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Preparation and Try out of Materials to develop Oral Communication Skills in Students of Standard 8th in Gujarati Medium School.

Abstract

Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. In the present scenario, Communication Skills is used broadly in higher studies and English medium schools. The communication level of the students' in rural area is below average. The language proficiency of the students from Gujarati medium schools is very poor. Mostly, students face major problems in English grammar, vocabulary, pronunciation. Through this study the researcher wants to focus on the skills of speaking that is called oral communication. The research would incorporate certain activities and tasks in the form of one module which would imply communication verbally or orally by talking or speaking. It includes individuals conversing with each other or direct conversation or telephonic conversation. It includes any type of interaction that makes use of spoken words i.e. Speeches, presentations; discussions are all forms of oral communication.

Keywords: Oral Communication, English Grammar, poor vocabulary, pronunciation.

Introduction:

Communication may broadly be defined as the process of meaningful interactions among human beings. In short, it is the process of passing information from one person to another. English is an international language which connects various cultures and people of geographically scattered countries and thus, English has become the lingua-franca and thereby have achieved the status of global language. If students want to make English their cup of tea, they should start to possess the knowledge of English language. Students should be able to share their ideas and express it freely in the class.

Numerous studies and experiments have taken shape on oral communication. However, remarkable developments have not been seen. Thus, in order to find out problems concerning speaking, this study gives treatment to the samples of study to improve oral communication. The treatment module of various activities enhanced skills of speaking, talking and presenting the topic in best effective ways. The activities like introducing Myself, See and Describe, Storytelling, Tongue Twisters, Role-Play, Cue Cards, Describing the People, Strip Story, Recitation of Poem were used during the treatment period.

Need for the study

Oral communication is one of the most important skills. It is important for the teachers, teacher educators, students, principals, administrators. The investigator strongly feels that the students must have basic comm.

In the present study, the investigator has focused on the up gradation of oral communication skills of the students of standard VIII at Shah N .B .Sarvajanik School, Karjan. This school is located in Karjan town, Vadodara. The investigator belongs to the same town and has his schoolings from the same space.

Students need assistant additional learning material which could help them in achieving competency over English. Therefore, the investigator has consciously selected the area of oral communication in English. The basic purpose of the study was to help the students to develop their English oral communication skills.

Problem statement/Topic

Preparation and Try out of Materials to develop Oral Communication Skills in Students of Standard 8th in Gujarati Medium School.

Delimitation

The study was made limited to 30 students of Shah N.B.Sarvajanik High School at Karjan.

Key words

Oral communication:

Oral communication is the process of speaking words or sentences with appropriate manner and with appropriate matter. Here Oral communication refers to the development in terms of basic competency of language.

Materials

Material refers to the tasks prepared by the researcher to provide the learners an opportunity to communicate orally with each other to develop their oral communication skills. The material was prepared keeping the authentic use of English language.

Research Objectives

1. To study the problems of students related to oral communication.
2. To design the materials to improve oral communication of students.
3. To study the effectiveness of the materials.
4. To study the reactions of the students towards the tasks.
5. To provide suggestions to improve oral communication skills of students of Gujarati medium schools.

Research Hypothesis

The study would bring significant difference between the pretest mean scores and post test mean score.

Null Hypothesis

There is no significance difference between the pre test mean scores and post test mean scores.

Research Procedure

- Sampling
- Pre test
- Treatment
- Post test
- Data analysis and conclusion

Research Tools:

Pre-test, Post-test, Questionnaires.

Oral communication:

Communication starts with words and sentences. The researcher is aware with that the language is a common system of symbols which people always use for sharing experience with each others. In oral communication; a number of non-verbal things are to be used i.e. facial expression, body movements, clothing, gesture, posture. It also includes various types of interactive activities such as Speeches, presentations; discussions. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required.

Importance of Oral Communication:

1. It provides the immediate feedback to the participants in the communication process.
2. It provides the opportunity to correct him and make him clear by changing his voice, tone, pitch, etc.
3. It also provides the immediate feedback to the participants in the communication process.
4. Oral communication is time saving.
5. Oral communication generates healthy climate to draw the people in the organization.

Components of Oral Communication

Researcher went in-depth concept of oral communication and found out certain components of oral communication like pronunciation, fluency, tone, pitch, volume, accuracy, stress, intonation, voice modulation. All the components are help to develop Oral Communication.

Module for treatment

The tasks used by the investigator for Experimental study to develop oral communication are given below.

1. Introducing Myself: Sources / Reference: "Developing Communication Skill"

A Handbook for Teachers and Learners of English

By Dr. Sulabha Natraj

Objectives: To enable the students to introduce themselves.

Role of the researcher: The Researcher will introduce himself by telling his name, his address and qualification.

Researcher has prepared same module for below listed activities.

1. Tongue Twisters
2. Role-Play
3. Cue Cards
4. Describing the People.
5. Strip Story
6. Recitation of Poem
7. What is he doing?
8. If I wereI would....
9. Guess the Object
10. Speak on any object

Research Setting & Sample for the study

The sample of the present study consists of 15 students of standard 8th from Shah N.B. Sarvajanik High school , Navabazar, Karjan, Vadodara, Gujarat. The sample of the study was restricted as they were also to cope up with their highly busy academic schedule. Most of the students are from Gujarati Medium and they all are users of English as L2 and thus, none of them is a native user of the language. Moreover, a majority of them have come from the rural background.

Researcher has observed that students from Gujarati medium schools were not able to speak English sentences .They were not able to frame the appropriate sentences in the English. Also the investigator has studied in the same school and he has also felt difficulties in speaking the English. So the investigator strongly decided that he will prepare materials to help students develop their oral communication skills and help them speak in English.

This Module was introduced to them to develop language so that they do not feel as if they were being treated as subjects of any experiment. These students were also to fill checklist and the reaction scale consisted of twenty statements related to the preparation and implementation of the tasks and so on. The students were asked to read the statement carefully and put 'v' mark against the appropriate parameter they felt after the completion of the try out for weeks.

Procedure of Data analysis

The data were collected in the form of pretest – post test, reaction scale of students, questionnaires of the teachers. The data were analyzed both quantitative and qualitative. The inserted data was calculated to analyze by t-test and sqi squar which are most useful of all statistical measures.

Quantitative and qualitative analysis of pretest and posttest:

1. The reaction scale was prepared to get the reason of the response of the students. The data collected through reaction scale was analyzed using chi-square; one of the samples is presented below.

Statement1: The tasks given by the teacher during the sessions helped me to develop my confidence level.

Table 1.1: Response to statement 1

	Not at All	Rarely	sometime	Most of all	Always
Fo (Percentage)	0 (0%)	1 (5%)	0 (0%)	3 (15%)	16 (80%)
Fe	4	4	4	4	4

$$\chi^2 = 46.5$$

$$\chi^2 (\text{Cal}) > \chi^2 (0.05) \ \& \ (0.01)$$

$$\chi^2 (\text{Cal}) > \chi^2 (9.49) \ \& \ (13.28)$$

$$\begin{aligned} df &= (r-1) \cdot (c-1) \\ &= (2-1) \cdot (5-1) \\ &= (1) \cdot (4) \\ &= 4 \end{aligned}$$

∴ Null Hypothesis is rejected.

∴ There is a significant difference between fo and fe.

Interpretation: From the above data depicted in the table, it can be said that 80% of the students have developed their confidence level by participating in all the tasks.

- 5% of the students said that the task helped in developing their confidence level to a great extent. while the other 5% of the students said that the task did not contribute in raising their level of confidence.
- Data Analysis and the interpretation of the Pretest mean and Post test mean by t-test.

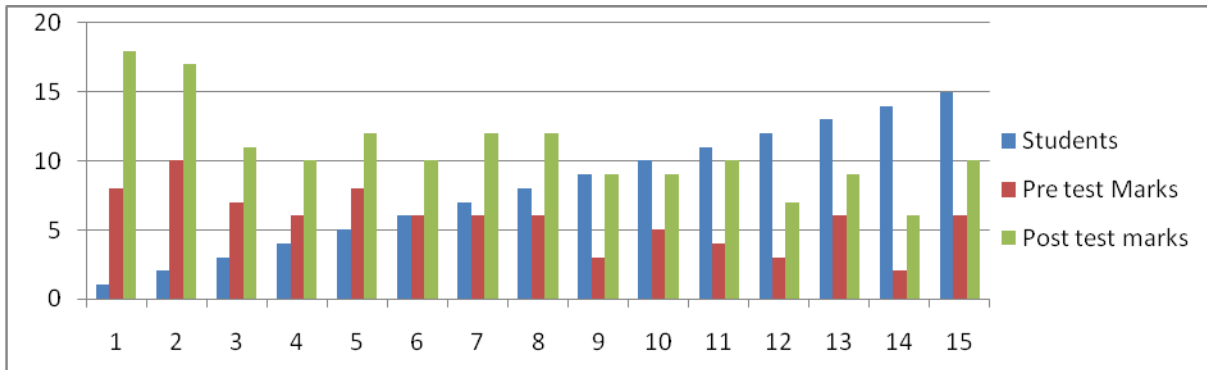
The students were given a pretest before administrating the tasks i.e. treatment and then after teaching treatment the post test was administrated. The data analysis of the pre test and post test score is depicted below using the t -test.

Pretest score and Posttest scores of the students:

Students	Pre test Marks	Post test marks
1	8	18
2	10	17
3	7	11
4	6	10
5	8	12
6	6	10
7	6	12
8	6	12

9	3	9
10	5	9
11	4	10
12	3	7
13	6	9
14	2	6
15	6	10

Figure 1.2 Graph on pretest score and post test score.



Pretest score and post test score with SD, SEm and t-test.

Formula for statistical tests are given below

	No. of students	Mean	SD	SEm	t-test and Level of Significance.
Pre-test	15	5.73	2.11	0.54	= 11.26
Post test	15	10.8	3.21	0.82	0.01 = 2.98 0.05 = 2.14

$$t = 11.26$$

$$\text{Dof} = n - 1$$

$$= 15 - 1$$

$$= 14$$

Findings and recommendation

1. 70 % of the students have problem of speaking in English.
2. 80 % of the students hesitated while framing English Sentences correctly.
3. Most of all the students has problem of pronunciation while spiking in English.
4. Most of the students do not have enough vocabulary in English.
5. 60 % of the students blindly followed the other students while speaking the English language.

6. 100% of students as well as teachers said that the tasks which helped them to develop their oral communication.
7. The material prepared by investigator fruitfully accepted by the students because they improved their oral communication.
8. 100% of the students said that tasks were effective in teaching and learning in class room.
9. 100% of the students said that they removed their fear of speaking English by using the tasks which prepared by the investigator.
10. 100% of the students said that the tasks developed their confidence level while framing the sentences in speaking English language.
11. Students do not develop the accuracy in their language but they defiantly developed the fluency in the language.
12. The duration of such kind of the tasks increase than it will be more effective to develop the oral communication skills.
13. Students took the more interest in learning English because the different kind tasks like describing pictures, storytelling and tongue twisters were used.
14. Participatory approach is encouraged the students to learn the English language and speaking the English language.
15. 90 % of the students have over come of their fear in speaking English in front of the class or in public.
16. They were motivated for speaking English by the investigator.
17. The tasks given by the investigator helped the students to increase their vocabulary in English.
18. The tasks helped the students to use the English Language in day to day life.

Conclusion

Study was under taken with the aim of the preparation and try out of some material based on the oral communication. Now the need is to use tasks based teach which develop the oral communication skills.

In the present research, the investigator has prepared the material for the students who are at the initial level of stage of the language learning. The material tried out of selected group of the students whose language competency is zero level. The investigator revealed that the tasks were effective to develop oral communication skills in the speaking English language. It also enhanced the vocabulary, pronunciation, grammar, confidence level, fluency and accuracy in the speaking.

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