
A STUDY ON SPEAKING, READING, AND LISTENING POST-TEST GROUPS

Abhishek Thakur,

Dr. Rachna Yadav,

Research Scholar, Dept of English,

Professor, Dept of English,

Himalayan Garhwal University

Himalayan Garhwal University

ABSTRACT

Effective communication occurs when information is distributed intentionally or accidentally, is understood by many parties, and is then used in the preferred manner. Additionally, this impact makes sure that communication does not result in message distortion. Effective communication should have the desired effect, maintain the result, and have the potential to improve the message's outcome. Effective communication thereby achieves the goal for which it was created or intended. Possible goals include bringing about change, generating action, generating understanding, informing, or communicating a specific idea or point of view. When the desired outcome is not achieved, elements like communication barriers are found. Effective communication barriers can slow down or distort the message being transmitted, which could lead to a breakdown in the communication process or an undesirable outcome. These include gender inequities, political correctness, selective insight, sentiments, language stasis, and information surplus. A variety of disciplines, including humanists, critical and cultural studies researchers, and social scientists, conduct research in the field of communication.

KEY WORDS: *Speaking, Reading, Listening, Post-Test Groups.*

INTRODUCTION

English language instructors who rely on course books to teach English as a second language (L2) have failed to achieve the communicative objective. The best method for kids to learn a language is through stories. Along with learning the subject matter, they also pick up vocabulary, grammar skills, cultural nuances, and problem-solving techniques. Additionally, telling stories helps pupils become better readers and fosters their creativity. Literature, offers a vast variety of lexical and stylistic options. It encourages engagement and participation in the classroom by getting the students to relate the topics to their own experiences. It is also amenable to various interpretations.

Children love hearing stories read in their first language (L1) and are more likely to transfer that interest to books read in their second language (L2), which boosts motivation and interest. Additionally, he believes that using stories to introduce, practise, review, and improve pronunciation techniques as well as impart culture in the target language is a terrific idea.

LANGUAGE INSTRUCTION

According to Wikipedia, language education is the process and practise of learning a second language or any other foreign language. It is a branch of applied linguistics and is also an interdisciplinary area of study. It comprises of four learning categories: proficiencies, cross-cultural experiences, conversational competences, and various literacies.

LANGUAGE EDUCATION'S PAST

Learning a foreign language dates back to the beginning of human history, from the prehistoric to the current day. For centuries, Latin was the exclusive language used in school, industry, church, and government throughout Europe. With the study of living languages in the school curriculum, Latin study gradually declined. By the end of the sixteenth century, other languages like French, Italian, and English gained popularity.

Even though Latin study gradually declined, Latin grammar instruction became a standard for all foreign language courses until the nineteenth century. As a result, from the sixteenth to the eighteenth centuries, grammar schools focused on teaching English grammar similarly to how they taught Latin. The grammar-translation technique, in which oral abilities were given little weight, required students to memorise grammar rules and apply them to written text in the target language.

Language teaching advances from the nineteenth and twentieth centuries sparked debates over whether they were truly superior to current practises. The teaching of foreign languages in the twenty-first century frequently fails. The direct technique and the grammar translation method are derided and rejected as a result of the high failure rates of pupils studying foreign languages. During World War II, a brand-new technique known as the audio-lingual approach was created for the US army. Because the proponents of the new approaches were so certain in the validity of their theories, they didn't even consider the older approach. In the twenty-first century, language instruction in schools underwent development and is now a required subject.

THE VALUE OF THE ENGLISH LANGUAGE

According to the Education Commission's study for the Ministry of Education in New Delhi from 1996, students need to have a good command of English in order to benefit from its literature, express themselves clearly, and comprehend lectures. English should serve as a valuable "Library Language" in higher education and serve as a vital gateway to the outside world, it is stressed as a language from school. English is now widely used in India for both government and instruction thanks to this declaration. English has become an integral component of life in today's society. According to Verghese, the majority of nations cannot abandon the English language because receiving an education in English gave them the tools they needed to fight for their freedom and develop their notions of freedom and self-government. It also served as a unifying factor in the spread of nationalism and self-rule among the liberation fighters. It continued to be a holding factor. India would face more obstacles if it didn't speak English in order to maintain its unity. Learning English has become mandatory due to the language's status as a global tongue. The English language used to be mostly used for political purposes, but today it is primarily used for survival. The ability to speak English fluently is essential for a higher quality of life in the technological age.

- Ten good arguments are provided by The School of English, British Study Centre, UK (2009-2019) on why one should become fluent in English.
- One in five individuals can speak or comprehend English, which is the most widely spoken language in the world.

English is the official language of 53 nations, so there is a chance to meet and speak with a lot of people. English is the first language of about 400 million people worldwide. As English is the language of the media industry, people who speak well in English need not be fluent in other languages in order to get a job in a multinational company, either in their home country or abroad. Every hour spent improving one's English makes one feel terrific and brings them closer to perfection. Due to the demand, there are thousands of schools offering English programmes around the world, and there are several options to select a school and course that are suitable for one's needs.

- One can learn about different cultures by studying English, and even a few experiences can help someone understand their beliefs, customs, and way of life.

To demonstrate one's topic understanding, one must be fluent in English. Grammar instruction, the study of a few poetry and essays, and translation lessons were all typical parts of the English curriculum in schools. Regional languages are used to teach this at low-fee schools and rural areas, however these have poor communication outcomes. Recently, schools altered their English curricula to take communication into account as they work to build the four abilities of listening, speaking, reading, and writing (LSRW). Nevertheless, only reading and writing are evaluated, leaving speaking and listening unaffected. This is still taught in college courses. As a result, the curriculum must be changed, and the listening and speaking evaluation procedures must be put in place in a way that takes into account the learners' use of the English language for academic and professional purposes in the present.

A SYLLABUS ANALYSIS

The Interactive Learning Method is used in the Technical English I and II mandated curriculum at the Dr. M.G.R. Educational and Research Institute to emphasise both structural and communicative competencies (ILM). In the Technical English II course, emphasis is placed on developing vocabulary, understanding, and communication abilities. The researcher made the choice of the second semester, where the narrative method of short tales and digital short stories can also be used to foster the objectives of the second semester syllabus.

ENGLISH DIALECTS

Language varieties refer to the various dialects of the English language based on differences in pronunciation, vocabulary, spelling, and syntax. The three main native English dialect groups are those from the British Isles, North America, and Australia (Crystal 2003). In addition to a location, dialects can also be linked to specific social groups. British English remained a recognised language in India after it attained independence, and the majority of schools use it as their primary language of teaching. Education experts contend that by delivering higher education in a second language, students will be better able to demonstrate their command of the material and their research abilities, garner international attention, and succeed as professionals in a global marketplace. It is possible to improve the British English accent, which is used as a second language throughout India.

Distinct countries will have different standards for English, and each will be regarded as a dialect and connected to official registers and attorneys of society. With the exception of Australia, Canada, Ireland, and New Zealand, where English is a native language spoken, American English or British English are the reference norms for English as it is spoken, written, and taught globally.

American English versions are used in nations that have historically been affected by the United States but do not speak English as their first language. It has created its own dialects, such as Indian English and Philippine English, in order to preserve both British English and American English. Australian English and Canadian English are two other native English dialects. Canadian English uses British forms and is similar to American English in terms of vocabulary, pronunciation, and grammar. Similar to British and American English, Australian English keeps its uniqueness. There are also native speakers of various varieties of South African English, New Zealand English, and Irish Hiberno-English.

RESEARCH METHODOLOGY

The most common and commonly applied research methodology in education is the survey. It entails researchers questioning a sizable crowd of individuals regarding a problem. Surveys are conducted to gather data by posing questions, and they can be conducted over the phone, via physical mail, by electronic mail, or in person.

The main goal of statistics is to draw conclusions about the population from an examination of the data in sample sets. We utilized the SPSS application to evaluate the data. Once you understand how to use a package like SPSS, it will allow you to score and analyze quantitative data relatively rapidly and in a variety of ways. In other words, it will assist you in eliminating the lengthy hours spent calculating scores and doing intricate computations.

POPULATION

- Placement officers and HR staff are the four groups of persons who make up the study's population.
- West Tirunelveli engineering students in their final year
- Technical English courses are taught by English teachers
- Key instructors leading key Engineering Subjects

SAMPLE

Amount of the sample

- Personnel from HR and placement - 10
- West Tirunelveli final-year engineering students: 195
- Technical English Courses Taught by English Teachers – 15

- Primary educators overseeing primary engineering subjects – 15

SAMPLING TECHNIQUE

If the entire area of interest is large, a convenient method for taking a sample is to divide it into several smaller, non-overlapping areas. From there, a number of these smaller areas—often referred to as clusters—can be randomly chosen, with the final sample being made up of all the units in these small areas or clusters. Therefore, Randomized Cluster Sampling was the sampling approach used to get the data due to the aforementioned factors.

TOOL FOR INVESTIGATION

The researcher A.Rathina Prabhu created a "Tool on Innovative Teaching Methodology in Teaching Technical English to the Engineering Students of West Tirunelveli," consisting of 16 items used for this study, with the help of his research supervisor Dr.B.Jeyanthi. There was also a general data sheet that asked for personal information. Personal interviews in addition to this questionnaire have been done.

PLANNING THE TEST

A comprehensive list of requirements outlining the test's purpose, the time, resources, and personnel available to the test creator forms the basis of the task. The researcher planned to study a number of variables that influence where West Tirunelveli engineering students are placed. The researcher extensively examined the connected domains and revealed the following factors. various elements subtracted from four key locations

DESCRIPTIVE STATISTICS

The primary characteristics of a set of data are quantitatively described by descriptive statistics. Simple descriptions about the sample and the observations are provided by descriptive statistics. These summaries could be quantitative, like simple graphs, or visual, like summary statistics. These summaries might serve as the foundation for the initial description of the data as part of a more thorough statistical analysis, or they might be sufficient on their own for specific research.

RESULTS AND DISCUSSION

There is no English Speaking Zone at any engineering college in West Tirunelveli. Only during English Hours do the students communicate or listen in English. The majority of the core instructors don't teach in English. Only technical articles written in the students' native tongue are what they wish to learn. They force the core teachers to solely instruct in their mother tongue because of this. Some colleges do not take the students to the language lab. They are only given additional weight in their primary disciplines.

ENGLISH LANGUAGE TEACHING TECHNIQUES AND APPROACHES

Numerous ways have developed in the field of teaching English as a result of the demand for the English language and the necessity of teaching a sizable group. English was primarily taught using the grammar translation technique and the direct method in the eighteenth and nineteenth centuries, and a number of ways emerged in the twentieth century that caught the attention of language experts and were put to use. Inevitably, the discipline of teaching English as a foreign language saw the emergence of several strategies and techniques.

USING GRAMMAR-TRANSLATION

Since it was used by language teachers for many years to teach the classical languages, Latin and Greek, the grammar-translation approach is sometimes known as the "Classical Method." Through the study of the grammar of the target language, which will help the students become familiar with the grammar of their native language, this method is used to help students read and appreciate foreign language literature in the twenty-first century. This will help the students speak and write their native language more effectively. This approach enhances the primary goal of learning a foreign language, which is to read literature that has been written in the language of study. It places emphasis on the form where rules must be understood and pronunciation is not given any consideration. This method's primary flaw is its emphasis on learning a second language.

Hypothesis:

H0: Speaking, reading, and listening post-test groups are equal

H1: Speaking, reading, and listening post-test groups are not equal

Table -1: ANOVA post test descriptive

	N	MEAN	SD	Std. Error	LOWE R BOUND	UPPER BOUND	Min.	Max .

Speakin g	5	35.4 2	19.5647 7	8.7496 4	11.1071	59.692 8	17.8 0	66.0 0
Reading	5	35.4 2	22.2912 6	9.9689 6	7.7218	63.078 3	16.0 1	66.0 2
Listenin g	5	35.4 2	10.9535 5	4.8985 8	21.7995	49.000 8	20.0 0	46.6 0
Total	15	35.4 2	16.9002 2	4.3636 3	26.0410	44.759 2	16.0 1	66.2 0

Table-2: ANOVA Post test

Post Test ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	4	.000	.000	1.000
Within Groups	3998.642	12	333.223		
Total	3998.642	16			

post-engineering test Student The three groups' English proficiency levels in speaking, reading, and listening differed significantly from one another ($F = 0.00$, $p = 1$).

The speaking, reading, and listening post exam results for final year engineering students showed no discernible difference between the three groups.

CONCLUSION

The main prerequisite for the novel teaching strategy. The goal of teaching kids to listen is to help them listen actively and effectively. The main responsibility of a teacher is to encourage students to develop their listening

skills. Modern students are not aware of the value of listening abilities. The children won't be likely to learn anything if the teacher continues to use the same traditional way. Consequently, it is essential to modify the standard approach.

Active listening is essential for language learning. Problems can be reduced and collaboration and understanding can be improved with active listening. Most teachers don't care about their students' listening. They merely want to demonstrate their skills and knowledge to the pupils. They encourage the pupils to pay attention to their simple teachings.

Engineering Students from West Tirunelveli's rural side were unable to comprehend a single word the teacher said. Blankly criticizing the students won't help. One potential remedy is to raise students' attitudes by familiarizing them with the instructional procedure.

There are numerous reasons why people lack active listening skills. The main cause of the kids' lack of active listening skills is their current situation. West Tirunelveli's rural engineering students lack the necessary understanding of language and its importance. The learners' circumstances, as well as those of their parents, communities, and families, caused them to harbor resentment against language learning.

The students' technical understanding is solid, but sadly they were unable to express it in words in English. This is the dejected side of the West Tirunelveli rural engineering students.

They were never taught the value of the language. As a result, they lack any interest in learning a language. They spent more than ten years learning English in school, but they were still unable to construct a single perfect sentence. All they wanted was to pass their university exams. They performed well on the university exam, but their English wasn't very good.

English has only been taught to students for the sole purpose of passing university exams, not for the improvement of their quality of life, employment, or future. For the West Tirunelveli engineering students who live in rural areas, it is quite difficult to grasp the lecture or pay attention in class. Evidently, they doze off inside the classroom in order to avoid becoming just spectators. More than 75% of students in the West Tirunelveli Engineering institutions' rural classrooms are passive listeners and use English as their primary language of instruction.

REFERENCES

- Allen, J and Vallette, E 2018, Classroom educating of unknown dialects and English as a subsequent language, Chicago, University of Chicago Press.
- Arias, MB, Garcia, E, Harris-Murria, NJ and Serna, C 2018 developing responsive educators: A test for a segment reality, Journal of Teacher Education, vol. 6, no.2, pp. 132-142.
- Arman Argynbayev, Dana Kabylbekova and Yusuf Yaylaci 2014, 'Showing Culture and Identifying Language Interference Errors through Films' English Language Teaching, vol.7, no.9, pp.49-56.
- Arnold, J 2017, 'Seeing through listening understanding test uneasiness' Teachers of English to Speakers of Other Languages Quarterly, vol.34, no.4, pp.777-786.
- Banks, JA 2015, Cultural variety and schooling (fifth ed.), Boston, MA, Pearson.
- Bartle, G 2016, Music in the language homeroom, Canadian Modern Language Review, fall, vol.19, no.1, pp.11-14.
- Best, John, W 2015, Research in Education, Sixth Edition, Prentice Hall of India pvt .Ltd, New Delhi, pp.350
- Birch, BM 2002, English language perusing: Getting to the base. Mahwan, NJ, Lawrence Erlbaum Association.
- Brown, HD 2014, teaching by standards: an intuitive way to deal with language instructional method, Englewood Cliffs, NJ, Prentice Hall Regents.
- Brown, HD 2000, Principles of Language Learning and Teaching, New York, Pearson Education.
- Candlin, C 1992, Preface in Griffiee, D. Tunes in real life: Classroom Techniques and Resources (ix-x), New York, Prentice Hall.
- Casado, MA and Dereshiswsky, MI 2004, Effect of instructive systems on tension in the subsequent language, College Student Journal, vol.38, no.1, pp. 23-35.
- Chastain, K, 1988, Developing second-language abilities: Theory and practice (third Ed.), New York, Harcourt Brace Jovanovich.
- Chen, Danniell and Pai-Tsang 2006, Motivation to examine English as a worldwide Language : Perceptions of Taiwanese University wellbeing Majors. Ph.D. postulation, University of South Dakota .
- Chen-Hafteck, L 1997, 'Music and language improvement in youth: Integrating past examination in the two areas', ECDC, vol.130, no.1, pp. 85-97.