

## SPEAKING STRATEGIES: DEVELOPING ENGLISH COMMUNICATIVE SKILLS

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### **Abstract**

*In order to help first-year geography and tourism students improve their English communication skills, the current study conducts a survey of various speaking strategies and techniques. These strategies and techniques are first conceptualised. We then present a succinct selection of websites that provide a variety of chances for English conversation, allowing students to practise speaking English online, for further practise. Finally, we emphasise the importance of communicative exercises and techniques, such as role-playing, expressing points of view, engaging in discussions and debates about various topics, or engaging in group decision-making activities, as effective and fruitful communication techniques for both parties, teachers and students collectively.*

**Keywords:** *Communication Skills, Speaking Techniques, Small Talk, Role-Play, Viewpoint, Debate, Decision Making, Conversation Websites.*

### **Introduction**

Although it's common to hear the term "multimedia-aided English teaching" and many teachers have used it, many English teachers in rural junior middle schools are so accustomed to using the traditional teaching methods that they usually overlook the following.

Language contains two systems, expression form and expression function, as is well known to everybody. Traditional instruction places an excessive emphasis on form while ignoring language's expressive function. This English teaching methodology is typically used in traditional English classes: "new words — text — grammar — practise." Students can build a stronger foundation for their language acquisition through this technique. Even if they have memorised several words and phrases and have repeated numerous regulations, our kids still do not know how to utilise English. Even after years of English instruction, they are still unable to carry on a basic conversation.

Chinese students' English proficiency scored 48th out of 52 countries in a survey about students' English proficiency conducted a while back. Additionally, some Chinese students studying abroad are quite frightened to answer the phone and participate in any conversation. These serve to highlight the significant flaws in the conventional approach of teaching English. It wastes a great deal of time and cultivates "stupid English." However, despite having weaker grammar and language compared to students from Taiwan, Macau, and Hong Kong who have the same cultural background, they continue to talk and practice.

They have no qualms about making blunders or facing ridicule as a result. As a result, students start to gain from communicating with others by employing the sentences they have learnt.

### **Significance of the Study**

Due to the great development of knowledge, there is currently an increasing demand for and pressure on students to acquire a fair knowledge and command of English. If pupils only know how to build sentences using basic patterns, they won't have the command of expression that is required when they are faced with interviews.

The kids' speaking abilities are inadequate at Higher secondary education makes it more difficult to improve one's speaking abilities. Teachers need to come up with a strategy to improve how well their students understand grammar. Instead of focusing on determining if the students have understood what the teacher has attempted to convey to them, the focus is on imparting information to the pupils. The slow learners and the underachievers are greatly impacted and may be prevented from mastering the material being taught since the teachers do not have enough time to address the individual differences in the class. Due to little opportunity being provided for the development of intellectual talents and the improvement of critical thinking, reasoning, and problem-solving abilities, the curriculum is designed to load students with factual knowledge. Due to a lack of time, it was also unable to revise the teachings in class, which had an impact on how well students retained (remembered) the concepts and information. As a result, we must look for additional or complementary teaching-learning methodologies that will help us cover subject quickly and more successfully. Only when teachers are aware of their pupils' levels of achievement in terms of their speaking abilities can they come up with methods. The researcher decided to explore speaking ability as a result of this.

### **Objectives of the Study**

1. To research how well speaking strategies work while teaching English.
2. To determine the level of English proficiency among students in standard IX.

### **Scope of the Study**

The following area is covered within the study's purview:

- a) Creating the CAI module
- b) Preparation for the English Grammar Achievement Test.
- c) Conducting a study to determine how well the CAI module teaches English to pupils in the IX standard.

## **Hypotheses**

1. The pre-test mean Achievement in English scores for the Control group and Experimental group will not significantly differ from one another.
2. For the Control group, there will be no discernible difference in the mean Achievement in English scores between the pre-test and post-test.
3. For the Experimental group, there will be no discernible variation in the mean Achievement in English scores between the Pre-test and Post-test.
4. There won't be a discernible difference between the Experimental group and Control group's mean Achievement in English scores on the Post-test.
5. Experimental groups will close gaps faster than the Control group.

## **Statement of the Problem**

It is essential that English education be enhanced because it is one of the most significant disciplines. Action is required on a number of fronts, including the supply of efficient self-instructional materials and procedures and their usage as a supplementary tactic to the traditional teaching approach. There is a real need to provide self-instructional resources in India due to the acute lack of such materials available in English. Effective teaching and learning depend on students remembering the concepts, information, and ideas they have already learned. It is also important to research how effective the self-instructional materials are as a reinforcement technique. Consequently, research is done in this area.

## **Tools Used in the Study**

To create the data for the current study, the researcher has created or implemented the following technologies.

1. Speaking strategy
2. Criterion Referenced Test (CRT)

## **Pilot Study**

Thirty students from grade XII were used in a pilot research. It was intended to verify the accuracy of the things created in the speaking strategy packages, computer-assisted materials, and draught CRT. Based on the results of the pilot study, several items were deleted from the CRT, Computer Assisted Materials, and Speaking Strategy software packages, and some words and sentences were changed in both the item and the instructional materials. In order to validate CRT, the investigator additionally used the following process.

## **Method of Experimental Study**

The researcher used three study phases, including two test phases, for the data collection and manipulation of the experimental variables (i.e., the study's content and methodology). Over the course of two months, from June to July 2007, data was gathered.

For the duration of the school year, this entire subject required 15 teaching sessions of 45 minutes each. The study included participants from Govt. High School.

## **Phase-1 Identification and Development of Self-instructional Packages and Tools**

A pre-study to establish the validity and reliability of the tools was also carried out at this stage. The investigator has built computer assisted modules, computer assisted instructional software, lesson plans, and criteria referenced tests during this phase.

## **Phase-2 Experimental Phase-1**

The pre-test was administered to the sample of students chosen from grade XII in the study's second phase. All of the pupils were taught the unit "English" by the investigator using the conventional method of instruction. With one 45-minute contact session every day, the subject was covered in fifty days. The teaching of each of the English subunits took place over the course of one period (a 45-minute teaching session).

The achievement of cognitive skills in "English" is evaluated using a pre-test (Test-2) given on the seventh day after finishing these modules.

## **Phase – 3 Experimental Phase-2**

To create the control and experimental groups, students were randomly split into two groups. Speaking strategy group was the name of the experimental group. For ten instruction periods, the members of the Speaking approach group received reinforcement through computer-assisted materials. The pupils had a 20-minute break after finishing each module. The Speaking Strategy group's students were taken to the computer lab where they received an introduction to using the keyboard and studying English-language software. Fortunately, all of the members of the SPEAKING STRATEGY group had prior keyboarding experience. Additionally, extra care is made to prevent the experimental and control group kids from running into each other at these times. The control group's kids were dismissed from class and received no additional instruction on the English curriculum.

All of the students, including the control group, were gathered after providing reinforcement to the experimental groups using the PLM and Speaking method, and a post-test was given that same day using the same CRT.

**Modules - Illustrations****Communicative Approach Selected Situations****Section - A****Building Blocks/Core Sentences/Structural****Occasion 1: Ability**

1. Can you operate a vehicle?
2. Can you imagine covering ten kilometres on foot?
3. Do you possess typing skills?
4. Do you play cricket well?
5. He may do the task on time.

**Occasion 2: Advice**

1. I would appreciate your advice.
2. How should I go regarding joining the Navy?
3. Should I purchase a bicycle?
4. Would you recommend that I enlist in the Navy?
5. What do you suggest?
6. Would you kindly recommend that to me?
7. I wouldn't accept the deal if I were you.
8. I believe you should arrive on time.
9. You should speak less.
10. Be considerate of others.
11. You shouldn't have gone to school.
12. You shouldn't sleep in.
13. You are free to visit Ooty, although I prefer that you do it in the winter.
14. Avoid making a commitment.
15. Ignore her advice.

**Occasion 3: Apology**

1. I apologise.
2. I own up to my error.
3. I regret my disruptive behaviour.
4. Please accept my sincere apologies for arriving so late.
5. I apologise if I was impolite.
6. That's OK, thanks.
7. In no way.
8. No need.
9. Calm down.
10. It doesn't really matter.

**Occasion 4: Certainty**

1. I am certain of it.
2. Are you confident in it?
3. Definitely.
4. Really.
5. Unquestionably.
6. There is little question.

**Occasion 5: Complaints**

1. I'm sorry, but I must share a story.
2. I regret bringing this up, but there isn't any other option.
3. I apologize if I insulted you.

**Generative Technique**

S.No.	Key Sentences	Substitute
1.	It's good to see you again	1. Nice 2. Wonderful 3. Delightful 4. Marvelous
2.	It's exciting to see him again	1. meet; 2. converse with; 3. accompany; 4. hear from
3.	It's nice to have conversation with her	1. them 2. every one 3. all of you 4. him
4.	It's fine to meet you today?	1. this week 2. during our trip 3. so soon
5.	Where have you been lately?	1. recently 2. recently 3. as of June last year
6.	I've been busy with extra work	1. tethered 2. involved engaged 3. activities 4. occupied
7.	I've had a lot of work to do	1. Gopal 2. lately; 3. since June of previous year
8.	I haven't seen you	1. for a long time 2. hear from you 3. her

## Analysis and Interpretation

### Hypothesis 1

#### Research Hypothesis ( $H_R$ )

The pre-test results for Achievement in English will show a clear difference between the experimental group and control group.

Pre Test	N	Mean	SD	"t" value	Significance
Control group	30	21.30	4.52	0.65	NS
Experimental group	30	20.47	5.32		
Control Group	N	Mean	SD	"t" value	Significance
Pre test	30	21.30	4.52	1.10	NS
Post test	30	22.60	4.63		
Experimental Group	N	Mean	SD	"t" value	Significance
Pre test	30	20.47	5.32	5.63	S
Post test	30	27.77	4.71		
Post Test	N	Mean	SD	"t" value	Significance
Control group	30	22.60	4.63	4.29	S
Experimental group	30	27.77	4.71		

$$df=58 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table reveals the following facts.

### GAP Closure

Gap closure is the difference between the group's mean score and the top score, often known as the perfect score. The percentage that a group closes the gap to perfection is known as the gap closure score. A variable that might be called the "% of ignorance gap closed" and expressed as a percentage serves to define the term "percent gap closed."

**Table: Gap Closure for Control Group and Experimental Group**

S.No	Group	Gap Closure
1	Control	7.48
2	Experimental	32.00

An inspection the above table discloses the fact that the mean of the gap closure in the unit test is in the range of for the control group.

## **Hypothesis 5**

### **Research Hypothesis (HR)**

The experimental group will close the gaps more completely than the control group. Lack of hypothesis (HR). There won't be a noticeable difference in gap closing between the experimental and control groups (unit wise). The research hypothesis is accepted and the null hypothesis is rejected based on the analysis of the provided data.

### **Interpretation**

This research is experimental and uses an analogous group design for the pretest and posttest. In order to examine the prerequisite knowledge, an entry behaviour test was used to differentiate the control and experimental groups. Since both groups were identical before the test, this indicated that they were identical in nature. Pre-test 't' values for the control and experimental groups consistently show no statistically significant difference between the two groups. This demonstrates their similarity and the lack of any noteworthy advancement in their prerequisite knowledge.

Both the control and experimental groups' pre-test and post-test means differ significantly (at the 0.01 level), with the post-test mean being higher than the pretest mean. The inference is that the traditional approach in the control group and PROGRAMMED LEARNING METHOD in the experimental group both contributed to the enhanced level of basic English skill acquisition.

The post-test results of the experimental group and control group are significantly different. The experimental group's mean score is higher than that of the control group.

### **Issue Restated**

How well does the Speaking approach work for standard XII pupils learning English?

For the pilot study and the final study, the sample included 112 and 70 pupils, respectively. The sample consisted of students in Std. XII. Both an experimental group and a control group were created. Prior to therapy, the two groups were first matched.

### **Instrumentation**

The following tools were created and verified to assess student performance in this study.

1. Speaking techniques modules
2. Achievement test of speech ability The objects and content of the aforementioned tools were verified. Experts verified the veracity of the content. Utilizing discriminative and difficulty indices, item validity was determined. The test's reliability was demonstrated using the rational equivalent technique.



## Findings

In the pretest, there was no discernible difference between the performance of the control group and experiment group. This demonstrates that the experimental group and control group were matched. Both the control group and the experimental group performed significantly differently after the test. This is because testing, exposing pupils to test questions, and raising awareness among them are excellent ways to reinforce learning. The experimental group performed significantly better than the control group during the post-test. This demonstrates the value of computer-assisted instruction.

The experimental group's gap closure was greater than the control group's. This serves as additional evidence of the value of planned teaching and learning. It was clear that the Speaking approach was superior to the conventional way for teaching English at the Higher Secondary level.

## Limitations of the Study

The following are the study's limitations.

1. The participants in this study were only students in standard XII.
2. Sample selection is not random.
3. Only a few months were allotted for the trial.

## Conclusion

The reform and mainstream of English instruction is moving in the direction of using multimedia. When compared to traditional English instruction, multimedia-assisted English instruction provides an unmatched advantage in terms of improving students' levels of English. Teachers should prioritise using multimedia in English instruction in the current climate, especially in rural junior high schools, and offer pupils an audio-visual learning environment. When using multimedia, teachers should mix traditional English instruction with multimedia-assisted instruction while providing a modest amount of exciting content. Teachers should also highlight their primary role in English learning while taking into account the personalities, interests, and learning capacities of their pupils. With the aforementioned considerations taken into account, we can use multimedia in junior English classrooms in rural areas effectively. In that situation, we can achieve more pleasing outcomes with a certain amount of work, and both the effectiveness and quality of instruction can be greatly enhanced.

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