



EFFECTIVENESS OF COMMUNICATION SKILL PROGRAMME IN ENGLISH

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Abstract

The present study is related to the communication skills in English. Researchers found that the students opted for English method in Marathi medium B.Ed. colleges can't communicate in English properly. Hence the researchers developed a programme in communication skills in English. A pre test was conducted and then 14 hours programme was implemented and then the post test was conducted in the class. After analyzing the scores of test the programme is found effective to develop the communication skill of students.



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Introduction:

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills". While

thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “Emotional” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, selfmanagement is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

In Marathi medium B.Ed. colleges students opted for English method face difficulties while communicating in English. They are not confident hence they have stress on them. Life skills are helpful to reduce this stress.

Significance of the study:

“The objective of research in English is essentially to achieve progress in economic growth, social development and building self confidence in every student” – This statement emphasizes the need of redefining the concept and purpose of teaching English. To enhance learning experiences, English teacher should aim to enrich their teaching and inspire their students. English teachers should develop the skills of language among students. The students who are studying in Marathi medium B.Ed. colleges have done their education in Marathi medium. The students opted for English method have also done their education in Marathi medium. Hence they face many difficulties while communicating in English. Researchers felt that they should develop a programme for these students which will help them to develop a confidence among themselves to communicate in English.

Statement of problem:

To study the effectiveness of communication skill programme in English on the achievement of students.

Operational definitions:

Communication skill programme- A programme for the development of communication skills in English which includes the activities like group discussion, self introduction, vocabulary usage etc.

Achievement- Development of communication skills in the form of scores.

Objectives:

- 1) To study the difficulties faced by students while communicating in English
- 2) To develop the communication skill programme.
- 3) To study the effectiveness of communication skill programme.

Assumptions:

- 1) Students communicate in English while conducting lessons.
- 2) Students face difficulties while communicating in English.
- 3) Students have lack of confidence while communicating in English.
- 4) Students studying in Marathi medium B.Ed. college have their education through Marathi medium hence they find difficulties while communicating in English.

Hypothesis:

There is no significant difference in the achievement of students after implementing communication skill programme.

There is significant increase in the achievement of students after implementing communication skill programme.

Scope:

This study is related to the B.Ed. students from Marathi medium who have offered English as one of the methods of teaching in Pune University.

Limitation:

Conclusions of the study are depended on the responses of the students.

Delimitations:

- 1) This study is limited to the programme developed by researchers.
- 2) This study is limited to 25 B.Ed. students from Marathi medium who are studying in Adhyapak Mahavidyalaya, Aranyeshwar,Pune-9.
- 3) Some sub skills of communication based on students' need are included in the programme.

Method of research:

Experimental method is used. One group pre test post test design is used.

Population:

Students who have offered English as their method of teaching from colleges of education of Marathi medium in Pune University.

Sampling:

A Purposive sample of 25 students who have offered English as their method of teaching from Adhyapak Mahavidyalaya, Aranyeshwar, Pune .is selected.

Procedure:

A pre test was designed and it was implemented to identify the difficulties of B.Ed. students in English communication. The scope of the programme was decided on the basis of difficulties identified. Later on the programme was designed and implementation plan was prepared. The programme was conducted in the class and a post test was designed. A post test was conducted and the statistical analysis of the test scores was carried out.

Tools for data collection:

Achievement test

Statistical technique:

Statistical analysis is carried out using ‘t’ test.

Analysis and interpretation of data:

	Mean	Standard deviation	Calculated ‘t’ value	‘t’ value at level of significance
Pre test	76	6	4.615	At 0.05 = 2.06
Post test	79	5.8		At 0.01 = 2.80

The values of ‘t’ at the 0.05 and 0.01 level of significance are 2.06 and 2.80 respectively. Calculated ‘t’ value is greater than these two values so ‘t’ value is significant at both the level that is why null hypothesis is rejected and research hypothesis is accepted.

Conclusions:

- 1) The difficulties faced by students while communicating in English are as follows-
 - a) Lack of confidence.
 - b) Unable to form grammatically correct sentences.
 - c) Unable to use tenses properly.

d) Less vocabulary.

e) Incorrect pronunciations.

2) The communication skill programme is found effective to reduce the difficulties faced by students.

3) The students develop confidence while communicating in English and they can construct the grammatically correct sentences.

4) The communication skill of students is developed through the communication skill programme.

Contribution of the research:

1) The present study will guide the teacher educators to find the effectiveness of communication skill programme.

2) The research will guide and make researchers curious about the different career options in future.

Reference

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