INTERNATIONAL JOURNAL OF ENGLISH LANGUAGE, LITERATURE AND TRANSLATION STUDIES (IJELR)
A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS INTERNATIONAL JOURNAL
http://www.ijelr.in (Impact Factor : 5.9745) (ICI)

RESEARCH ARTICLE

Vol. 7. Issue.2. 2020 (Apr-June)

INTERNATIONAL STANDARD SERIAL NUMBER INDIA
2395-2628(Print):2349-9451(online)

"COMPUTER BASED TECHNIQUES TO DEVELOP SPEAKING SKILLS IN ENGLISH LANGUAGE FOR STUDENTS OF POLYTECHNIC COLLEGES"

SUSHAMA PURUSHOTTAM SANER[1*], VEENA VISHWASRAO AHIRE[2]
[1,2]KBC North Maharashtra University, Jalgaon (M.S.) India
*Email:purudesale@gmail.com

Article information
Received:04/03/2020
Accepted: 15/04/2020
Published online: 18/04/2020
doi: 10.33329/ijelr.7.2.14

ABSTRACT

This paper proposes speaking skill development technique in English language for polytechnic students. Each year the students of rural background take admission to first year diploma course of polytechnic, Dhule (M.S.) India. English communication skill is one of the vital subjects in first year diploma curriculum. First objective of this study was to identify weak area in English communication skills of future diploma engineers. The students are found weak in speaking skill of verbal communication. The collection of students feedback data revealed that computer based teaching learning is convenient. Therefore software is developed using Adobe Flash CS3 Professional to attend English speaking problems especially of polytechnic students studying in Dhule city. Iterative sessions of teaching and testing method of speaking sub skills are used to develop the software. Through this in speaking skill work bench, the module feature of content and feature of pronunciation reached optimum utility level. Analysis of 180 students from Government and Private polytechnic is conducted on the basis of computer based teaching / learning results. Feature of content and feature of pronunciation skills are significantly enhanced using computer based teaching learning methodology.

Key Words: Secondary school Certificate Examination (SSC), Maharashtra State Board of Technical Education (MSBTE), Computer based teaching (CBT), Adobe Flash CS3 Professional.

Introduction

The proposed work in this paper is useful for polytechnic students (Diploma level Engineers) in Maharashtra State of India. This work is conducted at government and private polytechnics in Dhule city. The students are prominently from rural educational background and culture. The basic development of engineer starts at polytechnic level i.e. after Secondary school Certificate Examination (SSC). More than one lac students take admission in first year of polytechnic affiliated to Maharashtra State Board of Technical Education (MSBTE). One of the objectives of the MSBTE is to improve the communication skill [especially in English] of future diploma level engineers. The English communication course is very important since this is foundation of these students for communication. In very near future these students will have to communicate at national and international level through their working professions. Therefore, it is very important to aware the students about importance of English communication skill (Bhatt et. al. 2010). It is observed that the students admitted to polytechnic

colleges ignore or give less importance to the English subject considering it as non technical and non useful. Another reason for this attitude of the students towards English communication is traditional techniques of teaching. To overcome these difficulties and from students feedback, computer based teaching solutions are proposed in this study.

Engineers are the main asset of our country and business organizations. Every Business organization large or small is held together by communication. Communication is universal phenomenon. All the facts of listening, speaking, reading, writing etc., information and understanding allow an individual to communicate to the people. In today's competitive world it is not enough merely to communicate, but to communicate effectively is very important.

Communication takes place through, different channels, methods, directions for different reasons and in different range/ scope. Communication on the basis of means / channel adopted is classified into verbal and nonverbal communication. Verbal communication plays vital role in corporate and professional carrier of the diploma level engineers. It is observed that, polytechnic students are weak in verbal communication. Therefore, the work proposed in this research is restricted to Verbal communication only. The verbal communication is again classified into oral and written communication. The data required for analysis is collected through methodology of questionnaire. Through this the weak areas of the student in verbal communication were identified.

Speaking skill - oral communication in English is sub divided into two broad categories:

1. Features of Content
2. Features of Pronunciation

The responses of students both Government and Private Polytechnic with respect to pronunciation, the results indicate that 58% of the Government and 64% of private students want to learn the sounds of English through computer based learning. The pronunciation programs allow the learners to record and play back their own voice and compare it to a model. Hence, students preferred such self assessment model. While 52% of the students of Govt. polytechnic preferred learning accent 36% of private polytechnic opted for language lab practice for this item. With the stress and intonation items the students conveyed difficulty in understanding stress and intonation in English, hence expressed a meager response of 12% and 5% under both categories. They expressed difficulty in learning the skill individually through lab and preferred traditional methods for developing the rules of stress and intonation. The language exponents opine that the teachers and textbooks should only describe intonation meaning very generally at the outset, but gradually work towards the demonstration of specific meanings, roles, (i.e. information markers, discourse markers, conversational managers, attitudinal or affect markers, grammatical/syntactic markers, pragmatic markers), and grammaticality (i.e. tone group divisions, marked and unmarked tonic syllables, pitch change, pitch choice) by presenting them in particular contexts through systematic exposure to meaningful, authentic, and phonologically salient texts.

Lack of funds and facilities available to fulfill the need of students, is one of the problems of polytechnic technical education (Thakur, 1996). The Computer based teaching (CBT) software is developed as per MSBTE curriculum in Adobe Flash CS3 Professional Software.

For developing a teaching / learning course, Adobe Flash CS3 Professional is one of the convenient and user friendly software. Not only does it provide maximum flexibility, it is also small in size, and very easily accessible from any web browser. Adobe Flash CS3 Professional is popular multimedia software that's often used to create web advertisements, interactive games, and other internet elements, like buttons and cartoons. Flash is easy to use and, because of its immense popularity, most browsers play it. A browser needs the Flash player plug-in in order to play the movie, which is free, incredibly small, and comes by default on the newer versions of the major browsers, like Internet Explorer, Firefox, and Chrome.

Literature Review

Very few works report to attend the problems of polytechnic student's learning English communication skills. However, some work is reported for enhancing communication skill of engineering students in India. In their work researchers emphasized on the need of modern teaching methodology and training for teachers such as communicative language teaching. Communication skill in English helps the students of engineering to bridge the gap between class room teaching and industrial expectations. (A. Clement et. al. 2015)

English language competence is important in every walk of the professional life of an engineer for his bright future. Teachers and students need to make integrated efforts to build their competency in English communication skills which would enable students to be successful in studies, campus interviews and their corporate life (D.K. Thakur, 2019).

The era of technology-oriented pedagogy in the second language teaching and learning has brought revolutionary changes in the realm of language acquisition. Computer Assisted Language Learning (CALL) is defined as any process in which a learner uses a computer and, as a result, improves her/his language (Donaldson et.al. 2006).

Result and discussion

This study is conducted among 60 students (Male + Female) of government polytechnic and 60 (Male + Female) students of private polytechnic with 20 students' batch size. The analysis is done on the basis of data collected by pre and post CBT exercise. In table - I and table - II Pre CBT percentages (%) represent students' level of understanding with the help of conventional class room teaching. Post computer based teaching (CBT) states significant improvement in level of listening and speaking skill of English language in both Government and Private Polytechnic students. The analysis for feature of content and feature of pronunciation is done in MS Excel software for 120 students. However, in some of the concepts of feature of content and pronunciation, more than one session are required to attain satisfactory level. In newly developed CBT software student can decide and execute multiple sessions to get satisfied. Whereas, in conventional teaching teacher has to decide and take efforts to achieve particular level of understanding.

Procedure of learning / testing speaking skill:

a) Open Adobe Flash CS3 Professional CBT software in computer lab.
b) Select Speaking skill work bench and select Feature of content / feature of pronunciation module.
c) Select sub skill of the module for learning and testing.
d) The software displays the theoretical concept of the sub skill with sample examples.
e) Software pops up the user to select Question for learning / testing. User friendly instructions on display guide the student / user about various types of questions such as text / audio / video input / output expected.
f) Software displays correct answer of the question.
g) Software pops up on screen to "select next question" or exit.

Sample of CBT:

Practice of the following words incorporated with the right accent.

Accent on syllable 1	**Accent on syllable 2**
'lovely	to'day
'paper	a'bout
'rather	po'lice
'pleasant	ins'tead
'newspaper	for'get
'monday	un'pleasant

Table I: Pre and Post CBT results for feature of content

SKILL - SPEAKING					
LEARNING CONCEPT	**Govt. Poly.**		**Pvt. Poly.**		**Overall (%)**
Features of Content	Pre - CBT (%)	Post - CBT (%)	Pre - CBT (%)	Post - CBT (%)	Test result (Sessions)
Greetings	53	85	51	83	85 (2)
Introductions	61	91	62	91	91 (1)
Congratulations/Consolations	55	86	54	86	86 (2)
Polite Remarks	63	89	64	90	90 (1)
Personal Interests{opinions and preferences)	54	90	55	91	91 (2)
Agreement/Disagreement	57	88	54	88	88 (1)
Apologies/Excuses	58	91	55	90	91 (1)
Direct/Indirect questions	69	95	68	94	95 (2)
Promises/Refusals	65	96	66	92	96 (3)
Requests/Permissions	63	98	62	99	99 (2)
Invitations	53	89	50	90	90 (1)
Social/Personal plans	64	88	58	85	88 (2)
Obligation/Necessity	58	90	68	90	90 (1)
Suggestions/Advice	55	95	55	98	98 (2)
Warnings/Threats	45	92	47	90	92 (2)
Criticism/Complaints	57	85	55	84	85 (1)
Arguments	53	94	51	92	94 (2)
Public Speech.	54	92	53	91	92 (1)

Table II: Pre and Post CBT results for feature of pronunciation

SKILL - SPEAKING					
LEARNING CONCEPT	**Govt. Poly.**		**Pvt. Poly.**		**Overall (%)**
Features of Pronunciation	Pre - CBT (%)	Post-CBT (%)	Pre - CBT (%)	Post-CBT (%)	Testing result (sessions)
Syllabic Consonants	42	85	40	86	86 (2)
Difficult Sounds	46	82	43	84	84 (1)
Silent Letters	37	86	35	86	86 (2)
Double Consonants	34	88	34	88	88 (1)
Strong/Weak words	45	90	45	89	90 (2)
Stress	38	86	37	88	88 (1)
Intonation	34	84	35	78	84 (1)
Elison:					
a) word	43	95	44	94	95 (3)
b) phrase	42	96	41	92	99 (2)
c) text levels	41	85	40	84	85 (1)
Contracted Forms	39	84	40	90	90 (2)
Assimilation	36	81	35	80	81 (1)
Ellipses	36	83	35	82	83 (2)
Tone units.	35	86	35	85	86 (2)
Features of syntax:					
a) Oral Discourse	36	84	38	85	85 (2)
b) Formal/Informal	33	86	32	85	86 (1)
c) Positive/Negative	38	84	35	85	85 (1)
d) Turn taking/Responding	30	77	30	80	80 (2)

Conclusion

The proposed work highlights the significance of Computer Based Teaching (CBT) methods in order to enhance the English language speaking skills of polytechnic students. Students can become more proficient only if the teacher / learner are equipped with knowledge of computer based teaching methods and theories. Even if the curriculum is revised according to the expectations of the industry, the implementation of the program lies in the hands of the teacher who works with the students directly. Moreover, no research article is found in India to attend the problems of polytechnic students (rural background) for learning speaking skills in English. This study proved that the understanding level of each speaking sub skill of English language significantly can be enhanced with CBT. Hence, it is expected that the findings of this study may help to address and solve problem of students of polytechnic colleges located in rural areas in Maharashtra state, India.

Acknowledgement

We thank Principal, teachers and students of Government Polytechnic Dhule and S.S.V.P. Sanstha's B. S. Deore Polytechnic Dhule (M.S.) India for support in smooth conduction of research work.

References:

Donaldson, Randall P. and Margaret A. "Haggstrom Changing Language Education through CALL" Oxon: Routledge, (2006).

D.K. Thakur, "Teaching English for Communication in Professional and Technical Education", Journal of English Language Teaching LXI/6 (2019).

A. Clement & T. Murugavel, "Professional Development of English Professors in Indian Engineering Colleges: The Need of the Hour", English Language Teaching; Vol. 8, No. 5 (2015).

Bhatt, Sunil, Growth and development of engineering education: An overview of Indian scenario. University News. Vol.48(10).pp.12-21, (2010).

Thakur, Davendra and Thakur, D.M.(1996). Technical education in India: Studies in educational development. Vol.6. New Delhi, Deep and Deep.P.360

URL: https://help.adobe.com/archive/en_US/flash/cs3/flash_cs3_help.pdf