

CHAPTER-1

INTRODUCTION

1.0 Introduction

The whole globe is innovative in all walks of life and everything is change rapidly in it. And each field uses language to convey or to share information, ideas, opinions and messages to one to another. It is to believe that human beings are the only living entity that is given with the natural ability of the language. When the language is used to share ideas, information, thoughts and messages, it is call communication. And in communication process, four basic skills i.e. listening, speaking, reading and writing are required to acquire any language. Among these skills, listening and reading are known as respective skills whereas reaming skills i.e. writing and speaking are known as productive skills. Indian education system has given more importance to reading and writing rather than listening and speaking skills and this is the concrete reason that today good speakers in English are rarely found. People use listening and speaking skills to do oral communication to convey their experience, ideas, information and oral communication is an important part of an individual's personality. When this kind of communication takes place through process whether it is in a formal way or in informal way, it is call communication process. In communication process, two parties are required i.e. encoder and decoder. In this process, encoder has to send a message through the medium of channel to the receiver, and decoder has to understand that message and respond in to sender's desire. If this is happen, communication between two parties takes place.

Communication can be done in two ways i.e. **verbal communication and non-verbal communication**. People use **verbal communication** for most purposes. It may be written or oral. In oral communication, people can consist of various ways to do communication like, face to face conversation, telephone talk, presentation, public speech, interview, meeting etc... and written communication consists of letter, memo, notice, report etc. which can be more in a formal way.

Whereas **non-verbal** communication includes body language, facial expressions, gestures, eye contact etc. while communicating between the two, the encoder uses her/his body language, facial expressions, gestures to encode the particular message to the receiver.

In present era, most of the people are found that they are using English language to do communication. It is to believe that it is the English language which highly preferred language for communication which has the capacity to become a world language. Here, the question may raise that why only the English language is preferred at world level. In answering to this question, it is the research that English language is the only language that can be acquire and learnt easily in comparison to any other languages. This is the main reason that English language becomes common to do communication at the international level.

There are some concrete components of oral communication which are as under:

Fluency- There should not be unnecessary pauses. Speaker should be fluent in terms of stress and intonation.

Accuracy – The use of correct words and correct grammatical structure.

Audible- Speaker should be audible to the listener, because the actual message or exchange of ideas can be received to the listener clearly.

Confidence- Speaker should be confident while using the language.

Body language- Speaker should have appropriate body language.

Paying attention to the audience- Speaker should be according to the level of audience or listeners.

Pauses- appropriate pauses should take pauses wherever it is required.

There are 7 C's of effective communication and they are applicable to both written as well as oral communication. These are as under:

Completeness – The encoder must take into consideration the decoder's mind and convey the message accordingly.

Conciseness- Conciseness means wordiness, i.e. communicating what you want to convey in least possible words. It is necessary for effective communication.

Consideration – It includes the view point, back ground, mind-set, education level, requirements and problems of the listeners or audience.

Concreteness– It focuses on the being particular and more clear rather than fuzzy and general in communication.

Clarity- It emphasizes on a specific message or goal at a time.

Correctness - It focuses on the sentence formation and grammatical mistakes in communication.

Courtesy – it focuses on the politeness of sender's way of communicating and also the given respect to the receiver.

1.1 Statement of the Problem

Development of a Programme to Enhance Oral skills in English (L2) for class IX

1.2 Hypotheses

Ho₁-There will be no significant difference between the mean scores of pre-test and post-test on Listening skills of class IX students.

Ho₂. There will be no significant difference between the mean scores of pre-test and post-test on speaking skills of class IX students.

1.3 Task Objectives

- To plan a programme to develop oral communication skills
- To prepare a programme to develop oral communication skills
- To implement the programme to develop oral communication skills

1.4 Research Objectives

- To study the status of oral communication skill in English of school students of class IX.
- To develop English language communication programme for class IX students.
- To study the effectiveness of the programme on oral communication in English for class IX students.
- To study the reactions of the students towards the English language programme.

1.5 Rationale of the Study

The researcher would like to present here, what is the status of the English language at secondary school of Gujarat and how can the education system can bring improvement in students of secondary level. Learners need to improvement especially speaking skill because teachers always follow traditional method like grammar translation.

People or learners are found that they can read and write English but have difficulty in speaking. As they lack confidence in the use of the language, many times they stutter and lack fluency in speaking. To speak confidently, fluency and accuracy is required for getting success in life. For sharing views, showing sympathy and empathy, enquiring and requesting, oral communication is required at every step. All the social bonding and relationship are based on communication. Due to inadequate stock of vocabulary, unnecessary pauses, wrong pronunciation and wrong sentence construction is created. People are not able to convey their meaning appropriately.

Many students have difficulty in pronouncing 'sh' and they pronounce sea, see, she in the same manner. It creates lots of confusion. So here, the researcher has tried to prepare tool to check a programme's effectiveness in enhancing the learners' improvement in oral communication skill especially in English. The researcher hoped that the programme

which is prepared by him will enable the learners to be independent and confident learners who can use English correctly to make the students fluent in the use of language specifically in English language.

1.6 Operationalization of the Terms

✓ Development

The act of developing or disclosing that which is unknown.

In this research, the development refers to preparation of a programme which helps learners to develop oral skill for class IX students.

✓ Programme

It refers to various activities developed by their researcher by using various methods and teaching aids which will facilitate to enhance the competence in English for class IX students.

✓ Oral Communication

Oral communication means students' ability to speak correctly, fluently, and express themselves without much hesitation according to the demand of the situation. It means that the person is able to carry out language functions such as express his desire, make request, express gratefulness, remorse, inquire and seek permission etc.

1.7 Delimitation of the Study

The present study is delimited to Gujarati medium students of class IX Gujarati Medium G.S.E.B. school of Vallabh Vidyanagar city.

1.8 Scheme of Chapterization

Chapter-1: Introduction - Introduction begins with an introductory note and it states the problem of the study. It also states the objectives of the study, delimitation of the study, Operationalization of the terms, hypotheses and rationale of the study.

Chapter-2: Conceptual Framework and Review of Related Literature - Review of Related Literature focuses on two parts, theoretical framework and research reviews. It includes theoretical background of the study and different studies reviewed for the present work.

Chapter-3: Research Methodology - Research Methodology focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, tools used and procedure adopted for data collection and data analysis.

Chapter-4: Analysis and Interpretation - Analysis and Interpretation analyses the data and interpret based on the calculated scores of pre test and post test.

Chapter-5: Findings, Implications and Conclusion - Findings, Implications and Conclusion is the last chapter which deals with the findings and implications of the study. It also presents some suggestion for future studies that can be undertaken in the field.

1.9 Conclusion

This chapter deals with the light of introduction, statement of the problem, hypothesis, task objectives, research objectives, rational of the study, opeartionalization of the terms, and scheme of the cauterization

The next chapter of the present study is Conceptual Framework and Review Related Literature.

CHAPTER- 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of Related Literature provides highlights of related references, background and justification for the research undertaken by the past researchers. This chapter is divided into two parts i.e. conceptual framework and review related literature. Conceptual framework includes the conceptual framework of the research study and review related literature includes the literature reviewed by the researcher. As knowledge does not come from vacuum, the researcher is in need to consider information produced in the past. Hence, the researcher refers to sources like book/s, theses, dissertations abstracts, journals, etc. It guides the researcher in understanding and defining the problem accurately and systematically. This review helps the researcher to proceed in one's study and also helps to prepare a proper design for the study.

Review of Related Literature is one of the significant aspects of research. It enables the researcher to get acquainted with the work done in the concerned area. It also helps to explore the needs of research in unknown and unexplored areas. It develops insights into the methodological aspects of the research. For any researcher, review of related literature forms the basis for the problem identification. It helps to find out ways and means of studying problems, methods used in studying problems, tools used to collect data and the ways for analyzing the data to arrive at a solution. In a nutshell, it helps the researcher to arrive at the proper perspective of the study. In the present chapter, the researcher has presented the review of the related literature related to the present study.

2.1 Objectives of Review of Related Literature

- ✓ To identify gaps in the literature
- ✓ To know about past researches and to build knowledge about the present study
- ✓ To identify other people working in the same field
- ✓ To increase the knowledge about the subject area

- ✓ To gain conceptual and research based knowledge for the present study

2.2 Conceptual framework

2.2.1 Introduction

In 21st century, oral communication skills are very important for personal and professional development and social mobility. A person having good oral communication skills exercises a great influence on the society and his fellow beings. A person having effective oral communication skills are more successful and do better in interviews. That is why the researcher has tried to develop oral communication skills of class IX students of Gujarat Board through a programme consisting participatory, activity based tasks.

2.2.2 Importance of English Language

In present, English language is used as an important tool of communication in daily life, which is the current trend of the universe. Generally, it is believed that the English is the only language to peep into the world of communication and without the knowledge of English, people are handicapped. Therefore, one can say that it is the medium of communication. Apart from being a native language of UK, USA, Canada and Australia, it is the most widely used as a second language in India, Nigeria and Philippines. It is the third most commonly spoken first language after Mandarin and Spanish. Therefore, Indian people who are being users can take proud of the pronunciation system in the Indian English than the Britishers even. With the freedom, India had decided to die the constitution in English until execution of Hindi as a prime language of the parliament. All the BPO and MNC's make use of English as a prime Language in their selection procedure. In every sphere of professional life or day-to-day life, the only mandate thing that exists to communicate is acquiring such stage of communication that will probably leads towards the upliftment of the individual as well as the language.

2.2.3 Importance of English in a Multilingual Country

Today, it is a fact that the English is being spoken and understood all over the globe. And it is the national language of Great Britain, United States, Canada, New Zealand, Australia, and it used in former British colonies all over Asia and Africa. English is a

connecting language of the world. India is a multilingual country, so that a specified language is necessary by which an individual can travel throughout the country and understand others. English also serve connecting language of countries and as the result there reduced the burden of knowing the different regional languages for the correspondence. English already taught by British in India to use it in various fields over three centuries before independence.

If one peeps out to the world, one comes to know that English may or may not be the instructional language and official once in the country or territory. The researcher observed that the schools are going to implementation of English as the medium of instruction. Written communication is much important because it is the significant tool for exchanging thoughts with each other. Written communication put more emphasis on grammar and vocabulary, which is helpful to people to improve their language skill. One can see that the English has super will power, which is success to merge entire world to the way of communication. Today it is the Era of technology and our life become fast and a mixture of variety with the cultures and ethics. For the connectivity with the other country English users must be there. Generally, by the observation one can analyze most of the companies prefer English is the medium of advertisement and various political parties also using English as a medium of propagandas. All IT fields based on computerized instruments and as the result, English is the soul of computer. In south India especially 'KERAL' and others southern states, they are giving much more importance to English rather than regional languages.

With the using of an English language at the various places and with the ability to understand it by the people, they become aware towards the present of the world and as the result, they can able to cope with the world. It has also the demerit that Owing to the generation gap, we can also see the disadvantage of using English, for example: people from the old generation are unable to understand properly repeats the mistakes. However, English is much more important in present and will be forever.

2.2.4 English in India

As people know that India is the country in which multi languages are used. But one may find the less users of English language. In India, some speak in favor of using English

language but others made objection over it. The British rules introduced English in Indian schools with a hope that troubles in administration due to linguistic barrier would disappear. For Indian nationalist, who made objection to use English language to do communication, according to their opinion, Hindi should replace English for all purposes. But the rival section of the people judge English from academic point of view. They argue that English is a window language. It is the most widely spoken language in the world. Through this language, India can establish her contacts with developed nations of the world. India is a vast country with different languages in different parts of the country. These regional languages differ from each other languages so much that it is not possible to communicate with people of other regions without a common language. India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language and i.e. English. It is this language which understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction. In today's scenario of the world, people must have the knowledge of advanced technologies and all kinds of branches of sciences. There is an urgent need of such a common language which can be understood by youth all over India and the language in which all data and information is available. It is the English only which can be selected as the language to be studied by all the people from the primary level. The language is a house of social and political knowledge. Hence, study of English language is of great importance for developing country like India. Without knowledge of this language, technicians, mechanics, and engineers can't do progress. India is the peace-loving country and wants to spread the same message to all countries of the world. The other countries also take an interest to understand and know this policy of India. All this possible only through a common medium of exchange of ideas and views. English is such a language which has an international status and can provide the best medium to interact with outside world. In all international seminars or summits, all speeches or course material is in English. If India is to utilize these opportunities, and expand its universal view point, then English is the only language which should be learnt by all the people.

Further, a nation can remain intact only when its leaders can understand the people living in different regions and can communicate with them in effective and cordial manner. All leaders can not understand more than ten to fifteen languages of various regions, it means, simply they can understand the common language English. This language is an important to inspire unity at the national level and international level as well. To curb the separatist tendencies of our varied communities, people must continue to teach English. Without learning and communicating in this language, people will perish one day. To survive in modern society, knowledge of English becomes essential as water. The importance of English can't be denied. Indian regional languages do not have the depth and capacity to understand and correlate all these technological developments and as such, can't serve the purpose to keep pace with the fast growing world outside. Most of the best books on all subjects are available in English language only. It is difficult to translate all regional languages, therefore, knowledge of English can only prove to be a blessing. Every nation must develop and encourage its own language. However, in India, have diversity in languages and it is not possible for many years ahead to have a common language like Hindi. Under such circumstances, one can not for long; otherwise people of India will be left far behind. As such, till such time one language is developed, people must learn and teach English from the beginning itself. Some subjects like science, mathematics and technology books must be taught in English only. This fact is being realized now by those who had opposed teaching in English few years ago. Now, they know that people have not been able to prosper like other countries of the world due to keeping themselves away from English. It is this language which can uplift them not only within their own country but throughout the world. People of India will be no less than anybody in the world with knowledge of English. As the position stands today, Hindi must be given the top-most place aiming all the 4 languages. It should be develop to become link language. The people in certain parts of the country pressed for the continuation of English language. It is this reason that why English was given the status official language of the Union. English has come to accepted as a foreign language in India. As such, one might think of breaking it with other foreign languages such as Russian, German, French, Chinese and Japanese and so on. But, English deserves to be given a special position. The chief reasons for this are 1) English as an International

language and 2) Indians have had contacts with this language for more than 150 years. According to Dr. P.D. Shukla, it is “a unique situation” for English and for India both. There is another observation about the unique status of English language. According to an experts view: “whatever the future of English may be in India, one thing is certain. In India, as in other countries, English will maintain-quite probably increase-it immense usefulness as a library language.” The Indian Education Commission also expressed some such view: “in fact, English as an important ‘library language’ would play a vital role in higher education. No students should be qualified for a degree, in particular, a master degree, unless one has acquired proficiency in English.”

In this capacity, it is to serve a key to the store house of knowledge not yet available in the Indian languages. The continued use of English language is desirable as it is the only language “thorough which maximum knowledge can be imparted to students.”

2.2.5 English in Gujarat

According to some leaders, English was a symbol and instrument of colonial exploitation. Hence, it should be done away with completely from government systems. At last, English was kept initially for fifteen years as an Associate Official Language for inter-state communications and communication between the states. After independence, educationalists wanted the use of English language as a medium of instruction from the primary as well as from college level. People were emotionally charged and considered English as a sign of bondage. Thus, there was a strong under-current of anti-English sentiment; in 1960 the state Gujarat was formed. The language policy was influenced by leaders. They encourage English as unpatriotic. And they sent their children to English medium school. The outcome of this thinking was unsuccessful.

English as a language, made optional in the past but now-a-days the government made it as a compulsory subject from the primary as well as from junior kg. This affected learning of English in two ways: i.e. late beginning created psychological problems for learners. And second is, they were less interested and enthusiastic to learn English because there was provision of doing without it, in those days, English was taught apparently through the G.T.M. i.e. Grammar Translation Method. Teachers were used to

teach English by this method and they had done the word to word translation or the whole text translation. Even the researcher has faced this problem. And because of this manner, learners could not make their command over base or at grammar point of views.

But now that old tradition seemed to be changed gradually, English is introduced from the junior kg or from the first standard. In present era, people are aware about the demand of English and they preferred English as a first language. Even teachers in English medium schools are found that they are giving instructions in English. They use their native language to some extent. Thus, one can say that slowly and gradually the trend is changing. People use more English rather than other languages like Hindi or Gujarati. And in teaching English methods are also changed. There are many methods which use in teaching now-a-days like Audio-lingual method, CLT (Communicative Language Teaching) and many more.

2.2.6 English Language Teaching (ELT)

English, as a lingua-franca and as a link language occupied very important place in the social activities. Thus, everyone in willy-nilly wants to learn the English language. Especially, in the academic domain, each child is intimidated to plunge into the task of learning English language in order to survive in the competitive world. Consequently, the educational planners are moving heaven and earth to impart the English language to the future citizen of India. English, although it is a foreign language, is taught as second language as the society provides certain English learning situations.

2.2.7 Oral Skills

People are aware about the different languages and human being is the only living thing that uses those different languages. To learn any language, four basic skills i.e. L.S.R.W- listening, speaking, reading and writing. These skills are necessary to learn or use language. But emphasizing on oral skill especially in English language, one can include listening and speaking skill. Reading skill also can be included to some extent. With the help of these skills, oral skills can be developed.

Any language learning requires developing four basic skills.

What are these four skills?

- ☞ **Listening** (comprehension skill)
- ☞ **Speaking** (production skill)
- ☞ **Reading** (comprehension skill)
- ☞ **Writing** (production skill)

- **Listening Skills**

Students should be given practice in listening to the sound of the language to be able to recognize them, to distinguish between them to mark stress and recognize and use the right intonation in sentences.

- ✓ **Objectives**

- To enable students to develop their listening skill, so that, they may appreciate its role in the LSRW skills approach to language and improve their pronunciation.
- To equip students with necessary training in the listening, so that, they can comprehend the speech.

- **Speaking Skills**

This section contains speaking practice lessons on a wide variety of aimed at developing functional language or promoting discussion.

- ✓ **Objectives**

- To make students aware about the role of speaking in English and its contribution to their success.
- To enable students to express themselves fluently and appropriately in social and professional context.

- **Reading Skills**

It enables readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

✓ **Objectives**

- To read the written form as meaningful language.
- To read anything written with independence, comprehension and fluency and to mentally interact with the message.
- To develop an awareness in the students about the significance of the silent reading and comprehension.
- To develop the ability of students guess the meaning of words from context and grasp the overall message of the context, draw inferences etc.

• **Writing Skills**

This is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

✓ **Objectives**

- To develop an awareness in the students about writing as an exact and formal skills.
- To equip them with the components of different forms of writing, beginning with the lower order ones.

2.2.8 Importance of Oral Communication

- 1) There is high level understanding and transparency in oral communication as it is interpersonal.
- 2) There is no element of inflexibility in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- 3) The feedback is spontaneously in case of oral communication. Thus, decisions can be made quickly without any delay.
- 4) Oral communication is not only time saving but also saves upon money and efforts.
- 5) It is best in problem resolution. The conflicts, arguments, and differences can be put to the end by talking them over.
- 6) It is an essential for group energy and team work.

- 7) It can be best used to transfer private and confidential matter or information.

A teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously. They provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

2.2.9 Ways to Develop Oral Skills in the Classroom

Through daily activities, teachers provide learners with opportunities to develop each skill; students **Listen** (to the teacher use the target language, to song, to one another in a pair activity), **speak** (pronunciation practice, greetings, dialogue creation or recitation songs, substitution drills, oral speed reading, role play), **Read** (instructions, written grammar drills, cards for playing games, flash cards) and **Write** (fill in the blank sheets, sentences that describe feeling, sight or experience, a dialogue script etc.) This approach, however, does not combine these four skills, so that, they can be used together to reach the same end i.e. language development that is well rounded.

2.2.10 Methods of Teaching English

In the past, teachers used GTM to teach second language i.e. English. But now- there are many methods which use in teaching English. So, there is no any single strong method considered in teaching English since the level of the students differs from one another. So, it is necessary for the teachers to know the different methods of teaching and variety of methods help him to apply the relevant method in his classroom successfully. There are various methods to teach English which are as under:

GTM- Grammar Translation Method

This is not a new method. It has had different names, but it has been used by language teachers for many years. At one time, it was called a classical method since it was first used in the teaching of the classical languages, Latin and Greek (Chastain 1988). Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign literature. It was also hoped that, through the study of the grammar of the target language, student would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native

language better. Finally, it was thought that foreign language learning would help the students grow instinctually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

☞ **The Direct Method**

As with the grammar translation method, this method is also not new. Its principles have been applied by the language teachers for many years. Most recently, it was revived as a method when the goal instruction became learning how to use the target language to communicate. Since the GTM was not effective in preparing students to use the second language communicatively, and the Direct method became popular.

This method has one basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse with the students' native language

☞ **The Audio-Lingual Method**

This method is an oral based approach. It is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, this method drills students in the use of grammatical sentence patterns. It also unlike the direct method has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method'. ; alter in its development; principles from behavioral psychology (Skinner 1957) were incorporated. It was thought that way to acquire the sentence patterns of the L2 was through conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and from the new habits requiring being target language speakers.

☞ **CLT (Communicative Language Teaching)**

Most of the goals of some methods are to look for the students learning to communicate in the target language. In 1972, this language was proposed in Europe. The main aim is to

develop the communicative competency of the learner. His/her needs of understanding and expressing L2 is the main focus of this method.

In this method, students may know the rules of linguistic usage, but be unable to use language. It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context. CLT aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

2.3 Review of Related Literature

2.3.1 Introduction

The researcher has reviewed many studies related to oral communication skills. The researcher refers to sources like book/s, theses, dissertations abstracts, journals, etc. It guides the researcher in understanding and defining the problem accurately and systematically. This review helps the researcher to proceed in one's study and also helps to prepare a proper design for the study.

Review of Related Literature is one of the significant aspects of research. It enables the researcher to get acquainted with the work done in the concerned area. It also helps to explore the needs of research in unknown and unexplored areas. It develops insights into the methodological aspects of the research. For any researcher, review of related literature forms the basis for the problem identification. It helps to find out ways and means of studying problems, methods used in studying problems, tools used to collect data and the ways for analyzing the data to arrive at a solution. In a nutshell, it helps the researcher to arrive at the proper perspective of the study. In the present chapter, the researcher has presented the review of the related literature related to the present study.

Patel, J. (2013) has conducted a study on *Effectiveness of Language games to enhance Spoken Competence of ESL of class 8th students*. The objectives of the study were to evaluate the effectiveness of the language games by comparing the mean score of pre-test and post-test of the students. To study the feedback of the students towards learning

through language games. The population of the study comprised of all the students of class 8th of Gujarati medium schools of Gujarat. The sample of the study comprised of class 8th students of Shreeshirva primary school (Mandvi Kutch) for the purpose of the study. In this study achievement test and feedback forms were used as a tool. The data in respect of achievement test were analyzed quantitatively as the researcher used statistical techniques like mean, SD, and t-test to analyze it. The feedback forms of the students were analyzed qualitatively as percentage was used to analyze it.

Raval, R. H. (2013) has conducted the study on *Effectiveness of a Programme to Develop Oral Communication in ESL in std. IX*. The main objectives were to evaluate the effectiveness of the program by comparing the mean scores of pre-test and post-test of the students, to study the feedback towards the program. The researcher has selected the students of std. 9th of Gujarati medium school to conduct the study and prepared a program which helped the students in developing their oral i.e. speaking skills in English. For this study, the researcher took pre-test to know the level of the students in oral communication especially in English.

After giving treatment, again the researcher has conducted post-test to know the improvement in their performance in communication. The researcher has used the tool like SD and statistical techniques to evaluate the collected data. And at the end, the researcher has found the improvement in students' performance in oral skill (English).

Rohit, D (2011) has conducted a study on *A Survey of Ten English medium schools of Anand District with Reference to the Use of English in Co-curricular Activities*. The main objectives of the study were, to make learners active in English language learning, to enable students to use English by using types of co-curricular activities, to develop overall personality of the students, to make students overcome shyness, to teach grammar by using co-curricular activities. The major findings of the study were, most of the research work focused on personality adjustment of the students this is lack of use of co-curricular activities to teach English. Co-curricular activities have mostly focused on social science than English. Here, the researcher liked to suggest that they should have various kinds of interesting co-curricular activities to teach English or any other subject because interesting activities or materials very much helpful to teach any subject. It

creates interest towards learning. There are some co-curricular activities that can be used to teach grammar, vocabulary and communication skills such as listening, speaking, reading and writing (LSRW). They should be properly planned in terms of the goal to be achieved. An evaluation procedure should be developed to evaluate planning, participation and the program to achieve the best results. All activities should evolve out of needs, interest and desire of the pupils. Students should participate in the planning, execution and evaluation procedure under effective guidance of sponsors. Co-curricular activities record card should be maintained for all pupils separately to get the total view of the pupils. There should be distinction between curricular and co-curricular work.

Rathod, M (2011) has conducted study on *Developing Listening Skills through Authentic Audio-Visual Materials*. The main objectives of the study were, to examine the effectiveness of Authentic Audio-Visual materials in ESL classroom, to expose the sample group to authentic listening and measure its effectiveness, to incorporate modifications as far as Authentic Audio-Visual Materials is concerned based on piloting with experts. The major findings of the study were as follows;

- As far as the development in listening comprehension is concerned the sample group pointed out that they benefited from the activity package because it has improved their skill of listening for specific purpose, it has also helped them to improve their listening comprehension. Learners believed that authentic audio-visual materials have helped them to comprehend the various contexts of language. Lecturers have also opined that the activity package will be helpful to develop the skill of listening for the specific information of post graduate ESL learners.
- Learners also pointed out that the materials were challenging but appealing. They enjoyed solving activities used in the activity package. At the other hand, lecturers felt that the activities used in the materials were demanding but it will give exposure and sustain interest of the learners.
- According to learners and lecturers, the technology was properly utilized and well organized as far as the activity package is concerned.

Learners and lecturers stated that in the activity package the video-clips were interestingly and appropriately used. As per lecturers' opinion, learners will become familiar with a variety of context of information offered in the video-clips.

Chauhan, B, (2011) made research studied on *Effectiveness of a Program to Develop Non-Verbal Communication Skills for the Pre-Service Teachers*. The main objectives were to prepare a non-verbal communication skill development program for the pre-service teachers, to try and find out the effectiveness of non-verbal communication skill development program at the level of pre-service teachers, to show them the difference between faculty and proper cues, to make trainees understand the process of non-verbal communication and how it is crucial in effective teaching-learning process, to make the trainees conscious about the consequences of improper non-verbal cues. The researcher has followed the pre-test and post-test for the data collection as a tool. Having prepared the questions to evaluate the non-verbal communication skills at the initial level, the researcher took the pre-test in the form of True/False statements. Following the treatment of the material produced by the researcher the post-test was taken in the form of yes/no type questions. The researcher has used the statistical techniques to know the improvement of the students in the percentage form. The researcher has also conducted some activities based on non-verbal communication which help them to know the effect of its use in the classroom.

Gohil, S. (2010) has conducted a study on *Preparation and Tryout of Multimedia Materials to Enhance Communication Skills of Students at the UG Level in Digital Language Laboratory*. The main objectives of the study were, to study selected software and materials used in the digital language laboratory, to prepare and validate a package of multimedia materials, to study the effect of the multimedia materials' package on undergraduate learners' communication skills, to make suggestions for the production of multimedia materials for the digital language laboratory. The major findings of the study could be established through the rejection of the null hypotheses that guided the study. The study was guided by the following null hypothesis.

- There will be no significant difference in the overall mean scores of the pre-test and post-test of the students.

- There will be no significant difference in the mean scores of the pre-test and post-test of the students in terms of gender.
- There will be no significant difference in the mean scores of the pre-test and post-test of the students in terms the discipline opted for at higher secondary level.
- There will be no significant difference in the mean scores of the pre-test and post-test of the students in terms of their achievement in English at 12th standard level.
- There will be no significant difference in the mean scores of the pre-test and post-test of the students in terms of SES.
- There will be no significant difference in the mean scores of the pre-test and post-test of the students in various language skills covered in the program.

Ganpule, S. (2010) has conducted a study on *The Teaching of the Listening Skill at the Undergraduate Level*. The aim of the research was to focus on the role of listening in language teaching. It strives to establish the significance and importance of listening components in language teaching. Listening skill in English is not given due to emphasis in second language teaching. Although an important aspect of the second language proficiency, listening skill in English is not the main concern of the second language teachers and learners. Hence the present study make an attempt to create a pedagogical model of second language listening and implement it on the target group. The main objective of the research is to help students from the regional medium background master listening skill in particular and the English language in general. It is observed that the students from the regional background face problems in comprehending spoken English. Even at their undergraduate level they fail to grasp the gist of the spoken discourse in English. An important reason for this is the non-acquisition of listening at the high school level. The listening program developed and implemented during the research enables the students to become proficient listeners. On the basis of the comparison between the results of the pre-test and post-test, the following observations are made;

- Out of 29 students, 10 students have got less than 20 marks in the pre-test. But in the post-test, no student has got less than 20 marks.
- 19 students have scored 20 and above 20 marks in the pre-test. The marks are restricted between 23 and 27 with maximum frequency at 26 in the post –test.

- In the pre-test, only one student got 26 marks and 11 students got 26 marks in the post-test.
- There is not a single student who has got full marks in pre-test. 7 students have got cent per cent marks in the post-test.
- There are 8 students in the range of 50% to 80% in the pre-test. In the post-test, not any student fit in this range.
- In the pre-test, 18 students fall in the range of 70% to 90% and only 7 students belong to this range.
- 3 students belong to the range of 90% and above in the pre-test and 22 students fall in the same range in the post-test.
- 1.3 % students have shown an outstanding performance in the pre-test and 87% students have shown an outstanding performance in the post-test.
- The mean of the pre-test is 20.83 and it increases to 25.55 in the post-test.
- In the pre-test the mode is 22.00 and it is 26.00 in that of the post-test.
- The standard deviations of the pre-test and post -test are 3.02 and 1.24 respectively.
- The variance is 9.15 in the pre-test and 1.54 in the post-test.
- The maximum marks scored in the pre-test are 15 and in the post-test, they are 23.
- The maximum marks scored in the pre-test and post-test are 26 and 27 respectively.

Patel, T. (2010) has carried out the study on *Using Videos to Enhance Speaking Skill of Engineering Students*. The main objectives of the study were, to analyze the errors made by engineering students while speaking, to investigate the effect of video based training on the spoken expression of engineering students, to arrive at a set of strategies to use while employing audio visual materials in the language classrooms. And the major findings of the study are as follows;

- The video based training helped the student participants' decrease the frequency of the grammatical errors they used to make in their spoken expressions

- The article errors of the students decreased by 60% from 64(pre experiment recordings) to 19(post experiment recording)
- The prepositional errors of the students decreased by 18% from 43(pre experiment recordings) to 31(post experiment recording)
- All the students found the way of leaning English through videos interesting and effective.

Solanki, M.R. (2011) has carryout the research study on *Using Tasks to Develop the Undergraduate Students' Listening and Speaking Skills*. The objectives were to study the effectiveness of the tasks, in developing under graduate students' listening skill, to study the effectiveness of the tasks, in developing under graduate students' speaking skill, to suggest the modification(if any) in the task based language learning and teaching. In this study, the researcher has also mentioned research questions like, does the task –based learning help to develop the undergraduate students' listening skill? And does the task –based learning help to develop the undergraduate students' speaking skill? The major findings of the study are as follows;

- a) In terms of the development of in listening comprehension, the sample students indicate that they enjoyed the tryout because it has enhanced their listening for specific information. It has helped them to develop their listening comprehension. Students felt that all the tasks have helped them to understand the various context of the language. On the basis of analysis of tasks and questionnaire one can say that the tasks were very useful to develop the listening comprehension of the students. It is because the highest marks obtained in the tasks no 12 i.e. 412 out of 450 marks. In the task no 1, in task no8-ii and in task no 11, students obtained lower marks, 11.5, 11, 86 and 11.86 marks out of 15 marks. whereas in task no 3, 5, and 12 students obtained higher marks , 13.66, 13.46 and 13.73 marks out of 15 marks accordingly. Therefore it seems that task no 3, 4 and 12were easy and students might be comfortable with those tasks. Moreover, in the questionnaire 25.90% students were completely agreed and 73.08% students were agreed with tryout.

- b) The tryout of the language tasks has also developed their vocabulary. Students indicate that their vocabulary was enhanced after the tryout. They came to know many different words and the usage of right word in appropriate context. The total marks and percentage of vocabulary task supports the finding that the students had really improved their vocabulary in the vocabulary tasks. The students obtained 502 marks out of 600 marks. it means the average marks were 16.73 out of 20 marks i.e. most of the students obtained about 16.73 marks in the vocabulary tasks. Thus, one can say that the vocabulary tasks were 83.67% successful to improve students' vocabulary.
- c) The tryout has also developed the speaking skill of the students. They came to know about how to speak something for the particular purpose. They could know about presenting dialogues. They had got some ideas about using coherences and appropriate words in particular context. The following of response of the students of open question prove the success of this finding.

(S12) I like preparing dialogues and presenting them in front of the class. The language tasks based on the preparing dialogues and presenting in front of the class and the tasks-writing based on listening and presenting in front of the class prove the level of development in the speaking for the specific purpose .in the dialogue writing and presenting, the students got 568 marks out of 600 marks. it means they obtained overall 94.77% marks and in the writing and presenting orally, students got overall 77.67% marks. Here, one can say that in the tryout, students improved their speaking for specific purpose through dialogue writing and presenting orally and writing based on listening and presenting orally.

Students pointed out the materials produced for the tryout were challenging but interesting too. They really enjoyed solving the worksheets. As far as the use of the technology is concerned. Students felt that technologies used in, they were very effective and used appropriately. Students also indicate that interesting tasks used for the tryout were interesting. They came to know about the different context of information provided in each listening task and enjoyed different terms used in different context.

Jadav, K. (2009) has studied on *Development and Tryout of an Activity Package to Enhance in English Language at Higher Secondary Level*. The objectives of the study were preparing a study set of activity package. To apply activities with a view to improve the student's fluency. To find out the effectiveness of activities in enhancing in fluency in English language. Students of all the arts of 11 class of Anand city were comprised as population. Thirty students were taken as a sample of the study. In the pre-test the researcher has recorded the speech of all thirty students. They are allowed to speak on any topic for two minutes. The fluency, measurement tools was used to assess pronunciations, vocabulary, grammatical mistakes and variety of ideas. The activity package developed for the present study was found to be effectiveness in enhancing.

Unnikrishnan, A. (2008) has carryout the research study on *Enhancing Communication Skills in English through Cooperative learning Among the Students of Standard VI*. The main objectives if the study were to study the existing level of listening, speaking, reading and writing skills in English among the students of standard VI. To study the process of enhancement of listening, speaking, reading and writing skills in English through cooperative learning among the students of standard VI. To study the opinion of the students with regard to cooperative learning. The major findings of this study were, in listening skill, out of eleven students, eight students showed improvement in active listening skill. Six showed improvement in oral information. While considering speaking skill, nine showed improvement in asking questions while two did not. Nine showed improvement in maintaining tone and pace while speaking while two did not. Eight showed enhancement in expression of ideas while three did not show any improvement.

Taking reading skills in consideration, nine showed improvement in reading, understanding and answering the questions. Five showed improvement in understanding vocabulary. Eight showed improvement in reading aloud fluency. Five showed improvement in expressive interpretation. Six were seen making self correction by the end of the intervention. As far as writing is concerned, seven showed improvement in generating ideas. All eleven students showed improvement in maintaining focus on the subject and arranging ideas in a logical sequence. Eight showed improvement in using descriptive language while writing. Four showed improvement in writing complete

sentences. All the eleven showed improvement in writing different types of sentences. All showed improvement in using capitalization and punctuation. While four showed improvement in using cursive writing letters and writing at an appropriate rate. All the three groups showed improvement in listening, speaking skills. Group 1 did not show any improvement in reading aloud fluency. All the three groups did not showed any improvement in using capitalization and punctuation in writing skill. Active involvement of the student s in using the language has a positive impact on the language of students and hence their communication skills. It was found that on an average, all the sample students exhibited some improvement in their communication skills especially the ones mentioned the rubric and analyzed above. The students were found to have improved in drastically in writing skill as compared to the other skills. While working in groups the sample students were found to be more enthusiastic, willing to work and hence performed better. They, in the process, developed good bonding with their group members as well as others and positive attitude towards all. Moreover, when the opinions of the sample students were taken regarding cooperative learning, it was found that all the eleven students believed that cooperative learning led to enjoyment, freedom from their making mistakes, was better than working alone, led to better understanding of task and improvement in communication skills. Out of eleven, eight presented their willingness to use cooperative learning in future .Nine presented their ideas that through it they enjoyed learning with friends, teacher's support of their learning is important for them.

Sarashwat, R. (2008), has conducted a study on *A Study of Communication in a School Organization*. The main objectives of the study were, to find out the nature of communication being carried out in a school organization, to find out the impact of this communication in the school organization, to suggest some means for making communication effective. The major findings of this study are, the respondents believe that the image and position of school depends on the way of communication prevailing in the school, students, non-teaching staff and principal resort to informal as well as formal interaction with one another as per the requirements of this situation. Informal and personal interaction is prevailing among teachers and PTA meeting are held monthly in which generally everyone gets opportunity to express their views freely. Students are very often free to communicate with teachers and the principal regarding their problems

and they are also free to ask for clarification in case the message is not clear. The pattern of communication existing in the school is such that very often students are motivated by the teachers to take part in various activity of the school. It was found that the principal was approachable only occasionally and not always. Sometimes he uses democratic style and sometimes autocratic style with his subordinates.

Patel, K. V. (2008) has carried out the study on, *Developing an Activity Package to Enhance the Fluency of Students at Higher Secondary Level*. The main task objectives of the study were, to make a list of activity, to select some of the activities those fit the level of the students, to take the opinions of the experts in ELT on these activities, to apply those activities to enhance the learners' fluency, to collect and analyses of the feedback from the students about the effectiveness and usefulness of the activities. The researcher has carried out the research objectives like, to find out the effectiveness of fluency through activities and to apply those activities with a view to improving the students' fluency. The major findings were that in the beginning of the experiment, learners did not want to listen to English and they wanted each word to be translated. The researcher found that it is not difficult to make learners speak but it is the most difficult thing to make them start in speaking English. It is difficult to make them speak a sentence but it is most difficult to make them speak a single word. It is difficult to make them think in the target language. Generally, in examination, what they do is cramming from the guides or memorizes whatever is taught by their teacher without understanding. Adding t this if anything, except from the taught items, was ask in the examination, replaced with the taught items. On the other hand, it is still believed that English is not our language so it is not our cup of tea. So, first it should be necessary to remove this belief. In many villages still women/girls live behind the curtain so they are very shy. If they are asked to write something they will do it wonderfully but very rare from them go in front of the class and when English comes never. So the researcher thinks that before make them speak the shyness of the girls should be removed. The second most remarkable thing is their stage fear. In the beginning of the experiment few students were ready to come in front of the class but when they came to the stage they spoke nothing. It did not mean that they know nothing but it was only because of their stage fear. So there is a need of giving practice on the stage from the very first day of their school. What they think was if they speak

something wrong then their classmate would laugh at them. There was also escapism. Therefore, this type of attitude must be removed. The researcher has enjoyed it a lot. He deeply believes that the research might have been more successful if it had been experimented on urban school students. And he could not do as he accepted. But now he firmly believes that whatever experiment held in further more students from the rural area should be covered. A student from the deeper part of Gujarat requires more treatment in English language than a student from urban area. Whatever it was he really had a wonderful time during that experiment.

Pathak, H.J. (2003) has carryout the research study on, *Evaluation of Instructional Materials for Developing Oral Skills at the Lower Primary Level*. The objectives of the study were to judge the students whether they can understand the second language without using mother tongue or not. To prepare the students to listen to the questions and respond accordingly. To prepare the learners to speak small sentences and words. To motivate the learners to improve their speaking skills. To motivate the learners in learning process. The research found positive features of the instructional materials based on the analysis of the previous chapter of this study and they are as follows;

- These materials are very effective.
- Through these materials teaching/learning process becomes easy and effective.
- Teachers do not face difficulty to introduce new words. Teachers can teach as much as they can in given time.
- These materials have a visual part. They are very effective because the learners can easily remember what they see rather than what they hear.
- The materials themselves create interest.
- The learners learn with interest.
- The learners learn quickly along with pictures, realia and charts.
- The learners get enough opportunity to speak the new language.
- These materials focus on fluency rather than accuracy so the learners can speak without hesitation.
- The learners develop their language competence.

- The learners can ask questions and give answers.
- The learners can sing the song with action.
- The learners can recognize the different things.
- The learners come to know the particular meaning of the particular word in second language.
- The learners can use the language inside as well as outside the classroom.
- Teachers want to introduce new technique and materials in their schools.
- Teachers, who have accepted this technique and materials, want to continue with them.

Natraj, S. (2005) in her book, '*Developing Communication Skill*', she said today everyone is impressed by speaker but they are frustrated because they do not seem to happen easily. They should try to understand to the importance of fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners so that they can. There are some myth related to fluency that a fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical mistakes. She has also mentioned that the skill of speaking of is 'active' in nature and thus 'productive' speaking in second language involves the development of a particular type of communication skill according to her a successful act of speech communicates something to someone speech is successful when it produced the desired response. These reviews reflect that those have been considerable studies in teaching and learning English languages but steel there is a dearth of studies about teaching English languages through games so that study by the researcher can guide and motivate others to use them in classroom.

Verghese, S. (1998) has conducted the study on *Developing and Trying Out Group Work and Pair Work Activities and Techniques to Improve Oral Communication of Learners at the Secondary Level*. Some major objectives were to selecting, try out and evolving a few group methods techniques and verifying their applicability through experimentation. It does not aim to preparing materials on an effective scale. Attainment in language learning can't strictly be measured in terms of percentage. But it can be measured through the learners' ability to use the language in real life situations. For the study, the researcher

evolved a few group work and pair work techniques and verify the efficacy, for this purpose, the researcher has selected one class and pre-test was administered based on English grammar. Then in post-test group work and pair work was applied to investigate any improvement in the performance of children. The data obtained from pre-test and post-test were analyzed by applying statistical methods and techniques like SD, correlation coefficient, test of hypothesis etc.

2.4 Conclusion

All the above studied and Conceptual views stated the importance of oral communication and focuses on the studies related to oral communication. The studies reveal the success of the tasks to develop oral communication moreover, also focuses on the relevant findings of the experimental studies. The reviews of related literature have given the insight into the aware of oral communication and the students.

These reviewed help the researcher get in-depth ideas about importance of the oral communication skills in today and how to prepare the tasks some tasks which developed the oral competence of the students. The focuses of the communicative approach is on the real communication and the situation. In the communicative approach, oral communication is the center of the language. The purpose of the using the language is to convey the meaning. It is necessary to see the learner not as the mere sponge but as an active participation in the learning process. It is believed that right environments, group works or some of the tasks to a large extent to a learner's responsibility. Hence, it is very important to create such environment for taking oral tasks in the classroom to develop the oral communication skills.

The next chapter talks about Research Methodology and Data Collection.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

“Research shows that you being learning in the womb and go right on learning until the moment you pass on”. Michael J. Gelb

In the same manner, the researcher would like to say that a research is not only what and why he is doing but also how he is doing it. The present chapter deals with the methodology, the researcher used for arriving at certain conclusion. It includes the design, population, sampling procedures of the study.

3.1 Research Design

The present study is an **experimental study**. Experimental research needs to be completed in a controlled environment in which the researcher collects data and result. The study either accepts or rejects the hypothesis. This method of research is also referred to as **hypothesis testing/evaluation research**. The researcher conducts a diagnostic/achievement test before applying the package that he has prepared. The researcher, then, implements the package prepared by him on the experimental group and collect data. The researcher, in the end, administers a post-test and analyzes the data, thus, collected to arrive at relevant findings.

This was a **Single Group Pre-Test and Post-Test Study** that tends to measure the degree of change occurring as a result of the treatment or invention. The research was qualitative as well as quantitative in nature. As the data have been analyzed and interpreted statistically as well as in a descriptive manner.

3.2 Population

The population for the present research comprised all the students of class IX G.S.E.B. of Gujarat during the academic year of 2013-14.

3.3 Sample and Sampling Technique

The Students of class IX of G.S.E.B. of M.U. Patel (Tech.) High School at Vallabh Vidyanagar city has been selected for this study, during the academic year of 2013-14. The researcher used convenient sampling technique to select the school and apart from whole division the researcher has used cluster sampling method to decide the group which was taken as a sample for the study. There are total five high schools available in Vallabh Vidyanagar but the researcher has selected M.U. Patel (Tech.) High School as he studied in that high school v.v. nagar and he got easily permission for doing his research work(i.e. experiment) at std 9th. There were total 6 divisions and apart from that the researcher has selected one division to give treatment or to do his experiment. In that particular division, there were total 64 students but some of them stay irregular so that the researcher has decided to take only 40 students who were throughout regular were considered for the study.

3.4 Tools

3.4.1 Description of Tools

In the present study, the researcher used Pre-Test and Post-Test and Evaluation Rubric to get the qualitative as well as quantitative data. The table given below clarifies the purpose of the tools and its significance.

Tool		Purpose
1	Pre-test	To know the students status of English language oral competence.
2	Post-test	To study enhancement in the students' English Language oral competency.
3	Reaction scale	To study the reaction of the students about the programme.

4	Evaluation Rubric	To assess the level of listening and speaking of the students. For assessing both skills, the researcher used different components of both skills.
5	Chi-square	To calculate the t value at 0.001 and at 0.005 significant level.

3.4.2 Procedure for Preparation of Tools

Following is the description procedure for preparing tools

3.4.3 Preparation of the Pre-Test

The pre-test was prepared and used to know the previous knowledge of the students, their level of presentation and understanding. Pre-test was prepared based on the various tasks related to listening and speaking which were discussed with the experts in the field of education and English. In the pre-test, the researcher has taken some short audio-clips to test the English language listening competency. In the same way, to study English language speaking competency, the researcher had decided few topics keep in mind the level of students on which they have to respond. The prepared pre-test was given to the experts in the field of education and English. Based on the suggestions given by the experts, the researcher has finalized the pre-test on oral communication skills in English language.

3.4.4 Preparation of post-test

The researcher had prepared a similar test as post test to study the oral skills of students. It was prepared after the treatment. The aim behind the preparation of the post-test was to know the improvement in students and in their level of presentation and understanding. Post-test was prepared based on the various tasks related to listening and speaking which were discussed with the experts in the field of education and English. In the post-test, the researcher has taken some short audio-clips to test the English listening competency. In the same way, to study English language speaking competency, the researcher had

decided few topics keep in mind the level of students on which they have to respond. The prepared post-test was given to the experts in the field of education and English. Based on the suggestions given by the experts, the researcher has finalized the post-test on oral communication skills in English language.

3.4.5 Preparation of Reaction Scale

The aim for the preparation the Reaction Scale was to get the students reaction about the programme. The researcher has taken total 15 statements and asked students to answer on 5 point scale. The purpose of the reaction scale was to know that whether the students found the programme was interesting and motivating or not. The 5 point scales as given in the reaction scale such as **agree, strongly agree, disagree, strongly disagree and not at all** were used to check the reaction of the students towards the programme. After preparing reaction scale, it was given to the experts in the field of education and English to validate it. The researcher made necessary correction in the reaction scale from suggestions given by the experts. With the help of reaction scale, the researcher came to know that their interest in particular tasks, the level of improvement in students' performance, their confidence level that whether it was increased or decreased and in which tasks they were more interested and the tasks in which they were less interested. This would help him for the further research study.

3.4.6 Preparation of Evaluation Rubrics

Listening Skill

NO	CRITEERIA FOR ASSESING STUENTS	TOTAL MARKS
		20
1	Hearing ability	5
2	Understanding level	5
3	Consideration	5
4	Feedback	5

Speaking Skill

NO	CRITEERIA FOR ASSESING STUENTS	TOTAL MARKS
		30
1	Confidence	5
2	Correct pronunciation	5
3	Fluency	5
4	Use of correct words	5
5	Sentence structure	5
6	Vocabulary and Grammar	5

The researcher had decided different components of listening and speaking skills. The aim was to assess the level of students in both the skills. And for each skill, the researcher had decided marks for each component in each skill. And the table also showed the marks that the researcher gave to students according to their performance in both skills. The prepared Evaluation Rubrics were showed to the experts in the field of education and English for the necessary correction then the researcher finalized the Evaluation Rubrics for both skills.

3.5 Procedure of Data collection

Phase-1

During the first phase, the researcher visited the school and met the teachers of English subject and talked about the students. Researcher also informally interacted with the students of Class IX and came to know their level of oral skills in English.

Phase-2

The researcher prepared the tasks based materials as a programme for the students and the tasks were validated by the experts in the field of English language and the suggestions from the experts were incorporated therefore the materials/tasks were validated.

List of the tasks

1. Introducing myself
2. See and Describe
3. My Expression
4. Describing process- How do you make Tea?
5. Make new word
6. Recite the Poem
7. Guess the object
8. Role play
9. Story making and Telling
10. Listen the audio and Reflect
11. Conversation
12. Guess the Object/ Draw the Picture
13. Watch and Listen the video and give your views
14. Simon senses
15. Listening and Doing

Phase-3

During this phase, the researcher prepared reaction scale to know that whether the programme was interesting and motivating and help to develop their oral skills and this reaction scale was given to experts for correction and validation.

Phase-4

Data Collection Phase

The researcher selected 40 students of class IX from M.U. Patel (Tech.) High School, Vallabh Vidyanagar from where the researcher studied the level of students' oral skills i.e. listening and speaking in English (L2). For that the researcher used technology to listen them audio-clips for testing their listening level. The researcher gave work sheets to the students to evaluate their listening skill. Work sheet included the task based on

listening and gave some topics/tasks to speak on it within given time. To check the speaking level of students, the researcher prepared evaluation rubric (Table3.4.6) and he gave the marks in that rubric while students were speaking.

Phase-5

The researcher gave the treatments to the experimental group. The researcher taught for 13 days during the school hours and then implemented the post test. The researcher taught the students for 2/3 hours (as per visibility) during school hours for 13 days.

The various activities/tasks were prepared by referring to the following materials books.

- Dr. Natraj S. ‘Developing Communication skills’ a hand book for teachers and learners of English
- Umra, D.J, “Play way to English”, Language Games

Based on the suggestions received from the experts, the researcher modified all tasks/activities related to listening skill and speaking skill as oral skills in English language.

The procedure of the treatment to develop the oral skills has been presented in day wise as follows

Table 3.5.1 – Procedure of Treatment

Day	Date	Focus of session	Description of tasks/activities
1	20 th January 2014	Pre-test	▪ Pre-test of listening skill Objectives: ▪ To check students’ listening level Procedure: ▪ Teacher distributed worksheets in the class ▪ Teacher used audio clip and played it in the class with audible

			volume. ▪ Students listened that audio clip and filled the answers in work sheets. Outcome: The teacher came to know the level of students listening.
1	20 th January 2014	Pre-test	▪ Pre-test of speaking skill Objectives: ▪ To know the students speaking level in English Procedure: ▪ Teacher asked them to speak on any topic they want ▪ Few minutes were given to them for the preparation ▪ Individual presentation was made in the class Outcome ▪ Students were ready to spoke in front of the class ▪ Students brought a little confidence
2	21 st January 2014	Introducing myself	Objectives: ▪ To enable students to understand ways to introduce self then to other people. ▪ To enable the students to introduce themselves.

			Procedure: ▪ First teacher gave introduction about him ▪ Students gave their introduction in the class ▪ Students introduced themselves by including their name, address, city/village, educational qualification, parents' name, school name, hobbies etc Outcome ▪ They were able to give their introduction in a proper manner
2	21 st January 2014	See and Describe	Objective/s: ▪ To enable them to develop their skill of sentence framing in English. Procedure: ▪ First, teacher showed and described the picture by using key words, for example, this is a beautiful painting, there are mountains and trees in the painting, there are many flowers, this painting is about natural scene. ▪ Teacher divided the class in four groups. ▪ The teacher provided various pictures in each group.

			▪ The teacher instructed students to write description about those pictures in the group. ▪ The teacher instructed students to make presentation of their group works. Outcome ▪ Students came to know that how to frame the sentences in English.
3	22 nd January 2014	My expression	Objectives: ▪ To develop critical thinking skill of the students. ▪ To enable the students to express their views in English language. ▪ To develop self-confidence of the students to speak in the audience. Procedure: ▪ Teacher explained procedure to express their views regarding given topic. For explaining, teacher first decided one topic and expressed his views on that topic. For example, visit to a zoo The Teacher gave some points- last Sunday went to visit- with family/friends, time, how you went there, what did you see there in the zoo? When did you come at home? Did you enjoy? Etc.

			▪ Teacher decided few topics on which students can express their views. ▪ The teacher distributed those topics in the group and asked them to write their views on those topics. ▪ The teacher instructed students to present their views in front of class. Outcome: ▪ Students were able to think on given topic. ▪ They were able to speak in English language with their given topics. ▪ Students increased their self confidence to speak in front of the audience.
4	23 rd January 2014	Recite the poem	Objective/s: ▪ To enable the students to develop the interaction, pauses, and pronunciation of the word while reciting the poem Procedure: ▪ First, teacher recited the poem and told them where to take pauses and do proper pronunciation while reciting the

			poem. - Teacher first recited the poem from their text book with proper intonation, pauses, and pronunciation of the words of the poem while reciting any poem Outcome: - Students came to know about where to take proper intonation, pauses, and pronunciation of the words of the poem while reciting any poem
5	24 th January 2014	Guess the object	Objective/s: - To develop their describing and guessing skills. Procedure: - The student described the object in the class room For example.- It has four legs, it has a back, it is made of wood - Then the teacher asked the other students that what is it? And they gave the answer - If the class identified the object then the answerer replaced the teacher or the leader. ❖ Note: the description should be accurate and can apply to one object only.

			Outcome: ▪ Students were able to guess the object and also to describe it.
6	25 th January 2014	Role Play	Objectives: ▪ To develop students' speaking skills ▪ To make them inform that how to do meaningful conversation. ▪ To enable the students to do communication in day to day life. Procedure: ▪ First, teacher gave instructions to do conversation with their bench mate ▪ Teacher gave demonstration on any conversation like inquiry at the bus stop and made meaningful conversation. ▪ The students observed that conversation ▪ They had done role play as per the topic or the situation they decided. Outcome: ▪ They learnt that how to make a meaningful conversation and do communication with others in day to day life.

7	27 th January 2014	Story Making and Story Telling	Objectives: ▪ To enable the students to framing sentences ▪ To enable students to make meaningful story ▪ To develop students' speaking skills Procedure: ▪ Teacher divided students into groups ▪ Teacher provided them some points with different story to each group ▪ Students discussed within the group and framed one meaningful story ▪ They spoke whole story in the class Outcome: ▪ Students were enable to frame sentences and made one meaningful story with the given points. ▪ Teacher showed that their confidence in speaking English was increased slowly and gradually.
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8	28 th January 2014	Watch and Listen the video and give your views	Objectives: ▪ To develop students' observation skill ▪ To develop their listening skill ▪ To develop their critical thinking skill ▪ To develop their speaking skill Procedure: ▪ Teacher divided students into the groups ▪ Teacher played the audio-video clip ▪ They gave their views on the particular audio-video clip Outcome: ▪ Students watched and listened the audio-video clip very carefully ▪ Students were able to describe the video in English ▪ Their confidence level in speaking was increased
9	29 th January 2014	Listen the audio and reflect	Objectives: ▪ To develop students' listening skill ▪ To develop their understanding about the particular audio-clip ▪ To develop their speaking skill Procedure: ▪ Teacher played the audio clip in

			the class ▪ Students listened that audio clip ▪ After listening the audio clip, teacher asked some questions based on that audio ▪ Students gave answers. Outcome: ▪ Students were enable to understand theme about the particular audio-clip ▪ Students were enable to speak in English about that audio-clip
10	30 th January 2014	make new word/known word	Objectives: ▪ To develop their instantly speaking in the class ▪ To develop their vocabulary ▪ To develop their thinking ability Procedure: ▪ First teacher gave instruction to the class that what they have to do turn by turn ▪ Teacher gave one or two examples of words For example, if any word ends with letter 'a' then the next student who has turn, has to make new word with 'a' - apple ▪ Teacher gave one word to the first bench student to start the game then they were carrying on and the teacher allowed them to write

			if they wanted. Outcome: ▪ Students told the teacher that this game was interesting for them. ▪ Many students told that they learnt many new word and their vocabulary was increased ▪ Even they thought they developed their instantly speaking skill
11	31 st January 2014	Post test	▪ Post test of Listening Skill Objective/s: To check the listening level of the students after giving a treatment and to check the effectiveness of the programme Procedure: ▪ Teacher distributed worksheets in the class ▪ Teacher used audio clip and played it in the class with audible volume. ▪ Students listened that audio clip and filled the answers in work sheets. Outcome: ▪ The teacher came to know the listening level of the students. The incensement was found in their listening skill after giving a treatment.

12	1 st February	Post test	- Post test of speaking test Objectives To check the speaking level of the students after giving a treatment and to check the effectiveness of the programme Procedure: - Teacher asked them to speak on any topic they want - Few minutes were given to them for the preparation - Individual presentation was made in the class Outcome: - Students were found confident while speaking on given topics in comparison to the pre test. The level of speaking in English was increased
13	3 rd February	Reaction scale	Objective/s: To check students' reaction towards the programme Procedure: - Teacher distributed reaction scale to the students including statements related to the programme. - Teacher gave instructions that how to feel the sheet according to their choices.

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3.6 Conclusion:

The chapter is about methodology of investigation and data collection. It includes introduction, research design, research type, statement of the problem, objectives of the study, hypothesis, population, sample and sampling technique, description of tools,

procedure for preparation of tools and procedure of data collection that given day wise.
The next chapter comprises analysis and interpretation of data.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The present chapter is devoted to the analysis and interpretation of the data collected. They have been placed before the objectives with which the research had been taken. Thus, the objectives and the outcomes of the research have been verified and the hypothesis has been tested.

The present chapter deals with the scores of Pre test Post test, tabulation of the data, data analysis and interpretation.

In this chapter, the researcher calculated Mean, SD, SEMs, df, r, and t value. The collected data were analyzed quantitatively by using 't' test.

4.1 Learners' background

In most of the Gujarati medium school, the English teacher teaches English through the old translation method. They translate each and every word of the text in Gujarati in the class room. So, students were habituated with this fashion in the class room. All the students who were taken as sample for this study belonged to Gujarati background. They never used English in their day to day life. So the researcher had decided to destroy the fever of English from the students. From the interaction the researcher came to know that they were afraid of the English language because they did not have the exposure and they never tried to communicate in English before this study.

Before starting teaching programme, the researcher met with the English teacher of selected school and also talked about the performance about the students in English. The researcher also conducted one informal session with the students and talked about the teaching style and English. From that the researcher came to know that they never use English language in the class room and even the English teacher never used English language in the class room. The teacher of English used translation method in the English period.

In that session the researcher gave over view of his research study and they found very excited. They were not able to communicate in the English.

4.2 Learners' motivation

“Teacher should be friend first” teacher should have all the spirit and qualities to treat the each student whether he/she is weak or clever. For learning anything motivation should be there and as a teacher he/she should adopt this aspect. So, the researcher became friendly with them that they feel comfortable with the researcher. In the beginning of the programme the researcher found that students were shy and did not ready to speak anything in front of the class. Very few students were willingly ready to do it in the class. The main purpose of the researcher was to get them ready to speak, so, the researcher gave them freedom to speak about something they were asked and did not worry about the mistakes done while speaking on a particular topic. Then only all the students were ready to speak. So in every field especially in the education field, motivation is necessary thing.

4.3 Data Analysis and Interpretation

The main objective of the study, to study the oral communication skills (speaking and listening skill) in English of the students of class IX. For this, the researcher took pre-test to know the speaking and listening level of the students in English. Therefore, the researcher took a test based on listening and speaking skill tests. The test was evaluated through evaluation rubrics and accordingly the marks were given to students for both skills.

The post test is taken to know the progress of the students after giving a treatment to them. During a programme, they were taught related to the topic and then post-test test was employed on the students.

The researcher used evaluation rubrics to judge the listening level of the students. For assessing students' listening level, the researcher used four different components of listening skill and keeps five marks for each component. With the help of rubrics, the

researcher gave marks to the students accordingly through the evaluation work sheets which the researcher used to in his research work.

Based on scores calculated for ore-test and post-test, researcher employed t-test to achieve third objective of the study. The researcher calculated Mean, S.D of the mean, SEm, df, Pearson's Product Moment Co-relation (r) and t-test. This is presented in the following table of listening skill.

LISTENING SKILL

Table No. 4.3.1 Mean, SD, SEm, df, r and 't' value of listening skill

GROUP	N	MEAN	S.D.	SEm	Df	R	t VALUE (cal)	t VALUE (0.01)	t VALUE (0.05)
Pre test	40	14.1	3.23	0.26	39	0.84	8.4	2.71	2.02
Post test	40	16.62	2.19	0.11					

Significant at 0.01 and 0.05 level

$t(\text{cal}) 8.4 > t(0.01 \ \& \ 0.05) \text{ i.e. } 2.71 \text{ and } 2.02$

For the listening skill, above table indicates the value of mean of the pre-test was **14.1** and post test was **16.62**, S.D. of pre-test was **3.23** and S.D. of post-test was **2.19**, the standard error of mean for pre-test was **0.26** and standard error of mean for post-test was **0.11**. And the 'r' was **0.84**.

According to the table indicator, the computed t value 8.4 is greater than the table t value 2.71 at 0.01 level and 2.02 at 0.05 levels for 39 degree of freedom.

Therefore, the Null Hypothesis is rejected. H_{01} There will be no significant difference between the mean scores of pre-test and post-test on listening skill. It means there is a significant difference between the mean achievement scores of pre-test and post-test, which shows the effectiveness of tasks which were taken during the treatment were helpful to the students to enhance the listening skill in English language. So the treatment is found to be effective as evident through analyzed data

The researcher used evaluation rubrics to judge the speaking skill of the students. For assessing students' speaking skill, the researcher used six different components of speaking skill and kept five marks for each component. With the help of rubrics, the researcher gave marks to the students out of 30 according to their performance in speaking in English.

Based on scores calculated for ore-test and post-test, researcher employed t-test to achieve third objective of the study. The researcher calculated Mean, S.D of the mean, SEm, df, Pearson's Product Moment Co-relation (r) and t-test. This is presented in the following table of speaking skill.

Speaking Skill

Table No. 4.3.2 Mean, SD, SEm, df, r and 't' value of speaking skill

GROUP	N	MEAN	S.D.	SEm	Df	R	t VALUE (cal)	t VALUE (0.01)	t VALUE (0.05)
Pre test	40	19.67	3.66	0.32	39	0.94	15.12	2.71	2.02
Post test	40	23.3	3.12	0.24					

Significant at 0.01 and 0.05 level

t (cal) 15.12 > t (0.01 & 0.05) i.e. 2.71 and 2.02

For assessing students' speaking skill, above table indicates the value of mean of the pre-test was **19.67** and post test was **23.3**, S.D. of pre-test was **3.66** and S.D. of post-test was **3.12**, the standard error of mean for pre-test was **0.32** and standard error of mean for post-test was **0.24**. And the 'r' was **0.94**.

According to the table indicator, the computed t value 15.12 is greater than the table t value 2.71 at 0.01 level and 2.02 at 0.05 levels for 39 degree of freedom.

Therefore, the Null Hypothesis is rejected

. Ho₂ there will be no significant difference between the mean scores of pre-test and post-test of speaking skill. It means there is a significant difference between the mean

achievement scores of pre-test and post-test, which shows the effectiveness of tasks which were taken during the treatment were helpful to the students to enhance the speaking skill in English language. So the treatment is found to be effective as evident through analyzed data.

4.4 Reaction of the Students towards the Programme on Oral Skills

The researcher took pre-test and post-test to check the effectiveness of the teaching through programme. The Value of t was also calculated on that basis. In order to triangulate the data, the researcher also took reactions from the students. The purpose of this was to know students' reaction about the programme. The researcher wanted to know about student's perception about the programme used by the researcher, activities done by the researcher and whether they found the teaching fun and were motivated to use English language confidently at anywhere. The reaction scale was employed statement wise and it is presented as follows.

Table No. 4.4.1 Analysis of students' reaction on statement-1

STATEMENT	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	NOT AT ALL
The tasks given by teacher during the sessions, helped me to develop my confidence level.	19 47.5%	19 47.5%	00.00	1 2.5%	1 2.5%

On the basis of the analyzed data, it can be stated for the first statement that 47.5% students responded that they were agree that the tasks given by the teacher during the

sessions, helped them to develop their confidence level. On the other hand, 47.5% students were strongly agree for the first statement and only 2.5% students responded that they were strongly disagree and the tasks given by the teacher during the sessions, **not** helped them to develop their confidence level.

Table No. 4.4.2 Analysis of students' reaction on statement-2

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The tasks were comprehensive and it helped me to understand the concepts.	16 40%	21 52.5%	1 2.5%	00.00	2 5%

The above table shows that 40% students were agree for that the tasks were comprehensive and it helped them to understand the concept whereas for 52.5% students responded that they were strongly agree for the same statement. On the other hand, 2.5% students were disagreeing that the tasks were not comprehensive and it did not help them to understand the concepts. 5% students could not decided that whether the tasks were comprehensive or not and whether it helped them or not to understand the concepts.

Table No. 4.4.3 Analysis of students' reaction on statement-3

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The audio-clip used by the teacher helped me to improve	11 27.5%	18 45%	7 17.5%	2 5%	2 5%

my listening skill.					
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The above table indicates that 45% students responded to strongly agree that the audio-clip used by the teacher helped them to improve their listening skill. 27.5% students responded that they were agreeing for the same statement. On the other hand, 17.5% students were disagreeing that the audio-clip used by the teacher did not help them to improve their listening skill and 5% students were strongly disagree for the same statement. 5% students could not decide that whether the audio-clip used by the teacher helped them to improve their listening skill or not.

Table No. 4.4.4 Analysis of students' reaction on statement-4

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The tasks on constructing meaningful sentences were helped me to frame the sentences.	11 27.5%	20 50%	4 10%	2 5%	3 7.5%

The above table shows that 27.5% students responded to agree that the tasks on constructing meaningful sentences helped them to frame the sentences. 50% students gave responded to strongly agree that the tasks on constructing meaningful sentences helped them to frame the sentences. Whereas 10% and 5% students responded to disagree and 5% students were strongly disagree for the same statement. And on the other hand,

7.5% students could not decide that whether the tasks on constructing meaningful sentences were helped them to frame the sentences or not.

Table No. 4.4.5 Analysis of students' reaction on statement-5

STATEMENT	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	NOT AT ALL
The sessions helped me to improve my listening and speaking.	19 47.5%	18 45%	1 2.5%	00.00	2 5%

The above table shows that 47.5% Students gave feed back to agree that the sessions helped them to improve their listening and speaking. 45% students were strongly agreed that the sessions helped them to improve their listening and speaking. 2.5% students were disagreeing to the same statement and 5% students could not decide that whether the sessions helped them to improve their listening and speaking or not.

Table No. 4.4.6 Analysis of students' reaction on statement-6

STAEMENT	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	NOT AT ALL
The task given by the teacher to improve my listening skill was appropriate.	13 32.5%	19 47.5%	4 10%	2 5%	2 5%

It was revealed from the above table that 32.5% Students responded that they agreed with the statement that the task given by the teacher to improve their listening skill was appropriate. 47.5% Students responded that they were strongly agreed with the statement that the task given by the teacher to improve their listening skill was appropriate. Whereas 10% students disagreed with the same statement. 5% students disagreed with the statement that the task given by the teacher to improve their listening skill was appropriate. And 5% students could not decide that whether the task given by the teacher to improve their listening skill was appropriate or not.

Table No. 4.4.7 Analysis of students' reaction on statement-7

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The tasks were interesting and appropriate.	20 50%	15 37.5%	3 7.5%	2 5%	00.00

The above table shows that 50% students agreed with the statement that the tasks were interesting and appropriate. 37.5% strongly agreed with the statement that the tasks were interesting and appropriate. 7.5% disagreed with the same statement and 5% students strongly disagreed with the statement that the tasks were interesting and appropriate.

Table No. 4.4.8 Analysis of students' reaction on statement-8

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
Language used by the teacher was simple and understandable.	10 25%	26 65%	4 10%	00.00	00.00

The previous table indicates that 25% students agreed with the statement that Language used by the teacher was simple and understandable. 65% students strongly agreed with the same statement and 10% students were disagreeing with the statement that Language used by the teacher was simple and understandable.

Table No. 4.4.9 Analysis of students' reaction on statement-9

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
I was able to understand the instructions given by the teacher.	22 55%	15 37.5%	00.00	00.00	3 7.5%

The above table shows that 55% students agreed with the statement that they were able to understand the instructions given by the teacher. 37.5% students strongly agreed with the statement that they were able to understand the instructions given by the teacher. And 7.5% students could not decide that whether they were able to understand the instructions given by the teacher or not.

Table No. 4.4.10 Analysis of students' reaction on statement-10

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The tasks for listening skill inspired me to listen carefully.	13 32.5%	20 50%	6 15%	1 2.5%	00.00

The above table indicates that 32.5% students were agreed with the statement that the tasks for listening skill inspired them to listen carefully. 50% students were strongly agreed with the statement that the tasks for listening skill inspired them to listen carefully. 15% students disagreed with the same statement. And 2.5% students strongly disagreed with the statement that the tasks for listening skill inspired them to listen carefully.

Table No. 4.4.11 Analysis of students' reaction on statement-11

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The tasks based on conversation helped me to frame and to speak sentences in English.	14 35%	17 42.5%	3 7.5%	5 12.5%	1 2.5

The above table shows that 35% students were agreeing with the statement that the tasks based on conversation helped them to frame and to speak sentences in English. 42.5% students were strongly agreeing with the same statement. 7.5 students responded that they disagreed with this statement and 12.5 students responded that they strongly disagreed with the statement that the tasks based on conversation helped them to frame and to speak sentences in English. Whereas 2.5 students could not decide that whether the statement that the tasks based on conversation helped them to frame and to speak sentences in English or not.

Table No. 4.4.12 Analysis of students' reaction on statement-12

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
I enjoyed all the tasks given by the teacher during sessions.	13 32.5%	20 50%	2 5%	2 5%	3 7.5%

The above table shows that 32.5% students were agree with the statement that they enjoyed all the tasks given by the teacher during sessions. 50% students were strongly agreed with the statement that they enjoyed all the tasks given by the teacher during sessions. 5% students disagreed with the same statement. 5% students were also strongly disagreeing with the statement that they enjoyed all the tasks given by the teacher during sessions. And 7.5% students could not decide that whether the statement that they enjoyed all the tasks given by the teacher during sessions.

Table No. 4.4.13 Analysis of students' reaction on statement-13

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
The topics for speaking skill given by the teacher were easy for me.	14 35%	22 55%	3 7.5%	1 2.5%	00.00

The above table shows that 35% students responded to agree with the statement that the topics for speaking skill given by the teacher were easy for them. 55% students

responded to strongly agree with the same statement. 7.5% students were disagreeing with the same statement. 2.5% students were strongly disagreeing with the statement that the topics for speaking skill given by the teacher were easy for them.

Table No. 4.4.14 Analysis of students' reaction on statement-14

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
Vocabulary and grammar tasks helped me to improve my vocabulary and grammar.	15 37.5%	18 45%	5 12.5%	2 5%	00.00

The above table indicates that 37.5% students gave their reaction to agree with the statement that vocabulary and grammar tasks helped them to improve their vocabulary and grammar. 45% students were strongly agreed with the same statement. 12.5% students were disagreeing with the statement that Vocabulary and grammar tasks helped them to improve their vocabulary and grammar. And 5% students were strongly disagreeing with the statement that Vocabulary and grammar tasks helped them to improve their vocabulary and grammar.

Table No. 4.4.15 Analysis of students' reaction on statement-15

STATEMENT	AGREE	STRONLY AGREE	DISAGREE	STRONLGY DISAGREE	NOT AT ALL
Now I am able to speak in front of the class or public	19 47.5%	12 30%	2 5%	5 12.5%	2 5%

in English.					
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The above table indicates that 47.5% students were agreeing with the statement that now they are able to speak in front of the class or public in English. 30% students gave reacted to strongly agree that now they are able to speak in front of the class or public in English. 5% students disagreed with the statement that now they are able to speak in front of the class or public in English. And 12.5% students also strongly disagreed with the same statement. 5% students could not decide that whether they are able to speak in front of the class or public or not.

4.5 Performance Analysis based on the Researcher's Observations during the Programme

As this study is about enhancing Oral Communication skills, one can't say that students got 100% improvement in their performance. One can't say that the programme is effective through the statistical calculation. But the whole experiment was interesting, easy and joyful.

In the beginning of the programme, the researcher found that students needed to translate each and every word as they are habituated with the old translation method. The researcher used English language in the classroom but he had to do translation each word.

The programme was effective because the students achieved high scores in comparison to pre-test for both skills (listening and speaking). In listening skill, some students achieved 20 marks out of 20. The average score of the students was 14 and 16 out of 20. Out of 40 students 7 students got 11 marks or less than 11 marks. Most of the students achieved average score between 14 to 18 marks. Some of them achieved high score in post-test in comparison to pre-test. it shows the improvement in students performance. Only three students achieved 20 marks in pre-test and post-test. To assess students' listening skill, the researcher took help of evaluation rubrics and it was shown to the experts in the field of education and English. Researcher used work sheets to assess their listening skill. And during the programme, the researcher used audio-clips in the classroom. And he found that they were interested in it. In the beginning, the researcher found difficulty that

students did not understand the audio-clip or they could not hear well so the researcher had to play that audio-clip for twice or thrice time. But later on the researcher had to play the audio-clip for only one time. Then slowly and gradually they decreased their difficulty level in listening skill.

In the same way, the researcher conducted post-test. And it was relevance to pre-test for speaking skill. The total marks were 30. Out of 40 students, only 5 students achieved 25 or above 25 marks out of 30 marks. The average score was between 17 to 22 marks. Most of the students achieved the score at average level. Only 2 students achieved less than 15 marks in pre-test. Most of the students achieve high score in post-test. It showed the improvement in the students in speaking skill.

The researcher has observed that in the beginning, very few of them were ready to speak in English in front of the class. So, the researcher had to give motivation to them to do so. For the speaking skill, the researcher had observed that they needed some time for the preparation of the given topics. The researcher had also observed that they spoke sentences in English with full of grammatical mistakes and they did wrong pronunciation of many words. The researcher had observed that they hesitated while speaking in English especially when they spoke in front of the class. After giving treatment, the researcher found that they committed less mistakes in speaking in English. The researcher had also observed that speaking tasks like, conversation, they spoke without any logical sequence between the two sentences. At that time, the researcher led them to the right way. For speaking skill, the researcher used pair work and group work activities and they found interested in it. It means there was good interaction among them during the programme. This strategy leads them to do work in team or in group.

For listening skill, the researcher took some short stories other audio-clip according to their level so they found interested in it. The main objective behind this was to keep their interest in learning.

For speaking skill, the researcher had selected some topics according to their level like introducing myself, my favorite teacher, my favorite game and so on. The researcher observed that they were able to speak those topics but they needed time to prepare it

which the researcher gave them. The researcher had used Evaluation rubrics to assess their speaking skill. Therefore the researcher used six different components of speaking skill like confidence, correct pronunciation, fluency, use of correct words, sentence structure and vocabulary and grammar. For that, the researcher kept 5 marks for each component.

If we talk about level of interest of the students, they were more interesting in listening activities rather than speaking activities. Because the researcher used some conversation, short stories for listening activities. Students also were interested in speaking activities like role play, see and describe and many more. This thing could be observed through the reactions they gave.

There was improvement in students' responses because in the beginning, when the researcher asked any question then they gave answer only in yes or no but later on they gave answer in full sentence. This was the improvement they obtained in the speaking skill. The researcher also had observed that they tried to speak complex sentences in responding the questions asked by the researcher but they found difficulty in using such a complex sentences. At that time the researcher gave them guidance that how to speak and help them to speak complex sentences.

Almost all the students participated in all the tasks so that the participation was good in the class. And during that time the class seemed to be an interactive class. It means all the tasks were interesting and appropriate. **Many times people count the fluency as confidence** but it is wrong. Generally, people believed that confidence means fluency but in reality, the confidence means the participation of the students, their readiness to participate in all the tasks. For example, as the researcher discussed earlier, many of them were shy and not ready to speak in front of the class and with the help of motivation they were ready to participate in the speaking tasks. This was considered as a confidence. In the programme, the researcher had observed that almost all the students participated in all the tasks. And the researcher gave motivation to them who were not ready to speak in the class and made them ready to do so. Thus, the researcher can say that the programme was easy, interesting effective and challenging for the students.

4.6 CONCLUSION

Thus this chapter presented data analysis of the data collected through pre-test, post-test and reaction scale. Value of t calculated on the basis of the mean and S.D. of both achievement tests indicated that the teaching through programme was successful in enhancing oral skills in English language. Analysis of reaction scale also proved that students liked the programme because the researcher found that mostly students gave response to agree and strongly agree type of criteria for evaluating and judging their answers towards the programme. Thus, the researcher can say that the programme was effective and successful. This chapter is followed by the next chapter that is Major Findings, Implications and Conclusion.

CHAPTER 5

MAJOR FINDINGS, IMPLICATIONS AND CONCLUSION

5.1 Introduction

In the previous chapter the researcher analyzed the data which he collected from the experimental group to prove the validity of the research hypotheses. In this chapter, researcher focused on findings of the study. Based on the findings of the study, implications and suggestions are drawn by the researcher which are presented in this chapter.

The present chapter is the last chapter of the study. It brings out the significant of the study. Efforts have also been made in this section to indicate major findings and to offer a few suggestions to the concerned agencies and for carrying out further researches in this area.

5.2 Major Findings

- There is significant difference between the mean scores of pre-test and post-test for both skills (listening and speaking) of the experimental group. It means programme used by the researcher to Develop Oral Communication Skills was successful.
- The programme was found effective for developing listening skills of the students.
- The programme was found effective for developing speaking skills of the students.
- On the basis of the analysis of the reaction scale, the researcher also found that the programme was successful as most of the students reacted that the programme was interesting, effective and joyful.
- It means, students have shown positive reaction towards the programme.
- The programme was effective as it helped the students in enhancing listening skills and speaking skills.
- The reactions of the students towards the programme indicated that the students found the class interesting, challenging, joyful and easy.

- Improvement in Oral Communication through programme made the students achieve higher score.
- It means that the students could learn better through the programme prepared by the researcher.
- Learning through activities helped them in learning concepts in a better way and made them learn through team work/group work.
- It means that the interaction among the students was good in the classroom. It leads them to do work in pairs and groups as a team. It also helped them to be active participants in the class.
- For listening skill, the researcher used audio-clips so they found interested in learning but In the beginning they found difficulties in listening and the researcher had to play the audio clip for twice or thrice time. But slowly and gradually they decreased their difficulty level in listening skill.
- Most of the students found that the programme used by the researcher help them to develop their confidence level (especially in speaking skill). Most of the students were able to understand the grammatical rules and components of spoken English.
- **The use of English language is a new concept for them because their teachers use translation method so, this was a new concept for them and to bring change in learning the researcher used simple English language, they were able to understand it but in the beginning the researcher had to do translation into Gujarati. But the most appreciable thing was later on during the programme students told the researcher that to use only English language during the interaction.**
- Most of the students reacted that the use of simple English language and guidance given by the researcher helped them to improve their Oral Communication skills. They liked the programme most of the time. They found that the instructions given by the researcher were easy and simple to understand. Instructions were appropriate.
- Students found more interest in listening skill rather than in speaking skill as the researcher used audio-clips in the class. In speaking task like conversation, they

spoke without any logical sequence between the two sentences. At that time the researcher lead them to the right way and then they were able to speak such in a right way.

- For listening skill, dialogues, short stories, information used by the researcher were found appropriate by the students. Most of the students enjoyed the programme.
- Most of the students believed that language games used by the researcher were useful to improve their speaking skill.
- Almost all the students said that the language games used the researcher during the sessions helped them to develop their confidence level.
- Almost all the students said that they always enjoyed the language games used by the researcher.
- All the above conclusions indicate that the whole programme was interesting, easy and successful.

5.3 Implications of Study

As the null hypothesis is rejected, there is a significant difference between the scores of pre-test and post-test it means the experiment showed the positive impact to this study. Generally, all the students and teachers used old translation method in teaching. And to enhance one's oral skills, this method should be avoided and the new methods like communicative approach should be taught in the class. And to enhance these skills, the teacher must avoid the use of mother tongue in the class and should use English as much as possible in the class. Teacher can use the mother tongue when there is any difficult word and when if students are not able to understand the meaning of the sentences. The whole class should be learner centered and the teacher should only monitor them if there is any difficulty regarding the topic.

Teacher should show them the solution of the problem but the whole procedure should be learner centered. To develop the oral skills in English among the students, teacher must use English language in the class then automatically students follow him/her in the class. And the researcher found this thing during his experiment so to develop the communication skills among the students; teacher has to give more and more drilling and

practices of the tasks related to the oral skills. And all the teachers and students are habituated with the use of first language i.e. our mother tongue Gujarati. So the researcher found that if the teacher taught students through the use of English language in the class then they were interested in learning because this should be the new concept of learning. They were getting bored with the only old translation methods so this can be interesting for them in learning and using the English. And students showed their interest towards learning with this new concept and at last after the treatment they were interacting in English with the teacher. This could be the major finding and positive impact of the experiment to enhance their oral skills.

Thus, important contribution of this study is the enhancement of Oral Communication through programme.

Some of the important features of this programme were:

- ✓ It was activity oriented
- ✓ It provided a series of varied learning experiences
- ✓ It was learner centered
- ✓ Teacher has to use activity base approach for developing oral skill of the students.
- ✓ Teacher has to motivate students for communicating in English language.
- ✓ Teacher should avoid old translation method and should use English language in the classroom.

On the account of these features of the programme, the study proved helpful to students since they could learn by their own by doing some activity.

Another important contribution of the present study is the development of students centered and activity oriented programme, which was very necessary for the teachers especially for the English teachers to make the teaching-learning process effective and fruitful.

5.4 Suggestions for the Further Study

The present study has been conducted in a limited area. But a general ‘framework’ to improve Oral Communication can develop and this type of research can be conducted in other areas also. There can be further studies in following areas:

- The researcher has conducted this study for secondary students. Same type of programme can be developed for the higher secondary level students.
- The researcher has conducted this study for secondary students. Same type of programme can be developed for the primary level students.
- The researcher has conducted this study for secondary students. Same type of programme can be developed for the college level students.
- The researcher has developed this programme for Gujarat Board students. Same type of programme can be developed for CBSC and other board students.
- The researcher has prepared this programme for the students who have English as a second language. Same type of programme can be developed for the students who have English as a first language.
- The researcher has selected some activities to develop Oral Communication skills. More activities can be incorporated in developing Oral Communication skills.

5.5 Conclusion

This is the last chapter of the present research work and it deals with the conclusion, suggestions and implications. It also deals with the given detail in the points like learners’ back ground, learners’ motivation, and major findings of the study, learners’ achievement, suggestions for the further study and implications of findings. Above discussion shows that the experiment was effective and successful. One can say this from the results that the students obtained in the pre-test and post-test. Students increased their confidence level and developed their oral skills in English. The researcher can say that the research work was effective and positive as the null hypothesis is rejected and from the discussion one can come to know that to develop the oral skills, one need drilling and

practice about it. Without drilling and practices the development in such skills like listening and speaking is not possible.

This thing is possible in only practical environment and the researcher gave practice of listening skill as it is the comprehensive skill. Students were given practice in listening to the sound of the language to be able to recognize them, to distinguish between them to mark stress and recognize and use the right intonation in sentences. And the main purpose of doing so is that to enable students to develop their listening skill so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation. And to equip students with necessary training in the listening so that they can comprehend the speech.

In the same way, to communicate with others, one needs words and sentence patterns. Without speaking one cannot do effective communication in the world and the main purpose of developing this skill in students is to make them aware about the role of speaking in English and its contribution to their success. And to enable students to express themselves fluently and appropriately in social and professional context.

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