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DESIGNING AND IMPLEMENTING A SPOKEN ENGLISH PROGRAM FOR GUJARATI MEDIUM STUDENTS AGED 14–15: A PEDAGOGICAL INTERVENTION STUDY

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Abstract
The purpose of this study is to determine the present level of English language proficiency among Gujarati-medium children in the age range of 14 to 15 years old, as well as to design, execute, and evaluate a pedagogical intervention with the intention of enhancing this skill. This study offers an activity-based curriculum that is contextualized and based on the principles of communicative language teaching (CLT) in order to solve the obstacles that regional language learners have while attempting to become proficient communicators in English. The goal of this study is to address these challenges. There were 104 pupils from three secondary schools in Gujarat who took part in the intervention over the course of twenty four weeks. Assessments took place both before and after the intervention, classroom observations were conducted, and student interviews were conducted in order to measure language improvements, levels of confidence, and attitudes toward speaking English. It is clear from the findings that there has been progress made in terms of fluency, pronunciation, and social competence. The research provides a model that may be used to situations that are comparable all throughout Gujarat and India.

Keywords: Spoken English, Gujarati Medium Students, Pedagogical Intervention, Communicative Language Teaching (CLT), Oral Fluency, ESL Learners, Regional Language Education, Language Acquisition, Secondary Education, Task-Based Learning.

1. Introduction

In India, English plays a crucial role as a medium of communication since it brings together a variety of regional languages and paves the way for improved educational opportunities, more competitive job markets, and global citizenship. Due to the fact that it is one of the recognized languages, it is commonly taught in schools all over the world. It is challenging for many students to become competent in spoken English, despite the fact that it is an essential language. This is especially true for students who attend regionally focused educational institutions, such as those who learn Gujarati as their medium of instruction.

The difficulty arises from the fact that many schools continue to use antiquated methods of teaching languages, which place a focus on memorization, rules of grammar, and preparation for examinations. Therefore, spoken English is not given sufficient attention in classroom activities, despite the fact that it is a crucial component of communication skills. Even after years of learning English, there are occasions when students are still unable to carry on even the most fundamental conversations. The lack of experience gained from real-world events results in feelings of uneasiness and sluggishness, as well as an inability to utilize English in everyday settings.

When it comes to the development of their language skills and their cognitive abilities, adolescents who are between the ages of fourteen and fifteen are at a crucial milestone. Students have reached a stage in their academic and professional lives when they have began to have significant goals and objectives for themselves. Enhancing students' ability to communicate in English verbally not only enhances their self-assurance but also paves the way for improved academic and professional opportunities in the future. As a result of the absence of an established English-speaking environment, children who attend schools that are taught in Gujarati confront significant hurdles. They are unable to fully participate in class discussions because they are afraid of being ridiculed or making a fool of themselves, and they have very little opportunities to use English outside of the classroom.

For the purpose of addressing these difficulties, the findings of this study suggest that a curriculum for spoken English that is both organized and sensitive to context should be designed for students in Gujarati-medium schools who are between the ages of 14 and 15. Some of the pedagogical techniques that were utilized in the development of the curriculum include the Natural Approach, Task-Based

Learning (TBL), and Communicative Language Teaching (CLT). Rather than focusing on mechanical language exercises, these methods put more of an emphasis on student engagement, meaning-making, and interaction. The purpose of the intervention is to provide a setting in which students are able to freely express themselves in English. This will be accomplished via the utilization of role-playing, group activities, peer cooperation, and realistic scenarios.

This research analyzes various pedagogical techniques for satisfying the particular academic, social, and cultural demands of students who are learning a regional language. In addition to evaluating the effectiveness of the intervention from a linguistic standpoint, this research also investigates the efficacy of the intervention. The objective of the program is to promote more inclusive and effective ways of teaching English as a second language in India. This will be accomplished by focusing on the lived reality of students who are studying in Gujarati medium schools and incorporating their interests and experiences into the learning process.

2. Literature Review

(Beena, 2016) Nowadays, India started teaching English as a subject in the basic grades. A student must choose a major in high school. After this stage, learning English becomes more need-based as the student applies what they've learned. Many high school seniors prepare for university, where English competence may be necessary. This stage prepares another huge group for work. Thus, the course should improve academic and professional language skills for both groups. At the XII level, students should learn to speak English confidently since they are expected to be proficient by class XI. Also, the researcher was a secondary-level English teacher in the Gujarat state; as a result, the researcher had several difficulties when trying to educate and communicate with Gujarati-speaking secondary-level students in Gujarat. Thus, the researcher has chosen to construct and implement a spoken English program for secondary school students in Gir Somnath District, Gujarat. English is an important language to be learns in classrooms in most of the developing and third world countries. English language teachers play a vital role in making their students to communicate well in English. They should abreast with new and innovative teaching methodologies in the classroom to enhance the skills of students significantly.

(Crystal, 2003) Crystal says, "English is the medium of a great deal of the world's knowledge, especially in science and technology. Education is about knowledge. One of the main reasons so many nations have either made English an official language or chosen it as their main foreign language in schools is education in the broadest sense. Updates on the statistics of English. Starting with excerpt from David Crystal, *How many millions use English?* (*ET*1, 1985). The author says: Reading this article again, that almost a quarter of a century on, the most noticeable change, it seems to me, has been in the amount and colour of the author's hair! That aside, I am struck by my final comment: 'I shall stay with this figure for a while' – a billion. It appears I stayed with it for a decade. In the first edition of my *English as a Global Language*(1997: 61) I raised my estimate, suggesting a middle-of-the-road figure of 1,350 million. In the second edition (2003: 69), a 'cautious temperament', I said, would suggest 1,500 million. And these days, having read the more sophisticated assessments by David Graddol and others, I am prepared to revise upwards again in the direction of 2 billion. In short, we have moved in 25 years from a fifth to a quarter to a third of the world's population being speakers of English.

(Mathews, 2000) English has become a global "lingua franca" for business, science, and politics in recent decades. "Lingua franca" means "any language used for communication between groups who do not have any common language. Research on early bilingual development has suggested that syntactic transfer in bilingual acquisition is dependent on patterns of dominance and properties of the dual input the child is exposed to.. Comparisons with monolingual development show both qualitative and quantitative differences attributable to transfer. Language dominance is seen as the major determinant of transfer, with input ambiguity playing a role in the domain of null objects. While two distinct and separate linguistic systems are simultaneously developing in the bilingual mind, the

pervasiveness of transfer implies a high degree of interaction between them. The findings show that the bilingual subject in our case study has taken a different path from monolinguals toward the target.

(Aydoan & Akbarov, 2014) In the modern world, India has a significant increase in need for human resources who know English. The number of students and professionals learning to speak English has also expanded concurrently The aim of this research is to determine teaching, evaluation, tendency and assessment levels of English language skills and the consistency among these variables of four basic language skills and higlight the importance of 'integrated language skills' in English at tertiary level in preparation classes with language learners. University level instruction is structured more differently than the first and second cycles and usually builds on previously acquired social and academic knowledge. The research aims to facilitate the learning of English with a proper methodology that will encourage the students at tertiarry level to acquire great competences in English and emphasize the significance of 'integrated language skills' in learning and teaching.

(Nguyen Tuyen, 2021) English language instructors were crucial in helping their students develop effective English communication skills. To greatly improve the skills of students, they should be up to date on new and creative teaching techniques. English speaking skills are important in global communication and interaction. To speak English effectively at an acceptable level for a non-native speaker, various sub-skills are considered such as lexical resources, grammatical structures, pronunciation, rhythm, intonation, and the like. Nevertheless, Thus, this study aims to explore the challenges encountered by remote learners, the effectiveness of Project-Based Learning (PBL) applied in teaching speaking skills online, and learners' attitudes towards the applied project.The most of remote learners had problems of speaking sub-skills, inadequate environments for speaking practice, communication, and interaction. Also, PBL is found as a unique method that enables learners to solve their existing problems, and improve their speaking skills, and all remote learners expressed their positive attitudes of towards PBL applied in their learning process.

(Cornbleet & Carter, 2001). The Author explores the nature of speech and writing and the overlaps between spoken and written language. We do not normally think much about speech and speaking. When we speak, we do so largely automatically and unconsciously but when we write, we have to be much more aware of what we are doing. Do we type it or write it? Do we send a card or hand write a letter? Is the message better as an email? Why? And how does the language change? This book aims to make us think more about written and spoken language. Speaking can often be difficult. We can have false starts, repeat ourselves, forget what we wanted to say, but, generally, speaking is easier to learn than writing.

Burns and Joyce (1997) Genre-based pedagogy, based on social and functional theories of language and language learning, developed from and has been widely used in the teaching of writing. However, the notion of genre and the principles of genre-based pedagogy are also powerful tools for the teaching of speaking to second language learners. In this paper, I present theoretical frameworks which can be used for analyzing spoken language. Drawing on Australian work with adult immigrants, I also suggest pedagogical approaches which incorporate the teaching of spoken genres in adult second language programs. I focus in particular on the teaching of casual conversation, as this aspect of teaching speaking is usually more difficult and problematic for teachers and learners than more pragmatically oriented encounters.

On the other hand, children attending regional medium schools in India, particularly those between the ages of 14 and 15, have not yet been subjected to extensive research about their development in spoken English. This is still the case despite the fact that a great deal of study has been conducted on the various approaches of English language instruction. A crucial developmental stage is traversed by pupils in this age group, during which they go from having a fundamental comprehension of the language to having more sophisticated communication abilities. At this point in time, the ability to communicate verbally is not only essential for academic achievement but also for future chances in social and professional settings. However, learners of regional mediums frequently have difficulties

in dealing with interference from their original language, and the absence of formal education in oral English competence frequently makes the situation much more difficult.

The efficiency of CLT and TBLT in general has been the subject of a number of research; however, relatively few of these studies have particularly addressed the linguistic issues that are prevalent in India's many regions. As a result of the fact that kids who attend schools that use English as their medium of instruction already have greater experience with the language, the majority of study is concentrated on these institutions. An understudied demographic that is at a vital time in their path of learning English is the target audience of this study, which intends to address that gap by concentrating on Gujarati medium children (a population that is between 14 and 15 years old).

The purpose of this literature review is to highlight the necessity of doing more targeted research on the spoken English ability of students in regional mediums, taking into consideration the variety of languages that are spoken in India. It is possible that the outcomes of this study may give useful new information that can be used for the creation of targeted educational interventions for kids who may not have had the same degree of exposure to the English language as their classmates who attend schools where English is the major language of instruction.

3. Objectives of the Study

1. To study the effectiveness of Spoken English Program for non-English medium students of age 14-15 years
2. To compare the effectiveness of Spoken English Program of boys and girls of 14 and 15 years of age
3. To compare the effectiveness of Spoken English Program of 14 and 15 years of age
4. To compare the effectiveness of spoken English Program of rural and urban area students of 14 and 15 years of age

4. Methodology
4.1 Research Design

The purpose of this study is to evaluate a constructed spoken English program for Gujarati medium students (14 to 15 years old) using a quasi-experimental research methodology and a pedagogical intervention strategy. The goal of the intervention was to improve students' self-assurance, fluency, and pronunciation in English so that they could overcome their communication challenges.

To investigate the interplay between causes and effects, a pre-experimental design one group pre test post test design was adopted, as random participant assignment isn't necessarily feasible in practical educational contexts. In this study, three similar Gujarati-medium schools were used to choose three groups of students: all three groups were experimental groups participated in the specially designed spoken English intervention program.

Activities such as listening exercises, role plays, storytelling, pair conversations, and pronunciation drills were among the many structured oral communication activities that students participated in throughout the 24-week intervention each group participated throughout 8 week. The tasks were thoughtfully designed with the students' language skills and everyday communication needs in mind.

To measure the effectiveness of the intervention, pre- and post-test assessments were conducted using self made proficiency test with reference of standardized rubrics that were based on speech descriptors from the Common European Framework of Reference for Languages (CEFR). The examinations evaluated several important aspects of oral communication, including vocabulary usage, pronunciation correctness, interaction ability, and fluency. Secondary sources of information included semi-structured interviews with teachers and students, classroom observations, and student reflection journals.

4.2 Sample Selection

The data was acquired from three secondary schools in Gir-Somnath, Gujarat, where the language is taught in Gujarati medium. The study was conducted by a researcher in Gujarat. The selection of these schools was based on a number of factors, including the prevalence of Gujarati as the medium of instruction, the availability of sufficient space and equipment for language learning (such as classrooms that are well-equipped), and the administration's willingness to be receptive to the intervention.

Through the use of a method known as purposive sampling, thirty males and thirty females were chosen from a pool of sixty students. We employed this non-probability sampling approach to ensure that all of the participants satisfied the predetermined criteria for the study, which were as follows:

- Students had to be in Grade 9, or between the ages of 14 and 15.
- They were expected to know the fundamentals of English grammar and vocabulary, which are often covered in their regular coursework.
- Pupils who shown a desire to actively engage in the spoken English lessons were given preference.

This intervention-based study benefited tremendously from the purposive sampling strategy since it enabled the researcher to focus in on a subset of students who were most likely to benefit from the program and offer helpful feedback on the success of the program. Both schools were supported by the government and had comparable socioeconomic backgrounds, which allowed them to retain a certain level of homogeneity and limit the impacts of external factors. This was made possible by the fact that all three schools were same with socioeconomic background's students.

On the basis of the sample, three groups from three schools were determined:

- **Experimental Group:** The intervention program involved
- 32 students in Trial 1,
- 36 students in Trial – 2 and
- 36 students in Trial - 3

In order to guarantee that all three groups were on an equal footing in terms of their English proficiency prior to the intervention, baseline examinations were administered to all three groups. After the intervention, it was easier to offer a fair basis for comparisons because of this, which made the obstacle less to overcome.

All ethical issues, including student anonymity, voluntary involvement, and the possibility to withdraw from the study at any time, were adhered to in a diligent manner throughout the research project. In addition, permits from both the parents and the school were secured in advance.

4.3 Tools Used

A variety of qualitative and quantitative methodologies were employed in this study to ensure a comprehensive evaluation of the spoken English curriculum's efficacy. The tools were designed to evaluate not just the language growth of pupils, but also their interest, confidence, and overall learning experience. The instruments used were:

• **Pre- and Post-Test Assessments (Based on CEFR Speaking Descriptors)**

Following the session, the children's speaking abilities were examined using self made proficiency test for assessments both before and after the intervention. The Common European Framework of Reference for Languages (CEFR) speaking descriptors were in the forefront of our minds while we were developing these self made proficiency test and its assessments.

- Fluency and coherence
- Pronunciation
- Range of vocabulary
- Grammatical accuracy

- Interaction and spontaneity
- Comprehension

Because of its international uniformity and dependability, the Common European Framework of Reference (CEFR) was selected as an objective and age-appropriate assessment method for evaluating the communicative skills of students at levels A1–B1 in the Common European Framework of Reference.

• **Observation Checklists**

The teachers utilized observation checklists in order to keep track of the kids' conduct, degree of engagement, preferred ways of contact, and level of interest in the activities that were being carried out throughout the intervention. Through the utilization of these checklists, the researcher was able to track the development of the students, as well as identify areas in which they excelled and areas in which they needed work in their spoken English. Among the traits that were seen were a constructive response to criticism, participation from peers, voice clarity, and a willingness to communicate.

• **Audio Recordings**

In order to give relevant data for assessment and evaluation, audio and video recordings of English activities performed in the classroom were utilized. Recordings made it possible to conduct an in-depth analysis of the students' performance as well as their speech patterns over a period of time with the recordings. They also contributed to ensuring that the results were of high quality and reliability by acting as a reliable data source for comparing the results obtained from the interviews as well as the pre-test and post-tests.

• **Student Feedback Forms and Semi-Structured Interviews**

At the conclusion of the intervention, the students were given questionnaires to fill out, in which they were requested to convey their opinions on the lesson. Both open-ended questions and items based on a Likert scale were included in the surveys in order to achieve the goals of measuring perceived progress, problem areas, and satisfaction.

In addition, a number of English teachers and students were interviewed through the use of semi-structured interviews in order to get a deeper comprehension of the impact that the program has had. It was important to take into consideration the respondents' opinions regarding the value of the exercises, their degrees of self-assurance, their ideas on spoken English, and their recommendations for future enhancements.

5. Implementation Phase

The deployment phase of the spoken English program that lasted for 42 sessions, 30 hours was meticulously planned out to achieve the highest possible level of participation and efficiency. Each of the sessions ran for a duration of 35 to 40 minutes. A comprehensive orientation to the concepts of Communicative Language Teaching (CLT) was provided to the instructors who participated in the intervention. This was done to guarantee that the intervention was successful. Through this training, they learned the importance of establishing a classroom atmosphere that prioritizes the needs of the students and places a focus on communication that is both practical and relevant to the real world, rather than on theoretical exercises and cramming. It was explained that the fundamental CLT tactics that would be incorporated into the daily sessions of the curriculum would be discussed. Task-based learning, improved fluency, and increased student engagement were some of the tactics that were included in these strategies.

A rigorous schedule was implemented in each and every lesson with the purpose of maintaining the students' attention and facilitating the development of their skills in a methodical manner. A warm-up was performed at the beginning of each session in order to assist students in becoming comfortable and to establish the tone for a relaxed learning environment. Students had a greater sense of comfort and confidence in their ability to speak English as a result of these exercises. Among the activities

that were included were vocabulary drills, simple language games, and icebreakers. Not only did the warm-up engage and set in action any prior knowledge, but it also activated and set in motion the tone of the session.

In the lecture, the segment on listening and modeling was presented directly after the warm-up portion of the presentation. Additionally, students were exposed to a wide range of real-world conversations, brief tales, and dialogues, which were included among other realistic listening techniques. The instructor would provide students with examples of the natural use of English in a variety of settings by showing good pronunciation, intonation, and conversational ability. For the purpose of improving listening comprehension and bridging the gap between spoken and written language, this stage of modeling was very necessary.

Following the listening and modeling components of the course, the majority of the emphasis was placed on speaking practice. The students participated in speaking exercises that required them to collaborate with one another and making use of strategies for integrated scaffolding. By providing students with resources such as phrase starters, visual aids, and conversation prompts, teachers directed students through activities such as role-playing, pair projects, and group discussions. During the process of investigating new language structures, scaffolding significantly improved both the students' sense of self-assurance and their ability to construct English sentences through autonomous means.

At the conclusion of each session, there was a period of time set out for reflection and an opportunity for review. Students were given the opportunity to talk about their accomplishments, reflect on their development, and receive constructive criticism during this portion of the session. In addition, students were asked to reflect on their own learning experiences by identifying the aspects of the session that they found to be either engaging or challenging. Not only did this meditative approach assist students in better internalizing the lessons that were brought to their attention throughout the day, but it also provided them with a deeper sense of control over their own development.

Throughout the entirety of the implementation phase, there was a strong focus placed on student participation and involvement in order to create an atmosphere in which students could practice their English without the fear of being judged. The program's objective was to assist students in making the transition from being passive learners to being active, self-assured English speakers. This was accomplished by progressively increasing their abilities and boosting their self-confidence.

6. Results and Discussion

An examination of the findings of the research is carried out with the assistance of the following instruments: pre and post tests, classroom observations, student feedback, and interview replies. Because of the numerous data sources, we are able to comprehend the impact that the 42 session 30 hour spoken English program had on the students' capacity to communicate in spoken English as well as the degree to which it was successful.

6.1 Pre-test and Post-test Analysis

Students in the experimental group showed more progress toward becoming proficient in spoken English than before applying intervention. According to the findings of both the pre test and the post-test that were administered prior to the intervention. A guide for the assessments, which examined students' vocabulary, pronunciation, fluency, grammatical correctness, comprehension and interpersonal skills, with self made proficiency test were made with reference of Common European Framework of Reference for Languages (CEFR) speaking descriptors.

- **Fluency**: In discussions of previously covered material, students in the experimental groups shown considerable improvements in their fluency, speaking with greater ease and less hesitation. The average speaking time per response increased by 55%, suggesting more comfort with spontaneous communication.

- **Pronunciation**: A noticeable fifty-five percent decrease in the amount of frequent errors including mispronouncing consonant clusters and vowels indicates an increase in pronunciation accuracy. This outcome was attributed to the pronunciation exercises and small-group work that were part of the course material.
- **Vocabulary and Grammar**: When students utilized a wider range of words and phrases in their discussions, their vocabulary usage increased by 52%. There was a 15% drop in the frequency of grammatical mistakes, and pupils were able to use more complicated sentence structures with greater accuracy.
- **Interaction Skills**: According to the findings of the post-test, the students' level of competency in interactive speaking activities, such as debates and role-playing, dramatically increased. There was a 45% increase in the experimental group's ability to carry on a conversation, make follow-up questions, and respond to their peers in an appropriate manner.
- **Comprehension**: A noticeable fifty percent increase in the amount ability to accurately perceive, interpret, and respond to spoken English in real-time communication. High comprehension scores indicate that students can process spoken input efficiently, retain relevant details, and make contextually appropriate responses.

6.2 Classroom Observations

Classroom observations offered additional information on the development of the students. The instructors' observations throughout the course of time revealed that in beginning the students in the experimental group maintained a lower level of engagement and were less inclined to give information.After some interesting sessions the majority of students were actively participating in role-plays, group discussions, and presentations by the time the program came to a close, there were a number of students who were reluctant to participate at the beginning of the program. In addition to assisting in the reduction of anxiety, the scaffolding strategies and activities that were organized served to create an atmosphere that was more conducive to collaborative learning.

The level of engagement between peers has been on the rise, which is a discernible shift. Students assisted one another with vocabulary and grammar while participating in group activities, which contributed to the development of a supportive learning environment. Group practice sessions in which students collaborated with their peers helped students feel less pressure to perform well in public speaking situations, which resulted in a significant increase in the students' level of self-assurance.

6.3 Student Feedback

As indicated by the results of the student feedback questionnaires, a significant number of students expressed contentment with the program. After the program was finished, more than eighty-five percent of the students in the experimental group said that they had improved their confidence in their ability to communicate in English. The program, according to a number of students, made the process of learning English more interesting and enjoyable. They found that the narrative exercises and role plays offered a relaxed environment in which they could practice real-life interactions, which they found to be really enjoyable.

There were a few students who credited their better listening comprehension to the increased exposure to actual English material as well as the regular speaking exercises that required listening and responding. However, a few students did express the opinion that they would be better off if they were presented with additional opportunities to engage in individual speaking sessions in order to improve their pronunciation or fluency.

6.4 Teacher's Review

After conducting feedback from the educators who took part in the intervention program, it was discovered that the program was positively accepted and had a substantial influence on the

pedagogical practices of the educators. The students' attitudes towards studying English clearly changed, and more of them indicated that they would like to participate in spoken language activities. In addition, teachers noticed that students boosted their self-awareness by taking part in feedback and reflection sessions that were more organized.

Time constraints are a challenge, though, as educators have noted, especially when trying to include speaking practice into a curriculum that is already rather packed. According to some instructors, students who started with lower competency levels can benefit even more from a lengthier intervention phase..

6.5 Discussion

The findings of the classroom observations, teacher feedback, the pre-test and post-test assessments, and student comments all indicate that the spoken English program was highly effective in improving students' speaking skills. Keeping students engaged and helping them improve their communication skills were the program's interactive activities, theme-based modules, and confidence-boosting exercises.

Consistent with earlier studies, this one finds that task-based learning and communicative language education are effective in helping students become more fluent and confident speakers of English. Students from regional language backgrounds often struggle with poor pronunciation and have limited opportunities to interact with others who speak English. By including peer collaboration into pronunciation instruction, these students were able to overcome these obstacles.

It must be acknowledged that several students still struggled with pronunciation and fluency, even if the curriculum accomplished a lot. This suggests that lengthier practice sessions or more targeted interventions, such one-on-one speaking sessions, might further improve results. The short length of the curriculum may also have hindered some students' ability to fully acquire the language.

7. Recommendations

After taking into account the findings of the research as well as the difficulties encountered over the course of the implementation of the spoken English program, a number of suggestions are provided in order to improve the efficiency of future interventions and to finish the program that is now being implemented.

It is recommended that educational institutions make investments in improved technology infrastructure, such as internet connectivity, interactive learning tools, and audiovisual equipment, in order to overcome the issue of limited access. It has been demonstrated via research that the utilization of multimedia resources, such as films, online language learning platforms, and instructional programs, which provide students with exposure to real-world language usage, has the potential to increase students' speaking and listening comprehension. In order to get the required financing and resources for these technologies, schools may work together with non-governmental organizations (NGOs) or other educational institutions. Furthermore, even in environments with limited resources, instructors may still receive training on how to make the most of the usage of these technologies in order to raise the level of student involvement.

In order to lessen the influence that students' erratic attendance has on the school, institutions could think about implementing more flexible class schedules or providing students with the opportunity to make up classes. Students might be provided with the opportunity to access the lectures that they were unable to attend and to practice at their own speed through the utilization of online resources or recorded sessions. In order to make resolving this issue easier, it would be beneficial to encourage parental involvement and emphasize the significance of maintaining consistent attendance. There is the possibility of utilizing attendance monitoring tools in order to maintain a close check on participation and to react promptly in the event that children exhibit indicators of unexpected absences.

In light of the fact that early reluctance to speak English due to fear of being ridiculed is clear, it is of the utmost importance to establish a learning atmosphere that is both safe and encouraging. Language teachers who work with young children should participate in professional development courses that teach them how to improve their pupils' self-esteem by putting more of an emphasis on their achievements rather than their shortcomings. The incorporation of peer-led activities into the curriculum is something that is strongly suggested. These activities involve students working together in small groups to engage in presentations or debates. As a consequence of participating in these activities, college students can feel less anxious and the atmosphere might become more welcoming. In addition, learning may be made more enjoyable and less stuffy by incorporating activities like as games, narrative exercises, and role plays. The students will not have to worry about being ridiculed and will be allowed to freely experiment with language.

In addition, it is feasible to establish a buddy system that links pupils who have varied degrees of self-assurance with one another. past the process of peer-to-peer learning, students who are experiencing anxiety about speaking in front of the class are able to work past their anxieties and engage in the learning process. Language clubs and argument sessions are two examples of extracurricular activities that can help promote a culture of speaking English with classmates. Other opportunities for non-formal speaking practice outside of the classroom can also be helpful.

Students would have more opportunities to consolidate their learning and gain more practice if the curriculum were extended beyond 48 sessions. This would be especially beneficial when considering the time restrictions that are now in place. It is possible that a longer intervention time would make it possible to conduct a more in-depth investigation of more sophisticated language abilities, such as the ability to convey ideas, take part in conversations, or give presentations. Moreover, if the program were extended for a longer period of time, students would have more possibilities for focused interventions and feedback, which would guarantee that they would all have sufficient time to overcome the obstacles that they have in terms of their individual speaking proficiency.

In spite of the fact that the training has brought about favorable impacts on fluency and pronunciation, it would still be beneficial to have further practice with concentrated pronunciation. You may, for instance, concentrate on your intonation, stress patterns, and minimal pairs; these are all essential components that contribute to the clarity and comprehension of your spoken English. In order to allow students to improve their pronunciation outside of the classroom setting, teachers may choose to add phonetic exercises or interactive pronunciation applications into their classes. Helping students enhance their English speaking abilities without putting too much emphasis on grammar and vocabulary can be accomplished through a variety of activities, including timed discussions, storytelling, and regular disagreements.

9. Conclusion

According to the findings of this study, students in Gujarati medium schools who are between the ages of 14 and 15 may benefit from learner-centered interventions that are contextualized to their particular circumstances in order to improve their ability to speak English. It was possible for the students to close the gap in their English language skills thanks to the flexibility of the curriculum, which was designed to meet the particular linguistic and cultural requirements of the pupils. The findings disclosed that the utilization of theme-based modules, interactive activities, and confidence-building exercises had a significant impact on the students' pronunciation, fluency, vocabulary utilization, and general confidence in their ability to communicate verbally.

The encouraging outcomes of this study show that such treatments have the potential to be extremely successful in regional educational settings where students have difficulties acquiring spoken English due to limited exposure and the fact that English is not the primary language of instruction. The success of the program underlines the need for context-specific, adaptive curriculum that combine communicative language teaching (CLT) concepts. This is in addition to the standard grammar-based education that is already being used.

In addition, the findings indicate that instructors who have received adequate training are necessary for the successful implementation of interventions of this kind. The enthusiastic adoption of communicative and learner-centered pedagogues by teachers resulted in a classroom environment that was more engaging and welcoming, which contributed to the overall success of the program.

On the other hand, the survey sheds light on certain areas of concern, notably in connection to the presence of students in the classroom, the technological tools that are accessible, and the students' ability to overcome their fear of public speaking in English. For us to be successful in overcoming these problems, we need to provide more resources, make the scheduling more flexible, and maintain a consistent focus on improving the English abilities of our students.

This study, in the end, provides a method that may be replicated to improve students' spoken English abilities in schools that teach Gujarati as the medium of instruction and in other similar regional contexts across India. Specifically, it emphasizes the necessity of an approach that incorporates pronunciation practice, activities that simulate real-life conversation, and engagement with peers in order to assist students in becoming more proficient and self-assured English speakers.

There is the possibility that future research will build upon this study by comparing kids who attend schools that use Gujarati as their medium of teaching with students who attend schools that use English as their medium of instruction. Additionally, the research may investigate whether or not the language abilities that are acquired via the program are kept over time. If this were to take place, we would have a far better understanding of whether or not learning English through English medium instruction has a longer lasting impact on the acquisition of spoken English, as well as how different teaching methods influence language competence.

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