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A COMPARATIVE STUDY OF EFFICACY OF LISTENING AND SPEAKING SKILLS BETWEEN
CONVENTIONAL PEDAGOGY AND VIRTUAL PEDAGOGY AMONG THE STUDENTS OF UPPER
PRIMARY LEVEL OF GUNTUR DISTRICT IN ANDHRA PRADESH

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ABSTRACT

Virtual Pedagogy has the recent origin which occupies the prominent place in English Language Teaching classroom. The usage of electronic gadgets increases gradually to the classroom for better understanding of English language. The usage of Conventional Pedagogy is minimized to learn English language. Apart from Digital India, the Indian government has started a new strategy of a teaching pedagogy i.e. Virtual Pedagogy for school children as a pilot study in seven states. The researcher underpins to examine the efficacy of Listening and Speaking skills based on the learning of differences between Conventional Pedagogy and Virtual Pedagogy in Guntur District. By this, the researcher intends to reveal the importance of Virtual Pedagogy is comfortably applicable than Conventional Pedagogy to develop the Primary Skills and it is observed how the students are being adopted education through technology at school level only. The paper aims at examining the utilization and comparison of Conventional Pedagogy and Virtual Pedagogy in ELT classrooms and their impact to develop Listening and Speaking skills in English.

Key Words: Conventional Pedagogy, Virtual Pedagogy, Listening and Speaking skills.

Introduction

The importance of English language has gained much focus by the rigorous progress in globalization. Learning English as a Second Language (ESL) requires command over primary skills i.e. Listening and Speaking and secondary skill i.e. Reading and Writing. According to Healy (1999) "communication does not occur in a vocabulary and grammar vacuum". It relies on the development of basic skills of communication. Virtual Pedagogy provides wide range of new activities and tasks for teaching and learning English language skills which suited to the 21st century students. The present paper focuses on Primary Skills, especially the learning efficacy of Primary Skills between Conventional and Virtual pedagogies. Here the researcher will concentrate on the importance of Virtual pedagogy in this paper.

Review of Literature:

Sk. Saleem Babu (2017) conducted a study on "A Comparative Study of the Conventional Pedagogy and Web Assisted Language Learning (WALL) in English Language Teaching (ELT) classrooms in select Junior Colleges and IIIT's in Andhra Pradesh". The researcher used survey method in this study and collects the data through a questionnaire. The sample of the study collects from IIIT students and Intermediate students. The study consisted of 160 students, 80 from IIIT and another 80 from Intermediate. The researcher found that there may a significant difference in listening and speaking skills among the learners of Conventional Pedagogy and Web Assisted Language Learning.

Shabreen Sultana Shaik (2015) conducted a study on "A Study of Developing L.S.R.W Skills through Computer Assisted Language Learning (CALL) among the Students of Select Degree Colleges in South Coastal Andhra Pradesh". The researcher employed the tool questionnaire in this study. This study is conducted a total of 180 undergraduate students from urban and rural colleges located in south coastal Andhra Pradesh. These students are selected from Guntur District, Krishna District and Prakasam District. The researcher found that there may significant differences of improving listening and speaking skills among the undergraduate students belonging to different geographical areas, social categories, economical status, courses studying at U.G. level and mother tongues based on computer and conventional pedagogies.

Methodology

The present study is mainly intended to examine the learning levels of Speaking and listening skills between the students of Conventional and Virtual Pedagogies. Conventional Pedagogy is found everywhere in the society where as Virtual Pedagogy is very less in number. Conventional Pedagogy is widely accepted because of pedagogical reasons and maintenance. On the other hand Virtual Pedagogy needs specialized teachers who have the computer knowledge along with the subject knowledge. The classroom has to be equipped with sophisticated audio visual aids and has to be checked regularly. Technology has been playing a vital role in the society. Globalization made the whole world came into contact with the help of internet and computers. Students who are having access to computer and internet are experiencing various online classes and equipping themselves with loads of knowledge. The learning experience becomes more qualitative when learnt with the help of audio visual aids. Considering this the Government of India has started a pilot project of smart virtual classrooms in seven states of India to enhance the learning skills of the students who are not in contact with these technologies in their vicinity.

Objectives of the study:

1. To find out the efficacy of Listening and Speaking skills among the Upper Primary School Students between Conventional Pedagogy and Virtual Pedagogy.
2. To observe the results of Conventional Pedagogy Methods in ELT classroom.
3. To examine the results of the Virtual Pedagogy Strategies in ELT classroom.

Sample and Population:

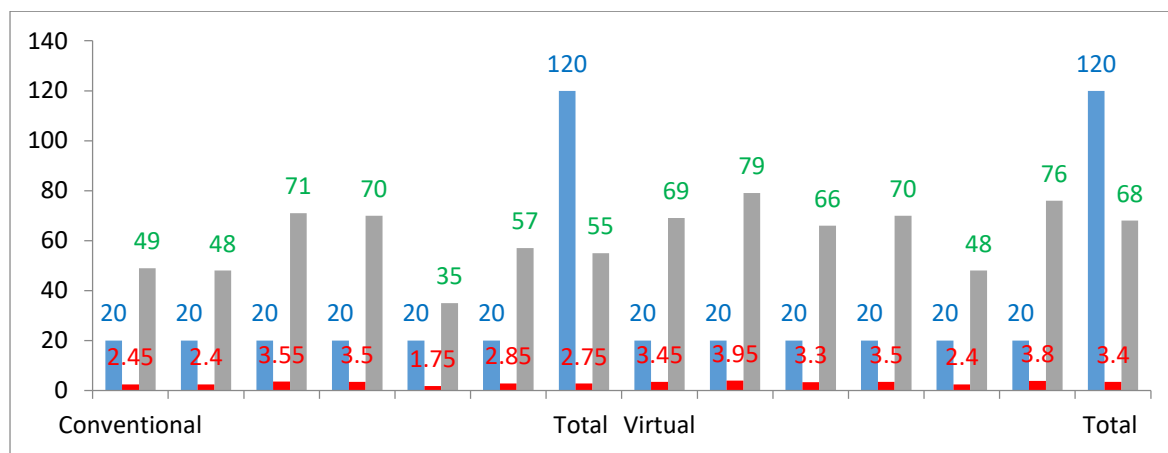
This study is intended to conduct in the Semi-Urban and Rural Upper Primary School Students of Guntur district in Andhra Pradesh. A total of 480 students participated in this research survey. The data collection was done through the use of a survey questionnaire. Four hundred and eighty students are selected using stratified random sample technique. The sample consisted of upper primary school students who perceive their VI and VII standards. They were chosen from twelve different schools. The schools are also selected from twelve different areas among them 3 schools of Conventional Pedagogy are selected from rural mandalas of Guntur district i.e. Chinakakani, Ponnekallu, and Mandepudi. Another three schools of Conventional Pedagogy are selected from semi-urban areas of Guntur district i.e. Karempudi, Pathipadu, and Nekarekallu. Three schools of Virtual Pedagogy are selected from rural areas of Guntur district i.e. Angalakuduru, Phanidem, and Namburu. Another three schools of Virtual Pedagogy are selected from semi-urban areas of Guntur district i.e. Tadepalli, Piduguralla and Bellamkonda. Twenty students are selected for the

test consisted of both male and female students with different social backgrounds from each class for the test. The researcher selected 240 students from Conventional Pedagogy and another 240 students from virtual Pedagogy. The qualitative method of data collection is done through the use of questionnaire. The data have analysed quantitatively. The study combined both Qualitative and Quantitative methods.

6th class Listening Skill:

Marks Secured by 6th Class Students from Conventional and Virtual Classrooms in Comprehension Passage Listening			
Type of Method	Listening Passage		
	Total No. of Students	Average Marks	Percentage of Marks
Conventional	20	2.45	49
	20	2.4	48
	20	3.55	71
	20	3.5	70
	20	1.75	35
	20	2.85	57
Total	120	2.75	55
Virtual	20	3.45	69
	20	3.95	79
	20	3.3	66
	20	3.5	70
	20	2.4	48
	20	3.8	76
Total	120	3.4	68

Graph:



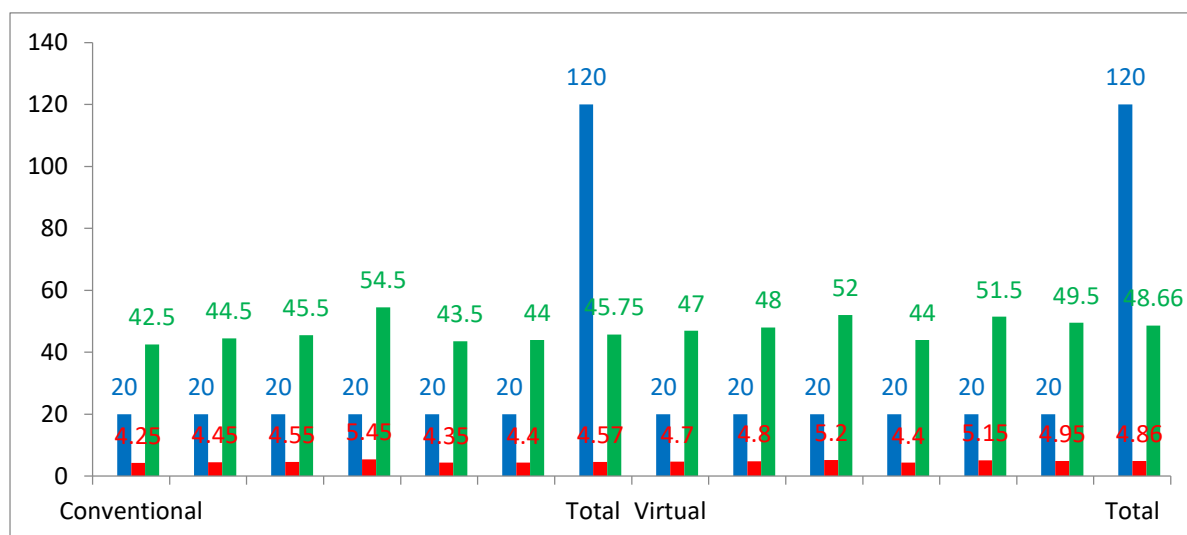
*** No. of Students *** Average Marks *** Percentage of Marks

The students belong to Conventional Pedagogy secured 2.75 marks out of 5 in listening passage i.e. 55% and the students belong to Virtual Pedagogy secured 3.4 marks out of 5 in listening passage i.e. 68%. It indicates that the students belong to Virtual Pedagogy are ahead of securing 13% more marks than the students belong to Conventional Pedagogy. As per the analysis of the data the students belong to Virtual Pedagogy obtained better marks in listening passage than the students belong to Conventional Pedagogy.

6th class Speaking Skill:

Marks Secured by 6th Class Students from Conventional and Virtual Classrooms in Speaking Skill				
Type of Method	Name of the School	Speaking Skill		
		Total No. of Students	Average Marks	Percentage of Marks
Conventional	China Kakani	20	4.25	42.5
	Ponnekallu	20	4.45	44.5
	Mandepudi	20	4.55	45.5
	Karempudi	20	5.45	54.5
	Prathipadu	20	4.35	43.5
	Nekarikallu	20	4.4	44
Total		120	4.57	45.75
Virtual	Angalakuduru	20	4.7	47
	Phandidem	20	4.8	48
	Namburu	20	5.2	52
	Tadepalli	20	4.4	44
	Piduguralla	20	5.15	51.5
	Bellamkonda	20	4.95	49.5
Total		120	4.86	48.66

Graph:



*** No. of Students

*** Average Marks

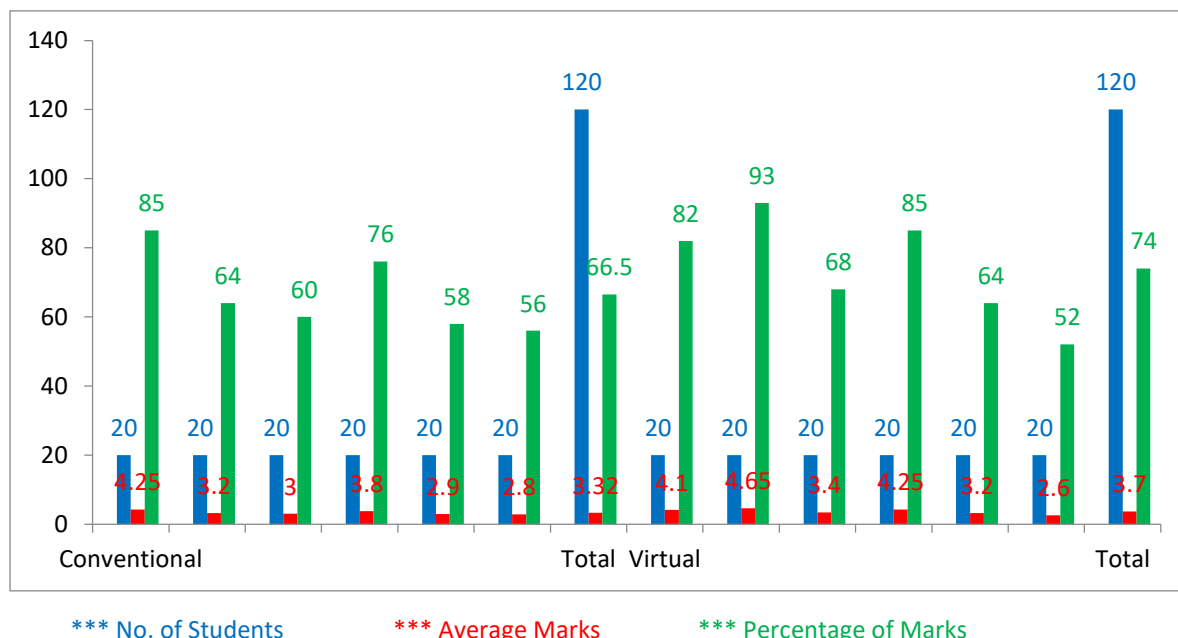
*** Percentage of Marks

The above table depicts that the marks secured by 6th class students from Conventional and Virtual Pedagogies in Speaking Skill. As per the result of the data the students belong to Conventional Pedagogy secured 4.57 average marks out of 10 in speaking skill i.e. 45.75% and the students belong to Virtual Pedagogy secured 4.86 marks out of 10 in speaking skill i.e. 48.66%. The results found that the students belong to virtual Pedagogy are ahead of securing 2.91% more marks than the students belong to Conventional Pedagogy. It shows that the students belong to Virtual Pedagogy have shown better performance than the students belong to Conventional Pedagogy.

7th Class Listening Skill:

Marks Secured by 7th Class Students from Conventional and Virtual Classrooms in Comprehension Passage Listening				
Type of Method	Name of the School	Listening Passage		
		Total No. of Students	Average Marks	Percentage of Marks
Conventional	China Kakani	20	4.25	85
	Ponnekallu	20	3.2	64
	Mandepudi	20	3	60
	Karempudi	20	3.8	76
	Prathipadu	20	2.9	58
	Nekarikallu	20	2.8	56
Total		120	3.32	66.5
Virtual	Angalakuduru	20	4.1	82
	Phandidem	20	4.65	93
	Namburu	20	3.4	68
	Tadepalli	20	4.25	85
	Piduguralla	20	3.2	64
	Bellamkonda	20	2.6	52
Total		120	3.7	74

Graph:

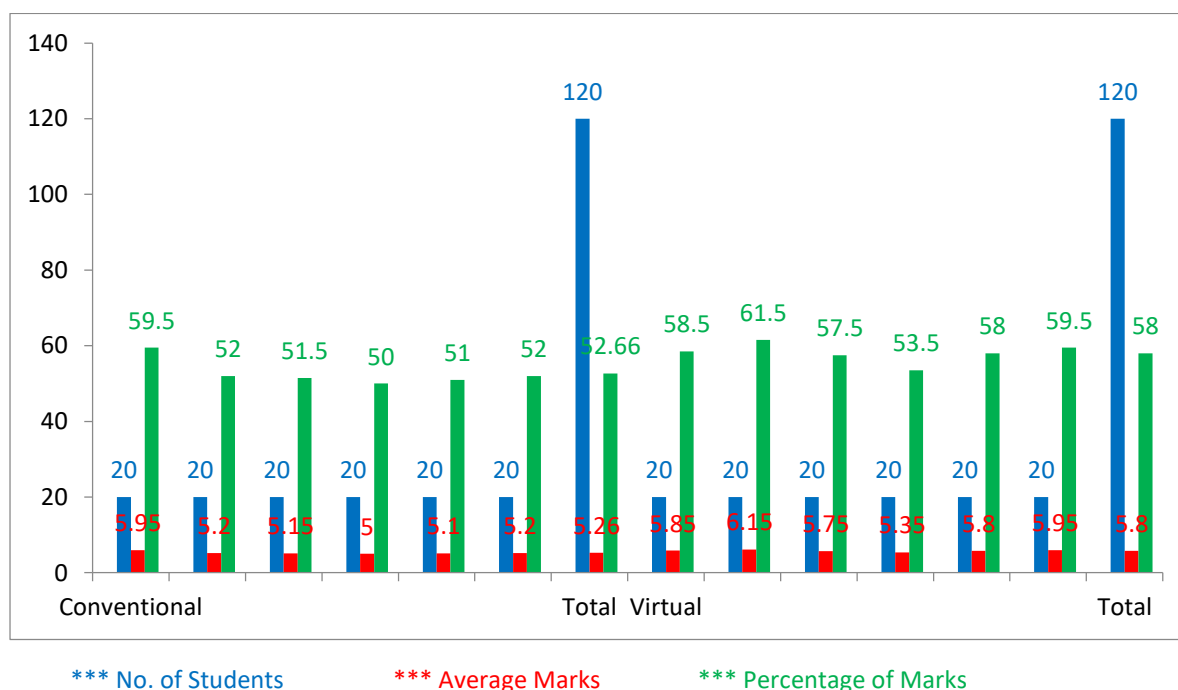


The students belong to Conventional Pedagogy secured 3.32 marks out of 5 in listening passage i.e. 66.5% and the students belong to Virtual Pedagogy secured 3.7 marks out of 5 in listening passage i.e. 74%. It indicates that the students belong to Virtual Pedagogy are ahead of securing 7.5% more marks than the students belong to Conventional Pedagogy. As per the analysis of the data the students belong to Virtual Pedagogy obtained better marks in listening passage than the students belong to Conventional Pedagogy.

7th Class Speaking Skill

Marks Secured by 7th Class Students from Conventional and Virtual Classrooms in Speaking Skill				
Type of Method	Name of the School	Speaking Skill		
		Total No. of Students	Average Marks	Percentage of Marks
Conventional	China Kakani	20	5.95	59.5
	Ponnekallu	20	5.2	52
	Mandepudi	20	5.15	51.5
	Karempudi	20	5	50
	Prathipadu	20	5.1	51
	Nekarikallu	20	5.2	52
Total		120	5.26	52.66
Virtual	Angalakuduru	20	5.85	58.5
	Phandidem	20	6.15	61.5
	Namburu	20	5.75	57.5
	Tadepalli	20	5.35	53.5
	Piduguralla	20	5.8	58
	Bellamkonda	20	5.95	59.5
Total		120	5.8	58

Graph:



The above table depicts that the marks secured by 7th class students from Conventional and Virtual Pedagogies in Speaking Skill. As per the result of the data the students belong to Conventional Pedagogy secured 5.26 average marks out of 10 in speaking skill i.e. 52.66% and the students belong to Virtual Pedagogy secured 5.8 marks out of 10 in speaking skill i.e. 58%. The results found that the students belong to virtual Pedagogy are ahead of securing 5.34% more marks than the students belong to Conventional Pedagogy. It shows that the students belong to Virtual Pedagogy have shown better performance than the students belong to Conventional Pedagogy.

Findings:

1. The researcher found that in both classes (6th and 7th), the students belong to Virtual Pedagogy got better command over Primary Skills than the students belong to Conventional Pedagogy.
2. Through Virtual pedagogy strategies students get easily interacted to learn more and more other than Conventional pedagogy method students.

Conclusion:

Listening and speaking skills are the primary skills to learn any language. It is known fact that a child learns his/her mother tongue by listening to the words and conversations spoken by parents, grandparents, relatives etc. He/she completes much of the first language acquisition process within the first five years, depending on exclusively listening. As the first and foremost skill of language acquisition, listening skill plays a vital role in learning mother tongue. It also plays the same role in the second language or foreign language acquisition. Speaking skill plays a prominent role in the second language learning. In fact, it is the most complicated and one of most important skills among the four skills for effective communication. Speaking fluently in English is needed in the 21st century in order to get the job in multi-national companies. Primary skills play a vital role in language so teachers should try to make the students to learn primary skills.

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