

## STRENGTHENING COMMUNICATION COMPETENCIES OF UNDERGRADS THROUGH PEDAGOGICAL INTERVENTIONS IN LARGE EFL CLASS

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### Abstract

*In large EFL classes at tertiary level mostly teachers go for andragogical strategies for achieving required objectives to enhance communications competencies of the undergrads with major in English but when exposed to demonstrate they lag behind as found in the results. This experimental study unfolds the importance of pedagogical applications realized to achieve set targets set for ESL learners. The study was conducted on two groups; one taught demonstration skills by using teacher centered approach whereas the experimental group was taught with classroom variations as done with school children and the subjects were asked to attend sessions by working in pairs, groups, etc. The post-test's results of the study enable us to understand that it's not only andragogy that can help faculty of higher education but some of the techniques borrowed from pedagogy also pave way to generate readiness for learning among adults as the results reflect. The study suggests that not only andragogical strategies but pedagogical techniques are equally result producing for undergrads, with major in English, to enhance their communication competencies.*

**Keywords:** Pedagogy, andragogy, classroom variations, communication, competencies.

### Introduction

Effective classroom management practices promote independent learning and success for all students in productive, orderly, and enjoyable classrooms. Understanding the importance of a routine for managing classroom rules can help you develop effective classroom rules and procedures (Kalisk, 2002).

Success in the classroom for teachers and students includes class management, class discipline, and seating arrangements; all of which depends on the seating arrangement styles. Classroom



management systems play a critical role in improving student learning. Classroom management involves assembling and class orientation exercises to achieve specific objectives. It is the teacher's responsibility to maintain a positive learning environment in the classroom. Classrooms provide a favorable situation for sustainable education and learning. The five attributes of an effective classroom are security, open communication, shared joy, shared goals, and connectivity (Zhang & Zhao, 2010).

Brown (2007) Proposes a simple definition of a class based on collaborative learning and states that it is a "student-centric" class that encourages students to work together and discuss with each other to achieve specific goals. Slavin (1980), on the other hand, provides a more specific definition of collaborative learning. She describes it as a series of "classroom techniques" in which students engage in specific activities in small groups. In such collaborative learning activities, the reconsideration of the spatial framework conditions of educational institutions began. Over the years, teaching English towards that goal has attracted the attention of both teachers and students, but again, that students' communication skills do not match their learning goals. It's important to know. A monotonous approach to education can be one of the unobtrusive reasons for English learners in tertiary education. Considering the perspective of experimental studies conducted in two groups of BS English Semester I students, some alternatives to Andragogy intervention to improve communication skills of students who hesitate to speak English during the demonstration See if you can use the pedagogical teaching skills of.

### **Study Question**

Can pedagogy replace andragogy for the enhancement of ESL adult learners at tertiary level when taught communication skills, especially listening and speaking, by focusing on classroom variation such as pair work, group work and individual task, etc?

### **Hypotheses**

**H1.** Pedagogical techniques are equally applicable for the teaching of undergrads with major in English to improve their communication competencies.

**H2.** Participatory learning pedagogical strategies are result oriented to improve communication skills of undergrads with major in English.

### **Methodological Procedure**

The experimental design of the study was used on two groups of undergrads having large class size with major in English for a period of two weeks. A pre-test was conducted on the art of communication by focusing three M's, matter, method and manner, to compare with the results of post-test results. The controlled group was engaged in improving communication competencies, specially listening and speaking, through lockstep style or in other words teacher dominated whereas the experimental group was taught by getting them to work in pairs and groups followed by individual task and the group was engaged after teacher's demonstration to work in pairs and long group discussions followed by individual demo. The results of pre-test and post-test are presented as findings for discussion and to draw conclusion for further recommendations.

### **Review of Literature**

An ESL teacher's, as practioners, in the class determines the knowledge and skills of the undergrads which they have to demonstrate both during and after graduation. (Levin & Nolan, 2010) very aptly said that Teacher behavior can affect a variety of situations, including the



classroom environment, how staff and students react, and general behavioral management in the classroom. Teachers' unconscious or conscious behavior can affect student behavior.

Much depends on the way the teacher communicates with the assistance of his/her own knowledge about the concepts of pedagogy and andragogy. A well trained teacher is always conscious about the number of students he/she is to teach, physical conditions as well as the resources available. For instance, large classes are not a dilemma for the schools in the public sector but also of tertiary education. Various researchers who study teacher training or classroom management often confirm that the arrangement of furniture in the classroom must coincide with the activity being carried out (Brown, 2007; Emmer, Evertson & Worsham, 2006; Jones, 2000).

Co-op learning is a teaching method in which students engage in specific activities in a group and achieve specific goals. CL-based language education is known to be student-centric, with teachers acting as moderators (Brown, 2007; Slavin, 1980). The class size of the EFL class may determine language learning so that students can only interact with peers and teachers. Mishra (2007) believes that one of the most enjoyable feelings as a new teacher was watching students chat informally after class. It is important to know if students can interact in such a free environment with traditional classroom seating arrangements. In small classes, teachers were able to speak to almost all students and speak both verbally and non-verbally. This seems difficult for large classes.

Classes in which students participate in peer-to-peer learning tend to be less rude, and unethical behavior makes each other responsible for their behavior (Meyers, 2003). Careless behaviors such as reading material, side conversations, and sleep that are not related to the course are more common in undergraduate and lecture courses, and less common in interactive lessons such as discussions and active learning techniques (Meyers, Bender, Hill, and Thomas, 2006). I found that there wasn't. Reduce inadvertent behavior when working in small groups (Wingert and Molitor, 2009), improve learning of appropriate activities, and keep students involved as a group, even in large classes (Morrisette, 2001).

Froyen and Iverson (1999) found that Classroom management focuses on three notable segments: content management, behavior management, and contract management. Content management occurs when an instructor oversees space, materials, hardware, individual development, and instruction that are part of an education module or curriculum. A substance administration case occurs when a future student acts as an accomplice to work and an educator protects the congregation by going around the room.

There are many goals in managing or managing a good classroom. The most pressing requirements include increasing investment time, monitoring issues under the title, and maintaining positive behavior as part of the title. Implementation behavior is often an important indicator of second grade performance and can be applied to classroom regulatory compliance. Short and Short (1988) found that partial studies of options showed a higher level of naive behavior when they believed that there was a clear norm of classroom behavior and movement. Good classroom management is effective in addressing second-year problems and encouraging efforts to address classroom fraud (Charles, 2008). Students may need specially organized projects to help change certain practices. Some freshmen may need the constant support of educators to behave satisfactorily (Jones and Jones, 1995).



Classroom rules refer to the placement of places for students in the class. It can be arranged in regular rows and columns, circles, or our shape (Brown, 2007). Fritschner (2000) added that student participation is achieved by simply attending the class or by attending the class verbally through comments, questions, and even oral presentations. This includes the extent to which students use tasks to take action and effectively participate in assigned tasks or activities. However, it does not correspond to the working hours of students. Rather, it is measured by the quality of their comments and the degree to which they help complete activities within their group. (Rosenfield, Lambert & Black, 1985; Wannarka & Ruhl, 2008).

While English is taught in high school classes, tight seating in English classes has been a trend of public institutions in our country for many years. Managing and teaching crowded classes can be the answer, as it is easier to give language lessons to a large number of students while standing in front of the podium. Rows are a typical classroom environment where learning from teachers and individuals is central. Students are oriented so that everyone in the class looks ahead. The teacher teaches from this "front" position. Some consider this type of physical composition to be an effective method of behavioral management. The traditional rowing of classrooms allows teachers to make eye contact with some students (although if you want to feel everyone is involved, you can always look around and go through narrow corners. It is important). Students can see the screen or whiteboard in front of them. But in order to talk to each other, they need to look back at their seats or talk to fellow students around their necks. If the series shows a teacher-centric approach, clusters are typical of student-centric learning. They provide students with an effective environment for active participation in the learning process. Clusters help integrate advanced and destructive students, balance racial and cultural diversity, gender, and develop social skills.

Lachs (2000) Group work commented that it is a familiar part of school activities where students help each other, have ideas, and learn the importance of mutual trust and responsibility. As Krieger (2003) says, small class teachers spend more time teaching directly than class leaders, using more facial expressions, eye contact, and positive comments, and regular lessons. Work more often in smaller groups than. However, it is also important to understand if the class size is small or if there are other factors that can help teachers improve their language learning. When studying in a private school, depending on the requirements of the assignment, teachers and students may interact when teaching English as a foreign language.

Weinstein (2007) states that when planning a student desk layout, the amount of interaction with the student should be carefully considered. It is important to give students the opportunity to chat and interact with peers as well as teachers so that they can establish proper communication. There was a clear negative attitude change among the students in the large classes. There was a change in negative attitudes between students in traditional classes, but there was a significant difference in negativeness between the two study groups. Gunter and Gunter (1994) also found that there was a statistically significant difference between class size and student attitudes.

Large classes can be a problem for effective language instruction, but proper seating could solve the large class dilemma if tried by making the pairs and groups of the students before asking them perform individually. Working in pairs or groups, not only do students have easy access to their peers, but teachers also have the same opportunities to share and guide their students. Organizing the lessons involves both students and teachers, but making students sit in the

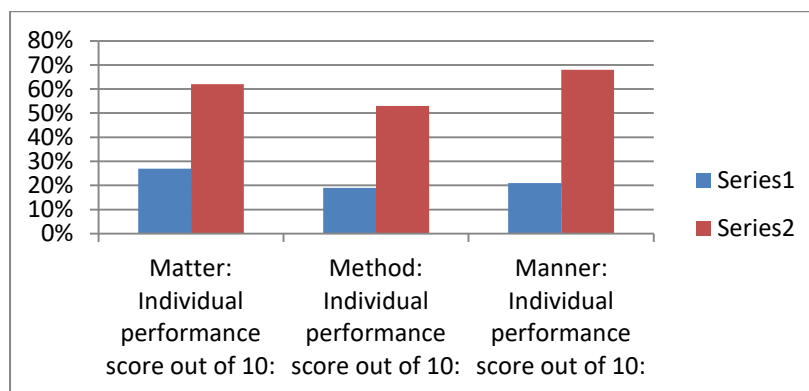
traditional way may not be more effective. Effective classroom organization involves much more than reading articles on effective classroom management.

### Findings: Pre-test (45 subjects)

#### Controlled Group

#### Experimental Group

Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10	Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10
29%	15%	18%	28%	19%	15%



### Findings after first week: Post-test (45 subjects)

#### Controlled Group

#### Experimental Group

Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10	Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10
31%	14%	17%	48%	29%	27%



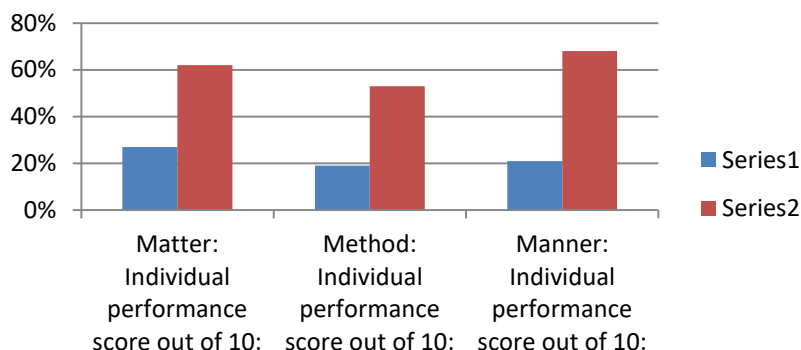
### Findings after second week: Post-test (45 subjects)

#### Controlled Group

#### Experimental Group

Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10	Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10
27%	19%	21%	62%	53%	68%





### Discussion

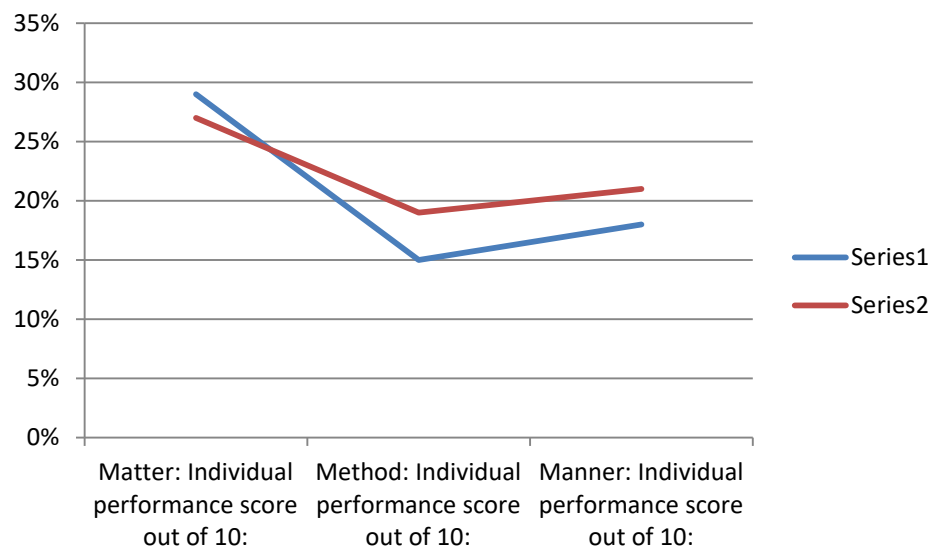
This experimental study was focused on the students of newly entered in BS English program having twelve years' of education but considering their communicative weakness that it was designed to know what approach/method/technique based on either pedagogy or andragogy could improve their communication competencies in academic presentation. The study raised a question: Can pedagogy replace andragogy for the enhancement of ESL adult learners at tertiary level when taught communication skills, especially listening and speaking, by focusing on classroom variation such as pair work, group work and individual task, etc?

After having two weeks' training/teaching of the experimental group it was found that the group improved their communication competencies and scored better results than controlled group which was taught through teacher dominated approach whereas the former worked in pair or group work before presenting individually.

We find that pedagogical teaching techniques improve learner skills and enhance learner abilities in understanding and creating by increasing students' independence. Educational goals in daily classes support students with exploratory or problem-oriented learning. This not only benefits students but the teachers too when they work with the undergrads like partners by promoting independence in learning. We also find that students lose interest in the classroom proceedings when they are not asked to participate which results in passive learning. But, in light of the results we find that it is the participation which paves way to the undergrads with major in English to learn English rather than to know about English. For example, when the students talk to their peers their performance of increased as the results reflect:

#### Experimental group

After Week 1			After Week 2		
Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10	Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10
48%	29%	27%	62%	53%	68%

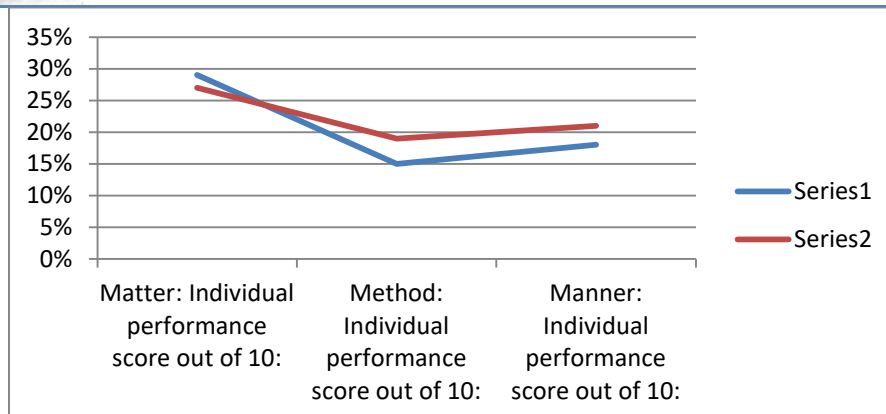


There's a marked difference between the results produced by the group after first and second week. It's possible that the group took time to learn new ways to understand the concept, i.e., pedagogical techniques, which are mostly avoided while, teaching the adult learners who are primarily taught with a focus on andragogical approaches for adult learning. This happened because of a different role of the teacher which is not focused on himself/herself but on the learners and as results manifest that when roles are exchanged the performance could be different. We find there's 48% to 62% increase so far as presentation of content is concerned which was 28% and was less than the controlled group which 29% in the beginning.

Similarly, methodological approach of the subjects also enhanced from 29% to 53% after the second week which was quite average at the start of the study, i.e., 19%. It is possible that the subjects learnt the new ways of training and felt responsibility as independence of learning was ensured during two weeks' exercise with an aim to treat the undergrads as undergrads but taught through the techniques generally believed to be helpful and beneficial for the school children. Their mannerism improved from 27% to 68% which is a marked difference and in accordance with the expectations from the undergrads with major in English who might have been taught about the foreign language but not the language as the case of the controlled group is before us which remained on the scale from the start to the end:

#### Controlled group

Before the study			After the study		
Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10	Matter: Grade A: Marks 10	Method: Grade A: Marks 10	Manner: Grade A: Marks 10
29%	15%	18%	27%	19%	21%



We have seen that the study has very aptly answer by stating that pedagogy can replace andragogy for the enhancement of ESL adult learners at tertiary level when taught communication skills, especially listening and speaking, by focusing on classroom variation such as pair work, group work and individual task, etc. At the same time, in the light of the study results our first hypothesis is proved which says that pedagogical techniques are equally applicable for the teaching of undergrads with major in English to improve their communication competencies. Similarly, the second hypothesis is also proved: Participatory learning pedagogical strategies are result oriented to improve communication skills of undergrads with major in English. Because we have seen that it's because of participation in the classroom proceedings which enabled the subjects to strengthen their communication competencies and they performed better after two weeks' interactive, participatory and collaborative teaching/learning of English language presentation skills/competencies.

### Conclusion

The study concludes with the remarks that there's no doubt about the effectiveness of andragogical approaches in the large classes for the self directed learning of the undergrads but it is also important to mention that sometimes new educational environment baffles the undergrads who don't have academic or social experience of demonstrating a foreign language such as English as many years of their academic life are spent on rote learning of even a living language like English which makes them shy and reluctant to speak English language but when they are engaged in language learning in a participatory way by following pedagogical teaching techniques they perform better as the results of the study reflect.

### Suggestions

1. Pedagogical teaching strategies could used frequently in accordance with the academic need at higher education level.
2. Though significant but andragogical approaches may be clubbed with pedagogical techniques.
3. It's not only for the foreign language communication competencies where pedagogical techniques could be applied but it can be applied across disciplines to prepare active and communicative undergrads.



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