

Role of Speech Activities in Enhancing English Communication Skills in Classroom Learning

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ABSTRACT

For teachers to do their jobs as guides and mentors, and for students to show that they have learned a language, they need to be able to speak it fluently. When instructors show that they can speak their target language fluently by using simple, phrasal, and easy-to-understand phrases, they encourage their pupils to do the same and help them become better communicators. This research examines the impact of speech exercises on the enhancement of secondary school students' English language proficiency. The study employed both descriptive and analytical methods and surveyed 275 ninth-grade students from West Bengali government schools using simple random sampling. Students say that taking part in speech activities makes them better at speaking in front of other people. Using speech exercises as a teaching method may considerably improve students' speaking and listening skills, as well as their vocabulary and fluency.

Keywords: Speaking, Pronunciation. Fluency, Vocabulary, Speech

I. INTRODUCTION

These days, everyone speaks English since the globe has shrunk to the size of a global village. English has achieved the status of the global language due to its widespread use and acceptance. Science, academia, commerce, the web, tourism, software, engineering, entertainment, software development, software engineering, software engineering, software engineering, entertainment, banking, and many more fields rely on English as their primary language. When conducting business online or in written contact, English is the chosen language. Another point is that English is the language of choice for publishing publications on the subject of higher education. There are a lot of benefits to learning English, thus a lot of people are doing it.

The majority of people who study foreign languages strive to master English because of its widely used in global communication. During this time, kids must master the language in all its facets: hearing, speaking, reading, and writing. Speech and writing are examples of active abilities, whereas reading and listening are examples of receptive skills. Since students don't actively demonstrate their abilities when reading and listening, these abilities are viewed as receptive or passive. All they do is read or listen to the language; they don't even try to mimic it. In contrast, students must work independently to construct sentences, which necessitates extensive practice and the acquisition of several concepts pertaining to syntax, vocabulary, sentence framework, and use. Therefore, the ability to communicate verbally and in writing is a productive or active talent.

In order to achieve success in any endeavor, effective communication is very necessary. The purpose of language is to facilitate interaction amongst living beings. Additionally, without the correct language to communicate, people will not be able to accomplish their ambitions, objectives, and goals. Therefore, a universal language is necessary for the purpose of communication among people from all over the world. Speaking English allows you to connect with individuals from all over the globe, regardless of their location or language background, as it is widely recognized as an international language. Improving one's ability to communicate orally is the primary goal of any language learners. When picking up a new language, the ability to communicate orally is considered crucial, ranking first among the four primary linguistic competencies. "Speaking is the skill that the students will be judged upon most in real life situations," report Brown and Yuke (1983). Despite its significance, training students to effectively communicate orally has been underappreciated, and many educators persist in treating the subject as little more than rote exercises or text memorization. Teachers of English as a second language have a responsibility to their students to provide them with the communication skills necessary to succeed in today's global economy, both in written and spoken forms of the language. Communicating effectively is more important than technological proficiency in today's EFL/ESL classrooms, however teachers pay little attention to students' speech abilities. A big obstacle for ESL students to overcome in their pursuit of fluent oral communication is the neglected importance of phonological, morphological, semantic, and

syntactic aspects of language. The development of literacy abilities has received the bulk of the attention thus far. Developing students' public speaking abilities has recently come to the forefront as a means to ensure their academic achievement and professional success upon graduation. This shift in focus is a direct result of the significance of effective oral communication. In addition, being able to communicate effectively in English opens doors to better job chances and helps one reach their dream life.

Getting what we want out of life requires communicating with individuals all across the globe. This is a worldwide market where every English language student aspires to develop their speaking abilities to survive. In addition, the majority of hiring decisions are based on an applicant's presentation and verbal abilities. Similarly, interviewers are able to quickly pick up on candidates' abilities in terms of their public speaking. Those in the job market who are able to demonstrate their effectiveness right now will be at the top of their fields. Additionally, these public speaking abilities are beneficial for individuals looking to advance in their careers. Regular practice of these abilities will allow them to confidently give brief presentations even in schools. Plus, they boost each other's self-esteem and get better at making decisions and solving problems. In addition to promoting their enterprises effectively, students may build solid business ties with their business partners. In addition, ELLs do better in job interviews, which enhances their chances of landing a good job. Additionally, they are capable of getting along with coworkers and making an effort to advance in their position. Consequently, the development of the English language learner's total performance is very dependent on their speaking abilities.

II. DEVELOPING SPEAKING SKILLS AMONG THE ELLS

The ability to persuade others and demonstrate one's speaking skills is crucial in today's global economy, when one's talent is ultimately judged by how well they can convey their ideas and arguments. Effective public speaking is crucial in any field since success is on inspiring and gratifying audiences, be they employers, coworkers, co-learners, or clients. As a result, EFL/ESL educators need to be aware of the current social climate and do their best to equip their English language learners with these speaking abilities by utilizing the most up-to-date methods of instruction. Therefore, in order for students to actively engage in the activities that take place in traditional English classes, teachers need to ditch the old ways of doing things and adopt new, creative ones. Additionally, when instructors have a positive outlook on the interests and needs of the ELLs, they have less work to do. To ensure that English language learners (ELLs) have ample opportunity to engage in the teaching and learning that takes place in English classrooms, it is crucial that teachers shift their focus from creating a teacher-centered atmosphere to one that is learner-centered. They learn to rely on their own initiative and critical thinking skills to do the assigned activities to a high standard.

Some English as a foreign language (EFL) or English as a second language (ESL) students have an irrational fear of making errors, while others are simply plain timid; this is true even among native English speakers. As a result, English teachers need to employ a variety of strategies to help their students improve their public speaking abilities. Now is a great time for English teachers to incorporate some enjoyable activities, like language games, into their lessons to encourage student participation and conversation. It is usual for students to request more and more games while they are having fun in class, as playing games is something that most students like doing. Students' speaking abilities are guaranteed to improve significantly when they engage in these activities in a lighthearted setting. In the beginning, instructors should incorporate entertaining activities, such as having students guess what the teacher is holding in their hands, into the lessons. This is when the professors keep an object hidden in their wrists and the students have to guess what it is. The speaking abilities of ELLs are unquestionably enhanced by these sorts of exercises. In this learner-friendly setting, students generate a plethora of words because they are given the opportunity to express themselves and come up with additional possibilities when they are asked to estimate an unseen item. Teachers should incorporate these types of exercises into their regular lessons to help English Language Learners (ELLs) become more actively involved and to enhance their oral communication abilities.

Then, by including personal experiences into the lesson, teachers may model actions like "Speaking about themselves" for their students. Students continue to talk about themselves because to the encouragement they get from their professors; after all, they already know all the facts. After then, teachers can take it a step further by having students share stories about their friends, favorite books, or parents. Because of this, participating in these activities is a great method for students to practice speaking in a fun and engaging way.

The brainstorming approach is a great tool for English as a foreign language (EFL) and English as a second language (ESL) instructors to use in the classroom. It helps students come up with additional ideas for the given topic and pushes them to generate more sentences. Here, students are free to say anything they want as long as it's relevant to the lesson. The learners will be highly driven to develop as many thoughts as possible because there is no hard and fast rule on how to present their ideas. Consequently, this brainstorming approach would be a great asset for ESL/EFL teachers looking to increase student engagement, foster unconscious skill development in speaking, and generally improve classroom dynamics.

Introducing role-playing exercises in the classroom is another activity that would be more beneficial for the ELLs to enhance their speaking abilities. In the second stage of English language acquisition, role-plays are the most effective

classroom exercises for enhancing students' oral communication abilities. The students will work in pairs, and the professors will assign them various tasks to do in class. The students are given 10 minutes to be ready before their professors ask them to do the work. Instructors have a responsibility to encourage and inspire students as they prepare for the assignment. Students strive to do well on assignments and use correct grammar when they are appropriately motivated and consistently encouraged to do so. As students act out scenarios based on real-life events in today's society, English language classes provide the ideal setting for English language learners to practice public speaking through role-playing.

III. REVIEW OF LITERATURE

Mahmood, Iqra et al., (2023) This research sought to assess the efficacy of technology-mediated learning in enhancing the speaking abilities of English language learners. The study is an action research project that included creating and carrying out an action plan over the course of four weeks. After reading the literature, the researcher made a strategy for the action and completed a scenario analysis to think about why kids weren't able to speak English. The action plan was carried out for four weeks, during which data were gathered via student interviews and a comparison of pre- and post-assessment outcomes. The study's results demonstrated that learning using technology is successful and helps students gain confidence, fluency, grammar, vocabulary, and pronunciation.

Nguyen, Thi. (2022) This research aims to examine the impact of technology on the enhancement of speaking abilities among high school students, as well as their attitudes about the use of electronic gadgets in foreign language learning. The objective of this research is to provide constructive recommendations for educators, students, and instructors to improve the instruction and acquisition of spoken English. It also wants to stress how important it is to utilise technology to learn English. The participation of six English instructors in the interview provides insights into their ideas about the use of technology to assist students in enhancing their speaking abilities. Statistical Package for the Social Sciences (SPSS) is software that does statistical analysis on data. The study's findings indicate that technology considerably influences speech. The research found that EFL learners' speaking abilities might be greatly improved by using tech tools including PowerPoint, YouTube, speech recognition software, and movies.

Sultanova, Dilnura & Maksudova, D. (2019) the article discusses information and communication technology as means to enhance student engagement in the process of learning the English language. Using information and communication technology in the classroom makes students more interested in learning about themselves, more motivated, and more comfortable with the process of learning. It also helps pupils learn how to work on their own.

A, Alqahtani (2019) Using current a technology is a big step forward for how English is taught nowadays. The present research examines multiple facets of the technology employed in English instruction by formulating innovative curricula that leverage recent scientific and technological advancements, equipping educators with the requisite technological competencies to facilitate effective and high-quality subject delivery, supplying technical resources such as audio-visual aids and contemporary software applications, and establishing student-teacher platforms that optimise favourable language acquisition outcomes. For the goals of this research, the relevant literature has been examined, technology has been described both linguistically and traditionally, and its link with contemporary teaching skills has been comprehensively assessed. Given this, the researcher delineates the core research topic, clarifies the importance of the study aims and hypotheses, and articulates the results. The study ends with a number of suggestions that might help enhance teaching techniques by making more use of contemporary technologies.

Ahmadi, Mohammad. (2018). Using technology has become a crucial aspect of learning both in and out of the classroom. Most language classes employ some kind of technology. Technology has been used to assist people learn languages and make them better. Technology helps instructors change up the activities in the classroom, which makes learning a language easier. Technology is becoming more and more important as a way for instructors to assist their students learn languages. This research examines the influence of modern technologies in the acquisition of English as a second or foreign language. It spoke about alternative ways of thinking that help English language learners improve their abilities by utilising technology. This paper delineates the concepts of technology and technology integration, elucidates the application of technology in language education, evaluates prior research on the utilisation of technologies to enhance language acquisition skills, and articulates specific recommendations for the optimal use of these technologies to facilitate learners' skill enhancement. The literature evaluation demonstrated that the proficient use of new technology enhances learners' language acquisition abilities.

Bahadorfar, Maryam & Omidvar, Reza (2014) one of the abilities students need to acquire to speak English is how to speak. Talking is a necessary part of communication. Teachers have long cared about helping pupils become better at speaking in class. In the quickly changing world of the 21st century, new technologies are being used in schools to help students learn how to talk. Technology is the way to enter into this contemporary world. Today, technology is employed in schools and other places more than only for communication, commerce, and transactions. People have thought of technological tools as solutions to assist pupils become better at language abilities like speaking. The finest instruments for training speaking skills include the internet, podcasts, video conferencing, videos, and voice recognition

software. The purpose of this research is to examine contemporary technology accessible to English educators for the improvement of speaking skills among second or foreign language learners.

Bassma, Basheer. (2013) this study seeks to underscore the significance of using current technologies in the instruction of English as a second language. It talks about many ways and methods that might help English language students use technology to enhance their learning abilities. Some of these methods include websites for learning English online, computer applications that help you learn a language, presentation software, electronic dictionaries, programs for talking and sending emails, CD players for listening, and video clips for learning. A case study has been conducted to evaluate the responses of typical English language classroom pupils on the integration of technology in the learning process. This practical research identifies the deficiencies and constraints of existing traditional English language learning methods, culminating in specific ideas and recommendations.

IV. RESEARCH METHODOLOGY

Research Design

The present study adopts a descriptive and analytical research design.

Sampling Technique

The respondents were chosen using a simple random sampling technique.

Sample Size

A total of 275 students of class 9th from govt. schools of West Bengal were selected as the sample for the study.

Sources of Data

The study's data came from both primary and secondary sources. The students themselves provided the primary data by completing out a structured questionnaire that asked them how they felt about the speaking activities and if they helped them improve their English language skills. Additionally, secondary data were collected from other sources, including books, academic journals, research papers, and pertinent web sites.

Statistical Tools and Techniques Used

The gathered data were examined utilizing suitable statistical methods to guarantee precise interpretation of the findings. Percentage analysis was utilized to delineate the demographic features of the respondents and to encapsulate overall answer patterns succinctly. Furthermore, One-Way ANOVA was employed to assess the influence on English language competencies, including confidence, pronunciation, fluency, and vocabulary.

V. DATA ANALYSIS AND INTERPRETATION

Table 1: Gender of Respondents

Particulars	Frequency	Percentage
Male	140	50.9
Female	135	49.1
Total	275	100.0

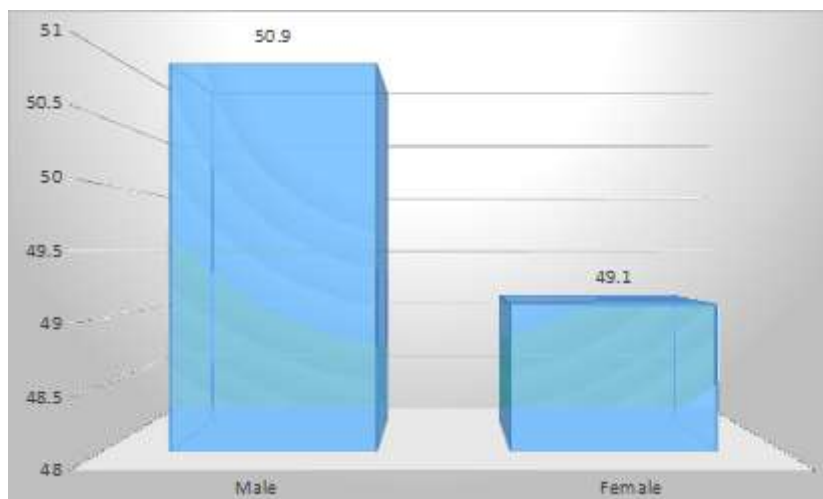


Figure 1: Gender of Respondents

As seen in Table 1, the study's respondents were distributed, according to gender. Out of 275 students, 140 respondents (or 50.9%) are male and 135 respondents (or 49.1%).

Table 2: Types of Speech Activities Preferred by Students

Particulars	Frequency	Percentage
Debate	70	25.5
Role Play	60	21.8
Storytelling	55	20.0
Group Discussion	50	18.2
Speech/Presentation	40	14.5
Total	275	100.0

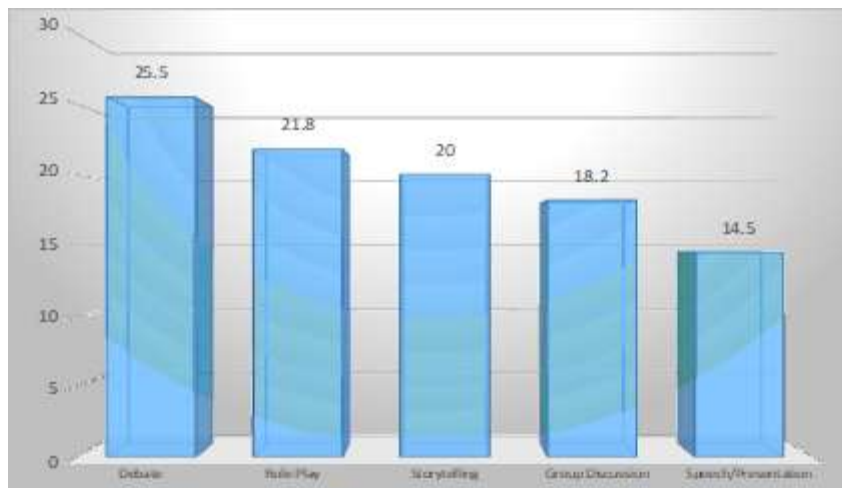


Figure 2: Types of Speech Activities Preferred by Students

Table 2 displays the many speaking tasks that students like. With 70 students (or 25.5% of the total) opting for debate, it's clear that it's the most popular activity. After that, 60 students (21.8%) like role playing. Out of all the students, 55 (20.0%) chose storytelling. Fifty students (18.2%) prefer using a group discussion. The least favorite activity, meanwhile, was giving a speech or presentation, which forty students (14.5%) selected.

Table 3: Frequency of Participation in Speech Activities

Particulars	Number of Students	Percentage
Regularly	95	34.5
Occasionally	120	43.6
Rarely	60	21.8
Total	275	100.0

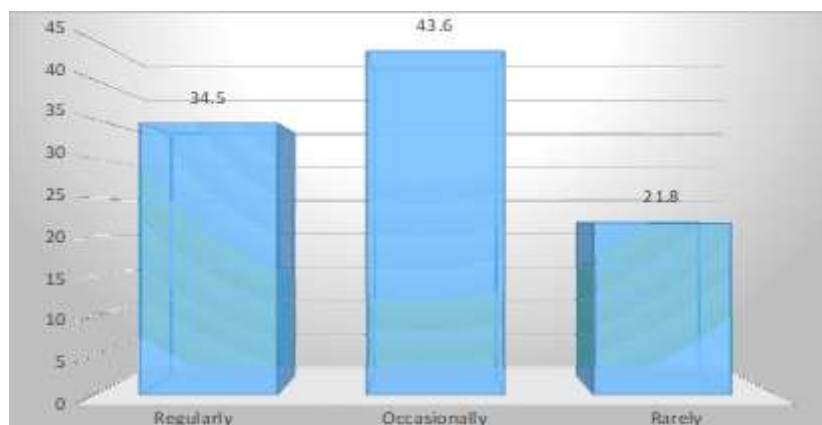


Figure 3: Frequency of Participation in Speech Activities

Table 3 presents the frequency of students' participation in speech activities. It is observed that the largest proportion of students, 120 (43.6%), participate occasionally. A total of 95 students (34.5%) reported participating regularly. On the other hand, 60 students (21.8%) participate rarely.

Table 4: Students' Perceptions on the Effectiveness of Speech Activities

Particulars	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Confidence in Speaking	30.8	36.4	18.2	9.1	5.5
Pronunciation Improvement	29.5	34.5	20.2	10.8	5.0
Fluency Development	33.1	38.4	16.4	7.3	4.8
Vocabulary Enhancement	27.2	34.6	21.8	10.1	6.3

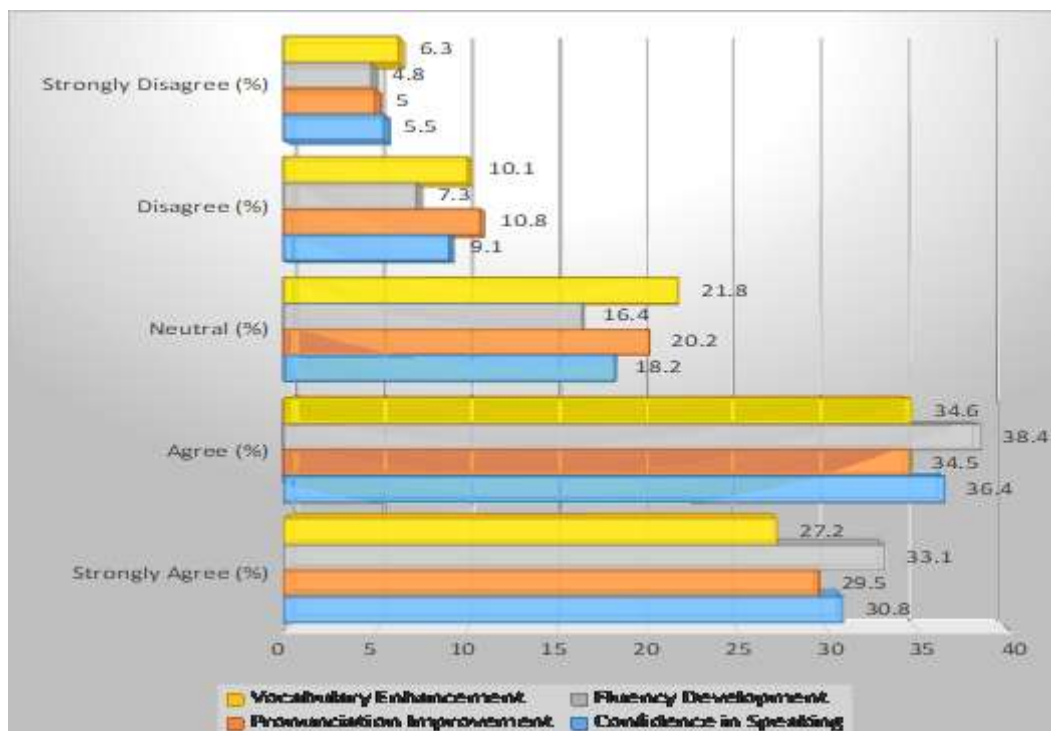


Figure 4: Students' Perceptions on the Effectiveness of Speech Activities

Table 4 shows how students felt about the speech exercises' ability to improve their English language abilities in several areas. Regardless of the aspect, the vast majority of students had favorable impressions. Relative to self-assurance while speaking, 30.8% were in full agreement and 36.4% were in agreement. Also, when asked about ways to enhance pronunciation, 29.5% were in full agreement and 34.5% were in agreement. There is a very high degree of agreement about the development of fluency, with 33.1% strongly agreeing and 38.4% agreeing. While 34.6% agreed and 27.2% strongly agreed that vocabulary should be enhanced.

Table 5: One-Way ANOVA Showing Impact of Speech Activities on English Language Skills

Skill	Source of Variation	Sum Squares	df	Mean Square	F-value	p-value
Confidence in Speaking	Between Groups	9.20	2	4.60	2.31	0.101
	Within Groups	541.80	272	1.99		
Pronunciation Improvement	Between Groups	11.35	2	5.67	2.85	0.060
	Within Groups	540.10	272	1.98		
Fluency Development	Between Groups	19.80	2	9.90	5.12	0.007
	Within Groups	525.70	272	1.93		
Vocabulary Enhancement	Between Groups	16.40	2	8.20	4.18	0.016
	Within Groups	533.60	272	1.96		

One-Way ANOVA results are displayed in Table 5. The findings reveal that speech exercises don't have a statistically significant effect on speaking confidence since the p-value (0.101) is greater than the permissible level of significance. A similar pattern is shown for improved pronunciation, with a p-value (0.060) that is also higher than the threshold. But when it comes to becoming better at fluency, a clear pattern starts to show. The result is statistically significant ($p = 0.007$), which means that speaking activities have a big and good effect on how fluent students are. The same is true for improving vocabulary; a p-value of 0.016 shows that there is a statistically significant benefit.

VI. CONCLUSION

As far as feasible, teachers should guide their students toward the standard of English language and culture in terms of both fluency and pronunciation. Both students and educators need to consistently work on this. It might be wise to offer the educators some instruction on proper pronunciation. The course plan should prioritize speaking and pronunciation abilities. The exams should place a strong focus on the students' ability to express themselves orally. Then there's no longer any justification for students to neglect the study of public speaking and correct pronunciation.

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