ABSTRACT

The advent of information and software technology increased the demand for engineering studies and spurred the excessive expansion of engineering colleges in Andhra Pradesh during the recent years. The study is in response to the urgent need for oral communication skills in English language in Telugu medium background studies. The recent development in information and communication technology has caused in phenomenal increase in the importance placed on communication skills in the rapidly expanding engineering sector. However in the changed milieu of this century, academic expertise in itself is not enough. Professionals realize that every engineer should go good at communication skills and interaction in the work environment. English is taught in India very extensively as a compulsory second or third language in all schools and colleges. In spite of these facts the proficiency levels of the students are very poor at their higher education.

The decision taken by the Andhra Pradesh government to increase the percentage of engineering colleges and their intakes recently, especially in the private colleges made the situation worse, because students are not realizing the importance of oral communication in the field of engineering and joining in engineering colleges. In order to make the students learn oral communication skills swiftly inadequate teaching methods are introduced but result are unsuccessful. All engineering colleges are following the method of teaching which is universal and not individualized. This is one of the important factors that bring about unsuccessful attempts in language acquisition. The content of the materials for the English course for engineering students is thematically related to the subject of engineering with skill-practice and task built around it. English
courses in engineering colleges are primarily reading based with learning towards English for academic purposes. But the English language needs of engineering students have changed with the distorted academic environments and opportunities created by globalization. The need right now is more towards the professional communication rather than mere academic use.

Earlier many researchers has stated on this same topic, developing English language through audio-visual aids. But as Andhra Pradesh Engineering students are becoming engineers and going to work in different corporate sectors they must be good at oral communication skills. I choose Usha Rama College of Engineering, Vijayawada which is affiliated to JNTUK is the best place to carry out my study and implement my work and ideas. Andhra Pradesh engineering students having many of them coming from regional medium schools and colleges they desperately need of communication skills and this study is focused on developing oral communication skills of AP engineering students.

This thesis was divided in to 5 chapters and how each chapter is divided and how the study was administered and analyzed and came to conclusion are explained below.

Chapter 1, ‘Back Ground of the Study’; discusses the introduction about the audio-visual aids, oral communication skills and need for constructivism. This chapter will enable us to understand the basic idea of audio-visual aids. The researcher clearly explained starting from the kinds and categories of teaching aids and how broadly they can be classified. In order to know the importance and why audio-visual should be used in teaching the researcher also mentioned the characteristics of audio-visual aids. The
researcher proceeds further by explaining how audio-visual aids are used in teaching languages. Moreover the researcher also described what are the oral communication skills and their advantages and importance to the present day engineering students. The researcher mentions the constructivism and its importance and first chapter was concluded with the research questions, hypotheses and aim of the study.

Chapter 2, ‘Review of Literature’; this chapter speaks about the related literature and the topic’s history and its progress overtime. As history goes back to Piaget’s state of cognitive development theory, the researcher explained in detail how Piaget explained his theory of cognitive development. The researcher also considered the present study of audio-visual research and how we can integrate in constructivist classroom setting. As researcher found that Martin and Greenon Brooks are the proponents how made best use of the constructivism, hence Martin and Brook’s application of constructivism in the present day classroom settings are explained. At last in this chapter the researcher also explained clearly how audio-visuals can be incorporated in constructivist classroom setting and how to develop oral communication skills.

Chapter 3 is ‘Methodology’. This chapter describes how this study was administered and what all the tools, how target group was selected and how data was collected by the researcher. The researcher has chosen the qualitative research type to carry forward his study. This study was started with classroom observation. Here the researcher clearly explains the tools i.e. teacher’s interview, teacher’s questionnaire, pre-test and post-test questionnaires. Since this study is for developing oral communication skills the researcher utilized audio-recording device as the best tool to collect spoken data. In order to find out the level oral communication skills development the researcher
recorded the oral communication skills before the intervention. And during the intervention researcher made use of the audio-visual aids and constructivist classroom setting for developing oral communication skills. After the intervention the researcher also taken audio data of oral communication skills through audio recording device form the same target group. This chapter describes the procedure of collecting data and how this study was administered by the researcher.

Chapter 4 is ‘Data Analysis and Interpretation’. In this chapter the researcher describes very clearly how collected data was analyzed and interpreted. Researcher starts describing the analysis of classroom observation, teacher’s interview and teacher’s questionnaire. And later the researcher also analyzed pre-test and post-test questionnaires; answers of the target group. The researcher analyzed the pre and post test audio recording by giving marks considering the target group’s vocabulary, fluency and dialogue formation accordingly. Finally this chapter clearly explains the comparison of marks from pre-test audio recording to post-test audio recording. As there is highly encouraging development in the results that is clearly shown in graphical diagrams, starting with pre-test audio recording marks and post-test audio recording marks individually and in order to show the level of development the researcher combined two test marks in one graphical diagram.

Chapter 5 is ‘Findings, Conclusions and Suggestions’. After administering the study, analyzing and interpreting the data the researcher explains the summery of the research and major finding that the researcher encountered. In order to calculate the increasing of oral communication skills, data was applied to standard deviation calculation. The developmental level is 8 out of 10 and the results are highly
encouraging. The researcher further writes the recommendations for further research and checked whether the present study results are matching with the research questions and hypotheses which stated at the beginning of the study. Further research also described the problem that he faced during administering the study. And implications in selecting the audio-visual aids for developing oral communication skills are clearly explained.