Chapter 3

METHODOLOGY

3.1 Introduction:

The following chapter explains the tools that I have used in conducting the study and also procedure used for data collection. To experiment the hypothesis, the test was conducted to study on the current situations of teaching methods and how far audio-visual aids are used and how well they are used in the language classrooms of Usha Rama engineering college. The analysis contains of an oral comprehension test, questionnaire for the students, teacher interviews and classroom observations. The above mentioned methods are very much helpful to know the genuine teaching and learning situations prevalent in the classroom. This type of experimental evidence would be highly essential for my study. The central purpose of the study is to increase the communication aids and that can be found out first through classroom observation and interaction. As my study is experimental, after the observation of classroom and interaction and basing on those results my further study is carried forward accordingly.

3.2 Context of the Study:

As a matter of information, the learners of A.P are pronouncing English words almost correctly. Still, several issues are tangled in failing to eloquent well. As Mac Carthy rightly said; a student may be able to make all the English sounds quite well, how are they used in any given word or sentence? And the trouble is, as we know, that English spelling is a most unpredictable guide in this substance. If the students go by spelling,
he/she is bound in very many cases to commit mistakes of pronunciation mistakes involving not faulty articulations, but the use of inappropriate sounds even if they are English ones”. On the other hand most of the teachers do not attentive of the importance of spoken communication in each and every stage. Hence, their English is a domestic or local variety of English in which there is no possibility of global intelligibility.

Consequently, learners need a model of the target language to replicate, a kind of Standard English, which is methodical in training. Teachers with such good model play a vital role in teaching correct articulations. The more a teacher cares his own articulation the better a learner cares and learn the pronunciation. Learners will automatically develop their own pronunciation at the school/college level if they get a chance to listen to it daily in the classrooms. And good number of teachers who are well known and their spoken English is not closer to a global model. Additional, an interesting thing is the educators who are trained in teaching pronunciation theoretically are getting unsuccessful in real practice.

This breakdown in order to bridge the gap between theory and practice are probably due to the following Reasons:

1. Lot many number of teachers are not good at theoretical knowledge even though they know nothing about phonetics and the method of teaching, they could be able to get impressive practical results sometimes may not be all the times; this is only because of applying practicality and the principles, due to natural teaching ability and using the method of trial and error in their teaching.

2. Mistreating over the theoretical knowledge and having a wrong conception that their students are extremely interested in phonetic theories.
3. Using the widely accepted methods while dealing with the subject of pronunciation with a target to correct their student’s errors. But, due to the lack of harmonization between student’s errors and teacher’s identification student and teachers are still failing to apply such methods successfully.

These features suggest that theoretical knowledge solely may not make any one confident and capable in oral communication skills. It required an effective practical instruction. In this regard Gunn and Gethin Mark have clearly written that; studying or by hearting the phonetics is an academic and theoretical approach that simply cannot work in practice. Even among the people who have made a special study on phonetics, only a few can pronounce foreign languages fairly accurate manner, and some are unpromising. Among those who have not studied phonetics, a few can pronounce foreign languages very well and some are some cannot pronounce well may because of their mother tongue influence.

Skills in oral and nonverbal communication are very essential for all of us, specifically if we train to be an engineer, a doctor, a teacher, a lawyer, a business man, a nurse, a vendor of goods, or salesman etc. In the above mentioned professions the desired purpose cannot be achieved without proper communication of ideas and thoughts which convince the target person or persons to every ones” point of view.

The researcher had noticed in his teaching that many students in technical institutes or colleges do lack effective communication skills, and this deficiency comes to hinder even their understanding of the subjects they learn in their various courses.
Unfortunately there is an incorrect hypothesis that, since Telugu is the mother tongue of these students, they are already prepared to communicate well. This incorrect assumption is also encouraged by another incorrect hypothesis that since these students have learned Telugu for many years and at the secondary and higher secondary stages, their expertise in using Telugu for various forms of communication is fairly good enough to meet their professional needs.

To enhance communication skills of the pupils, college is providing well equipped communication skills lab to their students. During this lab hours students are trained by using special software to improve four integrated skills like listening, reading, speaking and writing. Interactive sessions which are conducted in the lab will enrich students’ language and fluency. Hence Language and Communication labs are equipped with 40 computers each with multimedia and licensed software for training and making the students to develop all language skill. All most all the subjects’ topics are allocated with the assist of online materials and online lectures. For instance, the lectures and the syllabus content and troubles to be solved including examples, are all made available on a server (LAN) and each student can go back and re-refer or re-listen the material repeatedly as many number of times as the students need, and it’s not like a teacher delivered lecture which can only be heard in real time only in the class. This opportunity to re-listen provides a great deal of help for those students who are struggling and finding with understanding the lessons because they are missing some basic thoughts or points. The Smart class Room or e-class room environment also makes it possible for learners to
work on problems and doubts at an individual pace without being left aside in a classroom setting and being lost forever.

Every student is provided with a personal computer (usually a laptop or tablet) in all the classes from day one and very much of the educational learning experience is complier integrated. It is followed obligatory that all the text books for all the subjects will be made available online and each method and technique of problem solving will be hyperlinked back to the specific content in the textbook so that the student can easily and quickly review the material needed to solve the problem at hand. Every lecture is designed to develop all the language skills concurrently. After each lecture or lesson there would be exercise for developing grammar skills and specimen videos of daily conversations and video lectures.

The College, capturing the importance of communication skills for the engineering students, it has started "Centre for Development of Communication Skills (CDCS)" in the year 2004. This centre targets at making students to speak and write simple and correct English and use the language confidently in the beginning when they are in first two years of engineering and later instruct them in soft skills so that the learners get placed in well reputed Multi-National Companies extending worldwide. So, keeping in mind the change, goals and needs of the industry, the lab is now focusing on strictly training the students from their first year engineering itself in communication skills, life skills, soft skills and counsels and special training classes for the students who are required.
CDCS was set up as an ENGLISH LANGUAGE COMMUNICATION SKILLS LAB (ELCS Lab) as per the norms and regulations of JNTU in the year 2005. ELCS Lab is to provide GRE, TOEFL, GMAT and IELTS training for the students who aspire to pursue their education abroad along with continuous and laborious on campus and off campus placement trainings in the collaboration with the English department to support the Training and Placement Cell (TPC). The lab has a digital library consisting of 630 books on English language and communication skills, soft skills, personality development and other material for competitive exams apart from the different magazines. And college also ties up with number of journals not only for English language development but also mainly for engineering subjects. The CDROMS and audio cassettes assist enhancement of listening skills and by listening students can make their pronunciation and make the neutralization of accent. The 40 computers in the language lab support multimedia learning with software that provides self-learning capacity and self assessing opportunity for learners with mixed language proficiency levels.

The Interactive Communication Lab chains communication skills enhancement too. It has an LCD Projector, Public Address System (with the roof fixed speakers on it), a handy camera and a TV set to record and repeat the performance of each student during presentations, group discussions and practices. So that students can view their own performances and body language and their way of presentation and change themselves wherever necessary.

This college has got an Authorized Learning Centre (ALC) for Modular Certificate Courses of Osmania University's PGRR Centre for Distance Education in
association with Andhra Pradesh State Council for Higher Education. More over INFOSYS campus Connect for soft skills Training, proficiency course certificates and online engineering and language courses, Business English Certificate training and other language proficiency certificate courses training is provided in the Lab itself by faculty members who have undergone training by different professional corporate sectors to enable these courses to the students. The lab also got the grants from AICTE under MODROBS scheme and is in the progression of better modernization.

3.3 Type of Research:

The potency of qualitative research is its ability to provide complex textual descriptions of how group experience a given research issue. It provides information about the humanitarian side of an issue, i.e., the often contradictory behaviors, beliefs, opinions, personality development, emotions and relationships of persons. Qualitative methods are also effective in identifying insubstantial factors, such as social standard, socioeconomic status, gender roles, religion and ethnicity, whose role in the research subject may not be readily obvious. When used along with quantitative methods, qualitative research can aid us to understand and better recognize the complex reality of a given situation and the inferences of quantitative data.

Although findings from qualitative data can often be total to people with characteristics which are similar to those in the study of population, understanding a rich and complex understanding of a specific social context or phenomenon which typically takes precedence over provoking data that can be generalized to other environmental
areas or populations. In this sense, qualitative research differs slightly from the scientific research in general.

Qualitative research methodology in its rationale as it tries to quantify the problem and understand how widespread it is by looking for projectable results to a larger population. Here we collect data through surveys like online, phone, daily paper etc. Methods and data in qualitative research are collected from interviews and observations of social lives. Qualitative research moves towards, which permits researchers to find out the meanings of individual level of oral communication skills, as well as group, through the words and opinions of the participant. Thus, information about these topics can be obtained through personal and usually individual data collection from observations and by exhaustive interviews. The process of collecting data is determined by researcher’s choice of patterns, which will guide the design of the research.

In addition qualitative research has abundant valuable uniqueness that is very helpful when trying to comprehend the meaning and students can be tested. Even though many people confer critiques regarding the way that the research is carried out, it is very important to understand that this research is dissimilar from the quantitative research and the criteria of analysis have to be modified to it. And qualitative research is also an inductive study, so the purpose of the research is to for a theory. Hence the researcher chose qualitative method as suitable for his research.

Since this is a classroom based action research which focuses on investigating the classroom situation and trying to know how well audio-visual aids are used and basing on the data that the researcher collect suggesting how a digital classroom is utilized and
which approach suits the students to develop oral communication skills by using audio-visual aids in the best manner. Hence for this study or research the researcher has chosen single group of 30 students. These students are experimented through pre-test and post-test questionnaires and suggesting the effective intervention of materials to develop oral communication skills of (JNTU K) Usharama College of Engineering students.

3.4 Classroom Observation:

Systematic classroom observation is a quantitative method of evaluating classroom behaviors from direct observations that identify both the events and behaviors that are to be observed and how they are to be recorded. Usually, the data that is collected from this procedure focuses on the frequency with which precise behaviors or types of behavior took place in the classroom and measure their length. There are several elements that are common to most observational systems.

- The purpose for the observation
- Operational descriptions of all the observed behaviors
- Training processes for observers
- Specific observational focal point
- Setting
- An element of time
- An observation agenda
- A method to record the information
- A method to process and analyze the data.
Prior to the utilize of systematic observational methods and research on effective teaching characteristically consisted of subjective information based on personal and anecdotal accounts of effective teaching. In order to develop a methodical and systematic basis for teaching, researchers began to use the more objective and trustworthy procedures of systematic classroom observations. During the last quarter of the twentieth century, quite a few hundred different observational systems have been urbanized implemented and used in classrooms. There have likewise been hundreds of studies and researches that have used classroom observation systems since the 1970s.

Although there are a number of types of observational procedures or techniques or methods that have been used to examine the effective teaching, for example; charts, checklists, rating scales and narrative descriptions. The most widely used process or research method has been systematic classroom observation based on interactive coding organizations. These interactive organizing systems allow the observer to record nearly everything that students and teachers do during a given time intervals. These interaction systems are much unbiased and typically do not require the viewer or spectator to make any high inferences or judgments about the behaviors they observe in the classroom. In other way, these low-inference observational systems provide specific and easy identifiable behaviors that onlookers can easily code them. Some of the more frequently used observation instruments are the Brophy Good Dyadic Interaction System, the Classroom Observation Schedule and Stallings Observation System. They all have been broadly used in research studies and in the teacher development projects designed to improve classroom instructions.
Some of the major strengths of using classroom observation agree instructors to do the following: (a) allow researchers to study the processes of education in realistic settings (b) afford more detailed and specific evidence than other data sources and (c) stimulate alter and verify that the change occurred. The images of instructional events that are provided by this method have also been found to lead to improved understanding and better models for improving education.

A final strength of this research method is that the conclusions from these observational studies have provided a rational, well-substantiated knowledge base about successful instruction. As well many of the reviews and summaries of the classroom observation researches, such as that of Herb Walberg, has consistently established that a number of classroom behaviors meaningfully relate to students' academic achievements. Several aspects of classroom instruction such as conducting regular reviews, presenting new material, providing feedback and correctives, conducting guided practice, conducting independent practice, and conducting weekly and monthly reviews have been found to be significantly related to students' academic achievement. In other words, research using organized classroom observation has provided us with a substantial knowledge based on that has helped researchers to understand effective teaching.

The main purpose of classroom observation has so many legitimate and important educational reasons. This paragraph summarizes three important purposes or areas where systematic classroom observation has been laregely used:
(a) Explanation of instructional practices

(b) Examination of instructional discriminations for different groups of students

(c) Development of teachers' classroom instruction based on criticism from individual classroom or school profiles.

Here the researcher has observed the higher secondary classroom in order to know how far English teachers are using audio-visual aids and how much focus is given for oral communication skills in the language classroom. Researcher observed the classroom which is consisting of 30 students and one of the College English Teacher has taught the poem “A Poison Tree written by William Blake” teacher has started the class with a motivational story and explicated information about the poem from the learners successfully and he used the projector for projecting the poem in the classroom as the syllabus is provided though LAN in Usha Rama College of Engineering. After the explanation of the poem he has explained the grammar part. After the observation the researcher came to know that the English teachers are not using the audio-visual aids for developing oral communication skills.

3.5 Teachers’ Interview:

Much of qualitative research relies on spoken interviews with participants to gather detailed data regarding the occurrence under the assessment. In an activity that calls on not only tough interviewing techniques but also the actual skills used when working with patrons, interviewers which provoke challenges intrinsic in both domains: How do they conduct an perceptive interview that yields rich and meaningful data while
instantaneously helping participants feel safe enough to explore in depth usually difficult experiences with a relative unfamiliar person? Perhaps complicating this process, qualitative researchers also must attend to the ethics of interviewing procedures. The ethics of interviewing are beyond the range of the researchers such researchers have often been trained, and may even be credentialed, to address others’ distress.

When conducting research study, however, they tread a sometimes difficult line between interviewer and therapist, a moral challenge that other social and art researchers may not face. In this study, the researcher discusses the important considerations that researchers must address, both before and during the interview only, as they engage in this methodology for data collection. We do so in the hope that our discussion of these fundamental components of qualitative interviewing will not only advance researchers’ implementation of such interviews themselves but will also support qualitative research more broadly. Whenever possible, we integrate existing empirical evidence and relevant theory and conclude by suggesting fruitful research avenues for advancing our thoughtful of the qualitative interview process. We acknowledge, as well as, that our focus is not meticulous: There are certainly additional topics worthy of consideration, but we have included those that have frequently been of most relevance in our own research.

Interviews assist face to face discussion with human subjects. If we are going to utilize interviews we will have to decide whether we will take notes not distracting oneself, tape the interview which also is a accurate but time consuming, trust on our memory not to become foolish or write in their answers and they can lead to closed questioning for time saving sake. If we decide to interview we will need to sketch up an
interview schedule of questions which can be either closed or open questions, or an assortment of these. Closed questions tend to be used for asking for and receiving answers about fixed facts such as numbers, names and so on. They do not require assumption and they tend to fabricate little answers. With closed questions we could even give our interviewees a small collection of possible answers from which to choose. If we do this we will be able to manage the information or data and quantify the responses quite easily. Like Household Survey and Census researchers will ask closed questions, and often market researchers who stop us in the street do the same as survey data collection. We might ask them to designate how true for them a certain declaration was felt to be, and this too can provide both a closed response. For example let’s take the food survey; one which can be quantified 30% of those inquired said they never ate rice, while 45% said they did so regularly at least once a week... and so on data would be collected.

The difficulty with closed questions is that they bound the response the interview can provide and do not enable them to think intensely or test their real values or feelings.

If we ask open questions such as for example; „what do you think about the increase in traffic?” we could get an almost endless number of responses. This would give us a very good idea of the variety of ideas and feelings that people have, it would facilitate them to think and talk for longer and so show their feelings and views more completely. But it is very difficult to compute these results. we will find that we will need to read all the remarks through and to categorize them after we have received them, or merely testimony them in their diversity and make general statements, or pick out particular comments if they seem to fit out purposes. If we decide to use interviews:
• Identifying our sample.
• Depict set of questions that seem appropriate to what we need to find out.
• Starting with some basic close ended questions (name, experience etc.).
• We shouldn't ask leading questions.
• Trying them out with colleagues.
• Pilot them first, and then refine the questions so that they are genuinely engaged with our research object.
• Contacting our interviewees and ask permissions, explain the interview and its use.
• Carrying out interviews and keep notes/tape recording them.
• Transcribing.
• Thematically analyze results and relate these conclusions to others from our other research methods and strategies.

As researcher couldn’t come to one particular conclusion about, where students are weak and how they are being taught English language in the classes. And as the researcher couldn’t draw any outlines out of classroom observation by online on teacher, hence the researcher has chosen the 4 teachers to find out how far they are using audio-visual aids in order to improve oral communication skills. But surprisingly the answers that I got from teachers are very different from one another, because few teachers said that they are using audio-visual aids more likely to teach lesson like poem or grammar rather than for oral communication skills, and few teachers said that they are more
comfortable with traditional activities like group discussions and debates not with the help of audio-visual aids.

3.6 Description of Teachers’ Questionnaire:

Questionnaires are frequently seen as logical and easy option as a way of collecting information from students and teachers as well. They are actually rather difficult to design and because of the reason of the frequency of their usage in all contexts in the modern advanced world, the response rate is nearly always going to be a problem less, unless we have ways of making students to complete them and hand them in on the spot and this procedure of course limits our samples, how elongated the questionnaire can be and the kinds of questions are asked. As with interviews we can decide to use close ended or open questions, more over we can also offer defendants multiple choice questions from which to choose the statements which will most nearly describes their response to a statement or report. Their outline is an art form in itself because in weakly laid out questionnaires respondents are inclined, for example; to repeat their ticking of boxes in the same prototype. If given a choice of response on a scale 1 to 5, they will usually opt for the middle point, and often tend to miss out subsections to the questions. We need to take experts” advice in setting up a questionnaire, confirm that all the data or information about the respondents which we need is included and filled in, and ensure that we actually get them came again. Expecting people to pay to return post questionnaires is sheer stupidity, and drawing up an actually lengthy questionnaire will also inhibit respondents” response rates. And we will need to ensure that questions are very clear, and that we have consistent ways of collecting and organization the data.
Organizing a questionnaire that can be read by an optical mark reader is an outstanding idea if we wish to accumulate large numbers of responses and analyze them according to the statistically rather than reading each questionnaire and inflowing data manually.

We would find it useful to consult the array of full and excellent research books accessible. These will deal in much greater depth with the reasons because, processes of holding and processes of analyzing data from the variety of research methods available to us from the different theories and methods.

Teachers’ questionnaire is prepared such a way that teachers should fill the columns of name, qualification and years of teaching English experience and their views of using audio-visual aids and their opinions on how audio-visual aids should be and suppose to be using in the language classroom. First two questions are asked in order to know how are they taking English classes and how well students are responding to their mode or method of teaching. Third question is asked to know whether and how they are using audio-visual aids in the classroom and this question is asked in such a way that if a teacher says that he/she is using audio-visual aids in the classroom, how are they using and if teachers are saying that they are not using audio-visual aids they should also give reasons, why they are not using audio-visual aids in their language teaching. Fourth question focuses on trying to know whether the teachers are successful in using or applying technology to their teaching. Because to my guess from many experiences that many teachers are not successful at first and for longer time using audio-visual aids in their language teaching. And fourth question is asked to find out how would students perform or participate in the classes while teaching. The next question is asked to
teachers in order to find out either they are using technology to develop oral communication skills or to teach the lesson itself (like poem, grammar, essay etc.) and this question is to find out the purpose of using audio-visual aids in the classroom. And next question is follow up of this question that if they are using audio-visual aids at all. Are they using just because it is rule in the college that every teacher should make use of technology in the classroom or as it is commonly spoken and accepted by all most all the teachers that it is necessary to use audio-visual aids for better learning of language or do the teachers really convinced and realized the need of technology for language learning. Even seventh question is also continuation of the 6th question, because this question is also posed to know the opinion and view of the teachers on using audio-visual aids because, few teachers use technology because as though they have to use or by creating a situation and making it compulsory. At last the eighth question is asked to know the feeling and response of the students in the class as their syllabus is developing oral communication skills and whether teachers are doing their best in making use of digital classrooms or not.

3.7 Description of Students’ Pre-test Questionnaire:

Action research may employ the usage of questionnaires when it is impossible to interview every student. Questionnaires usually consist of open or close ended questions or items that measure the facts, values or attitudes. For example; an action research survey might try to collect information about a particular teacher’s arrangement style after every class for a period of time. Because this involves the comments of 150 students regarding 24 lectures, it would be unmanageable to interview each one particularly every
time. Therefore, a standard questionnaire would be organized to collect the desired information or data. Both qualitative and quantitative researches use questionnaires to collect data and information. Close ended questions force responses, scores quickly, and are easy to be evaluated. To ensure consistency, inventories often restate the question or item more than a few times. Open ended questions permit the student to provide a more complete or comprehensive responses. Although open ended responses are not easy to analyze, they often provide specific and meaningful information or data.

Simultaneous supervision of questionnaires to multiple people at various places and locations is one of many positive advantages associated with this kind of methodology or the procedure. Anonymity is an additional benefit of questionnaires that makes them an effective tool for collecting data and information on sensitive or prohibited activities. Since duplication and postages are generally the only costs related with questionnaires, hence data collection is economical.

Questionnaires have several disadvantages together with low response rates, especially when part of group mailings. Questionnaires usually contain objective items written as multiple choices, fill in the blanks, or short answer items etc. Although the above-mentioned item types are easy to score, the responses only provide very limited pictures of the circumstances to the researcher. A further problem associated with questionnaires is the frequency that students or respondents select socially desirable rather than candid responses. Well-written items should be neutral to eliminate bias. To ensure validity researchers should follow the rules or guidelines listed below.

(a) Asking questions based on short-term rather than long-term recollection because of the decreased accuracy.
(b) Avoiding using negatives or negations because they often cause confusion.

(c) Using an underlined or discriminating font when the use of negatives is inevitable to draw the attention to them.

(d) Asking more than one question for one response makes data more clear.

(5) Separating the items that require multiple answers by placing them in the other part of the questionnaire.

Other deliberations for writing items include:

(a) Spelling out the acronyms and defining the difficult terms in outset of the questionnaire.

(2) Using other to tire out choices when asking a student to check all answers that apply.

(3) Avoiding the use of „do not know” as an option.

(4) Asking exclusively for the information wanted.

(5) Limiting the use of open ended and ranked questions.

Many questionnaires use the „Likert scale’ to calculate standard responses. As discussed prior, Likert scales range from three to seven stages such as; (1) very strongly agree (2) strongly agree (3) agree (4) neutral (5) disagree (6) strongly disagree and (7) very strongly disagree. Once the measurement scale has been resolute, the researcher should generate evaluative groupings as well as the individual items. By using declarative statements and designing hypothetical situations to increases the possibility of collecting the desired data or information. The use of 360 degree feedback surveys is an instance of one type of questionnaire utilized in training. These questionnaires will ask direct reports, superiors and colleague to pace an individual’s performances. Based on the collection of results, and individuals develop an action plan to progress their skills in the areas which
are measured. The anonymity associated with completing this way of survey provides employees the opportunity to articulate their perception without fear of reprisal. As a result, individuals are able to recognize needs quicker and find ways to develop issues with communication and teamwork further effectually. Before distributing any questionnaires, researchers or administrators should have several other people review the items to recognize and find out any confusion associated with verbiage and evaluate the appropriateness of the scales and limitations used. Patten suggested that having approximately of ten individuals, similar to the target residents, answer the items and write them down any concerns, problems, frustrations or errors they have already. Later, the researcher should administer an item analysis with twenty five or more randomly selected students. Once this second group has completed filling and answering the questionnaire, number of respondents who are selected specific choices should be equated. Based on the results, it may be discreet to revise or even eliminate particular certain items. The second phase of the entry analysis should compare the responses of high and low groups on individualized items. In order to do this, the researcher allots each response level weighted marks, based on points to identify the occurrence of patterns after totaling responses information. The final step is to total an analysis on identified patterns to settle on the need for changes. Once the questionnaire is ready for distribution, the researcher should write an accompanying interpreted data. The cover letter should introduce the questionnaire by describing the purpose of the questionnaire, identifying the date that the response is due if researcher thinks that is applicable. On guarantee of confidentiality, approximate time it will take to finish up the questionnaire, where it needs to be returned, and gratitude for the individual’s time and consideration
should also be articulated or mentioned in the cover letter. Concerning the questionnaire’s arrangement and set up, detailed instructions should be listed at the beginning initially followed by consequent instructions to communicate any changes if necessary. Categorizing items by content and including subheadings where appropriate helps respondent to complete the questionnaire quickly and accurately. It is also important to match response types. Making use of different value scales for items or reversing the value of the scale occasionally will confuses the participants. So, consideration to the administration and distribution of questionnaires is also very much necessary. A set of written instructions should be provided to the administrator or take taker to read when they are directing the questionnaire to the participants and this helps guarantee receipt of a reliable and steady message. At times when personal administration is not feasible due to dispersed students located throughout large geographical areas, self-administering questionnaire may be more practical and reliable. If mail is the technique of distribution, researchers should package the questionnaire in a manner that does not resemble like a junk mail. More over it is necessary to follow up letters or mails that acknowledges the busy schedule lifestyle of questionnaire recipients yet encourages them to complete the survey is recommended as well.

Without a cover letter to introduce a questionnaire to the respondents may lead the questionnaire respondents go astray. Questions about the expectations and hope regarding the questionnaire are universal. Instructions are very essential, without these instructions, respondent rarely complete questionnaires correctly and accurately. Needs analysis is one example of training questionnaire. This document ensures that the training material which is developed meets the needs and expectations of the respondents and the
followers of the study. To increase the acceptance, researchers should solicit input from individuals from multiple situations.

The researcher has formed totally 13 questions in pre-test students’ questionnaire. All the questions are trying to know the opinions of the students on English language classroom, how far students are using English language for their communication and to know how audio-visual aids are used in the classroom by their teachers and whether they are trained or guided in developing communication skills, whether their syllabus and classroom audio-visual aids are suitable to develop oral communication skills and do they have any idea or how they want their language classroom suppose to be and at last whether they like audio-visual aids usage in the teaching and to check with the students how well they are ware that audio-visual aids play a large role in developing oral communication skills.

First question focuses on knowing whether students speak English or not, how far they speak in English language and whether usage of English language is restricted to the classroom or any other places like day to day life, in informal situations. Second question is posed to know whether the syllabus of the college is giving any opportunity to develop oral communication skills. And if yes, students also need to explain how far their syllabus designed for developing communication skills. Third question tried to find out how their English teachers are teaching English classes. As students’ language skills will be basically adopting from the teachers itself. And fourth question is asked to check whether the students are aware that audio-visual aids can help in a best way to develop oral communication skills or not. This question is posed particularly because as students are technically advanced there is a fair possibility that students might be wanting their
teachers to be using some technology in their classrooms, hence this question is asked to students to check whether the students are aware that audio-visual aids will help them large in developing oral communication skills or not. Fifth question is framed such a way that whether their college’s classrooms are digitized and more over if they so yes, and they need to answer how well these audio-visual aids are setup. And the following question is outlined in order to grasp the information whether the particular teachers of English are using audio-visual aids as part of the procedure of the lesson and this question is asked only to students because sometimes teachers may use audio-visual aids and they think so but we cannot consider that as teachers are really using audio-visual aids unless that is understood by the students. Seventh query is sentenced in such a way that students can give information whether their teachers are using audio-visual aids to develop oral communication skills, because not all the teachers aware that audio-visual aids will help at large in developing oral communication skills as well helping large in language development. The following question is in continuation of this question because if students say „yes” answer now they need to answer for whether their teachers are using audio-visual aids for developing oral communication skills. Next one is asked in such a way that whether the usages of audio-visuals are helpful or interesting to the students. This question is asked purposefully because few teachers must be audio-visual aids for the only reason that they suppose to be using and they don’t mind whether students are interested and to find out whether technology is used in such a way that it is really helping the students. Tenth question is as same as previous question but the slight difference is whether their teachers are creating the need of the audio-visuals usage or just using whenever teachers wanted to use. Next question tries to draw the concluding
line about the usage of audio-visuals in their classroom and students will give answer whether they like the connection of audio-visual aids or not. Last two questions are asked in this pre-test to students just to find out their opinion and earlier one is to know their opinion or suggestions for best usage of audio-visual aids in order to develop oral communication skills and later one is asked to know their opinion on how a language classroom should be or supposed to be structured.

3.8 Description of Pre-test Audio Recording:

The recording of sound particularly speech, for the purposes of data collection is very energetic in recent years. The recording of audio data through devices such as tape recorders, video recordings have been a significant development within qualitative research by replacing the researcher's and students’ handwritten notes. Over time the devices have become more pervasive among researchers and a well-known technology for those whose life or views are being observed and recorded for the exact data analysis. Audio-recorders are perhaps most often used in interview or focused group settings, but may also be used to record naturally happening data such as professional meetings or perhaps for the researcher to dictate and to check the oral communication skills of his or her own field notes. The resulting recorded data are usually copied at a later time. The excellence of audio-recordings has improved over time with advances in audio and video technology.

In order to develop in-depth understanding of the main research question “How can I assist students of B.Tech studying students to improve Oral Communication Skills in Usha Rama College of Engineering, JNTUK”, qualitative research method was
selected in order to improve oral communication skills of young learners in engineering context. Within qualitative research model an action research design was adopted as it helped in using different teaching techniques and to develop action plans and patterns in the form of lessons to develop and change the situations. As Norton states that, “Action research is inferring a form of self reflective enquiry considerate by students in social situations and private situations in order to improve the rationality and justice of their own practice by their understanding of these practices, and the situations in which the practices are carried out by and large. In order to improve speaking skills within action research the spiral model of Mc Taggart and Kemmis was followed that required researcher to move methodically through the spiral of action researches, such as to plan, reflect, plan, act and re-plan another time, as they identify the process of action research as; “a spiral of self-reflective cycles of planning, acting and observing the process and significances of the transformation, reflected on these process and consequences of the change, acting, re-planning and observing, reflecting and so on it continuous” An action plan which consisted on lessons was effectively developed by assimilating it to the students” curricula.

It was implemented in classroom by scrutinizing and recording students' development, interacting and reproducing on various aspects of actions, tasks and students” outcomes. The implementation and intervention of this action research took seven weeks long length time. Since its pre-intervention, several selected research participants improvement was assessed through individual participant's assessment tool checklist.
The focus of the study is to investigate how audio-visual aids enhance oral communication skills and suggest ways to improve way of audio-visual aids through constructivist approach. In order to test the students’ level of oral communication skills I asked the students to speak on any topic and the researcher had recorded. The following tasks are designed or selected from the familiar and day to day conversations to encourage respondents to participate actively. First the researcher asked the students to describe to each other by giving them five situations (oral Instructions) they are 1) situation at the bank between the receptionist and a customer, 2) situation at market between the consumer and the sales man, 3) situation at bus stand between two passengers, 4) situation in the classroom student answering the questions asked by the teacher while pointing at the map between the teacher and student and 5) situation between two friends about a scenery. The most important thing here is that the researcher just asks the students to describe or explain in their own words by just instructing them orally. Then the researcher has divided the 30 students in to 15 pairs so that they can have the conversation with their fellow partner. But to the researcher’s observation students took lot of time to think and discussed and more over they could not deliver a good conversation as they have lost in the narration of the situation and they are worried about the characters and their dialogues they gave less importance to the language. They discussed much about what to say rather than how to say. They gave much importance for information but not to the language. It is just because instructions are not given properly as well students also felt out of place in describing the situation because most of the situations are not very hard to imagine and difficult to frame the circumstances along with the ideal sentences which suits best to that particular situation. And most of the
students are confused to figure it out what exactly situation or place looks like and they couldn”t imagine that and hence they couldn”t develop communication skills at first but they kept on thinking what to say rather than how to say. Hence imagination and figuring out the circumstances and situations are not allowing or giving a chance for the students to develop oral communication without any hurdles.

3.9 Intervention:

Teachers can make changes in their teaching put into practice if they are introduced to new teaching techniques and strategies. Keeping in mind the hope of change and improvement, a journey was started by applying new teaching strategies such as role play, demonstration and discussion through pair and group work which encouraged students to participation in classroom activities and developing oral communication skills and all of the above activities are introduced and instructed with the help of audio-visual aids thoroughly. As a result these strategies brought real life situations into the class room, where students were endowed with rich opportunities to express their thought, ideas and exchange their opinions and information. As a result of utilizing these strategies in intervention phase some key topics are emerged were students” participation and responses in classroom activities are very well increased, fluency and accuracy skills were developed, very limited code switching was observed, self and peer correction helped in accuracy and imitation, fluency and questioning skills enabled students at sustaining and developing oral skills. These thematic conclusions and findings clearly indicated towards the improvement of students oral communication skills.
In first classroom session, an activity was demonstrated basing on the lesson from the syllabus before assigning to students. After that, students were also given an opportunity for describing their likes and dislikes with demonstrations accordingly matching to the activity. Two participants right away came as volunteer in face of class as either the researcher had called their names out since in earlier and previous observation it was found that without announcing the students "names out they would not come to perform or participate any activity as volunteers. They were more focused and listening to the sounds and dialogue exchange in English in the classroom. However, they were amused and enjoying which showed that they had been introduced to English language in a friendly atmosphere and it happened only because they are not under the assumption that they were being taught something from the curriculum and they are learning within the play like atmosphere and more over in fact the truth is that they are developing oral communication skills as well and accordingly. With it they kept speaking continuously having a lot of cheerfulness and imitation each other in a class and all the activities for developing oral communication skills are practiced and performed with their intention. The class was kept as social as possible by understanding that language learning occurs in a social setting.

Before assigning undertaking, it was demonstrated so that students could get thoughts and complete it with full understanding. Demonstrating the lesson and doing the activities dramatically enhance interactions and facilitate spoken English as students got exposure to listing English in the language classroom. However, In demonstrating the lesson and during the lesson English language was kept medium of instruction extremely strict. Research also recommends that to bring students developed in speaking level they
should be encouraged to partake in and contribute with their performance in listening activities such as one learner may listen to his partner so that listening goes ahead and speaking may take place to the person who is listening. It further discovered that listening proceeds and paves the way for speaking, training for effective communication skills must therefore be preceded by practice in listening and which is very much possible only with the help of ICT and audio-visual aids in an accurate way. In this regards students will be able to see gesture, facial expressions and understand actions of the role player and they keep observing all the speaking features and they listen more. Imitation also supports expression for improving students’ speaking skills because it gives hints of what the student speaks. And the researcher made the students to speak the conversations according to the images that are shown to them and target group students suppose to have conversations in their particular pairs.

This conversation gives a clear picture of the classroom where students were learning with amusing in an encouraging environment. It was a new environment for them because they had more freedom to cheer, joke and speak. Probably this also helped them in developing their social skills such as respecting others’ views and participation in classroom activities. For making it done more meaningful and thoughtful way, some basic rules were set up for classroom decorum such as respecting each other’s ideas or thoughts and expression and speaking in English language, which boosted their confidence and removed hesitation and nervousness. It has also been observed that speaking language can be learned in social interactions and daily conversations at public places, and language takes place most effectively within a context of social interaction through the practice of joint construction of meaning. Through collaboration and group
discussion, children learn to take account of the views of others and to listen with attention and accuracy. These fun learning and speaking in classroom greatly impacted and developed oral communication skills and helped in getting it improved more effectively. Many research studies informed that an encouraging atmosphere usually facilitates students to perform better in particular speaking skills. These studies also propose to encourage speech, but first, a teacher or a researcher should establish a comfortable, safe environment, where in which the students feel accepted and worthy in all the ways and as they are. It revealed that students” participation and involvement could be gradually developed by involving them in activities and keeping very close relations to the social conversations in English language with them. If the teacher encourages students it will enable them to do a task of developing oral communication skills in an effective manner. It was also learnt that participation can also be improved setting social roles. And as students felt and expressed that this is the best way to develop oral communication skills.

Oral communication skills play very key role in the job orientation of technical students. This is because present-day engineering students should perform many kinds of roles at work place which are combined with oral and written communications. They have to communicate with different clients as well with customers and other diverse people both from private and public organizations very often and regularly. Hence these increased communication environments mandate very effective oral communication skills from the all employees. And engineering graduate students should develop oral communication to perform well or effectively in this modern age of globalization and industrialization.
After the findings from the pre-test performance and according to the students” interest and after observing their classrooms, researcher has prepared some activities to teach through audio-visual aids. The goal of the research is to develop oral communication skills through audio-visual aids. And researcher also came to know that students were not interested towards their recommended syllabus for developing oral communication skills and researcher decided to use materials which are very familiar to the students and which related to their day to day situations. Researcher also made sure that all the activities should develop oral communication skills. Because oral communication skills are very much necessary of the upcoming engineering students of Usha Rama college of Engineering as they are very intelligent in their core subjects and poor in communication skills as they have come from Telugu medium schools. The activities are selected according to the students” interest and which are very familiar to the students.

The following activities are taken by the researcher in order to test the students” oral communication level. Each activity is carried out for three days together 12 days the intervention went on.
- Garden party

- Asking directions
- Describing people

- Pongal celebrations
The activities chosen by the researcher are, experienced by the students in their daily life. Researcher made sure that all the students are aware of the situations so that they need not to think about what to say in the conversation and they knew and very much familiar with the situations. And these activities motto is to develop oral communication skills.

3.9.1 Explanation of Intervention:

Audio recording engages using either analog or digital recording equipment to capture conversations, interactions, other spoken activities and interviews. The most obvious value of audio recording is that it offers precise summary of what was conversed and interviewed and it is very important for data collection in order to check the conversations and interviews at later time. This is very important because it capture the detail elements of tonality and importance. Moreover, the presence of recording device will have some effect on both the participant and researcher; so the key problem is the degree to which recording and quantitative researchers usually favor audio recording in this trade off due to its combination of providing a relatively elevated level detail while creating only a minimal instruction in the conversational atmosphere.

The most usual way in which audio recording result data collection is by making the researcher will slow down the participants from saying and utter the sentences that
they might say if that is not recorded. In considering the potential invasive effects of how data captured in quantitative conservations, it should be also be noted that writing manually also reduce eye contact with researcher to his/her participants as a result students can freely talk as researcher is going to authenticate their oral communication skills only. Moreover, students may become indifferent when the researcher is trying to points scale according to the grades and especially when the researcher need to check the communication skills taking note of the different to pre-test to post-test communication skills will create additional confusion in researcher as well as among the participants. So the researcher has chosen audio recording through recording device as the best device while students conversing on the given topic both in pre-test and post-test.

According to the results of the pre-test the researcher planned the intervention period in to twelve days. First day he has chosen four activities that which occur in their day to day life. Researcher has divided the sample group in to 6 groups each group consisting 5 members. At first the researcher has given situation of the „Garden party” through pictures and asked them to discuss in their groups and develop a conversation according to the pictures shown to them. They need to observe the picture very carefully and understand what all the things are there in the picture and they need to describe them. Second day researcher has asked the group to present their situation in the class and as the group is presenting the situation through dialogue form other students are asked to think and write a better dialogue for the dialogues which are already presented by the group concerned. And third day the researcher has given his comments and suggestions how to improve their oral communication skills and how effective their dialogues and conversations should be when they look at the picture and speak. Because
they concentrate much on dialogue continuity and what to speak when the unfamiliar situation is given without audio-visual aids but if we give them the pictures, students knew already what to speak so now they won’t concentrate on dialogue continuity but on dialogue form and they concentrate on how to speak. Likewise all the activities went on for remaining 9 days.

3.10 Description of Students’ Post-test Questionnaire:

In order to check the feedback of students after the involvement, the researcher has prepared a questionnaire to the same students. I have framed 10 questions totally in post-test students” questionnaire. Questions are framed in such a way that students should give feedback according to their opinion on the activities that are practiced in the class. Students need to answer how far this constructive approach of using audio-visual aids helping them to develop oral communication skills. Whether this method is successful in motivating them to speak and able to carry out their concentration and to find out whether it is interesting and the students also need to say why it is interesting to them. Students are asked to compare this method with their regular previous teaching methods for developing oral communication skills to find out whether students like this method and useful to them. Last 3 questions are framed in such a way that they focus on their career and in future do they follow this method or not?? And to check their confidence levels and easiness of using this method, the questions are framed in such a way that whether they practice on their own and can they shine in their career with effective communication skills which are developed through their method.
At the outset first question is asked to find out whether this method of developing oral communication skills are interesting to students are not. Because the main motto of this method is to first encourage them and feel happy and comfortable with the given activities. Next question is asked to find out according to their opinion whether this method is best in developing oral communication skills or not and even third question is framed in a sequential order to know their opinion whether they find this method is very interesting to them or not. The fourth question is asked to compare this way of practicing oral communication skills with their previous method of learning and developing oral communication skills. Next question is to check whether this method is successful in motivating them to speak or not, because unless students are rightly motivated it’s very hard to make them speak and practice the activities, hence the above question is asked to find whether method inspired them to speak or practice activities playfully or not. Sixth question asks the students to compare this method with their traditional method of teaching in order to find out which method they opt for oral communication skills development. The purpose of any audio-visual aid is to motivate and increase the concentration and so seventh question is asked to students whether these kind of selected audio-visual aids are effective in carrying out their interest and increase their motivational levels towards the lesson and also to check whether students are really feeling that these audio-visual are planned according to their own interest or not. Last three questions are asked to know the students feedback on this kind of using audio-visual in keeping view of their future. So, eighth question is framed to know how far they are able to develop oral communication skills by using audio-visual aids and the familiar audio-visual are chosen for their activities which mean students they themselves can
practice communication skills. So the question is framed in order to know whether students like the way of practicing and whether they really feel now that they themselves can use audio-visual aids because, they have computer, tablet and mobile etc. with them, which will be very good audio-visual aids for developing oral communication skills. Ninth question is asked keeping in view that the students are engineering graduates and all through their career they must be practicing and using communication skills, over all effective communicative skills can make their career well settled. So in order to know the opinion and feeling of the students this question is asked such a way whether this type of selected audio-visuals which are on familiar materials will make them to excel in career by developing oral communication skills. And the last question is asked to draw the concluding opinions of the students on constructivist approach of using audio-visual aids. Hence researcher asked the students opinion comparing between the materials which are prescribed to the materials to the materials which are chosen according to the interest the students. Through these questions” answers researcher can come to conclusion whether this method is making any difference paralleled to the prescribed existing audio-visual materials. And researcher also can draw concluding lines whether students really like this method and how far this method is successful in developing their oral communication skills.

3.11 Explanation of Audio Recording in Post-test:

After the post test audio recording is finished, transcribed audio recordings are particularly valuable as a source for direct quotes to present in the presentation. These demonstrative materials are often significant resources that connect the audience and
listeners with the original participants or target group students. After the first round the researcher has given few pictures to the students which clearly show the situation and students are required to only narrate the situation as best as potential they are. Again the researcher took the same 30 students and gave them pictures and I asked the same pairs to describe again with the help of the pictures given to them. All most all the students are able to narrate the situation in English language. Because, now they need not to bother about the situation narration and they are asked to just describe what is there in the picture. Here the researcher’s objective is, if we ask the students to communicate on any situation they focus much on what to speak rather than how to speak. And if we give the situation through pictures or video students need not to focus on what to speak but on dialogue formation and sentence construction.

3.12 Conclusion:

In this chapter the researcher has visibly explicated the following point they are, the context of the study, type of research and the tools that are used by researcher to do this study. Both pre-test and post-test questionnaires and audio recordings procedures were explained, researcher also clearly explained how he conducted a guided interview through above stated questionnaires and as the intervention is like heart of the thesis so researcher also clearly explained how intervention went on and so intervention is also explained in this chapter. Next chapter will be explaining the data analysis of both pre-tests and post-tests. And researcher investigates and shows in graph the differences between the pre and post audio recordings by the students.