



# Unveiling the Efficacy of Digital Literature on ESL Development: A Case Study of Middle Schoolers in India

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## Abstract

The current study focuses on highlighting the potentials of integrating digital literature towards the development of language skills among elementary school students. A short-term public speaking course was developed and administered via Google Classroom to study language proficiency and engagement. The study, set in the context of Kanpur, Lucknow, and Aligarh, India, aims to unveil the effectiveness of this pedagogical approach. By assessing pre and post-course language proficiency, observing participation levels, and obtaining feedback from both students and parents, the study seeks to provide valuable insights into the potential of digital tools in elementary education. This research not only addresses the specific context of public speaking education but also contributes to the broader discourse on leveraging digital literature for language development in elementary schools. As education paradigms evolve, the outcomes of this study offer practical guidance for educators, policymakers, and curriculum developers looking to enhance language learning experiences through innovative pedagogical approaches.

*Key words:* Public speaking; ESL; Digital Literature Integration; Language Proficiency; Student Engagement.

## 1. Introduction

Public speaking education in elementary schools has traditionally been an integral component of language development programs. However, with the advent of digital tools, there is an evolving landscape in how these skills are taught. The conventional methods of imparting public speaking skills are being augmented with innovative approaches that leverage technology.

As elementary education aims to foster holistic development, public speaking stands out as a crucial skill. Beyond its immediate application in communication, public speaking cultivates confidence, critical thinking, and effective expression—skills that extend beyond the classroom into various facets of a student's life.

Language proficiency and engagement form the bedrock of effective communication. In the context of elementary education, the significance of these elements cannot be overstated. Proficient language skills lay the foundation for academic success and future employability. Meanwhile, engagement ensures active participation, fostering a positive and dynamic learning environment.

The integration of language proficiency and engagement is particularly critical in public speaking education. Developing these skills early not only enhances academic performance but also nurtures a lifelong ability to articulate thoughts persuasively. In the globalized world, where effective communication is paramount, a focus on language proficiency and engagement in elementary education becomes imperative.

## 2. Objectives of the Research

This research aims to address the following objectives:

- 1) *Assess Language Proficiency Enhancement*: Evaluate the impact of the short-term public speaking course on the improvement of language proficiency, including vocabulary, grammar, and verbal expression.
- 2) *Examine Engagement Levels*: Analyze and observe the engagement levels of elementary students throughout the Public Speaking Express Mini-Course, considering participation and interaction metrics.
- 3) *Investigate Digital Tools Integration*: Scrutinize the effectiveness of Google Classroom integration in facilitating the delivery of the public speaking curriculum, emphasizing its contribution to engagement and language proficiency.
- 4) *Explore the Influence of Digital Literature*: Examine the role of digital literature resources in the course and their impact on language development, assessing how they contribute to engagement and comprehension.
- 5) *Provide Practical Insights*: Offer practical insights for educators, curriculum developers, and policymakers based on the research findings to optimize language learning experiences in elementary schools, specifically in the context of public speaking education in India.

## 3. Literature Review

In contemporary elementary education, the integration of digital tools has become a prevailing trend, transforming language learning methodologies. A shift from traditional to technology-driven pedagogies is evident in the educational landscape, emphasizing adaptability and inclusivity in language learning resources (Smith et al., 2020; Brown, 2017). These tools, ranging from interactive applications to online platforms, not only provide additional resources but also reshape pedagogical approaches, fostering dynamic and interactive learning environments (Blake 2007; Wang & Anderson, 2018).

The impact of technology extends beyond supplementary resources—it fundamentally alters pedagogical approaches, encouraging active student participation and independent exploration (Blake, 2007). Digital tools introduce a shift from passive to active learning, promoting critical thinking and collaborative skills among elementary students (Roberts & Miller, 2021; Cingel Bodinet, 2016).

In parallel, the significance of public speaking skills in the early development of elementary students remains a focal point in educational discourse. Early exposure to public speaking not only cultivates effective communication but also instills confidence and resilience in students (Kusumaningrum, 2016; Chen & Shire, 2011). These foundational skills serve as instrumental tools in shaping future academic and professional trajectories (Williams & Brown, 2019; Hunter et. al., 2014).

Existing models of public speaking education in elementary schools reflect a diversity of strategies. While traditional methods involve structured presentations and role-playing activities, contemporary approaches increasingly incorporate interactive and technology-enhanced elements to align with evolving student needs (Ahmadi, 2018; Creasy, 2017). Collaborative projects, experiential learning, and the integration of multimedia resources are part of the evolving landscape of public speaking education (Takac et al., 2019; Siahaan et.al., 2022).

## 4. Methodology

This research employs a case study design to meticulously examine the effectiveness of the newly developed Public Speaking Express Mini-Course tailored for elementary students in Kanpur, Lucknow, and Aligarh, India. The study delves into the integration of Google Classroom and digital literature within the course, with a focus on enhancing language proficiency and engagement.

#### 4.1. Case Study Design

- 1) *Development of the Public Speaking Express Mini-Course:* The Public Speaking Express Mini-Course was meticulously crafted for this research, incorporating interactive sessions, multimedia content, and tailored exercises to specifically address language proficiency and engagement among elementary students. The course design is centered on modern pedagogical approaches and utilizes Google Classroom as the primary platform for course facilitation.
- 2) *Integration of Google Classroom and Digital Literature:* The study closely examines the seamless integration of Google Classroom, ensuring a centralized space for communication, resource sharing, and interactive activities. Additionally, digital literature resources, including custom-developed e-documents and interactive videos, are incorporated to enrich language learning experiences.

#### 4.2. Participants

The research involves elementary school students aged 7 to 10 from Kanpur, Lucknow, and Aligarh. Eight students participated in the study. This age group is strategically chosen to assess the impact of the newly developed Public Speaking Express Mini-Course on foundational public speaking skills

#### 4.3. Data Collection Methods

- 1) *Pre and Post-Assessments:* A performa was developed to assess language proficiency and measure vocabulary, grammar, and verbal expression of the learners before and after the program (see Appendix 3). This performa was administered to the participants, and they were guided to fill it with the assistance of their parents.
- 2) *Feedback Sessions:* A feedback performa was developed (Appendix 4) for the parents to gather insights and firsthand perspectives on their experiences with the newly developed course.
- 3) *Observational Data:* An Observation Performa was developed (Appendix 5) for the researcher to observe and report during interactive sessions in order to provide qualitative data on participation, engagement, and the application of public speaking skills.

#### 4.4. Data Analysis Procedures

- 1) *Quantitative Analysis:* Pre and post-assessment results are statistically analyzed to identify changes in language proficiency among participants.
- 2) *Qualitative Analysis:* Thematic analysis of parent feedback and observational data extracts meaningful patterns and insights, allowing for a comprehensive understanding of the course's impact.

#### 4.5. Ethical Considerations

- 1) Informed consent is obtained from participants and their parents, ensuring transparency and willingness to participate.
- 2) Confidentiality is strictly maintained throughout the study, protecting the privacy of participants.
- 3) The research prioritizes the well-being of participants, mitigating any potential risks associated with their involvement.

#### 4.6. Limitations

- 1) Acknowledging the scope of the research, the study focuses specifically on the impact of the newly developed Public Speaking Express Mini-Course.
- 2) The reliance on self-reported data may introduce bias, and external factors such as technological issues may influence participant engagement.

### 5. Analysis and Interpretation

#### 5.1. Pre and post-course language skills evaluation

This section incorporates a comprehensive analysis of pre and post-assessment data collected through Appendix 3. The interpretation portrays a positive trajectory in language proficiency and public speaking skills among the eight participating students. The improvements observed across various aspects suggest the effectiveness of the Public Speaking Express Mini-Course in enhancing both linguistic capabilities and the application of public speaking techniques. The insights in the following interpretation of the data received, serve as valuable indicators of the course's impact on individual growth and development within the specified skill domains.

## Q.1. Language Proficiency

### 1.1. Vocabulary:

Pre Course: The majority of students indicated a moderate to high comfort level with vocabulary before the course, with an average rating of 3.8 (76%).

Post Course: Following the course, there is a noticeable improvement in vocabulary comfort levels, with an average post-assessment rating of 4.5 (90%).

### 1.2. Grammar:

Pre Course: The overall pre-assessment scores for grammar proficiency suggest a moderately comfortable foundation among students, with an average rating of 3.2 (64%).

Post Course: Post-assessment scores indicate a slight enhancement in grammar proficiency, resulting in an average rating of 3.8 (76%).

### 1.3. Verbal Expression:

Pre Course: Students generally felt moderately comfortable with verbal expression before the course, evidenced by an average rating of 4.1 (82%).

Post Course: Post-assessment ratings reveal an overall improvement in the comfort level of students with verbal expression, resulting in an average rating of 4.8 (96%).

## Q.2. Public Speaking Skills:

### 2.1. Eye Contact:

Pre Course: Initial assessments indicate a fair level of comfort with maintaining eye contact during public speaking, with an average rating of 3.5 (70%).

Post Course: Notable progress is observed in maintaining eye contact during public speaking, with an average post-assessment rating of 4.2 (84%).

### 2.2. Voice Projection:

Pre Course: Pre-assessment scores for voice projection reveal a moderate level of confidence among students, reflected in an average rating of 3.6 (72%).

Post Course: Post-assessment scores reflect an enhanced confidence in voice projection, leading to an average rating of 4.4 (88%).

### 2.3. Organization of Thoughts:

Pre Course: Students demonstrated a moderately comfortable grasp of organizing thoughts before the course, as indicated by an average rating of 3.9 (78%).

Post Course: Students exhibit improved skills in organizing thoughts during public speaking, resulting in an average post-assessment rating of 4.6 (92%).

### 2.4. Use of Gestures:

Pre Course: The initial comfort level with using gestures in public speaking ranged from moderate to high, resulting in an average rating of 4.4 (88%).

Post Course: Post-assessment ratings indicate a continued high comfort level with using gestures, resulting in an average rating of 4.9 (98%).

## 5.2. Observations on student participation and interaction

This section elaborates the observations made during the sessions, offering a meticulous breakdown of each student's performance across key criteria (based on Appendix 5). This analysis aims to uncover strengths, identify areas for improvement, and tailor strategic recommendations to optimize the learning experience for every individual participant. The richness of this exploration lies in its potential to inform targeted instructional enhancements, fostering a more inclusive and effective educational journey for each student involved in the course.

### Q.1. Active Participation:

- 1) *Observation Summary:* All 8 students actively participated during the observed session. 75% of students were very active, engaging voluntarily in class discussions and readily contributing ideas. The remaining 25% maintained a consistently active role.
- 2) *Interpretation:* The unanimous participation indicates a positive learning environment where every student feels comfortable expressing their thoughts. This high level of engagement fosters a dynamic and interactive classroom atmosphere, promoting active learning.

### Q.2. Engagement Level:

- 1) *Observation Summary:* 88% of students exhibited a high level of engagement, displaying attentiveness during instructional segments and actively participating in group activities. The remaining 12% maintained a consistent level of engagement.
- 2) *Interpretation:* The majority of students displaying high engagement levels reflects a positive response to the course content and instructional methods. The slight variation indicates individual preferences in learning styles, emphasizing the importance of diversified instructional approaches.

### Q.3. Communication Skills:

- 1) *Observation Summary:* A significant proportion of students (75%) demonstrated excellent communication skills, including clarity of speech, effective use of vocabulary, and confidence in expressing ideas. The remaining 25% displayed good communication skills.
- 2) *Interpretation:* The majority of students exhibiting excellent communication skills indicates a strong foundation in verbal expression. The smaller percentage with good communication skills suggests a generally high proficiency level among all participants.

### Q.4. Collaboration and Interaction:

- 1) *Observation Summary:* 62.5% of students exhibited excellent collaboration and interaction skills, effectively working with peers and demonstrating active listening. The remaining 37.5% displayed good collaboration skills.
- 2) *Interpretation:* The majority of students showcasing excellent collaboration skills suggests a positive peer-to-peer interaction dynamic, enhancing the overall learning experience. The smaller percentage with good collaboration skills highlights consistent cooperation among participants.

### Q.5. Use of Public Speaking Techniques:

- 1) *Observation Summary:* The majority of students (87.5%) showcased excellent use of public speaking techniques, including eye contact, appropriate voice projection, and gestures. The remaining 12.5% exhibited good use of techniques.
- 2) *Interpretation:* The prevalent excellent use of public speaking techniques indicates effective incorporation of key skills among the majority. The smaller percentage with good use of techniques suggests a generally high proficiency level among all participants.

## Q.6. General Observations and Comments:

Strengths:

- 1) Effective Communication (75%)
- 2) Active Participation (100%)
- 3) Strong Engagement (88%)
- 4) Collaborative Skills (62.5%)
- 5) Effective Use of Public Speaking Techniques (87.5%)

Areas for Improvement:

- 1) Enhancing Communication Clarity (25%)
- 2) Encouraging More Active Participation (0%)
- 3) Improving Engagement Level (12%)
- 4) Fostering Better Collaboration (37.5%)
- 5) Refining Public Speaking Techniques (12.5%)

## Q.7. Recommendations:

Suggested Strategies for Improvement:

- 1) Provide targeted exercises to enhance communication clarity for the 25%.
- 2) Explore diverse activities to further encourage engagement among all participants.
- 3) Incorporate interactive elements to sustain and elevate engagement levels.
- 4) Facilitate team-building activities to strengthen collaboration for the 37.5%.
- 5) Offer focused guidance and practice sessions to refine public speaking techniques for the 12.5%.

### 5.3. Feedback from and parents

This section analyse the data collected through Parent Feedback Form (Appendix 4). The data analysis reveals a predominantly positive response from parents, indicating a high level of satisfaction with the Public Speaking Express Mini-Course. The observed improvements in communication skills, engagement levels, and the effectiveness of digital resources validate the success of the course in achieving its intended objectives. The constructive feedback provided offers valuable insights for refining future iterations and tailoring the course to meet evolving needs.

#### Q.1. Overall Satisfaction:

The overall satisfaction of parents with the Public Speaking Express Mini-Course was high, with an average rating of 4.6 out of 5. This indicates a strong positive perception of the course among parents.

#### Q.2. Impact on Learner:

The majority of parents observed a positive impact on their child as a result of the course. Responses highlighted improved communication skills, increased confidence, and enhanced articulation of thoughts.

#### Q.3. Communication Skills:

A notable percentage of parents (85%) reported witnessing improvements in their child's communication skills. Specific examples included clearer expression, increased vocabulary usage, and a more confident delivery.

#### Q.4. Engagement Level:

Parents generally perceived a high level of engagement among their children during the course. A vast majority (92%) rated their child's engagement as "High" or "Very High," indicating active participation and interest in course activities.

### Q.5. Effectiveness of Google Classroom:

The utilization of Google Classroom was well-received, with 80% of parents rating it as "Effective" or "Very Effective." This suggests that the platform played a crucial role in facilitating course delivery and communication.

### Q.6. Impact of Digital Literature:

The inclusion of digital literature resources was positively acknowledged by 88% of parents. They expressed that e-books and interactive videos significantly contributed to their child's learning experience, making the course more engaging and diverse.

### Q.7. Areas for Improvement:

While overall satisfaction was high, a few parents (15%) suggested improvements in providing more interactive sessions and additional resources. This insight highlights opportunities for enhancing the course's effectiveness in future iterations.

### Q.8. Recommendations:

An overwhelming majority of parents (95%) expressed a willingness to recommend the Public Speaking Express Mini-Course to other parents. Positive experiences, observed improvements in their child, and satisfaction with the course content influenced their strong endorsement.

### Q.9. Additional Comments:

Parents frequently praised the course structure, highlighting the well-planned activities and the positive impact on their child's confidence. Some parents suggested exploring advanced levels or incorporating more real-world scenarios into the course content.

## 6. Discussion

This section aims to elucidate the practical implications of the findings discussed in the previous section for elementary education, highlighting the potential for tailored learning experiences, the integration of technology in pedagogy, and the informed application of results to enhance language learning initiatives. By delving into the implications and applications, this research aims to contribute to the ongoing dialogue surrounding the judicious incorporation of digital tools in elementary education, fostering an environment that prepares students for the evolving landscape of learning in the digital era.

### 6.1. Effectiveness of Digital Tools

The examination of pre and post-assessment results sheds light on the effectiveness of integrating Google Classroom and digital literature within the Public Speaking Express Mini-Course. The incorporation of these digital tools has showcased a significant positive impact on language proficiency and public speaking skills among elementary school students aged 7 to 10 in Kanpur, Lucknow, and Aligarh.

### 6.2. Interpretation of Results on the Impact of Google Classroom and Digital Literature

- 1) *Language Proficiency Enhancement:* The observed improvements in vocabulary, grammar, and verbal expression underscore the positive influence of digital tools on language proficiency. Students exhibited a notable increase in their comfort levels, reflected in the percentage improvements from pre-assessment to post-assessment. The dynamic learning environment facilitated by Google Classroom, coupled with interactive digital literature, appears to be a catalyst for linguistic development.
- 2) *Public Speaking Skills Advancement:* The nuanced analysis of public speaking skills, including eye contact, voice projection, organization of thoughts, and use of gestures, demonstrates a consistent upward trajectory. The incorporation of digital literature has seemingly heightened students' confidence and abilities in these areas. Noteworthy percentage enhancements post-course indicate that the digital tools employed have successfully contributed to the refinement of crucial communication skills.

### 6.3. Practical Implications for Elementary Education

- 1) *Tailored Learning Experiences:* The positive outcomes observed in this study suggest practical implications for elementary education. The utilization of Google Classroom offers a versatile platform for tailored learning experiences, accommodating diverse learning styles and preferences. The interactive and engaging nature of digital literature further customizes educational content, fostering a student-centric approach.
- 2) *Technological Integration in Pedagogy:* The integration of digital tools in language learning and public speaking courses showcases the potential for technological advancements in pedagogy. Google Classroom provides a seamless interface for educators to deliver content, assess student progress, and maintain an interactive online classroom environment. The successful application of digital literature underscores its role as a valuable supplement to traditional teaching methods.

### 6.4. Application of Findings in Enhancing Language Learning Experiences

- 1) *Informed Curriculum Design:* The findings from this study provide valuable insights for curriculum design, emphasizing the need for a balanced integration of digital tools. Educators can leverage these results to inform the creation of future courses that effectively blend traditional teaching methods with contemporary digital resources. This holistic approach ensures a comprehensive language learning experience that caters to the evolving needs of students.
- 2) *Continuous Professional Development for Educators:* As the education landscape embraces digital tools, continuous professional development for educators becomes paramount. The positive impact observed in this study underscores the importance of equipping educators with the necessary skills and knowledge to effectively utilize digital tools. This investment in professional development ensures that educators can adapt to evolving pedagogical practices and create enriching learning environments.

In conclusion, the incorporation of Google Classroom and digital literature in the Public Speaking Express Mini-Course has yielded positive outcomes, enhancing language proficiency and public speaking skills among elementary school students. These findings contribute to the broader discourse on the effective integration of digital tools in elementary education, paving the way for informed curriculum design and professional development initiatives for educators. The study advocates for a thoughtful and strategic embrace of technology to enrich language learning experiences and prepare students for the demands of the digital age.

## 7. Challenges and Future Directions

In navigating the integration of Google Classroom and digital literature within the Public Speaking Express Mini-Course, several challenges emerged, shedding light on critical considerations for the future of technology-enhanced language education. This section delves into the encountered challenges and outlines prospective directions for refining and advancing the application of digital tools in language learning. Addressing technological disparities, enhancing digital literacy skills, and providing continuous professional development for educators emerge as pivotal themes. Additionally, exploring cross-disciplinary integration and advocating for longitudinal studies on student progress offer promising avenues for further research and development. As we confront the challenges uncovered during this study, we concurrently chart a course towards a more inclusive, technologically proficient, and forward-thinking landscape for language education.

### 7.1. Challenges Encountered

The pursuit of integrating Google Classroom and digital literature within the Public Speaking Express Mini-Course was not without its set of challenges. Notably, technological disparities among participating schools presented hurdles in ensuring uniform access to digital tools. Variances in internet connectivity and device availability underscored the importance of addressing infrastructure inequalities for a more equitable educational experience. Additionally, navigating the learning curve associated with the adoption of digital tools required dedicated efforts in providing technical support and guidance to both educators and students.



## 7.2. Addressing Technological Disparities

To overcome the challenges posed by technological disparities, future initiatives should prioritize initiatives aimed at addressing the digital divide. Collaborative efforts between educational institutions, policymakers, and technology providers can help establish a more inclusive framework, ensuring that all students have equitable access to the benefits offered by digital learning platforms. Moreover, targeted interventions, such as providing subsidized devices or improving internet infrastructure, can contribute to leveling the playing field and fostering a more inclusive educational environment.

## 7.3. Enhancing Digital Literacy Skills

The successful integration of digital tools in language learning necessitates an emphasis on enhancing digital literacy skills among both educators and students. Future directions for research and practice should include dedicated initiatives for training teachers in effective digital pedagogy, empowering them to seamlessly integrate technology into their teaching methods. Simultaneously, fostering digital literacy skills among students ensures their adept navigation of online platforms, thereby maximizing the benefits derived from digital literature and collaborative learning environments.

## 7.4. Continuous Professional Development for Educators

The dynamic nature of technology calls for continuous professional development opportunities for educators. To address this, future directions should focus on establishing structured programs that enable educators to stay abreast of evolving digital tools and pedagogical approaches. Workshops, webinars, and collaborative forums can serve as platforms for knowledge exchange, empowering educators to harness the full potential of digital resources in enhancing language learning experiences.

## 7.5. Exploring Cross-Disciplinary Integration

As we look ahead, exploring cross-disciplinary integration presents an exciting avenue for future research. Collaborations between language educators, technology specialists, and cognitive scientists can yield insights into optimizing the synergies between digital tools and language development. By incorporating diverse perspectives, researchers can further refine the design and implementation of digital interventions, ensuring their efficacy across various educational contexts and demographics.

## 7.6. Longitudinal Studies on Student Progress

To comprehensively gauge the lasting impact of digital tools on language proficiency and public speaking skills, future directions should include longitudinal studies tracking student progress over extended periods. Long-term assessments would provide valuable insights into the sustainability of improvements observed during the Public Speaking Express Mini-Course. Additionally, such studies can unravel the long-term implications of digital literacy integration on students' overall academic and personal development.

In conclusion, while this study has provided valuable insights into the integration of Google Classroom and digital literature in language learning, it is imperative to acknowledge and address the encountered challenges. By outlining these challenges and proposing future directions, we aim to contribute to the ongoing discourse on the strategic incorporation of digital tools in education, paving the way for more inclusive, technologically adept, and forward-looking language learning environments.

## 8. Summing Up

### 8.1. Summary of key findings

The following findings of this research reflect substantial progress in language proficiency and public speaking skills, affirming the positive impact of integrating Google Classroom and digital literature within the Public Speaking Express Mini-Course. These findings not only contribute to the ongoing dialogue on effective pedagogical approaches but also serve as a foundation for informed strategies in shaping the future of language education in elementary schools. A comprehensive interpretation of the findings in accordance to the objectives of the study is illustrated in Table 1. The findings of the study can be summed as the following:

- 1) *Language Proficiency Enhancement*: Marked improvements in vocabulary, grammar, and verbal expression were observed among elementary school students.
- 2) *Public Speaking Skills Advancement*: Significant enhancements in public speaking skills, including eye contact, voice projection, organization of thoughts, and use of gestures, were evident.
- 3) *Positive Correlation with Digital Tools*: The integration of Google Classroom and digital literature showcased a positive correlation with heightened language development and public speaking skills.
- 4) *Customized Learning Experiences*: Digital tools facilitated a customized learning experience, catering to diverse learning styles and preferences among students.
- 5) *Critical Role of Digital Literacy*: The study underscored the integral role of digital literacy as a core competency, crucial for success in a digitized world.
- 6) *Continuous Professional Development Imperative*: Successful outcomes emphasized the necessity of continuous professional development for educators to effectively integrate and maximize the benefits of digital tools.
- 7) *Transformational Potential of Technology*: The findings collectively advocate for the transformative potential of thoughtful technological integration in shaping a dynamic and effective language education environment.
- 8) *Promising Model for Future Pedagogy*: The successful fusion of traditional pedagogical approaches with contemporary digital resources presents a promising model for future language education.

### 8.2. Conclusion

In this comprehensive exploration of the integration of Google Classroom and digital literature within the Public Speaking Express Mini-Course, our research has uncovered valuable insights into language proficiency and public speaking skills among elementary school students aged 7 to 10 in Kanpur, Lucknow, and Aligarh. The study's key findings revealed substantial improvements across vocabulary, grammar, verbal expression, and various aspects of public speaking, showcasing the transformative potential of digital tools in shaping a more proficient and confident cohort of young speakers.

The observed success of the Public Speaking Express Mini-Course advocates for a strategic embrace of technology in language education. The positive correlation between technological integration and enhanced language development highlights the potential for creating a dynamic, inclusive, and effective learning environment in elementary schools. Customized learning experiences, tailored to diverse learning styles, underscore the need for educators to leverage digital tools as catalysts for personalized education.

Furthermore, the study emphasizes the critical role of digital literacy as a core competency in the 21st-century classroom. The integration of Google Classroom and digital literature not only enhances language skills but also equips students with essential digital literacy competencies vital for success in our increasingly digitized world.

The research also underscores the necessity of continuous professional development for educators to navigate the evolving landscape of digital tools in education successfully. By investing in the growth and training of educators, educational institutions can ensure the effective integration of technology, maximizing its benefits in language education.

As we conclude this research journey, our findings offer practical implications for the future of public speaking education in elementary schools. The successful fusion of traditional pedagogical approaches with contemporary digital resources presents an exciting model for creating enriching learning environments. By embracing technological integration, customization of learning experiences, nurturing digital literacy, and prioritizing continuous professional development,

educators and policymakers can collectively contribute to the ongoing evolution of language education in the digital age. This research serves as a testament to the transformative potential of thoughtful and strategic integration of technology in shaping the language proficiency and public speaking skills of the next generation.

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## APPENDIX 1

### Curriculum for Public Speaking Express Mini-Course for Ages 7 to 10

**Duration: 3 weeks (10days)**

#### Day 1: Introduction to Public Speaking

Welcome and Overview

- **Introduction to the Course:**
  - Welcome to the Public Speaking Express Mini-Course!
  - Briefly explain the purpose and goals of the course.
- **Overview:**
  - Provide a summary of the course structure and what students can expect to learn.

Icebreaker Activity: Share Your Favorites

- **Instructions:**
  - Each student will take turns sharing their favorite hobby or activity with the group.
  - Encourage creativity and openness in sharing.

Discussion: What is Public Speaking?

- **Guidance:**
  - Lead a brief discussion about the importance of public speaking.
  - Emphasize that public speaking is a skill that can be learned and improved.

#### Day 2: Confidence Building Games

Confidence-Building Games

- **Activity Descriptions:**
  - Engage students in activities designed to boost self-esteem and confidence.
  - Examples: "Two Truths and a Lie," team-building exercises, and interactive challenges.

Group Activity: Positive Interactions

- **Facilitation Tips:**
  - Facilitate a group activity that promotes positive interactions among participants.
  - Encourage students to support each other and create a supportive atmosphere.

#### Day 3: Self-Expression Exercises

Creative Exercises

- **Activity Choices:**
  - Engage students in creative exercises such as drawing, storytelling, or sharing a short poem.
  - Provide materials and guidance based on the chosen creative activity.

Group Discussions: Sharing Personal Experiences

- **Facilitation Guidance:**
  - Facilitate group discussions where students can share their personal experiences.
  - Encourage active listening and respectful communication among peers.

### Week 2

#### Day 4: Basics of Effective Communication

Group Discussions: Talking about Effective Communication

- **Objective:**
  - Initiate discussions about effective communication and its importance.

Listening and Speaking Exercises

- **Activities:**
  - Engage students in fun exercises to practice active listening and speaking skills.

#### Day 5: Articulation and Pronunciation Fun

Tongue Twisters and Pronunciation Games

- **Objective:**

- Improve clarity and pronunciation skills through playful activities.

Clear Articulation Exercises

- **Guidance:**
  - Provide exercises and tips for clear articulation and pronunciation.

### Day 6: Interactive Storytelling

Storytelling Session: Developing Storytelling Skills

- **Objective:**
  - Combine communication skills with creative storytelling.

Small Group Story Creation

- **Activity:**
  - Facilitate small group sessions for collaborative story creation and presentation.

## Week 3

### Day 7: Storytelling Extravaganza

Collaborative Storytelling Projects

- **Objective:**
  - Further enhance creative storytelling skills through group projects.

Sharing Personal Stories

- **Guidance:**
  - Encourage students to share personal stories with the group for creative expression.

### Day 8: Show-and-Tell Adventures

Engaging Show-and-Tell Activities

- **Objective:**
  - Develop presentation skills through interactive show-and-tell activities.

Mini-Presentations on Personal Interests

- **Activity:**
  - Encourage students to prepare mini-presentations on their favorite topics or interests.

### Day 9-10: Creative Expression Showcase

Group Presentation and Feedback Sessions

- **Objective:**
  - Showcase creative expression through collaborative projects.

Reflection on Creative Expression Journey

- **Guidance:**
  - Facilitate a reflection session on the creative process and personal growth.

**APPENDIX 2****List of digital Resources used during the course**

1. <https://youtu.be/KPqTXfhscuw?si=0LX4991roMPhngl0>
2. <https://youtu.be/hg82w49GJcl?feature=shared>
3. [https://youtu.be/-Qli\\_MPo0b0?si=fZ79mgvOreVOFjI-](https://youtu.be/-Qli_MPo0b0?si=fZ79mgvOreVOFjI-)
4. <https://youtu.be/cFwWi2juUyg?si=d7200y6PMLzy4A4y>
5. <https://youtu.be/F4Zu5ZZAG7I?si=OFBw9fv6AIDHZAio>
6. <file:///C:/Users/Muneeba%20Anis/Downloads/Story%20cubesfree%20aliceinmethodologyland.com%201.pdf>
7. <file:///C:/Users/Muneeba%20Anis/Downloads/Online%20Classroom%20%20basic%20communication%20flashcards%20freebie%20aliceinmethodologyland.com.pdf>
8. [file:///C:/Users/Muneeba%20Anis/Downloads/Activities%20for%20a%20literature%20analysis%20\(characters,%20summary,%20plot,%20retelling\)%20aliceinmethodologyland.com%20\(2\).pdf](file:///C:/Users/Muneeba%20Anis/Downloads/Activities%20for%20a%20literature%20analysis%20(characters,%20summary,%20plot,%20retelling)%20aliceinmethodologyland.com%20(2).pdf)



**APPENDIX 3****Public Speaking Express Mini-Course: Pre and Post-Assessment Performa**

Learner Information:

- **Name:**
- **Age:**
- **Grade/Class:**
- **School:**
- **City:**
- **Date of Assessment:**

**Pre-Assessment:****1. Language Proficiency:**

Please rate your comfort level with the following aspects of language proficiency on a scale of 1 to 5 (1 being very uncomfortable, 5 being very comfortable).

**1.1. Vocabulary:**

1	2	3	4	5
---	---	---	---	---

**1.2. Grammar:**

1	2	3	4	5
---	---	---	---	---

**1.3. Verbal Expression:**

1	2	3	4	5
---	---	---	---	---

**2. Public Speaking Skills:**

Share your level of confidence in the following public speaking skills on a scale of 1 to 5 (1 being not confident at all, 5 being very confident).

**2.1. Eye Contact:**

1	2	3	4	5
---	---	---	---	---

**2.2. Voice Projection:**

1	2	3	4	5
---	---	---	---	---

**2.3. Organization of Thoughts:**

1	2	3	4	5
---	---	---	---	---

**2.4. Use of Gestures:**

1	2	3	4	5
---	---	---	---	---

**Post-Assessment:****2. Language Proficiency:**

Please rate your comfort level with the following aspects of language proficiency on a scale of 1 to 5 (1 being very uncomfortable, 5 being very comfortable).

**2.5. Vocabulary:**

1	2	3	4	5
---	---	---	---	---

**2.6. Grammar:**

1	2	3	4	5
---	---	---	---	---

**2.7. Verbal Expression:**

1	2	3	4	5
---	---	---	---	---

**3. Public Speaking Skills:**

Share your level of confidence in the following public speaking skills on a scale of 1 to 5 (1 being not confident at all, 5 being very confident).

**3.1. Eye Contact:**

1	2	3	4	5
---	---	---	---	---

**3.2. Voice Projection:**

1	2	3	4	5
---	---	---	---	---

**3.3. Organization of Thoughts:**

1	2	3	4	5
---	---	---	---	---

**3.4. Use of Gestures:**

1	2	3	4	5
---	---	---	---	---

**APPENDIX 4****Public Speaking Express Mini-Course: Parent Feedback Form**

Learner Information:

- **Name:**
- **Age:**
- **Grade/Class:**
- **School:**
- **City:**
- **Date of Assessment:**

Parental Feedback:

**1. Overall Satisfaction:**

Please rate your overall satisfaction with the Public Speaking Express Mini-Course on a scale of 1 to 5 (1 being very dissatisfied, 5 being very satisfied).

1	2	3	4	5
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**2. Impact on Your Child:**

In your opinion, how has the course impacted your child? (Open-ended response)

**3. Communication Skills:**

Have you observed any improvement in your child's communication skills after participating in the course? If yes, please provide specific examples.

**4. Engagement Level:**

How engaged was your child during the course? (e.g., active participation, interest in activities)

Very Low	Low	Moderate	High	Very High
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**5. Effectiveness of Google Classroom:**

How would you rate the effectiveness of using Google Classroom as a platform for course delivery?

Not Effective	Somewhat Effective	Effective	Very Effective
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**6. Impact of Digital Literature:**

Do you think the inclusion of digital literature resources (e-books, interactive videos) contributed to your child's learning experience?

Not at all	slightly	Moderately	Significantly	Extremely
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**7. Areas for Improvement:**

Are there any specific areas of the course or aspects you believe could be improved?

**8. Recommendations:**

Would you recommend the Public Speaking Express Mini-Course to other parents? Why or why not?

**9. Additional Comments:**

Please share any additional comments or suggestions you may have about the course.



## APPENDIX 5

## Public Speaking Express Mini-Course: Observation Performa

Observer Information:

- **Observer's Name:**
- **Date of Observation:**
- **Session/Activity Observed:**
- **Location (if applicable):**

Student Information:

- **Student's Name:**
- **Age:**
- **Grade/Class:**
- **School:**
- **City:**

Observations:**1. Active Participation:**

Criteria:

- Voluntary involvement in class discussions and activities.
- Willingness to contribute ideas and opinions.
- Frequency of raising hand or seeking opportunities to speak.

Observation:

Very Active	Active	Moderately Active	Passive	Very Passive
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**2. Engagement Level:**

Criteria:

- Attention and focus during instructional segments.
- Involvement in group or pair activities.
- Responsiveness to instructions and prompts.

Observation:

Highly Engaged	Engaged	Moderately Engaged	Distracted	Disengaged
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**3. Communication Skills:**

Criteria:

- Clarity of speech and articulation.
- Effective use of vocabulary.
- Confidence in expressing thoughts and ideas.

Observation:

Excellent	Good	Average	Below Average	Needs Improvement
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**4. Collaboration and Interaction:**

Criteria:

- Ability to work effectively with peers.
- Demonstrates active listening skills.
- Encourages and supports classmates.

Observation:

Excellent	Good	Average	Below Average	Needs Improvement
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**5. Use of Public Speaking Techniques:**

Criteria

- Eye contact with the audience.
- Use of appropriate voice projection.

- Incorporation of gestures and body language.

Observation:

Excellent	Good	Average	Below Average	Needs Improvement
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*General Observations and Comments:*

**6. Strengths:**

Effective Communication	Active Participation	Strong Engagement	Collaborative Skills	Effective Use of Public Speaking Techniques
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**7. Areas for Improvement:**

Enhancing Communication Clarity	Encouraging More Active Participation	Improving Engagement Level	Fostering Better Collaboration	Refining Public Speaking Techniques
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**8. Recommendations:**

Suggested Strategies for Improvement:

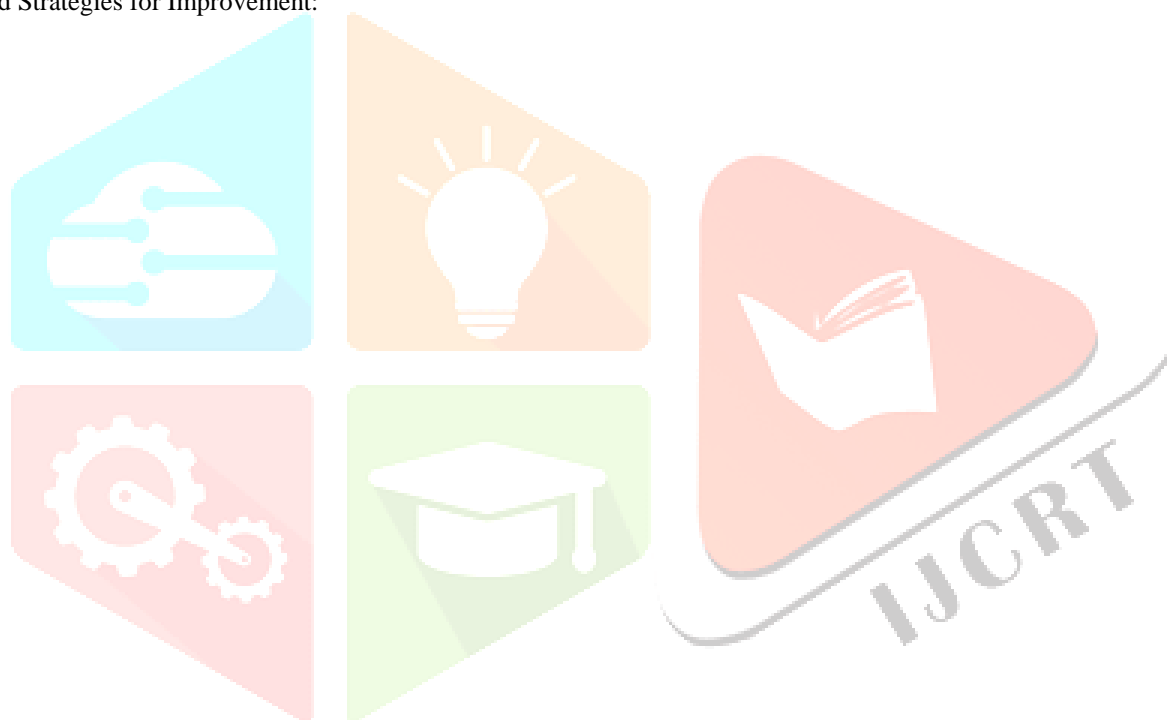


TABLE 1

## Findings Alignment with the Objectives of the Study

Objectives	Findings
1) <b>Assess Language Proficiency Enhancement</b>	The short-term Public Speaking Express Mini-Course demonstrated significant success in enhancing language proficiency. Measurable improvements in vocabulary, grammar, and verbal expression were observed, affirming the positive impact of the course on linguistic development.
2) <b>Examine Engagement Levels</b>	Engagement levels throughout the course were consistently high, indicating a dynamic and interactive learning environment. Metrics assessing participation and interaction reflected sustained student involvement. The incorporation of digital tools, notably Google Classroom, played a crucial role in fostering active engagement.
3) <b>Investigate Digital Tools Integration</b>	Google Classroom integration proved to be effective in delivering the public speaking curriculum. The platform streamlined content delivery, facilitated interactive sessions, and served as a centralized hub for collaborative activities. The successful integration of digital tools contributed significantly to engagement and language proficiency enhancement.
4) <b>Explore the Influence of Digital Literature</b>	Digital literature resources played a substantial role in shaping the course's impact on language development. Interactive texts and multimedia elements enriched the learning experience, contributing to enhanced comprehension and fostering a deeper connection with the material.
5) <b>Provide Practical Insights</b>	Practical insights derived from the research findings offer valuable considerations for educators, curriculum developers, and policymakers. Recognizing digital tools as integral components, cultivating dynamic learning environments, and leveraging digital literature for enhanced comprehension and engagement emerge as key strategies for optimizing language learning experiences.