

Impact of Communicative English Speaking Skill Training Programme on VIII Class Students Studying in Slum School

Dr. Prerna Sharma
Associate Professor
Dept. Of Education
VMLG (PG) College
Ghaziabad
India

Introduction

Communicative competence is a concept Introduced by Dell H ymes and discussed and redefined by many authors. Hymes' original idea was that speakers of a language have more grammatical competence in order to be able communicated effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. While there are many languages in the world, each includes its own set of rules for phonology (phonemes or speech sounds or in the case of signed language, hand shapes), morphology (word formation), syntax (sentence formation), semantics (word formation), prosody (intonation and rhythm of speech), and pragmatics (effectives use of language).

Communication is the process by which information is exchanged between individuals. It requires a shared understanding of symbol system, such as language and mathematics

Communication Skill

The meaning of communication skill is an individual's ability to be projection in the use of language both parties will be achieved. It is the ability to convey information to another effectively and efficiently. There are many languages which makes us able to communicate our feelings, ideas and thought to others. So when we communicate with the help of language it is known as communicative skill.

Language skills

There are four basic skills

- (a) Listening Skill
- (b) Speaking Skill
- (c) Reading Skill
- (d) Writing skill

Listening and Reading are receptive skills whereas Speaking and writing are productive skills. These are the basic fourfold skills of communicative language and are interlinked to each other respectively. Because it was not possible to know the status of all four fold skills of students studying in slum school under the duration of time, so it was decided by the investigators to select one skill . Language is primarily observed as speech. Speaking Skill requires correct pronunciation and spontaneous use of words, fluency, accuracy and sentences form in meaningful contexts. So the emphasis is given to Speaking skill. Following four basic components are decided to take of this communicative speaking skill:

- 1. Vocabulary
- 2. Pronunciation
- 3. Fluency
- 4. Self- Expression

1.1.0 Significance of the Problem

In India the three- language formula has been implemented by various states in some or other ways. In Utter Pradesh the Regional Language, the mother tongue and the National Language is the same that is Hindi. English becomes the second Language to be taught at any level and any modern language as the third language. In India there are two basic streams of school Education, namely Government school and Private School. Generally students coming from Government school are found good at spoken Hindi whereas spoken English is generally good those of the students studied in Private school. But it has been observed and very sad to say that the students studying in slum areas are found not to possess good communication skill in both the languages. This may be the consequence of the fact that though they are taught both languages in school but they do not get the appropriate environment to practice it at their homes and social set-ups to acquire fluency and proficiency in it. This leads to

ignorance Hindi and English communication skills as well. This is a very common problem and the students most of the time fail to get apt successes in their career and profession. It was not possible by the investigator to find out the status of both languages Hindi as well English ,therefore, a need was felt by the investigators to find out the actual status of communication skill in English language in NCR, especially in Dist. Ghaziabad.

Statement of the Problem

The problem therefore, be stated as –“**Impact Of Communicative English Speaking Skill Training Programme On VIII Class Students Studying In Slum Schools**”.

Definitions of Specific Terms

Following specific terms are used in study-

Communication Skill: The meaning of communication skill is an Individual’s ability to be proficient in the use of a language both in oral and written form so that a meeting of the minds between both parties be achieved.

Slum School: By slum schools we mean here the schools which provide education to the children who came from a heavily populated urban area characterized by substandard housing and squalor. These schools provide education to the children of heavily populated.

Language Skills: By Language skills we mean four following skills:

- **Vocabulary:** The words that make up a language. It is a sum or stock of words employed by a language, group, individual or work or in a field of knowledge.
- **Pronunciation:** It is the way in which a word or name is pronounced. It deals with the act or manner of a particular person’s way of pronouncing a word or the words of a language.
- **Fluency:** the ability to speak easily and smoothly with correct pronunciation, stress and intonation of any language.
- **Self- Expression:** It indicates the expression of the thoughts or feelings of one’s own personality.

Objectives of the study

Major Objective 1: To study the status of communicative English Speaking Skills components (vocabulary, Pronunciation, Fluency and self-expression) of VIII class students studying in slum area.

Sub- Objectives

- i. To study the English vocabulary skill of VIII class students studying in slum area.
- ii. To study the English pronunciation skill of VIII class students studying in slum area.
- iii. To study the English fluency skill of VIII class students studying in slum area.
- iv. To study the English self- expression skill of VIII class students in slum area.

Major Objective 2: To develop a Training Programme for the communicative English Speaking Skills components (vocabulary, pronunciation, fluency and self- expression.) of VIII class students studying in slum area.

Sub Objectives:

- i. To see the impact of English vocabulary skill Training Programme on VIII class students studying in slum area.
- ii. To see the impact of English pronunciation skill Training Programme on VIII class students studying in slum area.
- iii. To see the impact of English fluency skill Training Programme on VIII class students studying in slum area.
- iv. To see the impact of English self-expression skill Training Programme on VIII class students studying in slum area.

Hypotheses of the study

- i. There is no impact of English vocabulary skill Training programme on VIII class students studying in slum area.
- ii. There is no impact of English pronunciation skill Training programme on VIII class students studying in slum
- iii. There is no impact of English fluency skill Training Programme on VIII class students studying in slum area.
- iv. There is no impact of English self- expression skill Training Programme on VIII class students studying in slum area.

Design And Method of Study

Method of the study

Keeping in view a number of considerations such as nature and objectives of the present study as well as the resources available the investigator reached to conclusion that only Experimental Method is most suited for the undertaken study.

Population of The Sample

There are 30 students of class VIII of Babulal Junior High school, Ghaziabad. This school is situated in slum area. All the 30 students have been taken as sample from the population. So the sampling technique is Random cluster Sampling.

Variables of The Study

In this study there are only two variables that are-

1. Training Programme, Independent Variable.
2. Communication Skill, Dependent Variable.

Tools used in Study

Four skill based tests on components that are included in the study i.e vocabulary, pronunciation, fluency and self- expression have been constructed by the investigator.

Statistical Techniques

To see the impact of Training Programme on students't' and F-test have been used in study.

Conduction of Training Programme

First of all four self- constructed tests related to speaking skill components (vocabulary, pronunciation, fluency and self- Expression) were applied on the students. Performance of the students were examined through their raw scores .Performance of all students was average rather should say poor. A Digital Training Programme of 15 days based on various activities of speaking skill components was organized to enhance their skill. A Subject- Expert trained the students in targeted skills through digital programme. Students became familiar with these digital equipments and enjoyed the training programme enthusiastically. After one month same tests on same sample were applied and examined the difference between two tests.

Analysis of data

To see the difference of pre test and post test statistical technique't' test was applied. It was found that there was a significant difference between pre test and post test marks. So all eight

null hypothesis of this study have been rejected. Below all the results are shown through table.

Table 1: F-values for English Communication Skills

English communication	Pronunciation		Fluency		Self-Expression		Vocabulary	
	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES	PRE-TEST SCORES
MEAN SCORES(M)	14.06	22.26	9.10	13.5	8.6	13.7	19.0	25.8
Sum of Difference(ED) [PRE and POST Test]	217		152		153		201	
Sum of Difference square (ED) ² [PRE and POST Test]	1665		808		819		1421	
Standard error of Differences	0.33		0.20		0.21		0.29	
Mean Difference (M ₁ – M ₂)	8.20		4.40		5.13		6.77	
No. of Students	30		30		30		30	
df	29		29		29		29	

f – Value	24.77	21.09	24.31	23.16
f – Value in	0.10 level - 1.70	0.10 level - 1.70	0.10 level - 1.70	0.10 level - 1.70
table	0.20 level - 2.46	0.20 level - 2.46	0.20 level - 2.46	0.20 level - 2.46

Discussions of the Findings

1. According to the first objective of the study ‘To study the status of communicative English Speaking Skills components (vocabulary, Pronunciation, Fluency and self-expression) of VIII class students studying in slum areas,’ results show that the status of the communicative English Speaking Skill of the students was almost poor in English language.
2. In second objective of the study, ‘To develop a Training Programme for the communicative Hindi and English speaking skill components (vocabulary, pronunciation, fluency and self-expression.) of VIII class students studying in slum area,’ a training programme based on various activities of speaking skill components was developed to enhance the above skill of students. After giving the proper training to them, the post test was applied to see the influence of this programme. And it was found that through training programme there is effective improvement in student’s speaking skill in English language.
3. In second hypothesis of the study that, ‘There is no impact of English vocabulary skill Training programme on VIII class students studying in slum area’ in hypothesis there is significant difference between pre-test and post-test. So null hypothesis has been rejected. On the basis of results we may conclude that the above training programme on vocabulary of English language was very effective. Students learnt the use of dictionary and tried to enrich their vocabulary with different modes such as – video recording through digital camera and iPod.
4. In third hypothesis that, ‘There is no impact of English pronunciation skill Training program on VIII class students studying in slum area’ there also a significant difference between pre and post test. So null hypothesis has been rejected. On the basis of above results it may be conclude that there is impact of training program of pronunciation drill on students. Students enjoyed a lot by using iPod and various other teaching aids. They learnt a lot about correct pronunciation of the words and sentences. They also recorded their voice and check themselves their pronunciation and tried to make it correct.

5. According to fifth hypothesis of the study, there is significant difference between pre and post test and null hypothesis has been rejected. So we can say that the training program of the skill of fluency in English language was effective, the subject expert gave the proper training to students to read and speak the language with correct speed, stress, pause and intonation. Students followed the instructions properly and tried their best.
6. The seventh null hypotheses have been rejected. There is significant difference between pre and post test. So we can say that the training program of self- expression in English language was successful. The subject expert motivated the students to express their views on different issues related to their lives and surroundings without hesitation or fear. Students practiced this skill daily in the class and outside. After training, we found the significant change in their expressions and views. Students showed the confident behavior in English languages.

Conclusions and Suggestions

On the basis of the above discussions of findings we may conclude that the training program for improving the Speaking Skill components i.e., vocabulary, pronunciation, fluency and self- expression was very effective. The training program was based on different various activities and its impact on students was positive. In fifteen days they learnt a lot with full interest and became friendly with digital teaching aids such as video camera and iPod. Nowadays each student becomes familiar with mobile, the subject expert taught them the positive use of mobile in teaching- learning process and how can they use it in improving their speaking skill. At home they can practice their skills through it. It was a very little attempt because perfection demands regular practice and environment to enhance any skill, but students tried their level best. On the basis of results, we can say that the student's vocabulary can enrich if teacher motivates the students in a proper way. For example to expose the meaning of difficult and new words teachers should use different technique in his class such as dictionary, pictures, flash- cards, usage , activity, demonstration etc. To make improvement in their pronunciation different drills and exercises such as same sound words, silent words, sound of 's', 'sh' ,etc, should be practiced in the class. Students may improve their fluency if they regularly use new and difficult words in their speaking and pronounce them correctly with proper stress and intonation and make them use in sentences. Gradually they will feel confident in reading and speaking the sentences and be able to express themselves in their own words and sentences. For this, different activities such as drama,

story-telling, play, debate etc. can display in the class. We have to create only real situations and environment for them so that they will be able to speak any language correctly at their home as well as in society. Their career depend too much on their way of communication.

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