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English Language Speaking Efficiency Through Dialogues: a study of P. T. C. Trainees

Dr. Jagruti S. Bhatt

Lecturer,

District Institute of Education and Training,
Sidsar, Bhavnagar (Gujarat, India)

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ABSTRACT:

The English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most of the people. The ever-growing need for good communication skills in English has created a huge demand. There are several ways that oral communication can take place. There are (1) Intrapersonal Communication; (2) Interpersonal Communication; (3) Small Group Communication; (4) Public Communication; etc. The present study is an attempt to understand importance of conversation through the use of different situational dialogues in the communication. The study is an attempt to explore the learning potentialities among the group of second year P.T.C trainees, who are studying in Gujarati medium P.T.C. College. This is an empirical study done on primary data, the sample has been selected on the basis of the convenient method of sampling, The 50 second year P. T. C. trainees of the Gharshala Adhyapan Mandir; P. T. C. College, Bhavnagar selected for the purpose of the study. A closed ended information sheet and observation sheet used as the tool of the study. Result of study indicates that if respondents (P.T.C. trainees) get proper practice, demonstration and audio-visual aided support for language improvement, it can be turned in positive outcome.

Keywords: English language, Speaking Efficiency, Dialogues, P. T. C. Trainees.

Introduction:

"The communication is the engine of learning".

The English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most of the people. The ever growing need for good communication skills in English has created a huge demand. There are several ways that oral communication can take place. There are (1) Intrapersonal Communication; (2) Interpersonal Communication; (3) Small Group Communication; (4) Public Communication; etc.

The new curriculum of English language is based on communicative approach to achieve five objectives of English language teaching from standard 5th onwards. These five objectives are (1)

Comprehension, (2) Application, (3) Expression, (4) Communication and (5) Creativity. The communication is directly connected with the speaking skill. So, it can be said that English language teaching is not possible without communication.

Here, researcher has tried to practice communication skill through dialogues and conversations for second year P.T.C. trainees.

The present study is an attempt to understand importance of conversation through the use of different situational dialogues in the communication. The study is an attempt to explore the learning potentialities among the group of second year P.T.C trainees, who are studying in Gujarati medium P.T.C. College.

Objective of the study:

1. To examine the English language speaking skill of the P, T. C. trainees.
2. To probe the effect of audio-visual aided learning and post test on the English language speaking skill through dialogue of the P. T. C. trainees.

1.4 Hypothesis of the study:

1. The English language speaking skill among the P. T. C. trainees is not equal.
2. There is no significant difference among the score of pre test and post test on the English language skill of the P. T. C. trainees.

1.5 Variable of the study:

The variables like Stream, percentage, and standard 12 passed with/without English used for the purpose of the study.

Review of Literature:

A study of **Tanvir Malik** (Academia Journal of Educational Research 1(3): 033-039, March 2013 <http://www.academiapublishing.org/ajer> ISSN: 2315-7704) on **Dialogue Journaling** in Biology Class, Dialogue Journaling is a written conversation between a student and teacher or a native language speaker to facilitate the discussion to give student a chance to practice expressing ideas and sometimes to learn a new language.

A study on **Dialogue with a Text** by **Robert E. Probst** The English Journal, Vol. 77, No. 1. (Jan., 1988), pp. 32-38. If the activity works, and the discussion seems productive, it should suggest that the teaching of a literary work might begin with the reader's response, whether that response is emotional, vis- ceral, aesthetic, or intellectual. The teacher might then encourage students to examine that response, looking at themselves, the text, other readers, and other texts.

Peter Banks, Measuring student performance in casual conversation, in Teachers' voices 6: Teaching casual conversation Editor: Helen de Silva Joyce, National Centre for English Language Teaching and Research Macquarie University Sydney NSW 2109.

Many ESL teachers feel that casual conversation is too spontaneous to teach in the classroom.

They feel that the most a teacher can do is to teach discrete language functions, structures and gambits, and to correct obvious errors.

The reality of English conversation classes: a study in a south Korean university, **Rachel Heppner Kroeker**, A dissertation submitted to the School of Humanities of the University of Birmingham, UK, September, 2009.

Government Language Planning and Policies (LPPs) have affected how English is learned and promoted in South Korea. One result has been requiring university students to take English conversation classes. However, it was through personal interactions with these classes that the focus seemed to be on general English proficiency rather than on conversation learning.

Challenges in teaching English conversation Donna Erickson.

This paper describes strategies I have developed for handling some of the challenges in teaching English conversation in Japan; specifically, I discuss possible ways to handle (1) shyness, (2) large class size, (3) fluency, (4) pronunciation, and (5) hearing.

Research Gap:

The study of literature found that most of the study done on the school and University (higher education) students. There is no study undertake for the PTC students English language skill improvement.

Research Methodology:

This is an empirical study done on primary data, the sample has been selected on the basis of the convenient method of sampling, The 50 second year P. T. C. trainees of the Gharshala Adhyapan Mandir; P. T. C. College, Bhavnagar selected for the purpose of the study. A closed ended information sheet and observation sheet used as the tool of the study. Standard 7th and 8th Gujarati medium English textbook's units of conversation were used as a tool in pre test. The downloaded audio and video conversation clippings were also used for the English language speaking skill development in post test.

Table 1 Respondents Profile

Item	Responses	
Stream of 12th	Arts = 45	Science = 05
% in 12th standard	Upto 55 = 24	Upto 70 = 26
% in 1st year PTC	Upto 55 = 09	Upto 70 = 41
12th with English	Yes = 50	No = 00
After 12th English	Yes = 00	No = 50
Reading English Newspaper / Magazine	Yes = 11	No = 39
Done English Course	Yes = 01	No = 49
Viewing English Channels	Yes = 20	No = 30

Family command on English	Yes = 28	No = 22
Interested in learning English	Yes = 50	No = 00

(Comerc = Commerce)

As table 1 indicates the profile of the all respondents, it can be depicted that the respondents are divided by stream, result of 12th standard with/without English and 1st year of P. T. C, and their language learning habits and competency of English language.

Testing of Hypothesis:

The two hypotheses has been framed to found the silent features of the results, a T test has administer through Excel to found the significance of the hypothesis of present study. The result of testing is as under

Hypothesis 1

The English language speaking skill among the P. T. C. trainees is not equal.

Table 4 testing of English language skill among the P. T. C. trainees

Item	N	Average of scores	T ratio	d f	Significance
P.T.C.students	50	8.6875	0.0008564	49	N. S.

(Coefficient level:0.005)

Table 4 is of testing of hypothesis 1 "The English language skill among the P. T. C. trainees is not equal". The result of the testing at 0.005 coefficients is found 0.0008564 as the T ratio, where the average of scores is 8.6875 and degree of freedom is 49.

The result of the T analysis of is not found significant. Therefore, the null hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents.

Hypothesis 2

There is no significant difference among the score of pre test and post test on the English language skill of the P. T. C. trainees.

Table 5 testing of English language skill among the P. T. C. trainees

Item	N	Average of score	T ratio	d f	Significance
P.T.C.students	50	20.38888889	8.8351716	49	Significant

(Coefficient level:0.005)

Table 5 is of testing of hypothesis 2 "There is no significant difference among the score of pre test and audio-visual aided post test on the English language speaking skill of the P. T. C. trainees". The result of the testing at 0.005 coefficients is found 8.8351716 as the T ratio, where the average of scores is 20.38888889 and degree of freedom is 49.

The result of the T analysis is found significant. Therefore, the alternate hypothesis is accepted.

It reveals that there is difference in the English language skill among the respondents after the audio-visual aided support. It indicates that if respondents gets proper audio-visual support for language improvement, it can be turned in positive outcome.

Findings:

1. Table 1 indicates the profile of the all respondents, it can be depicted that the respondents are divided by stream, result of 12th standard with/without English and 1st year of P. T. C, and their language learning habits and competency of language.
2. Table 2 indicates that total 17 different score frequency were found from the responses as per their scores. The lower score is 01 and higher is 17 of all the respondents. The highest frequency is of score 08. It reveals that the English language skills of the respondents in pre oral test is found at medium competency level.
3. Table 3 of post oral test i.e. audio-visual aided test of the respondents for English language skill, A total 17 scores found from the 50 frequency, where, 17.50 is the lower score and 23.75 is the higher score found. The result of table 2 shows that the audio-visual aided oral test has improved the English language skill of the respondents. Their language competency improve from medium to higher competency level.
4. Table 4 is of testing of hypothesis 1, the result of the testing at 0.005 coefficients is found 0.0008564 as the T ratio, where the average of scores is 8.6875 and degree of freedom is 49. The result of the T analysis of is not found significant. Therefore, the null hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents.
5. Table 5 is of testing of hypothesis 2, the result of the testing at 0.005 coefficients is found 8.8351716 as the T ratio, where the average of scores is 20.38888889 and degree of freedom is 49. The result of the T analysis of is found significant. Therefore, the alternate hypothesis is accepted. It reveals that there is difference in the English language skill among the respondents after the audio-visual aided support.

Recommendation:

Result of study indicates that if respondents (P.T.C. trainees) gets proper practice, demonstration and audio-visual aided support for language improvement, it can be turned in positive outcome.

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1. Peter Banks, Measuring student performance in casual conversation, in Teachers' voices 6: Teaching casual conversation Editor: Helen de Silva Joyce, National Centre for English Language Teaching and Research Macquarie University Sydney NSW 2109.
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