

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

ABSTRACT

A DISSERTATION

**SUBMITTED TO THE SARDAR PATEL UNIVERSITY,
VALLABH VIDYANAGAR.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF**

Master of Education

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March-2013

1. Introduction

This 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.

2. Importance of Oral Communication Skills

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 deal of influence on the society and his fellow beings. A person having effective oral communication skills is more successful and does better in interviews. That is why the researcher has tried to develop oral communication skills of class IX students of Gujarat Board through programme.

3. For this Study the Researcher has Constructed the Following Null Hypothesis

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

4. Tools for this Study

- **Pre- test**
- **Post-test**
- **Feedback form**
- **Rubrics for evaluation**

5. Population / Sample

The population of the study comprised all the class IX students of Gujarat state having English as a second language. The researcher selected all the students of class 9th of Saraswatam Sanchalit Shirava High School. (Mandvi-Kutch) as his sample.

6. Operationalization of Terms

Effectiveness

Effectiveness means something having an impact. In the present study, effectiveness means how far the materials prepared by the researcher are useful to develop the required skills.

Programme

Programme means here a set of tasks prepared by the researcher to develop Oral Communication skills.

Oral Communication

Oral Communication means students' ability to speak correctly, fluently and express themselves without any hesitation according to the demand of the situation.

English as a Second Language

For the learners whose medium of instruction is 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.

7. Importance of the Study

The important contribution of this study was the enhancement of Oral Communication.

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

Owing to the participatory nature of the programme students can learn at their own speed and learn by doing some activity. It is helpful to the teachers as well because this programme makes his task easy as it facilitates to enhance the Oral competence and help to realize the objectives of the subject.

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

8. Experiment and Major Findings

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).

Before starting the experiment, pre-test was administered to the experimental group. Then in the experimental group the programme was conducted by the researcher himself and different type of tasks were implemented. At the end of the experimentation, the similar achievement test was administered to the experimental group. In addition, feedback was taken from the students of the experimental group. Data were collected and analyzed. Obtained results are as follows.

Table No.1

<i>Hypothesis</i>	<i>Experimental Group</i>				<i>**‘t’ value</i>	
	<i>Pre-test</i>		<i>Post-test</i>			
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Cal</i>	<i>Table</i>
1	15.63	1.61	17.69	1.33	12.41	2.71**

****Significant at 0.01 Level**

The table above indicates comprehensive picture of the achievement performance, in specific objectives. The experimental group consisted of 40 students. The required value to be significant at 0.01 levels was **2.71**. The obtained ‘t’ value of total performance **12.41** is highly significant at **0.01** level of significance. Hence, the null hypothesis for the entire hypothesis is not accepted.

9. Conclusion

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 post-test 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. 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.

On the basis of this finding the researcher arrived at the following conclusion.

- 1) Improvement in Oral Communication through programme makes the students achieve higher scores.
- 2) It means that the students can learn better through the programme prepared by the researcher.
- 3) The feedback form of students also suggests that the students found the class interesting, challenging, joyful and easy.
- 4) Learning through group activity also helps in learning concepts better and makes them learn through classmates. It also helps them to be an active participants in the class.

10. Suggestions

The present study revealed that the programme prepared by the researcher was very effective and helped the students to learn the things in a better way and also helped to improve their spoken competence and enhance their confidence level. So it is better to use such type of tasks / activities / programme in actual classroom to teach the students more effectively.

The teacher should prepare and make use of a variety of programme / Group work activities for teaching the subject in other standards of secondary school as well, on the lines illustrated in this study. He should try his best to adopt the Group method strategy.

11. Suggestions for Further Ftudies

The present study has been conducted in a limited area. But a general 'framework' to improve Oral Communication can be developed and this type of research can be conducted in other areas also.

- The researcher has conducted this study for secondary students. Similar type of programme can be developed for the higher secondary students.
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- The researcher has conducted this study for secondary students. Similar type of programme can be developed for the college level students.
- The researcher has developed this programme for Gujarat board students. Similar 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. A programme at the advanced level 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.