

TECHNIQUES TO DEVELOP SPEAKING ATTRIBUTES

Mr. Kaustuv Mohapatra¹, Prof G. Anburaj²

¹Vellore Institute of Technology, Vellore-632 014, Tamil Nadu, S. India.

²Assistant Professor of English, Vellore Institute of Technology, Vellore-632 014, Tamil Nadu, S. India.

anburaj.g@vit.ac.in

DOI: <https://www.doi.org/10.58257/IJPREMS37430>

ABSTRACT

This study examines the several approaches that are employed to improve these qualities, with an emphasis on traditional approaches (such as role-plays, drills, and classroom exercises) and contemporary, technologically advanced instruments (such as interactive platforms and voice recognition software). Improvement in pronunciation, fluency, clarity, and confidence are all important speaking qualities for upcoming English language learners who wish to speak the language more effectively. The study's objectives are to understand as to how these methods effectiveness, look at how they affect speaking components, and determine how digital technologies might support traditional methods. Data is gathered using questionnaires, students review at a college-level, and pre- and post-assessments. It is believed that the results will show which of the following methods increase speaking qualities and how technology could improve student performance and engagement. This research will fill in gaps in the literature by focusing on the psychological aspects affecting learners and the long-term consequences of digital technologies. This will help language instructors, professors and teachers to create more useful training programs for communication. The goal of this research is to improve language learning by offering strategies for improving English language learners' growth of speaking abilities.

Keywords-Speaking attributes, role-plays, voice-recognition, digital learning tools, learner engagement

1. INTRODUCTION

Effective English communication has become essential for success in both academic and professional areas in a world that is gradually becoming more globalized. Indian students who hail from prestigious colleges and are good in speaking the language of English are considered to have higher chances of gaining access to more possibilities both at home and abroad. This happens mostly because of the focus on grammar and vocabulary in their early schooling, these kids have been exposed to reading and writing at an early stage, but many still struggle to acquire strong speaking traits like confidence, fluency, clarity, and pronunciation. English is the primary language of instruction at many Indian colleges, and it is the most common medium of communication at the very esteemed ones as students come from various different places thus giving them a single medium of communication. Even after years of exposure to the language, many students still find it difficult to communicate verbally in real time. This is frequently the result of their schooling which emphasizes on written forms of the language rather than the understanding the nature of spoken English and how it is to be applied in real-life scenarios. Additionally, a wide diversity of regional accents, cultural influences, and educational backgrounds are frequently associated with English language acquisition in India, which may have an impact on students' speaking characteristics. Due to the influence of their mother languages, students frequently struggle with intonation, emphasis, and rhythm, which has a specific impact on pronunciation and fluency.

At esteemed Indian universities, where the academic environment is competitive and high-achieving, students face the additional pressure of participating in activities like debates, presentations, and group discussions, which require pre-established speaking skills from their schooling era. The ability to convey one's thoughts clearly and confidently is not only essential for academic success but also crucial for professional development, especially as these students are often preparing for careers in multinational corporations, research institutions, or global marketplaces.

One technique often employed to develop speaking attributes is role-playing, which has proven effective in enhancing communication skills. As Richard (1985) explains, role play involves drama-like classroom activities where students assume the roles of different participants in a situation and act out realistic scenarios. For instance, to practice expressing complaints or apologies, students might role-play a customer returning a faulty item to a shopkeeper. Doff (1992) further elaborates that role play allows students to take on an imagined role like a police officer, shop assistant or participate in situations such as buying groceries, planning a party, often without pre-scripted dialogue. The three essential components of role play include the situation, the roles, and the use of practical expressions. This spontaneous, improvisational approach enables students to engage actively with the language, building confidence and fluency as they adapt to real-time conversations.

The research has relevance as it could help Indian students close the gap between their academic knowledge and their actual communication abilities. Many of the new Indian students who are pursuing their college degree have a very clear

idea of how the language is written and about its understanding, sometimes even speaking well but it's possible that they lack the confidence and fluency necessary for productive spoken communication in everyday situations. Through the identification of the most effective teaching strategies for speaking attribute development, this research seeks to give practical insights to improve their curriculum and methods.

The study is important because it can bridge the knowledge gap that exists between Indian students' academic background and practical communication skills. These students may be very good in the technical aspects of the language, but it's also likely that they lack the confidence and fluency needed for effective spoken communication in daily settings. By determining which teaching tactics are most successful for developing speaking attributes, this research aims to provide useful information for improving curriculum and approaches. In this study, I focused mostly on college students who are pursuing their degree at an esteemed university of India.

2. PROBLEM STATEMENT

Problem Statement 1: Limited Focus on Speaking Attributes in Traditional Language Instruction

English language training at Indian institutions frequently still places a strong emphasis on reading, writing, and grammar, with little focus on the development of speaking skills like confidence, fluency, clarity, and pronunciation. Even if they are fluent in written English, many students find it difficult to communicate verbally in everyday settings. Students who are not given targeted, organized training in speaking skills find it difficult to express their thoughts in class discussions, presentations, or job interviews. To close this gap, it is important to investigate and put into practice efficient strategies that concentrate on speaking qualities.

Problem Statement 2: Ineffective Implementation of Role-Play Techniques in Enhancing speaking attributes

In Indian colleges, role-playing techniques are typically neglected or implemented in an inefficient manner, despite their widespread recognition for their ability to increase speaking traits like as fluency, confidence, and practical language usage. Many language teachers either fail to include role-playing into their curriculum completely or fail to develop realistic, interesting scenarios that compel students to participate actively, even though role-playing exercises could mimic real-life communication issues and offer a dynamic, interactive learning environment. Furthermore, during role-playing exercises, students frequently experience embarrassment or self-consciousness, which reduces their effectiveness. This study aims to assess the role-play method's efficacy in helping Indian students improve their speaking abilities and investigate ways to improve its structure and combination with other strategies, such digital tools and feedback systems, to make the learning process more interesting.

Problem Statement 3: The Influence of Regional Accents and Mother Tongue Interference on Pronunciation

Due to their varied linguistic upbringings, Indian students frequently have pronunciation issues with English due to their regional accents and mother language influence. Students from West Bengal, Punjab, or Tamil Nadu, for instance, may have difficulties since their local phonetic systems do not correspond with English sound patterns. Their inability to pronounce words consistently makes it difficult for them to communicate clearly and be understood by both native and non-native English speakers. The study must examine how methods like voice recognition software, speech exercises, and role-playing might assist students overcome pronunciation difficulties and produce more uniform and clear speech.

Problem Statement 4: Ineffective Use of Technology in Language Learning

Even though language learning has been transformed by technology, many Indian colleges continue to use conventional teaching techniques without taking full advantage of the capabilities offered by modern digital technologies. Despite the availability of technologies such as interactive applications, AI-powered learning platforms, and speech recognition software, their use in the classroom remains restricted. Many students are unable to receive tailored, in-the-moment feedback on their speaking abilities, which keeps them from improving significantly and fixing errors. This study will examine how technology tools may be used in combination with conventional language teaching techniques to improve speaking skills and provide students with more engaging and productive learning opportunities.

Problem Statement 5: Lack of Long-term Research on the Effectiveness of Speaking Techniques

Most of the current research on language learning strategies is of a short-term nature, emphasizing gains in speaking characteristics right away, with little thought given to the skills' long-term retention. Indian students require long-term teaching strategies that not only provide noticeable effects right away but also encourage continuous improvement in their ability to speak confidently and effectively. Moreover, little study has been conducted on the long-term effects of integrating digital speaking practice tools with conventional methods like role-playing and classroom activities. This study aims to close this gap by examining the long-term efficacy of different approaches and provide insights into which strategies might result in long-lasting enhancements in speaking characteristics.

Research Gap

Although role-playing is acknowledged as a useful method for improving speaking abilities, much of the study that has been done so far has concentrated on using it in Western or non-specific cultural situations. The specific success of role-playing strategies for Indian students is not well-examined scientifically, particularly at elite colleges where language competency requirements are high. Moreover, psychological obstacles that these students encounter like nervousness and self-consciousness during oral activities are frequently ignored in current studies, despite the fact that these barriers might have a major impact on the effectiveness of role-play. Furthermore, little study has been done on the successful integration of role-play with contemporary digital technologies (such as voice recognition software) to boost participation and offer real-time feedback. Addressing these gaps is crucial for developing tailored language learning interventions that meet the specific needs of Indian students, helping them build confidence and improve their speaking skills in academic and professional contexts.

3. LITERATURE REVIEW

Speaking skills development has become more and more important in learning a new language, particularly in non-native English-speaking environments like India. Speaking abilities are crucial for negotiating competitive work situations as well as serving as a sign of academic accomplishment for Indian students, especially those from prestigious colleges. This study of the literature looks at the main methods and approaches used to improve speaking skills, with an emphasis on role-play, traditional methods of instruction, and contemporary digital resources. Along with the application of modern technology like interactive platforms and voice recognition software, it emphasizes the importance of psychological aspects, pronunciation, and fluency improvement. Furthermore, the analysis emphasizes current gaps and areas where future research is needed, particularly from an Indian students point of view.

Role-Play techniques in language learning

For a long time, role-playing has been recognized as a successful technique for enhancing second language learners' speaking abilities. According to Richard (1985), role play is an activity that helps students practice and improve their speaking abilities by having them take on various parts and perform situations that resemble real-life communication. By using role play to create a dynamic and interesting learning environment, students may improve their fluency as well as their ability to speak spontaneously and adapt in social situations. This method is also useful for giving students practice using language in realistic environments, where they can carry out scenarios like social chats, negotiations, or customer service interactions. The benefits of role-playing are further elaborated by Doff (1992), who highlights the spontaneous character of the activity and how students are required to come up with conversation on the spot that matches the role and context like improv is in the field of acting as it helps assess one's own nature but also helps them build confidence and help them work better under pressure. Through engagement with these situations, students acquire the skills necessary to effectively navigate conversational cues, modify their tone, and make split-second judgments about word choice and structure of which are essential components of effective speaking.

Psychological factors influencing speaking skill development

The use of role-playing at Indian colleges is not as common or efficient as it could be, despite its well-established advantages. According to studies like Bala (2019) and Rao (2020), many teachers in Indian universities still use conventional lecture-based teaching strategies that put more emphasis on writing and grammar than on speaking practice. Furthermore, Patel (2018) emphasizes that although some educators use role-play, they frequently fall short of offering insightful criticism or crafting plausible, culturally appropriate situations that speak to the realities of Indian students. Holt and Kysilka (2006) believe that role play method may be entertaining and lead to improve learning, these techniques can be employed a student communication, they allow students to realize the value of collaboration and to have an interest in learning. Using the role-play approach, Liu and Ding (2009) observed how the students behaved in groups when given a familiar scenario to role-play. Additionally, they examined the learners' language proficiency, how to fix mistakes, and how to provide feedback for continued development.

Pronunciation and Fluency challenges among Indian students

According to Jannah (2011), role play is crucial for teaching speaking because it allows students to practice speaking in a variety of social situations and roles. According to Kumar and Sharma (2021), students often have increased expectations when attending renowned Indian colleges, which contributes to their language anxiety. Students often feel discouraged from participating fully in speaking activities by the competitive academic environment because they are afraid of making mistakes in front of their classmates. Role-play approaches, when handled effectively, can help minimize this anxiety by creating a controlled, supportive environment where students can practice without fear of immediate judgment. According to Blatner (2009), the role-playing approach may be used to define or evaluate how students behave in situations that require problem-solving. Additionally, it enables students to practice concepts and issues that have been covered in class and act as though they are in a real-world scenario where they must participate.

The role of technology in enhancing speaking attributes

There has been a noticeable rise in the usage of digital tools to enhance speaking abilities in recent years. The potential of speech recognition software to deliver real-time, customized feedback on pronunciation and fluency is highlighted by Liakin, Cardoso, and Liakina (2015). These tools are especially helpful in large classes when it is not always possible for teachers to provide one-on-one feedback. Students can practice independently and get feedback in real-time by using voice recognition software, which can analyze speech patterns and provide improvements. Sundaram and Reddy (2019) have shown how well digital tools may be integrated with conventional teaching techniques in the Indian context. According to their study, students who combined classroom role-play activities with language learning applications improved their pronunciation and fluency more than those who only utilized traditional methods. These results imply that a combination approach that combines digital tools and role-play could be very helpful for Indian students, giving them more chances for practice and feedback. But according to Prabhu (2020), a lack of teacher training and technological limitations prevent many Indian educational institutions from realizing the full potential of digital tools. More research is required to determine the most effective way for integrating these tools.

Gaps in the Literature

Even with the large amount of research on language learning strategies, there are still a lot of unanswered questions about how to best tailor role-playing strategies to the unique requirements of Indian students. Most of the research that has already been done focuses on global or Western contexts, and it pays little attention to how role-play might be modified to meet the language and cultural difficulties that Indian learners encounter. Furthermore, although a great deal of study has been done on the advantages of digital tools for language acquisition, less research has been done on how these tools might be combined with role-playing exercises to provide thorough, feedback-rich learning experiences. Moreover, the mental aspects of learning a language, specifically concerning speaking abilities, have not been well studied within the Indian society.

4. METHODOLOGY

This study uses a mixed-methods approach to evaluate the efficacy of several strategies used to enhance speaking qualities among Indian university students. It combines quantitative and qualitative data gathering methods. Two methods are used in the research: fifty students from a prominent institution are given a physical questionnaire, and fifty more students from the same academic environment take an online survey using Google Forms. The same questions will be posed to both groups of participants to better understand the methods they employ to improve their speaking abilities, with a special emphasis on role-playing strategies.

One hundred students from a renowned Indian institution enrolled across multiple majors will make up as the participants for this survey. 50 students will complete a paper questionnaire, with the participants divided equally while another 50 students will use Google Forms to conduct an online survey. The selection procedures make sure that students with different academic years and levels of language competence are evenly distributed. This combination covers a wide range of student demographics and enables comparison analysis of findings from both formats. Ten multiple-choice items about speaking skills improvement were included in the questionnaire. The purpose of the questions is to gather data regarding:

- A) The methods and approaches used today to improve speaking abilities
- B) Tools and resources of choice
- C) Perceived usefulness of various methods.
- D) Obstacles and psychological difficulties related to speech abilities.
- E) Suggestions for enhancement

5. RESULTS DISCUSSION

The following is a detailed discussion of the results derived from the 100 university students who participated in the study, split between 50 respondents via physical questionnaires and 50 via an online survey (Google Forms). The responses collected from the 10 multiple-choice questions help to evaluate the techniques used to improve speaking skills, especially in the context of role-play and other innovative methods.

Q1) Techniques Used to Improve Speaking Skills

Taking a public speaking course was picked by 45% of online respondents, while 35% of respondents who were in person selected d) reading books and watching online videos. This suggests that students who are physically present have a preference for using technology and self-study tools. Online responders, on the other hand, appear to choose formal, more regulated learning settings, such as public speaking classes. The preference of online participants for formal courses appears to be higher, indicating a trend towards institutional support for improving language abilities in technological environments. The difference also shows that while physical students prefer self-guided learning using a

combination of conventional and digital resources, online students, who are used to digital platforms, could choose for organized educational options.

Q2) Techniques to Expand Vocabulary

Of those who responded in person, 40% preferred a) keeping a vocabulary diary, but 50% of those who responded online chose b) using programs like Duolingo to practice grammar. This suggests a distinct difference between digital and traditional vocabulary-expansion strategies. Online participants tend to favor technology-driven solutions, which reflect the popularity and accessibility of language-learning apps, whereas physical participants tend to favor writing-based traditional techniques, such as keeping a journal. This disparity implies that while physical respondents continue to prioritize physical learning aids like diaries for vocabulary development, online respondents may have more access to digital resources.

Q3) Contribution of Speaking Partners

Of those who responded in person, 40% preferred a) keeping a vocabulary diary, but 50% of those who responded online chose b) using programs like Duolingo to practice grammar. This suggests a distinct difference between digital and traditional vocabulary-expansion strategies. Online participants tend to favor technology-driven solutions, which reflect the popularity and accessibility of language-learning apps, whereas physical participants tend to favor writing-based traditional techniques, such as keeping a journal. This disparity implies that while physical respondents continue to prioritize physical learning aids like diaries for vocabulary development, online respondents may have more access to digital resources.

Q4) Role-Play Techniques for Engagement

Significantly, 60% of respondents in person and online selected option c) to guarantee appropriate involvement, whereas 30% of respondents in person selected option d) to get rid of shyness. This suggests that role-playing is commonly acknowledged as a successful method for encouraging language acquisition in both online and offline settings. The physical responders' added emphasis on conquering shyness, however, shows that in-person role-playing exercises may offer psychological advantages like increasing self-esteem and lowering anxiety that might not be as urgent in virtual settings. On the other hand, because digital platforms are less daunting, shyness may not be seen as a significant obstacle by online learners.

Q5) Resources for Improving Speaking Skills

Of those who responded online, 55% preferred d) Online courses, whereas 40% of those who responded in person chose a) Public speaking books. These findings clearly distinguish between e-learning platforms and conventional resource choices. Because they were accustomed to technology-enhanced education, online respondents favored digital learning resources including courses and applications. Physical responders, on the other hand, tended to favor more conventional approaches, such as books, highlighting the ongoing significance of tangible resources for language acquisition in in-person learning environments. This disparity reflects larger patterns in the field of education, as various learning styles are accommodated by both traditional and e-learning tools.

Q6) Strategies to Improve Role-Play Effectiveness

40% of respondents who were in person preferred a) More realistic materials and scenarios, but 45% of respondents who were online chose c) Technology-enhanced role-play. The growing desire to incorporate digital technologies into educational activities is reflected in the online group's preference for technology-enhanced role-play. Physical responders, on the other hand, favored real-world situations that provide greater hands-on encounters in in-person settings. In order to bridge the gap between classroom learning and real-life language usage, this proposes a dual strategy to increasing the efficacy of role-play: although tech-based additions may be beneficial in online contexts, genuine, interactive role-play situations should be the main focus in physical classrooms.

Q7) Role-Play's Contribution to a Supportive Learning Environment

Thirty percent of physical responders also selected d) Reduces anxiety, whereas fifty percent of both groups selected c) Increases motivation. These findings demonstrate how well-known role-playing is as a motivating technique for language acquisition in both online and offline contexts. The psychological advantages of role-play in face-to-face settings, where students could feel more nervous while speaking in front of an audience, are further highlighted by the physical responders' acknowledgment of role-play as an anxiety reliever. On the other hand, because online learning is more laid back, individuals might not experience the same levels of anxiety.

Q8) Expanding or Adapting Role-Play Techniques

Thirty percent of online respondents selected option c), whereas 45% of both groups selected option d) More complicated role-play scenarios. Most respondents thought that complexity added to role-play activities was beneficial, indicating that students with greater competence levels would benefit from more difficult scenarios. The fact that the online group is also interested in the emotional aspects of role-playing shows how important emotional engagement and

authenticity are becoming in language learning, especially in digital environments where students might need more immersive experiences to make up for the lack of in-person interaction.

Q9) Adjusting Role-Play for Different Proficiency Levels

50% of respondents who responded online selected option b) Pair students of different proficiency levels to balance skill sets, whereas 40% of respondents who responded in person preferred option a) Focus on easier scenarios for beginners and more complicated for experienced learners. This shows that kids who learn physically prefer a tiered method in which role-play challenges are gradually modified according to the student's degree of ability. On the other hand, peer cooperation is preferred by online learners, suggesting that student partnerships might improve learning outcomes in online learning environments. Both groups valued the adaptability of role-play activities; in fact, 20% of respondents in person and 30% of respondents online chose option c) Create adaptable role-play tasks, highlighting the significance of flexibility in role-play design to accommodate a range of learning demands.

Q10) Improving Future Research on Role-Play Techniques

45% of physical respondents chose b) Expanding the study to cover a broader range of language skills, while 40% of online respondents favored a) Including students from different educational backgrounds. Physical respondents' interest in broadening the scope to other language skills suggests that future research could explore the impact of role-play on reading, writing, and listening, providing a more comprehensive understanding of its benefits. Online respondents' focus on diverse educational backgrounds highlights the need for more inclusive research that accounts for different learning styles, backgrounds, and contexts. Additionally, 35% of physical respondents selected d) Involving both male and female students, reflecting the importance of considering gender-related differences in how students respond to role-play activities, which could further enrich the research.

6. CONCLUSION

The findings from this study highlight several key insights into student preferences for learning techniques and the role of role-play in language skill development. It is clear that structured environments are favored by online learners, while physical students prefer a more autonomous, self-study approach. Furthermore, technology-driven solutions are increasingly popular among online respondents, whereas traditional tools still hold significant value in physical settings. Role-play, in both physical and digital formats, is shown to be a powerful tool for enhancing engagement, motivation, and language proficiency, with additional psychological benefits such as reducing anxiety. Future research should continue to explore the diversity of role-play techniques, focusing on broadening language skills, incorporating emotional elements, and understanding how demographic factors impact role-play effectiveness. By combining technology with authenticity, educators can create a comprehensive, adaptable approach to language learning that meets the needs of students across varied learning environments.

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