



INNOVATIVE APPROACH ON LISTENING AND SPEAKING SKILLS-POST TEST

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ABSTRACT

English, their expertise is at a minimal level. Some of the rationales for the lack of communication skills include gradual opportunities outside the classrooms for English exposure, mother tongue modus operandi, low teacher engagement, no interest about language acquisition and no creative methods of learning. 80% of the pupils in West Tirunelveli are from rural areas and attend schools where the regional language is the medium of instruction. Their level of English proficiency is minimal. Lack of opportunities for English exposure outside of the classroom, the use of one's mother tongue in daily life, a lack of teacher motivation, a lack of interest in learning the language, and the absence of novel teaching strategies are some of the explanations for the lack of communication skills. The present study was selected by the researcher to identify the factors affecting the placement of school students. The students in Finishing Schools are not economically sound to train again. Therefore, they depend only on the institution they graduate from. In the work interviews, a number of technically sound students were not competitive only because of their lack of communication skills. To develop the communication skills of technocrats at any expense, English teachers in school are needed today. Institutions and educators are responsible for providing students with a better learning environment and a faultless approach to empower their communication skills.

KEY WORDS: *Innovative, Teaching, Method, Listening and Speaking Skills*

INTRODUCTION

Speaking and listening are two skills that make up communication. Both of these talents must be developed if one is to become a competent communicator. The development of speaking abilities is influenced by listening ability. The majority of engineering students attend English-medium schools in towns and villages where they are exposed to all topics, including English, for better comprehension. These engineering students are treated equally as city students who have had extensive English exposure, despite their limited exposure to the language. The rural and village students were impacted by this treatment. These students' lives become difficult and dangerous when it

comes to placement. It is necessary to innovate in order to meet the expectations that are currently in place because the strategy that was used in our nation for years produced structural competencies rather than communicative competencies. The idea behind innovation in language acquisition is that the current paradigm of boring communicative competences that lack any norms or theories must be converted to an exciting communicative competency model. Although the students want to become more fluent in English, they are not yet prepared to take the necessary steps and practise the exercises that would help them do so. The researcher selected the approach of a child acquiring their mother tongue even before they turn five by listening, mimicking, and repeating without restriction because they preferred to do so without exerting themselves. The native speakers narrated short stories with subtitles for the students. The pupils mimic the native speakers as they tell the tale. The narrative method, which primarily focuses on oral proficiency, will have a significant impact on the written portion of their technical writing abilities, such as composing lab reports and project reports.

English was introduced to India by traders in the 17th century, and Macaulay introduced it to education in 1835, at the same time that teaching-learning theories were embraced in England. Reading and writing were taught to the kids, while speaking abilities received less attention. Only by teaching the norms of the structures and placing more emphasis on the theoretical than the applied components of language was the knowledge of English linguistics transmitted. Because of the method that was used in India for many years—structural competencies rather than communicative competencies—students lack the communication skills that are a crucial tool for employment. India's educational system is currently undergoing some adjustments as new trends in English teaching and learning methodologies emerge.

The pupils lack confidence and are hesitant to speak and write in English despite having studied the language for more than twelve years through the traditional lecture approach, where the teacher has more control and the students act as passive listeners. A successful change from a teacher-centered approach to a learner-centered one occurred at this point. When it comes to creating a learner-centered environment, the classroom transforms into a productive setting for teaching and learning where a greater emphasis is placed on practical language use, much as with L1 acquisition. Naturally, everyone is looking for innovative strategies to inspire pupils to learn the language because the majority of them are fed up with the current approaches, such as the usage of textbooks that place a heavy emphasis on grammar rather than conversational abilities. The learning process is not much aided by textbooks or lecturers using solitary exercises. who invariably explore with short stories and literature in their academic language learning methods, provided substantial support for this study's premise. As a result, the activities used in this research that made use of short tales allowed the students to improve their communicative abilities as well as acquire

autonomy and responsibility in the process of learning a new language. In order to address the threat of placement, there is a need for an innovative approach to language teaching.

Innovation is a concept that can be applied repeatedly at a reasonable cost and meets a specific need. It entails the meticulous use of initiative and imagination to acquire the output with fresh ideas that produces positive outcomes. Learning a language successfully when it improves the learners to adopt certain features of the target language, such as pronunciation and gesture, and to identify themselves with that of the native speakers of that particular language.

"Storytelling and small group activities are effective medium which may enable interaction and get students to actively participate in the classroom," as noted to a point by Erric Miller, Director of the World Storytelling Institute in Chennai, is true. a single person's story can be continuously picked up by one or more listeners, who will then contribute their own connected stories to form a "Story Chain." Humans often need to share their experiences, hence telling events is a natural human behaviour. By telling tales about their own experiences that they are interested in learning, students can improve their English language abilities. They also become more fluent through narrative. Students enjoy listening to stories, so the teacher can offer them in a variety of ways, such as by reading aloud or by playing a digital version. Focus on active listening fosters a really engaging atmosphere that benefits language skill development. Both telling a personal narrative in English and responding to others' stories are excellent opportunities to practise language.

In order to evaluate whether a new teaching strategy or curriculum is superior than an established one or an older one, experimental research is the method of choice in language instruction. Anyone can review and defend the findings of this study. It allows for better outcomes to be achieved because the explicit stages can result in precise outcomes. It provides a better application than anecdotal study and improves the probability of finding the best for a specific demography or population. The researcher approved the experimental design for the study in order to acquire a suitable value for the narrating approach used.

According to Fitzgibbon and Wilhelm, teachers should use stories to introduce reading or writing comprehension exercises. After sharing the story with the class, the students are asked to share it with their peers. This encourages them to become more confident public speakers, improves their memory by enabling them to recall specifics and make logical connections between events, and also helps them to become aware of the use of appropriate structures. The study's findings are significant because they show how digital short tales with a narrative approach and short

stories in the simple past tense have improved readers' and writers' communication skills (LSRW). By listening to stories told in the simple past tense—which is crucial for narration—it has helped the students immediately understand the tenses without having to learn grammar through drills and tables. They were told to use the same sentence structure throughout the story's narration in order to avoid making grammatical errors. The experimental group's participants showed the greatest improvement in oral competency. When compared to the control group, they were more proficient in speaking clearly and fluently, yet not as accurately.

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

The listening content is something that 50% of the students strongly agree they pay attention to. The statement is strongly disagreed with by 7% of the students. 14% of the pupils are unwilling to respond to this assertion. 8% of the students support the assertion.

44% of the students said they were able to comprehend all of the listening material. The statement is strongly disagreed with by 16% of the students. 9% of the students say they strongly concur with the assertion.

Table -1 Score of Listening Skills-Post test

	SA	A	N	DA	SDA	Total
I pay attention to the listening content	89	18	25	40	18	190
I could understand all the listening content very easily.	20	78	18	45	29	190
I love to stay in the classroom to improve my listening skills.	82	34	26	27	21	190
Listening in the classroom is a tedious work for me	28	20	16	27	99	190
I am very much satisfied with the methodology used by teacher for listening	18	101	25	26	20	190

46% of the students strongly concur that they enjoy remaining in class to listen. The statement is strongly disagreed with by 5% of the students. 15% of the pupils are unwilling to respond to this assertion. 19% of the students support the assertion.

Among the kids, 56% strongly disagree with the statement that listening is a boring task. 16% of the students surveyed strongly concur with the assertion. 4% of the students support the assertion.

The technique has been rated as being very satisfactory by 57% of the students. 7% of the students responded that they strongly concur. 13% of the pupils are unwilling to respond to this assertion. The statement is strongly disagreed with by 9% of the students.

Speaking skills

Table-2: Score of speaking skills-post test

	SA	A	N	DA	SDA	Total
It helps me to learn neutral accent very easily	25	117	23	13	12	190
It motivates me to open my mouth in public	28	89	20	26	27	190
I could construct sentences without any grammar mistakes	15	78	41	25	31	190
I am afraid of my pronunciation	25	28	20	81	36	190
I use plenty of fillers	18	25	35	83	29	190

Students that use this strategy to learn neutral accents agree with it in 66% of cases. 13% of the students surveyed strongly concur with the assertion. The statement is strongly disagreed with by 3% of the students.

50% of the students concur that this approach encourages them to speak up in public. 14% of the pupils respond in the affirmative. The statement is strongly disagreed with by 15% of the students.

The majority of students—44%—agree that they are capable of creating sentences free of grammatical errors. 15% of the students say they strongly concur with the assertion. Only 23% of the students are interested in commenting on this assertion. The statement is strongly disagreed with by 15% of the students.

Students who disagree that they are worried of their pronunciation make up 46% of the class. 10% of the students say they strongly concur with the assertion. The statement is strongly disagreed with by 19% of the pupils.

They employ a lot of fillers, according to 47% of the students, who disagree. 7% of the students responded that they strongly concur. The statement is strongly disagreed with by 16% of the students.

CONCLUSION

It has been noted that many English-speaking teachers place a high value on accuracy. More effort devoted to precision will impede the free flow of ideas. Instead, let's prioritize fluency more than anything else. Therefore, the teacher must eventually receive training so that they can care for fluency without worrying about accuracy.

The majority of linguists concur that language's flow, rather than its particular form or structure, is more significant. Additionally, there is the belief that accuracy may be automatically mastered if fluency is first learned.

LISTENING AND SPEAKING FIRST, WRITING NEXT

Writing alone was given far more priority in the engineering colleges in West Tirunelveli. Only their writing ability is being tested during the testing process. Speaking and Listening are never given priority. They haven't been given any time to work on their speaking and listening abilities. Speaking and listening abilities are actually more helpful for landing a job.

MORE ROLE-PLAY ACTIVITIES

There are several role-playing games that can be played in a classroom. One of the most popular ways to assess second language learners' oral ability in language instruction is the discussion task (Hilsdon 1991). The teacher should provide tasks for discussion. For perfection, preparation time must be allowed.

BUSINESS ENGLISH CERTIFICATE (BEC)

Candidates who have passed the Business English Certificate (BEC) exams are preferred by multinational corporations. This BEC supports students in gaining employable skills and is recognized internationally by leading multinational corporations. With strong English language abilities and the ability to schedule these exams on campus, college management can help students succeed in business-related disciplines.

IELTS AND TOFEL COACHING CLASSES

Students who want to pursue further education must take the IELTS and TOEFL tests. The exam components may be taught with Engineering English. Students studying English across the globe pass the IELTS and TOEFL exams, which are widely recognized. The corporate sectors utilize both examinations as instruments to evaluate applicants' proficiency in the English language. IELTS is widely utilized in the UK and Australia and is also accepted by the majority of universities in the US and Canada. The International English Language Testing System is known as IELTS. It measures all four academic skills (Listening, Speaking, Reading, and Writing) on a nine-point scale, with nine representing a student's level of English that is comparable to that of a highly educated native speaker. For university entrance, undergraduate students must receive a score of 5.5 overall, and postgraduate students must receive a score of 6.5 overall. For all courses or for some programs, some universities require better grades. The IELTS test is offered all around the world at regular periods throughout the year. The exam is paid for by the candidates. For engineering students that need to outperform their rivals on a global scale, this methodology can be used starting in the first year.

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