
CHAPTER 1

INTRODUCTION

This chapter presents an overview of the research problem, hypothesis, objectives, methodology used and significance of the problem.

1.1 Introduction

The modern world is innovative in all walks of life. In globalization everything changes rapidly. Each Field demands good speakers who have the ability to deal with any professional work and challenge effectively. All know that four skills, viz, listening, speaking, reading and writing are required to acquire any language among these skills. Listening and reading are known as receptive skills whereas speaking and writing are productive skills. Knowing a language implies the mastery of above four skills. Indian education system has given more importance to reading and writing rather than to listening and speaking skills. That's why, today there are good writers in English but good speakers are rarely found. Effective oral communication requires that a person expresses himself or herself without much hesitation according to the situation. Oral Communication is an important part of an individual's personality. Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

There are some main components of Oral Communication and they are as under:

- Fluency - there should not be unnecessary pauses.
- Accuracy - use of correct word and correct grammatical structure.
- Audibility - it means the person should be audible to the listeners.
- Relevance - speaker should speak according to the situation.

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- Confidence - speaker should be confident in the use of language.
 - Body language -speaker should have appropriate body language.
 - Paying attention to the audience- speech should be according to the level of the audience. Appropriate pauses -the speaker should take pauses whenever it is required.

Natraj S. (2005) in her book “**Developing communication skills**”, rightly wrote, that today everyone is impressed by a fluent speaker with correct pronunciation and everyone wishes to become fluent speaker but people are frustrated because that does not seem to happen easily. They should try to understand the importance of fluency in pronunciation. The teacher has to play a role in helping learners so that they can communicate fluently.

There are some myths 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. The skill of speaking 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 produces the desired response.

1.2 Statement of the Problem

Effectiveness of a Programme to Develop Oral Communication in ESL in Standard IX

1.3 Identification of Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. Independent variables are the conditions or the characteristics that the experimenter manipulates in his attempts to ascertain their relationship to observe phenomena. Hence in the present experiment ‘Independent Variable’ was the types of approaches to teach English i.e. **Instructional Material** used in the programme.

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. Dependent Variable in this study is **Development in Oral Communication Skills**

hence in the present experiment ‘Dependent Variables’ are the achievement scores measured on the achievement test administered before starting the experiment and at the end of the experiment. The effect of the independent variable on the dependent variable is obtained on achievement of gained scores i.e. **Post Test MINUS Pre Test scores**. Achievement scores are measured on Achievement test which was administered on the experimental group before implementing the programme and after implementation of the programme.

1.4 Explanation and Operationalization of terms

Effectiveness

Effectiveness means something having an impact. In the present study, effectiveness means how far the tasks used by the researcher in the programme are useful to develop the required skills.

Programme

Programme means here a set of tasks prepared by the researcher to develop Oral Communication skills. The researcher has developed some interactive and participatory tasks to develop oral communication skills of 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.

English as a Second Language

For the learners whose medium of instruction is the mother tongue, English becomes the second language. In English medium schools English is the first language as the learners learn all the subjects in English but for Gujarati medium or other medium schools English becomes the second language. In Gujarati medium schools. The medium of instruction is Gujarati. All subjects are taught through Gujarati language. They learn English only as a subject.

1.5 Objectives of the Study

The present study was undertaken with the following objectives in view:

Task Objectives

- I. To plan a programme to develop oral communication skills.
- II. To prepare programme to develop oral communication skills.
- III. To implement the programme to develop oral communication skills.

Research Objectives

- I. To evaluate the effectiveness of the programme by comparing the mean scores of pre-test and post-test of the students.
- II. To study the feedback of the students towards programme.

1.6 Hypothesis

The researcher for his research selected the Null Hypothesis.

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

1.7 Delimitation

The study is delimited to the study of only Oral Communication regarding communication about daily activities and simple topics.

1.8 Rationale and Significance

Communication is the exchange of thoughts, messages, or information by speech, visuals, signals, writing, or behavior. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender. Effective communication is really a difficult process. Communication in a foreign language like English becomes even more difficult. The researcher belongs to English background as he has completed his M.A in English Literature from the

Sardar Patel University. He himself has faced problems in oral communication and seen students facing various problems in learning to speak English. Introvert students cannot share their doubts with the teachers and it creates hindrance in understanding the next concept. There are many students who can read and write English language but have difficulty in speaking. They commit many mistakes and take unnecessary pauses while speaking. As they lack confidence in the use of the language, many times they stammer and lack fluency in speaking. Infect speaking confidently and fluently is required for the success at every stage of life. For sharing views, showing sympathy and empathy, enquiring and requesting Oral Communication is required at every step. All social bonding and relationship are based on communication. Due to inadequate stock of vocabulary, unnecessary pauses, wrong pronunciation and incorrect sentence construction 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 tried to prepare and implement a programme to make the teaching learning process more effective and tried to check the effectiveness of the programme. The researcher hoped that programme would enable the learners to be independent and confident learners who can use English correctly and fluently. Through interactive and participatory tasks, the researcher aimed to make the students fluent in the use of the language.

1.9 Scheme of Chapterisation

The dissertation has been divided into six chapters. The scheme of chapterisation is as follows.

Chapter-1: Introduction: This present chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, hypothesis framed and rationale of the study perceived by the researcher.

Chapter-2: Conceptual Framework: This chapter focuses on the conceptual framework or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature: This chapter begins by stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

Chapter-4: Methodology of Investigation: This chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for the data collection as well as data analysis.

Chapter-5: Analysis and Interpretation of Data: In this chapter the collected data have been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter -6: Conclusion, Suggestions and Implications: The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

1.10 Conclusion

This chapter presents introduction, Operationalization of the terms, rationale and significance as well as chapterisation. This chapter is followed by the next chapter ‘Conceptual Framework’ in which the researcher has presented information related with the problem or concept.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1 Introduction

In this chapter, the researcher has presented various concepts related with the topic. This includes information about the importance of the English language in India and Gujarat, aims of teaching English, skills required in learning English and effective communication.

2.2 Importance of the English language

English is one of the most important languages in the world. It can even be said to be the single most important language. English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. The future of English as a language is very secure. In this era of consolidation and globalization, it will not be long before English can be made as a single language of the world like the single currency and the union of various nations. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education, which, is the most important arena where English is needed.

English is one of the most important languages in the world. It can even be said to be the single most important language. English is important because it is, maybe, the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. The other languages may be important for their local values and culture. After Mandarin, English is spoken by more people than any other language, and is the native language of more than 350 million people. More people speak English than those who speak the Arabic and French languages combined. English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable.

There are various reasons for the importance of English language. They are listed below:

1. English as a Universal Language

When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language.

2. English, a link Language in a Multi - lingual Country like India

In countries like India: where the land is so vast and people of various cultures live, the languages of each part of the country also differ. Under the circumstances, English can be the only link as people in each place will not be able to learn all the other languages to communicate with the people. English bridges this gap and connects the people. India is very rich in languages. There are uncountable number of languages and dialects being spoken in India. A minimum of 30 different languages have been identified along with 2000 dialects. Today, due to rapid industrialization and a bustling influence of multinationals in the economy, English has become the most common language, after Hindi, being spoken in the country. Hindi is spoken by 337 million people in India. The second most spoken Indian language is Bengali, being spoken by 70 million people.

3. English required for Higher Education

The presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying. Education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This again reinforces the fact that English language is very important.

4. English as a Common link among different Countries

All correspondences between offices in different countries and also between political leaders of various countries are in English. This linking factor also tells of the importance of English language.

5. English as a Language of Science and Technology

In spite of the growth of Internet in various languages, English is the mainstay of the Internet users. This is the language in which most of the information and websites are available. It is very difficult to translate each and every relevant webpage into the language of various countries. With Internet becoming very important in E commerce and also in education, English language is bound to grow. Thus the importance of English as a language is emphasized. The future of English as a language is very secure in this era of globalization as this language is emerging as a link among people living in different countries, speaking different languages.

2.3 The Place of English in India

Since, the date of India's independence, there has been running many claims and counter-claims regarding the use and importance of English in India. Some speak in favour while some others oppose the idea of retaining English as a subject, in our school or college curriculum. When people make a great fuss over the merits and demerits of a language they overlook an important point that a language is not merely a means of communicating thoughts but also a way of getting civilized. The British rules introduced English in Indian schools with a hope that the troubles in administration due to linguistic barrier would disappear. So some Indian nationalists claim that English should be removed from this country when the British rule in India has come to the end. For them, English language carries a disgraceful memory of India's subjugation. In their opinion, Hindi should replace English for all purposes. But the rival section of 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 the 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 so much that it is not possible to communicate with people of other regions without a common language. Further, 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 i.e., English. It is this

language which is 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 world, we have to get knowledge of advanced technologies and all kinds of branches of Science. 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 English only which can be rightly selected as the language to be studied by all of us from the very primary level.

This language is a store house of social and political knowledge. Hence, study of English language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers cannot progress. India is a peace-loving country and wants to spread the same message to all countries of the world. The other countries also take interest to understand and know this policy of India. We have to explain and convince friendly nations our point of view. All this is possible only through a common medium of exchange of ideas and views. English is such a language having 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 of us.

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 cannot understand more than ten to fifteen languages of various regions, however, they can easily understand the common language English. This language is important to inspire unity not only at the national level but at the international level. To curb the separatist tendencies of our varied communities, we must continue to teach English. Without learning and communicating in this language, we will perish one day. To survive in modern society, English knowledge is as essential as water. The importance of English cannot be denied. Our own regional languages do not have the depth and capacity to understand and correlate all these technological developments and as such, cannot serve the purpose to keep pace with the fast growing world outside. Most of the best books on all such subjects are

available in English language only. We cannot translate it all in our own 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 we have diversity in languages and it is not possible for many years ahead to have a common language like Hindi. Under such circumstances, we cannot wait for long; otherwise we will be left far behind. As such, till such time one language is developed, we must learn and teach English from the beginning itself. Some subject 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. They now know that we have not been able to prosper like other countries of the world due to keeping ourselves away from English. It is this language which can uplift us not only within our own country but throughout the world. We 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 among all the languages. It should be developed to become the link language. The people in certain parts of the country pressed for the continuation of English language. It is this reason why English was given the status of associate official language of the Union. English has come to be accepted as a foreign language in India. As such, one might think of bracketing 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:

(i) English as an International Language.

(ii) 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-its 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 student should be considered as qualified for a degree, in particular, a Master's degree, unless he has acquired a reasonable 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 "through which maximum knowledge can be imparted to students."

2.4 Place of English in Gujarat

The role and importance of English in our educational system as well as national life was seriously questioned by many. According to some of our leaders, English was a symbol and instrument of colonial exploitation. Hence, it should be done away with completely from our systems. In the end, wise senses prevailed and English was kept initially for 15 years as an Associate Official Language for inter-state communications and communications between the states and the center.

After independence there was a rise in nationalistic feelings. There was appreciation of Indian culture and Language. Educationists wanted that Indian languages be made the medium of instruction beginning from primary to college level. People were emotionally charged and considered English as a vestige of slavery. Thus there was a strong undercurrent of anti-English sentiment, in 1960 the state Gujarat was formed .The language policy was influenced by gentian leaders. They considered using or encouraging English as unpatriotic. Ironically these very leaders sent their own children to expensive English medium school. The outcome of this thinking was disastrous.

English was introduced rather late, that is from class 8th in the secondary level. Moreover, it was made optional at the board examination. This affected learning of English adversely in two ways. First, the late beginning created psychological problems for learners second; they were less enthusiastic to learn English because there was a provision of doing without it. In those days English was taught apparently through grammar translation method.

Later on English was introduced from class 5th optionally. That led to two groups of learners with different proficiency level in class 8th. English continued to be optional at the Board Examination and even at the college. There was no required amount of seriousness in teaching of English as it was relegated to an optional subject. In those days the structural approach was in vague and some oral work was introduced in the class.

2.5 English Language Teaching (ELT)

English, as a lingua-franca and as a link language occupied very important place in our 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.

2.6 Teaching Methodology in English Language

Evaluation of teaching methodology plays a vital role because the second language is learnt deliberately through formal classroom teachings. Various methods are used throughout India to teach English. Experts in the fields of language teaching evaluate these methods now and then. Some of the teaching methods that are followed in India are as follows.

1. Direct method
2. Natural Method
3. Grammar translation methods
4. Conversational methods
5. Audio-Lingual methods
6. Eclectic method
7. Phonetic Method
8. Group Method

From those methods one is different from another or it may be different from many aspects. In the schools, they are introducing different contexts. No method is self-sufficient.

2.6.1 Direct Method

The main idea of the direct method is to make the learner to acquire the second language in the same way as he learns his mother tongue. In this method, oral practice is given by associating speech with ideas. The words are taught by pointing out the objects or pictures to the learner. That will be suitable according to their lessons grammar exercise easily. The second language is taught directly without associating it to the mother tongue

2.6.2 Natural Method

“Since children learn naturally to speak before they read, oracy (should) proceed literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class like the child in his home, the student was to be immersed in language and allowed to formulate his own generalizations it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language. A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases. The mother tongue is strictly banished”. (Bowen et al. 1985:21; part of this cited text contains a quotation from the Report of the Committee of the Twelve, 1890)

2.6.3 Grammar Translation Method

In this method is to teach the second language through translation. This is marked by the dominance of mother tongue. This method is used widely in the schools.

2.6.4 Conversational Method

In this method, vocabulary and grammar of the second languages are presented to the learner in the form of the pattern as for (e.g. conversational to the situation). Then, the learner is made to participate in the conversations. In this conversational method, they are able to by- heart all the source materials whatever they are needed for their lessons.

2.6.5 Audio-Lingual Method

In this method, listening and speaking skills are given more importance. The learners are expected to listen to the teacher and repeat the graded utterances. According to this method, learner is getting the listening habit in the class and whatever teachers easily teach they are able to grasp. For the hard words they are able to get from their teachers speech itself.

2.6.6 Eclectic Method

In this method it is a combination of all above mentioned methods. The function and success of this method depend upon the needs of the learners and the skill of the teacher .It gives the more importance to all the form of the skills as the language, namely as speaking listening, writing and reading. It improves all the ways to the learner with this one method. The learners are able to understand their vocabulary to improve their knowledge through the listening. They are able to get listening carefully in the class rooms, then in the reading they are able to read the hard words with the correct pronunciation. Then, in the speaking skills, they are able to get the fluent speaking in English at the class room. Then, in the writing, they are able to write their grammar parts with fully written method without committing the mistakes even in their spelling also.

2.6.7 Phonetic Method

This method emphasized “oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms for use in-country; cultural information was also provided. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting contexts were to be used in making applications of familiar material. Graded reading would come later.” This method demanded “heavy requirements for linguistic expertise on the part of the teachers.”

According to these methods that have been listed, then in the direct method conversational method and Audio - visual methods are not in use in the schools where the study was conducted. The teachers are not fully aware of the conversational and audio-lingual methods. They prefer to use the traditional methods. Grammar classes are very dull because of the students are repetitions of sentences by groups. The new trends in teaching second language are yet to be implemented in the schools that were selected for the present study.

2.6.8 Group Method

For some years now, methodologists have recommended small group work (including pair work) in the second language classroom. In doing so, they have used arguments which, for the most part, are ***pedagogical***. While those arguments are compelling enough, group work has recently taken on increased ***psycholinguistic*** significance due to new research findings on two related topics: 1) the role of comprehensible input in second language acquisition (SLA) and 2) the negotiation work possible in conversation between non-native speakers, or ***inter language talk***. Thus, in addition to strong pedagogical arguments, there now exists a psycholinguistic rationale for group work in second language learning.

2.7 Aims of teaching English

For Indians English is a second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand and speak English, read and write English. These are the basic aims of teaching English. The teacher should keep in mind the aims of teaching English. The teacher should always emphasize on the aims of teaching of English. It will help to teach effectively. These aims are to enable the learners to listen English with proper understanding and to speak English correctly. It means producing sounds with proper stress and intonation. It enables the learners to read English and comprehend and interpret the text and to write English correctly and meaningfully, i.e. For example writing letters, applications, description and accounts of day to day events. The learners acquire knowledge of the elements of English which also develops their interest in English. The learner's ability to use planning, drafting and editing to improve their work is also increased. The learners express themselves creatively and imaginatively, so that the learners speak clearly and audibly in ways this takes account of their listeners. They become enthusiastic and reflective readers through contact with challenging and text level knowledge. It also helps to express their ideas in speaking and writing in an organized manner, use relevant expressions in speaking and writing, speak clearly and audibly according to the situation.

The two main Objectives of teaching English are Language development and literary development. These two objectives differ from each other as far as the class and age of students is concerned. Listening, reading, speaking and writing are the four important objectives. Graphics should be practiced by the students at primary level. The student must be able to write the alphabets, keeping space between two words in a sentence and write sentences using appropriate punctuation marks and capital letters. Writing is also equally important. The students should be able to write composition. All the four skills i.e. Listening, Reading, Writing and Speaking become important as the student grows, particularly reading and writing at the later stage.

Students should be able to read other books excluding textbooks i.e. novel, poetry, drama, essay writing, autobiography, précis-writing etc.

2.8 Different skills helpful in learning English (LSRW)

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

1. Listening Skills

Students should be given practice in listening to the sounds 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

1. 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.
2. To equip students with necessary training in listening so that they can comprehend the speech.

2. Speaking Skills

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

Objectives

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

3. Reading Skills

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

Objectives

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

4. Writing Skills:

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

Objectives:

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

2.9 Oral communication

Oral skills – both speaking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. Good strategies provide simple but powerful tools for improving communication in every classroom and all subject areas. Students need authentic opportunities to learn how to listen and speak effectively in a variety of situations. Oral communication implies communication through mouth. It

includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

2.10 Types of Communication

- Verbal Communication-Use of words spoken or written
- Non-Verbal Communication-It includes all external stimuli other than spoken or written words and includes body motion, characteristics or appearance, characteristics of voice and use of space and distancing. Body language plays an important role in oral communication. According to Sigmund Freud “He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent he chats with his fingertips; betrayal oozes out of him at every pore.” According to Birdwhistel 35% of the message is carried verbally, while 65% is conveyed non-verbally. We may categorize the elements of the visible code as follows:
 - Personal Appearance
 - Posture
 - Gestures
 - Facial Expression
 - Eye Contact

2.11 Essential Features of Effective Communication

- Completeness
- Conciseness
- Consideration
- Concreteness
- Clarity
- Courtesy
- Correctness

There are **7 C's of effective communication** which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:

- Complete communication develops and enhances reputation of an organization.
- Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
- A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
- Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
- It persuades the audience.

2. **Conciseness** - Conciseness means wordiness, i.e., communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:

- It is both time-saving as well as cost-saving.
- It underlines and highlights the main message as it avoids using excessive and needless words.
- Concise communication provides short and essential message in limited words to the audience.
- Concise message is more appealing and comprehensible to the audience.
- Concise message is non-repetitive in nature.

3. Consideration - Consideration implies “stepping into the shoes of others”. Effective communication must take the audience into consideration, i.e, the audience’s view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience’s needs while making your message complete. Features of considerate communication are as follows:

- Emphasize on “you” approach.
- Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.
- Show optimism towards your audience. Emphasize on “what is possible” rather than “what is impossible”. Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.

4. Clarity - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:

- It makes understanding easier.
- Complete clarity of thoughts and ideas enhances the meaning of message.
- Clear message makes use of exact, appropriate and concrete words.

5. Concreteness - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:

- It is supported with specific facts and figures.
- It makes use of words that are clear and that build the reputation.
- Concrete messages are not misinterpreted.

6. Courtesy - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:

- Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.
- Courteous message is positive and focused at the audience.
- It makes use of terms showing respect for the receiver of message.
- It is not at all biased.

7. Correctness - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:

- The message is exact, correct and well-timed.
- If the communication is correct, it boosts up the confidence level.
- Correct message has greater impact on the audience/ readers.
- It checks for the precision and accurateness of facts and figures used in the message.
- It makes use of appropriate and correct language in the message.

Awareness of these 7 C's of communication makes one an effective communicator.

2.12 Importance of Communication in Life

Communication is the continuous process of human being in life. It starts from life and ends with death. Present paper is the description of communication process as well as the explanation of various types of communication, specially types or forms of oral communication.

These are some famous quotes about communication:

“When all is said and done, more is said than done.” **Aesop**

“We have too many high sounding words, and too few actions that correspond with them.” **Abigail Adams**

“Words are the physicians of the mind diseased.” **Aeschylus**

“The language of truth is unadorned and always simple.” **Marcellinus Ammianus**

“Drawing on my fine command of language, I said nothing.” **Anonymous**

2.13 General Purpose of Communication

General Purpose of the speech has three general speaking purposes; entertain, persuade, and inform. First, Entertain, what is it; it is to engage, interest, amuse, or please listeners. For instance, presenting a toast at ones friend’s wedding, or giving a short speech before dinner. (Wood, pg.338). Another general purpose is to persuade; a speech that contains information about issues and solutions, or motivating people to action. Informative speech is a speech that has or includes humor or interesting comments that aim to entertain the listeners. This means to make listeners aware of a new way of thinking about a familiar topic. Next is the specific purpose; behavioral objective or observable response that indicates that one has been effective in achieving your communication goal. For example, “I want 25% of listeners to sign up to donate blood.” (Wood, pg.344).

Communication mostly done for the following purpose:

- To state something
- To narrate
- To seek information
- To convey message
- To agree or disagree with the opinion.
- To convince someone
- Top accept or to refuse the offer or proposal
- To introduce oneself and others
- To invite.
- To thank
- To congratulate.
- To express surprise
- To reassure
- To encourage
- To apologize.

To share views.

To greet

2.14 Importance of Oral Communication

1. There is high level of understanding and transparency in oral communication as it is interpersonal.
2. There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
3. The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay.
4. Oral communication is not only time saving, but it also saves upon money and efforts.
5. Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
6. Oral communication is essential for teamwork and group energy.
7. Oral communication promotes a receptive and encouraging morale among organizational employees.
8. Oral communication can be best used to transfer private and confidential information/matter.

2.15 Components of Oral Communication

- Fluency - there should not be unnecessary pauses.
- Accuracy - use of correct word and correct grammatical structure.
- Audibility - it means the person should be audible to the listeners.
- Relevance - speaker should speak according to the situation.
- Confidence - speaker should be confident in the use of language.
- Body language -speaker should have appropriate body language.
- Paying attention to the audience- speech should be according to the level of the audience.
- Appropriate pauses -the speaker should take pauses whenever it is required.

2.16 Different Ways to Improve Oral Communication Skills

There are some tips given by the language experts to improve communication such as pronouncing the words clearly and correctly, slowing down the speech, varying pitch, tone and volume etc... this helps to analyze pitch, tone, speed and volume by recording. Here the volume of the voice is adjusted to the audience (e.g. speak softly when you are talking one-on-one; speak louder when you are talking to a larger group or across a room). The orator have to be conscious of his speech to avoid filler words (e.g. um, uh, ah, like, well, etc.). The thoughts and ideas before speaking (e.g. write notes on what you want to say). There should be no interruption when someone else is speaking. Concentration should be on the speaker's message and no distractions. There should be non-verbal response to show understanding and interest when communicating (e.g. nodding your head, smiling, etc.). Eye contact should be maintained when listening or talking to people. Specific questions should be asked and notes should be taken to remember what is being communicated.

One of the basic principles one needs to keep in mind is, the more one is into the language, more proficient one will be in it. Reading, listening, speaking it all the time is the best way in learning the language fluently and improving ones communication skills. Now, if one is fluent in writing the language, one should try to gain confidence for speaking it. Reading is undoubtedly the best way of improving one's vocabulary, and keeping in touch with the language. Reading aloud will help in improving accent and pronunciation of words. Talking of accent, one should remember to develop and use only one accent and not mix up. For e.g., learn the British or American accent and always speak in the similar one. Secondly, if one comes across new words and phrases, look for their meanings and usage in a sentence. One should memorize these words and try to use them while speaking.

One needs to listen to native speakers in order to improve one's pronunciation and accent. If English is not mother tongue, one should try to listen to the way English speakers speak. One can even watch English language movies, or listen to songs (without the captions) and try to follow it. Mark the different words and try to pronounce them like the native speakers pronounce. Write down the sentences and try to speak them just like you hear them.

Now lastly, the most important method is to actually speak. One should try to find a native speaker with whom one can practice. Try to communicate in English with the person, even if one makes grammatical errors. Do not hesitate if the person points out one's faults; one should remember that practice makes a man perfect. Conversing on a daily basis will also improve one's confidence. If speaking with a native speaker is not possible, one can form groups with people trying to improve their oral communication, take a topic and speak on it. Doing this every day will boost one's confidence and also enrich one's language skills. One should speak loudly and clearly.

The intonation and tempo of one's speech is also important. One should try to raise or lower one's voice when emphasizing some word. It is wise to have your speech short and concise. Beating around the bush will lead to failed communication. In order to have a free flow of communication, one needs to make use of different words. However, it is perfectly normal to use simple words to convey one's thought or idea to the listener. One does not always need to use rich and extensive vocabulary. Lastly, another important tip is to use proper body language and facial gestures. Using hands and nodding the head also helps in transmitting a lot of information.

2.17 Practical Ways to Improve Oral Communication

1. Read More

Simply increasing what one reads (business texts, novels, newspapers etc.) can improve one's vocabulary, help one to express ideas clearly and eliminate weaknesses in one's language skills.

2. Think about the Words

Too many words will bore one's listener, take up too much time and result in one's losing credibility. There is no need to waffle! Remember not to use words that people don't understand (they may not even tell one that they don't understand what one is saying), as one may appear intimidating and make them feel inferior.

3. Prepare (if one can)

One would spend time planning what one would say if one was writing. One would also think about how to make it accessible to as many readers as possible. If one knows of an approaching situation, take time out to think about the questions one may be asked and what answers one may need to give. If one is delivering a presentation, one should be prepared for awkward questions and situations where one may need to explain something in a different way.

4. Listen and be interested

Listening more and talking less means one will understand and bring one's listener into the conversation. This helps them to trust one and make them feel that one really understand their needs. When they talk, are interested and show one's interest. This will improve the rapport one is trying to build. Using note-taking skills like Mind Mapping can help one to take more effective and memorable notes.

5. Be aware of non-verbal communication traps

The impact of the words one say is only a small element of the communication one is giving. One should make sure that one's words, their tone, the gestures one make, facial expressions and body language one use, are all relevant to one's conversation.

6. Honesty is the best policy

Promising something that is not possible will break down any trust that one has developed. Telling someone that one "don't know – but can find out" is more positive than just trying to give an answer you hope is effective.

7. Show and seek some understanding

Look for understanding from one's audience. It's easier to back track at certain points in one's conversation than revisit the whole conversation again – or one risk getting the wrong results because one's audience did not understand! One can use this when delivering or receiving a message. Occasional summaries and confirmation questions can be extremely useful.

8. Think about perspectives

Think about what one is saying from the other person's perspective. Just because one understands what one mean, it doesn't mean that they will.

9. Develop skills

There are a number of techniques one can learn to help improve one's verbal communication skills.

2.18 Conclusion

This chapter presents the importance of English, oral communication, general purpose of oral communication, effective communication and LSRW skills required to learn a language. This chapter is followed by the next chapter i.e. Review of Related Literature.

CHAPTER 3

REVIEW OF RELATED LITERATURE

3.1 Introduction

One of the most important early steps in a research is review of the related literature. This is one of the most humbling experience any researcher likely to have as while reviewing the literature, the researcher comes across many studies related with his topic.

According to **Bruce**,

“The review of related literature is nearly always a standard chapter of a dissertation. The review forms an important chapter in a dissertation where its purpose is to provide the background to and justification for the researcher undertaken.”

K.G.Desai commented about the review of related literature, “The review of the related literature should be distinct for the development of problem and for the insight of the research.”

In this research study the researcher has tried to find out various studies related with his topic.

3.2 Studies on Effectiveness of the Programme

Vaghela D. (2001) Prepared Materials (A course) **To Develop Oral Skills at the Secondary level (H.L.)**. The objectives of her study were –

- Preparation of materials to develop learner’s fluency skills.
- Providing oral practice in contextual language.
- Enabling the learners to express them in English without undue hesitation.

The researcher concludes that an emphasis must be placed on the appropriate use of language – used in situations. Format correctness should be left to come more

gradually. The student must be allowed to try out the language for themselves through activities in classrooms. The students, today are more aware of the things happening around so the teacher needs to be more competent, resourceful and insightful in the use of such communication based tasks. Systematic dealing with these aspects would further perhaps spur in their own creativity in oral skills.

The populations of her study were the undergraduate learners of Home Science faculty. A division of F.Y. B.Sc. students.

The learners learn what they want to learn what they think and what they need to learn. All that the teacher can do is to create a classroom climate that is congenial to learning.

Chauhan K. (2001) investigated “**The Effectiveness of Simulation as a Technique to Develop the Skills of Public Speaking among the Pre-Service Teachers (B.Ed. English)**”. The objectives of the study were –

- To prepare a simulation program to develop the skills of public speaking for B.Ed. English trainees.
- To find out the effectiveness of Simulation Course at the level of Pre-Service teachers.
- To arrive at a set of guidelines for the production of the Simulation Program.
- Try out Simulation Program at the level of Pre-Service teachers.

The Experimental Research Design was used under controlled variable. The Pre-Service B.Ed. teachers of English were selected as a sample.

The result of the study concluded that the role of the teacher also gets changed with the learner. A teacher is no more an authoritative phenomena but an organizer, facilitator, co-participant, constant assessor and many more. The teacher simulates the simulation in his mind prior to the actual ‘simulation’.

Khan R. (2001) prepared “**A Set of communicative Tasks & Programs for Developing Oral Skill at Higher Secondary Level.**” The objectives of the study were –

- To provide such impetus which help the student to develop and enhance their oral skills and to communicate better.

Suthar A. (2003) prepared and validated ‘**Materials to Develop Oral Skills of Undergraduate Learners in the Faculty of Home Science**’. The objectives of her study were –

- To prepare and validate materials based on oral skills.
- To prepare materials based on oral skills, complimentary on their syllabus.
- To share the materials with experts and validate them.
- To get feedback from the students about the materials.
- To observe students’ interest, involvement and motivation for learning through such materials.

Jadav. K. (2009) has conducted a research on “**Development and Try out of an Activity Package to Enhance Fluency in English Language at Higher Secondary Level.**”

The objectives of the study were:

- I. To prepare a set of activity package.
- II. To apply activities with a view to improve the students fluency.
- III. To find out the effectiveness of activities in enhancing fluency in English language.

The population of the study consists of all the class XI- arts student of Anand city, who are studying English subject in Gujarati medium school of Anand city following the Gujarat Secondary and Higher Secondary Education Board 2008 – 09. The design of the study was a pre-experimental design: single group pre-test intervention post-test design. The sample of the study contains thirty students for the purpose of the study. The tools in the pre-test, the investigator recorded the speech of all the thirty students. Students were allowed to speak on a topic of their choice for two minutes. The fluency measurement tool was used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. After giving interventions through activities again the investigator recorded speech of all the thirty students in the post test. Students were allowed to speak on a topic of their choice for two minutes. The fluency measurement tool was again used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. The major findings of the research were:

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- I. The activity package developed for the present study was found to be effective in enhancing fluency in English language. It was safely inferred from the analysis that the treatment through the activity has been found very effective.

Kuldipsinh (2009) conducted research on “**To Develop and Implement an Activity Package to Enhance the Fluency in English Language at Higher Secondary Level**” he focused on arts students and his major findings was that an activity package was effective in enhancing fluency; it enhanced the vocabulary, pronunciation, grammar in the students. It also helped developing creativity among the students.

3.3 Review of Research Studies

Vandana (2001) studied “**The Effectiveness of Intervention on English Inter language of Students of standard VII of Baroda City**”. Some of the objectives were –

- To analyze errors in written English of Standard VII of an English medium CBSE affiliated school.
- To develop an intervention program.
- To study the effectiveness of the intervention program.

The findings of the study were; the number of error in each category was unevenly distributed; the intervention program was effective; the opinion of the student was favourable.

- To supplement the proposed study materials with some useful and interesting tasks to strengthen the comprehensive skills.

The study was conducted at six stage viz.,

- 1) Needs Analysis
- 2) Related Literature
- 3) Pilot version if the material
- 4) Final Version
- 5) Reporting of the study

The researcher used pictures, cartoon, skit, telephonic conversation for the material. The study concludes as now the scenario has changed, there is need to produce such materials on mass scale in the society that can encourage student to enrich their knowledge of the language. The investigator personally felt that more and more such kind of materials can help to achieve the objectives.

- 1) **Shah (1996)** conducted a study entitled “**An Analysis of Instructional Process of English in Gujarati Medium School.**” The major findings indicated that there was a direct link between the performance of the students and nature or interaction. The link existed between performance of studies in English and techniques methods and media used. There was a lack of competence in teaching methods employed by English teachers. Translation methods were found extensively used in teaching English and there was lack of awareness of the aims and objectives of teaching English.
- 2) **Prajapati (1986)** studied “**The Problems Encountered during the Teaching and Learning of English at the Higher Secondary Level.**” It has been found that the major obstacles in the oral expression in English is due to the inhibition faced by the students, which also made them oversensitive to the comments of their teachers and peer group.
- 3) **Jayshree (1989)** identified the “**Difficulties in Teaching-Learning English as a Second Language among the High School Students.**” The study found out that the difficulties faced by English teachers included, children’s improper listening nature, and their inattentiveness in the class, students’ poor vocabulary, lower understanding capacity, less participation in the English class.
- 4) **Devel (1973)** conducted a study of “**Difficulties in Teaching English and Assessed Effectiveness of Programmed Teaching.**” The focus was on developing a programme for enhancing communication skills in the English students of English medium schools. It also laid emphasis on the difficulties in teaching English.

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- 5) **Charels (1981)** conducted a study on “**Developing Language Skills in Adults Attending English Improvement courses.**” The researcher or investigator has focused on three skills reading, writing and speaking. He has developed an auto-instructional material.
 - 6) **Valli (1998)** emphasized one major skill in English language speaking skill. The main objective of the research was to develop speaking skills among students of secondary level.
 - 7) **Desai (2002)** tried to find out the link between ELT material by developing certain package for material and its relation to the communication competence of students in their first year science degree.
 - 8) **Singh (2008)** studied the effect of project based learning for teaching of English, its achievement of class VIII students. Her main objective was to study the effectiveness of PBL, also its implications for speaking skills, writing skills also focusing on grammar and comprehension.
 - 9) **Shajy (2009)** focused on the SCOPE programme in Baroda City, and its effectiveness in teaching the Language. Her major objectives were to emphasis on the skills of English Language i.e. LSRW used in SCOPE. The various methods and techniques used by the organization for the language and the different materials used Audio-Visual along with problems faced by the trainers and trainees.

3.4 Reviews of Articles

- 1) **Master P, Unadkat K,** wrote an article on “**Newly devised Language Tasks and its Effect on the Primary School Teachers**”. This article treats effectiveness of newly devised Language Task and its effects on the primary school teachers. Primary teachers do a better job of teaching when subject matter possessed is much greater than the teaching task at hand. They must possess

grammatical competence with communicative competence. They must be aware of the present trends in the philosophy of language teaching.

The fact as stated above and the observation during different training programmes the investigator found that the primary teachers do not possess adequate knowledge of the basic component of English language. To make the teachers more component the investigator developed some language tasks, implemented the tasks and the evaluated the performance of the teachers using pre-test post-test design.

The NDLT comprised of various components that used according to the demand of the teaching learning situations. The components were some techniques and instructional aids:

1. *Short Oral Tasks*

- I. *Introducing one self,*
- II. *Giving information,*
- III. *Seeking information,*
- IV. *Collecting information.*

2. *Describing pictures*

3. *Role-playing*

4. *Language games*

5. *Use of: pictures, sketches, wrappers, newspapers cutting, prepared sheets, card boards, cartoons etc...*

This article concludes as the training imparted through the NDLT helped the primary teachers to enrich their language competencies. The teachers also acquired confidence and clarity about grammatical constructions and functional use of language.

2) **Bhasker. T.M.** in his study on “Teaching Speaking Skill in English Classroom”, wrote about oral communication is as a fundamental to our social living as eating is to our biological existence. Speaking well can have a dramatic effect on your professional and private life. A successful act of speech communicates something to someone. It normally involves a speaker, one or more listeners and, importantly, a purpose for speaking. The act becomes real when what it says makes sense to the

listener and produce the desired response. Language is basically speech. A very large number of languages in the world are only spoken and they do not have script to communicate through writing. Even among those who use language that has a script, like Hindi, a majority of them use only the spoken form (more than the written form) for communication. We are aware of that we learnt our mother tongue by speaking it first. In any language the ultimate goal of the speaking skill is to enable the learners to communicate their feelings and thoughts orally to meet their needs. English is spoken all over the world by millions of people of various backgrounds. That is why speaking as a skill is considered as important aim in India. It is a difficult skill to acquire and calls for intensive practice in favorable classrooms conditions. Speaking skill requires correct pronunciation, stress and intonation as well as spontaneous use of words and sentence formation in meaningful contexts. Fluency and accuracy are the watch words in spoken English. Listening and speaking are the two sides of the same coin. Learning as a second language is an effective one in learning the four skills, viz. listening, speaking, reading and writing. The first two skills are intimately related to each other; though one is a recognition skill the other is a production skill. Also, both the skills depend almost, entirely on the learner's knowledge of the pronunciation of the words and the articulation of the sounds in the language. Speaking will probably develop more slowly than listening. The feasibility of providing opportunities for learners to speak naturally in a class will depend to a large extent on the type of learners and the course we teach. In such circumstances we may have to satisfy incidental classroom speaking, and some carefully planned and organized fluency practice activities. Teaching speaking involves more than simply developing another language skill; it involves the development of articulacy.

3.5 Conclusion:

In this chapter, the researcher has presented various reviews related with the topic. This chapter is followed by the next chapter i.e. methodology of investigation.

CHAPTER 4

METHODOLOGY OF INVESTIGATION

4.1 Introduction

This chapter contains research design, research type, population, sampling technique, tools description, data collection process and an over view of the data analysis techniques. It gives the clear idea of the study conducted by the researcher and the process of the research endeavor.

4.2 Research Type

The present research is experimental in nature. It follows one group pre-test post-test experimental design. The research is mainly quantitative in nature but the researcher also took feedback from the students which were qualitatively analyzed. The researcher used t-test to calculate the difference of means of the group in pre-test and post-test.

4.3 Research Design

The experimental study was conducted utilizing one group pre-test and post-test design.

E	O ₁	X	O ₂	E - Experimental group
				X - Treatment
				O ₁ - Pre Test
				O ₂ . Post Test

The present research is experimental research as it tried to find the relation between variables- programme used to teach the students and their oral competence. It followed one group pre-test and post-test design. Attempts were made by the researcher to prepare a programme to improve oral communication and the same were tried out on a group of students. The researcher used one group pre-test and post-test design as the purpose of the study was to check the effectiveness of the programme

and not to compare it with any other methodology. The details of the same are further mentioned in subsequent section.

4.4 Population

The population is said to be the scope of the study i.e. the unit where generalizations with respect to the findings of the study can be made. The population of the study comprised of the students of Std. IX of the Gujarati Medium School of Gujarat.

4.5 Sample and Sampling Procedure

The sample is the working unit of the research. It is a group of subjects that the researcher works and interacts with. In the present study the sample comprised of IX Std. students of Shree **Saraswatam Sanchalit Shirava High School, Mandvi-Kutch**. The sampling technique was **convenient sampling** as the researcher selected the school in which he got permission to conduct his experiment. The researcher was also sure to get full cooperation of the staff and students.

4.6 Tools

4.6.1 Description of Tools

Tools enable the researcher to interact with the subjects and get their responses. In the present study the researcher used pre- test, post-test and an evaluation rubric to get the quantitative data. The table below clearly elicits the purpose of the tools and its significance.

Table No: 4.1 Tools

Sr.No	Tool	Purpose
1	Pre-test	To know the students language competency.
2	Post-test	To check the effectiveness of prepared programme to develop oral communication.
3	Evaluation rubric	To evaluate the students answers.
4	Feedback form	To get the feedback from the students about the programme.

4.6.2 Procedure for Preparation of Tools

The procedure followed for preparing the tools is mentioned below in separate sub sections and sub headings.

4.6.3 Preparation of the Pre-Test

The researcher constructed a parallel pre-test and post-test. The pre-test consisted of ten questions. The questions were based on the general topics. Moreover, the researcher made attempts to understand the application abilities of students with respect to the use of language in day-to-day life.

So the questions included in both the pre-test and post-test were to make them speak.

The researcher brainstormed, read the text book of English of Gujarat Board, interacted with class IX students of Gujarat Board informally and then prepared a set of questions to test the competency of the students in language. These questions were discussed with the guide and further the selected questions were shown to the experts and their comments were incorporated. Thus tools were prepared, administered and implemented.

4.6.4 Preparation of the Post-Test

After checking the performance in the pre-test the researcher prepared a similar type of test to check the effectiveness of the programme. Set of questions were checked and modified by the experts. Thus tool was prepared, administered and implemented.

4.6.5 Preparation of Evaluation Rubrics

After consulting the experts, the researcher prepared an evaluation rubric to evaluate students' responses. The same was used to assess the students' response of pre and post-test respectively. The evaluation rubrics consisted of the following criteria:

- **Correct pronunciation**

It means that the students pronounce the words according to standard Practice.

- **Fluency**

It means there are no unnecessary pauses.

- **Use of correct words**

It means that the students use words appropriately according to the situation.

- **Use of proper sentence structure**

Students are able to frame the grammatically correct sentence structure. They use verb, subject and object rightly and at proper place.

- **Relevance**

It means whether the students are able to speak according to the situation.

4.6.6 Preparation of Feedback Form

The researcher prepared the feedback form to get the students' feedback about the programme. The researcher wanted to check the effectiveness of the programme and how did the programme help the students to develop their Oral Communication. The researcher has taken 20 statements and asked the students to answer a 5 point scale. The purpose of the feedback form was to know whether the students found teaching through programme interesting and motivating. The researcher used feedback of students to **triangulate** the data.

4.6.7 Preparation of Modules

The researcher tested the status of Oral Communication among the students through pre-test. Pre-test was based on the competences required according to their syllabus. Then the researcher worked out for thirteen sessions (35 minutes each). The tasks selected for the programme were student centered, participatory in nature, activity based and process oriented. These modules were prepared after consultation with the subject teachers, experts and students.

4.7 Data Collection

The detailed description about the process of data collection is mentioned clearly stage wise.

Stage 1: The researcher tried to identify the present status of students regarding Oral Communication.

Stage 2: The researcher prepared materials to improve students' Oral Communication with the help and guidance of the guide. This was evaluated by the experts and modifications were made accordingly.

The researcher simultaneously prepared the tools namely pre-test, post-test, evaluation rubric and feedback form and got them validated from the experts.

Stage 3: The researcher conducted the experiment, administered pre-test and then the programme was followed by post-test.

Stage 4: Data analysis and interpretation was done using content analysis and t test.

Stage 5: Documentation of the research work

However, the following table mentions the detail of the implementation of the experimental sessions.

Table No: 4.2 Implementation of Programme Day wise

Day	Sessions	Time of the Session	Focus of Session	Description of Task and Activities
1	1	35 Minutes	1. To enable the students to express themselves orally. 2. To enable the students to introduce themselves.	Introducing Myself These activities will take place in the class and teacher will ask the students individually about their introduction and students will introduce themselves by telling their name, father's name, mother's name and the school where they are studying.

	2	35 Minutes	To develop the skill of framing the sentences in the English.	See and Describe The teacher will show the picture in the classroom and after seeing the pictures, the students will describe the pictures.
2	3	35 Minutes	To enable the students to build oral language skills.	Storytelling The Teacher will provide students with a sentence that is the beginning of the story; for example, “the boy who lived next door had a very strange pet.” Students have to complete the story, and then retell the story in their own words
	4	35 Minutes	To enable the students to develop the pronunciation skill.	Tongue twisters The Teacher will need to explain any unfamiliar vocabulary words, especially to ELLs. Students may write their own tongue twisters, but here are a few to get them started: For example: Mixed biscuits. Unique New York Sly Sam sips Sally’s soup For sheep soup, shoot sheep Super thick sticky tape

				Miss Smith dismissed us Six sleek swans swam swiftly southward. Rubber baby buggy bumpers. She sells seashells by the sea shore.
3	5	35 Minutes	To enable the students to develop speaking skills in public.	Role-Play. Teacher will write some scripts and dialogues and distribute them among students. They will perform according to the situations individually or in groups. For example, students may play roles of defendant, victim, police officer, and juror to illustrate different perspectives and issues in criminal justice.
	6	35 Minutes	To enable the Students to develop the language skill the initially stage of the language instruction.	Cue Cards. The teacher will distribute the cue cards in pairs. . Students will perform as directed in the cards
4	7	35 minutes	To enable the students to describe people that s/he comes across and to their stock of vocabulary.	Describing the People. Teacher will ask the students to look at the picture and try to describe the people .How are they different from one another? And try to

				describe them in detail. And teacher will give some list of the words related to the people and personality.
5	8	35 minutes	To enable the students to develop the sense of relationship among the events.	Strip Story. Teacher will write story on the separate sheet of paper and distribute among students to read and to memories and students are reported, students can listen and try to see a link among the sentences. The students are repeated until the story is formed. And at the end the whole story is narrated by a couple of students.
6	9	35 minutes	To enable the students to develop the intonation, pauses and pronunciation of words while reciting the poem.	Recitation of Poem. Teacher will give the students one poem from their text book and they will recite the poem one by one.
7	10	35 minutes	To enable the Students to learn to speak on any object in English.	Speak on any object. The teacher will allow the students to choose any objects and tell five or six sentences on that object.
8	11	35 minutes	To enable the students	What is he doing?

			to ask oral questions and give short answers in English.	Teacher will tell the students to go out of the class room and mime some activities like reading, eating, dancing, jumping, etc... The class cannot see the students standing out they try to guess what he/ she is doing by asking questions like: Is s/he eating? Is s/he dancing? Is s/he reading?
9	12	35 minutes	To enable the Students to express possibility.	If I were A...I would.... The Teacher will say “if I were a fox I would eat all the grapes even though they were sour.” students will repeat the same thing.
10	13	35 minutes	To enable the students to develop the ability of guessing and describe the objects in the English.	Guess the object. First one student will guess the object and on the basis of the object, he asks four or five questions and other students will try to give the answers.

4.8 Conclusion:

Analysis of data means studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts. The present data was analyzed quantitatively as the researcher used statistical techniques like mean, S.D. and t test to analyze it. The feedback form of the students was analyzed qualitatively as percentage was used to analyze it. The subsequent chapter focuses on data analysis and interpretation.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF THE DATA

5.1 Introduction

This chapter presents data analysis and interpretation. The researcher has presented the statistical techniques used in data analysis and interpreted it according to the findings.

5.2 Hypothesis Testing

The researcher for his study selected the Null Hypothesis i.e.

“THERE WILL BE NO SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES OF PRE-TEST AND POST-TEST OF THE STUDENTS IN SPOKEN COMPETENCE.”

5.3 Data Analysis of Pre-Test & Post-Test

Pre-Test:

The main objective of the study was to test effectiveness of a programme to enhance Oral Communication of Std. XI students. For this the researcher checked the Oral Communication of the students through pre-test. Their responses were also **audio recorded** and afterwards evaluated according to evaluation rubrics.

Post-Test:

After teaching the students through a programme for ten days, the researcher again conducted the post-test and **audio recorded** the response of the students. This was again evaluated by the researcher on the basis of the evaluation rubrics.

The researcher calculated mean, S.D., S.E. of the mean, Pearson's' Product Moment Co-relation and t-test. This is presented in the following table.

FIGURE NO: 5.1 Pre-Test & Post-Test Score Graph

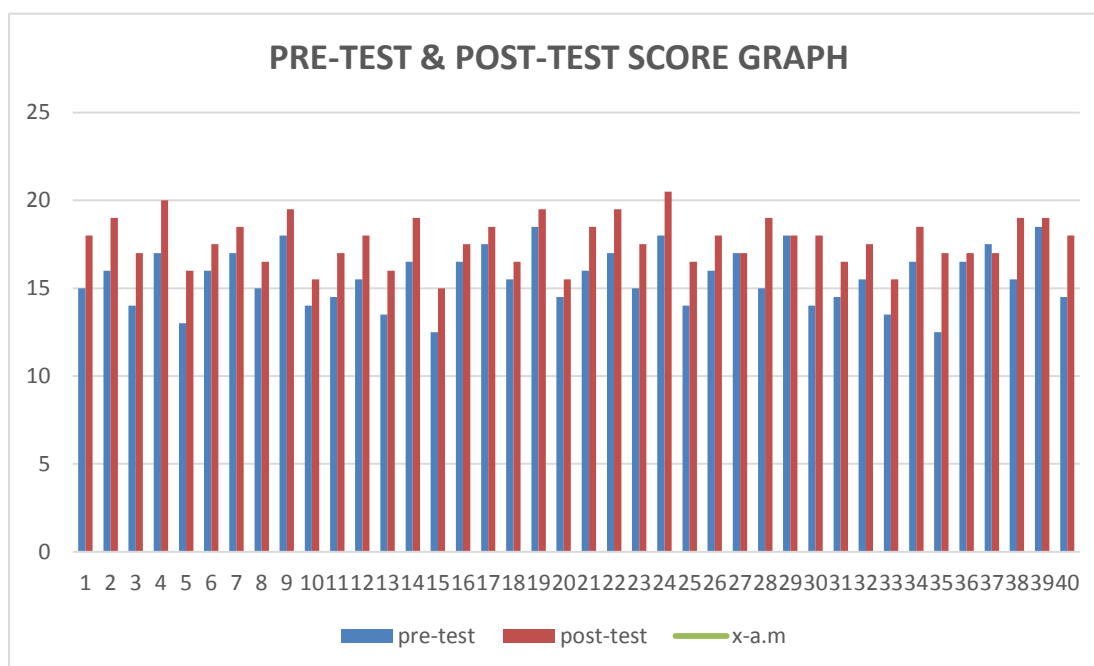


TABLE NO: 5.1 Result Of Experiment

Experimental Group	Mean	S.D	SEM	't' Value _(cal)	't' Value _(table)
Pre-Test	15.63	1.61	0.26	12.41	2.71**
Post-Test	17.69	1.33	0.21		

****Significant at 0.01 level**

$t'_{cal} 12.41 > t'_{tab} 2.71^{**}$

Interpretation:

As the table indicates the value of mean of the pre-test was **15.63** and post-test was **17.69**, S.D. of pre-test was **1.61** and S.D. of post-test was **1.33** the t value was **12.41** and this t value is found significant at **0.01** level. It means the null hypothesis formed by the researcher “There will be no significant difference between the mean scores of pre-test and post-test of the students in spoken competence” is rejected. It means teaching of English through programme helped in developing oral communication of the students.

5.4 Feedback Form

The researcher took pre-test and post-test to check the effectiveness of the teaching through programme. Value of *t* was also calculated on that basis. In order to triangulate the data, the researcher also took feedback from the students. The purpose of this was to know students' opinion 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 more language confidently.

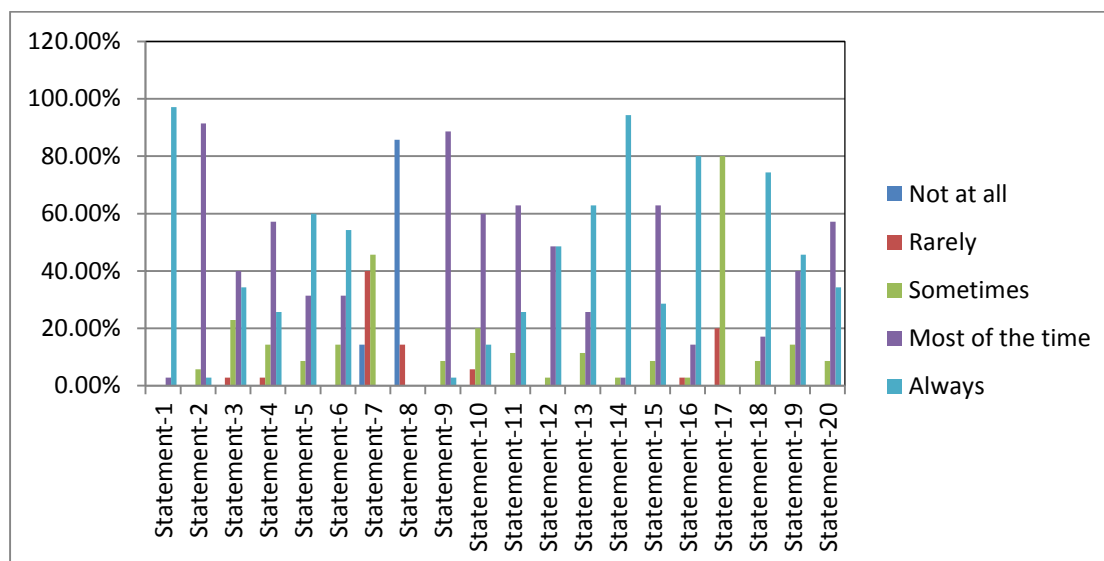
The table containing statements for feedback and the 5 point scale is presented below.

Table No: 5.2 Feedback Form Analysis

No.	Statements	Not at all	Rarely	Some-times	Most of the time	Always
1	<i>The tasks given by the teacher during the session helped me to develop my confidence level.</i>	0.00	0.00	0.00	77.50%	22.50 %
2	<i>During the tasks I was able to understand the grammatical components of speaking English.</i>	0.00	0.00	5.00%	27.50%	67.50 %
3	<i>The tasks on constructing meaningful sentences were helping me to frame sentences.</i>	0.00	0.00	2.50%	72.50%	25.00 %
4	<i>I can now frame appropriate sentences in English.</i>	0.00	0.00	0.00	25.00%	75.00 %
5	<i>The sessions and guidance by the teacher helped me to improve my oral / speaking skill.</i>	0.00	0.00	0.00	40.00%	60.00 %
6	<i>All the tasks given by the teacher were developing my oral / speaking skill.</i>	0.00	0.00	7.50%	30.00%	62.50 %
7	<i>The language spoken by the teacher was beyond my understanding.</i>	40.00 %	40.00 %	17.50 %	2.50%	0.00

8	<i>I disliked the tasks given by the teacher.</i>	82.50 %	12.50 %	2.50%	2.50%	0.00
9	<i>The tasks given by the teacher were appropriate and the instructions given by the teacher were appropriate.</i>	0.00	0.00	17.50 %	65.50%	17.50 %
10	<i>The tasks of dialogue speaking helped me to prepare and speak in English.</i>	0.00	0.00	0.00	80.00%	20.00 %
11	<i>The pictures used by the teacher inspired me to speak in English.</i>	0.00	0.00	0.00	27.50%	72.50 %
12	<i>The pictures used for the tasks were appropriate and interesting.</i>	0.00	0.00	0.00	67.50%	32.50 %
13	<i>The tasks of describing people, places and things helped me in improving my speaking skill.</i>	0.00	0.00	0.00	27.50%	72.50 %
14	<i>I enjoyed all the tasks given by the teacher.</i>	0.00	0.00	0.00	35.00%	65.00 %
15	<i>I enjoyed the tongue twisters which helped me to pronounce the word properly.</i>	0.00	0.00	0.00	25.00%	75.00 %
16	<i>I think that most of the tasks were useless in improving the oral / speaking skill.</i>	42.50 %	5.00%	50.00 %	2.50%	0.00
17	<i>I have difficulty in speaking.</i>	35.00 %	20.00 %	45.00 %	0.00	0.00
18	<i>Tasks of storytelling helped me to tell stories.</i>	0.00	0.00	5.00%	77.50%	17.50 %
19	<i>I learn to speak the sentences in full form and in correct manner.</i>	0.00	0.00	0.00	50.00%	50.00 %
20	<i>Now I'm able to speak English more confidently and fluently.</i>	0.00	0.00	0.00	65.00%	35.00 %

Figure No: 5.2 Graph Showing Feedback of Students



Interpretation

On the basis of the analyzed data it can be stated that for the first statement **77.50%** students gave the feedback that the programme used by the teacher during the session helped them to develop their confidence level **most of the time** where as **22.50%** students gave the feedback that the programme used by the teacher during the session helped them to develop their confidence level **always**.

For the second statement **5.00%** students gave feedback that during the session they were able to understand the grammatical components of speaking English **sometimes** where as **27.50%** students gave feedback that during the session they were able to understand the grammatical components of speaking English **most of the time** and **67.50%** students gave feedback that during the session they were able to understand the grammatical components of speaking English **always**.

For the third statement **2.50%** students gave feedback that the programme on constructing meaningful sentences helped them to frame sentences **sometimes** where as **72.50%** students gave feedback that the programme on constructing meaningful sentences helped them to frame sentences **most of the time** and **25.00%** students gave

feedback that the programme on constructing meaningful sentences helped them to frame sentences **always**.

For the fourth statement **25.00%** students gave feedback that they could frame appropriate sentences in English **most of the time** where as **75.00%** students gave feedback that they could frame appropriate sentences in English **always**.

For the fifth statement **40.00%** students gave feedback that the sessions and guidance by teacher helped them to improve their oral/speaking skill **most of the time** where as **60.00%** students gave feedback that the sessions and guidance by teacher helped them to improve their oral/speaking skill **always**.

For the sixth statement **7.50%** students gave feedback that tasks used in the programme used by the teacher developed their oral/speaking skill **sometimes** where as **30.00%** students gave feedback that all the programme used by the teacher developed their oral/speaking skill **most of the time** and **62.50%** students gave feedback that all the programme used by the teacher developed their oral/speaking skill **always**.

For the seventh statement **40.00%** students gave feedback that the language spoken by the teacher **not at all** was beyond their understanding where as **40.00%** students gave feedback that the language spoken by the teacher was beyond their understanding **rarely** and **17.50%** students gave feedback that the language spoken by the teacher was beyond their understanding **sometimes** and **2.50%** students gave feedback that the language spoken by the teacher was beyond their understanding **most of the time**.

For the eighth statement **82.50%** students gave feedback that they disliked the programme given by the teacher **not at all** where as **12.50%** students gave feedback that they disliked the programme given by the teacher **rarely** and **2.50%** students gave feedback that they disliked the task given by the teacher **sometimes** and **2.50%** students gave feedback that they disliked the tasks given by the teacher **most of the time**.

For the ninth statement **17.50%** students gave feedback that the programme given by the teacher were appropriate and the instruction given by the teacher were appropriate **sometimes** where as **65.00%** students gave feedback that the programme given by the teacher were appropriate and the instruction given by the teacher were appropriate **most of the time** and **17.50%** students gave feedback that the programme given by the teacher were appropriate and the instruction given by the teacher were appropriate **always**.

For the tenth statement **80.00%** students gave feedback that the programme of dialogue speaking helped them to prepare and speak in English **most of the time** where as **20.00%** students gave feedback that the programme of dialogue speaking helped them to prepare and speak in English **always**.

For the eleventh statement **27.50%** students gave feedback that the pictures used by the teacher inspired by them to speak in English **most of the time** where as **72.50%** students gave feedback that the pictures used by the teacher inspired by them to speak in English **always**.

For the twelfth statement **67.50%** students gave feedback that the pictures used for the programme were appropriate and interesting **most of the times** where as **32.50%** students gave feedback that the pictures used for the programme were appropriate and interesting **always**.

For the thirteenth statement **27.50%** students gave feedback that the programme of describing people, places and things helped them in improving their speaking skill **most of the time** where as **72.50%** students gave feedback that the programme of describing people, places and things helped them in improving their speaking skill **always**.

For the fourteenth statement **35.00%** students gave feedback that they enjoyed the entire programme used by the teacher **most of the times** where as **65.00%** students gave feedback that they enjoyed the entire programme used by the teacher **always**.

For the fifteenth statement **25.00%** students gave feedback that they enjoyed tongue twisters which help them to pronounce the words properly **most of the times** where as **75.00%** students gave feedback that they enjoyed tongue twisters which helped them to pronounce the words properly **always**.

For the sixteenth statement **42.50%** students gave feedback that most of the tasks of the programme were useless in improving the oral/speaking skill **not at all** whereas **5.00%** students gave feedback that most of the tasks of the programme were useless in improving the oral/speaking skill **rarely** and **50.00%** students gave feedback that most of the tasks of the programme were useless in improving the oral/speaking skill **sometimes** and **2.50%** students gave feedback that most of the tasks of the programme were useless in improving the oral/speaking skill **most of the time**.

For the seventeenth statement **35.00%** students gave feedback that they have **not at all** difficulty in speaking where as **20.00%** students gave feedback that they have difficulties in speaking **rarely** and **45.00%** gave feedback that they difficulty in speaking **sometimes**.

For the eighteenth statement **5.00%** students gave feedback that the programme of storytelling helped them to tell stories **sometimes** where as **77.50%** students gave feedback that the programme of storytelling helped them to tell stories **most of the time** and **17.50%** students gave feedback that the programme of storytelling helped them to tell stories **always**.

For the nineteenth statement **50.00%** students gave feedback that they learn to speak the sentences in full form and in correct manner **most of the times** where as **50.00%** students gave feedback that they learn to speak the sentences in full form and in correct manner **always**.

For the twentieth statement **65.00%** students gave feedback that now they are able to speak English more confidently and fluently **most of the times** where as **35.00%** students gave feedback that now they are able to speak English more confidently and fluently **always**.

5.5 Conclusion

Thus this chapter presented data analysis of the data collected through pre-test, post-test and feedback form. 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 communication. Analysis of feedback form also proved that students liked the programme. This chapter is followed by the next chapter that is Conclusion, Suggestions and Implications.

CHAPTER 6

CONCLUSION, SUGGESTIONS AND IMPLICATIONS

6.1 Introduction

The present chapter is the last chapter of this study. It brings out the significance 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.

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 the class 9th students of Gujarat Board through a programme consisting participatory, activity based tasks.

6.2 Major Findings

1. The experiment was conducted in the month of December 2012 at the Shree Saraswatam Sanchalit Shirava High School, Mandvi (Kutch) – 370465. (Ta. Mandvi, Dist. Kutch, Gujarat). As the t value of pre-test and post-test of experimental group is significant, it demonstrates that the hypothesis there will be no significant difference between the mean scores of pre-test and posttest of the students in spoken competency of experimental group is rejected. It means there is significant difference between pre-test and post-test of experimental group. It means the programme used by the researcher to develop Oral Communication skills was successful.

2. On the basis of the feedback analysis also, the researcher found that the programme was successful as most of the students gave the feedback that the programme was interesting, effective and joyful.

This made the researcher arrive at following conclusion.

- 1) Improvement in Oral Communication through programme made the students achieve higher score.
- 2) It means that the students could learn better through the programme prepared by the researcher.
- 3) The feedback form of students also suggested that the students found the class interesting, challenging, joyful and easy.
- 4) Learning through activities also helped in learning concepts better and made them learn through classmates. It also helped them to be active participants in the class.
- 5) Most of the students found that the programme used by the researcher helped them to develop their confidence level. Most of them were able to understand the grammatical components of spoken English always.
- 6) Most of the students gave feedback that the programme on constructing meaningful sentences helped them.
- 7) Most of the students gave feedback that the 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 appropriate.
- 8) Dialogues, pictures and stories used by the researcher were found appropriate by the students. Most of the students enjoyed the programme.

6.3 Suggestions for the Further Studies

The present study has been conducted in a limited area. But a general 'framework' to improve Oral Communication can developed 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 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.

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- The researcher has developed this programme for Gujarat board students. Same type of programme can be developed for CBSE and other board students.
 - The researcher has prepared this programme for students who have English as the second language. Same type of programme can be developed for the students who have English as the first language.
 - The researcher has selected some activities to develop Oral Communication skills more activities can be incorporated in developing Oral Communication.

6.4 Conclusion

Thus the important contribution of this study is the enhancement of Oral Communication through a 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
- it created democratic atmosphere

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

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