

Practical Strategies To Enhance Speaking Skills (An Empirical Study On Undergraduate Engineering Students)

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Abstract : *Man, in the modern Apps Yuga (Time of applications), can find ample of strategies to speak effectively without flaws. Speaking strategies, just penetrating the surroundings ethically morally and culturally, play a significant and scrupulous role in speaking skills. Strategy is not unknown to the modern man, it has been on the usage ages together to have effective outcomes, Panchatantra would be best example to creative cognitive abilities amongst numb disciplines. The effective speaking strategy can enable the power of speech and sensitize the man's hidden abilities.*

An empirical study has been formulated and effectively conducted with 35 B. Tech I, II- & III-year's students to know that how best they use effective speaking strategies of Cognitive, Metacognitive and Social Affective speaking strategies. The study was investigated to find out certain hypothetical issues pertain to speaking attributes. Very fascinating and unexpected results were assimilated after through and meticulous analysis of the research problems. Learners never expose and exhibit the speaking skills strategies that are already expected by teachers and language experts as there is a notion that Teacher in the class room or in language lab formulates strategy and forcibly imposes over learners to have effective outcomes but the novice and radical change has been observed in the investigation that learners can use effective speaking strategies too by just amalgamating and inculcating Cognitive, Metacognitive and Social Affective speaking strategies.

Investigation words and Phrases: *Cognitive, Hypothetical issues, Metacognitive, Social Affective, Speaking strategies*

I. Research Problems (RP)

- 1. What are possible and effective outcomes of speaking strategies?**
- 2. How can learners effectively use strategies to have good speaking skills?**
- 3. Will there be any enhancement of speaking skills provided learners use strategies?**

II. Specific Research Outcomes (SRO)

- 1. Able to find effective speaking strategies**
- 2. Able to find that learners can use speaking strategies like teachers**

3. Able to investigate how best speaking strategies make learners to speak freely with FREE-MIND on ample of platforms.

1. INTRODUCTION

In any second language acquisition class, a teacher is not supposed to talk much, he should be laconic and a facilitator to make learners to speak than enhancing her speaking skills. Imagine, if she becomes a prattle in the class, students are passive, they will never get or comprehend speaking skills. A teacher should give FREE MIND to learners by giving learning strategies than making them to cramming by heart. Teachers should implement strategies for effective speaking skills. Learners should feel to get something to speak freely by using effective strategies. Different strategies would make learners to reframe their thoughts. Learners mind sets are quite unique and different from each one. But a strategy imparts strategies which makes all learners to adopt and learn new thought-provoking ideas and methods

Students should always be active participant in the class room and is really possible with a facilitator with an effective strategy. Strategies, in speaking skills, are set of approaches that are used to get learners to become active participants in class rooms and in English labs through interaction with himself or others

The best inputs through e-learning strategies would give impeccable and highly sophisticated results. Strategies in class rooms and in English labs to enhance speaking skills, will make learners to possess FREE MIND and CRITICAL MIND to analyse and adopt new horizons of speaking skills

Strategies are clearly defined the basic procedure or set of guidelines how content is elaborately spoken or uttered during a presentation /discourse (Freeman). Speaking strategy is a self-evaluation process of constructing meanings to convey freely and fluently with help of cognitive abilities. Cognitive abilities are directly or indirectly promoted to enhance speaking skills.

Speaking learning strategies as L-2, the language learning strategies make learners to learn and speak language very easily and freely. The language strategies are said to be analysed during 1970s. These studies were classified (Cesur and Fer, 2007) and these were broadly classified by researchers (O' Malley et al.1985), Westein and Mayer, 1986, Rubin, 1987; Gange and Driscoll, 1988; Chanot and Kupper , 1989; Oxford University , 1990; Ozturk, 1995

Language learning strategies are broadly classified by Oxford University p.14-16

- I. Direct Strategies _____
 - 1. Memory strategies
 - 2. Cognitive Strategies
 - 3. Compensation Strategies
- II. Indirect Strategies _____
 - 1. Meta Cognitive strategies
 - 2. Affective Strategies
 - 3. Social Strategies

Based on all those meticulous observation, there are some research scholars have again divided in to different classifying groups.O'Malley and Chamot 1990, p. 44-55 divided into the following categories

- I. Cognitive strategies
- II. Meta Cognitive strategy
- III. Social Affective strategy

Strategy is:

In the modern and well sophisticated world, strategy plays a mammoth and magnimous role on any domain, it may be in any filed closely connected with human society. It might ne new and novel approach to the apps Yuga (Time of Apps) but it was used and educated thoroughly in ancient Indian education system. In Panchatantra, VishnuSharma, had ignited young mind and crated critical thinking to be numb fee mind rather just listening to stories from guru, Strategy is TANTRA,clevertrick, quip or any other created systematic mindful thought. Strategy makes minds to thinking and speak freely in speaking strategies.

In the Apps Yuga (Time of Apps), all the educationalist and teachers are trying to create contexts and situations (sometimes artificial). After all, human being's life goes with various phrase. Hence every phase gives plenty of scope to think and re-think as the learners deeply think, the more cognitive ideas and free minds can be predicted

2. METHODOLOGY

A selective methodology has been adopted to carry out the proposed research problems. A questionnaire has been completed, after all, the questionnaire has been thoroughly and meticulously prepared and observed by the team of language expects. Under the language expect team, the investigation has scrupulously taken placed.Prof. Chanchala K. Naik,Professor, Department of ESL, EFLU Hyderabad, Dr.MrunaliniSasanka, Associate Professor in English, Department of English, BVRIT-N, Telangana. Dr.MAVSNarayaSwamy, Consultant, Global Training, Hyderabad, have been there as language expect team for the investigation.

A questionnaire was completed by 35 undergraduate engineering students in BVRIT-Narsapur. B. Tech I, II- & III-year students have taken part voluntarily in the investigation. Students have been given very clear description about Cognitive, Metacognitive and Social Affective Speaking strategies. Respondents (Boys and girls) are mixed to pick at random for the investigation

Expect team were to ask continuously the prepared questionnaire the students to find out the speaking strategies of the undergraduate students, they were not given any time to prepare and respond the questionnaire to make sure the learners abilities to use speaking strategies randomly and freely.

3. REVIEW OF LITERATURE

The developmental interdependence hypothesis process that the development of competence in a second language L2 is partially a function of the type of competence developed in L1 at the time when intensive exposure to L2 begins, [James Cummins \(1979\)](#).Teaching speaking is an essential aspect of developing students' sociolinguistics competence in a foreign language at any level and also aspect of register and style,[ElzbietaSzymanska – Chaplak\(2014\)](#). Critical thinking ability in experimental design of groups homogeneous with regard to their proficiency level as well as their critical thinking ability. Critical thinking has a positive and significant influence on learners' ability to speak and develop them, [Mohammad Reza Hashemi&AfsanehGhanizadeh \(2012\)](#) .To be mastery of speaking skills and develop the speaking skills abilities, one should possess and have a thorough understanding of critical thinking, [SedighehSkourdi& Ali Rahimi \(2014\)](#) .Metacognitive strategy was the most frequently used strategy among EFL learners whereas the least preferred strategy was

affective strategy. Emotional Intelligence is more important and significantly correlated at the level with language learning strategy .Learners can attain and adopt strategies based on the emotional intelligence, [MeysamZafari& Reza Biria\(2014\)](#). The results of the multiple correlation of speaking skills reveal 1. Emotional intelligence followed by critical thinking, correlated significantly highly with speaking abilities .Speaking skills have very positive impact and they are highly influenced by critical thinking , [Hassan SoodmandAfshar\(2014\)](#). Regular use of performance tasks in a problem based learning environment can contribute to the transferability of critical thinking skills and dispositions, there is a large body of literature discussing in critical thinking in higher education . Performance tasks may be used in many fields to foster students and instructor awareness of the practices involved in critical thinking, [SaritaCargas& Sheri Williams \(2017\)](#). Expressions of volition and epistemic stance in English L2 uses of evaluation differ from L1 ,whereas expressions of emotions in L2 are more similar to English language to speak perfectly .target language’s expressions are also very important , [Martha Shiro \(2016\)](#)The development f speaking skills through the use of different approaches that make learners to speak freely by just inculcating task based approach, enables the learners to understand learners comprehensibility .Fluency is also matter to adopting task based approach. Learners are suggested and motivated to speak freely after giving concrete inputs, [Melanie Ellis \(2011\)](#). Constructivists’ pedagogy is very essential and potential to speak language .It synthesis an example of flip teaching that clearly demonstrates the benefits of flipping class room in improving ELF students’ speaking skills and also increase academic success, [Mark Feng Teng \(2017\)](#). Game based learning activities in situational context to facilitate listening and speaking skills .Students possess positive perceptions toward game based learning activities suggested by many modern tools. Listening and speaking skills go hand in hand and both are inseparable, [Wu-Yuin Hwang & Zhao-Heng Ma \(2014\)](#). Speaking output of thought end information , is the base for the communication that is most difficult aspect for language learners comparing with other language skills to improve speaking skills , strategy plays a vital role to acquire language very freely without any hesitation and deviation , [Zhanti Yang \(2014\)](#). English has become an ever changing and evolving phenomenon in the world, hence students need to work in the globalise world village with set of skills that are very essential to all work places. Mere having skills are not just enough to get placed and succeed in the modern world they should be expressed in as systematic manner, so speaking skills should be enhanced through various strategies, they enhance regular tone and mind of the persons,[W. Grace Shanti & Professor AnniPothan \(2014\)](#). The primary functions of language are communication, self-expressions and thinking, hence it is very clear that language is a means of communication, [Patel M.F. &Jain P.M. \(2008\)](#)By using speaking strategies learners have indelible impacts on their speaking skills, especially communication skills, speaking strategies will enhance speaking skills much faster and accurate, [Sofyan A. Ghani \(2015\)](#). Language proficiency is matter while speaking, learners develop proficiency levels easily while adopting certain speaking skills strategies. Proficiency is not calculated in terms of rapid speaking ability but for the accurate, comprehensibility and intelligibility, [Gharbari A &Mousari S.A. \(2012\)](#). Before speaking skills strategies are encouraged amongst learners ,it the primary job of the teacher to motivate students through various methods and techniques to acquire II language acquisition ,introduction of the immersive virtual world can modify the students’ self-efficacy beliefs , [Maria Luisa Carrio-Paster \(2014\)](#). Metacognition, by and large, after observing various studies,is defined as Thinking about one’s own thoughts, knowledge and beliefs are matter in acquiring knowledge .Human beings think and do the tasks in a stipulated time being based on the work nature ,but metacognition stretches of thinking about thinking to get the desired results in concrete ways and manners ,[Wender A \(1987\)](#). &[Harwitz \(1987\)](#)

4. COGNITIVE SPEAKING STRATEGY

Students are assessed to know about cognitive speaking strategies how they are strategically explored from minds. Learners are meticulously observed their cognitive skills based on the test conducted on their abilities that are inherent qualities to think before speak. Critical Thinking played a mammoth role in the proposed strategy.

The assessment has been promoted based on the questionnaire

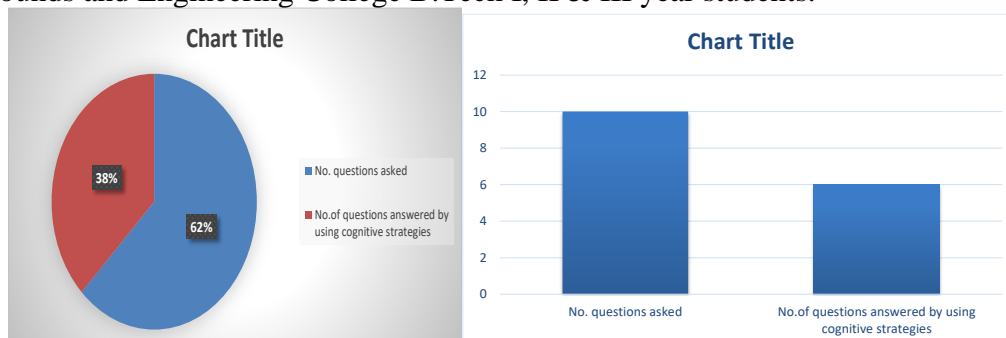
S.No	Assessing question
1.	There are 14 punctuation marks in English, can you name them at least half of them
2.	Name any 10 words starting with R
3.	Describe any movie which you watched over TV
4.	State any 6 or more than 6 subject which you studied in the last semester
5.	What famous Indian landmark is continuously being referred by many in the world and why?
6.	Recite an English poem what you mostly remember
7.	Suppose, you don't have a pen at the movement to write, what should you do?
8.	As you find 2 super markets to shop on the way, which one you choose and why?
9.	Name any some childhood friends names starting with R
10.	How do you feel to campaign about COVID-19

Table: 01

S.No.	No. of students	boys	girls	No. questions asked	No.of questions answered by using cognitive strategies	mean
1.	35	20	15	10	6	0.6

Table: 02

As 35 students took part of this empirical study on cognitive speaking strategies, students were able to answer those questions based on their cognitive strategies just 6 were answered of 10 and its mean is 0.6. It shows that students are unable to use cognitive speaking strategies while speaking in the class room and language labs. The questionnaire is about to test students cognitive speaking strategies how best they can speak language irrespective of the academic and family background. Maximum number of students answered 10 of 10 and spoke about questions but cognitive strategies were used by students are a little bit better than other strategies. Learners' age group is between 18-20 years, all are from different academic backgrounds and Engineering College B.Tech I, II & III year students.



Cognitive speaking strategy
 Diagram: 01

5. METACOGNITIVE SPEAKING STRATEGY

Learners learn and understand his own style of learning language skills. They can create an innate idea how to get ideation, remember the old topics , hence that makes learners to speak language very freely by knowing about facts , names and events through metacognitive strategies learners can adopt .

Learners can become free speakers by just adopting the following strategies in metacognitive strategies. Critical thinking would undoubtedly give much scope to learners to have more strategies, metacognitive strategies in particular

1. Predicting speaking contexts to be flawless speaker on any unspecified domain of language learning
2. Contextual intelligence of author and text will be enhanced to know the form and meaning to elaborate
3. Acknowledging proficiency of speaking vocabulary
4. Advocating sufficient prior knowledge
5. Ideating and speaking in target language
6. Think and speak with free mind
7. Emerging critical thinking into speaking abilities
8. Analyse grammatical aspects and make them up
9. Meaning –making structures for speaking comprehensibility

S.No	Assessing question
1.	You thought that you would get best EAMCET rank-2020, but you could not score well and got very lass rank, how do you react and feel?
2.	Before you attend the class, what do you about the topic?
3.	After listening to this topic , how do you feel about the topic ?nervous/anxiety/sad/happy
4.	How do you summarise a film which you already guessed the theme of it before watching?
5.	How could you feel about a gift presented by your parent/friend that you already expected?
6.	What usually makes you to think about your class/topic before you attend?
7.	How is the present class/topic related to another topic / subject?
8	What was the most unexpected surprising idea that you encountered from real life situation
9.	How do you feel about idea/thought which has been, exactly, ideated previously?
10.	Did you ever feel “...I learned a lot by just doing this project/assignment” in your life sofar

Table: 03

S.No.	No. of students	boys	girls	No. questions asked	No.of questions answered by using Metacognitive strategies	mean

1.	35	20	15	10	5	0.5
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Table: 04

As 10 metacognitive speaking strategy questions were asked by an English expert group, just 5 of 5 were able to answer and their mean is 0.5 i.e. 50 % were answered by just imbibing metacognitive speaking strategies .That shows that students’ metacognitive speaking strategies are just half of them. They could not use the strategies to speak the answers .The same idea might have been repeated even in labs and class rooms as students who attend the English language labs .An interesting fact was identified as the test was conducting, girls’ metacognitive levels are a little bit higher than boys. While asserting the groups, expert team identified the phenomenon by listening to boys and girls answers what they delivers during the test. Although 15 girls of 35 participated in the test, their metacognitive levels in terms of speaking skills are somewhat higher i.e. 11% of the overall strategies

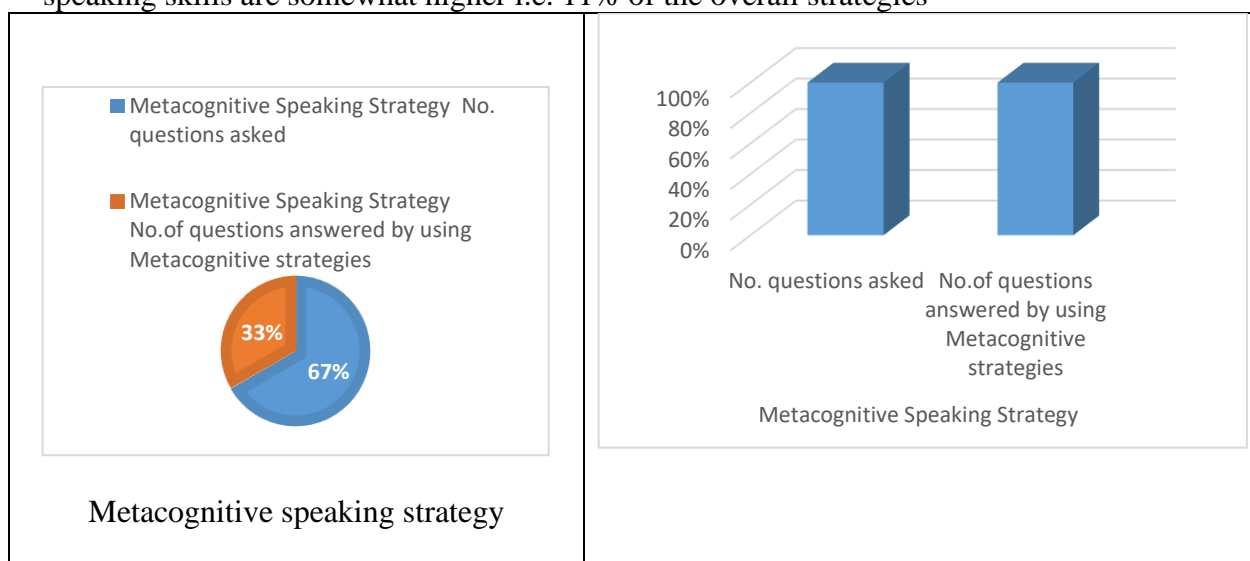


Diagram: 02

6. SOCIAL LEARNING STRATEGY

Learning can come to know about speaking skills by observing others. Students comprehend their abilities as they listen to others in groups and then they try to speak freely like how others speak. Speaking skills can be enhanced without changing once behaviour and attitude, they develop and adopt speaking skills while observing in groups. Social learning is an important element in the modernised society

Teachers have broad scope to make learners to mix with fellow students socially, ethically and culturally. They exchange their thought and ideas freely and they try to know each other. Thoroughly social learning, speaking skills are broadly reframed and identified to speak freely. Inculcating certain activities like Group Discussion, Interview skills, Peer group assessment, JAM, Find someone, spider web .Collaborative learning is possible only through social learning. Critical Thinking is directly enhanced by social learning skills

Since social learning groups are heterogeneous, some can adopt new thought from others to speak freely. In group learners can speak freely by using speaking strategies by just evaluate and analysing others and their thought.

S.No	Assessing question
1.	You and you friend are sitting around the table before a class commences, what do you talk to him?
2.	How do you converse with your partner in a group,?
3.	What do observe from your friend / partner participating in discussion
4.	What makes you to collaborate with your friend / partner in group?
5.	When do you ask your friend /partner to clarify your thought? Name the situation collaborate
6.	In an effective debate, how do you rebuttal?
7.	How do you socially elaborate your points as case study is given to your group
8.	If you wish to like tem building group for better speaking skills, why do you so?
9.	Do you listen to your friend / partner in group, if so why?
10.	While participating in GD, what do you observe from you friend?

Table: 05

S.No.	No. of students	boys	girls	No. questions asked	No.of questions answered by using Social affective speaking strategies	mean
1.	35	20	15	10	8	0.8

Table: 06

As the test formulated with all B. Tech students, total number of questions were asked to know the students' speaking skills strategies are 10, of them 8 were answered by the learners by using Social affective speaking strategies. The mean of it is 0.8, the lion share questions were answered by just imbibing and inculcating speaking skills strategies, in particular Social Affective skills .The shows emphatically that learners are very familiar with social affective strategies to speak very freely. It was found an interesting fact that boys used maximum speaking strategies in Social Affective whereas girls showed low performance while speaking the question asked by the expect team .

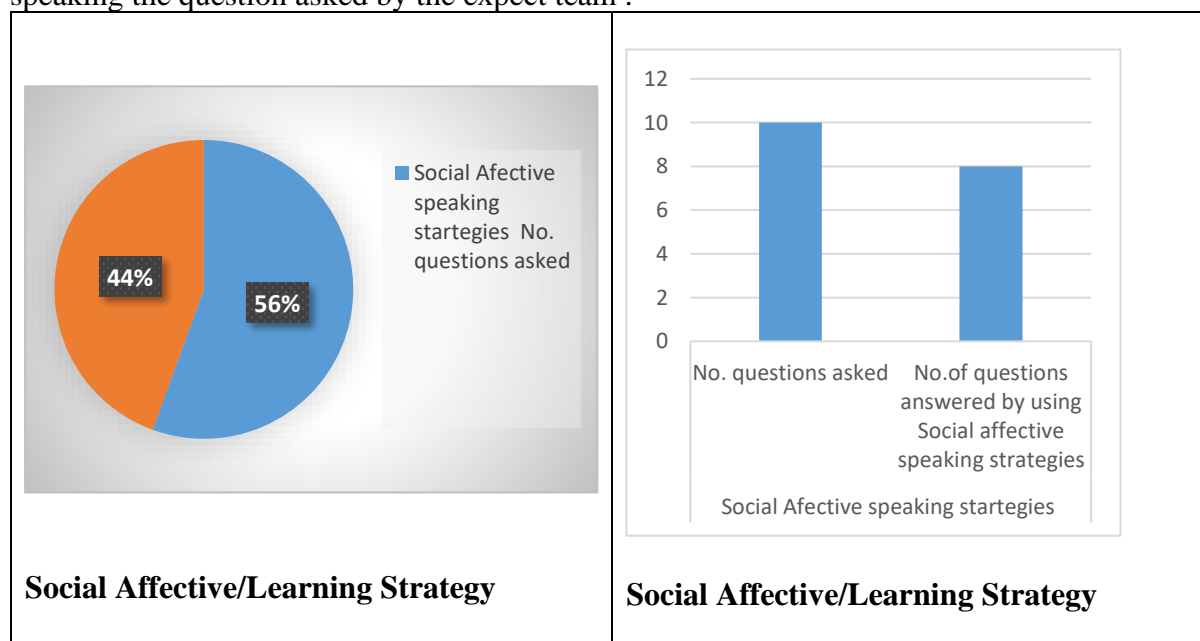


Diagram: 03

Three speaking skills strategies' mean

S.No.	Cognitive strategy	Metacognitive strategy	Social Affective strategy	Average mean
	0.6	0.5	0.8	0.6

Table: 07

After meticulously analysed the three speaking skills strategies, Cognitive mean is 0.6, Metacognitive mean is 0.5 and Social Affective strategy is 0.8. Social affective speaking skills strategies are very familiar with students and they exhibited very much and robust performance in the category whereas the least performance has been recorded in Metacognitive speaking strategies. Cognitive strategy is speaking skills remains to continue the performance better than the two. It is ample of scope to impart and develop effective strategies that are not familiar with Engineering graduate students to speak English freely and effectively at the same time, the more focus should also be given to social affective speaking strategies to have flawless speaking skills and effective strategies.

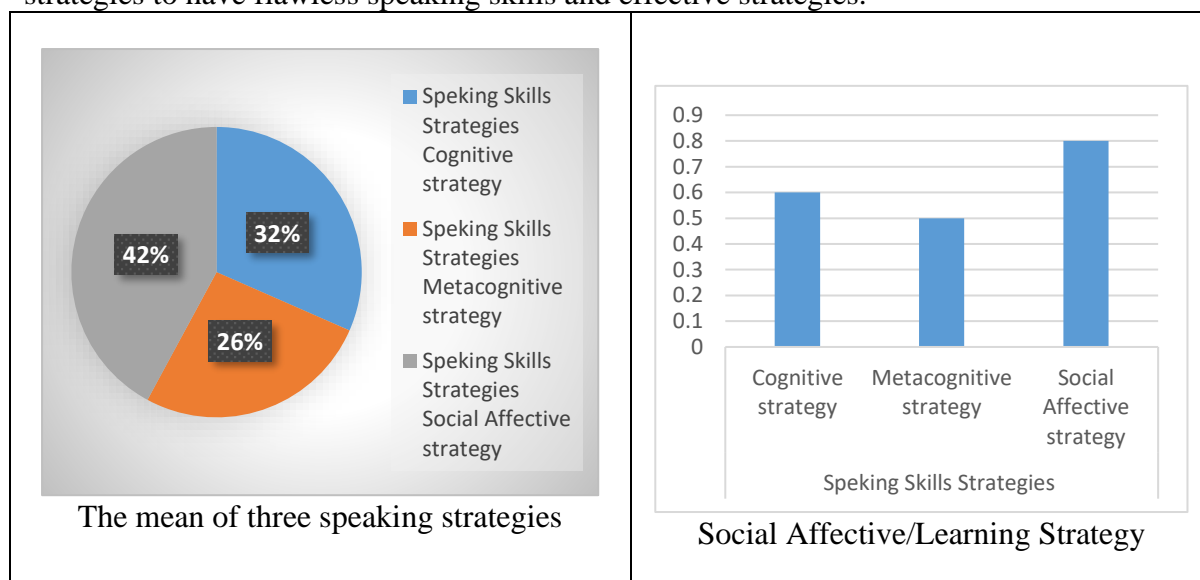


Diagram: 04

7. ACKNOWLEDGES

It is sincerely acknowledged to pay magnanimous and heartfelt thanks to Dr. B V Raju Institute of Technology (BVRIT-N) and K L E F (Deemed to be University) Vaddeswaram, A.P, for providing state of art facilities to conduct experiments on speaking skills with the help of English language labs. It is also grateful to pay sincere thanks to Dr. E. Laxminarasiah, Dean & Head, Department of BS&H, BVRIT-Narshapur, Medak for giving us permission to conduct this empirical study over engineering graduating students.

8. CONCLUSION AND IMPLICATIONS

This investigation has been, strategies to speak English, conducted for undergraduate students. Different strategies how can affect speaking skills effectively to engineering graduate students. Though, it has been scheduled for 4 weeks to assess students speaking strategies, it has been taken more 4 weeks to give the best outputs to enhance speaking strategies. This investigation is closely connected with listening and speaking skills.

Cognitive speaking strategy has proven that graduate learners, trying to speak English as L2. but they wanted some time. Some students felt to write than using speaking cognitive strategies. Since speaking skill is productive, students could not use cognitive speaking strategies, observed by speaking expert team. They could not exhibit much of the cognitive speaking strategies during the assessment

Meta cognitive speaking strategy has been assessed to know about students' thinking skills about thinking skills, knowing about knowing. Undergraduate students have used very less to speaking strategies as they should be inculcated more and meta cognitive activities to enhance and use them effectively in their speaking skills

Collaborative learning strategies highly affected students speaking skills. Their close association has been recorded to assess how they used social affective speaking strategies. Undergraduate students have used much of their social strategies in speaking skills, observed by language expert team.

In this investigation, further declared and asserted deeply that students should have abilities on cognitive and metacognitive speaking strategies but those should be meticulously and deeply inculcated amongst undergraduate students to deliver FREE MIND of speaking skills

ESL teachers should use more strategies on the domain cognitive and metacognitive strategies since these strategies are thinking affected, critical thinking and design thinking. Thinking should be taught and implemented (*Developing a conceptual frame work for teaching thinking as distinct component in ESL Curriculum, MAVS Narayan Swamy, EFLU, Hyderabad 2014*) in Critical Thinking labs in all professional and non-professional undergraduate colleges and universities and graduating colleges. A distinct lab is to be created and learners should be imparted and develop materials concerned to think critically and evaluate them properly to use speaking skills strategies

It was found that more peer groups should be formed (*peerology*) to enhance social affective speaking strategies. Each one of the students is given social affective thinking materials either oral or written to think broadly to cope up with peer groups. Critical thinking in social affective speaking strategies would play a critical and concrete role in language learning

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