



A COMPARISON OF PARTICIPANTS' IMPROVEMENT FROM PRE & POST INTERVENTIONS FOR IMPROVING QUALITY

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ABSTRACT

English has grown in importance and is now used on a global scale. It is frequently referred to as the lingua franca of the world. Since then, it has grown in popularity and is now spoken and studied by practically everyone in the world. Any language may be learned very quickly and easily if the right methods are used. Since there are different approaches and methods for teaching and learning languages. In general, this study or experiment implies that the way English is taught needs to alter over time in the context of learning a second language. The traditional methods of teaching languages, such as using the grammar translation method, using bilingualism, using the direct method, etc., must be replaced with contemporary methods such as the communicative approach and task-based teaching approaches. The teacher-centered classrooms must be replaced with student-centered classes, and student-centered classrooms must be changed to learning-centered classrooms. Additionally, a language teacher must exercise extreme caution when employing language and maintaining English as the primary language of instruction in the classroom. It is a supportive and encouraging learning atmosphere that exposes students to the development of oral communication skills, where they should be free from shyness and the fear of being incorrect. They progressively come to comprehend their own errors, which naturally leads to the process of peer and self-correction. Additionally, it lessens code switching in systems used in actual classrooms. Although code switching is necessary to improve speaking abilities when learning a second language and learners should maintain their speech with the aid of code switching, it should ultimately be gradually eliminated. The teacher of a foreign language is seen as the spark, whose constant encouragement will inspire students and provide opportunities to develop oral communication abilities. Students are inspired and excited to learn and improve their English because to the professors' encouraging words. The kids' intrinsic drive grows as a result. It was discovered that instructional techniques such role plays, demonstrations, and conversations were efficient ways to raise students' oral competency levels in speaking. This study makes the case that the true goal of language teaching will not be realized unless and until teachers and school administrators take ownership of students' education and give them

opportunity to practice their language skills in the classroom.

KEY WORDS: *Comparison, Participants', Improvement, Interventions.*

INTRODUCTION

Every nation believes that education should be a top priority, with ongoing advancements in both theory and practice. Adopting and integrating technology into the educational system has become necessary in order to bring about the necessary changes. It is crucial to encourage this adoption in order to create better learning environments and to practice, reinforce, increase, and promote knowledge across a variety of subject areas. With the introduction of new technologies in the educational system, new terms like computer-based learning (CALL), integrating audio-visual aids, digital classroom systems, web-assisted language learning, E-schools and techno schools, etc. have entered the academic lexicon.

Even though it is impossible to accept an impact on the English Language teaching learning process just yet, in recent days it has taken itself as a second Language. English has become a significant area in the educational system over the years and promises to be a supportive tool for this age group. With the development of technology, methodologies for teaching English and its learning process have undergone changes, as have methods and approaches. Thus, in order to achieve the effective development of the core linguistic macro-abilities of the English Language, various audio-visual resources must be used in the classroom in addition to the blackboard as a visual resource.

Teaching is communication, or more accurately, it may be described as more effective communication, and every time there is a good conversation, there are three key components: the speaker, the information being communicated, and the recipient. In order for communication to be effective, the message must be correctly decoded; otherwise, it loses clarity and may not be as original. The information/sender message's must be explicit and communicate the information as vividly as possible in order to avoid misrepresentation. Oral reports necessitate the development or enhancement of research writing, speaking, and audiovisual aid-use skills. Therefore, it is crucial that English teachers improvise or employ instructional aides to facilitate easy, pleasurable, and long-lasting learning.

The usage of teaching aids will be necessary to some level for an effective learning environment. The person who developed the philosophy of play and activity, claimed that it is the young child's most effective tool for learning in all subjects. Learning by doing is a strategy that many industrialized nations, cities, civilizations, and even many

upscale private schools in India have implemented into their curricula, and they are reaping numerous rewards from doing so. While the tools are sufficient for younger pupils, they are less relevant for advanced learners whose ability to formulate ideas, comprehend information, draw conclusions, and make value-based judgments is typically required. All educators can benefit greatly and in many ways from the audio-visual materials in order to build a relationship with their students and achieve the desired outcomes. Activity-based classes, for example, are a terrific method to learn and master the English language.

RESEARCH METHODOLOGY

The methods for gathering data as well as the tools I utilized to perform the study. In order to evaluate the hypothesis, a study was done on the current state of teaching techniques, the extent to which audio-visual aids are used, and the effectiveness of their use in the language classrooms at Usha Rama Engineering College. An oral comprehension test, student surveys, teacher interviews, and classroom observations are all included in the analysis. The strategies outlined above are quite beneficial for understanding the actual teaching and learning situations present in the classroom. For my work, this kind of experimental data would be absolutely necessary. Increased communication aids are the main goal of the study, and that can be discovered first through classroom observation and interaction. Since my research is experimental, I watched the classroom and the students' interactions and based my subsequent findings on those observations.

CONTEXT OF THE STUDY:

As a matter of fact, students are almost consistently pronouncing English words correctly. However, poor eloquence causes a variety of problems. Even if a learner can make all the English sounds pretty well, how do they actually function in a word or sentence? The problem is that English spelling is, as we all know, a rather unreliable guidance in this matter. If a student focuses on spelling, he or she is almost certain to make pronunciation errors that don't include poor articulation but rather the use of improper sounds, even if they are English sounds. On the other hand, the majority of teachers are not aware of the significance of oral communication at every level. Since there is little chance of universal intelligibility, their English is a home or local variation of the language.

In order to imitate the target language, learners require a form of Standard English that is rigorous in instruction. Correct articulations are crucially taught by teachers who have such an excellent model. A student will care more about and understand the pronunciation the more a teacher cares about his or her own articulation. If learners have the opportunity to hear it daily in the classrooms, they will naturally create their own pronunciation at the high school or college level. Many well-known teachers lack the standard of a global model in their spoken English.

Additionally, it's interesting to note that in actual practice, teachers who have had theoretical training in teaching pronunciation are failing.

College students have access to a fully equipped communication skills lab to improve their communication abilities. Students are instructed in four integrated skills—listening, reading, speaking, and writing—during this lab period utilizing specialized software. The lab's interactive lessons will improve the language and fluency of the students. Thus, 40 PCs with multimedia and licensed software are included in each Language and Communication lab to help students train and improve their language skills. Most of the themes for each subject are chosen with the aid of online resources and lectures. It's not like a teacher-delivered lecture, which can only be heard in real time in the class. Instead, the lectures, the syllabus content, and problems to be solved, including examples, are all made available on a server (LAN) and each student can refer to or re-listen to the material repeatedly as many times as the students need. Students who are having trouble grasping the lectures because they are missing certain fundamental ideas or concepts will benefit greatly from this chance to listen again. The Smart Classroom or e-Classroom environment also enables students to work on issues and questions at their own pace without being forgotten about in a classroom setting and going extinct.

RESULTS AND DISCUSSION

It was absolutely evident from the table of vocal responses and conversations from the pre- and post-interventions that there were significant differences between the two. In the post-intervention stage, the participant's initial response, such as who is a targeted student among the first pair, was correctly substituted with the statement, "My friend's name is such and so." During the intervention, the word "who" was used improperly at first, but afterwards it was changed to "My friend." Additionally, pre-intervention responses and conversations reveal that the target group students offer extremely brief answers with significant pauses, but post-intervention responses and conversations reveal a reverse trend, with students giving extended answers with clear messages and no grammatical errors. Since the majority of students are interested in taking second language classes, it stands to reason that they would like to study the desired and goal language. This goal was perceived as having been achieved since post-intervention oral communication activities and replies displayed increased accuracy and fluency. At first, none of the students in the target group were able to introduce their friends, but towards the conclusion, everyone had presented both themselves and their friends. This comparison test of their oral communication abilities fully demonstrates the growth brought on by new teaching innovations and methods, including demonstrations, role plays, discussions, vocabulary instruction, the use of worksheets in conjunction with the lesson, and last but certainly not least, ongoing sincere feedback. The teacher's main goal is to get the

students talking by giving them images and photographs that they are already familiar with. This eliminates the need for the students to think about what to say because it is already in front of them; all they need to do is explain what is on the image. And as a result, practically all of the pupils are able to speak clearly, with few making even minor grammatical mistakes. This comparison demonstrates unequivocally that target group students have improved their oral communication abilities. Additionally, target group students thought that the use of technology and audio-visual aids in the curriculum was facilitating their development effortlessly and swiftly.

TABLE-1 COMPARISON OF PRE-TEST AND POST-TEST MARKS

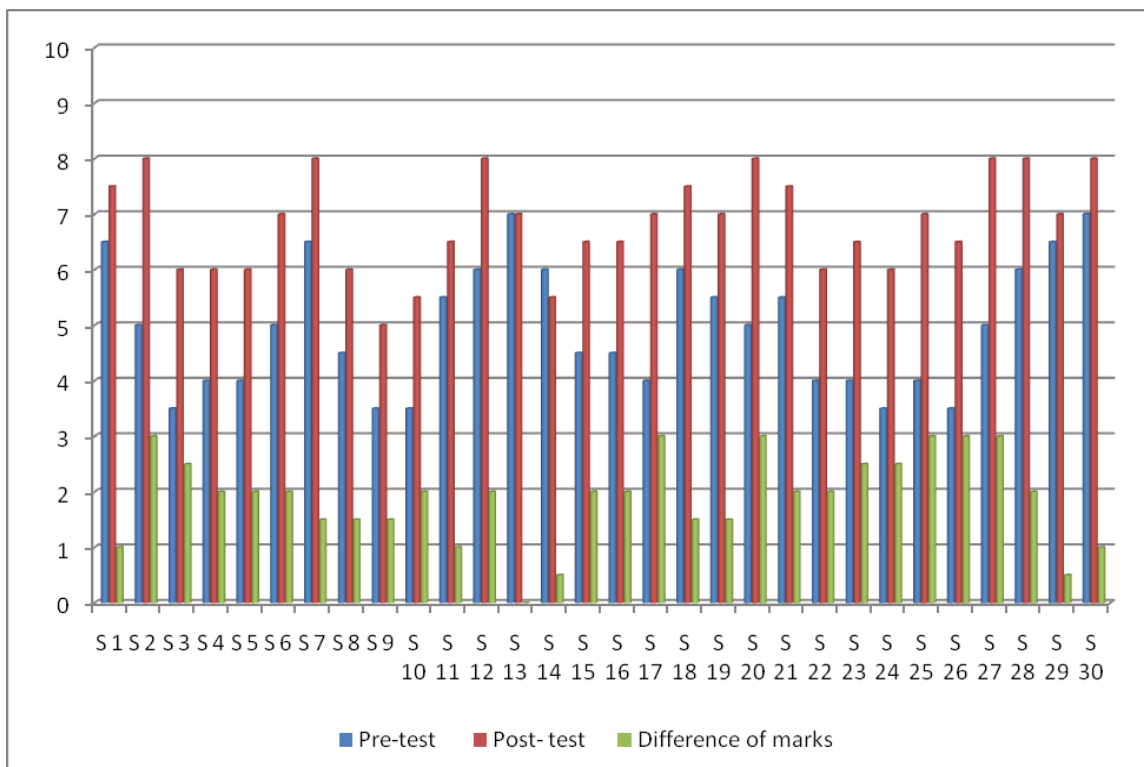
Sample	Pre-test marks	Post-test marks	Difference of Marks
S 1	6.5	7.5	1
S 2	5	8	3
S 3	3.5	6	2.5
S 4	4	6	2
S 5	4	6	2
S 6	5	7	2
S 7	6.5	8	1.5
S 8	4.5	6	1.5
S 9	3.5	5	1.5
S 10	3.5	5.5	2

S 11	5.5	6.5	1
S 12	6	8	2
S 13	7	7	0
S 14	6	5.5	0.5
S 15	4.5	6.5	2
S 16	4.5	6.5	2
S 17	4	7	3
S 18	6	7.5	1.5
S 19	5.5	7	1.5
S 20	5	8	3
S 21	5.5	7.5	2
S 22	4	6	2
S 23	4	6.5	2.5
S 24	3.5	6	2.5
S 25	4	7	3

S 26	3.5	6.5	3
S 27	5	8	3
S 28	6	8	2
S 29	6.5	7	0.5
S 30	7	8	1

COMPARISON OF PRE-TEST AND POST-TEST MARKS

The pre-test and post-test audio recording marks are compared in the aforementioned graphic presentation. It is intended to demonstrate clearly the difference between pre-test and post-test scores. The researcher has displayed the student count on the X-axis and the marks the sample students received on the Y-axis, similar to the pre-test and post-test. In the graph above, the blue bars represent pre-test scores, the red bars represent post-test scores, and the green markings represent the difference in scores between the two tests. S2, S17, S20, S25, S26, & S27 in



the aforementioned graph achieved the most gain in oral communication development by improving by three points from their pre-test audio-recording test results. In the graphical display of the difference in marks between the pre-test and post-test marks, S14 & S29 received low scores of 0.5. Additionally, S13 had a score of 0 on the pre-test. And the reason why this specific student, didn't demonstrate any growth may be because S13 students consistently received the maximum possible score of 7 marks in both assessments.

Figure: 1: graphical diagram comparison of pre-test and post-test marks

Because the researcher planned the audio-visual materials in such a way that the students were familiar with all of the tools and information, they didn't experience anything new, and they didn't exhibit any discomfort when describing the images, the researcher assumes that this continuous and gradual development occurred in the target group students. Students are able to make excellent oral communication as compared to the results of the prior pre-test audio recording exam because of it.

CONCLUSION:

According to the study's results, the researcher might draw the conclusion that audio-visual aids are essential for making language acquisition easier. The various audio-visual resources are advantageous in this manner for both students and teachers.

All data-collection findings confirm that using audio-visual tools makes learning languages easier. Different audio-visual resources are advantageous for both teachers and students in language schools. Audio-visual aids improve the efficiency of language teaching and learning. They also make classes more engaging and interactive, inspire students, help them develop their language abilities, and have a variety of other educational benefits. The teaching and learning of languages can become quite effective if teachers can use audio-visual aids wisely.

After successfully completing the study, the researcher has a firm conviction that a modern teacher must be proficient in employing the audio-visual aids that have recently become available. The old notions and methods of classroom instruction must be avoided by modern language teachers, who should instead use cutting-edge, creative methods. Language teachers in particular should never stop researching, applying, and learning new ways to improve the usability and efficacy of language. Simply put, if utilized properly, audio-visual aids are a type of tool that makes learning a language easier. Teachers of the Indian language should use these teaching methods and skills in order to alter the socioeconomic climate of the country because it is their duty to make India competitive with other nations.

The study's results allow the researcher to draw the conclusion that audio-visual aids are essential for enhancing language learning. The use of various audio-visual aids benefits both the students and the teachers in this approach. Because only audio-visual aids can make language teaching and learning more effective by facilitating all language abilities, making the lesson lively and fascinating, and inspiring students. The only way to effectively use audio-visual tools for language teaching and learning is to do so with caution and good judgment.

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