Impacts of a CALL Material to improve Communicative Competence in English

Prof. (Dr.) Chetan Trivedi
Ph.D. Guide/Supervisor - KSV Gandhinagar &
Professor & Head, Department of English
Bhakt Kavi Narsinh Mehta University, Junagadh

Mr. Viki M. Modi
Ph.D. Scholar
Kadi Sarva Vishwavidyalaya, Gandhinagar
Assistant Professor
Smt. S. R. Patel Engineering College, Dabhi

Abstract
The research paper examined to present; What are the impacts of a CALL Material to improve Communicative Competence in English? And What are the methodology applied to improve Communicative Competence in English through CALL?

The present study discuss the good Communicative Competence in English should entail everywhere. The massive development in Indian education system, in addition to explosion in Engineering and Technology based employments have offered an opportunity to a variety of other basic skill development, where the employability is at the top most quality. For better employability in the present days two major areas of interest encompasses with industrial skills as well as Communicative Competence in English.

Researcher wants to find impacts of a CALL material to improve degree engineering student’s communicative competence. The material of the course will be based on the present requirement of outgoing engineers. The CALL based teaching material used worldwide for teaching many different subjects, but very few researches have particularly applied in the field of engineering to teach communicative competence in English.

Keywords
Communicative, Competence, CALL - Computer Assisted Language Learing, Employability, Engineering, Impact

1.0 Introduction:
The good Communicative Competence in English should require everywhere. The extensive development in Indian education system, in addition to explosion in Engineering and Technology based employments have offered an opportunity a variety of other basic skill development, where the employability is at the top most quality. For better employability in the present days two major areas of interest encompasses with industrial skills as well as Communicative Competence in English. The Communicative Competence in English does not only create efficient communicator but also give direction to the stream of technical information and awareness for the direction of engineers, technocrats and others in their professional
enterprises. Unfortunately, many companies and organizations have been facing excessive complications in appointing individuals who, despite of being technically competent, are not able to communicate accurately in English - a prime requirement for employment particularly for international services.

The researcher wants to find impacts of a CALL material to improve degree engineering student’s communicative competence. The material of the course will be based on the present requirement of outgoing engineers. For find finding an impact and creating interests among students; the researcher wants to use CALL as a supportive tool. The Communicative competence in English is based and organized under the discussion of English Language syllabus design which emphasizes on communicative competence in English, which involves four areas of language skills: Listening, Reading, Speaking & Writing.

3.0 Principles in designing CALL
The instructional and tasks design based on the communicative competence paradigm has significantly changed language teaching and learning practices in computer-assisted language learning or CALL structure (Chapelle, 2001). The review of related literature suggests that the approval of any educational structure should be depended on skill based educational philosophy and communications. Pennington (1996) notes that an ideal teaching system:

- Assist learners to extend and elaborate their more and more particular cognitive depiction for the second language.
- Permit learners to analyze the situation to take risks in a motivating and psychologically strong environment.
• Propose input to both conscious and unconscious learning processes.
• Offer students conveniences to send and to obtain comment on the basis of performance.
• Place students in contact with other students.
• Encourages socio-cultural learning.
• Encourages communication activities in learning environment.
• Present appropriate environment for learning.
• Expands the learner’s ‘zone of proximal development’.
• Create the free learning environment for learners.

4.0 Syllabus Design

All classroom practices are controlled as well as determined by a specific methodological framework and are realized finally by a set of techniques employed within that particular procedural framework. In that particular procedural framework, the role of syllabus has always been central.

The process of communicative competence requires different kind of syllabus other than grammatical or structural syllabus. Yalden (1983) was of the view that in a communicative syllabus, the whole thing becomes a task-oriented teaching. The learner is provided simulated learning situations and certain language functions to be performed on CALL. These functions are simulated on CALL through tasks and Functional Notional Syllabus helps to perform various functions. The Functional Notional Syllabus helps learners to learn how to use language for authentic communicative purposes.

5.0 A Communicative Lesson Plan

According to Jill Kerper Mora (2000), the following are the steps for lesson planning of Communicative Competence in English as a Second Language Teaching.

1. To initiate the learning with the brainstorming and motivational involvement of the learners through dialogue. The dialogues are mostly related to learners’ experiences and interests. They may learn about different functions of language and situations through role playing, formality or informality.
2. To accomplish the goal to develop communicative competence require framework or structure of conversation through that the learners improve their vocabulary and expressions.
3. To ask the Questions based on the dialogue, topic or situation. The question should be Wh-, Yes/No type and open ended questions.

4. To clarify the some of the unknown functions give basic study of communicative expressions or structures which are contains images, real objects or dramatization etc.

5. To understand the rules of functional expressions or structures use model examples on the chalk & board, underline the important features, using signs.

6. To give oral recognition and interpretative activities for freedom of language use.

7. To improve or practice the reading and writing skills use the dialogues with variations.

8. To evaluate the language and questions/answers of learning with oral presentations.

9. To give homework and extension activities to create new dialogues around the same situations.

10. To provide chance to apply the use of language in new situations for the same or unknown idea to complete the exercise series.

6.0 Instructional Material

The major objective of teaching Communicative Competence is to help the learners to make concrete use of the language and to enable them to carry out a variety of communicative tasks.

The instructional materials try to fulfill the goal by up to date learning objective which collectively design the syllabus. According to Littlewood (1981) following is the role of instructional material:

1. Materials will target on the interactivity abilities of explanation, interpretation and discussion.

2. Materials will light on coherent, compatible, and attractive transformation of information, in lieu of the demonstration of linguistic form.

3. Materials will comprise peculiar varieties of media and different write up, through that the learners may use to enhance their competence through various exercises.

4. Materials will provide flexibility to learners to progress at their own rates of learning.

5. Materials will design as per learners different styles of learning.

6. Materials will provide flexibility for independent study and use.

7. Materials will provide opportunities for self- evaluation and advancement in learning.
7.0 What is Listening Competence?

Listening is an action developed before the birth of the child. When the child goes to school, the style of learning oral messages has become automatic, as if the act of speaking is easier while listening is more complex. As compared with remaining skills, listening requires more efforts of both visual and aural signals under the pressure of competing signals.

The research support of Listening behavior:

1. Listening skill improves with day by day.
2. Listening skill can be learnt.
3. Listening is the primary communication skill for everybody.
4. Listening skill required thinking and language skill.

The listening competency is to examine the ability to:

1. Maintain concentration to spoken communication.
2. Understand the spoken language style instead of other language skills.
3. Understand a variety of spoken representation.
4. Use non-verbal clues to understand the messages.
5. Self-study the accuracy of comprehension.

7.1 Factors Influencing Listening Competence

- Intelligence
- Recognition of correct English usage
- Listener's vocabulary
- Capability to make inferences
- Ability to structuralize a speech
- Reading comprehension
- Use of special method while listening
- Genuine awareness in the passage discussed
- Emotional attachment with speaker
- Try to listen critically
- Disinterest of the subject
- Physical weakness of the listener

7.2 Factors Not Influencing Listening Competence

- Listener’s optimism
- Social background of the listener
- Family background of the listener
- Self-satisfaction of the listener
- Profitable attitudes of the listener
- Listener’s health
- Space between the listener and the speaker
- Listener’s personal problems
- Note-taking ability of the listener
- Previous & Preparation training of the listener
7.3 The Methodology of Developing Listening Competence

In order to develop Listening Competence students are supposed to go through definite stages. O. Vovk provides a lucid division of exercises to be accomplished at different stages of work with an audio text. Commonly, this procedure encompasses three coherent stages (1) Pre-listening: listening with an objective, ice breaking, and preparing for further activities; (2) While listening: the real process of listening; (3) Post-listening: checking the understanding of the received information and preparing for speaking. On balance, the process of developing Listening Comprehension incorporates three main stages: instruction, audio material presentation, and comprehension control.

8.0 What is Speaking Competence?

One of the most essential aims of English teachers is that to make capable of learners to use English for communication. According to many theorists speaking skill can be improved by various activities like games, role play, etc. which evidence shows that speaking should learn only through activities and in a group. Students have a lot of problems at their primary level they want to speak but when they go to class as they do not feel learn thing (Chastain, 1988). Students are able to convert their thought and their speaking. For improving second language skill, you should practice more. First students improve their general vocabulary and after that they should listen to simple sentence to complex sentences. Students should read simple story and sometimes memorize it.

8.1 Factors Influencing Speaking Competence

- Cognitive factors
- Linguistic factors
- Sociolinguistic
- Performance conditions
- Feedback during speaking tasks
- Semantics and psychological factors
- Learners’ anxiety, self-confidence
- Speaking performance

8.2 Factors not Influencing Speaking Competence

- Increased self-confidence
- Increased cultural awareness
- Improved internal communication
- Risk Taking
- Psychologically aware

8.3 The Methodology of Developing Speaking Competence

The methodology is aimed at the development of students’ speaking competence through the implementation of the system of exercises of the stage-by-stage development speech production
skills. Pyotr Y. Galperin proved that mental activity reflects materialized one and that the former includes all the components of the latter with the difference that external activity operates material objects whereas mental activity deals with ideal ones. The scientist distinguished five stages of the interiorization of an external action, which are analyzed in relation to teaching argumentation (as one of the three main speech types) to students below.

- The informational and motivational stage
- The orienting stage
- The training stage
- The training-creative stage
- The creative stage

9.0 What is Reading Competence?
Reading is a cognitive process of decoding written symbols in order to build or deduce meaning. Reading performs a key role in almost every course of study. To study and store the information in memory, primarily the reader should understand the meaning of the information. Many studies have originated that the good reader is competent of recognizing main ideas in the text and so they predict reading skills as a essential skill for successful studying. Students who are sensitive to learn main ideas in reading are able to answer excrementally for subjective questions.

9.1 Factors Influencing Reading Competence

- Phonemic Awareness
- Alphabetic Principle
- Fluency
- Vocabulary
- Comprehension
- Accuracy

9.2 Factors not Influencing Reading Competence

- Activating background knowledge
- Predicting and clarifying
- Reading practices
- Summarizing
- Appropriate instruction
- Cognitive Ability

9.3 The Methodology of Developing Reading Competence
Many Researchers identified developing reading method such as; alphabetic method (bottom up), whole word method (top-down) and interactive method (combination of both bottom up and top down) is of the view that linguistic method is similar with interactive method. Mbunda (1974) mentions five methods of teaching reading skills namely alphabetical method, sound method, whole word method, syllable method, and sentence method. The teaching of reading with this method emphasizes the importance of reading each letter of a word correctly.
10.0 What is Writing Competence?
Ramelan (2003) stated writing competence is a constant process of thinking and organizing, rethinking and reorganizing. Through writing, we can inform others, carry out communication, convince, incense and express feelings. According to O’Malley (1996) writing is a personal work in which writers generate ideas and transform them into self generated topics.

10.1 Factors Influencing Writing Competence
- Material
- Media
- Classroom activities
- Classroom management
- Teacher’s strategy
- Teacher’s approach

10.2 Factors not Influencing Reading Competence
- Positive anxiety level
- Self confidence
- Assessment work
- Motivation
- Library work
- Semantic and syntactic factors

10.3 The Methodology of Developing Reading Competence
According to Collins research identified five distinct methods for improving writing competence; each with learning outcomes. The first type is one-draft writing to get ideas on paper as icebreaking or a introduction to class conversation and is assessed for implementing the assignment. The second type of writing is a one-draft response to a teacher’s quickness that is assessed for correct content. The third type of writing adds the component of correcting the errors, which directs student and teacher attention on accurate writing skills in drafts. The forth type of writing, according to Collins, is the “most effective and effective of all the types at improving writing skills”. In Type Four writing, a Type Three assignment is read out loud and analyzed by a teacher, and then a second draft is written. The fifth type of writing assignments is intended for public publication. Several drafts are required to achieve a text that is as accurate as possible.

11.0 Conclusion:
Thus, the article has attempted to review the rationale behind the impact of a CALL material use in improving Communicative Competence. The paper has tried to classify CALL material and its use in improvement of English language. The material is totally task-based so it is authentic and creative. It can provide vast opportunities for students to practice and promote competence on an international scale Language skills can also be developed through CALL. In this entire process
learners are a central part of the whole context and are aware of the growing needs for proficiency in communicative competence in English.

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