

RESEARCH ARTICLE

USE OF INTEGRATED PEDAGOGIES TO TEACH TENSES

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Abstract:

Researchers around the world would agree that for any Engineering Graduates, the English Communication Skill is necessary and for this the learners should have the knowledge of the grammar. In the grammar, the Tenses are the backbone of the language. In Bihar, most of the Engineering students come from villages, their communication skill is not appropriate. They have lack of knowledge about the basic structures related to the Tense. This research paper has made a modest attempt to present the results of the trained students. Students were evaluated on the basis of their performance and their responses to the questions based on the Tense. The results denote that significant progress can occur when students are gently guided how to use the Tense Structures in practical life.

Key words: Tense, Pedagogies, communication skills

Introduction

It is a well-known fact that all the engineering graduates are required good English communication skills. At the time of placement drive, the company conducts the employability skills test followed by

Group Discussion. In first case, means employability skills test, English communication is checked. In the group discussion any common or latest topic is introduced by the observer and checked the good Communication skills along with the multidimensional personality. Interviews are also conducted in English. It means that the students who complete their education in Engineering need the communication skills. The basic of the English communication skills is the Tenses. If the learner is the master in the usage of the tense of any language, his or her communication skills in that particular language is good. Therefore Tenses are called the backbone of the language. The same thing is applicable to English language also. Therefore to learn English communication skills, the tenses of English are mandatory to know.

Methodology

The present study was carried out in Gaya College of Engineering, Gaya, Bihar which is a government Engineering College affiliated to Aryabhata Knowledge University, Patna. The focus of this college is to impart the Technical Knowledge among the students. For first year, an English subject is compulsory for them. In

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this college, students come from all the districts of Bihar and Jharkhand with different background.

The study was conducted with the two groups of the students of which second year and third year students of engineering were included. There is a project going on in this college approved by NPIU-MHRD and AICTE, Delhi. The title of this project is **Use of Integrated Pedagogies to Enhance the Communication skills among the Engineering Students in Bihar**. Under this the Principal Investigator asked the students for voluntary registration through google form for framing the group of sample students. 207 students from different branches of different year registered out of which 52 students appeared for actual examination. This examination was based on LSRW modules. The result was published and 30 students who got less marks they had been chosen for the experiment. Under this PI made some modules and one module was on Tense. The classes of experimental group were carried for 2 hours every day for 18 days. The regular students for these classes are 20. They were informed at the beginning of

the classes that they would be a part of a research study.

After selecting the students, the PI conducted one test which may be called the pre-test to identify the level of the students regarding the Tense. It was based on the conversion of the Hindi sentences into English and selection of the appropriate form of main verb in the given sentences. The post-test also conducted on the same based but the examples and difficulty level was high.

Findings

The experimental group was taught the tenses for 18 days by using different pedagogies like Grammar Translation Method, Direct Method, the Audio-Lingual Method, Structural Approach, digital pedagogy in the classroom and in the language lab. Therefore, there were significant differences in the findings. The results were as follows.

Results of the Pre test

Respondents	Q. No. 1 fill in the blanks by using appropriate form of verb/ 10					Translate the following Hindi sentences in English / 10					Total Scores /20				
	20	40	60	80	100	20	40	60	80	100	20	40	60	80	100
Experimental Group (n=20)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

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The pre test revealed that the participants do some tense related activities but not in a systematic way.

The results of the post test displayed remarkable differences and can be examined below.

Results of the Post test

Respondents	Q. No. 1 fill in the blanks by using appropriate form of verb/ 10					Translate the following Hindi sentences in English / 10					Total Scores /20				
Experimental Group (n=20)	20	40	60	80	100	20	40	60	80	100	20	40	60	80	100
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	00	03	11	06	00	00	04	07	09	00	00	02	08	10	00

The results of the experimental group displayed a significant rise in performance. It was evident that students in the experimental group had shown considerable improvement. Here 18 students got more than 60% marks. This was very noticeable through the examination which was consisting two questions. Question No. 1 was filling the blanks by using appropriate form of main verb and Question No. 2 was translate the given Hindi sentences into English.

Discussion

This study was carried out during a period of 18 days with the involvement of two sections of the same course and showed some surprising results. It was obvious that students who learn the Tense by using the Grammar Translation method, direct

method, Digital Pedagogies and language lab. The study was very encouraging as it showed that authentic intervention strategies can make a difference in enhancing the skills of students.

Hypothesis 1 that usage of tenses in daily communication could be developed through by the translation method was proved to be accurate. In addition, hypothesis 2 on pushing the students towards enhancing communication skills was also proved to be a valid point. Hypothesis 3 that the attitude of the other students towards the participation in English communication would only have a fleeting effect was proved incorrect as the students who were got the training of the usage of the tense started to communicate in the college

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campus but non-participated students did not give the response positively.

Conclusion

The experimental study certainly transformed the classroom atmosphere. Students were very enthusiastic and displayed a high level of participation. While being a part of the translation sessions, they did not feel that the topic was cumbersome. The study was successful in achieving learner autonomy in the field of Tense. It was very helpful in motivating students and fostered student engagement. Almost all the students felt that they were in an inclusive learning atmosphere and none of them felt left out. As a result, they managed to acquire a high degree of confidence along with spoken and written communication skills.

Future researchers could take variables of gender, age and nationality into consideration and conduct research studies on language acquisition.

Acknowledgement

The current research work is based on the project funded by NPIU-MHRD under Collaborative Research Scheme for TEQIP-

III. The title of the project is “Use of Integrated Pedagogies to Enhance communication Skills of Engineering Students in Bihar.” I take this opportunity to express my sincere gratitude to NPIU-MHRD and AICTE because without the financial support to work on the project would not be possible. I also express my thanks to the Principal and all my colleagues who have supported me in this project. I express my thanks to my wife Archana and my son Arav for providing the all kind of support to work on this project. Last but not list, I express my thanks to the students who cooperated me and help me in this project.

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