

## **“Role of Nai Talim Experiential Learning in developing Speaking skills in English among V Class children studying in the regional medium Primary Schools”**

**1.Dr. H. SUBHRAMANYAM**

Assistant Professor

Department of Education

Dr. B.R.Ambedkar University Srikakulam

Etcherla – 532 410. A.P.India

Email.Id: subbuedu@rediffmail.com

**H.Seshagiri**

Assistant Professor of English

Sri Venkateswara college of Engineering and Technology

Etcherla – 532 410. A.P.India.

Email id.girienglish99@gmail.com

### **ABSTRACT**

In a short period of time, English displaced other languages and became one of the leading means of communication worldwide. Its domination continues to extend. The modern world of media, mass communication and Internet demand good knowledge of English, especially of spoken English..

Listening and speaking are the two basic skills of language learning. These skills pave path for developing the other two skills, viz., Reading and Writing.

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. It has been noticed that most of the students in primary schools do not possess the requisite competencies in their speaking skills. For Primary Level Teaching, the question of how to increase communicative competence tends to be the most crucial one. It has been noticed that most of the students at Primary level do not possess the requisite competencies in their speaking skills. This necessitated for taking up the present study.

Most of the traditional methods of teaching found futile to develop speaking skills in English among the primary school students. Language learning is a skill just like any other skill. One can get a language, only when one experiences it. Nai Talim Experiential Learning is a reaction against the traditional methods of teaching such as the Chalk and Talk method, the Translation method etc. The researcher thought of implementing the method of Nai Talim Experiential Learning in developing speaking skills in English among primary school children. This necessitated for taking up the present study.

**Keywords:** Speaking skills, communicative competence, traditional methods, Nai Talim Experiential Learning

### **DETAILED REPORT OF THE ACTION RESEARCH PROJECT**

#### **1. INTRODUCTION**

Teaching English as a second language to beginners is full of challenges. What is more challenging is teaching the language to very young learners whose command of the first language is still very tender. A more daunting task is to enable them to use the language orally and also in writing. Since the English language is taught only as a subject in school, exposure to the language for many children is very limited. The low proficiency exhibited by many students in secondary schools and in some cases at the tertiary level may be caused by the development of the language at the primary school level. Speaking is the most important skill among the four language skills, viz., listening speaking, reading and writing. People who know a certain language are considered speakers of the language. However, the speaking skill seems to be problematic for many students at primary school level. This has been attested to by many research studies that students scored distinctions in the written English Language paper but failed at interviews conducted for them for various purposes. The use of English for oral communication appears to be difficult for learners of English as a second or foreign language. For the majority of English learners, speaking is the most difficult skill to master. The problem is also intensified when there is no

support for its use outside the classroom. This point of view appears to be logical. However, there are a number of factors which can elucidate this matter.

Nai Talim Experiential Learning is an effective method of involving students actively in the process of learning. Participatory Learning and Action (PLA) has been proved a very good strategy of involving students in various activities while teaching different concepts. This is proved more appropriate in developing language skills in English among the children of primary schools. Unless they experience the language, they cannot get it easily. The researcher has taken up a study on the effective implementation of Nai Talim Experiential Learning in developing speaking skills in English among primary school children.

## **2. PROBLEM DESCRIPTION OF THE STUDY**

Listening and speaking are the two basic skills of language learning. These two skills are interdependent and complementary to each other. These skills pave path for developing the other two skills, viz., Reading and Writing. During the visit of the researcher to different regional medium primary schools located in the rural villages as a part of his field visit assigned by Dr. B.R. Ambedkar University, Srikakulam, it is identified that the students are not up to the mark in their communication skills. On further observation, it has been noticed that most of the students in these schools do not possess the requisite competencies in their speaking skills. This necessitated for taking the said topic as a problem for conducting Action research. Further, the researcher is deeply motivated by the recent Faculty Development Programme conducted by the MGNCRE, Hyderabad in the University campus whereby he is very much convinced that Nai Talim Experiential Learning would certainly help in developing speaking skills among primary school children.

## **3. REVIEW OF RELATED LITERATURE**

The researcher has gone through a number of Magazines, Journals, Research Reports, Research Articles, News papers etc. in order to have an idea of conducting Action Research on developing English speaking skills among primary school children studying in Regional medium schools.

The following are some of the research studies conducted earlier in this area:

Abdel-Rahman Al-Eiadeh (2016) conducted a study on 'Improving English Language Speaking Skills of Ajloun National University Students'. This study aimed at enhancing the oral communication skills (conversations) of ANU students. The sample of the study consisted of 20 students (12 female students and 8 male students). The researchers used random sample method. To achieve the objectives of the present study, the researchers used a semi-structured interview as an instrument for data collection. The results of this study revealed that the students of ANU faced many problems related to speaking skill, such as confusion and embarrassment. The students could not acquire speaking skills correctly at school, and faced difficulty in pronouncing certain words. The results also showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. This study also presented some of appropriate solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English etc.

Cameron, L. (2001) proposed that teaching speaking must be focussed on the real language use. For that reason, speaking as a productive skill on second language theories is considered as fundamental as the other skills when learning a language.

According to Pravamayee Samantaray (2014), using the storytelling method, learners are exposed to new vocabulary, real context, expressions and pronunciation to be used in oral production. Besides, storytelling method empowers and motivates learners to improve their speaking skill by presenting a tool that is not commonly used in Colombia in English classes.

Speaking in English teaching is referred as an interactive process of constructing meaning that involves producing, receiving and processing information [Brown, G., & Yule, G. (1983)].

Furthermore, Jack C. Richards (1990) states that the mastery of speaking skill in English is seen as a priority for many EFL learners across the world because learners often evaluate their success in language learning based on how well they have improved in their spoken language skill. Consequently, different approaches have been implemented in order to increase the performance of the speaking skill in EFL learners, especially for young learners.



**THE RESEARCHER, Dr. H.SUBHRAMANYAM INTERACTING WITH  
THE HEAD MASTER & THE SUBJECT TEACHER**

**4. OBJECTIVES OF THE STUDY:**

- (i) To develop speaking skills among the students of Primary Schools through Nai Talim Experiential Learning.
- (ii) To provide the students an opportunity for their active involvement in the teaching-learning process.
- (iii) To make the students participate in the classroom activities organized for them to acquire speaking skills.
- (iv) To allow them converse freely in English using simple sentences in order to develop in them a feeling of confidence in speaking English
- (v) To develop in the students correct speech habits in order to improve their skills of pronunciation in speaking English.
- (vi) To develop in the students the habits of using correct stress and intonation in their speech.
- (vii) To make the students use pauses wherever necessary in their speech.
- (viii) To make them speak English with modulation in their voice, wherever necessary.

**5. HYPOTHESIS OF THE STUDY:**

There is no significant difference in the performance of V class children with regard to the development of speaking skills using the traditional methods of teaching and Nai Talim Experiential Learning.



**INTRACTION WITH THE PRIMARY SCHOOL CHILDREN BY THE RESEARCHER,  
Dr. H. SUBHRAMANYAM**

## 6. STRATEGIES PLANNED TO ADDRESS THE PROBLEM:

### Action steps/Action cycles

#### Step-I:

The Researcher has conducted a pre-test to the students orally. In conducting the oral test, the researcher has taken the assistance of his colleague, Dr.M. Prabhakara Rao, a language expert working in the Department. This has provided the researcher an overview on the performance of students in getting speaking skills in English as a result of using the traditional methods of teaching English in the class. The researcher could get an understanding of the entry behavior of the students before the introduction of the new method of teaching, viz., Nai Talim Experiential Learning. The class teacher, Sri Bagadi Phalguna Rao, who has been teaching English for the V class children over the past several years, has also been involved in the process in order to make him understand the new strategies of Experiential learning so that it would be possible for him to implement such strategies at a later stage in his classroom.

#### Step-II:

The Researcher has taught English language to the students for 10 days keeping an eye on developing speaking skills among them following the concept of 'Nai Talim Experiential Learning'. Here the researcher involved the students participate actively in the teaching-learning process. He developed a good number of teaching strategies using Nai Talim Experiential Learning in order to make the students acquire the speaking skills. He made the students involve in the activities and allowed them to experience the language. He followed 'MAP' (Motivate, Activate and Participate) formula to develop Speaking skills among the students.

The researcher remained a role model to his students in motivating them. He remained a friend to the pupils in the class; but not a philosopher. He always patted them on their back using phrases such as 'Well done.', 'It is a good attempt.' etc. He used different strategies that did not threaten them and created a learner friendly atmosphere in the classroom. The researcher has created conducive environment for students to speak and discuss topics and issues. He suggested some topics for discussion. He mingled with his students and participated in activities such as group discussions, role play, simulation, story telling, story completion, interviews etc.

#### Step-III:

The teacher has conducted a post-test to the students orally to know their performance in speaking skills. Here he has utilized the expertise of his colleague, who is a language expert in conducting the test.

#### Step-IV:

The results of the pre-test and the post-test are compared for purpose of knowing the impact of NaiTalim Experiential Learning in developing speaking skills among the primary school students.

#### Step-V:

The researcher has arrived at findings and drawn conclusions on taking up the analysis and interpretation of the test scores.

## 7. IMPLEMENTATION OF RESEARCH STEPS

### Sample :

(i) Size of the Sample:

30 students (arranged in 5 groups, each group consisting of 6 students) studying V class in M.P. Primary School, S.M. Puram village, EtcherlaMandal of Srikakulam district in Andhra Pradesh.

(ii) Sampling Method:

Purposive sampling.

(iii) Time frame:

Day 1 – 2 : Interaction with the teacher teaching English for V class students.

Day 3 – 5 : Preparation and Execution of pre-test (Oral) to know the entry behavior of the students in the acquisition of speaking skills.

Day 6 – 20 : Using different strategies of Nai Talim Experiential Learning by the Researcher to develop speaking skills among the children.

Day 21 – 23: Preparation and Execution of post-test (Oral) to know the exit behavior of the students in the acquisition of speaking skills on teaching the lessons using Experiential Learning.

Day 24 – 25: Comparing the performance of the students in the pre-test and the post-test with the help of statistical computations such as Mean, Standard Deviation etc.



### **THE RESEARCHER CONDUCTED ACTIVITIES FOR IMPROVING SPEAKING SKILLS**



### **THE RESEARCHER CONDUCTED ACTIVITIES FOR IMPROVING SPEAKING SKILLS**

#### **8. PROCESS OF IMPLEMENTATION OF ACTION RESEARCH**

The Researcher has taught English language to the students for 15 days keeping an eye on developing speaking skills among them following the concept of 'NaiTalim Experiential Learning'. Here the researcher involved the students participate actively in the teaching-learning process. He developed a good number of teaching strategies using NaiTalim Experiential Learning in order to make the students acquire the speaking skills. He made the students involve in the activities and allowed them to experience the language.

#### **9. STRATEGIES USED / TASKS PLANNED FOR IMPLEMENTATION TO IMPROVE SPEAKING SKILLS:**

The following are some of the strategies used in the classroom in order to develop in the children the necessary speaking skills:

During the teaching learning process, the researcher has used the following strategies:

1. Used relevant and meaningful contexts for teaching new linguistic elements. The context included pictures and objects.
2. Taken up a lot of repetition of the structures taught.
3. Comprehensible inputs have been provided to the students in order to make them understand the linguistic elements easily.
4. Followed scaffolding procedures in the lessons, beginning with controlled activities, then guided, followed by more independent work.

5. The amount of new items taught by the researcher was most reasonable for each lesson. They were not too much nor too little for learning in the lesson.
6. A variety of techniques were used by the researcher to make the language comprehensible to the pupils. The technique included the use of the children's mother tongue.
7. The researcher has provided encouraging remarks when the pupils in the class made correct responses.
8. The researcher has taken up monitoring of pupils' work during practice activities.

**Activities planned and implemented in the classroom in order to develop speaking skills among the students:**

**(i) Speaking about oneself (in the preparatory stage)**

The students are asked to say about themselves, i.e. to give some of their personal details like their names, age, class in which they are in, their hobbies and so on in order to develop in them confidence in speaking.

**(ii) Group discussion**

The students are divided into 5 groups, each group consisting of 6 students.

They are asked to discuss among themselves on various topics prescribed.

These conversations were observed by the researcher under participatory observation. The English teacher of the class has also participated in these discussions.

**(iii) Use of minimal pairs**

The students are asked to speak words which have similar phonemes.

Example: tin, din  
fun, bun  
kill, bill

**(iv) Oral and Chain drill**

The students are given practice in using chain drills in order to develop in them the necessary speaking skills. Different groups are encouraged to take up chain drills group wise.

**(v) Role Play**

Role play is one of the most useful techniques of developing speaking skills among the primary school children. The researcher has asked the students to play different roles such as a teacher, a student, a doctor, a nurse, a lawyer, a policeman, etc., The students have pretended as if they are in the said positions and had a conversation with the other members in the group. This activity developed interest in them and helped them speak with confidence.

**(vi) Simulations**

Simulations are very similar to role-plays but what makes simulations different from role plays is that they are more elaborate in nature. In simulations, students can bring certain items to the class in order to create a realistic environment. The researcher has asked the students to bring some instrument or the other suitable to the role they are going to play the next day in the class.

**(vii) Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Keeping these advantages in view, the researcher made the student groups converse among themselves under the supervision of the English teacher in the class.

**(viii) Storytelling**

Students in primary schools normally take interest in stories. They can narrate a tale or a story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express their ideas freely in the spoken form of language. Students also can tell riddles or jokes. Taking these advantages into consideration, the researcher initiated story telling activity in the class narrating a story to different groups of students. Then he allowed the students to



narrate stories of their choice. Here, the researcher did not take into account simple grammatical errors committed by the students in their narration, as his attention is on the student competencies in speaking skills.

**(ix) Interviews**

Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside; and helps them in the process of socialization.

The researcher allowed the students to interview the teachers working in other schools; and present before other students in the classroom the salient points of their interviews.

**(x) Reporting**

Before coming to class, the students are asked by the researcher to read a newspaper or a magazine and, in class, they are asked to report to their friends what they find as the most interesting news. Students also shared with their friends their own experiences in their daily lives.

## 10. EVALUATING THE RESULTS OF ACTION RESEARCH

(i) Method(s) of Research:

- (a) Nai Talim Experiential Learning; and
- (b) Participatory Learning and Action (PLA)

(ii) Tools used for the study:

- Performance tests (Oral)
- Participatory observation tool (Oral)

(iii) Analysis and interpretation of data:

The results of the pre-test and post-test have been obtained. The data has been analyzed and interpreted using simple statistical techniques like Arithmetic Mean, Standard Deviation and Correlations.

(iv) Evidences to support findings:

Photographs are taken while interacting with the teachers, dividing students into groups, involving students in activities, performing actions by the students etc.

## 11. FINDINGS OF THE ACTION RESEARCH

The performance of the students has been estimated through pre-test and post-test conducted orally by the subject expert in English Language Teaching through participatory observation.

A lot of improvement has been observed in their performance after teaching them speaking skills using Nai Talim Experiential Learning. This has been noticed by the subject expert after taking into consideration the differences in the performance of students in the pre-test and post-test.

Though the teacher has taken up all the activities relating to the development of speaking skills as prescribed in the text books and the text books have been prepared excellently by language experts to develop language skills among the students, the students of the primary schools are not up to the mark in their speaking skills due to their rural background in which they do not get opportunities to speak in English. Further, teaching English requires specially trained teachers in the language concerned. But today, in most of the schools, we do not find such teachers with specialized training to teach a language like English in the regional medium primary schools.

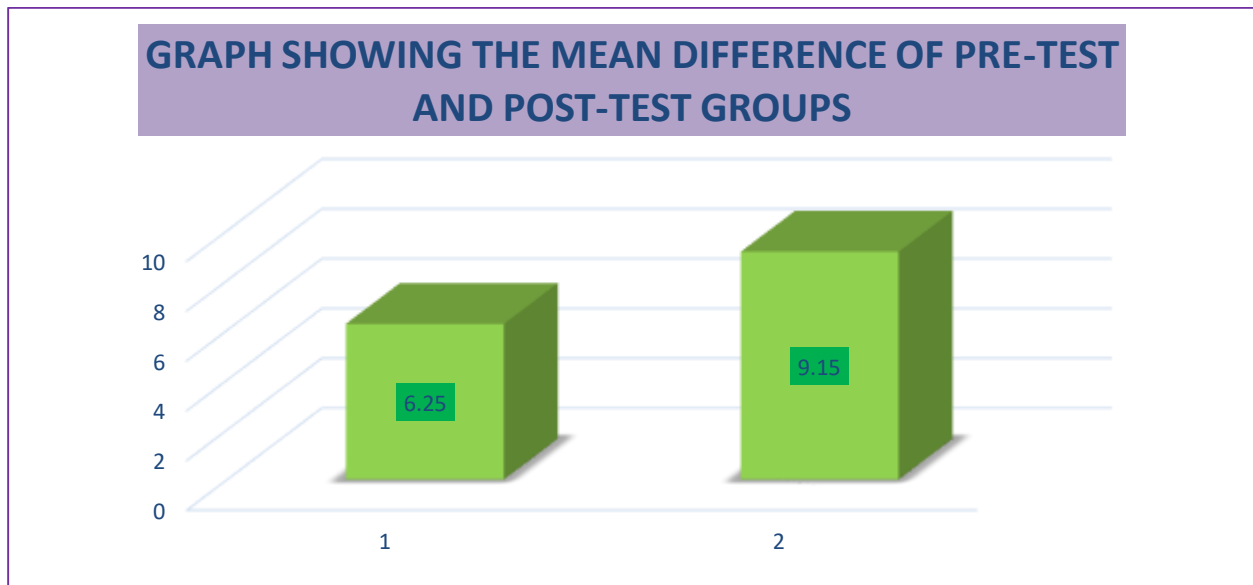
### TABLE SHOWING THE DIFFERENCES BETWEEN TWO MEAN GROUPS OF PRE-TEST AND POST-TEST SCORES ON THEIR SKILL OF SPEAKING

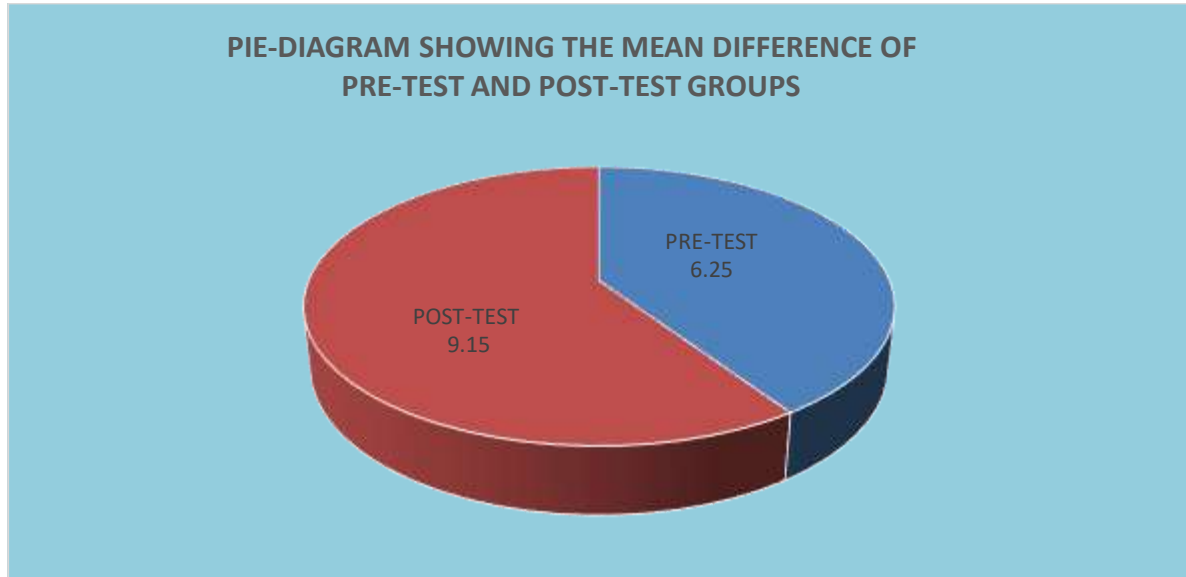
	N	Mean (M)	Standard Deviation (S.D.)	t- value
Pre-test	30	6.25	2.44	11.15*
Post-test	30	9.15	1.38	

\* Significant at 0.05 and 0.01 levels

The mean score value for post-test (9.15) is higher than that of the pre-test (6.25). This indicates clearly that the performance of students is better in the post-test as compared to the pre-test. Hence, it is concluded that there is a lot of improvement in their performance due to the implementation of Nai Talim Experienced Learning.

As above Table Values, t-Test value (11.15) is higher than that of the actual t-Table value (2.00 & 2.66) at both levels of significance, 0.05 and 0.01. So, hypothesis is rejected at both levels and also alternative hypothesis (Nai Talim Experiential Learning) is accepted at both levels. There is a significant difference between the scores of pre-test and post-test groups at both levels. Hence, the Nai Talim Experiential Learning is proved more effective in developing speaking skills among the children studying in the regional medium primary schools.





## 12. SUGGESTION FOR FURTHER RESEARCH

The present study has revealed that speaking skills can best be developed among primary school children following the principles of Nai Talim Experiential Learning.

A similar study can be conducted in teaching other school subjects like Mathematics, Environmental Sciences, Social Sciences etc. using Nai Talim Experiential Learning. Further, a similar study can also be conducted among III and IV Grade children.

## 13. ARRANGEMENT FOR DISSEMINATION OF THE FINDINGS:

The findings of the study will be sent to the Mandal Educational Officer and the District Educational Officer with a request for inclusion of Experiential Learning in the school curriculum at Primary school level in developing language skills among the students.

Further, it is suggested to conduct Faculty Development Programmes for Primary School Teachers on transacting curriculum using Nai Talim Experiential Learning.

## 14. REFERENCES

1. Abdel-Rahman Al- Eiadeh (2016) 'Improving English Language Speaking Skills of Ajloun National University Students'. International Journal of English and Education, ISSN: 2278-4012 Volume:5, Issue:3, July 2016.
2. Brown, G., & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
3. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
4. Carnegie, D. (1962). *The quick and easy way to effective speaking*. New York: Associated press (pp.31-32).
5. Chomsky, N. (1986). *Knowledge of language: Its origin, nature and use*. Westport: Greenwood.
6. Jack C. Richards (1990) *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.
7. Pravamayee Samantaray (2014) *Use of Story telling Method to develop spoken English skill*. International Journal of Language and Linguistics, Vol.1, No.1, June, 2014
8. Douglas Allen (2008) - *The Philosophy of Mahatma Gandhi for the twenty-first century*. Oxford University Press, New Delhi.
9. Thomas Vithayathil (2004) - *Mahatma Gandhi and promotion of Human Rights*. Mar Louis Arts and Books Centre, Cochin
10. Ramakant Shukla (2002) - *Gandhian Philosophy of Education*. Sublime Publications, Jaipur.

11. Bhikhu Parekh (1997) – Gandhi: Oxford University Press. Oxford [5] Romaine Rolland(1924) - Mahatma Gandhi: The man who become one with the universal being. Srishti Publishers and Distributions, New Delhi
12. Prashant Thote and Gowri. S (2020), A Study of Teaching Gandhiji's Value Education on Developing Positive Discipline Among Students, Review of Research.