

PROFICIENCY OF COMMUNICATION INFLUENCE THE BEHAVIOUR OF UNDERGRADUATE ENGINEERING STUDENTS

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Abstract: A language is clearly a kind of code to the extent that it is a symbolization of the phenomenon of existence and imagination. It is more than a code because it is capable of change to meet new circumstances and to express variations of individual personality. The language offers a signalling system which can be put to many uses over and above the encoded information. It is primarily an instrument of communication among human beings in a community. It is in its most common, pervasive, representative and apparently a central manifestation involves oral-aural communication. Language consists of oral-aural symbols of communication, arbitrary in their particular meanings and units and arbitrary in their particular shape for a given language. It functions effectively when the symbols used are known to the speaker and the listener. A language cannot be learnt “*in abstracto*”. It is always relational. It has its connotation in terms of context and situation. In fact, a change in the situation warrants the production of a different set of language units. Language taken out of its context may give a meaning that might be irrelevant to the intention of the speaker. This article enlightens the significance and different learning strategies of speaking skill in academic area.

Key words: Communication Proficiency, Behaviour of the Students, Process of Language Learning, Significance of English Language.

Introduction: The language is the divine gift of God to a human being which is structured with sounds and specific meaning to those words. It is more than the apparent simple stream of sound that flows from the tongue of the speaker. Everyone makes use of this language from

birth to death with distinctive human activities. Language is primarily an instrument of communication among human beings in a communication process. Broadly speaking, the language includes all those verbal and nonverbal actions of human beings that are related to the communication of ideas. It is a complex system of communication with various levels of complexity involving intricate selection and ordering of meaning, sounds and larger units and arrangements. The language emerges from meaningful sounds and is passed on to the nearby people to express their thoughts or feelings. In this sense, body posture, gesture, written and printed symbols are coming within the definition of language. Allen has postulated a definition of language in his book as “Language is as a way of expressing thoughts to generate the peaceful life”. It is a social activity which brings the hope and security to the human beings.

Benefits of Language

The language is basic for preservation of the idea of posterity. It also helps in the construction of new ideas and the formation of new. In this sense, language is not only facilitating to communicate purpose, but also directly to thought and reproduction. It is a complex whole like the human body. The system of a body functions through different organs such as the heart, lungs, brain, ears and eyes. These various organs are interconnected and work in co-ordination. Similarly, the system of a language functions through sounds, words and structures. These are integrated with one another and constitute the complex organic whole which is language. People may communicate some ideas without using any language, but when people say something meaningful, people are saying it in some language.

Process of Learning

Man does not express his feelings in isolated words. From his primitive stage man has developed the organic whole of languages. It is a social phenomenon rather than a product of an insulated process. The language grows and develops out of social interaction. The human usages, feelings, sentiments, aspirations and opinions, social conflicts, struggle and movements give rise to language. They preserve, develop and prosper their knowledge through it with the process of thinking. It adopts two main forms – oral and written. The oral skill is known as speaking skill which makes much difference between people and educated person. The

students who have speaking skill in English feel comfortable in learning process than the students who lacks on it. Especially in Engineering, the technical knowledge has to be expressed by words with suitable body language. It is an art which is tailored by the individual with their aptitude and attitude. The teaching of English comprises many systems of approach to enhance the speaking skill. The students are showing interest to practice in their classroom and interact with the English teacher to learn the language nuance easily.

Research Methodology

This research paper followed the survey method to find the intention of the students about the proficiency of the English language and how they were influenced by it. For this method, the research has selected 40 students from the J.J.College of Engineering and Technology, Ammapettai, Tiruchirappalli -620009. These students are from the First semester Bachelor of Engineering from different branches of Engineering (2022-23) that need the communication skills with competence to get into the professional life. Among the 40 students, 20 students are from Tamil Medium Government and Private schools, 20 students are from Urban Private English Medium Schools. The questionnaire was prepared with the guidance of experts in English Language and communication. This questionnaire was distributed to each student participant in their laboratory session. The language teacher explained the questionnaire. The students were given enough time to understand the questions and decide the options regarding their conclusion. The questionnaire has 16 questions which are tailored with four options for the convenience of the choice of the students. It involves the different strategies of learning process likely Personal Observation, Classroom Learning, Group learning, Interaction learning and self- practicing. The data are analysed under these different categories and derived the finding.

Strategies of Learning Process:

I. Personal Observation – Que Nos : 5, 10, 11,

II. Classroom Learning – Que Nos : 8, 12, 16

III. Group learning- Que Nos : 9, 14,

IV. IV. Interaction learning- Que Nos : 3, 4,

V. V. Self-Practicing – Que Nos : 1, 2, 6, 7, 13, 15

The question involves the above mentioned strategies of learning process and data are grouped with its strategy and each one is analysed with percentage and observed the interest of the students in accordance with the proficiency and behavioural changes.

Finding: The strategies wise data of research is discussed in detailed and the students intention regarding the proficiency and behavioural change is observed keenly. From the discussion the conclusion of the research is derived.

I. The result of the self-practicing: (Que No: 1, 2, 6, 7, 13, 15). The students were given more importance to pronunciation (95%) through self-practice. They were conscious about the aloud reading to improve their speaking skill (95%). The students were not showing much interest in preparing key points for the presentation (65%) on self-practice. Regarding the pre-preparation students were given fair importance (75%) to think about how to make the message clear and precise. They are very confident about their chance to get speak in front of the classroom (80%) practice. But they do not seek to present at the conference as they feel that it is a very early stage to present.

II. The result of Personal Observation (Que No: 5, 10, 11). The students absolutely have hope in the personal observation strategy (100%) to improve their speaking skills. They learn by personal observation irrespective of the pattern of activities, even in the team they are ready (70%) to observe the speaking techniques and improve their skill. They also keen on para-language strategies to improve their speaking delivery style (80%) and excel in speaking skills.

III. The result of Classroom Learning – (Que No: 8, 12, 16). The students are not showing volunteers to answer the teacher's questions (60%) as they are not sure about their skills or it may be the fear to speak in front of their classmates. They were watching the other students' performance (70%) on agreeing and disagreeing to learn the skills. The students were paying attention (80%) to the audience reactions to adjust the speaking style.

IV. The result of Group learning: (Que No: 9, 14). In the group learning strategy, the

students were almost accepting (95%) the learning process. They listen actively to their classmates in order to join the conversation. They were showing interest to speak up on the valuable points (70%) though they have some hick-ups in speaking skills.

V. The result of Interaction learning, (Que No: 3, 4). The students were paying attention (95%) to how people in the field explain complicated ideas in English. They were also seeking opportunities to interact with classmates, professors, and other academic settings to practice their speaking skills.

Conclusion: The findings of research paper provided the positive feedback that the undergraduate Engineering students were always seeking opportunities and pay attention to improving/improvising their speaking skills and craving to improve their personality. The highest percentage given by the students is for the “pay attention to my pronunciation and try to sound as clear as possible”. It shows that students want to learn the English with its correct pronunciation and sound as native speaker. They also show interest in “practicing English” and “seek opportunities to interact with classmates, professors and others in academic settings” to improve the speaking skill in English language. The proficiency of English language changes the behaviour of the students and improves the confidence to face the learning process. They are ready to observe the techniques of speaking skills through self learning, personal motivation, group learning, interactive learning and classroom learning. They were aware of the speaking skills and make use of the language learning to excel in academic field and in work place performance.

Table-1 THE DATA OF SUMMARY Of 20 SAMPLES FEEDBACK

A - Agree B- Partially Agree C- Disagree D- Strongly Disagree

QUE NO	A	B	C	D
1	26	12	0	2
2	22	16	0	2
3	12	26	0	2
4	22	16	0	2

5	12	28	0	0
6	6	20	2	12
7	8	22	6	4
8	20	4	6	10
9	20	18	0	2
10	18	10	0	12
11	18	16	2	4
12	16	12	4	8
13	10	22	0	8
14	14	14	4	8
15	16	8	4	12
16	12	22	2	4

TABLES OF STRATEGIES OF LEARNING PROCES.

Table-2 Data of Personal Observation – 5, 10, 11

	Que 5	Que 10	Que 11
A	12	18	18
B	28	10	16
C	0	0	2
D	0	12	4

Table-3 Data of Classroom Learning – 8, 12, 16

	Que 8	Que 12	Que 16
A	20	16	12
B	4	12	22

C	6	4	2
D	10	8	4

Table-4 Data of Group learning- 9, 14.

	Que 9	Que 14
A	20	14
B	18	14
C	0	4
D	2	8

Table-5 Data of Interaction learning- 3, 4

	Que 3	Que 4
A	12	22
B	26	16
C	0	0
D	2	2

Table -6 Data of Self-Practicing – 1, 2, 6, 7, 13, 15

	Que 1	Que 2	Que 6	Que 7	Que 13	Que 15
A	26	22	6	8	10	16
B	12	16	20	22	22	8
C	0	0	2	6	0	4
D	2	2	12	4	8	12

THE SUMMARY OF DATA OF THE 40 STUDENTS

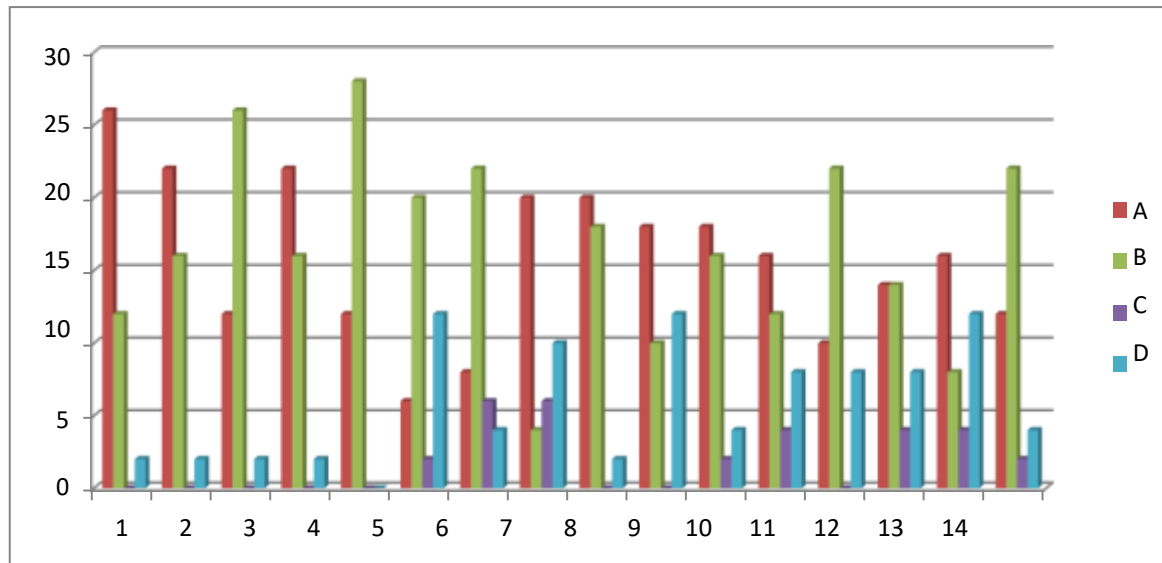


Fig-1 The Graphical Representation of all the 40 Sample Students Data

The questionnaire is given below as an Appendix with 16 questions and four options. The options are A – Agree B- Partially Agree C- Disagree D- Strongly Disagree.

APPENDIX

Academic Spoken English Strategies Survey (ASESS)

Please answer the following items by marking the alternative which appears most applicable to you. A - Agree B- Partially Agree C- Disagree D- Strongly Disagree.

S.No	Academic Spoken English Strategies	A	B	C	D
1.	I pay attention to my pronunciation and try to sound as clear as possible.				
2.	I read aloud materials in my field to practice speaking in academic English.				

3.	I pay attention to how people in my field explain complicated ideas in English.				
4.	I seek opportunities to interact with classmates, professors and others in academic settings (classes, conferences, group activities...)				
5.	I try to learn from good presenters or classmates who speak clearly and convincingly.				
6.	I prepare key points to share in class.				
7.	Before I speak in class, I think about how to make my message clear and precise.				
8.	I volunteer to answer teacher's questions in class.				
9.	During class discussions, I listen attentively to what my classmates say in order to join the conversation.				
10.	I build upon what my classmates have said and join in the class discussion.				
11.	When I speak, I put the stress on important words (speak them louder or for longer time).				
12.	I pay attention to how people agree and disagree with each other in classes and at academic conferences.				
13.	If I raise my hand and fail to get the chance to speak in class, I will raise it again without giving up.				
14.	Although I know my English is not perfect, I encourage myself to speak up when I have something meaningful to say.				
15.	I seek opportunities to present (such as at conferences).				
16.	I pay attention to my audience's reactions while I speak and adjust accordingly.				