

INNOVATIVE IDEAS TO DEVELOP SPEAKING SKILLS IN SCHOOLS

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ABSTRACT

The acquisition of proficient speaking abilities is an imperative facet of the English language acquisition process for individuals, particularly students. This is due to the fact that speaking serves as a fundamental instrument for interpersonal communication and interaction among individuals. In the contemporary era of the 21st century, a plethora of educational advancements have been unveiled, serving as instrumental aids in the pursuit of knowledge and intellectual growth. One of the avenues through which the acquisition of verbal communication skills may be pursued is the utilisation of contemporary technological advancements. In the realm of education, a plethora of contemporary technological advancements have been introduced to facilitate the acquisition of oral communication skills among students. These include language laboratories, video platforms, satellite communication, internet resources, blogs, digital dictionaries, and an array of other innovative tools. The realm of technology, with its intricate mechanisms and innovative advancements, has become an integral facet. The contemporary objective is to enhance students' aptitude in acquiring and articulating the English language predominantly.

KEYWORDS: ELT, SPEAKING SKILLS, EDUCATION, INNOVATIVE TECHNIQUES

INTRODUCTION

The English language has evolved into a globally recognised and widely utilised means of communication across nations and cultures. Within the realm of international communication, it functions as a universal language. The language in question is not only spoken, but also acquired and comprehended within nations where it does not originate as a native tongue. The English language has assumed a prominent position within numerous domains, encompassing

but not limited to the realms of medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, and various others. The entirety of our contemporary software development endeavours, encompassing the utilisation of internet-based communication platforms and our unrestricted entry to a diverse array of websites, is presently being conducted exclusively in the English language. The majority of scholarly investigations are carried out and consolidated in the English language. Any textual and auditory content expressed in this particular linguistic medium is perused and audited by a broader spectrum of individuals. Consequently, the global dissemination and acquisition of the English language as a secondary means of communication has become a prevailing phenomenon in contemporary times. Among the four fundamental language proficiencies, it is widely acknowledged that the act of verbal expression holds paramount significance in the acquisition of a secondary or non-native linguistic system. As posited by Ur (1996), the act of speaking encompasses a comprehensive amalgamation of various cognitive faculties associated with language acquisition and comprehension. Speaking can be defined as the intricate process of constructing and disseminating significance by means of both verbal and non-verbal symbols, within a diverse range of circumstances and environments (Chaney, 1998). Verbal expression holds paramount significance in the acquisition and instruction of a secondary linguistic system. It embodies the finesse of interpersonal exchange and stands as one of the four fundamental aptitudes that necessitate mastery in the pursuit of acquiring proficiency in a foreign tongue. The acquisition of linguistic proficiency poses a formidable challenge for individuals endeavouring to master a foreign language, as it necessitates the aptitude to employ the language judiciously within the context of social exchanges (Shumin: 2002). Proficient verbal communication abilities involve the cognitive process of formulating coherent and intelligible linguistic expressions that are comprehensible to the recipients. As per the scholarly discourse presented by Brown and Yule (1983), it is posited that the ability to engage in oral communication is the foremost aptitude by which students shall be assessed within the context of authentic, real-world scenarios. Effective communication is a pivotal facet of daily human interaction, wherein the initial perception of an individual is frequently predicated upon their adeptness in articulating thoughts with fluency and comprehensiveness. It is incumbent upon educators to diligently equip their students with the necessary skills to

effectively communicate in the English language within the authentic context of the world beyond the confines of the educational setting. During the nascent phase, educators employed tape recorders as a technological apparatus for the purpose of imparting instruction to their pupils, a practise that subsequently underwent transformation and culminated in the establishment of a communication laboratory. The incorporation of technology into the realm of language instruction, initiated during the formative years of the 1960s and 1970s, has proven instrumental in facilitating pedagogical approaches that optimise the acquisition of spoken proficiency among second language learners. On a daily basis, educators are gaining access to novel technological advancements that synergistically align with the pedagogy of English instruction. In light of the perceived obsolescence of traditional pedagogical approaches, such as the chalk and talk method, it is imperative to consider the integration of contemporary technologies as a complementary tool within the classroom setting. This augmentation serves to invigorate the learning environment, fostering an atmosphere conducive to active engagement and dynamic discourse. In this current era, it has become imperative to assimilate contemporary technological advancements in order to elevate the standard of English pedagogy. Contemporary technologies serve to alleviate the cognitive strain experienced by students, enabling them to engage with academic subjects wholeheartedly, rather than perceiving them as arduous endeavours. The advent of novel technological advancements in the realm of language acquisition, specifically those that cater to the diverse spectrum of multiple intelligences and varying levels of aptitude, has precipitated a paradigm shift in pedagogical approaches, effectively supplanting conventional instructional methodologies. Technological advancements have bestowed upon students the invaluable opportunity to cultivate a sense of autonomy within the confines of the classroom. It serves as a pivotal catalyst for effectuating substantial enhancements in productivity through fundamental alterations in structure. This particular tool serves as a means of bolstering the facilitation and acquisition of knowledge and skills within the realm of education. Furthermore, it possesses the capacity to revolutionise pedagogy by introducing a novel paradigm of interconnected instruction.

➤ **WHAT IS THE NOTION OF “TEACHING SPEAKING”?**

Throughout numerous years, the art of instructing oral communication has been subject to insufficient recognition, resulting in English language educators persisting in their

pedagogical approach of treating speaking merely as a monotonous cycle of repetitive exercises or the rote memorization of scripted dialogues. In the contemporary era, it is imperative that the objective of instructing oral expression be centred upon enhancing the students' aptitude for effective

communication. By doing so, students are empowered to articulate their thoughts and ideas while acquiring the necessary acumen to navigate the intricate web of social and cultural norms that govern interpersonal interactions.

The pedagogical endeavour of instructing individuals in the art of verbal communication entails imparting the knowledge and skills necessary for the proficient production of English phonemes and phonological patterns.

Employ the principles of lexical and syntactic prominence, melodic contours, and the temporal organisation of the target language. □ Employ suitable vocabulary and construct sentences that align with the appropriate social context, audience, situation, and topic at hand.

□ Arrange their ideas in a coherent and purposeful manner. □ Utilise language as a tool for conveying personal beliefs and assessments. □ Employ linguistic proficiency with expeditiousness and self-assurance, exhibiting minimal instances of stiltedness or hesitancy, a phenomenon commonly referred to as fluency (Nunan, 2003).

The pedagogical endeavour of instructing individuals in the art of oral expression is a multifaceted and pivotal facet of linguistic instruction, with the ultimate objective of cultivating learners' aptitude to engage in verbal communication with precision, logical organisation, and self-assurance. Within the realm of language acquisition, it is widely acknowledged that the development of speaking skills serves as a pivotal link connecting the understanding of linguistic input and the ability to engage in meaningful and impactful communication. This scholarly composition delves into the paramount significance of imparting the art of verbal expression, the formidable obstacles encountered by pedagogues, and the efficacious methodologies employed to augment learners' aptitude for oral discourse.

Verbal discourse serves as an indispensable component of interpersonal communication in our everyday lives. In various contexts, ranging from professional environments to social engagements and interpersonal connections, the significance of proficient verbal communication cannot be overstated. The pedagogical endeavour of imparting speaking skills to students bestows upon them the capacity to articulate their thoughts with utmost fluency,

effectively communicate their ideas with persuasive prowess, and actively participate in intellectually stimulating dialogues.

Cultural competence is further enhanced by the acquisition of proficient speaking abilities. By means of verbal communication, individuals who are acquiring knowledge can acquire a comprehensive understanding of the intricacies pertaining to the enunciation, modulation, and cultural idiosyncrasies. The cultivation of cultural awareness serves to augment their aptitude in engaging with individuals hailing from a myriad of linguistic and cultural backgrounds, thereby nurturing a comprehensive and worldly outlook.

Activities that promote verbal communication have been shown to enhance cognitive abilities, encompassing a range of mental processes such as memory retention, problem-solving capabilities, and the cultivation of critical thinking skills. When individuals partake in verbal discourse, they actively engage in the cognitive processes of information processing, thought organisation, and response articulation, thereby augmenting their intellectual capacities.

The pedagogical quandaries associated with imparting the skill of oral communication:

The task of instilling motivation within students to actively engage in speaking activities presents itself as a formidable challenge. Certain individuals may experience feelings of timidity or unease when it comes to verbalising in a non-native tongue, thereby resulting in a hesitancy to actively participate in oral activities. The successful resolution of this particular obstacle necessitates the establishment of a conducive and uplifting milieu for the acquisition of knowledge.

The challenges associated with assessment are particularly pronounced when it comes to evaluating one's oral communication abilities, as opposed to their written proficiency. Educators may encounter difficulties when endeavouring to furnish impartial and insightful evaluations pertaining to elements such as phonetic articulation, linguistic fluidity, and logical cohesion. It is imperative to utilise efficacious assessment instruments and methodologies in order to accurately appraise one's oral proficiency.

The dearth of genuine interaction within the educational setting poses a formidable obstacle in the quest to foster meaningful communication. Conventional pedagogical approaches often prioritise the acquisition of knowledge through repetitive memorization and pre-determined

exchanges, thereby constraining learners' opportunities to engage in authentic conversational contexts. The successful resolution of this particular challenge necessitates the integration of tangible, real-world situations and dynamic, participatory exercises within the educational framework.

III. Approaches for Facilitating Oral Communication: Task-Based Learning: Task-based learning entails immersing students in exercises that simulate authentic scenarios. This particular methodology promotes the utilisation of language for pragmatic objectives, thereby cultivating not only oral proficiency but also the faculties of critical thinking and cooperative engagement. As an illustration, students have the opportunity to partake in immersive role-playing scenarios or actively contribute to intellectually stimulating discussions centred around pertinent subject matters.

The incorporation of interactive technology, such as the utilisation of video conferencing tools or language learning applications, has the potential to augment one's proficiency in oral communication. These tools serve as facilitators of virtual communication, thereby enabling learners to engage in interactive discourse with their peers or individuals who possess native fluency in the language, all in a setting that extends beyond the confines of the traditional classroom environment. Virtual exchanges offer a genuine milieu for the utilisation of language and expose learners to a plethora of accents and modes of communication.

Pair and group activities are highly beneficial in fostering collaborative engagement among peers, thereby enhancing the overall experience of practising oral communication skills. By engaging in such activities, individuals are able to derive greater enjoyment from the process, while simultaneously reducing the inherent intimidation often associated with speaking in a public setting. Engaging in pair and group discussions, engaging in debates, and undertaking problem-solving tasks serve to foster active participation and cultivate a nurturing environment. Engaging in collective endeavours further facilitates the exposure of learners to diverse viewpoints and modes of communication, thereby augmenting their comprehensive linguistic progression.

Utilising genuine resources, such as podcasts, interviews, or speeches, provides learners with an opportunity to immerse themselves in authentic language usage that mirrors real-life scenarios. The process of scrutinising and engaging in discourse surrounding genuine materials yields valuable perspectives on the intricate patterns of natural language, the subtleties of cultural customs, and the diverse modes of communication employed in different

contexts. This particular exposure serves to augment the cognitive faculties of learners, thereby facilitating their aptitude to comprehend and generate genuine oral discourse.

In the realm of educational pedagogy, it is imperative to acknowledge and cater to the multifarious needs of learners. By adopting a comprehensive approach that encompasses a wide spectrum of abilities, backgrounds, and learning styles

The concept of differentiated instruction pertains to the practise of tailoring educational approaches to meet the diverse needs and abilities of individual learners.

It is imperative to acknowledge the multifariousness of learners with regards to their linguistic aptitude, areas of interest, and preferred modalities of learning. The implementation of differentiated instruction empowers educators to customise speaking activities in order to cater to the unique requirements of each learner. By offering a diverse array of activities encompassing a spectrum of intricacy, one can effectively ascertain that all learners are suitably stimulated and engrossed.

Cultural sensitivity is an imperative consideration when addressing the intricacies of language acquisition, as it is an undeniable truth that language and culture are inextricably linked. Consequently, the pedagogical approach to teaching oral communication must be imbued with a profound awareness and appreciation for the diverse cultural nuances that shape linguistic expression. It is imperative for educators to assume the role of guiding learners in comprehending the intricate cultural subtleties inherent in communication, encompassing the discernment of suitable gestures, expressions, and levels of formality. The cultivation of cultural awareness serves as a catalyst for the facilitation of efficacious and reverential cross-cultural discourse.

The pedagogical endeavour of instructing individuals in the art of verbal expression is an ever-evolving and indispensable facet of linguistic instruction, endowing learners with the necessary skills to adeptly manoeuvre through the intricacies inherent in genuine interpersonal interaction. As pedagogues grapple with the multifaceted quandaries of student motivation, assessment complexities, and the imperative for genuine interaction, the execution of efficacious strategies assumes paramount importance. By embracing the pedagogical approach of task-based learning, harnessing the potential of interactive technology, fostering collaborative activities, and catering to the diverse needs of learners, educators have the capacity to cultivate a conducive learning milieu that facilitates the development of oral communication proficiencies. In essence, the act of instructing

individuals in the art of verbal expression transcends mere linguistic acquisition, serving as a conduit for the cultivation of cultural empathy, cognitive maturation, and the capacity to actively participate in a meaningful manner within the international collective.

DEVELOPMENT OF NEW TECHNOLOGICAL STRATEGIES IN EDUCATION

Communication laboratories provide a plethora of software options that facilitate the enhancement and refinement of one's oral articulation abilities. By integrating appropriate software via computer systems, students will engage in iterative utilisation, driven by their intrinsic motivation, in order to enhance their oral communication proficiencies, which are of paramount importance in the contemporary, technologically advanced era. The utilisation of headphones within the laboratory setting engenders a heightened level of engagement among students, thereby fostering a proclivity for repeated iterations rather than succumbing to ennui.

The utilisation of video conferencing technology has become increasingly prevalent in contemporary society. This innovative means of communication enables individuals to engage in real

Video conferencing is a technological modality that enables individuals to gain access to the intellectual discourse of individuals situated in disparate geographical locations. This is the live transmission of a programme, primarily employed for the purpose of observing the discourse delivered by an esteemed academician who currently resides in a foreign nation. In essence, it proves to be exceedingly advantageous for students to comprehend the intricacies of our contemporary world and to engage in the oratory of the most esteemed individuals in a vibrant and animated fashion. One of the salient aspects of video conferencing lies in its capacity to facilitate prompt question submission by students, thereby enabling them to expeditiously receive corresponding answers.

The repository of audiovisual materials, commonly referred to as the video library, serves as a comprehensive collection of cinematic works, documentaries,

In our rapidly evolving and technologically advanced society, the presence of video libraries has become increasingly indispensable. This resource proves to be beneficial for students who may have inadvertently missed out on engaging educational sessions. In this particular procedure, the pedagogical instructions imparted by the esteemed faculty members shall be

meticulously documented and subsequently rendered accessible to the erudite student body. The students have the opportunity to peruse the recorded materials at their discretion during their free time. One notable benefit inherent in this particular approach lies in the capacity for students to engage in the act of replaying the instructional material at their discretion, thereby affording them the opportunity to revisit and review the content as deemed necessary.

The profound impact of computers on the acquisition of a second language and the pivotal role played by Computer Assisted Language Learning (CALL) cannot be overstated. The educator possesses the capability to employ cutting-edge technologies, which possess the inherent capacity to revolutionise the learners' role from mere receptacles of knowledge to engaged contributors. CALL, an acronym that stands for Computer-Assisted Language Learning, is a scholarly pursuit that revolves around the exploration and examination of the various ways in which computers can be utilised in the realm of language education.

TELL, an acronym for Technology Enhanced Language Learning, refers to the utilisation of computer technology encompassing hardware, software, and the internet in order to augment the pedagogical process of language instruction and acquisition. It facilitates students' access to a comprehensive array of technological resources aimed at augmenting their English language acquisition. Students are granted the privilege of utilising digital lexicons, engaging in virtual discourse, and perusing the multifarious occurrences transpiring across the globe.

The practise of pod casting involves the uploading and downloading of audio content. This medium serves as a valuable tool for language learners, allowing them to become acquainted with the target language. Educators can leverage podcasts as a valuable audio resource within the classroom, facilitating activities such as discussions. Furthermore, the internet offers a plethora of podcasts specifically tailored for ESL learners, which may include pronunciation guidance tailored to the unique needs. Podcasts undeniably serve as a valuable tool for enhancing one's oral communication skills. Podcasting is the amalgamation of auditory files, wherein we possess the ability to furnish our own content and disseminate it within and beyond the confines of the educational setting. Students utilise portable electronic devices known as i-pods to audibly experience their preferred auditory compositions stored in digital format. Similarly, individuals acquire knowledge and enlightenment through the medium of entertainment. The utilisation of podcasting enables students to harness the potential of their technologically-driven entertainment systems for educational endeavours. By utilising this

technology, we are afforded the opportunity to transcend the conventional method of in-person instruction, all while preserving the invaluable student-trainer dynamic that plays a pivotal role

in fostering optimal educational outcomes. Podcasts facilitate the dissemination of knowledge and foster a platform for students and educators to engage in the exchange of information, transcending temporal and spatial limitations. A student who is not physically present in the classroom has the capability to procure the podcast containing the recorded lesson, thereby gaining the opportunity to retrieve and engage with the lectures they were unable to attend. Furthermore, individuals possess the ability to conveniently avail themselves of lectures delivered by esteemed authorities, which would otherwise remain inaccessible due to the constraints of geographical proximity and various other factors.

The expedient and efficient tool known as the Quick Link Pen.

The Quick Link Pen facilitates the replication and retention of textual content, as well as the preservation of online references, thereby empowering individuals engaged in the pursuit of knowledge. The process of data transfer to computational devices is facilitated, thereby affording the reader the ability to extract the semantic essence of a given term through the utilisation of an embedded lexicon. The act of gaining entry to this particular apparatus appears to present a more expedient and advantageous approach. The contemporary advancements in the field of machine translations have brought forth notable translation engines such as GO Translator and Bablefish.

The Quicktionary, a compact and efficient tool, serves as a valuable asset for exp
It can be described as a device resembling a pen. This innovative device facilitates the reader's seamless perusal of a given word, enabling them to promptly access its definition and translation through the utilisation of an independent liquid crystal display (LCD) screen. Technological advancements, exemplified by Enounce and Sound-Editor, have facilitated the ability of learners to manipulate the pace of auditory materials, thereby enhancing their comprehension. Furthermore, these tools provide a comprehensive representation of speech patterns through the presentation of spectrum of speech waves, as well as visual depictions of mouth and tongue movements. This multifaceted approach not only aids in the learning process but also refines the learner's pronunciation skills.

The concept of educational satellites pertains to the utilisation of satellite technology for the purpose of disseminating knowledge and fostering intellectual growth. These

Within the realm of academia, it is conceivable to establish an Educational Satellite laboratory within the confines of a college. This laboratory would serve as a platform for the dissemination

of intellectually enriching satellite programmes, such as the esteemed UGC's countrywide classrooms, Anna University's educational initiatives, and various other globally recognised programmes. These programmes would be meticulously recorded and made accessible to students, either through the utilisation of expansive projection screens or more compact monitors.

The advent of speech recognition software has undeniably revolutionised the realm of human-computer interaction. This cutting-edge technology, rooted in the field of artificial intelligence, enables

Speech recognition software also aids in the enhancement of students' oral communication skills, as it possesses the capability to transform spoken language into machine-readable data. The device exhibits the capability to discern the veracity of the text that has been perused and subsequently imparts a form of affirmative validation, such as "Your vocal delivery is commendable!" Alternatively, it affords the user an additional attempt, thereby enabling the learner to ascertain their proficiency in reading. As the user's proficiency advances, the technology gradually reduces its reliance on textual content, thereby facilitating an increased engagement of the learner in the act of reading. Additionally, this software possesses the capability to assess and assign scores pertaining to grammar, pronunciation, comprehension, and the utilisation of accurate linguistic structures. For instance, in the event that a student commits an error in the pronunciation of a word, this educational tool promptly detects the mistake and offers guidance for its rectification. This particular apparatus possesses immense utility for individuals engaged in remote education, as they lack the presence of an instructor who can provide guidance and correction in matters of speech. Consequently, this device serves as a valuable tool in augmenting their oral proficiency.

The Internet, a vast interconnected network of computer systems, serves as a global medium for the The term "Internet" is widely recognised and extensively utilised by individuals across the globe. In contemporary educational settings, students have embraced the utilisation of the Internet as a valuable tool for acquiring knowledge in the realm of English language acquisition. The concept of incorporating online teaching within the confines of the traditional

classroom setting appears to be intellectually stimulating, as it fosters an environment wherein students are compelled to actively seek out pertinent educational resources that align with their individual learning needs and preferences. The students are directed to engage in the grammatical exercises that are conveniently accessible through online platforms. By means of the Internet, we possess the capability to amass a plethora of information from diverse origins to serve any given directive. In order to enhance one's speaking abilities, students may avail themselves of various technological platforms such as Skype, MSM Messenger, and Google Talk, which facilitate online conferences. Through these applications, students are able to establish connections with their peers, fellow students, educators, and even individuals who are native speakers of the language in question. It has been observed that these modes of learning contribute to the development of students' oral proficiency, compensating for the dearth of native speakers within their geographical vicinity. Furthermore, online conferences serve to augment intercultural awareness, motivation, and the overall level of interaction. Through the vast expanse of the internet, students are afforded the opportunity to access a plethora of educational resources. These resources encompass a wide array of mediums, including audio, video, radio and television shows, interactive games, voice recordings, quizzes, and podcasts, among others. Consequently, students are exposed to a substantial volume of the target language, thereby facilitating the development and refinement of their oral communication abilities. The art of crafting and disseminating one's thoughts and ideas through the medium of online platforms. Blogging serves as a valuable tool for providing instructional guidance to candidates in the absence of the teacher from the educational premises. The instructor possesses the capability to disseminate his scholarly composition or instructional materials to the pupils, thereby granting them the opportunity to contribute their insightful remarks and inquiries. The instructor possesses the capability to address the inquiry by means of his online platform. The utilisation of blogging appears to be pervasive in contemporary society.

CONCLUSION

Modern educational resources are used as extra help in addition to what teachers teach in traditional classrooms. Using technology to help students learn languages is a very helpful way to improve their efforts. These days, using technology to learn a second language has become a must. A thorough study was carried out on different approaches to using technology to

improve speaking skills. As a result, it is important to write down the following final thoughts and suggestions:

Modern technological tools have been shown to be very interesting and captivating, which makes learning fun and stimulating for students. In addition, these tools help you learn a language faster and better in a very useful way. They also give students the freedom to learn at their own pace, which helps them develop a sense of independence and self-direction. As technology has improved, it has become necessary to use this medium in education. To improve the learning and sharing of oral skills, it is important to use modern technological methods. It is very important for English language teachers to create an environment where their students are encouraged to use new technologies to improve their speaking skills. People are becoming more and more convinced that computers are essential to education because they help students learn new things and share what they already know. Convergence of theory and practise in second language acquisition can be achieved by wisely incorporating modern technological advances. It is imperative for educational institutions to improve their technical teaching capabilities by incorporating state-of-the-art equipment and cutting-edge laboratories, which will ultimately make the teaching effort more effective.

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