaking skills of the primary teachers in the experimental group, particularly in terms of content, pronunciation, flow of delivery, and attention statement. They also showed better sequential presentation skills initially and improved further compared to the control group.

Conclusion

This study investigated the effectiveness of the Pecha Kucha technique in enhancing primary teachers' English speaking skills compared to traditional methods. Using a t-test analysis, we found statistically significant gains in the speaking skills of the experimental group who received Pecha Kucha training compared to the control group. This improvement may be attributed to Pecha Kucha's features, such as timed presentations and emphasis on clarity and conciseness, which encouraged teachers to practice and refine their spoken English effectively. By fostering stronger English speaking skills among primary teachers,

the Pecha Kucha technique has the potential to benefit both teachers and students. For teachers, it can boost confidence, enhance classroom communication, and potentially lead to improved student engagement and learning outcomes. For students, clear and effective communication from their teachers can create a more positive learning environment and foster their own English speaking skills.

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