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DEVELOPING THE BASIC SKILLS OF SPEAKING AND WRITING AMONG RURAL AREA LEARNERS: A CASE STUDY

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Abstract

Speaking and Writing skills are the extremely complex and cognitive activities. These skills enhance thinking and higher cognitive functions of learner's analysis towards the language acquisition. Learners need to learn Speaking and writing skills in order to fulfill their ambitions, desires and goals. Teacher's comprehensible input provides students a clear understanding and improves their linguistic competence. The rural area learners generally don't have required exposure both inside and outside the class room.

This study was aimed at developing learners' speaking and writing skills. Second language acquisition takes place when the learner improves and progresses along the "natural order." when the learner receives second language "input" that is slightly more advanced than learner's current stage of linguistic competence.

In order to identify the learners' actual Speaking and writing skills. The pre-test was conducted in speaking and writing. The students were given a list of topics for speaking and writing. Their spoken and written contents were collected and analyzed. The errors were identified then the intervention was provided. Later the individual feedback was given on the blackboard.

After the intervention, the post-test was conducted in speaking and writing. Through the performance from the post-test, it is observed that there the learners' performance was significantly improved. This study investigated the impact of teacher's feedback before receiving (pre-test) and after receiving teacher's feedback (post-test). There is a lot of progress in post-test. The linguistic competence of the learners has improved from pre-test to post-test.

Keywords: speaking skills, writing skills, exposure, natural order, intervention, acquisition.

INTRODUCTION

Speaking and Writing skills are the extremely complex cognitive activities. Speaking and Writing skills are the essential factors for English language acquisition. Good Speaking and writing skills are needed for all the learners in order to accomplish their education and employable requirements. Speaking and Writing have been

identified as one of the most essential skills of English language. The researcher needs to first identify students' errors in grammar, punctuation, spelling, diction, cohesive devices, transitions between paragraphs, main ideas, and sentence connectors to improve speaking and writing skills among learners.

Speaking skill is the most important skill to acquire foreign or second language learning. Brown and Yuke (1983) said that "Speaking is the skill that the students will be judged upon most in real life situations." The modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they can improve their abilities in speaking and perform well in real-life situations. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements

Statement of the Research Problem:

The rural area learners generally don't get any encouragement and help from their parents as their parents are illiterate. The learners don't have any exposure outside class room and inside the class room so they need to learn speaking and writing skills most of the times on their own.

Aims: This study was aimed to develop Learners' speaking and writing skills. These skills are needed to accomplish their education and employable requirements.

Objectives:

1. To share the ideas and thoughts with the people
2. Useful for professionals to develop their career.
3. Useful for the employees for their business organizations to promote their businesses.
4. For improving communication skills.

Research Questions of this study are:

1. How does teacher's comprehensible input affect in developing the learners' basic Speaking and writing skills?
2. What are all challenges and probable ways for implementing appropriate techniques of teaching Speaking and writing skill in secondary level?

Significance of the Study:

This study is a modest attempt in the field of teaching strategies in developing the speaking and writings skill in English at Secondary level. This research findings will contribute to the areas of research concerning teaching and learning in English with respect to speaking and writing skills at the Secondary level education.

Why Speaking and writing skills are important?

Learners need to learn Speaking and writing skills in order to fulfill their ambitions, desires and goals. This is a competitive world and each and every English language learner wants to improve his/her speaking and writing skills to sustain in this global market.

Review of Literature

Speaking and Writing are productive skills. These skills involve in activities-oriented tasks. These skills enhance thinking and higher functions of learner's analysis towards the language acquisition. Speaking and Writing are meant for conveying thoughts, ideas, and factors in lucid language. Academic writing skills are necessary in today's world like essays, reports, presentations research papers. It is a fundamental professional skill. Writing is a tool for people to express their ideas. Learners can show their abilities in Speaking and writing process. Vygotsky said that scaffolding instruction as the "The role of teachers and others in supporting the learner development and providing support structures to get to that next stage" and Raymond (2000:176) observed that learners build up their power of thinking and creativity. They understand the importance and value of developing their writing skills. They can concentrate on strategies and process of writing with their own abilities and

potentials. They are enabled to reach their objective and purpose through tasks oriented with different activities. Writing English clearly is an important goal for all rural area learners. It clarifies learners mind order and thoughts. Learner should know, how to write, the style, cohesive, tone, attitude. Elbow (1981: 9) said that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use. Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown 2003: 335).

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed and Al-Omari in Yunus, and Chien 2016: 1). In teaching writing skill, teacher should guide the student how to write and help them learn to write effectively. Teaching writing can be considered as a process of discovery implies that revision becomes the main focus of the course. Zamel (1982:206) said that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process. Brown (2000:7) states that teaching is showing or helping someone to learn how to do something provided with knowledge, causing to know or to understand, it can be concluded that teaching writing is not only the job of the school alone but it is also the responsibility for all students and teachers as writing is an essential tool for learning a discipline and helping students improve their writing skills.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Ravi Chandran (2002) said that teacher should provide feedback on students' drafts so that students will be able to make revision and improve in their writing. Feedback can help in

context of exploration and concept and identify the content including knowledge and understanding the skills. The students' revision after receiving teacher written feedback is analysed and contextual data is used to gain a deeper understanding of students. Ferries (1997) discovered that in his study, there were many positive changes in revision when students were given content feedback. It helped to improve accuracy and critical thinking abilities. Krashen (1982) said that when the learner receives second language "input" that is slightly more advanced than the current stage of linguistic competence.

Importance of Comprehensible input given by the Teacher:

Comprehensible input is essential in order to help the students to improve their speaking and writing abilities. It guides the students to improve the quality of the content of their speaking and writing and to motivate students become better learners. Comprehensible input provides students a clear understanding of expectations in their leaning process and they become more independent and more responsible for the linguistic quality of their speaking and writing skills,

Stephen Krashen's "Comprehensible input" $i+1$:

Acquisition requires meaningful interaction in the target language. Comprehensible input is the crucial and necessary ingredient for the acquisition of language. Krashen explains how second language acquisition takes place when the learner improves and progresses along the "natural order" when the learner receives second language "input" that is slightly more advanced than learner's current stage of linguistic competence.

Comprehensible input provides the students a clear understanding and improves their speaking and writing abilities. Krashen (1982) said that There are number of affective elements that contribute to second language acquisition. The most encountered elements are motivation, self-confidence and anxiety.

Methodology

This exploratory study was designed with ZPHS, rural area students from Manchiryal district of Telangana state. The sample size is 20 students from 8th,9th and 10th classes.

Speaking Skill:

Pre-Test: In order to identify the learners’ actual speaking skills, the students were given a list of topics for speaking. Their spoken content was recorded. The errors were identified. The students’ spoken content was scored. The rubric has four criteria for quality assessment. They are Fluency, Vocabulary, Grammar and Pronunciation. The researcher employed to find out the students’ level of speaking performance.

Intervention: The intervention was provided by the researcher. The intervention had undergone 20 hours. In speaking the contents, errors were identified and individual feedback was given on the blackboard. The researcher made comments both positive feedback and constructive feedback. After the researcher’s intervention the students chose more appropriate words.

Post-test: After the intervention, the post-test was conducted in speaking the leaners were asked to speak on same topic which was spoken in the pre-test. The post-test was recorded and the errors were identified. The students’ spoken content was scored. The rubric has four criteria for quality assessment. They are Fluency, Vocabulary, Grammar and Pronunciation. The researcher employed to find out the students’ level of speaking performance.

Analysis of Speaking Skill:

Table : 1 The table indicates students’ mistakes in pre-test and post-test.

S. No	Element	Pre-test No of Students	Post-test No of Students	Difference
1	Fluency	18	8	10
2	Vocabulary	15	6	9
3	Grammar	14	5	9
4	Pronunciation	17	5	12

This study investigated the impact of teacher’s comprehensible input before receiving pre-test and post-test in speaking.

1.Fluency: Before the intervention, 18 students did mistakes in fluency.

After the intervention, 8 students did mistakes in fluency.

10 students were improved in fluency.

2.Vocabulary: Before the intervention, 15 students did mistakes in Vocabulary.After the intervention, 6 students did mistakes in Vocabulary.

9 students were improved in Vocabulary.

3.Grammar: Before the intervention, 14 students did mistakes in grammar.

After the intervention, 5 students did mistakes in grammar.

9 students were improved in grammar.

4.Pronunciation: Before the intervention, 17 students did mistakes in pronunciation.

After the intervention, 5 students did mistakes in pronunciation.

12 students were improved in pronunciation.

After consolidating the analysis in four elements, it is concluded that there is significant improvement from intervention in speaking skills.

Writing Skill

Pre-test: The students were asked to write the content about the topic what they had already chosen. After a moment, they came with written

draft. The errors were identified. the students' written content was scored. The students' writing is scored by using Jacobs ESL composition profile (Jacobs, et al,1981). The rubric has five different categories for quality assessment of written topic. They are Content, Organization, Vocabulary, Language and Mechanics. The researcher employed to find out the students' level of writing performance.

Intervention: The intervention was provided by the researcher. The intervention had undergone 20 hours. In writing the contents errors were identified and individual feedback was given on the blackboard. The researcher made comments both positive feedback and constructive feedback. After

Analysis of Writing Skill:

Table: 2 The table indicates students' mistakes in pre-test and post-test.

S No	Element	Pre-test No of Students	Post-test No of Students	Difference
1	Content	16	8	8
2	Organization	18	8	10
3	Vocabulary	15	6	9
4	Language	13	5	8
5	Mechanics	10	4	6

This study investigated the impact of teacher's comprehensible input before receiving pre-test and post-test in writing.

1.Content: Before the intervention, 16 students did mistakes in content.

After the intervention, 8 students did mistakes in content.

8 students were improved in content.

2.Organization: Before the intervention, 18 students did mistakes in organization.

After the intervention, 8 students did mistakes in organization.

10 students were improved in organization.

3.Vocabulary: Before the intervention, 15 students did mistakes in vocabulary.

the researcher's intervention the students chose more appropriate words.

Post-test: After the intervention post-test was conducted in writing. The learners were asked to write on same topic which was written in the pre-test. After a moment, they came with written draft. The errors were identified. the students' written content was scored. The students' writing is scored by using Jacobs ESL composition profile (Jacobs, et al,1981). The rubric has five different categories for quality assessment of written topic. They are Content, Organization, Vocabulary, Language and Mechanics. The researcher employed to find out the students' level of writing performance.

After the intervention, 6 students did mistakes in vocabulary.

9 students were improved in vocabulary.

4.Language: Before the intervention, 13 students did mistakes in language.

After the intervention, 5 students did mistakes in language.

8 students were improved in language.

5. Before the intervention, 10 students did mistakes in mechanics.

After the intervention, 4 students did mistakes in mechanics.

6 students were improved in mechanics.

After consolidating the analysis in four elements, it is concluded that there is significant improvement from intervention in writing skills.

Some mistakes in Speaking:

Table: 3 The table indicates some mistakes and corrections by learners in pre-test and post-test in speaking skill.

S. No	Pre-test	Post-test
1	My friend study well	My friend is studying well
2	She is well play chess	She plays chess well
3	My father is a like it	I like my father
4	My study 9 th class	I am studying 9 th class

Some mistake in Writing:

Table: 3 The table indicates some mistakes and corrections by learners in pre-test and post-test in writing skill.

S. No	Pre-test	Post-test
1	Dirstic	District
2	Topik	topic
3	favarate	favorite
4	beatfull	beautiful
5	studing	studying
6	dasing	dancing
7	my best friend aim doctor	My best friend's aim is to become a doctor
8	My mother smile is cuat	My mother's smile is cute

Findings:

This study investigated the impact of teacher's feedback before pre-test and after post-test. There is a lot of improvement in post-test.

The data revealed that the learners made a significant difference in progress in second language learning from pre-test to post-test because of teacher's feedback in the form of comments, clues and suggestions to learners in both speaking skills and writing skills.

Learners made significant progress in speaking skills by improving fluency, vocabulary, grammar and Pronunciation.

Learners made significant progress in writing skills by improving content, organization, vocabulary, language and mechanics.

The overall linguistic competence of the learners has improved from pre-test to post-test through constructive intervention.

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