

Dr. G. V. S. Ananta Lakshmi

Professor & Head

Chairman, Board of Studies-English

BOS Member, VJIT

Hyderabad, Telangana, India

ananta.vakula@gmail.com

Survey Reports: A New mode of Language acquisition in TBLL

Abstract

The professional students of the courses like Engineering are lagging behind in career development apart from their commendable technical skills. At the global level, Indian students are failing in displaying requisite core skills with this backdrop the present paper focuses on what are the key skills required for a successful career for an engineer. “Instead of classroom teaching, how the TBLL approach is more fetching in the acquisition of language” is also discussed here. Apart from highlighting the requisite skills sets for professional students, this paper brings out one language survey project executed at their end in detail. Finally this paper concludes that indirect learning fetches to strengthen the communicative competence.

Key Words: TBLL, Core Skills, Language Acquisition, survey project

Introduction

“Language can never be taught but should be acquired”- this statement is applicable in the present global scenario. Language acquisition in general happens in two modes i.e.

direct and indirect. Through direct attainment, all the basic skills like LSRW skills grammar, Vocabulary, Pronunciation can be taught and learnt through direct method of teaching. All these macro skills can be acquired through practice and implementation. These are the foundation on which the entire language acquisition and level of communication totally depends upon. To master the language and to survive in the present scenario, inspite of his qualification the student should master the skill sets and prove himself as good communicator. But these major skills will help only to reach basic level of communication where the language usage will be at the primitive level.

In today's highly competitive world there is no scope for failure. Unless the student is confident that the acquirement of the language skills is going to help and improve upon his practical life, he will try to avoid it, as is usually the case.

The Digital Generation Learners:

For the successful academic and professional life of an individual, language proficiency is the key factor which benefits the learner in overall grooming of the personality in both the phases. Most of the students enter the professional courses like engineering with very low level of communication skills. The teacher has many challenges when he enters I year B.Tech class. The class will be a mixture of rural, semi urban learners and with the learners of varied performance levels and grasping levels. In an ELT class the biggest hurdle that an English teacher has to face is the lack of motivation amongst the students. Student centered approach to ELT is a boon that aids the teacher to effectively overcome the obstacle. The first task is to make the student to understand and realize the importance of communication skills for his survival and career development at global level. Secondly, teacher should make the student to understand that communication is the essence of success in his career building and career development. Further, student should be made to determine

the ways of collecting the information in the era of continuous information flow in Giga bytes. “*One of the impacts of globalization is the job opportunities it brought for graduates in the IT-BPO sector.*” — (Bernabas, 2017)

Today’s techno savvy student is more interested to spend time in browsing and gathering information but which is missing the quality as the unnecessary information is gathered most of the times killing the time of the learner drastically. “*Sense-making and the ability to assess the credibility of information are paramount... digital media literacy continues its rise in importance as a key skill in every discipline and profession*” (Johnson et.al., 2010)

Industry-readiness:

It is an obvious fact that poor communication skills are limiting the employment opportunities of engineering graduates. Most of the today’s Engineering students are not ‘industry ready’ because of lack of skill sets. It is agreed by the industry and the employers that English communication will occupy the top position of all other skills that they seek in potential employees. It’s an undeniable fact that While a privileged minor portion of students use English as a weapon for making grabbing employment opportunities along with good career a majority, in spite of a university degree, is not employable.

It is observed in general that lack of attention is a very common trait in today’s digital generation learners. They often feel restless and easily get bored if the class is not much interesting. Instead of choosing direct learning always if the teacher takes up the new innovative teaching methodologies like TBLL (Task based language Learning) WELL (Web Enabled language Learning) etc will make the disinterested to be interested. Generally it is observed that students suffer with ‘speaking anxiety’ inspite of their academic scores, technical skills and knowledge. Certain fears like “fear of failure, fear of disapproval, fear of audience, fear of grammatical mistakes, fear of the stage” haunt them seriously and indirectly

insists them to take negative decisions. It forces them to avoid taking initiations, avoid being highlighted, avoid public speaking etc. *“It is important to understand that inhibition is a major obstacle to second language acquisition since it makes students not to practice their oral proficiency. Since the hardest part for speaking anxious students is breaking the silence”*(Joycilin Shermila,2016). When the student is empowered and a justifiable balance is maintained between guidance and freedom, the learner gets motivated to take positive steps towards language learning. The resultant expertise over the language and confidence gained there from individual achievement goes a long way in the overall progress of the student.

In the last few years, thanks to jobs becoming global, the importance of English has increased manifold. It has become an important medium of communication, both at international and intra-national levels. The importance of spoken English is even more, because there are many cases where one knows his subject well, but fails to communicate it properly. The practice of spoken English, therefore, is quite essential. In today’s corporate world, the need for effective communication has been recognized and accepted more than the technical knowledge. There is evidence that better English leads to better employment outcomes, higher wages and better growth.

It is an undeniable fact that the relationship between teacher and learner is complex and indirect. The right type of teaching and creating opportunities for learning rather than spoon feeding methodologies. For learning any language, exposure to the target language is a must. *“The teacher of English will have to acquire language competence and pedagogical competence. Competence related to pedagogy includes the ability to effectively transact the content, become aware of the shifts taking place in the area of ELT in relation to classroom methodology, curricular reforms and evaluation reforms besides approach to content development and so on”*(Gayathri,2012).

Innovative teaching learning practices yield extraordinary result:

Survey Projects:

Understanding the needs of the learner and their struggle in collecting the information a new approach is selected by the author. As language is application oriented author has chosen a novel method of allotting “Language Survey Projects” to students with a view to expose them to a different kinds of language experiences.

Today’s graduate engineers are in lack of art of speaking and are unable to communicate their ideas in a more effective manner. Even voice modulation, tone of the voice, courtesy levels in speaking, respect to the listener are the few important factors which define the person branding of a speaker. To overcome such hindrances, the language projects will be the boosting factor. Instead of projects done with machine, using technology and internet, the real time projects will fetch the student’s language learning really well.

In survey projects, as the planning and implementation is their own responsibility, students can work together forgetting their personal egos. Then every day of learners will be a great learning experience.

Objectives of the project:

- Exposing the students to different set of language experiences.
- Improvement of communication
- Compilation and editing of data is focused
- Drafting the report
- Improvement of presentation skills
- Team work
- Negotiation skills

Target participants: I year Engineering students of ECE branch

Topics assigned:

1. Communicative Competence in MBA students of AGI
2. Communicative Competence in B.Pharmacy students of AGI
3. Communicative Competence in I Year B.Tech ECE students of AGI.
4. Communicative Competence in I Year B.Tech EEE & CHEMical students of AGI.
5. Communicative Competence in I Year B.Tech CIVIL students of AGI.(Annexure)
6. Communicative Competence in I Year B.Tech MECH students of AGI.
7. Communicative Competence in I Year B.Tech CSE & IT students of AGI.
8. Impact of extracurricular activities on Students: A Critical study (NSS).(Annexure)
9. Students – sports- studies: A Critical Study
10. Role of Library in Student life: A Critical Study

Methodology:

Project is divided into three stages

1. Collection of data
 2. Compilation of data
 3. Presentation of data
- A class of 60 is divided into 10 random teams with 6 members in each team.
 - Every team is led by one “Team Lead” who is self nominated and took initiative to come forward and lead.
 - Then students are allotted different project topics.
 - A time of two weeks is allotted for I stage of Project i.e. collection of data.
 - Students are asked to check the level of communicative competence of students in five different aspects.

1. Listening 2.Speaking 3.Reading 4.Writing 5.Vocabulary

- For this sake they prepared their own questionnaire/hand out to test the skills
- Parameters for testing are fixed by the team only.
- Students should analyze entire data collected and should prepare a graph of opinion poll of students, faculty and higher officials separately.
- Evidence sheets/questionnaire should be submitted.

Methodology: I

1. Preparing a questionnaire of 10 questions
2. Fixing the metrics and scale of evaluation
3. Multiple choice questions will be suitable.
4. All the five skills Listening, speaking, Reading,Writing and Vocabulary should be chosen as aspects of testing.
5. The data collected should be pooled up.
6. Analyze the data on different parameters
7. Preparation of a graph for both individual and team performance and also for overall team performance
8. prepare the survey report
9. add observations Suggestions and recommendations
10. Conclusion

Methodology: II

The team should:

1. Prepare three different questionnaires with 10 questions(Multiple Choice Questions)
2. Selection of students from Different sections/different years/different branches

3. Team members should distribute the task among themselves equally.
4. Collect the additional information about origin and history from internet.
5. Team should interview the concerned coordinators eg. NSS coordinators/ Physical directors etc
6. Photographs should be taken and affixed in the write up where ever necessary, as evidences.
7. Team should take interview of student players/performers of national/international level, if any are there
8. Different courses, degrees and specializations available in the field.(sports etc, sports structure)
9. Should collect Opinion poll of faculty, students and higher officials. Either through hard copy or “Google Sheets.”
10. Pool the entire data, segregate, analyze and arrive at conclusion.
11. Prepare a report along with suggestions

Model questions:

Why there is a mismatch between marks and skills?

Do they believe English is necessary for successful career?

How the technology helps in language learning?

Outcomes of the project:

- The Student participants struggled in the beginning for data collection
- In the beginning, the team members were hesitant to approach seniors, faculty and higher officials

- There were brainstorming sessions in the team initially, before the start of the work.
- Preparation of their own self questionnaire helped them to enhance questioning skills.
- Meeting the senior students, other teaching and non teaching staff subsided and their fear of meeting unfamiliar people and talking to unfamiliar people has reduced drastically.

Advantages of the project:

Discussion with other students and extracting required information from others will help the students to learn various features of public speaking skills and at the same time improve their analytical skills and conversational skills. This will reduce the gap between the students and improves human relationships and also works on the quality of their interactions.

Project I

Title : Communicative Competence of I Year B.Tech CIVIL students of AGI.

Methodology implemented

Test of Listening Skills:

An audio clipping was used to listen to specific information.the text of the audio is as follows:

Kevin: Kevin speaking

Sabina: Hello Kevin, it's Sabina

Kevin: Hello Sabina, How are you?

Sabina: Fine thanks, How about you?

Kevin: Not bad. Very busy as usual.

Sabina: Look Kevin! I wanted to ask you about when we can arrange time for meeting to discuss the release of your new music video.

Kevin: Fine, but when?

Sabina: How about next Monday? The 27th.

Kevin: I am afraid that's not good for me. I am doing a charity show at the Buerendre international convention centre.

Does Wednesday, with 29th suit you?

Sabina: Yes, that's fine. What time suits you the best?

Kevin: How about 8 o'clock because I am busy the other half of the day.

Sabina: That's fine with me. Shall we meet in my office or can I come to your place, if you like it that way?

Kavin: Let's make it my place. By the way, doesn't that cameraman, Sidia, live just stones away from your place. Why don't you bring him?

Sabina: Sure, he can catch a ride with me.

Kevin: Okay then I will be expecting you on Wednesday, the 29th.

Worksheet provided with the questions based on the above audio script.

1. What is the conversation about?
2. Which day Sabina suggested Kevin for a meet?
3. For what reason Sabina wanted to meet Kevin?
4. Which day did they plan to meet at final?
5. What work Kevin had on 27th ?

No of participants:60

Scheme of Evaluation:

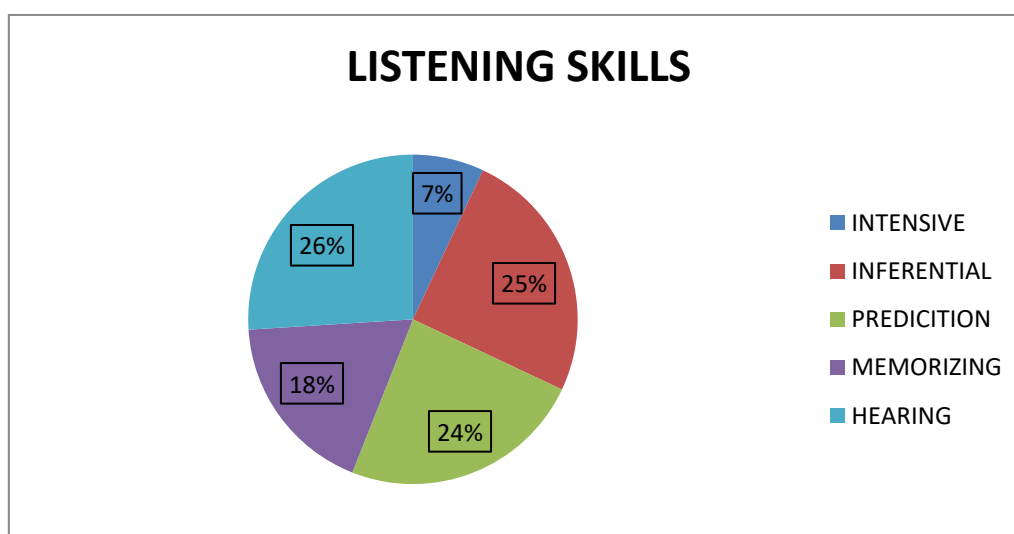
The worksheet was set for 10 marks with 2 marks allotted to each question.

Parameters for Assessment:

The parameters chosen accordingly are:

1. Hearing	2M
2. Memorizing	2 M
3. Predictive	2M
4. Inferential	2M
5. Intensive	2M
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	10 M

Performance Graph of participants in Listening Skills



Speaking Skills

To assess the speaking skills of the target participants, JAM(Just a Minute) was chosen. The following were the sample topics given.

1. One of your fondmemories of childhood.
2. A movie you watched recently
3. Homework should be abolished

4. Grading system is better than marks
5. Reality TV is more about money and Personality and less about Knowledge.

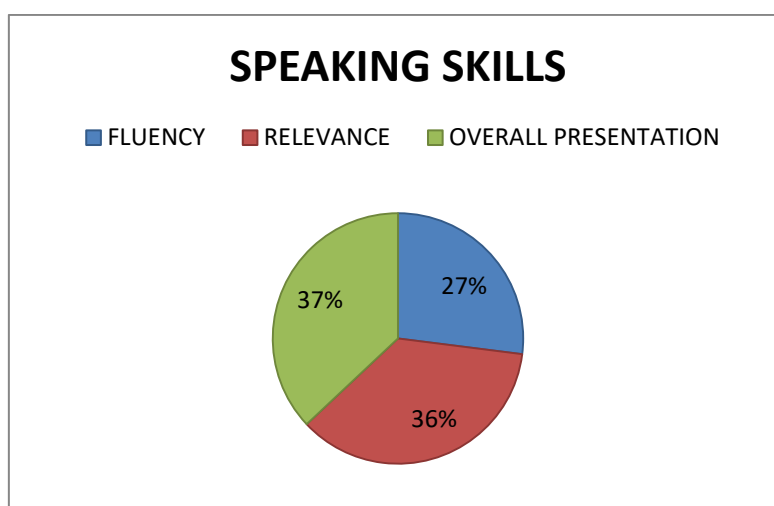
No of participants:60

Scheme of evaluation:

The following is the criteria chosen to assess the students:

1. Fluency	4M
2. Relevance	3M
3. Overall Presentation	3M
	10 M

Performance Graph of participants in Speaking Skills



Reading Skills

To assess the reading skill, the sample was provided with the worksheets with comprehensive passage followed by questions to understand their comprehensive skills.

Reading Passage:

Lionel was in bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.

When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heartbroken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.

Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus.

Some of the children made sympathy cards for Nola. She also received many condolences- a few from friends and many from strangers. It was only then that we realized how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

The questions provided based on the Comprehension passage given above:

1. Lionel could not be saved as _____
 - a. He was too weak to haul his poor broken body
 - b. He was bloodied and beaten
 - c. He had lost too much blood
 - d. He was in bad shape
2. One elderly gentleman was especially heart-broken because _____
 - a. He could no longer enjoy Lionel's company
 - b. He could not longer feed Lionel's a slice of bread or a biscuit

- c. He could not longer spend an hour every week with him.
- d. Two weeks later, he was dead
3. Nola received many condolences from friends and strangers. She felt_____
- a. Proud
- b. Sympathetic
- c. Angry
- d. Touched

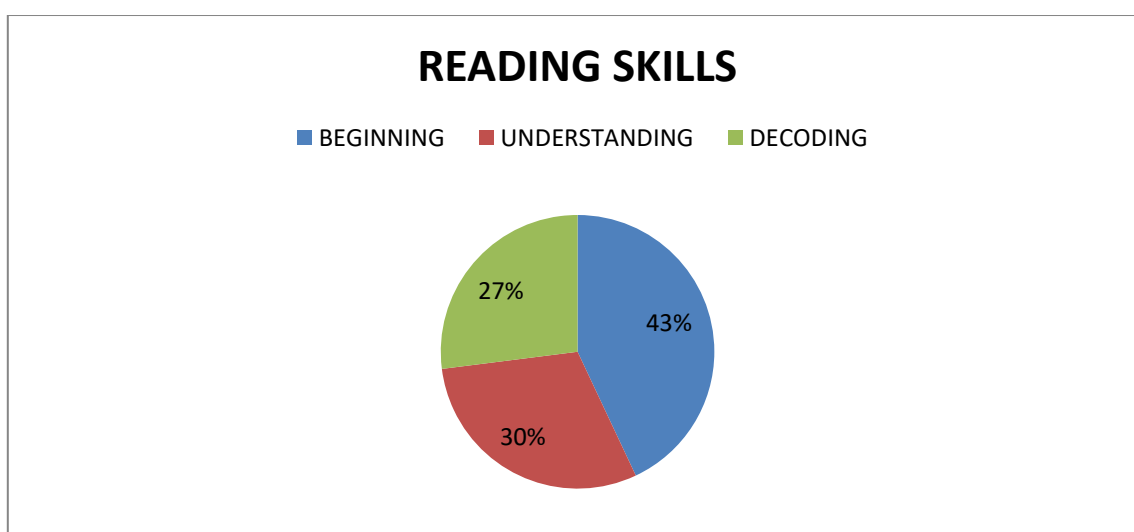
No of participants: 60

Scheme of Evaluation:

The parameters chosen accordingly are:

1. Focus	3M
2. Understanding	3M
3. Decoding	4M
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	10 M

Performance Graph of participants in Reading Skills



Writing Skills

To assess the writing skills, topics from various walks of life were chosen. The following were some of the topics chosen.

1. One of your fond memories of childhood
2. A movie you watched recently
3. Homework should be abolished
4. Grading system is better than marks
5. Write any topic of your choice

Participants were asked to submit 80-100 words on the chosen topic in the given time.

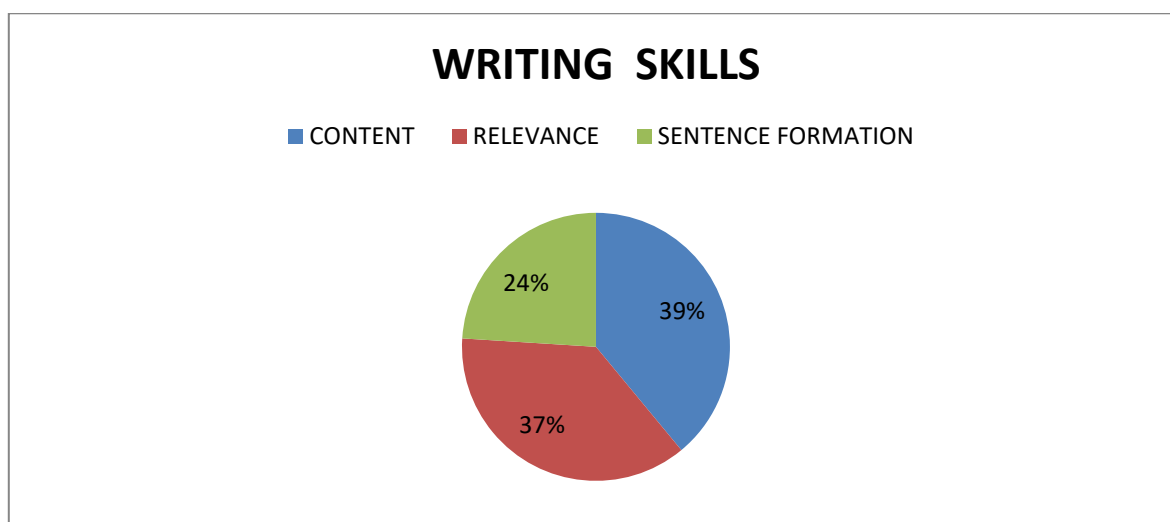
No of participants:60

Scheme of Evaluation:

The following is the criteria chosen to assess the students:

1. Content	3M
2. Relevance	3M
3. Sentence Formation	<u>4M</u>
	10 M

Performance of participants in writing skills



Grammar Skills

To assess the grammar skills a worksheet based on Tenses, articles, adjectives, subject verb agreement and prepositions is prepared. The questions asked were:

1. In the evenings, I often play chess with my next door neighbour. I__ chess with him over since I_____ to live here ten years ago.
 - a. Have been playing/came
 - b. Play/came
 - c. Have been playing/have come
 - d. Am playing/have come
 - e. Have played/have come
2. Please wait for _____ hour for the results.
 - a. A
 - b. An
 - c. The
 - d. None of the above
3. You are so _____ , I am sure you can pick this up.
 - a. Strong
 - b. Weak
 - c. Fat
 - d. thin
4. Neither the minister nor his colleagues ____ given any explanation.
 - a. Have
 - b. Has
5. I haven't been to the theatre____ for long time.
 - a. Since

b. For

c. From

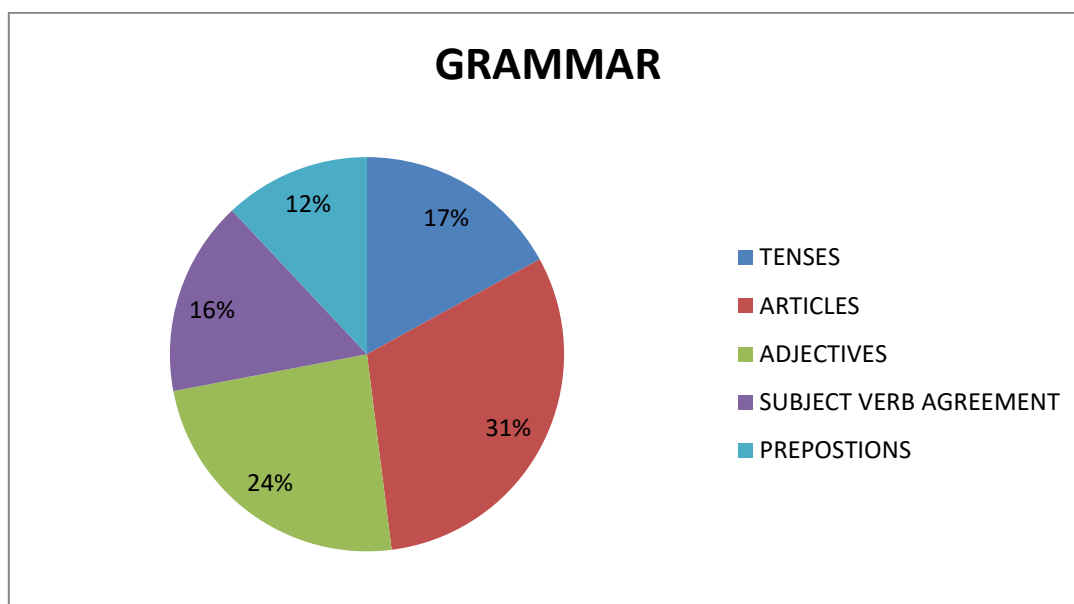
No of participants: 60

Scheme of Evaluation:

Each question was chosen from different grammar types and exercises and allotted as follows:

1. Tenses	2M
2. Articles	2M
3. Adjectives	2M
4. Subject Verb Agreement	2M
5. Prepositions	2M
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	10 M

Performance graph of participants in grammar skills



Vocabulary Test:

To assess the vocabulary, exercises based on synonyms and antonyms were given with five questions each.

Synonyms:

1. Grouping stars by their constellations is a handy way of mapping the sky.
 - a. Funny
 - b. Nice
 - c. Convenient
 - d. Simple
2. Centuries ago, a nomadic tribe besieged the temple to loot its treasure.
 - a. Wild
 - b. Barbarous
 - c. Brave
 - d. roving
3. It was a momentous moment in the history of the nation.
 - a. Insignificant
 - b. Important
 - c. Sudden
 - d. Transient
4. The teacher berated his students
 - a. Praised
 - b. Advised
 - c. Reproached
 - d. supervised
5. When the leadership changed, his position in the organization became precarious.

- a. Secure
- b. Exalted
- c. Uncertain
- d. Important

Antonyms

1. This house is magnificent
 - a. Big
 - b. Small
 - c. Unimpressive
 - d. gigantic
2. Why are you being so arrogant?
 - a. Snooty
 - b. Stupid
 - c. Humble
 - d. Cunning
3. I do not want to live in this filthy colony.
 - a. Nice
 - b. Dirty
 - c. Clean
 - d. pretty
4. The tourist boards staff have worked hard to revive and ailing industry.
 - a. Sickly
 - b. Dying
 - c. Thriving
 - d. emerging

5. I felt over the table as I was stumbling around in the dark looking for a candle.

- a. Groping
- b. Rolling
- c. Striding
- d. Staggering

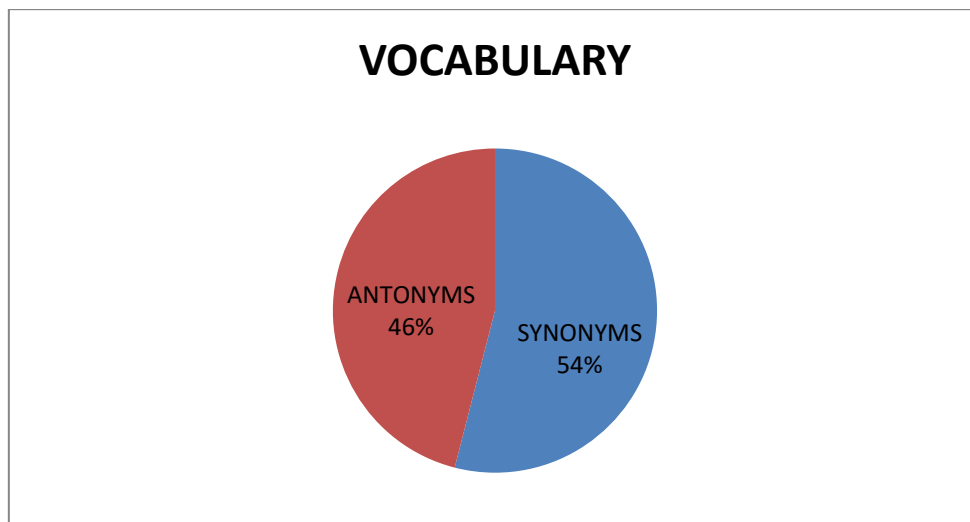
No of participants:60

Scheme of Evaluation:

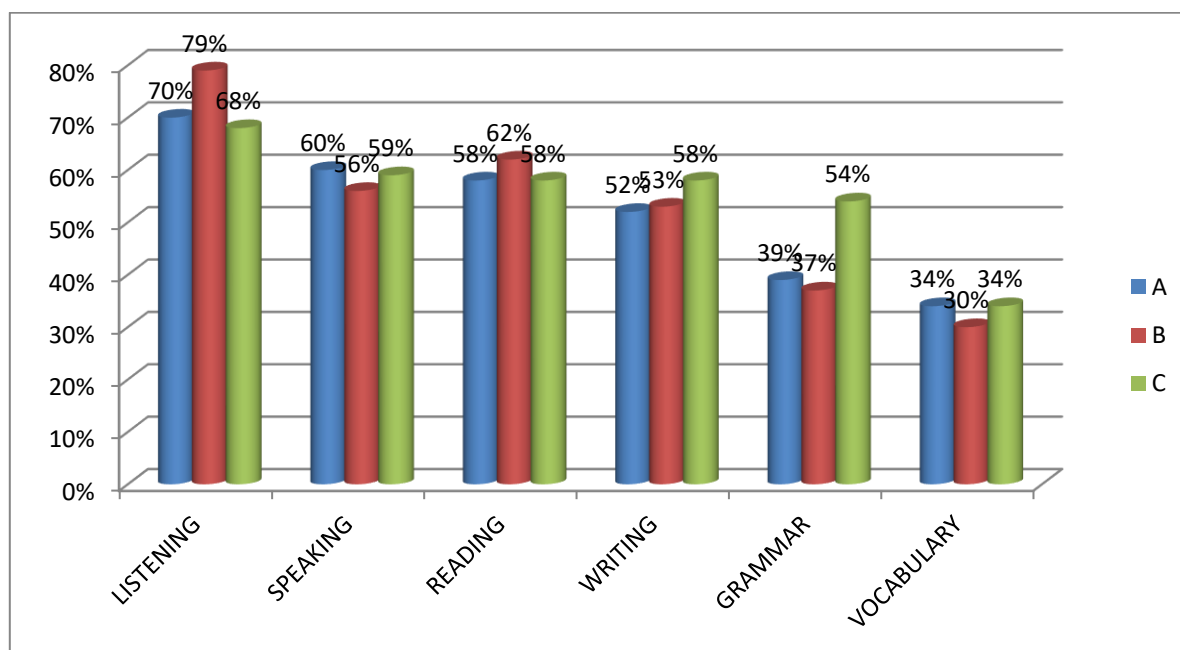
The five questions of synonym and antonym were allotted 1 mark each question. Therefore

I.	Synonym	5M
II.	Antonym	5M
		<hr/>
		10 M

Performance of Participants in vocabulary skills



Overall performance scale of LSRWGV skills of I B. Tech Civil students



Project II

Title: Impact of extra-curricular activities on Students: A Critical study (NSS- National Service Scheme).

A. Questions asked to NSS Coordinator:

1. When did you join as NSS Coordinator?
2. What made you join NSS?
3. What is your memorable experience in NSS?
4. When did you join Anuraggroupof institutions?
5. For how long are you working as a part of NSS?
6. How is NSS helping the institute to flourish?
7. What are your students achievements and how did you help them?

B. Questionnaire Non-NSS students

1. What does NSS stands for?

2. How did you get to know about NSS?
3. What is the motto of NSS?
4. What kinds of activities are conducted by NSS?
5. Do you feel NSS should be added in curriculum of every college?
6. Do you find NSS interesting?
7. What are the effects of NSS on students?
8. What is the aim of NSS?
9. Do you like to join NSS?
10. What rating you would like to give to NSS

C. Questionnaire for NSS Volunteers

1. When did you join NSS?
2. How did you get to know about NSS?
3. What kind of activities you have done in NSS?
4. Do you think extra curriculum activities will affect academics?
5. What kind of things should be improved in NSS?

D. Questionnaire for teaching Faculty:

1. When did you get to know about NSS?
2. And how did you get to know about this?
3. Do you think, students' participating in NSS affects their studies?
4. Any suggestions that you would like to give?

Conclusion:

The approach to deal the today's techno-savy students should be changed where lecturing mode will not work out. Students always open up if the freedom is given in their learning. Autonomy in learning always yields a better result. The more students are involved, the more will be the learning. These kind of projects will throw a light on the hidden skills of the learner and will fetch to improve the quality of the communication as a whole. Finally the author concludes that if the teaching is innovative and creative learning will yield more success.

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