

Communication Activities with Indigenous Content for Enhancing Speaking Skills of Undergraduate Students in ESL Classroom

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Abstract

This paper aims to study and equate the oral or verbal ability of the second-year students of B.Sc., Physics and Mathematics courses of Thiagarajar College, Madurai, by using three communication activities with indigenous content and also to analyze the learners' attitude during the period. The students are exposed to a learner-centered classroom that demands communication activities. This study uses communication activities with indigenous content. It is an experimental single-group pretest and posttest design. The subjects are forty-five students of second-year Physics and Mathematics courses. The quantitative data are obtained from speaking assessments and the attitude of learners. The research instruments consist of lesson plans, an oral communication competence test and an attitude questionnaire. In addition, this paper finds that these three activities, namely the Picture Description, Description of Video Clip and Asking and Answering Questions with indigenous components, could enhance the speaking ability of the undergraduate students and their attitude towards learning speaking skills in English. This study recommends that the second language teacher should focus on activities to enrich the learners' active vocabulary by providing indigenous content for better interaction and oral competence so that the teacher can deal with the second language classroom with communication activities with the native material.

Keywords: Pre-test and post-test, Communication activities, Indigenous content, Speaking skills.

Introduction

Speaking ensures efficient communication in any language. It is essential for non-native English speakers. English is used globally as a communication medium, specifically in the virtual world. The chief objective of English Language Teaching and Learning is to prepare the students for higher education and enhance their skills in the use of English in communication. It is known that English has four language skills, namely Listening, Speaking, Reading and Writing, which have to be used in language learning and teaching. Mostly, the students do not use language in the ESL context because of their inability and lack of self-confidence, which might impede their interaction with peers and classmates. The researchers informally interacted with teachers teaching English as a second language. They provided the basis for understanding the needs of the students in

addition to personal observation of students in the ESL classroom.

In second language teaching and learning, speaking, which is the basis of communication, is the most essential skill, which involves complex mental and physical processes. ESL learners, who are expected to speak and communicate in English, often struggle to converse in English chiefly because they need to spend more time in an English-speaking milieu. Language experts and theorists opine that students can improve their speaking ability through communication activities comprising games, information gaps, jigsaw puzzles, guessing the character, role-playing and activities like picture description, asking and answering questions, memes and video description. Language activities play a crucial role in language teaching because they facilitate communication and give students a

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chance to connect and interact with their friends and classmates in the classroom. Consequently, communication activities help learners maintain a good rapport among the facilitators, learners and peers and enhance their oral competence. Oral event in the past, present, or future are some of the purposes of interaction. According to Brown, Burns and Joyce, speaking is an interactive process of constructing meaning that involves generating, receiving and processing information (1). Luoma views that Speaking forms a part of the shared social activity of talking (2). Nunan asserts that most language learners see speaking as a crucial skill in learning a second or foreign language, and their progress in learning a language is judged in terms of their success in oral communication (3).

Reluctance or the inability of the students to speak in English necessitates the motivation for them to enrich their fluency. Their unawareness of the use of English in everyday life frustrates them and they make even the slightest attempt when it is unavoidable. Hence, the guidance of language teacher to improve their speaking skills is necessary. The time constraint and pressure to complete the syllabus prevent the teachers from administering communication activities in the classroom, which leads to a less stimulating atmosphere for effective participation. The traditional method compels the teachers to focus on grammatical competence in the instructional setting, which restricts students' involvement in the speaking activity and offers no chance to converse in English with their classmates. So there is a need for an alternative approach. Communicative Approach or Communicative Language Teaching is the most appropriate in this context.

Communicative Language Teaching or CLT has its roots in the late 1960s. The introduction of this method posed a significant threat to the two predominant approaches that were prevalent at the time, which were the American Audio-lingual method and the British Situational Language Teaching. In line with Chomsky's criticisms of structural theories of language applied linguists and teachers began to question both approaches as merely concentrating on the expertise of structures, with mechanical practices like drilling being considered insufficient in terms of enhancing the real-life communicative proficiency of language learner (4). This prompted applied linguists to distillate (concentrate) on the functional and communicative potential of language, which in turn

competence is a dynamic and productive skill that organizes a message together. To be friendly, to engage in something, to respond to others, to share our experiences, to exchange ideas, and to explain an action or an highlighted the question of how to make the linguistic knowledge of learners fluent with their actual communicative performance using a new approach.

Wilkins was a forerunner in this area and is considered to be one of its most important exponents. He spotlighted the importance of comprehending the underlying meaning systems in communicative language use. In addition, he distinguished between the two types of meanings by comparing and contrasting the similarities and differences between them; they were notional categories (time, location, sequence, frequency, etc.) and communicative functions (requests, offers, complaints, etc). His work, which was published in 1976 under the title *Notional Syllabuses*, was considered and recognised as a significant support to the growth of CLT (5).

Working on the theoretical perspective of a communicative or functional approach escalated on the theoretical ground proposed by Wilkins, in collaboration with other experts such as Widdowson, Candlin, Brumfit, Christopher Amala Dason and Littlewood, and this work was largely acknowledged by theorists, teachers, textbook writers, and curriculum designers. The immediate acceptance of this work had a significant impact on the ELT profession all over the world. As a result of this, the various strategies and methods together are known as Communicative Approach (Richards and Rodgers) (6).

According to Brown, CLT is a practical approach because of its goals, characteristics, and principles. CLT has two primary objectives, which are CC reinforcement and authenticity and his definition of CLT is "an approach to language teaching methodology that emphasises authenticity, interaction, student-centred learning, task based activities, and communication for the real world, meaningful purposes. He stated that the ultimate aims of a CLT classroom are centred on the communicative components and involving the learners in the pragmatic, genuine, functional use of language for meaningful purposes (7). However, it is essential to reiterate that the concept of authenticity now includes two layers of connotations. Firstly, authenticity refers to the

capability of learners to produce language that is both linguistically and socially acceptable. Second, it refers to the authenticity of the activities that are planned out as well as the supplementary resources that are utilised in a CLT classroom (Canale and Swain) in order to acquaint students with scenarios of real-life communication that they are learning (8). Importantly, it should be highlighted that "authenticity" (9) is a relative concept, as mentioned by Kramsch and Sullivan: What is authentic to native speakers of English might not be authentic to non-native speakers.

Studying English should enable the learner to apply it in all aspects of life. As English is found to be the spoken language in the nook and corner of India, it has to be taught as FL in all schools. The aim of teaching English (FL) in Indian schools is to inculcate English in non-English speakers so as to make them masters and users of flawless English. As the fundamental goal of teaching English is to make the learners effective users of conversational English at an international level, the instructors must remember that speaking should be mandatory in second language learning and teaching. For this, CLT is identified as one of the best approaches in the ESL context. CLT, communication activities and tasks enable the learners to attain mastery over a second language.

As the activity-based or task-based approach, CLT makes the classroom learner-centered and not teacher-centered. The students are enthusiastically involved in language learning. Moreover, the Communicative Approach aims to develop the communicative proficiency of the learners. Activity-Based Language Teaching has been widely practiced in yet another approach, namely Community Language Learning, which includes both cooperative language learning and collaborative learning of CLT and demands learners' participation rather than the teachers' dominance in the classroom. So, this is a modest attempt to explore whether conducting communication activities with indigenous content can improve UG course students' speaking skills.

Acquisition of skills in a Second Language will be made easier if content of the communicative activities has native content. The indigenous content motivates the learning of the target language with much energy and enthusiasm. The use of communication activities with native essence can enhance students' language skills and promote language learning in the classroom, as confirmed by

linguists, theorists and anthropologists who assert that the local or cultural context influences communicative competence. Undoubtedly, indigenous or cultural ideas prompt language learning in learners. The participants eagerly describe the native or regional pictures, videos, photographs and persons. Communication activities performed with the help of the indigenous content are found fruitful as the students are actively engaged in language learning.

The indigenous content with communication activities positively influences the interest of learners' speaking ability in English in the ESL environment. This study attempts to establish that communication activities like native picture descriptions, native content videos and asking and answering questions help the learners acquire speaking skills in the second language. As the real-life situation and the native or cultural ideas make the students more responsive in the activities with doubled enthusiasm, and as their involvement in activities enhances their speaking skills in English, the author attempts to use this approach for the development of speaking skills of the learners.

Communication activities make every student fully involved in the teaching learning process. It substitutes the traditional way of learning the language through a tiresome listening to long lectures. Students willingly participate in meaningful activities. There is joy in learning. Most importantly students learning through activities easily overcome their shyness and reluctance. They happily interact with each other while describing a place, an event or even a picture, especially content is familiar to them. The difficulty of the learners in communication is thus much reduced.

So keeping into consideration the importance of the speaking skills in current literate society and also the result of previous research studies, the investigators are encouraged to take up the present research study and investigate the effectiveness of communication activities with indigenous content on the speaking skills of the ESL tertiary level students.

In order to narrow down the topic and to identify the gap in the research in this area earlier studies were reviewed by the researchers.

Balbina Ebong (10), in his Ph.D. thesis entitled "The Use of Indigenous Techniques of Communication in Language Learning: The Case of Cameroon," attempts to analyze the effectiveness of indigenous techniques effectiveness in language learning

through a survey of one hundred and twenty school teachers in Douala. He observes that the learners performed well in the communication activities with indigenous essence and relished taking them. Hence, the researcher recommends that indigenous content with communicative activities to be used to develop language skills.

Phuphanpet (11) examines the improvement of tertiary-level learners' oral communication in twenty samples of Samutprakan Technical College, Thailand, by using communication tasks like identifying the differences, information gap, role play, mapping dialogues and jigsaw games. Thirty-four hours of teaching the lesson led the researchers to find that the learners' oral communication in English was significantly different at the .01 level.

Kalanithi in 2006 evaluates the effectiveness of the CLT method in Part II of the English classroom of G. T. N. Arts College, Dindigul, M.K.U. Evening College, Dindigul, M.V.M.M. Govt. Arts College for Women, Dindigul, Rama Prabha College, Dindigul and G.R.I., Dindigul, Tamil Nadu, through the Control Group and the Experimental Group design. The researchers chose five Arts and Science Colleges from Dindigul district and selected five hundred and six subjects from among the first-year part II English classroom. He conducted a pretest to find learners' speaking ability in the initial stage and applied Traditional Language Teaching for the Control Group and Communicative Language Teaching for the Experimental Group. After the experiment, the posttests were administered to determine the gain values. The collected data were subjected to analysis of the T-test and Chi-square test. The researcher concluded that CLT would be more effective than Traditional teaching methods (12).

Susan C. Barfield and Joëlle Uzarski's (2009) thesis entitled "Integrating Indigenous Cultures into English Language Teaching" focuses on the learners' attention on interacting with the native content and culture through English language teaching (13). They suggest the implementation of cultural values and ideas through instructing English as a foreign language and further recommend that the EFL instructors incorporate indigenous artifacts and cultural components in their language classes.

Patil (2017) explored how Information and Communication Technology effectively used in the educational field to examine the potential of

computer based activities as teaching and learning tools. The researcher observed that many graduates felt getting a job was difficult because they lacked communication skills. The mixed method research was followed by the researcher. The researcher selected 200 samples from Engineering and Polytechnic colleges in Maharashtra. The researcher summed up that the students' actively participated in the computer based activities (14) and provided more freedom. So students' Listening and Speaking Skills could be improved.

Edwin (2017) investigates whether the CLT is being implemented in degree colleges of Andhra University. The researcher has selected 116 degree colleges in Visakhapatnam and 73 colleges in Vizianagaram district. It is a survey type study. The questionnaires are validated through a pilot study. The questionnaires are framed based on CLT principles. The objectives of questionnaires are conducting classroom communicative activities, using teaching and learning materials, evaluation of overall impacts on the experience of the teachers and learners. The researcher's findings of the study were Communicative Language Teaching is effectively used in colleges across Andhra University. Andhra University colleges successfully implemented CLT approach at the tertiary level (15) students.

Trang (2019) aimed at implementing Task Based Language Teaching rather than the traditional method Presentation-Practice-Production (PPP) to improve speaking skill in the Primary classrooms of Vietnam. His samples were 7 teachers and 226 students. Each classroom had around 26 - 35 students. He followed qualitative and case study methods. He used PPP in the first phase and TBLT (16) in the second phase. After the case study and classroom observations he finally concluded that there was a good improvement in speaking skill while using Communicative TBLT in the EFL primary Classrooms.

Lakhara (2019) developed a package to improve LSRW of CBSE students and to study effectiveness of the package and improvement of LSRW. The researcher administered pre-test, post-test, and nonequivalent-Groups design. He preferred 9th standard students of Ambe Vidyalaya and Manjalpur CBSE Schools in Gujarat state. His experimental and control groups samples were 43 and 40 respectively. He analysed his data in 't' test analysis. The researcher has opined that the

development of the package has upgraded 9th standard CBSE students' LSRW skills (17).

Abdisalimovich (2023) states in his study titled "Communicative Language Teaching and The System of Exercises." In his survey, he mentions that the instructors can use authentic materials and essential vocabularies (18) in the communication activities to improve the learners speaking skills.

The review enabled the researchers to get familiar with the methods, communication activities and tasks that have been concerned with developing the listening or speaking or reading or writing skills of the students. There has been no attempt to experiment with communication activities with indigenous content to develop speaking skills of tertiary level students.

On the basis of this analysis the objectives and methodology have been specified for this experiment. Further, three activities for developing communication skills have been selected: they are asking questions and answering questions with the help of pictures, description of video clip and description of pictures. All of them have indigenous content. The pictures depict local Pongal Festival, a road side eatery which makes items such as *parrota* and video clippings have short stories of local content. (The technique of using these activities is explained in the appendix). The logic behind choosing these activities is that students learn the skill of asking and answering questions, which are the important components of oral communication. The other activities will enable the learners to develop fluency in communication.

This study focuses on students enrolled in the II B.Sc. Physics and Mathematics courses for addressing the speaking problem. The objective is to enhance their oral proficiency through communication activities. These activities aim to improve learners' English speaking skills. It is anticipated that this customized study will be particularly beneficial for teachers practicing Communicative Language Teaching.

The objectives of this study are to find out whether

a) there is a positive outcome with regard to improvement of speaking skills of learners of II years B.Sc., Physics and Mathematics courses because of using three communication activities.

b) there is an improvement in speaking skills of the students of II-year B.Sc., Physics and Mathematics courses when each of the communication activities is applied.

c) there is a difference in the effectiveness of the application of three communication activities in the speaking skills between the male and female learners, rural and urban learners and English and Tamil medium learners of II-year B.Sc., Physics and Mathematics courses.

d) there is a corresponding enhancement in the interest and attitude of the learners of the II year B.Sc., Physics and Mathematics courses in learning because of the introduction of communication activities.

The research hypotheses are:

Hypothesis – 1: There is an insignificant difference between the mean scores of Pretest and Posttests in overall speaking skills.

Hypothesis – 2: There is an insignificant difference between the mean scores of Pretest and Posttests with respect to individual speaking skills.

Hypothesis – 3: There is an insignificant difference between the mean scores of Pretest and Posttests with respect to male and female, urban and rural, Tamil medium and English medium students (up to Higher secondary level).

Hypothesis – 4: There is an insignificant difference between the mean scores of Pretest and Posttest with respect to the students of II year B.Sc., Physics and Mathematics courses.

Research Methodology

This study is a single-group pretest and posttest experiment that investigates the students' speaking skills in II B.Sc., Physics, and Mathematics courses of Thiagarajar College through three communication activities with indigenous components. The sample of this single-group design study comprises forty-five students from the second-year Physics and Mathematics courses through convenience sampling. The duration of the study is three months. The independent variable is the group of three communication activities with indigenous ideas to improve learners' oral skills in English. The dependent variables are the students' speaking ability and learners' attitude towards using three communication activities with indigenous content. The following tools are used for this study: the lesson plans, pretest and posttest, an attitude questionnaire and observation of

students' performance. The pretest/posttest is designed to assess the students' performance in oral communication (the test paper is given in the appendix).

This study is based only on the primary data collected through the experiment conducted in the classroom. The attitude of the learners regarding the activities was determined through the questionnaire. It is an experimental research. So, the researchers conducted a pretest to assess the English-speaking ability of the students with the marks documented in the scoring sheet. In the remedial classes with lesson plans, the three different communication activities with indigenous content have been administered to the samples. In order to evaluate the effectiveness of the course, a

posttest was conducted, the results of which were compared with the pretest results in speaking skills. Finally, the attitude questionnaire has been analyzed.

Data Analysis

The collected data are analyzed using SPSS software to find out the difference between the pretest and posttest of the means scores. The analysis is explained hereunder:

Objective: 1

To study the effectiveness of three communication activities on II-year B.Sc., Physics and Mathematics learners' English speaking skills.

Table 1: T- Test results comparing the mean scores of Pre and Posttests in overall Speaking Skills

Test	N	Mean	S.D	df	t-value	Sign. level
Pretest	45	30.76	9.719	44	-16.244	.000
Posttest	45	51.62	9.521			

Source: Computed from Primary Data

Observation

From table.1 it is observed that the average scores of the pretest were 30.76, while those of the posttest were 51.62, with concomitant standard deviations of 9.719 and 9.521 respectively. The t-value ($t= 16.244$, $df=44$) exceeds the table value at the 0.01% confidence level, it is concluded that the posttest mean score of communication skills is higher than that of the pretest.

The presented evidence suggests the rejection of null hypothesis and hence it is concluded that there exists a significant difference between the mean scores of Pretest and Posttests in overall speaking skills. The aforementioned posttest mean score 51.62 indicates that there is an improvement in students' speaking skills in the ESL Part II English classroom mainly because of the indigenous content of the three communication activities (Table 1).

Table 2: T-test results on activity wise comparison of Pretest and Posttest mean scores in overall Speaking Skills

Speaking skills	Tests	N	Mean	S.D	df	t value	Sign. level
Activity 1: Asking and Answering Questions	Pretest	45	10.2	3.422	44	-13.904	.000
	Posttest	45	16.58	3.361			
Activity 2: Picture Description	Pretest	45	10.73	3.319	44	-15.674	.000
	Posttest	45	18.44	2.966			
Activity 3: Description of Video Clip	Pretest	45	9.82	3.762	44	-12.957	.000
	Posttest	45	16.60	3.726			

Source: Computed from Primary Data

Observation

The above table illustrates that the posttest mean scores are higher than those of the pretest with

respect to Asking and Answering Questions, Picture Description and Video Description as their respective scores are 16.58, 18.44, and 16.60 and

the standard deviations are 3.361, 2.966 and 3.726 respectively. The t- value ($t= 15.674$, $t= 13.904$, $t= 12.957$, $df= 44$) is also in favor of posttest. The posttest mean scores of three activities are higher than the table value at 0.01 level of significance. Hence, it is concluded that there is a notable difference between the mean scores of the pretest and the posttest in overall speaking skills.

Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It is found that the mean scores of individual activities of the

posttest are higher than those of the pretest. The scores clearly show that individual activity with native content has enriched the overall speaking skills of Part II English Students of UG courses in ESL Context (Table 2).

Objective: 2

To study the effectiveness of individual communication activities of II-year B.Sc., Physics and Mathematics learners' speaking skills.

Table 3: T-test results comparing the Mean Scores of Pretest and Posttest in individual Speaking Skills in Vocabulary, Content, Interaction, Fluency and Overall Performance

Speaking skills	Group	N	Mean	S.D	df	t value	Sign. level
Vocabulary	Pretest	45	2.0074	.68346	44	-14.108	.000
	Posttest	45	3.3037	.66977			
Content	Pretest	45	1.9852	.67028	44	-14.360	.000
	Posttest	45	3.4074	.62720			
Interaction	Pretest	45	2.0148	.70695	44	-15.303	.000
	Posttest	45	3.4296	.67653			
Fluency	Pretest	45	2.0444	.67644	44	-15.958	.000
	Posttest	45	3.4889	.66515			
Overall Performance	Pretest	45	2.2000	.66818	44	-16.594	.000
	Posttest	45	3.6370	.58527			

Source: Computed from Primary Data

Observation

Table illustrates that the mean scores of the pretest and the posttest of speaking skills with respect to 'Vocabulary' are 2.0074 and 3.3037 respectively. The standard deviations are .68346 and .66977 respectively and the calculated t-value is 14.108. That means that, the posttest mean score exceeds the pretest on Vocabulary Improvement. For content, the mean scores of pretest and posttest are 1.9852 and 3.4074 respectively. The standard deviations are .67028 and .62720 respectively and the calculated t-value is 14.360 which shows that the posttest mean score is higher than that of the pretest on Content. The mean scores for Interaction are 2.0148 and 3.4296. The standard deviations are .70695 and .67653 and the calculated t-value is 15.303. It indicates that the pretest mean score is lower than the posttest on Interaction. The mean scores for Fluency are 2.0444 and 3.4889 respectively. The standard deviations are .67644 and .66515 respectively and the calculated t-value is 15.958. Thus it is found that

there is a significant difference between the mean scores before and after intervention on Fluency.

The Overall Performance of the students' mean score of the posttest is greater than that of the pretest at 0.01 significance level. Hence, it is concluded that all the communication activities with native essence influence the students' oral communication with the support of Vocabulary, Content, Interaction, Fluency and Overall Performance. The alternative hypothesis, which states that there is a significant difference between the mean scores of the Pretest and Posttest with respect to individuals' speaking abilities is accepted (Table 3).

Objective: 3

To compare the effectiveness of three communication activities on the speaking skills between male and female, urban and rural, Tamil medium and English medium and Physics and Mathematics students

Table 4: Speaking Skills of Students Variable View

S.No	Variable	N	Pretest		Posttest		t value	Sign. level
			Mean	S.D	Mean	S.D		
1	Rural	22	29.05	9.317	48.82	11.807	-20.052	.000
	Urban	23	32.39	10.017	54.30	5.732		
2	Tamil	29	32.10	10.199	52.62	9.959	-18.784	.000
	English	16	28.31	8.546	49.81	8.681		
3	Male	25	27.16	7.449	49.36	10.078	-19.282	.000
	Female	20	35.25	10.508	54.45	8.153		
4	Physics	22	29.18	9.738	49.14	7.402	-20.052	.000
	Maths	23	32.26	9.673	54.00	10.812		

Source: Computed from Primary Data

Observation

From the table, it is evident that there is a wide gap in the speaking skills between Urban and Rural, Tamil medium and English medium and male and female students as found from pre and posttest mean scores. The null hypothesis that students' speaking abilities have not improved is therefore rejected at the 1% level of significance because P value is less than 0.01. Hence, it is concluded that with regard to all the communication activities with native extract influence the students' oral competence as shown by the students' posttest

mean scores are higher than those of the pretest. The table 4 shows gender wise comparison of students' speaking skills improvement which empirically proves that the posttest mean scores of Mathematics students' communicative competence is slightly higher than that of the Physics students with support of three activities with indigenous essence (Table 4).

Objective: 4

To study the learners' attitude of II-year B.Sc., Physics and Mathematics students towards learning communication activities with indigenous content

Table 5: Learners' Attitude towards Learning Communication Activities with Indigenous Content

Reaction of the students' Questions	SA	A	N	D	SD	N	Mean Rank
Interesting	42	1	1	1	0	45	6.08
Fun and Enjoyable	42	1	1	1	0	45	6.08
Content and Topic clarity	42	1	1	1	0	45	6.06
Picture	40	2	1	1	1	45	5.89
Challenging	1	1	1	2	40	45	1.19
Purpose	40	3	0	1	1	45	5.87
Confidence	42	1	1	1	0	45	6.08
Motivated	41	2	1	1	0	45	6.01
Appropriate	40	2	1	1	1	45	5.89

Source: Computed from Primary Data

*SA-Strongly Agree, *A-Agree, *N-Neutral, *D-Disagree, *SD-Strongly Disagree

Observation

It is observed from table 5 that 42 out of 45 sample learners have strongly agreed that the communication activities with indigenous content

are 'interesting and fun and enjoyable' while an identical number strongly agreed that the 'content and topic' of the course suit their needs. They are closely followed by 41/45 who strongly agreed that

they were 'motivated' by course and who 40/45 strongly agreed with 'clarity', 'picture' and 'appropriateness' of the activities. 40 out of 45 samples, however, strongly disagree that the activities are challenging (Table 5).

Results and Discussion

The findings reveal that the activity-based communicative approach is highly effective in boosting the students' overall speaking ability as the students are given communication activities that are transactional or interactive. The posttest performance establishes that there is an enhancement in their confidence level of tasks, which results in an improvement in fluency and spontaneity. As the teaching style is primarily cognitive, the students are immersed in a series of communication activities throughout the course. Consequently, this strategy assists the students in practicing a variety of processes and cognitive approaches through the task activities that lead to the improvement of their speaking skills. The study demonstrates that the mean scores of individual activities of the posttest are higher than those of the pretest which clearly shows that individual activity with native content has enriched the overall speaking skills of Part II English Students of UG courses in ESL Context. The study reveals that all the communication activities with native essence has influenced the students' oral communication with sub skills of Vocabulary, Content, Interaction, Fluency and Overall Performance. The research study exposes that female, urban and English medium students' speaking skills has improved which empirically proves that the posttest mean scores of Mathematics students' communicative competence is slightly higher than that of the Physics students with support of three activities with indigenous essence. Further, the learners' attitude towards improving speaking skills through communication activities with indigenous extract in Part II English classroom remains sound. Therefore, it is concluded that the Pretest mean score of 30.76 is lower than the Posttest mean score of 51.62, which indicates that the activities with native essence develop the learners' English-speaking skills.

Conclusion

On the basis of the findings of the study, the following recommendations are offered, which, if implemented, would benefit all the stakeholders:

- a) Part II English teachers may design and effectively use various communication activities with local content to enrich the learners' English speaking ability so as to kindle the learners' interest in learning the second language.
- b) The students in the classroom can be in small groups in pairs so as to help them progress in second language learning.
- c) The ESL classroom should be learner-centric, and the teacher should be an attentive listener and facilitator. As a passive participant, the teacher can create a better learning platform to ensure the students' active participation. This participation makes the learners interact with peer pairs and escalates the learners' interest in learning speaking skills in English.
- d) The second language teacher may focus on activities to improve the learners' vocabulary and provide indigenous content for better interaction and oral competence.
- e) The teachers can engage the second language classroom with communication activities with the part II English students.

Abbreviation

Bachelor of Science (B.Sc.)
 Central Board Secondary Education (CBSE)
 Communicative Language Teaching (CLT)
 English as a Foreign Language (EFL)
 English as a Second Language (ESL)
 Gandhi Gram Rural Institute (GRI)
 Listening, Speaking, Reading and Writing (LSRW)
 Madurai Kamaraj University (MKU)
 Philosophy in English (Ph.D)
 Presentation-Practice-Production (PPP)
 Statistical Package for the Social Sciences (SPSS)
 Task Based Language Teaching (TBLT)

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Author's contributions

Main Author and Corresponding Author: Dinesh Kumar S. Conceptualization and Pilot Study: Bharathi S. Methodology and Data analysis: Anand BR. Questionnaire Collection: Pradeepa K. Pilot Study: Gnanaraj S. Final Editing and supporting to conduct Experiment: Sasi Devi D.

Conflict of interest

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