

ENGLISH PROFICIENCY ENRICHMENT THROUGH LIFE SKILLS FOR FEMALE UNDER-GRADUATES

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Abstract

The purpose of the study was to enrich English Proficiency through Life Skills among Female Undergraduates. The hypothesis of the study was there will be no significant difference between Pre-test scores and Post-test scores of female under graduates to enrich English Proficiency through Life Skills based Tasks. The study was Experimental in nature. The researcher used Single group pre-test post-test design. The population for the present study comprised of female under graduates of Sardar Patel University, Vallabh Vidyanagar. The researcher had use random sampling technique to select the sample. The sample for the present study was comprised of 40 female under graduates from different disciplines of Sardar Patel University, Vallabh Vidyanagar. The researcher used Life Skills Tasks, Situational Tests and Feedback form to collect the data. The Statistical tool used was t- test, Percentage analysis. The major finding of the study reveals that Life Skills activities were found to be effective for female undergraduates to enrich their English Proficiency.

Keywords: *Life Skills, English Proficiency, Enrichment, Psychosocial abilities, Cognitive Abilities*

INTRODUCTION

Individual can attain language based on ability to speak or perform. This is known as a Language proficiency. It is believed that approximately 2 billion of number of people in the world uses English to communicate on a regular basis. To enter in the global workforce English is essential for workforce. Research across the world indicates that cross-border business communication is most often carried in English. In the global market English has significant place therefore it cannot be understated. It changes individual's life too. Even, for entertainment and cultural understanding majority of the world's top films, books and music are published and produced in English. Further, the content produced using technology is also bound in English. Thus, knowing English helps individual to access to an incredible amount of information that are easily available! No doubt to learn English needs a lot of efforts as it is a challenging

and time consuming tasks. Learning English is very much valuable as it creates endless opportunities for young group.

Life skills have become now a day's most essential part of our rapidly changing and challenging environment. In last five years changes in global economy matched with the transformation in technology has impact on education, workplace and life style of an individual. To adjust and cope up with the increasing pace and change in contemporary life style, young generation needs to get acquaint with life skills. The youth has many new jobs over the time span of their lives, with associated pressures and the need for flexibility.

BENEFITS FOR THE INDIVIDUAL

Life skills developed among youth has many benefits:

- a) Innovative ways of thinking and problem solving
- b) They recognize their actions and its impact that helps them to take up responsibility.
- c) Becomes confidence both in communication and social skills
- d) They analyze alternatives, make decisions and try to understand why they make certain choices out of the box
- e) Greater Sense of awareness and appreciation develops

BENEFITS FOR EMPLOYMENT

For getting good grades in studies and for better employment youth puts their endless efforts. Research says that employers of corporate sector and other fields in nation are looking not an individual just having academic success but also emphasis on key employability skills that includes:

- a) Self management, problem solving and understanding society
- b) Team work
- c) Managing time and people
- d) Alertness and compliance to different roles and flexible working environments
- e) Having potential to lead by influence

Holistic approach to education can be offer by lifeskills. Besides this, life skills aims to make individual adjust life in higher education and career needs. It also enhances personal life of an individual. Self-reliance and achievement in various dimensions of health and wellness can also be achieved through life skills. Thus, through Life skills activities individuals can come across many new vocabularies, develop

sentence structure, and improve grammar and so on. These help them to enrich their English Proficiency. The present research is an attempt to enrich English Proficiency among participants through life skills activities.

RATIONALE OF THE STUDY

English is the most commonly spoken language around the world. It is the language that encompasses science, technology and business globally. By learning English, one can develop their communication skills and general language competency, thereby building confidence and increasing awareness. Knowing and understanding the English language will open doors to a world of opportunities, leading to better performance and career advancement.

Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional wellbeing and communicate effectively. Efforts to address the achievement gap have typically focused on core subjects such as Maths and English. A common belief is that life skills are optional and secondary to achieving basic literacy and numeracy only if resources are available. Research, however, unequivocally shows that students who develop social-emotional skills and academic mindsets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations early on.

Life skills in education can be classified into four skills, they are: personal, academic, social, and vocational life skills. These life skills are expected to be implemented into the teaching process across all kinds of subjects for students of elementary, secondary, senior high schools, and university. Students can improve their individual knowledge relating to the skills which is able to further improve the students' competence in all facets of environmental life on implementations of life skills. After graduating from school, the students will hopefully have certain skills that they have learnt from their school. By having many experiences of the life skills they learnt at school, the students can be confident to face life especially for working. Life skills save the students' future life because the materials of English learning given to the students are linked with their specific knowledge. Life skills encourage the students to have critical thought, and creative action. The system of learning through life skills is the educational process which helps the students to see the meaning of something in academic materials. The students study by linking the academic subjects with the context of their daily life. Life skills focus on physics, society, cognition, environment, and include the skills of reading-writing and accounting. These skills allow

individuals to develop good and harmonious relationships with others and with their environments. The expectation of having social life skill, for example, is to possess responsible and saved actions, the ability to make accurate decisions, the ability to effectively communicate, and the ability to defend or sustain life in all condition. The purpose of developing individual life skills through a holistic approach is to help individuals to have successful, productive, and satisfied life. The aim of life skills, in short, is to enrich

English Proficiency and to help the individual to develop a positive relationship with other people. Constructively, they manage their emotions and improve their participation in all kinds of activities that can contribute to social life . The present study attempts to enrich English Proficiency through Life Skills among female under-graduates.

OBJECTIVES OF THE STUDY

The following were the objectives for the present study. .

1. To prepare Life Skills based tasks to Enrich English Proficiency among female under-graduates of different disciplines.
2. To study the effectiveness of life skills based tasks to Enrich English Proficiency among female under-graduates of different disciplines.
3. To collect the feedback on English Proficiency enrichment through life skills based tasks female under-graduates of different disciplines.

HYPOTHESIS

Following was the hypotheses formulated for the present study.

There will be no significant difference between Pre-test scores and Post-test scores of female under graduates to enrich English Proficiency through Life Skills based Tasks.

RESEARCH METHODOLOGY

NATURE OF THE STUDY

The study was Experimental in nature.

RESEARCH DESIGN

The researcher used Single group pre-test post-test design.

POPULATION

The population for the present study comprised of female under graduates of Sardar Patel University, Vallabh Vidyanagar.

SAMPLING TECHNIQUE

The researcher had use random sampling technique to select the sample.

SMAPLE / TARGET GROUP

The sample for the present study comprised of 40 female under graduates from different disciplines of Sardar Patel University, Vallabh Vidyanagar.

TOOLS FOR THE STUDY

The researcher used the following tools for the present study.

LIFE SKILLS TASKS

The researcher prepared task-based materials related to life skills to enrich English Proficiency among female under graduates from different disciplines. The researcher prepared activities related to life skills to enrich English Proficiency among female under graduates from different disciplines. The activities mainly include pictures, situations on problem solving, decision making, empathy, conversations, story building, identifying the needs based on story and so on.

SITUATIONAL TEST

The researcher constructed Situational Tests (Pre-test & Post-test) to know the enrichment in English Proficiency through Life Skills among female under graduates from different disciplines. The items were open ended. The aim of the test was to obtain numerical scores regarding the understanding and enrichment in English Proficiency through Life Skills. The Test was of 40 marks. The test contains variety of situations related to life.

FEEDBACK FORM

The researcher prepared feedback form to collect feedback from female under graduates about the programme. The items were open ended. The aim of the Feedback Questionnaire was to get the feedback from the participants about the Life Skills activities and how it helped them to enriched English Proficiency.

THE EXPERIMENT

The researcher reviewed & studied past studies, prepared and administered a situational test (Pre-test) based on life skills to test participant proficiency in English. The researcher prepared various tasks using Life Skills keeping in mind the objectives to enrich English Proficiency among female under graduates. The researcher carried out intervention programmes for 3 days (3 hours per day). This included both

theoretical aspects as well as practical aspects. After completion of the intervention programme researcher administered situational test (Post-test) based on life skills to test participants' proficiency in English. At the end of the intervention programme feedback was collected from the participants.

DATA ANALYSIS

The researcher analyzed the data using t-test, and percentage analysis.

There will be no significant difference between Pre-test scores and Post-test scores of female under graduates to enrich English Proficiency through Life Skills.

HYPOTHESES TESTING AND ITS INTERPRETATION

Effectiveness of Life Skills activities were found with reference to certain variables like Area , Achievement Tests (Pre-test & Post-test) . Descriptive statistics were computed. To test the hypotheses t-test was computed. Details of hypotheses testing are given below.

HYPOTHESIS – 1

1. There will be no significant difference between Pre-test scores and Post-test scores of female under graduates to enrich English Proficiency through Life Skills.

ANALYSIS OF PRE-TEST AND POST-TEST SCORES OF FEMALE UNDER GRADUATES TO ENRICH ENGLISH PROFICIENCY THROUGH LIFE SKILLS

Tests	Mean	SD	SED	t-Value	Significant
Post-Test	23.8	6.32	2.68	2.96	At 0.01 Level
Pre-Test	15.85	6.32			

It can be observed from the above table that

There will be no significant difference between Pre-test scores and Post-test scores of female under graduates to enrich English Proficiency through Life Skills was rejected at 0.01 level of confidence. So the alternate research hypothesis, There is significant difference between Pre-test scores and Post-test scores of female Under-graduates to enrich English Proficiency through life skills is accepted.

Analysis on Students' Feedback on the Intervention Programme

To get the feedback of the programme, 40 students' were given a feedback form. Students' feedback was taken to get their feelings and responses towards the Life Skills activities.

1. 95% of female under graduates enjoyed the programme. They were too friendly and helped each other in comprehending the task and enriching English Proficiency.
2. 92% of female undergraduates gain in depth knowledge of the content while working in the Groups. The given tasks were appreciated by them.
3. 90% of female under undergraduates said that Life Skills activities helped them in enriching English Proficiency.
4. 94% of female undergraduates appreciated that Classroom atmosphere was conducive.
5. 91% of female under graduates appreciated the designing of the workshop.
6. 87% of participants said that the way of content presentation was good. Varieties of materials were used for the tasks which were interesting.
7. 88% of participants said that their teachers should make use of life skills activities while teaching English in the classroom.
8. 89% of participants become aware about life skills and its connection to enrich English proficiency.

MAJOR FINDINGS OF THE STUDY

The major finding of the study reveals that Life Skills activities were found to be effective for female undergraduates to enrich their English Proficiency.

IMPLICATIONS OF THE STUDY

Following are the educational implications of the present study.

- 1) Life Skills activities can be used to enrich English Proficiency among female undergraduates.
- 2) Life Skills activities helps female undergraduates to develop interest towards the subject.
- 4) Life Skills activities will help students to build confidence, develops oral communication, share and accept ideas of each other, feeling of trust worthiness , positive interdependence, team building, etc.
- 5) Life Skills activities should be developed for all the subjects that enhance learning.
- 6) Language teachers should adopt Life Skills activities in order to enrich English Proficiency at various levels of education.

CONCLUSION

Thus, Life Skills activities enrich English Proficiency among female undergraduates. The females become more confident at using English language. This helps them for their higher studies too and can become

more efficient in their career too. At higher education the teachers should make use of such Life skills tasks to enrich English proficiency of students as Life skills are a part of individual's life.

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