Enhancing Oral Acquisition amongst Adolescent Learners

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Abstract:
Teaching speaking skills is one of the challenging aspects in improving second language learner's oral communicative acquisition. Rural adolescent learners in Telangana tend to avoid speaking English with in and out of the classroom. Students seem to have low oral communicative skills due to the absence of authentic and real language learning situations outside and inside the classroom. Most often, students from rural areas find hardly any opportunities to speak English in real contexts. The language is taught from the examination point of view as another subject. Teachers paraphrase lessons, explain language rules and give drills for reinforcement. With the effect of several factors on learning English as a second language, learner's oral competencies have been in great damage. Those learners who get high scores in written examination or those who are good at any technical skills are unable to express themselves orally in English language. Therefore, it may be essential to nurture speaking skills in any programme on English language instruction.

Keywords: *second language learners, oral competencies, speaking skills, practical contexts.*

INTRODUCTION

By and large Communication is astounded with language and oral correspondence with speaking. Expressions like "Oral Communication Skills" and "Effective Oral Communication Skills" require clear explanation. "Oral" is derived from the Latin word Os or Mouth, this word was utilized as Oralis in Latin and afterward that word got Oral in the seventeenth century. As per Oxford Dictionaries, Oral significantly means to speak rather than to write, identifying with the transmission of data and "Oral" is identified with the mouth.Sometimes the word "Oral" is confused with the word "Aural" but they sing a different tune.

Aural refers to the ear or hearing while Oral refers to the mouth or speaking. The root of the word Aural has been derived from the Latin word "Auris", which means ''pertaining to the ear'' and "Oral" which means "pertaining to the mouth". Although there is a variation in both the terms, they are interconnected. According to Wikipedia, "A language is a system of arbitrary vocal symbols by means of which a social group cooperates".

With the help of vocal symbols, one can speak with each other or can fall in conversation with any group but there cannot be any assurance that there will be the communication. The word "Communication" has been derived from Latin word "Communcare" meaning "to impart or to share" which makes a point that Communication doesn't include only speaking but that includes sharing of information, ideas, feelings and thoughts. Fred G. Meyer says, "Communication is the intercourse by words, letters or messages" Basically communication means how you make others understand what you actually want to say. One can use verbal or non-verbal communication for sending or receiving any message.

Language, emails, telephones, emoticons, letters all are the sources for communication. In a nutshell, language is a link for communication not communication itself. There are various views on Oral Communication Skills. According to University of Wyoming University Studies Program, "Oral Communication skills are the ability to compose, critically analyze, present, and deliver information through verbal interactions". Oral communication refers to the speaking and listening skills needed to participate verbally in discussions, exchange thoughts and information, make clear and convincing

presentations, and interact with a variety of audiences. Ricky W. Griffin says "Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning".

The teacher's job is instrumental in preparing the engineering students in English language classes to achieve second language oral capability. The teacher exhibited tasks to the students and reliably indicated individual enthusiasm for building up their talking capability in English. She advanced improvement of gathering cohesiveness and connected moderate students with their eager friends in the task on posting of five to do's. She developed their enthusiasm for L2 learning and clarified the utility of L2 in the genuine circumstances. The facilitator made adapting progressively charming and gave positive input all through the sessions.

The facilitator curbed their mental obstructions by giving inspiration, consolation and keeping up helpful classroom condition. The classroom went to be a student focused room, a sort of study hall where the attention is on the dynamic contribution of students in the learning procedure. The instructor sorted out decisive sessions on undertakings, for example, talking about similitudes and contrasts to upgrade the comprehension of tasks by the students and to quell their obstructions, for example, their feelings of trepidation and hindrances. The instructor conquered the etymological requirements of the students through her intelligent classes and criticism sessions. The instructor guaranteed that every one of the students would be given equivalent chance.

Dornyei states that the instructor needs to comprehend the student's needs and objectives, impart trust and regard for them, recognize their various needs and learning style, and give input on their learning and all these would help in building up their certainty and confidence. The analyst cum facilitator in this examination empowered the students and roused them to take an interest in the tasks. Students were made to cooperate with their friends to pretend to defeat their imperatives in talking execution. Their cooperation expanded their certainty level to make oral introduction.

Benson explains that student centred education is successful in creating more target language yield and furthermore in urging students to assume increasingly close to home liability for their learning. However a portion of the moderate students felt restrained to take part in the class activity of introduction. The facilitator combined them with higher grade students and shared the difficult assignments. The moderate students began to get the subtleties of conveying content with legitimate

movement of thoughts. The facilitator empowered them to choose the correct word, structure a sentence and recommend an elective word. The facilitator likewise helped the students to think in English. The students were made to peruse so anyone might hear to defeat their elocution issues.

In the proper method, the facilitator empowered the students to beat the hindrances and volunteer in taking up the assignments. During the oral informative activities, the remarks and criticism given by both the friends and the facilitator helped the students to perform better in the consequent oral assignments. The facilitator spurred the students by making them work two by two and gatherings and go about as a crowd of people. Dominant part of the students aimed for increasingly number of OCT sessions that shows their enthusiasm for this intelligent learning condition. Edge (1989) states educator's input ought to support students learning steps and bringing up the blunder would be excessively negative.

The teacher never neglected to value the littlest exertion made by the students in the activities execution. Students were the focal point of the learning procedure and were empowered to share more obligations in their learning of talking abilities. In this line, they were offered chances to improve their working information in English, and thus become fluent speakers. This achieves unequivocal change in the instructor's job from a dictator to a facilitator, coordinator, aide, and language counsel.

This experiment was an endeavour to improve the student's verbal capability utilizing oral open assignments. The OCT was executed in an ordinary classroom environment by watching and noticing their obstacles in talking and recording engineering student's advancement, associating and thinking about different parts of assignments and student's results. The discoveries were drawn from the OCT execution of the members, their limitations in talking, full of feeling factors, and the instructive intercession which endeavoured to empower the students to conquer their requirements in their talking expertise. Students brought genuine circumstances into the class, where learners were given chances to express their thoughts and trade their feelings.

Learners could express their thoughts uninhibitedly in light of the fact that they played out the exercises two by two and gatherings with their companions and the classroom had gotten all the more a learnercentred domain. Through the research it was found that opportunity of learner's choice urged the students to feel good, inspired to talk, and certainly limited their requirements in talking.In the light of above dialogue, it

tends to be presumed that the imperatives in talking can be stifled and speaking capability of the learners can be created utilizing oral communication acquisition amongst learners in the classroom. It is concurred that task based language teaching is especially powerful in breaking the boundaries in speaking and upgrading the speaking capability of the students when they are occupied with generally comparative genuine assignments.

The elements influencing the limitations in oral speaking aptitudes were tended to in this investigation. The viability of the assignments executed caused the learners to understand their entanglements in oral correspondence and improve their talking capability. The consequence of the present investigation demonstrated that sixty one percent of the learners had indicated impressive improvement. In the trial gathering of thirty eight students, twenty three individuals took an interest in the oral assignments with contribution. The outcomes unmistakably demonstrated that the learners got mindful of their requirements and improve their speaking abilities continuously by including them in oral open assignments.

This examination tended to one of the long continuous issues of improving the talking capability of the building graduates in the period of globalization. This trial study unequivocally demonstrates that the talking capability of the learners can be improved by contriving OCT, and it additionally draws English instructor's consideration towards their essential job of improving language capability of their students in ESL setting. At long last and maybe in particular it is proposed to embrace longitudinal investigation to get generous outcomes in future examinations. The psychological and metacognitive systems could be concocted for amending student limitations in their oral open undertakings.

Literature Review

As per Nunan (1999), the speaker needs communicative ability which incorporates linguistic capability as well as a scope of other sociolinguistic and conversational aptitudes which help him/her skill to express what to whom and when. As indicated by Krashen (1982), language acquisition is an intuitive procedure which requires important connection in the target language, which is, regular language in which speakers are concerned not with the type of their articulations yet with the messages they are passing on and understanding. Language acquirers are not generally mindful of the way that they are getting language, yet in addition mindful of the way that they are utilizing the language for correspondence.

Re-enactment can be characterized as an organized situation that mirror reality and members go about as taught. Livingstone has additionally featured this remarkable element of recreation and expressed that re-enactment is generally a critical thinking action to which students bring their very own impossible to miss characters, unmistakable encounters and feelings which includes acting naturally or another person in a genuine circumstance.

The above definitions bolster the possibility that the recreations procedure is able to building up the oral open obtaining of second language students of Telangana rural adolescent students in different schools/intermediate colleges.

Purpose of the Study

In this context, this study examines simulationas a useful technique to encourage role play activities where students could be immersed in real world environments and manipulate variables to make decisions and, in the process, acquire oral communicative competence. It allows second language learners to function in the real communicative environment.The subjects will be adolescents from schools/colleges where the learning of the second language is said to be in progress but with little focus on oral communication acquisition.

There will be significant experimentation through controlled and realistic activities to develop speaking skills. Learners will be given instructional goals and explicit opportunities to make their own contributions to the acquisition processes through simulation. These include preparing students for educational field trips, surveys, exhibitions, fairs, language labs, presentations, demonstrations and real experiments will be offered to apply their skills beyond the classroom with an authentic data.

Instructions about classroom participation is provided to learners experimentally on simulation technique to see whether the treatment can a) increase students' oral communication in class and b) lead to improve students' speaking proficiency in real situation. The objectives include to study in order to observe whether simulation effects learner's English speaking skills in second language classroom. The study aims to guide teaching and learning in real life situations to improve second language learner's oral communicative acquisition.

Research Questions

To what extent can simulations be effective in developing the speaking skills in rural adolescent learners?
How does practical context situation improvise learner's oral communicative acquisition?

Research Methodology

The target participants of the study consist of 30 – 40 students of Sudheer Reddy College Engineering College. Pre-tests were conducted to find the basic level of rural adolescent learner's oral communicative skills. The teachers' quantitative and qualitative data was analysed to find the present classroom's perception of oral communication level. Personal Interviews were conducted and students were asked to fill in the questionnaires. They helped to find the present and standard level of speaking skills in real life context. The instructor used the classroom observation technique to find whether learners participate actively in the second language learning classroom. Learner's communicative acquisition was assessed in the post test.

Tools

- Pre and Post tests
- Teacher's and Student's questionnaire
- Depth interview with a set of pre-designed questions
- Classroom observation

Benefits of the Study and Conclusion

The results of this study will highlight how simulation will help in learning second language students to communicate in real life context. They may also throw light on if the learners can acquire intonation, rhythm, stress, pronunciation, vocabulary, decision making, problem solving and spontaneity. In other words, the study is likely to show whether simulation in the classroom will improve student's interactive skills.

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