

An Emphasis of English Language Techniques among English Literature Graduates with Respective to "Teaching and Training Skills"

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Abstract: *Language forms the major software and hardware for an individual to move on in the society. Despite many languages universally communicated, English forms the international language. There are some techniques to get the language learned in a classroom. Consequently the objective of the study is to determine the perceptive level of the first year graduates in learning language learning techniques. An investigation was conducted with twenty students at a reputed Arts and Science College in Coimbatore. An experimental study is done and the data were analysed with the scores of pre-tests and post-tests. The analysis resulted in the positive significant difference between the groups.*

Keywords: English language teaching, pedagogy and language techniques

1. Introduction

For decades researchers attempted to examine the prompt methods in English teaching and learning. These researches were done especially in the non-English speaking countries. The focus on English teaching and learning process influenced varied strategies like individualized instruction, group activities, and collaborative learning models to develop English language Teaching (ELT) and pedagogy. The current ELT techniques include constructive, reflective, communicative, web-based, blended, cooperative, collaborative, content-based, task-based, problem-centered project-based, strategic teaching, etc. Researches were done and on-going to explore better results by using these methods in the English pedagogy. The present study uses Assonance, Imagery, Imperative, Minor sentences, Idioms, Proverbs, Neologism, Onomatopoeia, Personal pronoun, Personification, Rhyme, Simple sentences, Slangs and Slogans as the techniques to teach English language for the first year UG students.

2. Objective

The main aim of this study is to find the efficacy of the language learning techniques to determine the level of perception in learning English language and determine whether there is a significant difference between the mean scores of the pre-tests and post-tests by using a questionnaire.

3. Methodology

1) Research Design

The present study is a quantitative research aims to determine the perception level of English language learning through some language learning techniques.

2) Sample Selection

The investigator used the Random Sampling technique with 20 the first year Under Graduate students at Kongunadu Arts and Science College in Coimbatore.

3) Tool

In order to obtain the objective of the study, the investigator prepared a questionnaire with 15 questions. The items in the test were framed according to the Bloom's Taxonomy which met the requirements of knowledge, comprehension, application and skill. The study was an experiment to find the mean difference of the level of perception in language learning among the 20 first year UG students.

4) Data Analysis

Data were collected from 20 UG students of Kongunadu Arts and Science College, Coimbatore. Initially the investigator conducted a pre-test among the students and after experimental teaching of the selected language techniques in the classroom, conducted the post-test. The tests were scored with key answers for thirty marks and consolidated for the purpose of analysis. The analysis was done by using a statistical method.

4. Findings

The scores of the pre-tests and post-tests were quantified and interpreted. The following tables reveal the findings of the significant difference between the mean scores of pre-tests and post-tests for the level of perception among the first year UG students.

Table 1: Level of Perception

S. No.	Data Scores	Number	Scores	Mean DS	SD
1	Pre-test	20	12	3	1.82
2	Post-test	20	23	5.75	2.36

The Table 1 represents the better significant difference in the mean scores of the post-test in analyzing the level of perception with regard to the English language learning techniques used in the study. This is disclosed in the following graph as,

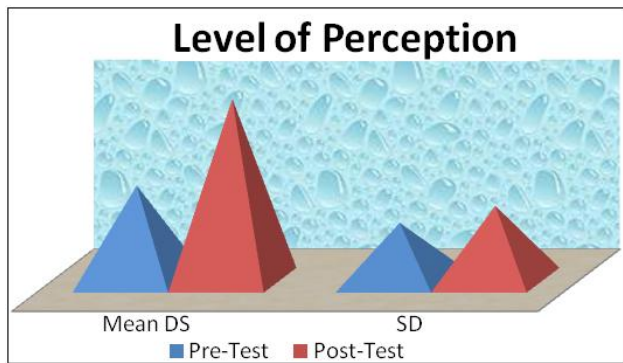


Figure 1

Table 2: Difference in Mean Scores

S. No.	Data Scores	Number	Scores	Mean DS	SD
1	Pre-test	20	189	9.45	2.44
2	Post-test	20	351	17.55	3.87

The above table depicts that the calculated mean value are better and significant in the post-test than the pre-test and the graphical representation for the table is given as,

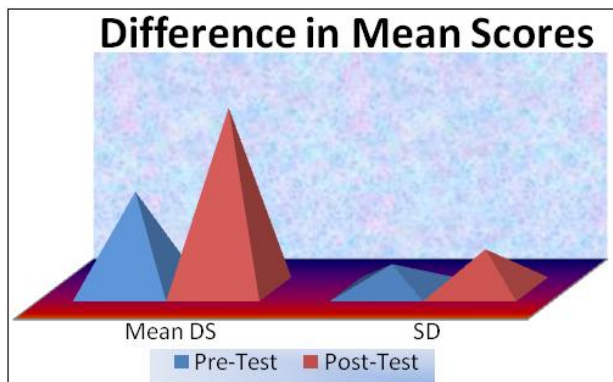


Figure 2

5. Conclusion

The present revealed that the mean achievement scores of the post-tests are high and the efficacy of language learning techniques aid at a greater level in teaching English among the first year under graduate students. There are a variety of language learning techniques which are more useful to produce positive language learning environment among students in learning English language. As long as the curriculum is innovative, the teachers show an active participation in their classrooms in teaching and learning the English language.

References

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