

Developing Speaking Skills among the ESL Learners of Assamese Medium School of Diyungbra Area

*A dissertation submitted to the Department of English for the partial fulfillment of the
requirements for the award of the degree of Master's in English*



Submitted To

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<u>Contents</u>	<u>Page no</u>
Guide's certificate	I
Declaration	II
Acknowledgment	III
Plagiarism and AI report	IV-VII
Chapter 1: Introduction and Background	1-9
1.1 Abstract	
1.2 Introduction	
1.3 Rationale	
Chapter 2: Methodology and Literature Review	10-12
2.1 Methodology	
2.2 Participating school	
2.3 Literature review	
Chapter 3: Implementation and Results	13-16
3.1 Needs analysis	
3.2 Language teaching skills	
Chapter 4: Project Finding, Impact, and Recommendations	17-26
4.1 Project findings	
4.2 Feedback	
4.3 Recommendation	
4.4 Conclusion	26-28
WorksCited	29
Appendices	30-37

Guide's certificate

This is to certify that the project entitled: *Developing Speaking Skills among the ESL Learners of Assamese Medium School of Diyungbra Area of Class V* has been meticulously undertaken and successfully completed by the following students: **Sainjali Kemprai, Tulsi Boro, Kakoli Deka, Sukriya Akhtar, Halima Begam** under my supervision and guidance in the Department of English, **Mahapurusha Srimanta Sankaradeva Viswavidyalaya**, Guwahati unit. This project is a result of their dedicated research efforts and active engagement in field-based investigation. It is an original work and has not been submitted to any other university or institution for the award of any degree or diploma. The students have fulfilled all the requirements for the award of the degree of master of English.

Dr. Bibha Devi

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Signature:

Date:

Place:

Declaration

The researchers- **Sainjali Kemprai, Tulsi Boro, Kakoli Deka, Sukriya Akhtar, and Halima Begam**, the students of the Department of English, **Mahapurusha Srimanta Sankaradeva Viswavidyalaya**, Guwahati unit. do hereby declare that this project report entitled, *Developing Speaking Skills among the ESL Learners of Assamese Medium School of Diyungbra Area of Class V* is an original work carried out by the researchers and is the result of their own intellectual efforts, completed under the guidance of **Dr. Bibha Devi**, Assistant Professor, Department of English, MSSV, Guwahati Unit. This project is the result of our own research, observations, and analysis. The researchers affirm that all of the material, data, and interpretations contained in this report are based on our own fieldwork and research. Wherever other sources have been used or referenced, they have been fully acknowledged and cited according to academic norms. The researchers affirm that this project has not been submitted by them, individually or jointly, for the award of any degree, diploma, or certificate to any other institution.

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Acknowledgment

The researchers would like to express our heartfelt thanks to everyone who supported and guided them throughout this project. First, the researchers are deeply grateful to their respected Madam (Dr. Bibha devi) for their continuous support, encouragement, and valuable suggestions. Her guidance helped the researchers complete this project smoothly. The researchers also want to thank the Headmaster, teachers, and staff of the Assamese-medium school (Gurji Lijigeer L.P School) in Diyungbra for giving them the opportunity to visit their school. Their kind cooperation and warm welcome made our field visit a comfortable and meaningful experience. A special thanks to the Class V students, who participated with great interest and energy. Their willingness to learn and their involvement made the researchers' teaching sessions truly enjoyable and memorable. Lastly, the researchers are also thankful to Dr. Madhulina Choudhury(Head of the Department), Ritu Ranjan Gogoi(Assistant Professor) and Dr. Dipak Jyoti Baruah(Professor) for their support made this project successful and helped the researchers learn a lot along the way. Without the help and support of all these people, this project would not have been possible.

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Chapter 1: Introduction and Background

1.1 Abstract

This project was the part of the school visit the researchers had made during the course of their university. The researchers decided to visit a government Assamese-medium school in Diyunbra. The main goal of their visit was to help the students of class V to get better at English-speaking skills. At the beginning of their survey at school, it was very obvious that students were not confident, and moreover, most of them were very shy when speaking English. However, the students of class V found it difficult to speak in English, and they only said a few words; they found it difficult to make full sentences. The fact that they had not had any opportunities to practice their speaking skills could be seen from the previous examples.

At first, the researchers carefully noticed their problems, so they planned their four-day teaching session to help them speak English. The researchers were determined to devise the most efficient and interesting way to transfer the students the required knowledge. It was decided by the researchers that it would be better, compared to the traditional learning tools, to include fun and interactive activities. These activities were games, role plays, storytelling, drawing, and simple conversations. Hence the target was to help the students enjoy learning and feel no pressure at all. After a short period of time, the researchers were able to observe several positive changes. Thus, more active participation was observed throughout the days, and many of the students had gotten the confidence to say their names, introduce themselves, and give responses to basic questions in English. Some of the students started to make new sentences and use new words the researchers taught them. It was indeed gratifying to observe their confidence step by step increasing. They smiled, they asked questions, and they collaborated with each other during the tasks. This indicated that not only were they learning, but also they were really enjoying the tasks. However, it also became manifest that not all of the students were developing at the same speed. A few of them still found it difficult to make sentences, and they needed more attention to get better at English speaking. The researchers were of the opinion that, if given the right instruction, these students would have performed equally well. The time spent together was short

but sufficient to make the researchers realize that things can really change if only the most suitable system and environment are there.

This project was not only about the students' learning, but also the researchers learned a lot from this experience. The researchers discovered the significance of knowing the background of the learner and creating engaging and affirming environments along the way. The researchers found out that kids in the countryside need more English exposure in enjoyable and imaginative ways. This practice helped the researchers in becoming better future teachers and in understanding how teaching really occurs in practice. The school they visited was not just an academic space but also a reflection of the local community. Most of the students came from tribal and rural backgrounds where English is rarely heard or spoken in daily life. In places like Diyunbra, people communicate mostly in their native tongues and Assamese. As a result, students have very little exposure to English outside the school. They do not have access to English media like cartoons, storybooks, or even mobile apps that children in urban areas might use. This background plays a very important role in the development of speaking skills. The project helped the researchers understand that a student's environment is just as important as the classroom when it comes to language learning. In many schools, especially in rural areas, more focus is given to reading and writing because exams usually test these skills. But speaking is equally, if not more, important for real-life communication. A child who can read and write but cannot express themselves in spoken English may feel left behind when they grow up and enter higher education or job interviews. This project made the researchers realise that spoken English should not be treated as a luxury skill, but a necessary one, especially in today's global world. If students are to be prepared for a better future, attention must be given to speaking skills right from primary classes like Class 5.

Before visiting the school, the research team had long discussions on how to approach this project. The researchers wanted the lessons to be simple, fun, and age-appropriate. They did not want to follow a fixed textbook pattern. Instead, the focus was on practical usage of English through activities. The researchers prepared flashcards, simple games, and prompts for storytelling. A flexible plan was also made because the researchers were aware that adjustments

might be needed depending on how students reacted. Through this experience, it was learned that planning for rural teaching requires creativity, flexibility, and sensitivity toward students' backgrounds.

One thing that touched the researchers during the project was the emotional response of the students. Some were shy, some were excited, and some seemed to have never been encouraged to speak before. A few students smiled with pride after completing a sentence in English for the first time. These emotional reactions helped the researchers understand how deeply learning is connected with confidence and motivation. When students feel safe, seen, and supported, they develop not only their language but also their self-esteem. This project gave the researchers a window into the emotional side of learning, something that textbooks can never show.

Apart from speaking challenges, other barriers were noticed that slowed down learning. Some students lacked proper notebooks or pens. The classroom had limited teaching aids like posters, charts, or audio-visual materials. Teachers were willing but lacked training. These observations helped the researchers understand that language learning cannot improve unless overall classroom conditions are improved. Infrastructure, resources, and teacher training are all connected to how well students learn.

This was not just a student-centered project. It was also a learning journey for the researchers. They came as “teachers” for four days, but ended up becoming learners themselves. They learned how to communicate with children who are very different from them. They learned how to explain the same idea in different ways until the child understood. It was realised that teaching is not about perfection it is about connection. Real teaching means being patient, creative, and emotionally intelligent. This experience changed the researchers' view of teaching forever.

It was observed that even a small word of encouragement could bring a big change in students. When the researchers clapped for their efforts, or said “Very good!” After a sentence, the students smiled and tried again. This shows that rural students do not just need knowledge they also need constant emotional support. Encouragement builds confidence, and confidence builds skill. As future teachers, the researchers feel this lesson is one of the most valuable ones they learned from this project.

While the four-day program showed improvement, the researchers are also aware of its limitations. Some students were just starting to open up when the project ended. Real, long-term improvement in speaking skills will require continued effort over weeks or months, not just a few days. The short project showed what is possible, but it was also clear that schools need a sustainable plan to keep this progress going. Activities like storytelling, group conversations, and picture talks should be included in the daily routine, not just during special visits.

Through this experience, the researchers started imagining how a better English classroom in rural areas might look. It would have colorful visuals, English word walls, posters, and daily speaking time. Teachers would be trained not just in grammar but also in how to encourage communication. Students would speak without fear of making mistakes. Most importantly, English would feel like a living language, not just a subject for exams. This project gave the researchers hope that with the right efforts, this dream can become a reality.

This project has left a lasting impression on the researchers. They no longer see English as just a subject. It is now seen as a bridge that can connect children from remote villages to the larger world. The role of the teacher is not just to teach but also to inspire, support, and understand each learner. If every teacher gives a little extra time to speaking activities, if every school adds just one fun language game daily, a big change can happen. The message is simple: Every child has a voice and teachers must help them use it.

1.2 Introduction

Language is one of the most important ways people connect and talk to each other. Out of all the things learned in a language like listening, reading, writing, and speaking, speaking is usually the hardest. This is harder for the students of rural areas to speak English fluently because they did not get a chance to learn and use English in everyday life. In India, most of the schools teach English, but in the rural areas, like Diyunbra, the focus remains on traditional learning methods, that is, reading and writing, so the students do not get a chance to practice English speaking. They mostly learn through reading and writing, because that is what is needed for exams. But speaking does not get much attention. At home and in their surroundings, English is hardly ever

used. So, even if students understand English, they do not feel confident enough to speak it. When the researchers first visited the government school in Diyungbra, it was carefully noticed that the students of Class V did not make easy sentences; they only knew basic English words. Some of them became shy and nervous to speak, and some of them were afraid to make mistakes. They did not get many chances to speak freely.

So, the researchers planned a four-day teaching session that focused only on speaking skills. Instead of focusing on textbooks, the researchers used fun games and engaging activities like role-plays, games, picture descriptions, and group tasks. The main goal of the visit was to make the students feel comfortable while speaking, even if they made mistakes. The change observed was very encouraging. Many students slowly began speaking more confidently. They started using more words, making proper sentences, and enjoying learning in this new way. Compared to the first day of the visit, many students improved by the end of the four days. But not every student improved at the same speed. Some of them still found it difficult to make short sentences, struggling with vocabulary. They need more support, time, and practice. Since they do not hear English at home or around them, the school is the only place they can practice. So, it is very important that the school gives them regular chances to speak. This project really helped the students of Class V. Their English-speaking skills improved, and they had a chance to learn in a fun way, and most importantly, they became more comfortable speaking. They are not fluent yet, but they have learned a lot compared to the first day of the visit. Some students need more support, but with the right method and practice, they can also improve and become better at speaking English.

The researchers' project was based on this very observation. A government Assamese medium school in Diyungbra, Dima Hasao, was visited to understand the real situation of spoken English among Class 5 students. From the beginning, it was noticed that the children were eager to learn but lacked the confidence and experience to speak in English. Many students were too shy to answer simple questions, and some did not even try because they were scared of making mistakes. It became clear that the problem was not their ability, but the lack of opportunity and practice. One important reason for this gap is that these children come from non-English-speaking homes and communities. Most of them speak tribal languages or

Assamese at home. English is not used in daily life, and it is rarely heard outside the classroom. This means that students only come into contact with English during school hours, and even there, it is limited to reading or writing tasks. Without regular exposure to spoken English, children find it hard to form sentences, pronounce words correctly, or express ideas confidently. It was also observed that many teachers in rural schools are not trained in modern, communicative methods of language teaching. They may know grammar rules and textbook content, but they often lack the confidence or resources to teach speaking through activities like role-play, storytelling, or games. In the school visited, teachers admitted that they mainly relied on poems and textbook reading and did not use special speaking exercises. This made the researchers think deeply about how teaching methods need to change if students are to actually use English for real communication. With this in mind, the project was designed to focus completely on speaking. The textbook format was not followed. Instead, fun and student-friendly methods like conversation games, picture descriptions, object talk, and role-plays were used. The goal was simple: to make students comfortable enough to speak, even if they made mistakes. It was believed that speaking skills cannot grow in fear; they grow in freedom, laughter, and practice.

This project also gave the researchers a deeper understanding of how important the classroom atmosphere is. If the students feel judged or afraid, they stay silent. But if they feel supported and appreciated, they try to speak, even with limited vocabulary. During the sessions, every effort was praised no matter how small. There was clapping when a student introduced themselves. Smiles were offered when someone formed a sentence for the first time. And slowly, the magic happened and confidence grew. Students who had stayed silent on Day 1 were speaking in short but complete sentences by Day 4. Through this experience, it was also learned how language learning is not only about teaching it is about understanding the learner. The researchers had to adjust their teaching according to the students' needs. Some students were quick to respond, while others needed more time. The importance of being patient, flexible, and kind was realised. As future teachers, this was an unforgettable lesson.

In short, the aim of this project was not only to assess the speaking skills of Class V students in a rural school but also to explore how the teacher-trainees could help improve those skills in a

short period. The goal was to observe, interact, and support the learners in a way that makes English feel less scary and more friendly. This introduction marks the beginning of a journey where language is not just a subject to be studied but a voice to be found.

1.3 Rationale

The primary goal of the researchers' visit to the government Assamese-medium school was to understand how the students of Class V are learning to speak in English and what problems they have faced. In rural areas like Diyungbra, students do not often get a chance to hear or use English in their everyday lives, so the researchers felt it was important to explore this directly. Most of these students come from homes where English is not spoken at all. Even at the school, especially in rural areas, teachers were mostly focused on reading and writing; they were not focused on speaking, and the students did not get the opportunity to improve their speaking skills. For these reasons, some are shy, others are unsure of pronunciation, and many simply do not get enough practice.

So, the researchers decided to plan a four-day teaching session to help the students speak English. They interacted and talked with the students freely and taught them through fun-loving games and activities. The researchers encouraged the students to talk without hesitation and fear of making mistakes. It was believed that learning should be fun and should not induce a state of nervousness or fear in students. This is why the researchers structured the activities to enable students to relax and feel excited about learning. Games, stories, picture talks, group work, and role-play were included. The students were able to speak freely and not worry about feeling judged or tightly corrected. The goal was not only to give them English words but also to give them the ability to use those words while talking to others. At the end of the session, the researchers noticed some improvement in the students. Some students, who were shy to speak on the first day, were now raising their hands and participating in group work. A few also attempted to form full sentences and ask questions in English. It was evident they had the abilities; they just needed to be provided with the right context and somewhat pushed to speak. This project not only helped the students, but also taught the researchers a lot through the experience. It was recognized that many children in rural settings like Diyungbra are eager to learn yet lack both

opportunity and confidence. The project showed that to teach students, teachers have to be patient, kind, friendly, and supportive. Every learner learns at their own speed, but the important thing is to create safety, support, and warmth for each learner to be heard. Ultimately, the experience resulted in a lot more than simply an improvement in each of the students. Class V was chosen because this is an important stage in a child's learning journey. At this age, students can pick up new skills quickly if they are taught in a fun and encouraging way. However, when the school visited, it was noticed that even though the students had reached Class V, their spoken English was very weak. Most students could not introduce themselves properly, form basic sentences, or answer simple questions in English. This showed that something was missing in the way speaking was being taught or rather, not being taught at all.

The goal was to find out what the students actually needed in terms of speaking, and what kind of teaching methods could work for them. It was believed that just teaching vocabulary or grammar rules is not enough. Students need opportunities to practice speaking in real situations to talk, to listen, to answer, and to make mistakes without fear. Speaking a new language is like learning to swim. It cannot be done by only reading a book. One must get into the water. The same applies to English. Students need to be in an environment where they can practice and grow. The researchers also wanted to understand how teachers deal with speaking activities. When they interacted with the teachers, it was revealed that speaking tasks were rarely conducted. Traditional methods were used, such as asking students to read poems or memorize answers. While this may help with exams, it does not help students speak naturally. The teachers also mentioned that they had not received any special training in how to teach spoken English. This led the researchers to realise that teacher training is just as important as student practice. Without proper guidance, teachers may not know how to create a classroom where speaking is encouraged. The project was built on the belief that language learning should be interactive, practical, and joyful. The researchers did not want the students to feel pressure. That is why games, picture talks, storytelling, and role plays were introduced. These are not just fun, they are powerful tools to build confidence and fluency. When students enjoy the learning process, they stop being afraid. They start taking risks and speaking up. This was clearly observed during the project, and it confirmed the idea that a supportive and playful environment can bring great

results. Another reason the project was meaningful was that the researchers themselves learned a great deal from it. As teacher trainees, this was their first real experience of being in front of a classroom. They got to see how students behave, what they need, and how different every learner is. They also learned how to be flexible and how to change teaching plans depending on how the students responded. It was discovered that being a teacher is not just about giving instructions; it is about listening, adapting, and caring.

Lastly, this project showed that rural students are not less capable than urban students. What they lack is not intelligence, but exposure, encouragement, and resources. With the right support, they can speak English confidently and clearly. This belief became the heart of the project.

In short, the rationale behind the project was to create a small but meaningful change in the way English speaking is taught in rural classrooms. The researchers aimed to understand the students' struggles, support them through practical activities, and learn how teaching can be made more effective and enjoyable. Through this project, the focus was brought back to spoken English not as a high-pressure skill for top students, but as a basic, essential ability that every child deserves

Chapter 2: Methodology and Literature review

2.1 Methodology

The researchers used qualitative and action research methods to understand and enhance speaking skills in Class V students who were learning English as a second language. The researchers aimed to remain close to the classroom so they could observe the changes, adjust their strategies, and see the outcomes throughout their teaching. Fifteen students were chosen from a school where instruction is in Assamese and funded by the government. These students, around 10 and 11 years old, understood English, but they felt nervous and found it hard to talk or write using the language. Their level of experience in spoken English was very low, which made them suitable for this investigation. Sometimes the learners spoke using short phrases, whereas others preferred to remain quiet. The researchers shaped activities to engage and involve students more, with a strong emphasis on communication. A good way to begin was to ask a round of vocabulary or answer questions. At times, the questions were simply, “What have you eaten today?” or “How are you doing?” These activities made students feel comfortable talking in a relaxed way. Program activities were developed to keep students interested and at the right difficulty level for them.

One of the sentences given to the students included a word that they had to use to build a sentence around. The researchers conducted the program for four days by holding the sessions during the English period. Every session allowed about one hour for the students to talk. The dialogue was improvised, but the researchers followed a basic plan to stay on schedule. Students were allowed to finish speaking first, and then feedback was provided using a kind and gentle tone. This made the students feel comfortable playing with language and reduced their fear of making mistakes. Positive reinforcement was provided at every opportunity, recognizing even minor changes the students made. The researchers depended on informal evaluation tools to check their growth. Recordings of a few student performances were made, only after obtaining their consent, so they could be analyzed at a later point. In this way, the researchers could review the videos and give advice on pronunciation, fluency, and sentence formation.

The researchers remained flexible to make any needed changes based on student responses. When some of the students showed excitement about specific topics, tasks related to those topics were selected. These choices helped keep the process interesting, and the students were never

bored. The researchers ensured that they had a variety of materials matching the teaching goals and suitability of the Class V students involved in the speaking program. The first resource used was the regular English coursebook, which provided short reading texts, dialogues for practice, and vocabulary lists.

The study concluded with the observation that most students became more willing to talk, were able to create full sentences, and had grown in confidence when using English. This led the researchers to conclude that a supportive environment, regular lessons, and practical communication opportunities play a crucial role for young ESL learners in acquiring speaking skills.

2.2 Participating school

School Name: Gurji Iijigeer L.P School.

Location: Diyungbra, Dima Hasao.

No of students: 15-20

Medium: Assamese.

2.3 Literature review

As part of their project to work on speaking in Class V, the researchers examined books, journal articles, and teaching material about learning languages in primary school. What interested them most were methods that got children to speak English daily, instead of using it just for set routines or memorization. The research appears to indicate that at the primary level, English instruction commonly emphasizes grammar, reading, and writing. Sometimes, speaking is ignored, especially when students are in big classes and rarely get to speak out loud.

The researchers read that some teachers start group role plays and use stories inside the classroom, and it seemed this could be valuable. Some of the teacher-training courses recommended using songs, games, and talking with peers to increase students' fluency. These suggestions encouraged the researchers to incorporate such methods into their own teaching. It was found that a lot of the studies were carried out with higher classes, often middle school and above, since students in those grades have some understanding of English. Only a small number

of studies looked specifically at speaking practice in lower classes such as Class V. Of those that did cover this topic, much of the writing was theoretical and paid little attention to classroom practicalities. One study pointed out that having a secure space is important for young people, as they might not speak up if threatened by being scolded or ridiculed. This was also observed by the researchers in their classrooms, so the idea seemed clear and stayed with them. A lot of students spoke little or no English in classes out of fear or due to lack of confidence. Some studies showed that if students are given a relaxed setting to speak, it helps them practice and make mistakes. The researchers agreed and tried to find a way for this to be implemented in a normal classroom using simple materials.

Another article pointed out that even a little practice done over time can result in improved fluency. Because of this, the researchers began dividing their work into many quick and laid-back sessions. Another observation was that there was not a lot of classroom data available. There were recommendations and curriculum outlines, but few real-life examples to show how the ideas were effective in teaching. The goal was to see if students could improve their confidence in English speaking by doing easy and manageable activities at school during busy days. While there are strong ideas for teaching speaking, the researchers did not find much specific information showing how to develop speaking skills in a typical Class V classroom, especially where English is not the students' first language. Most articles encountered focused on older learners or assumed small classes with strong teaching conditions. There seemed to be an opportunity to explore how basic, effective speaking exercises could support Class V students in real classrooms.

The researchers created their project specifically to address this not by introducing a new theory, but by showing how they helped improve speaking by repeatedly practicing with common classroom tools and lots of support. In conclusion, the literature review helped the researchers understand both the strengths and gaps in current research. It provided useful strategies, confirmed the importance of confidence-building, and highlighted the urgent need for speaking-focused activities at the primary level. Their project was designed as a response to this gap to show how regular speaking practice using simple tools and supportive teaching can make a meaningful difference in the speaking skills of young learners in real classrooms.

Chapter 3: Implementation and Results

3.1 Needs Analysis

The most important part of teaching any language is understanding what actual learners need. Assessment allows educators to recognize how far each student has come in the language and shows the steps needed to take them further. For the students of Class V at an Assamese Medium School in Diyungbra, Dima Hasao, this step becomes very important. A lot of the students living there come from villages and usually English is not spoken even in schools. The exposure to the language is extremely limited. Also, since people in the area speak many different languages, it becomes even more important to understand what the students really need.

The main goal of the needs analysis was to get some sense of how well the students could speak English at present and understand the challenges they faced while trying to communicate verbally. Another important reason was to design classroom strategies and teaching interventions that are practical, purposeful, and suited to their local context. To really understand what the students needed, the researchers began by simply sitting down and talking with their teachers. These real conversations helped the researchers see what actually happens in the classrooms each day. These discussions provided important background knowledge about the students' learning habits, classroom participation, and language difficulties.

The teachers shared openly that, most of the time, they rely on reading straight from the textbook and having the students memorize the content. They also admitted that they had little or no training in how to teach oral communication skills. Because of this, the way they taught lacked variety and did not really give students a chance to speak English freely. To better understand how the students were doing, the researchers spent some time with them directly. A few easy speaking activities were tried out to observe how confidently the students could express their thoughts and how comfortable they felt using English. These included self introduction to assess fluency, picture description activities to examine vocabulary and sentence structure, and textbook reading to observe pronunciation and rhythm. These fun, hands-on tasks helped the researchers see how the students really used English both when they had guidance and when they were speaking freely on their own. From these activities, it became clear that the students were struggling with almost every aspect of speaking English. It was noticed immediately that the

students had trouble pronouncing words. Common words such as “school,” “vegetable,” and “teacher,” were mispronounced as “iskool,” “bejitable,” and “techar.” This clearly showed that the students did not receive enough regular exposure to spoken English.

It was also found that many of them had difficulty putting their ideas into complete sentences when using the language. For example, when describing a picture, a student might say “Boy playing” instead of “The boy is playing.” Many of their sentences were broken or contained grammatical errors, which often made it difficult to understand what they were trying to say.

Fluency was another major issue. When reading aloud, most students paused frequently and struggled even with simple words like “talk,” “feathers,” and “garden.” One student spelled “dog” and called it “God.” Confusion between basic words was still common. A simple sentence would be read word by word, with long pauses and without clear tone or expression.

It was also observed that most of the students lacked confidence. Many were very shy about speaking, avoided eye contact, and a few were so nervous about making mistakes that they chose not to respond at all. Another significant challenge was their limited vocabulary; they often found it hard to find the right words and put sentences together properly. Most students could not form even short sentences without help. When asked simple questions, they usually replied with just one word. It was evident that they did not know how to express full ideas in English. Due to their limited vocabulary, it was difficult for them to take part in real conversations. Outside the classroom, there was almost no exposure to English. Since English was not spoken in their homes or communities, students had very few opportunities to hear or practice the language in real-life situations. It was clear that the students needed more chances to speak English during class. Speaking activities should be a regular part of their daily lessons so they get plenty of practice using English in a comfortable, everyday manner. All of this made it evident that there is a real need to rethink how English is taught and to create a more supportive classroom environment for the students. The researchers realized that the students needed more opportunities to talk in English during class and that speaking activities should be built into their everyday lessons. Teachers also needed better training in how to teach communicative English effectively. It was equally important to build a classroom atmosphere where students felt safe to

take risks, even if they made mistakes. Because English is only spoken in the school setting in this area, the contrast between textbook examples and daily life becomes very apparent. Needs analysis helps expose the mismatch between what is taught in the textbook and what the students are actually capable of doing.

3.2 Language Teaching Skills

Once the researchers understood what the students were struggling with in speaking, the next important step was to come up with teaching strategies that actually met those needs. The aim was to help them build their confidence and usable speaking skills through clear goals, the right kind of materials, and activities that kept them interested and involved.

Objectives

The teaching objectives developed from the needs analysis were:

- To improve students' confidence in speaking English.
- To enhance vocabulary and sentence construction ability.
- To improve pronunciation through guided speaking practice.
- To make learning interactive and fun.

These objectives focused on real-world language use rather than rote learning.

Use of Teaching Materials

The materials used were simple, relatable, and suitable for young learners in a rural setup:

- Picture cards showing daily activities (e.g. children playing, praying, helping elders, school scenes)
- Flashcards with vocabulary words related to the students' environment
- Textbook reading passages already familiar to them
- Blackboard sentences written by teachers to support oral drills

The use of visual aids was especially important in supporting comprehension and stimulating discussion. Since most students were visual learners, pictures helped bridge the gap between concept and expression.

Activity Discussion

1. Picture Description Activity

Execution: Students were shown images and asked to describe what they saw.

Outcome: While students attempted to describe the images, they mostly spoke in fragmented phrases. Errors like “Boy running” instead of “The boy is running” were common.

Evaluation: This activity was valuable as it encouraged spontaneous speech. Teachers observed that even shy students tried to participate.

2. Vocabulary Sentence-Making Game

Execution: Words were written on the board (e.g. rose, school, apple), and students were asked to create sentences using them.

Outcome: Students struggled to form complete sentences, and many mispronounced the words.

Evaluation: Despite the difficulties, this activity revealed gaps in grammar and pronunciation, guiding future lessons.

3. Reading and Pronunciation Practice

Execution: Students read textbook passages aloud.

Outcome: Pauses, hesitation, and mispronunciations were common.

Evaluation: While reading aloud helped them become familiar with English sounds, they needed repeated guided practice and correction.

4. Basic Conversational Questions

Execution: Students were asked questions like “What is your favourite colour?”

Finding: Many students gave one-word answers or hesitated. Talking with the students played a big role in helping them feel more confident and get better at using spoken grammar.

The materials and lessons selected were tailored to align with what each student struggled with. Of course, challenges remain, but with consistent effort and the right kind of support, their pronunciation, confidence, and fluency can absolutely improve over time. A classroom that focuses on the students, is full of engaging activities, and is led by well-trained, motivated teachers can truly make a difference in how young learners pick up and use English in real life.

Chapter 4: Project finding, Impact, and Recommendations

4.1 Project Findings

Testing Activities

1. Speaking Games

The researchers introduced fun speaking games that made all the children excited. Even the shy students wanted to join in. These games helped assess how quickly students could think in English and answer out loud.

Example: A game like “Pass the Bottle” was used. When a student caught the ball or bottle, they had to either answer a simple question or ask one. This helped improve their speaking fluency, confidence, and vocabulary usage in a fun and relaxed way.

Outcome: These activities helped reduce hesitation and created a playful setting where students were more willing to take risks with their English. The game format encouraged even the quieter students to respond, and mistakes were met with laughter rather than fear. It also helped the researchers assess spontaneity, vocabulary recall, and confidence under informal pressure.

2. Poem Recitation

To observe their speaking skills, the researchers asked students to recite a poem from their Class V NCERT textbook. The poem “Bird Talk” was familiar and enjoyable for them. While they recited, clarity of pronunciation, voice modulation, and confidence in front of others were observed.

Outcome: Students enjoyed the rhyming structure and repetition. Many began practicing poems at home. Over time, their intonation improved and voice modulation became more expressive. Even hesitant learners managed to speak at least a few lines. The activity also encouraged memory-building and helped overcome stage fear.

3. Picture Talk

Colorful and interesting pictures were used to check how well students could describe what they saw. Simple questions were asked like “What do you see?” or “What is the color of this?”

Examples:

- a. A boy praying
- b. Children playing
- c. Bright colorful images

Some children began using full sentences like “The boys are playing” or “The boy is praying.”

This activity helped the researchers observe how the students used English without pressure.

4. Role Play

Students were given small everyday objects like chalk, a book, or a leaf from the school. They had to hold the object and talk about it. Some were shy, some laughed nervously, but everyone tried to speak. This helped them gain confidence and get used to speaking in front of others.

During the games, most children were excited. Some spoke quickly and happily, while others were quiet but knew the answers. With encouragement, even the quiet ones started saying a few words. In poem recitation, many stood up with big smiles and tried hard to recite their lines clearly. Some were nervous and spoke softly, but they did not give up. A few children who struggled with reading practiced at home and returned the next day to try again. Even if every word was not correct, they made a strong effort. During picture talk, many students showed curiosity. They observed the pictures closely and tried to describe what they saw. Some even formed full sentences. In role play, simply holding an object gave them something to talk about. Some whispered, some laughed, but every child made an effort to speak.

The researchers noticed that a few children stayed quiet during some of the speaking activities. While others recited poems or answered questions, these students looked down or avoided eye contact. They were not unwilling; they were simply shy, nervous, or still learning to feel confident. Some needed more time, while others needed gentle encouragement and a safe space to try. They were never forced. The researchers understood that every child is different. Some speak early, others later. They sat beside them, helped them read, and praised even the smallest efforts like a nod or a whisper because that was a big step for them.

Project Impact: The overall result of the speaking project was positive and encouraging. Most students showed clear improvement in their confidence and ability to speak in English. The games and role plays helped them think quickly and respond with joy. Some students who were usually quiet began raising their hands and speaking a few words. That small spark of confidence was heartwarming. During poem recitations, some students read loudly and clearly, while others were nervous but still tried. A few went home, practiced, and returned ready to recite, even if imperfectly. In picture talk and role play, students observed carefully and tried to describe what they saw. Some made full sentences, some only said a word or two, and some forgot but all of them tried. A few students remained quiet. They did not say much, but they listened attentively, smiled, and made small efforts. For them, that was a big step forward. These activities made learning enjoyable and helped each child grow in their own way. This project made a real difference in how students connected with English. Not all children were confident at the beginning. Some were too shy to speak, even when they knew the answer. A few could not say anything at all. But most students tried. Some used new words. Some began forming simple sentences. Even if the progress was small, it was meaningful. The children listened, observed, and slowly built courage. This project did not change everything overnight, but it gave each child a gentle push forward. It provided more than just speaking practice it gave them the courage to try.

For many, it was their first time speaking English without fear. The games made learning fun, and the poems helped them enjoy the rhythm of the language. Picture talks and role plays gave them chances to express thoughts using simple, familiar words. Some children started forming sentences. Others improved their listening and responding skills. Even the shyest ones learned by watching and being part of the group. They also learned it was okay to make mistakes. It was okay to try slowly. And even the smallest effort mattered. This project showed them that English can be friendly, fun, and something they can enjoy, not fear. One of the first things the researchers noticed was how fear and nervousness stopped many students from trying to speak. Even when they knew the answer, they would look down, avoid eye contact, or remain silent. However, after just one or two days of friendly and fun sessions, students started responding with more energy.

This clearly showed that fear is one of the biggest barriers to learning spoken English in rural schools. Once that fear was removed through kindness and encouragement, students began to speak even if their sentences were broken or slow. The classroom environment played a bigger role than the lesson itself.

Several types of activities were used games, songs, flashcards, and storytelling but the researchers found that those involving movement or physical objects (like the “word ball” or “describe and draw” game) had the strongest effect. These activities made the students active, curious, and more willing to speak. When children moved around, passed the ball, or came forward to act or draw, their hesitation reduced. This showed that engaging the body helped unlock the voice. Sitting quietly and listening did not create the same impact as moving and speaking together. Another important finding was that group or pair activities helped shy students speak more. When the class was divided into small groups and given short speaking tasks, the more confident students naturally supported the quieter ones. This created a sense of teamwork in the class. Some students repeated what their partner said, helped with vocabulary, or gave examples in Assamese before trying to say it in English. This peer support turned out to be one of the most valuable aspects of the learning process. The researchers also noticed that using very simple and familiar vocabulary helped the students feel more successful. For example, words like “apple,” “dog,” “sun,” or “school” were easy for them to connect with. When questions based on such words were asked or related flashcards were shown, students responded with more confidence. This showed that difficult or textbook-heavy vocabulary was not always necessary. Building speaking practice around simple, everyday words proved to be more effective, especially in early stages.

Even though some students remained quiet throughout the sessions, it was later observed that they were still learning. They watched their peers closely, listened to every instruction, and sometimes whispered the words to themselves. On the last day, a few of these students whispered answers when asked privately. This showed that silent participation was still participation. Learning can happen quietly in the mind before it emerges as speech. As future teachers, this finding reminded the researchers never to overlook quiet students or assume they were not learning. Another observation was that many students became confident to speak before

becoming grammatically accurate. For example, a child might say, “She going to school” instead of “She is going to school.” Yet the attempt was praised, because confidence precedes correctness. With continued practice, accuracy would improve gradually. If corrected too strictly at an early stage, students might lose motivation. The researchers learned that the first goal of any speaking program should be fluency and courage, not perfect grammar. Although the main focus was on speaking, it was observed that students’ listening skills also improved naturally during the speaking sessions. As they listened to one another during games, storytelling, or conversation tasks, their comprehension improved. They also began responding more quickly to simple instructions like “Stand up,” “Show me the picture,” or “Say your name.” This showed that speaking and listening skills develop together through real communication.

Whenever students were asked to speak about themselves, their families, or their daily routines, they showed more interest and comfort. For example, they could say “I have one brother” or “My mother cooks rice.” Even if the sentences were not perfect, the effort was there. This revealed that children feel more connected to topics they personally relate to. Using personal and local examples in speaking activities makes learning easier and more expressive. Even after four days, a small group of students continued to struggle with forming basic sentences. These students need longer and slower exposure to spoken English through repeated practice. They are not less capable, but they require more time. This reminded the researchers that not all learners grow at the same speed, and real improvement in speaking requires ongoing support, not just a one-time effort.

Perhaps the most satisfying finding of all was that by the end of the visit, students were smiling when they spoke English. At the start, they were shy, nervous, lacking confidence, and quiet. But by the final session, they were laughing during games, raising their hands to speak, and asking when the researchers would return. This emotional transformation demonstrated that the way English is taught determines whether students fear or enjoy the language. Through small, positive experiences, students began to see English as something fun, not frightening. And that change, in the researchers’ view, was the most important finding of all. From observations and interactions during the four-day visit, it became clear that students in rural schools like the one in

Diyungbra have a strong desire to learn English but face many obstacles when it comes to speaking. The biggest barriers are not just a lack of vocabulary or grammar, but a lack of confidence, speaking opportunities, and supportive classroom environments.

In short, the project findings highlight that improving spoken English in rural schools is very possible even in a short time if teaching is done with patience, creativity, and care. The positive response from students in just four days shows that children are ready to learn when treated with kindness and given a chance to speak freely. These small changes in classroom practice can bring long-term benefits for their language development and overall confidence.

4.2 Feedback

During the researchers' visit to the Assamese medium school in the Diyungbra area, they interacted with the teachers of Class V and asked them about the methods they used for developing students' speaking skills in English. The teachers responded that they asked students to recite poems and rhymes, but did not follow any specific methods or structured activities to develop English-speaking skills. The teachers admitted that they relied only on traditional or older methods such as poems, charts, and reading practices and even these were not used regularly. The researchers also inquired about the main difficulties teachers faced in developing students' English-speaking skills. The teachers expressed that they faced challenges in nearly every area, including pronunciation, fluency, confidence, vocabulary, and sentence-making. They reported using materials like pictures, charts, and maps, but felt that these were not sufficient to help students learn to speak English effectively. The teachers further shared that due to a lack of teacher training, they were unaware of how to teach oral communication properly and also lacked the ability to speak confidently in English themselves. They expressed concern over the limited opportunities available to engage students in communicative activities.

While the teachers occasionally encouraged learners to recite poems or rhymes aloud from textbooks, they acknowledged that such activities were not sufficient to improve students'

fluency or confidence. Most of the school's activities were focused on reading and writing rather than speaking. As a result, most students faced difficulties in all aspects of oral communication, including pronunciation, confidence, vocabulary usage, and general communication. The teachers mainly relied on traditional methods such as poem recitation, textbook reading, and the use of visual materials. There was no regular or structured speaking activity included in their daily teaching routine. Teachers admitted that they lacked training in teaching spoken English and often felt unprepared or unsure about how to support students' oral language development. They also reported low confidence in their own spoken English skills, which made them hesitant to try out new methods in the classroom. Although they recognized that students struggled with pronunciation, vocabulary, fluency, and sentence-making, they felt limited in their capacity to address these issues effectively.

Students' Feedback: Through interactions with students, the researchers collected valuable information. Some students expressed their thoughts, stating that they enjoyed learning English but felt nervous when asked to speak in front of their teachers. When asked about their favourite subjects, several students said that English was their favourite, even though they had limited chances to practice it. At the beginning of the visit, students appeared nervous and shy, but after two or three interactive classes, they became more comfortable and began expressing themselves more openly. One of the first things observed was their excitement about each activity. Some students were fast learners, while others remained shy and hesitant.

After just a few interactive sessions, students began participating actively. Some stated that they enjoyed the activities especially the games, role plays, and picture talks. A few students shared that although they liked English, they rarely had opportunities to use or practice it in class. During the first class, when students were asked to introduce themselves in English, only a few were able to do so. However, after two or three sessions, most of the students were able to at least introduce themselves. Shy students began responding with one-word answers, which gradually developed into short sentences. Some students volunteered for activities like poem recitation and self introductions. They showed visible excitement and curiosity during engaging tasks like the "Pass the Bottle" game and picture description exercises. From the students' perspective, it became clear that they faced difficulties due to the absence of specific learning

activities. They lacked exposure to picture descriptions, role plays, regular speaking opportunities, audiovisual tools, flashcards, and other student-centered resources. The students also mentioned that fear of making mistakes, poor vocabulary, and the lack of supportive teaching methods and classroom environments contributed to their hesitation in speaking.

The feedback collected from students helped the researchers better understand the gap between current teaching methods and the actual needs of the learners. It confirmed that while students had both the interest and the potential to speak English, they were held back by:

- A lack of confidence,
- Limited practice opportunities, and
- The absence of structured, engaging speaking activities.

The positive response received from both teachers and students after the speaking focused activities conducted by the researchers showed that meaningful change is possible even with limited resources when the teaching approach is friendly, consistent, and supportive.

4.3 Recommendations

As observed during the visit, based on classroom observations, teachers' and students' feedback, and the needs analysis, it became evident that there were numerous areas that required development for better understanding and learning of English. When pre-speaking activities were conducted such as introducing themselves in English, warm-up questions to promote comfort, and "listen and repeat" drills for improving pronunciation and fluency most students were unable to introduce themselves properly. Instead of using complete and grammatically correct sentences such as "My name is Jack" or "I read in Class V," students simply stated their names or class levels without forming full sentences.

It was also observed that many students were extremely shy and struggled with hesitation when giving their introductions. They were unable to maintain eye contact, largely due to the fear of making mistakes. The researchers found that the students' primary areas of difficulty included poor pronunciation, lack of confidence, limited vocabulary, and difficulty in sentence formation. In order to improve English-speaking skills and address these difficulties, the following

recommendations are proposed, with a focus on teaching materials, classroom activities, and teacher training.

Recommendations

- Use of Communicative Language Teaching in the Classroom:

It was observed that the only teaching methods being used were traditional, such as asking students to read poems or paragraphs from textbooks and memorize them. There were no specific or structured speaking activities included in the classroom. To improve students' understanding and make English-speaking easier, the use of teaching materials such as flashcards, pictures, and charts is recommended. These can help in learning vocabulary and constructing sentences.

- Pair and Group Speaking Activities:

Students should be paired or grouped to ask and answer questions with one another. For example: "What is your name?", "What do you like to eat?", "What game do you play?" Structured sentence starters can be provided to help students begin speaking with more confidence.

- Teaching Materials:

Providing audiovisual materials such as short conversations, rhymes, and dialogues can support students in learning spoken English more effectively. Audiovisual tools are particularly helpful for developing pronunciation and listening comprehension alongside speaking.

- Interesting and Engaging Activities:

Fun activities are among the most effective methods to help students feel comfortable and speak freely. Activities such as describing pictures, short storytelling, and daily speaking exercises like introducing themselves or speaking about their daily lives for 5 to 6 minutes can significantly improve confidence, fluency, and sentence construction.

- Teacher Training:

During the visit, it was observed that many teachers lacked spoken English proficiency and were unaware of effective strategies for developing students' speaking skills. As a result, they did not implement any special speaking-focused activities. It is therefore recommended that teachers receive sufficient training in English communication and interactive teaching methods. This

training will better equip teachers to understand their students' needs and support their oral language development.

For example, the researchers implemented a fun and effective activity known as the "word ball game." In this activity, the teacher throws a ball to a student and says a word (e.g., "mango"), and the student must respond with a related word (e.g., "fruit"), before tossing the ball to another student, who continues the pattern. This activity was observed to significantly improve vocabulary, build confidence, and promote speaking in a fun and relaxed manner.

At the end of the speaking sessions, the researchers noted that students had shown improvement in vocabulary, confidence, and overall enjoyment of the learning process. Therefore, incorporating such interactive and enjoyable speaking activities is essential for fostering fluency, building confidence, and encouraging regular speaking practice in young learners.

Conclusion

The main goal of this project was to understand the differences among Class V students and to help them improve their English-speaking skills through daily activities such as introduction sessions, picture description, and fun tasks like games and storytelling. After the first visit, it was found that the students were struggling in nearly all aspects of spoken English. Some students could not even pronounce a word, and most were unable to form sentences or had limited vocabulary, low confidence, and minimal fluency. During the initial observation, the researchers found that the Class V students at the Assamese-medium school in Diyungbra had very limited opportunities to hear or speak English. Since the teachers did not employ any methods or activities to develop English-speaking skills, it became clear during the visit that the students were not lacking in ability, but rather lacked encouragement, structured practice, and a safe, friendly environment where they could speak without fear of making mistakes. The absence of regular speaking practice was one of the major reasons behind their poor performance. After the four-day teaching session, the researchers observed that the students had become more interested, and some of them willingly volunteered to participate in reading or speaking activities. Throughout the four-day survey, various activities were conducted, such as introduction sessions, picture descriptions, the word ball game, sentence-making exercises, and

warm-up questions aimed at improving vocabulary, fluency, and confidence. As a result, many students showed signs of improvement, particularly in their confidence and willingness to participate. Students were visibly excited to engage in further learning through fun and interactive activities.

In rural areas, most government schools emphasize reading and writing over speaking, which contributes to students' poor spoken English skills. Based on classroom activities and the feedback from both students and teachers, it was concluded that the lack of speaking practice and structured support was a significant reason behind the students' difficulties. Therefore, the researchers recommend the implementation of communicative language teaching methods, the use of audiovisual tools, and regular English-speaking activities such as games and role plays.

Through this project, the researchers also gained deeper insights into teaching practices. As future educators, they realized the importance of being patient, supportive, and encouraging. After conducting the four-day teaching sessions, it became even more evident that students rarely hear or use English in daily situations and need regular speaking opportunities beyond just reading and writing. This project highlighted the need to shift away from traditional or outdated teaching methods, especially in rural schools.

One of the key findings of the study was that traditional methods alone were not effective in developing speaking skills. Most classroom practices focused solely on reading and writing, while speaking was largely neglected. Furthermore, teachers were not trained in communicative or student-centered approaches, which made it difficult to foster an environment where students could comfortably use English. However, through simple, enjoyable, and consistent speaking activities such as poem recitation, picture talk, role plays, and games, the researchers observed clear improvement in the students' ability and willingness to speak English. Even the shyest students began participating, displaying enthusiasm and effort. These small steps of saying a word, forming a sentence, and standing to read became significant achievements. The project demonstrated that children, even with limited resources, could begin to speak English if given appropriate support. It showed that building confidence, using repetition, incorporating visuals, and encouraging peer support are all effective strategies for creating a safe and productive

learning environment. While the project was limited in scope and duration, the changes it produced were both real and measurable.

In conclusion, the researchers found that language learning is not merely about grammar or textbooks, it is about creating a space where children feel safe, supported, and motivated to use a new language. If more classrooms adopt simple yet intentional speaking activities and focus on consistent practice, many students in rural and under-resourced settings can begin their journey toward becoming confident English speakers.

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Appendices

Appendix 1: Class V Student Speaking Activity Sheet (Sample)

Activity 1: Self-Introduction Practice



Instructions to Students:

Stand up and say your name, age, and class in English.

Example Given by Teachers

- “My name is Riya.”
- “I am 10 years old.”
- “I read in Class V.”

Student Response Samples

- “My name Raju. I read class 5.”
- “I ten year old.”

Observation

- Most students used broken sentences.
- Some were very shy to speak and needed prompts.

Activity 2: Picture Description

Materials Used

Large colorful pictures of everyday scenes:

- A classroom with students and teacher
- A playground
- A family eating together

Instructions to Students:

Describe what is happening in the picture in English.

Example Picture: A boy playing with a football.

Expected Sentences:

- “The boy is playing football.”
- “He is happy.”

Common Student Responses:

- “Boy football.”
- “Boy play.”

Teacher’s Role:

Helped them expand sentences and corrected pronunciation gently.

Activity 3: Vocabulary Sentence-Making



Instructions: Write or say a sentence using a given word.

Words Given

- Mango
- School
- Mother
- Teacher

Students' Examples

- "Mango is fruit."
- "I go to school."
- "My mother cook rice."

Observation

- Sentence structure was weak but improving.
- Students responded better when shown flashcards.

Appendix 2: Teacher Interview Questions and Responses

Purpose: To gather qualitative data on teaching methods and challenges in teaching English speaking skills.

Sample Questions Asked

1. What strategies do you use to improve students' speaking skills in English?

Ans: "We ask them to read from the textbook or recite poems."

2. Do you conduct any special activities like role play or games?

Ans: "No, we do not have time or training for such activities."

3. What difficulties do students face the most?

Ans: "They are shy, have poor vocabulary, and they fear making mistakes."

4. Have you received any training in teaching spoken English?

Ans: "No. We use traditional methods only."

5. What do you think students need to improve their speaking?

Ans "They need daily speaking practice, more engaging activities, and visual materials."



Appendix 3: Fun Game Descriptions Used in Speaking Lessons

Game 1: Word Ball Game

- Procedure: A student catches a ball and must say a word or sentence.

Example:

- Teacher: “Mango” → Student: “Mango is sweet.”
- Purpose: Vocabulary recall + sentence building

Game 2: Describe & Draw

- Procedure: One student describes a picture, another student draws it.

Example: “Draw a sun and tree.”

Game 3: Sentence Race

- Procedure: Teams race to make correct sentences using flashcards.

Example: Flashcards - “boy,” “playing,” “football” → “The boy is playing football.”

Observation:

Games increased participation and made students less afraid of making mistakes.

Appendix 4 : Sentence Making Practice

Activity: Actions Guessing Game



One student comes forward and acts out an action silently (no speaking or sound). Other students watch carefully. A selected student or group says what they think the action is by making a complete sentence in English

Examples of Sentences

- She is jumping.
- She is reading a book.
- She is crying.
- She is sitting quietly.

Benefits





- Enhances vocabulary (verbs).
- Improves sentence-making skills.
- Builds confidence in speaking English.

Appendix 5. Observation checklist used during class activities

Criteria	Yes/No	Comments
Participated in speaking activity	Yes	Initially hesitant, later gained confidence.
Formed complete sentences	No	Most used 2–3 word phrases.
Pronounced common words correctly	No	Mispronounced “school” as “iskool”, “vegetable” as “bejitable”.
Showed enthusiasm in activities	Yes	Enjoyed games and story tasks.
Maintained eye contact while speaking	No	Avoided eye contact due to shyness.
Used new vocabulary from activities	Yes	Started using words like “teacher,” “apple,” “play.”

Summary: checklist helped track each students’ daily improvement and confidence level

Appendix 6. Sample flashcards used in classroom

Flashbacks image	word	Example sentence
 (apple)	Apple	“I like apples.”
 (school)	School	“I go to school.”
 (girl)	Girl	“The girl is jumping.”
 (dog)	Dog	“The dog is running.”

Purpose: Visual cues helped students relate English words with real-life objects.