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A Study Of Effectiveness Of Face To Face English Communication Skill Among M Ed Students

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Abstract:

In the present study, the researcher studied on the topic entitled A Study of Effectiveness of Face to Face English Communication Skill Among M.Ed. Students. The objectives of the study were to study the state of non-English medium M. Ed. students on pretest and posttest of the situations like At the Railway Station, At the Interview and At the Market respectively; to improve the ability of non-English medium M.Ed. students for better face to face English oral communication skill. The study conducted on 10 non-English medium M.Ed. students by using purposive method of sampling at Department of Education in North Maharashtra University, Jalgaon. The study was done by experimental method. There was the application of self-made a single group pre-posttest design and English oral rating sheet, which contained 5 points as tool under the guidance of the guide. The data obtained during the study was assessed through listening to the recording of subjects' conversations on three different situations by means of tape recorder. Statistical techniques like means, mode, median, SD, Sk, Ku, r and t value were used to collect the data by which descriptive and inferential analysis and interpretation was done. The researcher got some conclusions on the basis of mean scores of pre-post-test that mean score of post-test was greater than pre-test regarding three situations respectively, which demonstrated that face to face English oral communication turned out to be effective for non-English medium M.Ed. students because of proper treatment, motivation, healthy atmosphere, firsthand experience, constant practice and discussion.

KEYWORD:

English, communication, face to face ,Skill,improvement,M.Ed,vocabulary.

INTRODUCTION

Today, almost each and every person realizes the importance of English language for the sake of development in the walk of life. In fact, a working knowledge of English has become a requirement in number of different domains, occupations and professions like medicine, science, education, commerce, teacher, doctor, lawyer, scientist, engineer etc.

At a number of schools and universities, English is compulsory subject for students up to graduation for it is considered to be a useful tool to acquire knowledge, skills and to bring about fruitful interaction or to transfer cultural things in almost all parts of the world and spheres of human life. It, thus, brings remote people nearer by means of modern technology and provides the best medium to interact with outside the region, state and country. Hence, English sounds a universal subject discipline and global language.

Still, a number of students, in spite of having higher qualifications and its ample knowledge, get frustration for the lack of effective communication skill in English. So, such students deprive of different skills and miss various golden opportunities and soft jobs in their lives. Their progress remains standstill. They become helpless and negligent in the age of competition. Sometimes, they could go astray. So, mere

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acquiring the global knowledge would not do. Besides it, one should be able to apply it in day to day interaction properly and systematically as per time, place and need. For it, the skill of English communication turned out to be an integral part and parcel in the application of knowledge, human interaction and development.

To overcome all these problems and hurdles, face to face English oral communication is helpful to such students to much extent. It enriches their communicative competence. Thereby, the researchers had chosen the topic to be studied in the present research.

1.1 Rationale of the Study

English plays a vital role in the development of a person, a community, region and country. Most developed countries became superpower for English. The world is making progress in different fields at terrific speed for English. To encourage and increase the confidence level of the students in education, medicine, computing, literature, media, science and technology, the study was eventful.

Most of students carried a seed of fear at the core of their mind and hesitated to express their views and thoughts in English. Such students, thus, tried to cover weaknesses and remained backward in the flow of progress and competition owing to poor English communication skill, lack of its knowledge and confidence, rumour and prejudice. So, the study was significant for the students in view of professional growth, empowerment, skills and avoiding total fiasco in the sphere of life.

The present study intended to make the students 'acceptable' and 'respectable' in the society and even at the work place. Though students' medium of instruction was Marathi, they required the ability of doing effective English communication in a number of professional domains such as administration, information and technology, management, science etc. Therefore, the work was important to develop their skill.

The investigator had taken the present study into consideration is motivate M.Ed. students for English communication whose medium of instruction was Marathi by using experimental method. For this purpose, communication on three situations– At the Railway Station, At the Interview and At the Market has been selected

Some researchers like Deenamma K. V.; Sing V. D.; Rao, R. K. ; Shukala, H. and Modi, J. P. studied on the aspect, 'Communication Skill' along with various variables such as verbal barriers, linguistic and communicative abilities, programmes etc. But the researcher studied face to face English oral communication skill among M.Ed. students as one of the confidence building factors and means of motivation and improvement among M.Ed. students whose medium of instruction was Marathi, a regional language in Maharashtra.

1.2 OBJECTIVES OF THE STUDY :

The present research study has been taken up with the following objectives:

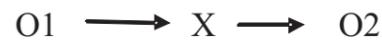
- 1)To study the state of non-English medium M.Ed. students on pre test and post test of the situation no. I, At the Railway Station.
- 2)To study the state of non-English medium M.Ed. students on pre test and post test of the situation no. II, At the Interview.
- 3)To study the state of non-English medium M.Ed. students on pre test and post test of the situation no. III, At the Market.
- 4)To detect the mistakes of the students in face to face English oral communication skill.
- 5)To improve the ability of the students for better face to face English oral communication skill.

1.3 HYPOTHESES OF THE STUDY :

The null hypothesis of the study were as follows:

- 1)There is no significant difference between the mean scores of pre test and post test of the situation no. I named At the Railway Station.
- 2)There is no significant difference between the mean scores of pretest and post test of the situation no. II named At the Interview.
- 3)There is no significant difference between the mean scores of pre test and post test of the situation no. III named At the Market.

1.4 OPERATIONAL DEFINITIONS OF THE TERMS :



1.7 VARIABLES:

Independent variables	:	Face to face English communication skill
Dependent variables	:	Achievement
External variables	:	Mother-tongue, age, sex, environment, intelligence etc.

1.8 POPULATION:

The researcher had thought of the following population in the present study:

The researcher had taken into consideration all 39 M.Ed. students in the academic year of 2010-2011 at the department of education in North Maharashtra University, Jalgaon as the population to the present study.

1.9 SAMPLE:

In the present work, the researcher had chosen 10 M.Ed. students out of 39 M.Ed. students at the department of education in North Maharashtra University, Jalgaon by using purposive method of sampling.

1.10 TOOL :

In the present study, the researcher had used self created pre-post test as well as Rating Sheet having five points as a tool to collect data and to study the effectiveness of face to face English communication skill among M.Ed. students .

1.11 INFERENTIAL ANALYSIS AND INTERPRETATION OF THE DATA:

The inferential analysis and interpretation of the data of the null-hypotheses were done in the following way:

Hypothesis no 1,2 & 3 is:

There is no significant difference between the mean scores of pretest and posttest of the situation no. I named At the Railway Station, Situation no. 2 At the Interview and situation no. 3 At The Market regarding non-English medium M.Ed. students.

In order to test the null-hypothesis, the researcher had computed mean, standard deviation correlation and t value of the pretest and post test scores, which had demonstrated in table no. 1

Table No. 1: Mean, SD, SED, Correlation and t value of pre-post test of the Situation no. I, Situation no. II and situation no. III

Sr. No	Test	No of Students	Mean	SD	SE _D	Correlation	t - value	Status
I	Pretest (Situation I)	10	17.8	2.8982	0.731	0.634	13.26	Significant
	Posttest(Situatio I)	10	27.5	1.2692				
II	Pretest(Situation II)	10	15.4	4.6236	1.178	0.776	10.27	Significant
	Pretest (Situation II)	10	27.5	1.2692				
III	Pretest(Situation III)	10	13.5	4.2491	1.07	0.613	11.39	Significant
	Posttest(Situation III)	10	25.7	2.1108				

For degree of freedom (df) = 9, at 0.05 level of significance, table t value for situation no I was 13.26 which was greater than table t value, therefore Hypothesis no 1 was rejected. The mean of the posttest was greater than the pretest, which demonstrated that face to face English oral communication was turned out to be effective for non-English medium M.Ed. students in the study.

For degree of freedom (df) = 9, at 0.05 level of significance, table t value for situation no II was 10.27 which was greater than table t value, therefore Hypothesis no 2 was rejected. The mean of the posttest was greater than the pretest, which demonstrated that face to face English oral communication was turned out to be effective for non-English medium M.Ed. students in the study.

For degree of freedom (df) = 9, at 0.05 level of significance, table t value for situation no III was 11.39 which was greater than table t value, therefore Hypothesis no 3 was rejected. The mean of the posttest was greater than the pretest, which demonstrated that face to face English oral communication was turned out to be effective for non-English medium M.Ed. students in the study.

1.12 FINDINGS AND DISCUSSION:

1) There is significant difference between the mean scores of pre test and post test regarding situation no. I named At the Railway Station. The mean score of post –test was greater than pre test score.

The findings of the study turned out to be the same as the study of R. K. Rao entitled The Need for Programmers to improve Communication Skills of Diploma Students in which the ability of oral communicative was good, but their proficiency in English was not up to the expected level. At the time of situation no. I in the pre test, most of students got problems in English communication in respect of English grammar, sentence construction, vocabulary etc. over the informal situation. Some of them did not understand some questions. So, there was ambiguity. As different activities like discussion, vocabulary games, learning by doing etc. were done in the treatment; it was found that students could communicate in a better way in the post test. But their proficiency in English was not found up to the level.

2) There is significant difference between the mean scores of pre test and post test regarding situation no. II named At the Interview. The mean score of post –test was greater than pre test score.

It was found that there was significant distinction between the mean scores of pre-posttest on the situation no. II named At the Interview. The formal situation was taken into consideration. Such atmosphere was made. The subjects used to talk one by one in English on the situation in the pretest on the spot. Some of them were unable to understand the questions for lack of pertinent vocabulary. Besides it, most of them repeated the answer, words, used regional word and sentence. But as treatment was held, they could communicate in a better way in the posttest owing to constant interaction, vocabulary building games, learning material, visiting to language laboratory communication through mobile, e-learning etc. The difference between mean scores of pretest and posttest was demonstrated clearly in the graph at page 86. The subjects faced the situation in pleasant way in the posttest. Some subjects gave some same answers. It could happen so because he or she used to give the hint to the next subjects.

The finding was contradictory to the finding of Harish Shukala who found that Hindi medium

students were poor at English in his study entitled Communication in English: Problems Faced by Hindi Medium Students in Technical Institutions. It could happen because of poor family and lack of proper guidance, educational facilities, confidence and exposure to formal environments.

3) There is significant difference between the mean scores of pre test and post test regarding situation no. III named At the Market. The mean score of post –test was greater than pre test score.

Most of the subjects did not know names of vegetables. They used to talk in regional language i.e. Marathi. Sometimes, some subjects asked the names of vegetables to the investigator in spite of having specimens of the vegetables before them. The live atmosphere was created. But aura had become noisy in the pretest and posttest. After treatment, subjects used to communicate liberally and without any hesitation. Their confidence level was increased in the posttest. Various activities were taken place such as learning by doing, practice, discussion, firsthand experience, e-learning, seeing is believing, visiting to language laboratory etc.

The finding was similar in the study to the finding of Modi, J.P. and Ravat, U. P. in the study entitled Learning Experiences and Outcomes of M.Ed. Programme as Perceived by M.Ed. Students that there was significant difference between learning experiences and outcomes of M.Ed. Programme as perceived by female in M.Ed. students.

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