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A STUDY OF COMMUNICATIVE ASPECTS OF ENGLISH LANGUAGE ACQUIRED BY DIPLOMA ENGINEERING STUDENTS

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Abstract: The present research finds out the subjects' level of proficiency in English language. It also finds out the reasons behind the subjects' poor level of proficiency in English language. It gives certain conclusions and suggestions. It contains introduction, hypothesis, sample design, Proficiency Test, Structured Interview, concluding remark and works cited.

Keyword: conclusions, Communicative, Acquired, hypothesis.

INTRODUCTION:

The present research is based on five percent representative subjects of third year in ten diploma engineering colleges in Kolhapur district. It finds out the subjects' level of proficiency in English language through Proficiency Test with reference to the papers of SPECTRUM a Text Book in English and Grammar which is prescribed in first semester of their three year diploma engineering course. It also finds out the reasons behind the subjects' average level of proficiency in English language through Structured Interview. It draws conclusions and further gives the subsequent suggestions.

HYPOTHESIS

1. The subjects' level of proficiency in English language is poor.
2. There are many reasons behind their poor level of proficiency in English language.

SAMPLE DESIGN

To study the subjects' level of proficiency in English language, a Simple Random Sampling Method is used. With the help of this method, the representative subjects are selected for Proficiency Test and the respondents (principals, HODs, English teachers and student representatives), from these ten selected diploma engineering colleges, are selected for Structured Interview. The sample of the study is as following:

Table 1.1 Sample of the Study

Sr. No.	Category	Quantity	Study Tool
1	Subjects	184	Proficiency Test
2	Principals	10	Structured Interview
3	HODs	53	
4	English Teachers	10	
5	Student Representatives	10	

The following table depicts the names of colleges,

selected for Proficiency Test and Structured Interview.

Table 1.2 Names of Colleges, Selected for Proficiency Test and Structured Interview

S. N.	Name of College
1	Shri Vidyavardhini Institute of Technology, Pal.
2	Ashokrao Mane Polytechnic, Wadgaon Tarf Wathar.
3	Dr. D. Y. Patil Polytechnic, Kasaba Bavada.
4	Sharad Institute of Technology, Yadrav.
5	Y. D. Mane Institute Of Technology, Kagal.
6	Dr. A. D. Shinde Institute of Technology, Gadhingaj.
7	D. Y. Patil Polytechnic, Talsande.
8	Dr. Bapuji Salunkhe Institute of Engineering & Technology, Kolhapur.
9	Shree Datta Polytechnic College, Dattanagar, Shirol.
10	Sant Gajanan Maharaj Rural Polytechnic, Mahagaon.

Proficiency Test

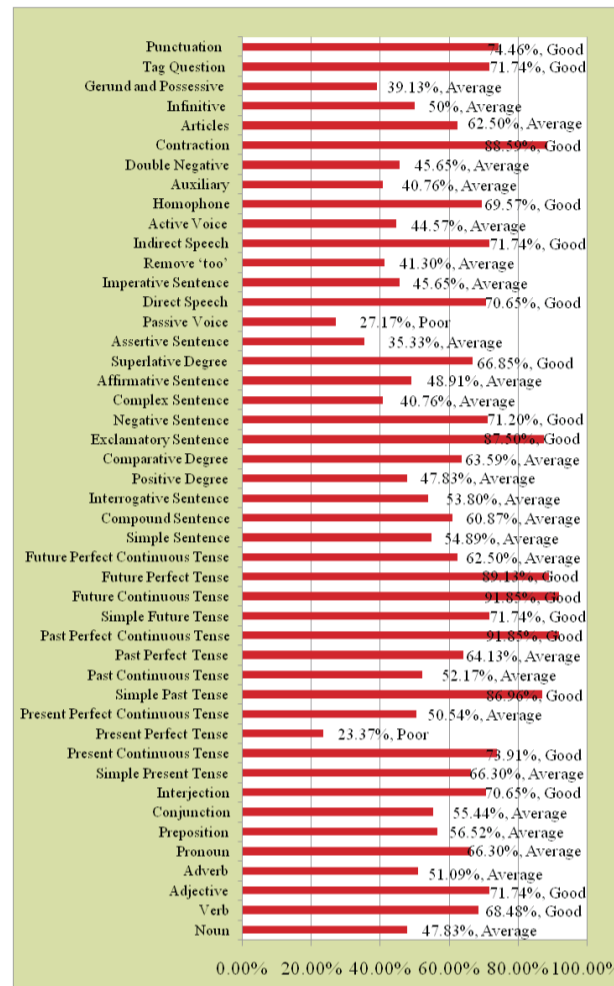
The Proficiency Test is administered for one hundred and eighty four representative subjects. It tests the subjects' learning about communicative aspects in English language and ultimately finds out the subjects' level of proficiency in English language. It contains forty six communicative aspects. These communicative aspects are taken from the selected paper. Forty six items in Proficiency Test represent these forty six communicative aspects of English language. With each item, three multiple choice responses are given. Of these three responses, one response is correct and two other responses are incorrect. If the subjects encircle the correct response, then it concludes that they have learned about that particular communicative aspect and if the subjects encircle two other incorrect responses, then it concludes that they have not learned about that particular communicative aspect.

Using the selected 'Assessment Tool' of dividing hundred percent into three equal portions as there are three categories in subjects' learning, if more than 66.667% of the subjects have learned about that particular communicative aspect, then the subjects' learning about that particular communicative aspect is Good; if this quantity falls between 33.334% and 66.666%, then their learning about that

particular communicative aspect is Average; and if this quantity goes below 33.333%, then their learning about that particular communicative aspect is Poor. Finally, using the same 'Assessment Tool', if the subjects are Good in more than 30.667 communicative aspects (Above 66.667%), then the subjects' level of proficiency in English language is Good; if this quantity falls between 15.334 and 30.666 (33.334% and 66.666%) then, the subjects' level of proficiency in English language is Average; and if this quantity goes below 15.333 (Below 33.333%), then the subjects' level of proficiency in English language is Poor. The subjects' frequency for appropriate response (in percent) and their learning about communicative aspects in English language are depicted in the following table.

Table 5.77
Subjects' Frequency for Appropriate Response (in Percent) and their Learning about Communicative Aspects in English Language

Communicative Aspects	Subjects' Frequency for Appropriate Response (in Percent)	Subjects' Learning
Noun	47.826%	Average
Verb	68.478%	Good
Adjective	71.739%	Good
Adverb	51.087%	Average
Pronoun	66.304%	Average
Preposition	56.522%	Average
Conjunction	55.435%	Average
Interjection	70.652%	Good
Simple Present Tense	66.304%	Average
Present Continuous Tense	73.913%	Good
Present Perfect Tense	23.370%	Poor
Present Perfect Continuous Tense	50.543%	Average
Simple Past Tense	86.957%	Good
Past Continuous Tense	52.174%	Average
Past Perfect Tense	64.130%	Average
Past Perfect Continuous Tense	91.848%	Good
Simple Future Tense	71.739%	Good
Future Continuous Tense	91.848%	Good
Future Perfect Tense	89.130%	Good
Future Perfect Continuous Tense	62.5%	Average
Simple Sentence	54.891%	Average
Compound Sentence	60.869%	Average
Interrogative Sentence	53.804%	Average
Positive Degree	47.826%	Average
Comparative Degree	63.587%	Average
Exclamatory Sentence	87.5%	Good
Negative Sentence	71.196%	Good
Complex Sentence	40.761%	Average
Affirmative Sentence	48.913%	Average
Superlative Degree	66.848%	Good
Assertive Sentence	35.326%	Average
Passive Voice	27.174%	Poor
Direct Speech	70.652%	Good
Imperative Sentence	45.652%	Average
Remove 'too'	41.304%	Average
Indirect Speech	71.739%	Good
Active Voice	44.565%	Average
Homophone	69.565%	Good
Auxiliary	40.761%	Average
Double Negative	45.652%	Average
Contraction	88.587%	Good
Articles	62.5%	Average
Infinitive	50%	Average
Gerund and Possessive	39.130%	Average
Tag Question	71.739%	Good
Punctuation	74.457%	Good
Noun	47.826%	Average



In the above findings, the subjects appear to be good in eighteen communicative aspects out of forty six communicative aspects. Thus, using the selected assessment tool of dividing hundred percent into three equal portions as there are three categories in subjects' learning, it is concluded that the subjects have average level of proficiency in English language. Therefore, the subjects are suggested to improve their level of proficiency in English language.

Also in the above findings, the subjects' learning seems to be poor about the communicative aspects of present perfect tense and passive voice; and the subjects' learning seems to be average about the communicative aspects of noun, adverb, pronoun, preposition, conjunction, simple present tense, present perfect continuous tense, past continuous tense, past perfect tense, future perfect continuous tense, simple sentence, compound sentence, interrogative sentence, positive degree, comparative degree, complex sentence, affirmative sentence, assertive sentence, imperative sentence, remove 'too', active voice, auxiliary, double negative, articles, infinitive, gerund and possessive. Therefore, the subjects are suggested to improve their learning about the above mentioned communicative aspects of English language.

STRUCTURED INTERVIEW

The Structured Interview is conducted for eighty three respondents including principals, HODs, English teachers and student representatives from the ten selected diploma engineering colleges. It contains thirty two statements with three multiple choice responses like Agree, Not Sure and Disagree. It obtains the data regarding respondents' opinions about the reasons behind subjects' average level of proficiency in English language.

From the researchers' point of view, the thirty two statements in Structured Interview are the reasons behind subjects' average level of proficiency in English language. Therefore, he puts them on test through Structured Interview for the selected respondents. It seems that in these thirty two statements, some statements are positive whereas some other statements are negative. In positive statements, if the majority of respondents agree about the statement, then it is not the reason behind subjects' average level of proficiency in English language; if the majority of respondents are not sure about the statement, then it appears that they are not sure whether it is the reason behind subjects' average level of proficiency in English language; and if the majority of respondents disagree about the statement, then it is the reason behind subjects' average level of proficiency in English language. In negative statements, if the majority of respondents agree about the statement, then it is the reason behind subjects' average level of proficiency in English language; if the majority of respondents are not sure about the statement, then it appears that they are not sure whether it is the reason behind subjects' average level of proficiency in English language; and if the majority of respondents disagree about the statement, then it is not the reason behind subjects' average level of proficiency in English language.

Based on the majority of respondents' opinion, the findings in the analysis and interpretation of the data, obtained through Structured Interview, are presented as following:

The unavailability of competent English speakers in diploma engineering colleges is not the reason behind the subjects' average level of proficiency in English language.

The examination oriented teaching and learning is the reason behind the subjects' average level of proficiency in English language.

The subjects' misconception about English language that it is not a language of day to day use, is the reason behind the subjects' average level of proficiency in English language.

No arrangement of periodical tests for subjects and teachers is not the reason behind the subjects' average level of proficiency in English language.

The incompetent teachers in diploma engineering colleges are not the reason behind the subjects' average level of proficiency in English language.

The subjects' and teachers' lack of coordination is not the reason behind the subjects' average level of proficiency in English language.

The subjects' lack of grammatical competence is the reason behind the subjects' average level of proficiency in English language.

The subjects' lack of interest in English language

development is the reason behind the subjects' average level of proficiency in English language.

The inadequate in-service training modules for English language development are not the reason behind the subjects' average level of proficiency in English language.

No arrangement of parent meets for subjects' English language development is not the reason behind the subjects' average level of proficiency in English language.

The teachers' no use of teaching aids and supporting materials is not the reason behind the subjects' average level of proficiency in English language.

The lack of language lab facility is the reason behind the subjects' average level of proficiency in English language.

The insufficient scope for the paper SPECTRUM a Text Book in English and Grammar is the reason behind the subjects' average level of proficiency in English language.

The overcrowded classes appear to be the reason behind the subjects' average level of proficiency in English language.

No provision to test subjects' English language proficiency in theory exam is not the reason behind the subjects' average level of proficiency in English language.

The subjects' busy schedules regarding other technical papers appear to be the reason behind the subjects' average level of proficiency in English language.

The lack of parental guidance is the reason behind the subjects' average level of proficiency in English language.

The teachers' use of translation method is the reason behind the subjects' average level of proficiency in English language.

The subjects' interest in native language is the reason behind the subjects' average level of proficiency in English language.

The teachers' disinterest in English language trainings is not the reason behind the subjects' average level of proficiency in English language.

The diploma engineering colleges' disinterest in subjects' English language development is not the reason behind the subjects' average level of proficiency in English language.

No regular practice of language skills in diploma engineering colleges are not the reason behind the subjects' average level of proficiency in English language.

The weak syllabus in the papers of SPECTRUM a Text Book in English and Grammar and Communication Skills appear to be the reason behind the subjects' average level of proficiency in English language.

The boring and monotonous way of teaching is the reason behind the subjects' average level of proficiency in English language.

The subjects' fear of English language is the reason behind the subjects' average level of proficiency in English language.

The subjects' wrong assumption about the needlessness of English language is not the reason behind the subjects' average level of proficiency in English language.

The appointment of low quality teachers is not the reason behind the subjects' average level of proficiency in English language.

The lack of proper counseling for subjects' English language development is not the reason behind the subjects' average level of proficiency in English language.

The conduction of interviews in Marathi language for teachers' recruitment is not the reason behind the subjects' average level of proficiency in English language.

The no arrangement of written tests for teachers' recruitment is the reason behind the subjects' average level of proficiency in English language.

The subjects' lack of interest in watching English T.V. channels is not sure whether it is the reason behind the subjects' average level of proficiency in English language.

The subjects' lack of interest in reading English books is the reason behind the subjects' average level of proficiency in English language.

The above findings in the analysis and interpretation of the data, obtained through Structured Interview, leads to the conclusion that the sixteen statements have proved to be the reasons behind subjects' average level of proficiency in English language. Based on this conclusion, the following suggestions are given.

There should not be an examination oriented teaching and learning.

There should be no misconceptions about English language that it is not a language of day to day use.

The subjects should become grammatically competent.

The subjects should increase their interest in English language development.

The college managements should make available the language lab facility for the subjects.

The sufficient scope for the paper SPECTRUM a Text Book in English and Grammar should be given in the diploma engineering course.

The classes should not be overcrowded.

The subjects should equally value the papers SPECTRUM a Text Book in English and Grammar and Communication Skills with other technical papers.

The subjects should get parental guidance.

The teachers should avoid translation method while teaching the papers.

The subjects should try to turn their interest from native language to English language.

The syllabus in the papers of SPECTRUM a Text Book in English and Grammar and Communication Skills may be revised with better changes to develop subjects' English language proficiency.

The teachers should teach the papers interestingly wherein they are required to be imaginative and innovative with the abundance use of motivating techniques with them.

The subjects should remove the fear of the English language.

While recruiting the teachers, the written tests may be arranged.

The subjects should read English books.

The above suggestions may enable the subjects for their good level of proficiency in English language.

CONCLUDING REMARK

The hypothesis, tested in the present research, is not proven as the subjects' level of proficiency in English language is appeared average. In this research paper, certain conclusions and suggestions are given. The reasons, inferred

behind subjects' average level of proficiency in English language may become serious, if not removed in time. The subjects in the next batches of diploma engineering course may also find themselves weak in English language. Therefore, it is concluded that the significance of the study is unquestionable as it may be referred for future improvements in the area of English language for the diploma engineering students. Besides, it is hoped that the present research work may assist the prospective researchers to undertake further researches in the area of English language.

As a future scope of research, it may be suggested that the Marathi medium subjects' level of proficiency in English language may be studied in comparison with those of the English medium subjects. A comparative study of the level of proficiency between male and female subjects in diploma engineering colleges may be undertaken. Diploma engineering college teachers' level of proficiency in English language may be studied. A comparative study may be held upon the syllabus contents and their executions between government autonomous diploma engineering colleges and unaided diploma engineering colleges and it may also be held upon the acquirement of English language of the technical college students and non-technical college students. The gap may be studied between the industries' requirements of English language and the attempts, made towards the fulfillment of it by the technical education system. The new and advanced trends in English language' teaching and learning may be studied in reference with diploma engineering colleges. The comparison between Maharashtra State Board of Technical Educations' education policies and technical universitys' education policies regarding English language may be studied with their merits and demerits.

A thorough discussion may be conducted over the inclusion of literary aspects in the syllabus of diploma engineering colleges and the need of separate English department may appropriately be convinced through research work. In the present research paper, few suggestions are given to enhance the subjects' level of proficiency in English language. The new researchers may approach to it with their own new and innovative suggestions and recommendations for the improvements in the selected area of the study. The new researchers may also come ahead with their own designed syllabus of English language for diploma engineering students and may prove its strengths, applying research methodologies.

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