

ENHANCING THE SPEAKING SKILLS THROUGH INSTRUCTIONS: AN ETHNIC STUDY ON RURAL STUDENTS' VERBAL PRESENTATIONS IN CLASSROOM

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Abstract

Language learning, generally, addresses the essential elements of a class room interaction and also the participation of the students in their oral presentations on the tasks given. However, most English language teachers face the problems of students' response in English class room. The present paper investigates and suggests a few remedies to a language learners' uncommunicativeness using Tenali rural students' in government schools as participants. All the necessary instructions were given to the class room participants in the experimental group to see whether this experiment can

- i. Increase students' oral participation in the class
- ii. Lead to the improvement in speaking skills of Rural students of Tenali region

These two hypotheses are supported and tested by the data of the study. Suggestions and recommendations are made to proper enhancement in English speaking skills of the students.

Keywords: Ethnic study, Instructions, Rural students, Speaking Skills and Teacher's role.

Introduction

It is highly irritable to link the participation of the students in the class room presentations and their progress in the academics. It is evident from many sources that the academic achievement of participants in class room activities is higher than the passive students in the class room. Class room interaction takes an initiation to encourage language learners' involvement, personal observation and activates cognitive processes helpful in language learning. It is also proved by the linguists that the learners maintain silence in class room as a natural phenomenon in their second language acquisition. This silence is, not always, but sometimes helpful in their second language speaking. Naturally, learners participation is many forms such as speaking, listening, reading, writing and non verbal elements. As the present paper examines the oral presentation of the language learners from government institutions in the region, Oral participation of the language learners is focused by making an stress on

students interaction in the class room. The Active participation and presentation enable learners' basis for the improvement of syntax. It is also suggested from the scholars like Wagner-Gough and Hatch (1975) that the class room interactions give the learners the opportunity for meaningful use of their linguistic skills to achieve various levels of grammatical accuracy.

Need of the study: under these circumstances, a huge research is conducted through experimental studies to investigate the relation between language acquisition and class room interaction. It is found that the oral correctness is naturally influenced by the class room participation. It is also established a positive relation between language learning and the time spent on oral interaction inside and outside the class room. Pica in TESOL quarterly journal writing on class room interaction says;

"the participation in verbal interactions offers language learners the opportunity to follow up on new words and structures to which they have been

exposed during language lessons and to practice them in context” (1996:59-60).

If the participation of the learners in the class room interaction is a way to enhance oral skills of the language learners, the ethnic background of the learner is also a reason to participate actively in the class room interaction. How can a study only on class room participation increase oral skills without observing the ethnic background of the learner and bringing them to the main stream of the learning process? India is a land of multi lingual and multi cultural country with different social and economic backdrops. The constitution of India Article 21 (A) and RTE 2009(amendment) provides children 6-16 free and compulsory education irrespective of their social and economical differences in the country. In order to avoid oversimplification of the previous research results, this research decided to focus only on students from Tenali Rural areas students residing in Government Social Welfare Hostels.

Purpose of the Study: the present study tries to underline the previous researches and proceeds to further understanding of the problem seeking ethnic background learners. For this, the researcher applies instructional technique for changing the students’ participation behaviour in class room. It also provides various communication strategies adopting for the learners to encourage them to participate in interactions. Parents economic background, illiteracy, social imbalances and regional issues will also make the learners to maintain silence in the classroom participation. The result of the study will supply a platform for the improvement of oral participation in class room breaking ethnic caginess as limiting factor.

Methodology: Two High School level classes of the Tenali Government Social Welfare hostel students participated in the study. Both the pre- and post-test analysis is applied to the scores of the test, brief questionnaire on their ethnic details and participation turns to examine students’ class room participation and improvement in oral presentations. This study includes qualitative and quantitative data. The qualitative data is gathered through passive participant observation, survey responses and semi structured interview with the teachers. The quantitative data is taken through

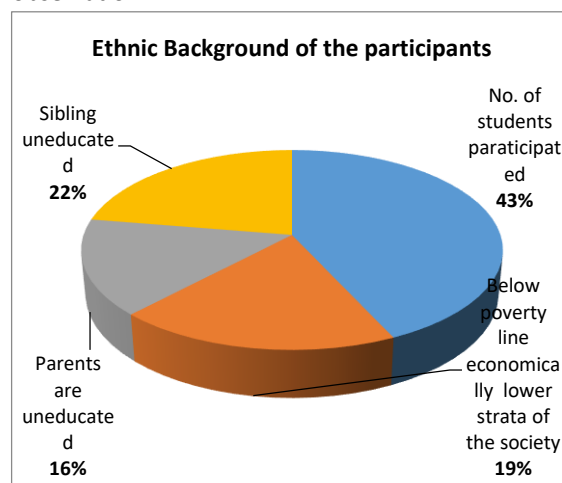
questionnaire, tests and observation. Each student’s participation is tested on five element scale.

- i. Speaking test
- ii. Questionnaire
- iii. Profile
- iv. Survey
- v. Grades

All these are observed from the beginning to the end of the class in pre and post training sessions. The changes in oral presentation in class room are recorded during the investigation.

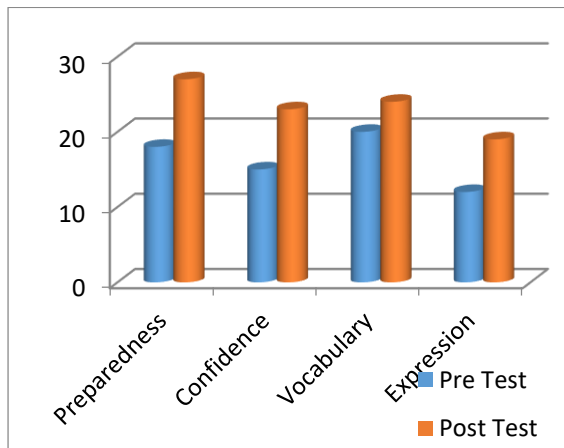
Process of Investigation:

All the probable instructions are given at the beginning of the investigation to the control group and experimental group is undergone various tests for the purpose of identifying the deficiencies in Oral presentation skills. This approach is recorded as a pre test and noted all the contents of the observation.



All the students are given training for one week on oral presentation in the class room for all the learners. The investigator observed a few students whose ethnic background is completely different from the active participant in oral presentation and they maintain silence. When the academic records of such students are examined it is found that their performance is equal with the active participants in the classroom presentations. 24 students are selected under experimental group from them and trained them continuous for one month. When the ethnic backdrop of the learners are observed, it is evident that they are all from below poverty line and they feel a kind of inferiority complex in the class

room to participate with other active learners. After fruitful instruction, training and encouragement and above all psychological inspiration through real time stories, their performance is drastically improved in class room participation.



The Teacher stresses the need of the learners to participate in the classroom presentations laying an emphasis on their cognitive levels allowed them to ask doubts freely. Answered all the questions and cleared their doubts friendly manner moving a bit close to the ethnically identified learners.

The interaction with the learners and encouraging them to actively participate in the discussions is highly helpful in

- i. Speaking in English
- ii. Participating in the activities without fear
- iii. Helped the silence learners to participate
- iv. Speaking with courage
- v. Confidence in speaking
- vi. Removed fear to participate

Results: The interpretation of the data collected and analysed proved the integrated emphasis on the ethnic backdrop and presentation skills give the positive results in enhancing oral presentations in classroom interaction. Hypothesis 1 is proved by testing the interest of the experimental group is increased from 18 to 27, confidence levels of the experimental group learners increased from 15 to 23. It indicates that the general research observation in finding drawbacks of rural students are not only the lack of poor communication skills, poor

academic background, lack of training but also their ethnic background, economic and social issues are also due important in braking their silence in the classroom. Hypothesis 2 is also proved that the encouragement irrespective ethnic deficiencies and social issues, play a key role in the classroom presentations.

Conclusion: Hence the role of the teacher in the context of classroom observation is equally responsible in inspiring the learners to step forward to participate. It is indicated in the experimental group where vocabulary variable are increased from 20 to 24 and communicative competency through expression improved from 12 to 19. As result, the researcher sincerely hopes that the current process of teaching and learning approaches in enhancing English speaking skills are to be redesigned keeping in the mind the ethnographic features of the learners. The process of learning active oral presentations in the class room are to be improved sincerely by the efforts of devoted teachers to see the silent students' ethnic background and try to bring them into equal level of the front level presentations in the regular classroom.

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Appendix -1:

Personal Data of the Learner

(Note: This information is collected only for the purpose of academic research. It will not be used for any other purpose and is kept confidential. Without consent of the student, details will not be disclosed.)

Name of the student : Class:
Section : Name of the institution:

Details of the parents:

Social status: ST/SC/BC/OC with Poor/Higher Middle class/Lower Middle class

Father:

Education: Educated / Uneducated

Profession: Govt/Private/Former

Mother:

Education: Educated/Uneducated

Profession: Govt/Private/Former

Siblings:

- i. Details Education
- ii. Profession

Friends: (at least five with details of education)

Signature of the Researcher

Signature of the Student