

Enhancing English Teaching Methodologies for Speaking Skills of Engineering Students

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ABSTRACT--Spoken competence in English has turned out to be imperative in engineering area. It is anticipated from an engineering student to have imperative spoken capability for one's professional development prospects. The paper centres on the obstacles in the talking abilities of the engineering students and furthermore finds the approaches to improve students' talking aptitudes utilizing task based pedagogical approaches. The article further examines the variables that influence the speaking performance of the ESL students. The paper investigates the vital role of teaching methodologies in validating the learners to overcome barriers in speaking. This paper essentially centres on the reasons why engineering student's deficit interest in communication and what innovative teaching methodologies can be endorsed in learning communication skills. The paper focuses on finding blockades of learning English communication skills in the engineering students. It tries to provide tentative solutions in order to ease the process of learning the English language.

Keywords-- Speaking constraints; Oral Communicative tasks; speaking proficiency; engineering students, affective factors

I INTRODUCTION

English language and Communication skills have become obligatory in today's globalized era. It is essential to channel one's thought process. Engineering Students require oral proficiency in English to organize workshops, conduct meetings and participate in discussions in his/her place environment. Despite having twelve years of tertiary level of education yet students are deficit in communicating English. It is therefore suggested that more emphasis should be stressed on improving the speaking skill of students within the curriculum. The paper aims to find a way to improve speaking skills using task based teaching approach. It explores teacher's perspective of the problems students face while speaking English and the crucial role played by the pedagogical intervention in helping the learners to develop their speaking skills. Through the outcomes of the study it is anticipated that there would be improvement in the speaking skills of the students. The study also provides apprehension to teachers to develop more interesting activities in order to enhance speaking skills for ESL learners.

Communication involves exchange of ideas and thoughts or simply expressing oneself. Communication involves a sender and a receiver. Both influence each other through response. The process of communication involves the following stages:

- i) Ideation: Ideation is the initiation of ideas to be communicated. The context of the communication depends upon the sender. The way the message is delivered depends on the sender's experience,

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- knowledge and what the message is about lays on the sender's choice. These messages can either be factual or emotional.
- ii) Encoding: The process of encoding refers to conversion of ideas into a language. Depending on the relation shared by the sender and receiver, the messages or information to be shared can be logical or emotional.
 - iii) Transmission: Information is transmitted from sender to receiver through a proper channel. It suggests the accurate time, exact place and method for communication.

It is observed among the respondents that majority of them were occupied by fear of failure in order to speak. Stage fear prevented them from speaking. Many respondents were observed to have language anxiety. The decisive factors of speaking anxiety are pronunciation, immediate questions, fear of making errors and negative evaluation. Through the research it is also observed that students could not practice and prepare for the tasks at home due to their inability to generate sentences in English and incompatible sociolinguistic atmosphere.

Many students found it hard to pass on a message or a thought. They were by all accounts lacking in organization of thoughts. This was unequivocal when students could not communicate firmly applicable to the situation. This is seen as a significant hindrance in their oral capability. They either created half sentences in their discourse or had bogus beginnings. They were not able to talk clearly, they had reduced voice level because of shyness, restraint and absence of certainty. Few had L1 impedance in their discourse. Some of them muttered, left superfluous and unnatural stops in their discourse as they looked for the correct word. The instructor concentrated on empowering the students to sort their contemplations, structure sensible thoughts and then the teacher focused on improving the conveyance component.

Numerous students had poor jargon and absence of information in sentence structure. The unseemly words and erroneous sentences mirrored their inadequacies in the assignment execution. They misspoke the words in their introduction. It is observed that student's issues in communicating in English were principally because of inadequate language, substance information, constrained contact with English outside the homeroom, and the misled strategies and materials utilized in the classroom. Student's obligation to partake in oral informative activities was noted as another noteworthy constraint. A few students maintained a strategic distance from eye to eye connection with the crowd in their interest and held their face down. They had absence of inspiration to do certain assignments. They had no clue about playing out an individual unpremeditated activity.

In addition, their talking imperatives were because of their absence of presentation in the subsequent language. The majority of the students were habituated to peruse scholarly messages in the second language. Subsequently students' language was limited to fixed word usage and sentence structures relating to their scholarly setting. The instructor empowered the students to utilize student procedures to beat the requirements they looked in their assignment execution. They wrote in first language, and moved toward the facilitator for L2 equal. They additionally evoked signs from their friends' discourse and consolidated in their substance information use. They figured out how to make shrewd theories and utilized relevant pieces of information in cognizance

The components influencing the talking abilities of ESL students can be extensively classified into four as: mental, academic, semantic and sociological. The language capabilities of the members shifted as larger part of

them were from territorial medium schools and others from English medium schools. Indeed, even the English medium students needed expected language capability because of absence of presentation. From their non-verbal communication and outward appearances it was clear that the students had significant level of nervousness. For example they were at first reluctant and hesitant to play out the undertakings.

Students battled with communicating in English as their uneasiness prompted unintended issues, for example, dread of talking before all, not being comprehended by others and mediocrity issues. Debilitation by companions/peers is by all accounts a prevailing component in the investigation. As Jianing (2007) clarifies in her work "To shield themselves from being giggled at, the respondents are hesitant to communicate in English the less they talk, the less they improve their talking aptitudes, and the more they fear talking". Students have dread of being offended or prodded when they attempted to open a discussion in English with companions. The vast majority of the respondents appeared to have feeling of inadequacy.

Students who hailed from Tamil medium tutoring accepted that they couldn't figure out how to talk in English, and it was conceivable just for English medium students. Other than the sociological level, their home environment was not amicable and supportive in rehearsing L2. The frame of mind of certain students was not positive towards learning English. Moreover, many had imperatives at the phonetic level, for example, absence of intelligence in their articulation, issues in elocution, absence of jargon, absence of information in syntax and so on. Liu and Jackson (2009) guaranteed in their investigation that absence of jargon was viewed as a prevalent obstruction for spoken correspondence by Chinese English students. In this investigation as well, the members thought about their insufficiency in jargon as predominant obstruction in their assignment execution.

The variables that go under academic level which influence the talking aptitude of the students are the educating and learning strategies rehearsed in their schools as in instructor's utilization of primary language in English classroom, nonattendance of intuitive sessions in English and absence of introduction and so forth. Despite the fact that the significance of spoken capability in English was felt by the respondents, they were by all accounts lacking enthusiasm for executing talking exercises as they would not be evaluated at last semester. They needed to focus additional time on exam oriented works out.

The teacher's job is instrumental in preparing the students to achieve L2 oral capability. The facilitator exhibited the undertakings to the students and reliably demonstrated individual enthusiasm for building up their talking capability in English. The teacher advanced the improvement of gathering cohesiveness and connected moderate students with their energetic friends in the assignment on posting of five to do's.

The teacher developed student's enthusiasm for L2 learning and clarified the utility of L2 in the genuine circumstances. The facilitator made adapting progressively wonderful and gave positive input all through the sessions. The facilitator repressed their mental hindrances by giving inspiration, support and keeping up helpful classroom. The classroom went on to be a student focused study hall, a sort of study hall wherein the emphasis is on the dynamic inclusion of students in the learning procedure. The instructor sorted out decisive sessions on activities, for example, talking about similitudes and contrasts to improve the comprehension of undertakings by the students and to quell their obstacles, for example, their feelings of trepidation and hindrances. The instructor conquered the

etymological requirements of the students through her intuitive classes and input sessions. The educator guaranteed that every one of the respondents would be given equivalent chance.

The teacher needs to comprehend the student's needs and objectives, convey trust and regard for them, recognize their various needs and learning style, and give criticism on their learning and all these would help in building up their certainty and confidence. The analyst cum facilitator in this investigation empowered the students and roused them to partake in the assignments. The respondents were made to communicate with their companions to conquer their fear in speaking activities. Their investment expanded their certainty level to make oral introduction. Student centred instructing is compelling in producing more students of interest. Target language yield in urging respondents to assume progressively close to home liability for their learning.

However a portion of the moderate students felt restrained to partake in the class cooperation in introductory activity on posting 10 exercises of given experts and the facilitator combined them with energetic superior students and shared the difficult undertakings. The moderate students began to procure the subtleties of conveying content with sensible movement of thoughts. The facilitator empowered them to choose the correct word, structure a sentence, recommend an elective word, and right a not well developed sentence or their error. The facilitator likewise helped the respondents to think in English. The students were made to peruse so anyone might hear to conquer their elocution issues. In the proper method, the facilitator empowered the understudies to conquer the boundaries and volunteer in taking up the tasks.

During the oral open tasks, the remarks and criticism gave by both the friends and the facilitator helped the students to perform better in the resulting oral tasks. The facilitator roused the students by making them work two by two and gatherings and go about as a crowd of people. Larger part of the respondents yearned for more number of English sessions which shows their enthusiasm for this intelligent learning condition. Edge (1989) states that educator's criticism ought to empower respondent's learning steps and calling attention to the blunder would be excessively negative. The teacher never neglected to value the littlest exertion made by the students in the assignment execution. Respondents were the focal point of the learning procedure and were empowered to share more obligations in their learning of talking aptitudes. In this line, they were offered chances to improve their working information in English, and thus become free speakers. This achieves unequivocal change in the educator's job from a dictator to a facilitator, coordinator, assistant, and language guide.

II RESEARCH METHODOLOGY

Students of first year, second year and third year of Chaitanya College of Engineering are taken for the study.

Research Instrument

In order to improve speaking skills among engineering students, they were suggested to perform various tasks. The tasks engage students to improve their vocabulary and spark their interest for speaking.

III DATA ANALYSIS

Activities described in the paper were conducted with all the participants. The activities centre on the difficulties students encounter while attending interviews.

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