

Promoting Speaking Skills of the School Students Using Technology

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ABSTRACT--*Speaking is an important skill to survive in this world. The major aim of learning new language is communication. To speak any language, one must listen first. Speaking and listening are interrelated. Both the skills integrate help each other to grow parallel. Listening must be trained properly and regularly to improve speaking skill. Listening is passive but speaking is an active skill. This paper focuses on improving speaking skills of the school students, particularly LI background students. To develop speaking skill, practice-oriented sessions conducted. There was no paper and pen work, no drilling and rote-learning. This study trained with free hands but mind and mouth engaged. It focuses school students because it is very easy to shape them and also it is needed for them to go for higher studies. Regular practice is important to enrich this skill. Speaking skill brings confidence to learn English better. Technology is the boon for the present generation students. Students' of this generation are very much like to learn through mobile and internet. Technology integrated learning is an effective learning process. It is very useful for the students to learn easily as well as effectively. Opportunities are vast nowadays for learning through technology. It should be properly utilized to promote the skills of the students.*

Keywords-- *Listening, Practice, Speaking, Technology, Vernacular Students.*

I. INTRODUCTION

English language plays a vital role in every individual's life in India. It becomes an essential to communicate to the outer world. Aware of its significance, everyone is concentrating to develop their language proficiency in India and abroad as well. To get proficiency in this language, one should imbibe four skills. The four major skills are the four pillars of English language. The four pillars are Listening, Speaking, Reading, and Writing (LSRW). Listening is a passive skill, whereas Speaking is an active skill. Listening and Speaking are important to communicate in this fast world. Both are important to make the communication effective and dynamic. Passive and Keen listening helps to respond accurately. Respond means Communicating/Speaking. So, it is clear that listening and speaking skills are interrelated. Both travelling by helping each other. Writing communication is also there but when compare to spoken form, written usage is limited. Spoken form is used everywhere and every moment. Writing communication happens by sending emails and other business-related communications. Reading is the beginning stage of learning the language. It helps to improve vocabulary knowledge, context meaning, spelling awareness, and pronunciation.

This study concentrates to develop speaking skill of the vernacular students. School students have chosen for this study. Skills cannot be improved ideally. Speaking skill focused majorly but listening and writing skills also practiced. Nowadays, there is a belief in India, that knowing English or speaking English would get respected and

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identified by others. Also, this language gives confidence to develop one's attitude in the society. Through this speaking practices, the study focuses to improve self-confidence and characters of L1 students. A decade ago, there was a situation that students were afraid to see English teacher, English books, Grammar and to sit in English classes. Now, the situation has changed completely. The students are come forward to learn English. They involve themselves in learning. They show interest and involvement in classroom activities. The basic reason for this change is, the students understand the importance of English and also the teachers implemented some activities-based teaching for their betterment as per the direction of the education department of the government. Learning with interest and involvement always brings the best outcome in the learning. This study concentrates to improve speaking skill by doing activities. There is no chalk and talk method and no paper and pen learning.

II. LITERATURE REVIEW

Most of the research works concentrated on improving any one of the four skills, because these skills are the fundamental to enhance the learners' language proficiency. Gomathy (2017) stated that everybody is learning mother tongue by listening mother, parents and the surrounding and started speaking the language without much difficulty. Listening helps to speak the language. Likewise, English can also be trained to attain that level [1]. The above statement is the worldwide fact and also many research and studies insisted this. Listening is the first step to speak the language. Balamurugan (2019) stated that learning must be involved with practical applications. Practical learning enhances learning ability. He also stated that language theorists accepted that skills will be developed when it is connected with environmental learning [2]. The above statement mentioned that whatever learning takes place in the classroom must be used and in the environment. The classroom learning must be useful for the students to survive in the outer world and it should not be a pen and paper learning.

Few years ago, in schools, the students were trained to write examinations to get good marks. Manigandan (2017) stated that mostly, regional medium students' lack in English proficiency because, the school or the teachers gave importance for academics rather than skills [3]. The statement was true once, but in recent years, awareness has come. The teachers and the education system have changed and they think about the future of the students. They are training them to improve their speaking skills. Speaking skills will improve confidence. Confidence is the major strength in English language learning. Patil (2008) emphasized that building confidence eliminate of making errors in using language and the teacher must create the comfortable environment to learn the language which also help the students to involve it easily [4]. Bailey (2005), and Songsiri (2007) asserted that confidence and competence could be developed through appropriate syllabus, teaching methodology, and materials [5].

Confidence in speaking brings effective communication. For successful communication listening, speaking and confidence are important. As Bailey and Songsiri proclaimed syllabus, materials and methodology also play an important role in developing skills. Effective Communication is very indispensable to attain and retain better position in the career. Technology usage or technical support in teaching methodology enhance students' skill and language proficiency.

Technology support learning attracts the learners. Using technology provokes visual and auditory senses to observe the content. Content imbibed easily and stored in memory for a long time. Technological learning is essential for the present generation students. They are growing with technology inside and outside of the school.

Pushpalatha (2020) remarked that Using technology is increasing students' learning ability, and comprehending skill. It also brings motivation, encouragement and above all it grabs the attention of the students easily [6]. As stated above, technological supportive learning encourages the students to learn the language effectively with involvement. Interest, involvement, and encouragement always bring successful learning. For this study, materials designed based on the need of the learners and technology used to enhance their skills.

III. METHODOLOGY

The study took place in the school located at the remote village in the Kanchipuram district. The students were from rural background. They were the first-generation students and studying in the vernacular medium. There were 46 students in the class. Eighth standard students targeted.

IV. BACKGROUND OF THE STUDY

The students were very energetic and showed enthusiasm to learn English language. The study identified that there was no psychological barrier in learning English. They did not hesitate and no stage fear. They actively participated in the learning.

V. CLASSROOM ACTIVITIES

Previously, information gathered from the students of what they want to learn, from that understanding activities framed and implemented. There were five activities conducted for the students.

- ❖ Activity 1 – Describing adjectives.
- ❖ Activity 2 – Constructing sentences with adjectives.
- ❖ Activity 3 – Constructing sentences of their own by using present tense.
- ❖ Activity 4 – Constructing sentences of their own by using present tense.
- ❖ Activity 5 – Narrate the story of what has seen in the audio-visual aids.

Activity 1 – Describing adjectives.

Aim: To improve their vocabulary.

Implementation: The students were asked to express as many adjectives at the initial stage. Later, they were asked to give adjectives in the alphabetical order.

Outcome: They enjoyed this activity. Many of them asked to know the exact English words of their mother language. They learnt new words and attempted to use it in the sentences.

Activity 2 – Constructing sentences with adjectives.

Aim: To frame sentence of their own.

Implementation: During the first activity, they learnt new adjectives. It was easy for them to frame sentences from that words. It also helped to recall what they learnt previously. Using words again and again helps to be registered in their minds. The students eagerly participated and recalled the adjectives.

Outcome: The students framed sentences of their own with many adjectives.

Activity 3 – Constructing sentences of their own by using present tense.

Aim: To develop their tense knowledge and usage.

Implementation: The students were asked to see the classroom environment and frame sentences with simple present tense and continuous tense. The students observed the class, their friends and build simple sentences of their own.

Outcome: They attempted to frame simple sentences. Most of the students framed continuous tense rather than simple tense.

Activity 4 – Constructing sentences of their own by using past tense.

Aim: To develop their listening skill in order to respond properly.

Implementation: It was a pair work. One student must say present tense. The opposite student must listen carefully and frame that sentence into past tense. This will improve listening, verb changing, and tense usage.

Outcome: They did with involvement and enthusiasm to change the sentences. This activity will give confidence to make sentences by using present and past tense.

Activity 5 – Narrate the story of what has seen in the audio-visual aids.

Aim: To develop their listening skill in order to develop speaking skill.

Implementation: Stories displayed using audio-visual aids. The students listened carefully and narrate the story later. Story telling is an interesting activity. They enjoyed to narrate the stories with morals.

Outcome: This helps to speak four to five sentences at a time. When saying the story with morals, their thinking and analysing ability also improved. Learning sentence structure along with other skills.

The above classroom activities are the starting point of their learning. The motto of these activities is to create interest in learning. With this, involvement in learning increases and give opportunity to learn more and better.

VI. DISCUSSION

To identify the outcome of the study, a survey conducted. The questions mentioned that whether the activities helped the students to improve their skill or not. The below bar diagram shows that most of the students agreed that the activities helped to improve their listening and speaking skill. Only few disagreed because, they could not participate quickly. Particularly, activity three takes some time to think and frame the sentences. Activity one was quite easy and so the students participated actively and enjoyed. Activity two, was framing sentences with adjectives. They hesitate to frame at the beginning level. It was a new experience for them. Few students felt difficult to frame sentence. Activity three, again framing sentences with tense. Few felt difficult to frame because they were struggling in using be forms. Activity four takes some time to think and respond. On that activity, few students could not collect the verb form quickly. They tried to recall for some time. Delayed participation brought difficulty, vagueness and stress in learning. This can be rectified by doing regular practice. The last activity, all the students enjoyed because it was a story session. They listened and saw the videos were happily.

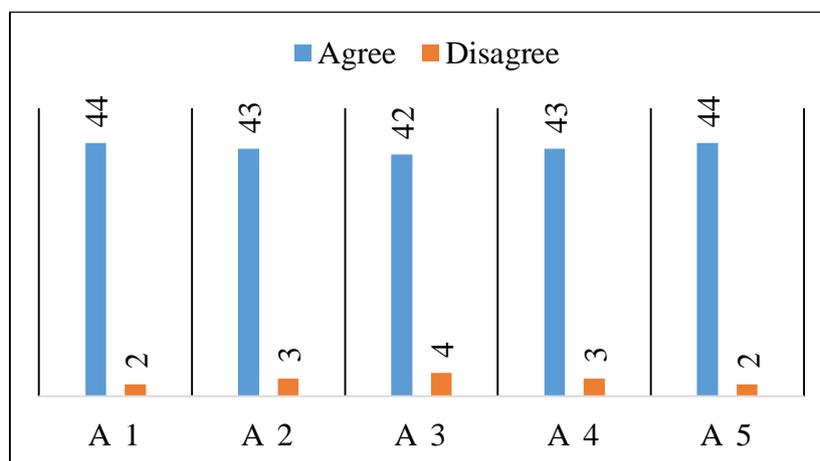


Figure 1: Analysis of the study

Major Findings of the Study

Some of the major findings of the study are discussed below:

- ❖ Students learnt the words easily
- ❖ Felt quite difficult to construct sentences
- ❖ Confusion in using auxiliary verbs
- ❖ Poor knowledge in changing verbs and
- ❖ Audio-Visual session encouraged to learn better.

VII. CONCLUSION

The study explored that the present generation students did not have any hesitation to learn or to speak English. They showed much interest and involved in classroom learning. Regular practice and new innovative methodologies always bring tremendous changes in the learning process. The innovations must be used particularly for the L1 students and different methodologies designed for the betterment of this L1 students.

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