



# EFFECTIVENESS OF COMMUNICATIVE STRATEGY IN SPOKEN ENGLISH

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*Abstract:* As time changes the power of perception with comprehension, readiness to absorb with interest and the measure of receptivity of the students change. The method of instruction should also keep pace with, and get modified for, the fast changing aptitude and attitude of the students. We are in the age of communication. Business advertisements, propaganda for election, marriage alliance and business transactions are finalized by speaking, even though the party spoken to, is not near. Since cell phone has become an indispensable necessity, “Spoken English” is considered a highly demanded subject. Spoken English, being conversational English, conversational method using conversational texts is the suitable strategy to enhance its utility. English becomes part and parcel of communication in the present scenario. Against this background an attempt is made to investigate the effectiveness of communicative strategy in spoken English among college students.

**Keywords:** Spoken English, Communicative Strategy, Effectiveness.

## Introduction

Spoken form is the life of a language. Spoken English requires simultaneous presence of both the speaker and the listener. It is impossible to resist the urge for expressing the new thoughts and ideas, which make sudden flashes, to others. It is the birth of communication. To the family members and friends it can be expressed in spoken form. To those living in remote places or those of later generations, written communication is the only means.

English, being the international language, growing every moment, it is significant to find new methods, techniques and approaches to enhance spoken English. How far communicative strategy is applicable to instruct and enhance spoken English is discussed here. Dramas, novels and short stories are important communicative media where spoken English occupies a dominating position. Dailies and magazines come out successful in the intense competition of conveying messages to the current public, applying the attractive methods of spoken form of communication which is a vast field comprising not only the spoken language but also other written materials like documents, books, letters and CD – both audio and video.

Spoken English is the highly preferred spoken language. Teaching spoken English is a highly demanding and highly profitable profession. There are different sorts, stages and states of communicative methods as many as suitable to the conditions, situations, positions and circumstances. The tone, modulation, accent, stress and vocabulary will take different forms according to the emotions and expressions of various types of spoken English like monologue or soliloquy; dialogue or conversation; counselling or suggesting; comforting or consoling; pleading or arguing; preaching or orating; making enquiries or seeking opinions bursting into emotions or feeling astonishment; making statements or asking questions; compeering or guiding and exchanging of views and news. All these types of expressions cannot be correctly taught by the traditional method.

From the fact that majority of students even at college level lack in communicative skills without acquiring proficiency in English, we find the necessity of devising a suitable strategy. In order to develop communication skills, various methods have been tried out by researchers at different levels. Audio visual aids were emphasized by George (1997) and Sethi (1976); Video cassettes by Sylvester (1992) and Kumaravel (1988); use of T.V. by Naik (1979); Computer assisted instruction programmes by Michael (1994); T.V. News reports by Mackenzie (1997); newspaper cuttings by Dycus (1996); Television commercials and short documentaries by Roy (1998); Interactive story telling with the help of cartoon strips by Gerngross (1998) and short humorous passages by Thiagaraju (1997). The improvement achieved in all the above methods are not upto our expectations. So research should be carried out to apply conversational method as a suitable communicative approach to enhance spoken English.

Some teachers who are strong supporters as well as staunch believers in the methods like Translation method, Direct method, Structural method of approach, Bilingual method, Audio-lingual method etc. cannot be persuaded to follow a new method or start a new approach. Our new method or approach should be useful to higher standard students or college students to communicate easily and exactly their ideas in written or spoken form. This communicative approach should be interesting and entertaining to the students who get familiarized with different language functions unconsciously. If their prose lessons are taught after converting them into conversational form comprising all language functions, the students get improvement in expressing their views, ideas and urges without any difficulty, because all kinds of spoken forms needed, at all situations and by all characters enter into the brain as a child's play. Teachers having literacy command can prepare their own teaching materials converting all types of subject matter viz prose, poetry, advertisement, T.V. message and telegraphic message into conversational pattern. After teaching the exact pronunciation, the students can be asked to act in the short plays taking different roles. They will then easily obtain the skill in spoken English and acquire all kinds of basic knowledge spontaneously.

The students indirectly understand when and how to increase or decrease the tone, at which syllable the stress should be given and how to apply voice modulation. Also they pick up the universal English accent though not the exact British accent.

### **Objectives of the study**

1. To find out the various forms of spoken English as required on various situations and circumstances.
2. To find out the effectiveness of the other strategies to improve spoken English.
3. To find out how far communicative strategy is effective in enhancing spoken English.
4. To find out the significant difference between students of English medium and their counterparts studying in other media, between rural and urban students, between students of professional college and those of other colleges, between students preparing for public recruitment and those aiming for private jobs.

### **Hypotheses**

1. There is significant difference between English medium students and those of other media when other strategies (traditional methods) are followed.
2. There is no significant difference between English medium students and their counterparts when communicative strategy (experimental method) is applied.
3. There is significant difference between urban students and rural students when other strategies are followed.
4. There is no significant difference between urban students and rural students when communicative strategy is applied.

## Procedure

Passage selected to be rendered in conversational form: **“Situations Vacant”**: **Engg. / Prodn. / Technical** Civil Engineers wanted. Civil engineers with B.E. or B.Arch. qualification with minimum 10 years experience in constructing individual houses and apartments are required for a construction company based at Mayiladuthurai. Apply with bio-data to “Ramachandra Constructions, Ayyarappar Keezha Veethi, Mayiladuthurai”.

Father: Have you noticed the “Situation Vacant” column in our Newspaper?

Son: Sorry dad, you’ve gone through. That’ll do. “Situation Vacant” means.....

F: Some jobs exist to be filled.

S: For what kind of profession is the ‘Ad’ given?

F: It’s for civil engineers.

S: Have you noticed the qualification required?

F: B.E. or B.Tech. in Civil Engineering or B.Arch

S: What’s the experience expected?

F: They require experience of 10 years only.

S: O.K. Then I am happy.

F: You have been working with the Flat constructors. But they expect your experience in constructing individual houses also.

S: I’ve built three beautiful houses with my own skill without any external help or guidance

F: Then you’re lucky. Apply today itself. This is the address...

S: Surely, with your blessing.

## Results and Discussion

**Table – 1: Pre-test and Post-test means scores of Control Group**

| Components of speaking skills | Pre – Test |      | Post – Test |      | Calculated t - values |
|-------------------------------|------------|------|-------------|------|-----------------------|
|                               | M          | SD   | M           | SD   |                       |
| Tone                          | 1.88       | 0.89 | 1.92        | 0.69 | 1.58                  |
| Accent                        | 1.62       | 0.75 | 1.96        | 0.95 | 1.99**                |
| Grammar                       | 1.50       | 0.68 | 2.04        | 0.86 | 3.48**                |
| Comprehension                 | 1.84       | 0.89 | 1.92        | 0.85 | 0.46                  |
| Fluency                       | 1.80       | 0.69 | 2.16        | 1.08 | 1.99**                |

\*\* Significant at 0.05 level

**Table – 2: Pre-test and Post-test means scores of Experimental Group**

| Components of speaking skills | Pre – Test |      | Post – Test |      | Calculated t - values |
|-------------------------------|------------|------|-------------|------|-----------------------|
|                               | M          | SD   | M           | SD   |                       |
| Tone                          | 1.86       | 0.90 | 5.83        | 2.78 | 9.61**                |
| Accent                        | 1.80       | 0.81 | 5.61        | 2.49 | 10.29**               |
| Grammar                       | 1.88       | 0.75 | 6.02        | 2.38 | 11.76**               |
| Comprehension                 | 1.80       | 0.69 | 5.24        | 2.19 | 11.86**               |
| Fluency                       | 1.70       | 0.89 | 5.96        | 2.97 | 9.74**                |

\*\*Significant at 0.05 level

The above tables show that the students in the experimental Group are able to improve in the different components of the speaking skills in English language after their exposure to the new strategy. The analysis thus validates the hypotheses that teaching through conversational form will improve the command over the spoken language.

Spoken English can be taught in the spoken form only. Complete spoken forms required for all situations can be provided if the subject matter is in the conversational form. So conversational approach is more effective than all the previous methods followed so far. Teacher with strong literary command, power of creativity and vast experience in teaching students – bright and powerful or dull and weak – should be entrusted with the job of converting stories, biographies, essays and philosophical matter into conversational form which alone can inject, instruct, enthuse and motivate the students to learn and improve their capacity of understanding and responding.

Dailies and T.V. channels thrive on advertisements for which the messages should be arresting, alluring and convincing and conveyed within a few seconds and a few wordings. If the delivery of ideas is in the spoken form like compeering or 'questions and answers' pattern, it will reach all. This Spoken form can be achieved if the communicative capabilities are induced and improved. Success of marketing lies in the power of communication – both written and spoken.

## Conclusion

Successful business magnets, top executives and highly salaried marketing managers possess excellent fluency of spoken language. Their choice of appropriate words and apt phrases help them to impress all and influence many. To be comfortable in elite society to collect some information from strangers, to make a request at times of danger, to reply properly when requests are made, to attend and conduct interviews, to impress friends, colleagues and superiors flawless spoken English with charming tone, accuracy in accent and stress, attraction in modulation and fluency with grammatical flavour is an essential requisite. Though in every literature some ideas, rules, morals, facts and truths are communicated, the communication is not always between characters. But in dramas and plays, the communication is between characters, thus the inter communication and instant communication increase the chances of improving the efficacy in spoken English.

The interesting part and centre of attraction in all Tamil magazines is "Question and Answers". Because the message is delivered or the points are explained in the spoken form. If spoken English can make communication easier, communicative strategy can enhance spoken English, because both are interconnected, inseparable and complementary.

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