



Pedagogical Techniques Employed by the Teachers for Oral Communication Skills in Government High/Higher Secondary Schools of Sharq Pur Shareef

Saira Azeem¹, Dr. Afshan Naseem² & Dr. Gulnaz Akbar³

¹ Department of Education, University of Management and Technology, Lahore
Email: f2023262007@umt.edu.pk

² (Corresponding Author) Assistant Professor, Department of Education, University of Management and Technology, Lahore Email: afshan.naseem@umt.edu.pk

³ Department of Education, Government College Women University, Sialkot
Email: gulnaz.akbar@gcwus.edu.pk

Abstract

This study explores the pedagogical techniques employed by 8th-grade teachers in government higher secondary schools of Sharqpur Sharif for teaching oral communication skills, as outlined by the Punjab Curriculum and Textbook Board (PCTB). The aim is to enhance teacher's understanding and improve student performance. Employing qualitative research methods, this study utilized purposive sampling to select 10 teachers from the targeted schools. Data were collected through structured interviews, developed post-literature review and validated by three experts, then modified according to their feedback. The analysis of interview data highlighted a significant gap between student's understanding and the implementation of techniques by teachers during lectures. Themes indicating the necessity for increased teacher awareness of effective teaching practices emerged from the data. The study concludes with recommendations for the introduction of innovative teaching methods in teacher training and professional development programs, advocating for these enhancements to be mandatory for all educators.

Keywords

Oral Communication Skills, Pedagogical Techniques, Punjab Curriculum, Textbook Board English 8.

Introduction

Oral communication is basically a spoken dealing among two, more than two, or a huge group of people. It is not as much simpler as it seems to be because these are somehow more diverse than speaking skills. Speaking is regarded as the most crucial ability that must be thoroughly acquired when learning a new language among four essential language skills (Miranda & Wahyudin, 2023). Effective oral communication skills are essential for student achievement in academic and future professional settings. The improvement of oral communication skills is prioritized in the educational policies and curricula of Punjab, Pakistan, especially in the government higher secondary schools of Sharqpur Sharif. These curricula were created by the Punjab Curriculum and Textbook Board (PCTB) (Government of Punjab, 2015). Despite these aims, there is an apparent lack of effective educational practices being used to help students develop these skills (Ahmad & Rao, 2013). Oral communication skills also include body language, eye contact, style, vigorous and spontaneous listening, good manners, accuracy, adjusting, understanding, and familiarizing to an audience, consciousness and involvement with topic and audience. Oral communication skill's course content is features, purpose, nature and characteristics of good conversation, the use of phonological forms in communication, to create the sense of stress, meaning and intonation, an application of question tags, English language idioms and proverbs, beginning, sustaining and concluding the conversation, Standard conversation

exchange, appreciated and prohibited elements in conversation, body language, expressions, gestures, telephonic conversation, contributing in official and informal/natural discussions and reproduction of different scenarios (Rahman 2010).

According to recent educational research, conventional methods may not adequately meet the needs of today's ranged student populations, which emphasizes the value of new pedagogical practices in teaching communication skills (Freeman & Anderson, 2011; Richards & Rodgers, 2001). In light of these difficulties, the purpose of this study is to investigate the particular pedagogical strategies used by Sharqpur Sharif eighth-grade instructors. It also looks at how well these strategies complement the PCTB's goals and how well they improve the oral communication abilities of the students. Speaking is regarded as the most crucial ability that must be thoroughly acquired when learning a new language among four essential language skills (Miranda & Wahyudin, 2023). It is very important to be vigilant and competent to deal with the audience or any communicator (Dunbar et al., 2006). Globalization has made oral communication skills a major part of academic and professional settings so, effective communication skills are very important to be learned for effective communication especially while speaking in L2. Oral communication might include formal and informal conversations moreover it ranges from day-to-day life's unplanned conversation that happens naturally to the participation in conferences and decided events with conventional agendas (Cameron 2002).

Recent research studies have emphasized the significance of oral communication skills in students' educational journeys, highlighting the fact that these abilities are necessary for success in the classroom, social integration, and later in the workforce (Cruz, 2023). It is becoming more widely acknowledged that pedagogical strategies like task-based learning and the use of digital technologies can help students develop these abilities in a variety of learning environments (Gillies, 2022; Siczek, 2022). Particularly task-based learning has drawn attention for its capacity to draw students into meaningful communication tasks and enhance their ability to use language in context (Willis & Willis, 2007). According to findings of Sharq Pur Shareef study, this strategy matches with the understanding that oral communication skills can be highly enhanced through interactive methods such as role-plays and simulations (Cruz, 2023).

Further, studies show that there has been an increasing trend towards the integration of multimedia in the teaching of oral communication. It is because these tools do keep the students engaged and provide them with instant replies and let them use language in ways that are engaging (Asratie et al., 2023). These tech-based interventions have been very successful in meeting students' varied demands, accommodating varying learning speeds and styles (Gillies, 2022).

This study also aims at the specific pedagogical strategies and methodologies used by the teachers in Sharq Pur Shareef School, how much they conform to the PCTB recommendations, and how they enhance student's speaking skills. In so doing, it seeks to provide useful information which would inform policy and programmatic changes with regard to teacher preparation, all in an effort to improve the quality of education that children in this region receive. The research objectives of the study were to explore the effective pedagogical techniques used by the teachers in government high/higher secondary schools of Sharq Pur Shareef for improving students' oral communication skills, to identify barriers to oral communication skills and to explore strategies for overcoming them through pedagogical techniques.

Literature Review

In today's age, student's academic achievements and employability depends, on their ability to communicate verbally. Hence, a lot of focus is on how such verbal skills are taught in education. In recent researches, a diverse range of strategies applying new technologies to traditional forms of communication in educational institutions has been used to enhance verbal ability. Oral communication is also very important for the overall future success of students into the career after studies since it enhances the achievement of the students in academic circles in addition to meeting employability standards. There is a developing body of literature in education that emphasizes the need for smart pedagogies that would meet the different learners and improve their ability to communicate effectively.

Interactive Learning Strategies: Raba (2017), in his study, provided an example of the effectiveness of the Think-Pair-Share (TPS) technique in enhancing university student's oral communication skills. This methodology focuses on the improvement of information processing and acquisition and skills cultivation through collaboration. In the case of Maulana et al. (2020), interactive methods such as

role plays or debates topics were examined and gave reiterative findings. Such practices not only create an inclusive environment for learning complicated concepts but also contribute to the acquisition of important skills necessary for functioning optimally in the class and the workplace.

Technology-Enhanced Learning: Despite some setbacks, efforts to integrate technology into oral communication teaching have been encouraging. In a study carried out by (Chen, 2023) it was examined that students who used mobile learning platforms which are supported by cognitive web services had demonstrated higher proficiency in English communication. This suggests that adaptive learning techniques can not only enhance language skills but also improve overall learning flexibility and student performance.

Task-Based Learning: In the class, a task-based learning technique that includes the learner's communication practices has been observed to improve their language in use. After instruction through a comprehensive approach focusing on basic speaking skills and strategies, student's speaking performance improved significantly. This approach not only promotes their understanding of communication strategies but also improves their fluency through practical application and reflection on theoretical knowledge (Chou, 2021).

Assessment and Feedback: An effective diagnosis that is addressed through practice is that of developing skills essential for oral communication. Janesarvatan and Asoodar (2024) reported that enhancing speaking within the group by peer feedback had a positive effect on student's knowledge of language structure and their ability to speak. The authors claim that peer review or peer evaluation is the effective way of giving feedback to the students along with the knowledge of communication culture.

Challenges in Implementation: Nevertheless, even with the advantages inherent in the use of more creative methods of instruction, challenges such as lack of resources, large class sizes and a shortage of teachers continue to present problems. Syed et al. (2019) have criticized current textbooks for not meeting the expansive demands of learners. Their explorations bring out the fact that these restrictions limit the proper way of following the course on communication skills. Any solution to these issues has to be both holistic and include curriculum revision, teacher training and planning.

Regardless of the advantages of these strategies, there are many problems like resource availability, large class sizes, and poor teacher capacity which still exist (Syed et al., 2019). Such issues need less ordinary changes such as a system shift, which will target the communicative competence, the use of creative ways of teaching as well as enhanced teacher training and development.

Materials and Methods

Qualitative approach to research was utilized to gather data on the teaching methods that instructors in government higher secondary schools of Sharq Pur Shareef apply to enhance oral communication skills among students. Ten participants who had been actively involved in the practice and the teaching of oral communication were selected using a purposive sample technique. The teachers that participated in the sample range in experience from eight to thirty years. These were selected because of their experience in teaching, guiding and assessing practices in integrating various strategies of oral communication in the classrooms.

Standardized interviews aimed at finding out the teacher's strategies focused in a more in-detail understanding of the teacher's pedagogical methods were used to collect data. Questionnaire clearly aimed at finding out what oral communication strategies the people used, what problems they faced, and how these problems were addressed in order to improve the teaching-learning process. After reviewing the literature in detail, the questionnaire drafts were developed and then validated by three experts who assessed their relevance scope to the research objectives.

The data was collected during direct interaction wherever feasible and in logistical limitations, online meetings were organized. The teachers were able to tackle the structured questions more broadly during the sessions lasting about 20-40 minutes. Since it was authorized or approved, all such information was gathered and transcribed exactly as needed for further analysis. Transcribed interviews in the study were further analyzed using thematic analysis. The objective of the analysis was to provide a comprehensive understanding of the present practices while suggesting further ways of enhancing pedagogical approach for enhancing oral communication skills in the upcoming years.

Results and Discussion

The data collected through questionnaires by ten competent and experienced teachers teaching in government higher secondary schools of Sharq Pur Shareef were covered in this section of the study. The responses highlighted a variety of teaching strategies, major factors, and ways of improving the oral communication skills. After collecting data, it was transcribed. Thematic analysis was used to analyze the data. The following themes were emerged from the data collected.

Theme 1: Employed Pedagogical Techniques

The teachers reported employing a variety of interactive pedagogical techniques in the enhancement of the oral communication skills. Role-play, questioning, and classroom interactions were among the strategies employed. These methods were directed at creating an inclusive environment that promotes participation and the practical use of language skills learnt. For example, five teachers noted the benefits of role-playing in language acquisition where students are put in actual situations of language use though in a controlled environment.

Theme 2: Barriers to Oral Communication Skills

In addition, each participant noted a number of hurdles which hinder a successful development of the oral communication skills. They examined that how bigger the class size is, harder it will be to give personalized feedback and attention to learners as their growth may be compromised. Lack of funds and modern teaching resources are also examined as hurdles. In particular, attention was drawn to the primitive possibilities for improving one's qualifications, which subsequently affects teacher's ability to quickly adapt to the new technologies and approaches in educational settings.

Theme 3: Strategies for Improvement

To address the concerns that have been raised, the teachers take up measures of professional training in the course of practice in order to foster best teaching practices. It was found out that collaboration in lesson planning and participation in workshops helped in sharing the experiences and learning new strategies. One educator brought out the importance of incorporating new topics in the curriculum and that of employing new teaching materials as one way of stimulating the teaching-learning process. The educators are also in this favor that structured and unstructured group discussions, team work and storytelling strategies should be utilized in the classroom which will enhance oral communication skills.

Theme 4: Technology Integration

There was positive growth in the use of technologies in the process of teaching oral communication skills. Some teachers also utilize various online resources, instructional videos and even applications in their classes. These resources not only add more involvement but also offer students several ways to practice speaking and listening that are easy to access.

Theme 5: Assessment

It is important and essential to assess and correct the strategies so as to enhance the oral communication skills. The teachers tracked the problems, adopt the strategies through observations, tests and student's feedback. The approach allows a teacher to adjust the technique to the specific need and feedback of the students which create an efficient learning environment to improve their oral communication skills.

From the findings on the instruction of oral communication skills in government schools, it can be said that there is an effective combination of new pedagogical techniques, lasting pedagogical challenges. While much enthusiasm is noted regarding the interactivity and the improved teaching technologies, there is a great drawback owing to structural factors such as large size of classrooms and limited resources. The study focuses how critical the need is for institutions to equip instructors with relevant tools and offer training on strategies to enable the teachers deliver effective communication skills. In addition, the role of assessment and feedback in learning is supported by the fact that there is a need for schools to adopt more systematic and planned ways of evaluating and improving teaching methods.

Conclusion and Recommendations

The research on pedagogical practices in the government higher secondary schools in Sharq Pur Shareef shows how teachers have invested their efforts to promote oral communication skills through the use of engaging pedagogies and technology. However, these efforts are not touched upon because of the structural constraints like large class sizes and fewer resources. Improving teacher education, increasing the class size of teachers, better distribution of resources, and improving evaluation

techniques among others are the recommendations. To enhance the way oral communication skills are taught, there is a need to conduct continuous professional development programs for educators that emphasize contemporary pedagogical approaches and technological integration. To that end, if we can tackle these issues, students would be equipped better with communication skills which are vital for their survival in academic and also in professional fields.

References

- Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: A case study of Pakistan. *Porta Linguarum* (20), 187-203.
- Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023). Effects of using educational technology tools to enhance EFL students' speaking performance. *Education and Information Technologies*, 28(8), 10031-10051.
- Cameron, D. (2002). Globalization and the teaching of 'communication skills'. In *Globalization and language teaching* (pp. 67-82). Routledge.
- Chen, J. (2023). Application of mobile learning in higher English education systems using cognitive web services. *International Journal of e-Collaboration (IJeC)*, 19(2), 1-23.
- Chou, M.-H. (2021). An integrated approach to developing and accessing EFL students' speaking ability and strategy use. *Language Education & Assessment*, 4(1), 19-37
- Cruz, N. T. (2023). Improving the oral communication skills of senior high school students through the use of task-based strategy. *International Journal of Research and Innovation in Social Science*, 7(2), 1119-1125
- Dunbar, N. E., Brooks, C. F., & Kubicka-Miller, T. (2006). Oral communication skills in higher education: Using a performance-based evaluation rubric to assess communication skills. *Innovative Higher Education*, 31, 115-128.
- Gillies, R. M. (2022, June). Pedagogical Practices That Promote Student Communication, Problem-Solving and Learning in a Digital Age. In *Frontiers in Education* (Vol. 7, p. 957845). Frontiers Media SA.
- Government of Punjab. (2015). *Punjab Curriculum and Text Book Board*. Government of the Punjab. <https://pctb.punjab.gov.pk/>
- Janesarvatan, F., & Asoodar, M. (2024). Constructive peer-feedback to improve language and communication skills in medical education. *Innovation in Language Learning and Teaching*, 1-15.
- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford University Press.
- Maulana, A., Musthafa, I., & Hayati, T. N. (2020). The efficiency of teaching listening and speaking skills to develop students' communicative competences. *Universal Journal of Educational Research*, 8(3), 802-808.
- Miranda, J. A., & Wahyudin, A. Y. (2023). Pre-service teachers' strategies in improving students' speaking skills. *Journal of English Language Teaching and Learning*, 4(1), 40-47.
- Raba, A. A. A. (2017). The influence of think-pair-share (TPS) on improving students' oral communication skills in EFL classrooms. *Creative Education*, 8(1), 12-23.
- Rahman, M. M. (2010). Teaching oral communication skills: A task-based approach. *ESP World*, 9(1), 1-11.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge University Press.
- Siczek, M. (2022). *Pedagogical innovations in oral academic communication*. University of Michigan Press ELT.
- Syed, N. M., Quraishi, U., & Kazi, A. S. (2019). English language textbook and Development of oral communicative competence in grade VIII students of public sector schools in Punjab. *Bulletin of Education and Research*, 41(1), 105-118.
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.