

An Abstract

CHAPTER-1

INTRODUCTION

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.

Statement of the Problem

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

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.

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

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.

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.

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.

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.

CHAPTER 3

RESEARCH METHODOLOGY

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.

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.

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.

Tools

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.

Procedure for Preparation of Tools

Following is the description procedure for preparing tools

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.

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.

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.

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
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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.

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

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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CHAPTER 5

MAJOR FINDINGS, IMPLICATIONS AND CONCLUSION

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 by 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.

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 avoided 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 ay their own by doing some activity.

Another important contribution of thee 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.

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.

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 needs 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.
