



## **Design and Development of Spoken English Program for Non-English Medium Students with 14-15 Years of Age**

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### **Abstract**

*The objective of the study was to design and develop a Spoken English Program for non-English medium students with 14-15 years of age. The study also aimed to study the effectiveness of the program. The study also included gender and regularity in attendance as variables of the study. A comprehensive spoken English program was developed which aimed to improve the components of English speaking such as fluency, vocabulary, grammar, communication strategy and pronunciation. The spoken English program was tested among students of age 14-15 year non-English medium students studying in Gujarat secondary education board schools Somnath, Gujarat. Purposive sampling technique was used to select the sample. Pre-experimental one group pre-test post-test design was employed to conduct the experiment. A self-constructed spoken English test was administered to the students to evaluate the English speaking ability before and after the program. The experiment was replicated to confirm the results. The study revealed that the Spoken English program developed to improve the English speaking ability was effective. Girls showed significantly high improvement in English speaking than boys after the implementation of the spoken English program. Also, students who were regular also showed significant improvement in spoken English program than students who were irregular. The researcher recommended this program for teaching English speaking to secondary school students.*

**Key Word:** Spoken English Program, Secondary School Students, English Speaking, Non-English medium, 14 to 15 years students

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### Introduction

The primary reason for any language to be in existence is for the purpose of communication. Speaking is an effective way of communication and acts as one of the effective and appropriate methods of communication. The trend of globalization lead the English language to become an International language, as it is widely used in many parts of the world (Nguyen Tuyen, 2021). English language teachers play a vital role in making their students to communicate well in English. They should abreast with new and innovative teaching methodologies in the classroom to enhance the skills of students significantly (Beena, 2016). At present English is taught as an academic subject right from the primary classes in India. Also, the researcher is a teacher of English subject at secondary level in Gujarat state so, researcher faced many problems to teach and in oral communication by Gujarati medium students of secondary level in Gujarat. Therefore, the researcher has decided to design and develop spoken English program for secondary level students of Somnath, Gujarat.

### REVIEW OF RELATED LITERATURE

Krishna Praveen (2019) conducted a research study on developing speaking skills in English in selected primary schools in Vellore through multimedia assisted language learning materials of Children's theatre. Regardless of the gender, the students form the experimental groups of all the three schools showed better progress in their speaking skills when compared to the students from the control group after the completion of the study. Bhatt (2018) studied the effectiveness of Drama based activities to develop speaking skills of ESL learners at secondary level. The treatment of drama based activities is proved highly effective for both, female and male learners in developing speaking skills of learners regarding grammar, fluency, accuracy and vocabulary. Ignatius Maria (2017) conducted a study on preparation of materials on Speaking Skills towards

the Empowerment of the Disadvantaged Learners of English at the Tertiary Level. After the intervention program, the researcher found a tangible observation in the English speaking skill. Deepak Kumar (2016) also conducted an exploratory study on developing speaking skills of senior secondary students intervention strategies used by the teacher-researcher provided the students language skills required to communicate in group discussions effectively and confidently. Ching-Hsuan Wu (2007), conducted study on spoken grammaticality and teacher candidates measuring the effects of an explicit grammar teaching method on the oral grammatical performance of teacher candidates. Experimental group improved their oral accuracy in the use of English conditionals.

### STATEMENT OF THE PROBLEM

The present study mainly focused to design and develop a spoken English program for non-English speaking (Gujarati medium) students aged 14 and 15 years studying in 9<sup>th</sup> standard secondary school in Somnath, Gujarat. The study also evaluated the effectiveness of spoken English program with respect to gender (male and female), and regularity in attendance (students with attendance  $\leq 60\%$  and with attendance  $> 60\%$ ).

### SIGNIFICANCE OF THE STUDY

**Students:** The present study helped the students to understand their speaking ability in English and know their difficulties in speaking English. With the help of school teachers, they get an opportunity to get remedy for their difficulties in the language and thus take a step forward to become better in communication.

**Teachers:** The research enabled the teachers to foster the English speaking ability in students by improving student's communication skill rather than demotivating their difficulties and not giving opportunity to improve the English language speaking among students.

**Principals:** The research findings helped the schools principals understand the levels of English speaking ability of the students. This enabled the principals to make remedial measures if necessary.

**Parents:** This research helped the parents to understand about the need for the language learning as they help students to better communicate in the future.

**Curriculum developers:** A more comprehensive curriculum can be designed by the curriculum developers by understanding the levels of English speaking among students.

### OBJECTIVES OF THE STUDY

1. To study the effectiveness of Spoken English Program for non-English medium students of age 14-15 years
2. To compare the effectiveness of Spoken English Program of boys and girls

3. To compare the effectiveness of spoken English Program with respect to regularity in attendance

### **HYPOTHESES OF THE STUDY**

Ho1. There is no significant difference in mean scores of in 'Spoken English' before and after applying Spoken English Program.

Ho2. There is no significant difference in mean scores of post-test on Spoken English of boys and girls students.

### **DELIMITATIONS OF THE STUDY**

The present study was delimited to students aged 14 and 15 years, of Gujarat Secondary Education Board. The study was also delimited to non-English medium students.

### **VARIABLES OF THE STUDY**

#### **Independent Variables:**

1. Intervention Program - Spoken English Program
2. Gender – Boys and Girls
3. Regularity in attendance -  $\leq 60\%$  and  $> 60\%$

**Dependent Variables:** Spoken English Program

### **OPERATIONAL DEFINITION OF KEY TERMS**

**1. Spoken English Program:** Spoken English Program means the set of activities that were constructed related its components such as pronunciation, vocabulary, grammar, and fluency which help in speaking English to non-English medium students of 14-15 years of age.

**2. Regularity in attendance:** This referred to the regularity in attendance of the students throughout the teaching period. This data is divided into two i.e. students with  $\leq 60\%$  attendance and students with  $> 60\%$  attendance.

### **RESEARCH DESIGN**

The selection of experimental design depends upon the procedure to be followed by the researcher to test the hypotheses. In the present study, Pre-experimental Design- One group pre-test post-test design was used for studying the effectiveness of the spoken English program.

### **POPULATION OF THE STUDY**

The population of the present study encompasses all the students of age 14 - 15 years of non-English medium Gujarat Secondary Education Board schools of Somnath of Gujarat.

### **SAMPLE OF THE STUDY**

Purposive sampling technique was used to select the representative sample required for the study. For this study, researcher identified Shree Model School, Shree Saraswati High School and Shree Aklavy School in Sutrapada, Gir Somnath purposively for conducting the experiment

(Trial-1) and replicating the experiment (Trial-2), and again replicating (Trial-3), respectively. For the experiment (Trial-1), sample included 32 students of 14 and 15 years age studying in Shree Model School and for the replication (Trial-2), sample included 36 students of 14 and 15 years age studying in Shree Saraswati High School and for the next replication (Trial-3), sample included 36 students of 14 and 15 years age studying in Shree Aklavy School. The students in each experimental trials were taken as a single group as whole and given a pre-test. Following the pre-test, spoken English program was implemented for a period of 30 hours which included 10 hours of English grammar concepts and 20 hours of spoken English components for a duration of one month in three schools.

### **RESEARCH TOOL**

In the present study, a spoken English test was constructed for administering the pre-test and post-test. For the test, primarily the topics were selected which included pronunciation, vocabulary, grammar, expression, dialogues, describing person or things etc. All the selected topics were given prime importance to evaluate the speaking skill. Questions were constructed on the topics taught. The test comprised of forty questions which included activity based responses. The constructed test was given to subject experts for suggestions for improvement in the questions. Final draft of the test was prepared. It comprised of forty items which can be answered for duration of one hour. The oral answers were recorded as audio and were evaluated on the basis of pronunciation of English words, vocabulary, grammar, fluency of English speaking and communication strategy etc. Scoring was done as ratings like 4, 3, 2 and 1 for best, good, average, below average based on their responses to the questions on spoken English test.

### **DEVELOPMENT OF THE INTERVENTION PROGRAMME**

In the present study, the researcher constructed the lesson plans for teaching the selected topics in English Grammar such as articles, prepositions, tenses etc., and Spoken English components such as vocabulary, grammar, speaking, listening, dialogue delivery, etc. the necessary steps were followed to develop the spoken English program,

### **THE INTERVENTION PROGRAMME**

The Spoken English Program comprised of theoretical concepts of grammar and components of spoken English. Following were the concepts and the activities included in the Spoken English Program. The strategies used to teach the program were discussion, dramatization, role play, speeches, tongue twisters, debate, short stories, oral narratives, etc.,. Each lesson included instructions and activities based teaching strategy. The researcher used hand-outs, video clips, presentations, audio recordings etc., as teaching materials. The concepts covered in the



theoretical teaching were basics of English, punctuation marks, pronunciations, parts of sentences and types, singular and plural, prepositions, vocabulary, parts of speech, articles, nouns, pronoun, adjectives verbs, tenses, conjunctions, active and passive voices, phrases, special and complex sentences etc.,. The spoken English program covered the components such as speaking skill, speaking and listening skill, speaking and reading skill, speaking and writing skill and integrated skills. In all these five components, researcher gave importance for pronunciation of words, vocabulary, grammar, fluency and communication strategy. Following were the list of the lesson names framed based on the five components of spoken English.

**a) Skill focus-Speaking**

1. Congratulating someone
2. Greeting Someone
3. Introducing yourself
4. Teaching communicative spoken English Skills
5. Teaching speaking-Intonations and actions
6. Showing intentions and tone modifications
7. Use of tenses, simple questions and answers
8. Storytelling in English using simple words and pictures
9. One word sentences, two word sentences, three word sentences
10. Active and passive voices

**b) Skill focus-Speaking and Listening**

11. Question tags
12. Listening and speaking interaction
13. Conversation exercises
14. Listening for general information and comprehension

**c) Skill focus-Speaking and Reading**

15. Making predictions and giving advice
16. Discussion on a poem/story/situation given in print

**d) Skill focus-Speaking and Writing**

17. Preparing a news bulletin
18. Reporting on an event

**e) Skill focused - Integrated skill**

19. Giving and Following instruction
20. Doing things based on spoken instruction
21. Giving information through instruction

**PLANNING AND EXECUTION OF THE EXPERIMENT / INTERVENTION PROGRAMME**

Planning the experiment was necessary to obtain actual solution for the research problem. It was necessary to decide the objectives of the experiment and plan necessary activities, tools etc. In the present study, the tool, program and sample for the experiment were decided logically and scientifically. Researcher had taken the 9<sup>th</sup> standard students from Shree Model School as one group for trail 1. The whole group was given pre-test followed by one month duration of program which comprised of 30 hours of teaching. Similarly, trial 2 and trial 3 were done as replication or repetition of the experiment in Shree Saraswati High School and Shree Aklavy School, respectively. Each trial comprised of both boys and girls students. Following the experiment, post-test was applied after the experiment. The school Principal's permission was sought to conduct the Spoken English program to experimental groups and to administer pre-test and post-tests on experimental groups. The researcher mentioned the objectives for each activity included in the program. A total of 10 theoretical lessons and 21 activities were implemented by the researcher on the experimental group during experimentation and replications. The researcher provided clear instructions to the students before implementing each activity, provided required materials required, handouts and worksheets. The researcher made it clear that students understand the expectations of the researcher and the way the tasks they were required to do. The researcher also made careful observations after the implementation of the activities. The total time required for implementing program in experimentation and replications was approximately 30 hours for each. Post-test was administered after completion of the program. Pre-test was also administered to the groups before implementing the program. Data was collected and analyzed by using statistical techniques and interpretations were drawn.

**DATA COLLECTION AND ANALYSIS**

The program was administered to the experimentation group and the experiment was repeated twice with similar group of students. The data was collected after the implementation of the Spoken English program. The self-constructed spoken English Test was used to collect the data from students. The data analysis was done based on the scoring / responses of the students. The data obtained was entered in MS-Excel sheet and was classified, organized and analyzed based on the objectives, hypotheses and variables of the study. The data collected through spoken English test pre and post experiment was used statistical analysis. The data analysis was also done to test the hypothesis based on the variables included in the study.

### MAJOR FINDINGS OF THE STUDY

1. In the present study, the spoken English program was found to improve the English speaking ability in non-English medium students of age 14 and 15 years. The developed and experimented spoken English program was found to be effective. It was also found to be effective when the experiment was repeated.
2. In the present study, gender showed effect on the post-test mean scores of spoken English test in all three times when experiment was repeated. It means girls students were found to have higher mean scores than the boys students after teaching through spoken English program.
3. The present study, real difference was observed on the post-test mean scores of spoken English test of students whose attendance was  $\geq 60\%$  and  $< 60\%$ . The students with  $\geq 60\%$  attendance showed higher post-test scores than the students with  $< 60\%$  attendance during the program. Same results were observed during repeating the experiment also.

### EDUCATIONAL IMPLICATIONS

Teachers can discuss and arrange debates in class related to vocabulary, fluency and conversation in English language in day-to-day related topics to improve the spoken English ability of students. Principals can organize workshops and seminars for teachers, students and parents on English speaking and the ways to improve it for facing difficulties in profession. Teachers should keep sessions to discuss about the students who have faced difficulties in conversation in English with others and help students to get motivated and encouraged to speak in English. Teachers can arrange reading sessions and listening sessions of English language for the improvement of the English speaking. Articles and newspapers reading and discussion help the students to improve vocabulary in English. Activities should be conducted to encourage students to converse and debate in English language.

### SUGGESTIONS FOR FURTHER RESEARCH

1. A program to improve Spoken English can be developed for higher secondary school students.
2. A program to improve spoken English can be developed for teachers.
3. A program to improve spoken English can be developed for B.Ed teacher trainees.
4. Separate intervention program modules can be developed and experimented for each of the components of Spoken English like pronunciation, vocabulary, fluency and grammar.
5. Research can be conducted to study and compare the levels of spoken English of



teachers, educational administrators and students.

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