

From Shadowing to Innovation: Examining the Impact of Experiential Language Activities on Communication Competence among Engineering Students

Dr. Devidutta Das

Bvrit Hyderabad College of Engineering for Women, India

Abstract

The mastery of English-speaking skills remains a significant challenge for engineering students, particularly in their third year of study. This research paper explores the effectiveness of two experiential classroom intervention- shadowing techniques and Redesign to Redefine-implemented on the first-year engineering students. This paper aims to investigate the efficacy of the two interventions in fostering speaking as well as entrepreneurial skills of the students. These activities draw on quantitative data from classroom assessments and student performance scores. Shadowing was used to improve pronunciation, oral communication abilities and overall linguistic confidence. Redesign to Redefine focused on using analytical and creative skills, parallelly accentuating on their presentation skills. Preliminary study indicates an improvement in students' speaking and presentation skills. The student reflection videos also suggest an increased interest English classes. This study contributes to the gamut of research that is going on in the field of ELT related to the engineering pedagogy, stressing on the fact that carefully designed classroom activities can contribute to the holistic development of the language skills of the engineering students.

Keywords: Entrepreneurial Skills; Language Classrooms; Presentation Skills; Speaking Skills