

Impact Of Hindi Communication Skill Training Programme Of Junior Level Students Studying In Slum School

Key Words: *Communication skill, basic Language Skills, speaking skills, vocabulary, pronunciation, fluency, self-expression and slum school, skill Training Programmes, Junior Level Student.*

ISSN 0975 1254 (PRINT)
ISSN 2249-9180 (ONLINE)
www.shodh.net

A Refereed Research Journal
And a complete Periodical dedicated to
Humanities & Social Science Research

शोध संघर्ष

Purpose of the present study is to study the status of communicative Hindi speaking skill of junior level students of slum school. For this purpose a slum school situated in Ghaziabad city was selected randomly. There were total 30 students in VIII class. All the students were taken as the sample by cluster sampling technique. To see the status of communicative Hindi speaking skill of these students, four tests (one in written form and three in oral form^{1/4} based on particular speaking skill components were administered.

To improve their speaking skill a training programme of one month based on various activities was organized. Students practiced in particular skill. After one month the same four tests were administered on the same group. To see the difference of pre-test and post-test "t" test was applied.

Dr. Anita Arora
Assistant Professor,
Dept Of Education,
V.M.L.G. College, Ghaziabad

Communication is the art of transmitting ideas and attitude from one person to another. Ability to communicate and communicate effectively is one of the most powerful tools in the hand of a person to get success in all the spheres of the life. We all use language to communicate, to express views, to get our ideas across and to connect with the person to whom who is speaking. Development of communication skill starts from the birth of child with his non-verbal way of communicating his need and problems. Gradually these skills takes shape and by the time get into adulthood generally acquire 90% of the communication skill. At junior level of education which includes class VI to VIII. Normally students become able to communicate their views in their mother tongue clearly by this time but it is seen that students studying in school of slum areas, are not able to express their views very well even in their mother tongue also. It is very regretful and shameful for a nation. So the investigator under her limitation decides to take VIII class students of the school of slum area to make them efficient in speaking skill components at least.

According to Sweet, 'Language is the expression of ideas by means of speech which contains words, words are combined into sentences and combination of sentences gives answer to ideas and thoughts.' Language aids in developing and grooming one's personality as a whole. Language has become a major tool of communication between countries, culture group, various companies and organization communities and friends. Man is a social animal needs some medium to interact or communicate with in society and language play the role of mediator in this instruction.

Hindi is the second most spoken language in the world after Chinese, about 50 crore people speak Hindi, In India and abroad people who can understand the language are about 80 crore. Hindi is becoming international language as countries are establishing their business in India and asking their employees to learn Hindi, Hindi has become second language of UK as all the Asians. Same things are happening in gulf countries. The importance of Hindi is one of the many languages in India that is considered to be the national and official language

of the northern parts of India.

People who can fluently speak and write Hindi are actively recruited for south Asia companies as well as companies internationally. It would truly be advantage if you would be able to speak and write Hindi .whether you plan to migrate to India or not, in the end you will surely find your decision to learn the importance of the Hindi language as very beneficial one.

The meaning of communication skill is our ability to convey information to another effectively and efficiently. Communication is the process by which information is exchanged between individuals. Hindi is a language which makes us able to communicate our feelings, ideas and thought to others. So when we communicate with the help of Hindi language it is known as communicative Hindi.Hence, a person"s communication skills are his asset that will aid on the track to success.

Need and significance of study

India"s dream of education for all can only be achieved if all citizens conversed in a language known to them and the people around them. This can be attained only if the concern is emphasized right from the childhood. Education must stress upon the idea of imparting language based education along with other aspects. It is very well known fact that one can freely express himself in his own mother tongue from the very beginning. As far as education is concerned mother tongue provides a base to education. It is also essential for socialization of the child. Mother tongue enables us to understand the preserved classical and other languages as well as make us aware of the modern technology. It is also essential to generate all those required traits, which bring out as an ideal citizen.

India is growing in every other aspect such as science, commerce, business, and other information systems/digital media. Though there are some social problems within the country. India"s growth seems unstoppable and shows no sign of slowing down. Companies that eye operational and sales expansion in the South Asia region are mostly recruiting people who are familiar about Indian culture and who could articulately and fluently speak and write Hindi. The importance of Hindi-speaking population as important global market segment making it a very viable and important target for most global-minded businesses.

People who can fluently speak and write Hindi

are actively recruited for South Asia companies as well as companies internationally. It would truly be to your advantage if you would be able to speak and write Hindi. Whether you plan to migrate to India or not, in the end, you will surely find your decision to learning the importance of the Hindi language as very beneficial one.

Hindi is the primary language of entertainment, media and journalism in India. Hindi has attained worldwide popularity that even foreign television channels show Hindi programmes. Hindi is our national language and regional language of six states (Haryana, Rajasthan, Uttar Pradesh, Bihar, Madhya Pradesh, and Himachal Pradesh).

In India there are two basic streams of school education, namely government school and private school. Generally students coming from government school are found good in spoken Hindi whereas spoken English is generally good those of the students studied in private school. But it has been observed and very sad to say that the students studying in slum school are found not to possess good communication skill in both the languages where Hindi is their mother tongue. This may be the consequence of the fact that though they are taught Hindi language in school but they do not get the appropriate environment to practice it at their home and social set-ups to acquire fluency proficiency. This is very common problem and the students most of the time fail to get apt success in their carrier and profession. Thus we sum up in this way that mother tongue plays an important role in mental, physical, moral, culture, emotional and social development and enhance creativity among human beings as man cannot acquire as much perfection in any other language as he can in his mother tongue. Considering all this Hindi speaking skill is very much important to acquire. Therefore a need was felt by the investigator to find out the actual status of communication in Hindi language in slum area schools of Ghaziabad district.

DEFINITION OF KEY TERMS

The meaning of communication skill is an individual"s ability to be proficient in the use of language both parties will be achieved. It is the ability to convey information to another effectively and efficiently. Hindi is a language which makes us able to communicate our feelings, ideas and thought to others. So when we communicate with the help of Hindi language it is known as communicative Hindi.

Basic Language Skills: There are four basic

language skills

1. Listening Skill
2. Speaking Skill
3. Reading Skill
4. Writing skill

Listening and Reading are receptive skills whereas Speaking and writing are productive skills. These are the basic fourfold skills of communicative language and are interlinked to each other respectively. Because it was not possible to know the status of all four fold skills of students studying in slum school under the duration of time, so it was decided by the investigators to select one skill. Language is primarily observed as speech. Speaking Skill requires correct pronunciation and spontaneous use of words, fluency, accuracy and sentences form in meaningful contexts. So the emphasis is given to Speaking skill. Speaking Skill

Speaking is 'the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context'(Cheney, 1998). Language is primarily observed as speech. Speech skill required correct pronunciation, spontaneous use of word and sentence form in meaningful content. Fluency and accuracy are the watch word in speech. Speaking provides a clear expression of idea. It is an effective and easy way to communicate. Main reason for lack of speaking skill are hesitation, lack of knowledge, lack of motivation, lack of confidence, lack of vocabulary, lack of interest or personality. Speaking Skill Components

Following four basic components are decided to take of this communicative skill i.e. speaking skill.

1. Vocabulary: Hornby (1974) defined vocabulary as 'all the words and used by a particular person knowing a person however is simple as simply be able to recognize or use it. Vocabulary is range of words known or used by a person in trade, profession, etc.' If students have many vocabularies, it will be easier for him to express his ideas.

2. Pronunciation: It is the way in which a word or name is pronounced. It deals with the act or manner of a particular person's way of pronouncing a word or the words of a language. Hornby (1974) has defined pronunciation as the way in which a language is spoken or a way in which a word is pronounced. It means that pronunciation is an important component of language including its aspect like accent, stress and intonation.

3. Fluency: The ability to speak easily and smoothly with correct pronunciation, stress

and intonation of any language. Hornby (1974) has defined fluency as the iQuality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar. It can also be defined as a property of a person or a system that delivers information iQuickly and with expertise. Fluency is necessary but not sufficient for language proficiency.

4. Self- Expression: It indicates the expression of the thoughts or feelings of one's own personality. Self-expression value is part of a core value dimension in the modernization process. Self-expression is a cluster of value and includes social toleration, life satisfaction, public expression and an aspiration to the liberty.

Slum School: By slum schools we mean here the schools which provide education to the children who came from a heavily populated urban area characterized by substandard housing and squalor. These schools provide education to the children of heavily populated areas.

Junior Level Students

It means students studying in VIIIth class in the school of slum area

Skill Training Programme

Here communication skill training programme mean training of the students of slum school four communication skill components i.e. in vocabulary, pronunciation, fluency and self expression for one month.

Objectives of the study

Major Objective 1

To study the status of communicative Hindi Speaking Skills components (vocabulary, Pronunciation, Fluency and self-expression) of junior level students studying in slum school.

Sub- Objectives

1. To study the status of Hindi vocabulary skill of junior level students studying in slum school.

2. To study the status of Hindi pronunciation skill of junior level students studying in slum school.

3. To study the status of Hindi fluency skill of junior level students studying in slum school.

4. To study the status of Hindi self- expression skill of junior level students studying in slum school.

Major Objective 2

To develop a Training programme for improving the communicative Hindi Speaking Skill

components (vocabulary, pronunciation, fluency and self-expression) of junior level students studying in slum school.

Sub Objectives

1. To see the impact of Hindi vocabulary skill Training Programme of junior level students studying in slum school.

2. To see the impact of Hindi pronunciation skill Training Programme of junior level students studying in slum school.

3. To see the impact of Hindi fluency skill Training Programme of junior level students studying in slum school.

4. To see the impact of Hindi self-expression skill Training Programme of junior level students studying in slum school.

Hypothesis of the study

Hypothesis of major objective 2

There is no significant impact of training Programme developed for improving communicative Hindi speaking skill components (vocabulary, pronunciation, fluency and self-expression) of junior level students studying in slum school.

Sub Hypotheses

1. There is no significant impact of Hindi vocabulary skill Training Programme of junior level students studying in slum school.

2. There is no significant impact of Hindi pronunciation skill Training Programme of junior level students studying in slum school.

3. There is no significant impact of Hindi fluency skill Training Programme of junior level students studying in slum school.

4. There is no significant impact of Hindi self-expression skill Training Programme of junior level students studying in slum school.

Delimitations of the study

Keeping in view the feasibility in terms of available resources of time, money and energy the study has been delimited as following:

- It is confined to only one slum school of Ghaziabad city.
- It is confined to only VIII class of junior level.
- Only one communicative speaking skill has been taken.
- It is confined only four components of speaking skill i.e vocabulary, pronunciation, fluency and self expression.
- Total population of the sample is only 30 students.

Method of the study

Keeping in view a number of considerations such as nature and objectives of the present study as well as the resources available to the investigator only Experimental Method is most suited for the study.

Population and Sample of the study

There are 30 students of junior level of Babulal Junior High school, Ghaziabad situated in slum area. All the 30 students have been taken as sample from the population. So the sampling technique is Random Cluster Sampling.

Variables of the Study: There are only two variables-

(1) Training Programme- Independent Variable

(2) Communication Speaking Skill- Dependent Variable

Tools of the Study

Four skill based tests on components that are included in the study i.e vocabulary, pronunciation, and fluency and self-expression have been constructed separately by the investigator herself.

Statistical Technique used

To see the impact of Training programme on the students' speaking skill the 't' test has been used in the study.

Conduction of Training Programme

First of all four self-constructed tests related to speaking skill components (vocabulary, pronunciation, fluency and self-Expression) were applied on the students. Performance of the students were examined through their raw scores. Performance of all students was average rather should say poor. A Digital Training Programme of one month based on various activities of speaking skill components was organized to enhance their skill. The investigator trained the students in targeted skills through digital programme. Students became familiar with these digital equipments and enjoyed the training programme enthusiastically. After one month same tests on same sample were applied and examined the difference between pre and post-tests.

Some Activities of Digital Training Programme (Conduction of Training Programme)

Through Training Programme, different types of activities for enhance the skill of speaking have been done such as students views on different current issues/topics were discussed to trained their way of speaking, expression intonation and modulation etc. Video recording was made by using digital camera and I-Pod. After recording students saw the video

and knew their weakness and tried to remove them by practice in one month training programme session and improved in speaking skill components upto the mark satisfactorially. Various activities of speaking english components are used in training programme such as group discussion, story narration, picture description, tell about you and dialogue delivery on different issues/topics (for example :- my school, my parents, my family, my friend, current environmental issues) for making them enable to express themselves very well with fluency, correct pronunciation and to the point. For enriching vocabulary in Hindi, related exercise such as cross word, Antakshri, matching type, fill in the blanks, antonyms, synonyms, odd one, change the gender singular - plural, sentence formation, puzzle etc. are exercised orally as well as in written form.

Population of the Study :

Population of our study is all students of junior level school of slum area situated in Ghaziabad city.

Sample of the Study :

For selection of the sample, Random Cluster sampling technique is used. Firstly Babu Lal Junior High School was selected randomly but of slum school situated in Ghaziabad District and then all 30 student of VIII class of Babu Lal Junior High School was taken for the purpose of the study.

Analysis of Data

To see the difference of pre-test and post-test statistical technique t-test was applied. It was found that there was a significant difference between pre-test and post-test marks. So all null hypothesis of this study have been rejected. Below all the results are shown through table.

Table 1:
Showing the result of major hypothesis

Particular	Pre Test (Max. Marks 120)	Post test (Max Marks 120)
Number of Students	30	30
Mean Score	61.3	78.33
Standard deviation	11.84	11.79
Df	29	
t-value	Calculated	24.49
t-value in table	0.05 level	1.98
	0.01 level	2.61

Result of hypothesis of main objective

The result obtained after statistical analysis shows that the MEAN of pre-test is 61.3 and SD is 11.84. The MEAN of post-test is 78.33 and SD is 11.79. Calculated t value is 24.49. The table value of df29 is 1.98 at 0.05 level of significance and 2.61 at 0.01 level of significance.

This clearly shows the obtained t-value is more than the table value at both the level of significance. Hence the null hypothesis is rejected and the showing difference between these two groups has been retained. On the basis of this it has been concluded that there is an impact of training programme developed for communicative Hindi speaking skill components (vocabulary, pronunciation, fluency and self expression) on students studying at junior level in slum school.

Table 2: Showing the result of sub- hypotheses

Hindi speaking skill components ---- ^	vocabulary		pronunciation		fluency		Self-expression	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Mean scores (M)	29.63	33.33	14.43	18.06	8.47	13.73	8.77	13.20
Standard deviation (SD)	8.14	8.06	3.09	2.89	1.83	1.66	1.75	1.83
No. of students (N)	30		30		30		30	
Df	29		29		29		29	
Calculated t value	8.96		26.02		16.21		16.17	

t value in table .05 level	1.98	1.98	1.98	1.98
t value in table .01 level	2.61	2.61	2.61	2.61

The result of above speaking skill components (vocabulary, pronunciation, fluency and self-expression) obtained after statistical analysis shows that the mean of pre-tests are 29.63, 14.43, 8.47 and 8.77 respectively and SD values are 8.14, 3.09, 2.89 and 1.83 respectively. The mean of post-tests are 33.33, 18.06, 13.73 and 13.2 respectively and SD values of post tests are 8.06, 2.89, 1.66 and 1.83 respectively. Calculated t values of these 4 tests are 8.96, 26.02, 16.21 and 16.17 respectively. The table value of df 29 is 1.98 at 0.05 level of significance and 2.61 at 0.01 level of significance. This clearly shows the obtained t-values of all four tests are more than the table values at both the level of significance. Hence all four null hypotheses are rejected and the showing difference between these groups has been retained. On the basis of result it can be concluded that there is an impact of training programme developed for communicative Hindi speaking skill components on students studying at junior level in slum school.

Discussion of the findings:

1. According to the first objective of the study 'To study the status of communicative Hindi Speaking Skill components (vocabulary, Pronunciation, Fluency and self-expression) of junior level students studying in slum school, results show that the status of the communicative Hindi Speaking Skill of the students was very poor.

2. In second objective of the study, 'To develop a Training Programme for the communicative Hindi speaking skill components (vocabulary, pronunciation, fluency and self-expression.) of junior level students studying in slum area, a training programme based on various activities of speaking skill components was developed to enhance the above skill of students. After giving the proper training to them, the post test was applied to see the influence of this programme. And it was found that through training programme there is effective improvement

in student's speaking skill in Hindi language. So on the basis of result of pre and post test, main null hypothesis has been rejected.

3. On the basis of result of first sub hypothesis we may conclude that the above training programme on vocabulary of Hindi language was very effective. Students learnt the use of dictionary and tried to enrich their vocabulary with different modes such as n` video recording through digital camera and iPod.

4. On the basis of the result of second sub hypothesis it may be concluded that there is impact of training program of pronunciation drill on students. Students enjoyed a lot by using iPod and various other teaching aids. They learnt a lot about correct pronunciation of the words and sentences. They also recorded their voice and check themselves their pronunciation and tried to make it correct.

5. According to the result of third sub hypothesis we can say that the training program for the skill of fluency in Hindi language was effective, the investigator gave the proper training to students to read and speak the language with correct speed, stress, pause and intonation. Students followed the instructions properly and tried their best.

6. The fourth and last hypothesis has been rejected. So we can say that the training program of self-expression in Hindi language was successful. The researcher motivated the students to express their views on different issues related to their lives and surroundings without hesitation or fear. Students practiced this skill daily in the class and outside. After training, we found the significant change in their expressions and views. Students showed the confident behavior in Hindi language.

Previous Researches :

Harmer J. 2007 : 46 -

Human communication is a complex process, people need communication when they want to say something, transmit information or need to speak. Speaker use communication when they want to express or inform someone about something, they use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication....When speaking, we construct words and phrases with individual sound and we also use pitch change, intonation and stress to convert different meaning.

Hamer. J. (2007) The Practice of English Language 4th Edi. London.

(Continued on Page no. 104)

(Continued from Page No. 33)

• According to Bueno, Madrid and McLaren : "Listening is important for speaking because its established the good basis for successful communicative exchanges " (2006 : 344)

• There are several activities that intergrate listening - comprehension with speaking;

Integrated skill work (Jigsaw Listening, for ex.- using video, Using the language laborateries, Using Computers and CD Roms during games, Using pop songs) These activities integrate speking beacuse the song, videos or listening text-topics is the spring good for a disscussion, drill or pronunciation practice. Integrated activities also provide opportunities for much needed pupil behaviour, interaction describe by Lynch (1977)

(Bueno, A. D. Madrid and N. McLaren (eds) (20 TEFL in secondary education . Granda : editorial universidad de Granda)

(Lynch, T : (1977)) The Multilingual Self : An enquiry into Language Learning. Mohwah Lawrence Eribaum Association.

Conclusion and Suggestions

On the basis of the above discussions of findings we may conclude that the training program for improving the Speaking Skill components i.e. vocabulary, pronunciation, fluency and self-expression was very effective. The training program was based on different various activities and its impact on students was positive. In one month they learnt a lot with full interest and became friendly with digital teaching aids such as video camera and iPod. Nowadays each student becomes familiar with mobile, the researcher taught them the positive use of mobile in teaching- learning process and how can they use it in improving their speaking skill. At home they can practice their skills through it. It was a very little attempt because perfection demands regular practice and environment to enhance any skill, but students tried their best. On the basis of results we can say that the student"s vocabulary can enrich if teacher motivates the students in a proper way. For example to expose the meaning of difficult and new words teachers should use different technique in his class such as - dictionary, pictures, flash- cards, usage , activity, demonstration etc. To make improvement in their pronunciation different drills and exercises such as same sound words, united words, sound of 's", 'sh" ,etc, should be practiced in the class. Students may improve their fluency if they regularly use new

and difficult words in their speaking and pronounce them correctly with proper stress and intonation and make them use in sentences. Gradually they will feel confident in reading and speaking the sentences and be able to express themselves in their own words and sentences. For this, different activities such as drama, story-telling, play, debate etc. can display in the class. We have to create only real situations and environment for them so that they will be able to speak any language correctly at their home as well as in society. Success of their career depends too much on their way of communication.

REFERENCES

1. Arthur (2003). Communicative Language Teaching: State of the Art. TESOL iQuarterly. No 25.
2. Broughton (1988). Focus on Speaking. Sydney: National Centre for English language Teaching and Research, Macquarie University.
3. Brown, G. and G. Yul. (1983). Teaching the Spoken Language. Cambridge: Cambridge University Press.
4. Chaney, A.L., and T.L. Burk. (1998). Teaching Oral Communication in Grades K-8. Boston: AllynandBacon.
5. Chastain (1976: 333). Teaching the Spoken Language. Cambridge: Cambridge University Press.
6. Chinnappa(P.1978) Teaching English in India Today. SaketPrakashan, Aurangabad.
7. Dave, P.N. (1974), 'Improving Language Skills in mother tongue,' CIIL(in collaboration with(RCE) Mysore ,Personlity ,Learning and Motivation : Abstracts ,178pg.
8. Deenamamma ,K.V (1979); 'Verbal Barriers in classroom communication ' Ph.D., Edu., Ker.U."Language Education Abstracts ,587
9. Deshpandy ,SS,A (1985) Critical Study of Deprivation on Language Ability of children study in a Municipal Coporationshool in standard I; Ph.D., Edu ,Poona U.
10. Edinburg (1986). Improving adult English language learners" speaking skills. Washington, DC: Clearinghouse for ESL Literacy Education.
11. Elizabeth Blount (2005). Oral Communication Skills: Teaching Tips of the Week, Teaching Today.
12. Free Newsletter on Public Speaking and Presentation Skills. (n.d.). Retrieved October 31, (2008), from http://www.fripp.com/speaking_newsletter.html
13. Gromthy . Santosh ,(1991). An investigation into the standard of reading ability in English in Government and Central school of Delhi ,"" Ph.D Edu. JamiaMillialIslamia Fifty SurvayEducationReasearch750 Pg.,
14. Nunan, D. (1991) Language Teaching Methodology. (Chapter 2 and 3). Patrice Hall International. U.K.
15. Paliwal, A.K.(1996). Communicative language teaching in Hindi. Jaipur: Surbhi Publication
16. Pandit, B.B., Kute, M.P. and Suryavanshi, D.A. (1999). Communicative language teaching in Hindi. Pune: Nootan
17. Rustan (2004) Outspoken: How to Improve Writing and Speaking Skills through Poetry Performance. Heinemann. Portsmouth. United States of America.
18. Sumalini Piscilla 1993). The Tapestry of Language Learning; The Individual in the Communicative Class. USA: HeinleandHeinle Publishers. Scott, R. (n.d). Speaking.
19. Uberman, A. (1998). The use of games: for vocabulary presentation and revision. Hindi Teaching Forum 36 (1).