Tell Me More: Effectiveness in developing communication Skill

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ABSTRACT – *Tell Me What is a solution that includes modules with various subjects and contexts to enable students to improve their English-language skills. The research measured Tell Me More's efficacy in strengthening the management capabilities for interventions to enhance system execution. The study participants are 108 graduates, both paramedical and non-paramedical. A self-made method was used; mathematical methods include Weighted Mean and T-Test use version 18 of PASW. Tell Me More is considered to be highly effective in developing users 'listening and speaking skills while increasing the ability to write and learn. There is no significant difference in the effectiveness of TELLL ME MORE between the responses of paramedical and non-paramedical students. People deny that by utilizing Ask Me More, they face issues and disagreements. English teachers are expected to analyze and use lessons and units related to writing and reading to improve students 'skills in these areas. Different or modified functions may be done to supplement the existing modules. The routine training or updating course on Tell Me More apps should be retained to insure that the courseware is used efficiently.*

Keywords-- language tools, communication skills, teaching technologies

I.   INTRODUCTION

The success of English students today is a major challenge for instructors, as many tests reveal that students do not have a very high level of expertise. Since students today are technically skilled and machine literate, the use of language courses is seen by the university as a resource for redesigning and developing the skills of learner in English. It is widely recognized that when students see the importance of the information presented in the classroom they learn best. It is therefore critical that the classroom environment is engaging and responsive to help pupils achieve their goals by implementing a range of teaching methods.

Due to the impact and effects of IT on culture and schooling, more and more institutions continue to use machines for the teaching and learning of foreign languages. The computer-applied learning system in recent years has been used as an ideal way for second language learning (Li,2012). An successful teaching method could be established using technologies to encourage student interest in English learning (Guemide & Benachaiba, 2014).

Robyler (2007) had suggested that it is the duty of the instructor to find forms in which technology can be completely integrated in their classroom program. Effective instructor innovations for classroom instruction should be incorporated. Nonetheless, teachers 'willingness to use digital tools flexibly to meet instructional goals is expected through incorporating technology in the classroom. Dooley (2008) said that promoting the use of secondary language education technologies has wider implications. She added that our method of teaching students will represent this in order to prepare our students to be responsible citizens in a technologically advanced society.

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Tell Me More is a language solution with different modules that allow students to improve their ability to listen, talk, read and write. Each curriculum includes lessons and activities for students. The instructor is the program administrator and tracks the students 'achievement through a server and can plan a certain curriculum for the class day. Lyceum of the Philips – University, locale of this study, has used the TMM courseware as a teaching tool and was integrated into subjects such as Study and Thinking Skills (English 1) focusing mainly on paramedical and non- courses in the fields of reading and analytical skills and English 3- Business Communication. TMM is a program for language learning that is deemed a good option for both the school and the language study. The TMM provides students the best in linguistic learning technologies, while instructors can effectively track development, organize lessons, or personalize learning paths. (TMM Manual) Every TELL ME MORE LAN solution is equipped with advanced speech recognition, additional workshops for business and society, and integrates with contemporary language learning technologies. (TMM Manual) The Brigade school is one of the schools that rarely goes past the standard in instruction. For about two years, the program has been in the framework. Because students are not yet quite interested in technology in the language of a courseware like TMM, both positive and negative reviews have arisen during the launch of the app, which is the main reason for this research to decide whether it is an effective tool to develop the communication skills of our users and to ask for suggestions.

Software is still used for all kinds of language learning practices, such as oral instruction and skill development in reading and writing. For fact, however, ICT tends to excel when implemented into project-based language learning (Beckett & Miller, 2006, Hishan et.al., 2020), where English obviously can be learned across topics and different subject areas. A typical scenario within the primary sector may be a series of content-driven language events, resulting in a significant event, for example an oral presentation, or a particular activity, such as writing a letter or an experiment.

It is also accepted that CALL, particularly for independently self-paced learning by assessable assets such as language games and drilled activities, is possible. This kind of learning is particularly effective because of the immediate feedback that the student and implicitly the instructor get, which is a very important characteristic of noticeable learning. (Hattie, 1999; Hishan et.al, 2020).

The emphasis of computer-assisted language learning among researchers and language teachers was respectable. A Mohammad et.al (2013) research focuses primarily on the computer-aided language learning actions of students. The main objective is to examine the general attitudes of high school Iranians towards computer-assisted language learning (CALL) and to use CALL to teach EFL receptive skills like reading and listening. The methods used validation and questionnaire architecture. The results show that most students have positive attitudes to CALL and use it in language reception.

Mushangwe (2014) explored the use of computer-assisted transcription in foreign language Chinese instruction. This article is based on the concept of foreign language sounds. The results show that more than 75% of the students had a better perception of Chinese second and third tones, following computer-assisted pronunciation tests, which they could not discern before the computer-assisted pronunciation lessons. It concluded that although this computer-aided pronunciation practice may take time, it can also be an effective method for cultivating the attention of Chinese students.

Liu (2012) analyzed computerized autonomous learning behaviors and activities of 160 students from three separate higher education institutions in China. To that purpose, 160 participants completed a questionnaire and a

comprehensive follow-up was performed with six participants and six of their professors. It has shown that students have a good perception of computerized autonomous learning. It is also assumed that with the advancement of information technology, some of the problems of the learning of English language, such as efficient learning techniques, poor communication skills or land listening skills encountered by English teaching in China for several years, may be solved. Both students and teachers have written positively on the efficacy of computer-assisted language learning, more successful than traditional forms of studying English. Recommendations have been provided for better instructor preparation, English course books have been revised with the correct resources, and funds spent in higher educational facilities.

A research on the usage of Smartschool as an online forum for mixed language learning by inspired workers has been conducted by Hurkmans and Goos (2013) with one main conclusion: turnover. It indicated that this method is not likely to be an efficient approach in this context, particularly for beginners.

The Warchauer and Liaw research (2011) supplied all MP3 players with the software to "extend the curriculum" past ordinary school hours, "review various types of expertise," and "individualize classes" for students working at specific parts of the hotel. Podcast classes involve vocabulary or listening activities that are tailored to students 'individual preferences, such as wine and spirits courses developed by students who served as banquet servers. A standardized assessment found that both Language and computing capabilities were greatly enhanced throughout the curriculum, contributing in many instances to better job prospects. Some educators say that while conducting these recordings, students pay specific attention to precise details of their voice. Blogs are a highly useful resource for teaching second language writing to students. Their ability to allow users to rapidly, conveniently and with a minimum of machine skills publish and exchange their texts opens up a variety of possibilities for learning the second-language writing.

Collaborative methods for writing are useful to help students build a more positive image as English writers. In general, the devices can be less effective in encouraging precision or the simple mechanisms of writing, which in turn may rely on how they are utilized. In situations where the key goal is technical and precise, instructors or experts will undertake specific tasks to accomplish this purpose with such methods (e.g. with wikis to recognise and fix technical errours in already published texts).

Wang (2011) started to investigate students 'comprehension of computer-assisted language education; (2) analyze the usefulness of whole language learning in enhancing student readings; and (3) describe the gap in the development in simple and advanced language abilities by students. A total of 212 new students (98 low-level and 114 high-level students) were randomly chosen as research participants. A questionnaire and the English Entry Test were included. The findings of the analysis indicate that most students had favorable evaluations of the teaching and found that formal curriculum enhances the student's reading abilities. Prathibha (2010) indicated that the inspiration of students improves the usage of computers and helps students to become autonomous. Computerized language policy, language abilities of students were even higher than regular contact in classrooms and their grammar skills improved. Students are encouraged to learn successful comprehension. The cloud impacts resource-based research and exposure to knowledge in the modern world.

Kenning (2007) notes that because of the role of ICT in everyday contact, the impetus for ICT inclusion into language education is important. This does not imply equipping students with transferable skills, for example online literacy, but "the reality that language continues to be used as contact mediation in today's environment."

DelliCarpini (2012) emphasized that technology should be incorporated into teaching pedagogy such that students not only gain a second language successfully but also improve computer abilities and technologies in language learning, and that insufficient instructor preparation and instruction is not a significant cause of this.

Digital technology may help to promote learning or function as the actual educational framework that enables learning to take place. Data technology is inherently applicable to both mainstream educational organizations and electronic educational models. Multimedia conferences, knowledge management tools, video conferencing, cloud storage and online text processing are essential educational information technology resources. The IT now makes it possible to test a swell in classes or in clusters. [Rodinadze & Zarbazoia].

Despite advanced language learning tools with impressive motivating capabilities, a lack of ability to innovate as language teachers makes the technology worthless and leaves student's entire language learning experience in tatters. That said, it is not feasible to reduce the human element at any expense. No software can be labeled anything in everything. Where required, the language tutor must and must supplement the program so that the students can create a fruitful attempt towards the whole learning experience. This refers to us as English language students. The role of the staff in ensuring that this program is preserved and utilized in an English classroom is highly significant. Otherwise, the program might wind up as another "white elephant" in the racks of language labs. In the event of inability to utilize an accessible curriculum, our students would be robbed of the knowledge of a positive learning environment. Al (2006) carried out a review to determine the effects of the usage of digital technologies by teachers and students on teaching and learning topics. The research shows that teachers use all the educational technology that are considered particular in science in their studies. Throughout fact, all students and instructors share the same appreciation about the application about curriculum technologies. The learning-based success of students by the usage of instructional technologies is on average. The understanding of the instructor and the pupil regarding the latter's usage of audio equipment differs from one another. The researcher found that the usage of communication technology in schooling had no major effect on the performance of the pupil. Therefore, certain considerations may be specifically related to the sum of learning obtained by graduates. The researchers suggested that teachers try development resources that might improve student learning in a topic. The research even promoted the regular usage of instructional technologies.

Hans and Rensburg (2014) examined the impact on success in the Test of English for International Communication (TOEIC) audio module of Computer Assisted Language Learning (CALL). Two pairs of participants participated in the same school, had the general English history comparable Three days a week attended the TOEIC listening workshop with the sameinstructor – the researcher in Viet Nam in seven weeks 'time. The care community and monitoring group comprised 25 members. This research employed the quasi-experimental process, questionnaire and post-test. The content input was only planned through the implementation of CALL in the treatment community, whereas the control category only studied from the latest textbook. The findings revealed that TOEIC listening test scores varied between two classes. The students in the therapy community had more successfully utilized communication techniques than the students in monitoring groups. In comparison, CALL guidance and teaching system greatly improved the TOEIC listening levels of students.

II. OBJECTIVES OF THE STUDY

The analyst undertakes this review to evaluate Tell Me More's efficacy in developing the communication skills of its participants and take measures to improve the programme's execution. Specifically, the aim of this test was to (1) assess TELLL ME MORE for improved communication skills;(2) determine the difference in the use of the program between two responses classes (3) current conflicts / problems; and (4) recommend measures to improve software application

Hypothesis

The efficacy of Tell Me More in improving communication skills as graded according to curriculum is not significantly different.

III.   METHODS

Research Design

The analysis is a concise analysis that seeks to explain Tell me More's level of effectiveness as seen by consumers. According to Jones and Brabury. al.(2010), descriptive experiments help to find new meaning, to describe what happens at the moment, to validate the probability of something occurring and categorize knowledge. The researcher has therefore selected this template for the study to promote the same behavior. The study aims to identify problems with current practice or to explain current practice.

Participants

The research involved are 108 TELL ME MORE participants, all paramedical and non-paramedical classes totaling 1,080 consumers of the app.

Instrument

The self-made resource comprises 45:40 items from the first component which deals with TELL ME MORE's perceited efficacy in developing four macro skills, 5 items on disagreements in the use of TELL ME MORE.

The system was given for comments and suggestions to faculty members who submitted the software. After the changes, the unit has been tested by a pilot of the Tell ME MORE students. The first part using scales 4-Really Effective (VE); 3-More Effective (E); 2-Less Effective (LE). Secure Agreements (SA); 2.50–3.49 Agreement (A); 1.50–2.49= Disagreements (D); 1.00-1.49= Heavy Disagreement (SD)

Procedure

In order to capsule the report, the writer first read books, magazines and papers. The plan was then submitted for approval to the Research Centre. This paper was examined by the appointed review committee and recommended change. The revised version was subsequently submitted for full review to the Research Centre. Instruments with the aid of English teachers is given to respondents. Tallied, stored and evaluated data collected.

Data Analysis

The methodological tools utilized in this analysis include Weighted Mean for the software's degree of successful listening skills development and a separate T-test survey for assessing a meaningful gap between the

answers of the two classes of respondents. For further analysis of the findings, the data needed were processed using PASW version 18.

IV.   RESULTS AND DISCUSSION

Table 1: TELLL ME MORE's success in developing listening abilities

Listening Skills	WM	VI	Rank
1. TMM offers different learning circumstances that render me responsive	3.59	HE	3
2. TMM makes me think objectively as I learn	3.57	HE	5
3. TMM makes me evaluate when I hear	3.71	HE	1
4. TMM enhances my creative thinking and creativity through the quotations	3.56	HE	6
5. As I listen, TMM gives information.	3.58	HE	4
6. TMM strengthens my learning abilities.	3.21	E	10
7. TMM strengthens my brain.	3.53	HE	7
8. TMM helps me to infer sense from knowledge I have received	3.34	E	9
9. TMM provides me with different accents.	3.60	HE	2
10. TMM helps me in managing dictations.	3.50	HE	8
Composite Mean	**3.52**	**HE**	

Table 1 shows the effectiveness of Ask Me More in improving users ' listening skills.

TMM is considered to be highly effective, in the first instance, with an overweight average score of 3.71, allowing users to evaluate while listening and accompanied by its maximum output in giving users different accents while listening(WM-3.60), and also supplying.

In the last three positions TMM is considered to be highly effective when helping users to deal with dictations (3.50), successful when users deduce significance and improve their note-taking skills from listened knowledge, WM-3.34 and 3.21. EOLBREAK Due to the languages used in the device, customers find it difficult to understand spoken speech. We need to be more trained and used to listening. Emphasis on understanding and completing the TMM listening exercises is significant.

Table 2: TELLL ME MORE's success in developing communication abilities

Speaking Skills	WM	VI	Rank
1. TMM includes circumstances which question my speech skills.	3.69	HE	2

2. TMM helps me to chat to another speaker	3.55	HE	8.5
3. TMM teaches me pronouncements and correct statements	3.75	HE	1
4. Language stressing	3.67	HE	3
5. TMM offers intonation instruction	3.58	HE	5.5
6. TMM directs me on the correct delay and intersection.	3.45	E	10
7. TMM makes me mimic	3.59	HE	4
8. TMM allows me to build confidence in expression	3.55	HE	8.5
9. TMM trains me for future challenges.	3.58	HE	5.5
10. TMM includes me in discussions and dialogues.	3.50	HE	8
Composite Mean	**3.60**	**HE**	

Table 2 demonstrates Tell Me More's utility in developing users ' expression skills. TMM is considered to be highly effective in teaching pronunciations and pronunciations, in conditions that threaten the capacity of the speakers to communicate (3.69) and in the instruction of proper terms tension (3.67). However, in recent ranks, TMM helps the users develop confidence in speaking and allows users to interact with other speakers that are highly effective in TTI. Users love doing such things. Users may not have enough opportunities to show confidence in regular exposure to the activities. No system record is provided in which users can see how long they speak or how noisy they chat. Only phrases or sentences are used as a springboard for strengthening vocabulary.

Table 3: TELLL ME MORE's efficacy in improving communication skills in writing kills

Writing Skills	WM	VI	Rank
1. TMM offers grammar analysis.	3.57	HE	2
2. TMM makes me to write better	3.44	E	5
3. TMM provides suggestions on my fiction	3.67	HE	1
4. TMM lets me boost my performance in writing	3.42	E	6
5. TMM implements different writing templates and TMM types to boost my performance	3.46	E	4
6. TMM incorporates various writing types and stylesTMM lets me develop my TMM skills.	3.49	E	3
7. TMM checks the description	3.33	E	8
8. TMM provides ideas for better writing.	3.31	E	10
9. TMM encourages my thoughts to write better.	3.32	E	9
10. TMM can be a strong source of potential topics for study.	3.37	E	7
Composite Mean	**3.44**	**E**	

Table 3 shows TELLL ME MORE's progress in developing students ' writing skills.

It should be mentioned that TMM is highly effective in the following aspects: reviews on customer write-ups and grammar analysis (3.67 and 3.57) but only efficient at improving organizational skills (3.49). TMM is effective in describing, encouraging ideas for better writing, and suggesting improvements in writing(3.31-3.33). Warchauer and Liaw (2011) suggested that blogs can be a valuable tool for teaching second language literature.

Table 4: TELLL ME MORE success in developing reading skills

Reading Skills	WM	VI	Rank
1. TMM helps me distinguish between main ideas and minor details..	3.48	E	6
2. TMM enriches my comprehension of reading	3.60	HE	1
3. TMM helps me to examine transformations	3.45	E	9
4 .TMM boosts my skill in reading	3.58	HE	2
5. TMM is rising my mind	3.51	HE	3
6. TMM offers theoretical graphical displays.	3.38	E	10
7. TMM increases my comprehension of non-prose products	3.46	E	7
8. TMM equips my comprehension of various topics.	3.50	HE	4
9. TMM raises my curiosity	3.49	E	5
10. TMM strengthens my	3.46	E	8
Composite Mean	**3.49**	**E**	

Table 4 demonstrates the usefulness of TELLL ME MORE in strengthening LPU users ' reading skills. TMM is regarded as highly successful in enhancing users ' comprehension of reading (WM-3.60) by enhancing their imaginative readability in 2nd and 3rd category. Whereas, TMM is considered to improve the explanation skills(3.46), to allow users to understand passages and to provide interactive presentations for studies.

As reading is a central part of Research and Thinking Skills, TMM has helped to make readers love this tedious task as they provide graphics while reading, showing reading in an interactive environment, but the app does not have enough non-prose reading and learning materials.

Table 5: Difference of responses on the efficacy of the communication skills of TELLL ME MORE between para-and non-paramedical students

	group	Mean	t-value	p-value	Decision	Interpretation
listening	Paramedical	3.53 52	0.409	0.683	Accepted	Not Significant
	Non-Paramedical	3.50 74				

speaking	Paramedical	3.62 22	0.682	0.496	Accepted	Not Significant
	Non-Paramedical	3.57 22				
writing	Paramedical	3.4	-0.82	0.414	Accepted	Not Significant
	Non-Paramedical	3.47 78				
reading	Paramedical	3.48 89	0.105	0.917	Accepted	Not Significant
	Non-Paramedical	3.48 15				

Legend: Significant at p-value < 0.05

TELLL ME Further's effectiveness in designing communication skills for paramedical students and non-paramedical students.

As seen from the graph, both p-values were above 0.05 and therefore the null hypothesis that the results of paramedical and non-paramedical students on TELLL ME MORE efficacy in improving contact are not important. It means that there is no difference and that the effectiveness of using Say Me Further is the same for paramedical and non-paramedical pupils.

The purpose of TMM consists of developing and customizing activities and modules for users ' specializations or regions. Teachers / TMM administrators are based on choosing or elevating user-friendly activities.

Table 6: Conflicts / Problems Faced with Computer Usage

Indicators	WM	VI	Rank
1. Information and events unrelated	2.48	D	1
2. Connections / System failure	2.25	D	3
3. Inefficient timetable / intervals	2.30	D	2
4. Insufficient machine preparation / induction	2.10	D	4
5. Insufficient assistance from the instructor and technical	1.96	D	5
Composite Mean	**2.22**	**D**	

Table 6 illustrates contradictions or issues with the application of the program Say Me Something.

Users ignore the fact that Inform Me More's material and tasks are meaningless, that the timetable or gap of the usage of the program is unreliable and that communications and systems breakdown exists. The customers often argue that they have provided inadequate instruction and program integration and that instructor and professional personnel may not have adequate assistance.

Teachers and TMM managers and support personnel with use of English classrooms and research events are informed of their obligations to Dyned's pupils, meaning that they meet and answer pupils 'needs. Teachers are well qualified in coding, recognize their material and execution, and the technicians show the same dedication.

DelliCarpini (2012) emphasized that technology should be incorporated into teaching pedagogy such that students not only gain a second language successfully but also improve computer abilities and technologies in language learning, and that insufficient instructor preparation and instruction is not a significant cause of this.

Despite advanced language learning tools with impressive motivating capabilities, a lack of ability to innovate as language teachers makes the technology worthless and leaves student's entire language learning experience in tatters. That said, it is not feasible to reduce the human element at any expense. No software can be labeled anything in everything. Where required, the language tutor must and must supplement the program so that the students can create a fruitful attempt towards the whole learning experience. This refers to us as English language students. The role of the staff in ensuring that this program is preserved and utilized in an English classroom is highly significant. Otherwise, the program might wind up as another "white elephant" in the racks of language labs. In the lack of any current curriculum, our students do not have the opportunity to have a positive learning environment.

V. CONCLUSIONS AND RECOMMENDATIONS

Tell Me That is seen as particularly successful in developing consumer awareness and speech abilities while enhancing writing and reading abilities. The answers of paramedical and non-paramedical students on the effectiveness of TELLL ME MORE in developing listening skills are not substantially different. Consumers argue that the usage of Tell Me More creates issues and disagreements. Tell me More's action plan to develop the listening capabilities of students is introduced. English teachers working with subjects that use Say Me More will discuss and utilize lessons and programs relevant to writing and reading to develop student skills in these areas. Students can be equipped with extra or reinforcing tasks in order to supplement the accessible modules. Tell Me More should be done with regular preparation or refresher courses in conjunction with professional assistants to insure the seamless running of the usage and distribution of the training program.

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