

# Improving Spoken Ability in ESL Students via Dynamic Evaluation: An Integrated Approach Investigation

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**Abstract** In English language education, the transition from a teacher-centered to a learner-centered approach is a critical turning point that is necessary for students to succeed in the globalized world of today. This shift highlights how important having good speaking abilities is for social and professional contacts in addition to academic pursuits. This study uses a mixed-methodology approach to examine participants' speaking and listening skills in-depth, focusing on the effects of dynamic assessment on fluency and speaking accuracy among Indian ESL learners. The study investigates the relationship between linguistic knowledge, communicative abilities, and contextual understanding in the development of language competency through quantitative analysis and qualitative observations. The results show how important it is to combine learner-centered teaching strategies, dynamic assessment techniques, and focused language instruction to help ESL students develop their speaking proficiency and get ready for success in a variety of linguistic contexts in the social, professional, and academic spheres. The sample size of 72 individuals has limitations and hence there may be shortcomings in the extrapolation of the same to general population, however in the context of a school the early trends shown by the study indicate strongly towards the proposed hypotheses.

**Keywords:** learner-centered approach, dynamic assessment, speaking proficiency, ESL learners, mixed-methods approach, language proficiency development

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## 1.Introduction

The transition from a teacher-centered learning paradigm to a learner-centered learning model has occurred in English language pedagogy in recent years. This change heralds a new era in which teachers of English should let their students to express themselves through speech. One of the most crucial communication skills to hone and improve is speaking (Leong & Ahmadi, Citation 2017). A strong command of spoken English, particularly in spoken English, is required in today's work market. It is widely acknowledged that obtaining the advantages of contemporary education, research, science, trade, and technology is unattainable without a functional command of the English language and effective communication abilities (Carreira, Citation 2011). Even with a limitless amount of words committed to memory, a student cannot talk with fluency. An competent communicator is able to take in information and react to it accordingly. He or she is likely to project a positive image of themselves, which will enable them to communicate with people in a confident and successful manner (Gorjian & Asaadinezhad, Citation 2015).

Indian schools and other educational establishments provide English as a foreign language instruction. Since English is a language used for worldwide communication, people who are proficient in it will benefit greatly in their academic, social, and professional lives (Efrizal, Citation 2012). Being fluent in English will facilitate study of other topics in a school setting. According to Bashir, Azeem, and Dogar (Citation2011), using a learner-centered approach to teaching and learning, appropriate activities, and a variety of instructional strategies can all enable students' speaking abilities to improve. When using the teacher-centered method to teaching and learning, students are viewed as passive recipients of knowledge while teachers seem to do the most of the talking and serve as their sole source of information (Ning, Citation 2011). Gomleksiz (Citation 2007) claims that these kinds of approaches have harmed students and resulted in inept English language users who are unable to advance their speaking abilities. Conversely, learners are given the chance to express themselves

through language use in learner-centered approaches. Teacher-centered techniques are primarily used in English classes (Murray & Christison, Citation 2010). The amount of communication and interaction that takes place in the classroom is not enough to improve students' speaking abilities, which should be fostered in addition to their listening, reading, and writing abilities. This is due to the fact that the pupils' communication skills would be improved by the integration of the talents.

## **2.Review of Literature**

Teaching speaking in English as a Second Language (ESL) aims to increase students' self-assurance and competence as speakers in natural settings. Speaking is considered an essential oral and productive talent that requires quick knowledge and use of language elements in addition to meaningful verbal communication. Fluency is an essential element that includes speaking that is fluid and uninterrupted, free of errors or long gaps that impede the clarity of the message. Teachers that prioritize succinct, unambiguous speech with few formal errors like Ellis and Mizera—help students communicate more effectively. The development of students' real-world communication skills is greatly influenced by English language teachers, who also have a major impact on social interactions and first impressions. Teachers empower ESL students to confidently navigate a variety of social and professional environments by giving them opportunities for practical speaking exercises, constructive feedback, and instruction in language processing skills. This improves the students' overall language competency and communication effectiveness.

### **Research Objectives**

To examine, while adjusting for speaking accuracy scores, the effects of dynamic assessment on the fluency and speaking accuracy of Indian pre-intermediate English as a Foreign Language (EFL) learners.

To investigate how the target learner group's dynamic assessment processes affect these two speaking skill dimensions, so expanding our knowledge of successful evaluation strategies in EFL instruction.

### **Research Questions**

RQ1: How does dynamic assessment impact the speaking accuracy of Indian ESL learners using speaking accuracy scores as a covariate?

RQ2: How does dynamic assessment impact the speaking fluency of Indian pre-intermediate ESL learners using speaking fluency scores as a covariate?

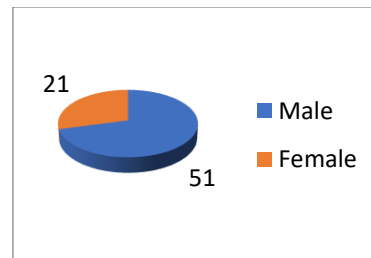
## **3.Method**

The research outcomes were improved by employing a mixed-methodology approach in this study, which combined quantitative and qualitative techniques. In order to conduct a thorough evaluation of students' growth as proficient ESL speakers, the researcher included formal listening practice exercises. The data collected from evaluations given to ESL students was examined using quantitative analysis, and the subjective experiences and perspectives of the students regarding their speaking skill development were explored using qualitative approaches.

## **4.Sample**

The mixed-methodology research sample in this study consisted of 72 B.Com. students who were learning English as a second language and were in their first semester of undergraduate education. These participants, who were all under the age of eighteen, brought with them a diversity of cultural backgrounds since they had moved from other states to pursue their university degrees. The participants were chosen according to their stated goals of becoming better speakers and

listeners. Some individuals showed basic faults in listening for details, attentiveness, comprehension, and correctness in spoken responses, while others showed mastery in the English language. Interestingly, participants had no prior knowledge of the training and assessment techniques used in the study. During the participant selection procedure, the mixed-methodology approach included both quantitative and qualitative evaluations. Participants' performance on the pre- and post-tests was evaluated using quantitative analysis, with a focus on speaking and listening abilities. To guarantee that the study's conclusions are typical of participants with different levels of language competence, a random sample was selected from the entire participant pool.



## 5. Research Procedure

In order to increase the number of participants in the study, 72 Indian ESL learners were included. The inclusion criteria, which were centered on English proficiency scores, did not change from the first selection procedure. To appropriately represent the new participant group, the demographic information about the Indian learners such as the distribution of genders, age range, and mother tongue should be described. Any modifications made to ensure that the merged participant groups' English language proficiency remains homogeneous should also be documented. In order to do this, 72 ESL students took the English proficiency exam at first, and those whose results indicate both the learners' and the initial participants' English proficiency scores.

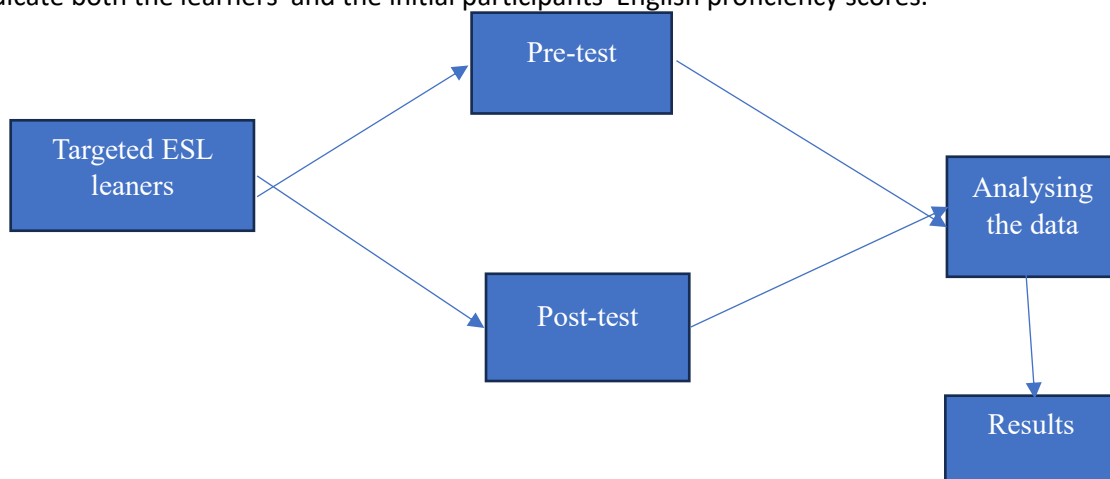


Fig 1. Procedure of the study

## 6. Result and Discussion

Table 1 Results of the study

	Beginning	Middle	Developing
Fluency	0.5	1	0.2
Pronunciation	1	1.2	1.3
Vocabulary	1.5	0.5	2
Content	0.5	2	3

Gaining proficiency in a language requires a diverse set of abilities, such as content comprehension, vocabulary, and pronunciation. People who are just starting to learn a language sometimes have difficulty with fluency, rating about 0.5 on a scale of 0 to 3. The difficulties in cohesively and fluidly putting phrases together characterize this first stage. With a score of 1 on the competence scale, the pronunciation is generally considered accurate. To get to a level of 1.2, when pronunciation becomes more effortless and natural, there is still space for development. Learners' fluency doubles to 1 when they go into the intermediate stage, demonstrating a more fluid communication style. Additionally, pronunciation has somewhat improved to 1.3, showing less effect from accents and clearer speaking patterns. Developing one's vocabulary is essential to improving one's language abilities. When learning begins, students usually have a small vocabulary (score of 1.5 on the competence scale). Their capacity to comprehend and communicate ideas is increased as a result. Nonetheless, there might be difficulties in properly employing sophisticated jargon. The middle stage sees an improvement in language retention, although there may still be sporadic slip-ups or a dependence on simple terminology, which lowers the score to 0.5. Vocabulary mastery reaches a peak of two with sustained exposure and practice, facilitating more accurate and sophisticated speech.

Significant changes occur in content creation and comprehension as students progress through the learning process. A small score of 0.5 indicates that it may be difficult at first to comprehend and produce meaningful content. But as students interact with the language and its context more fully, they advance significantly. Content comprehension and generation skills surge to a score of 2 by the middle stage, demonstrating a solid understanding of linguistic nuances and cultural context. Learners may confidently convey complex concepts in meaningful conversations at this level of skill.

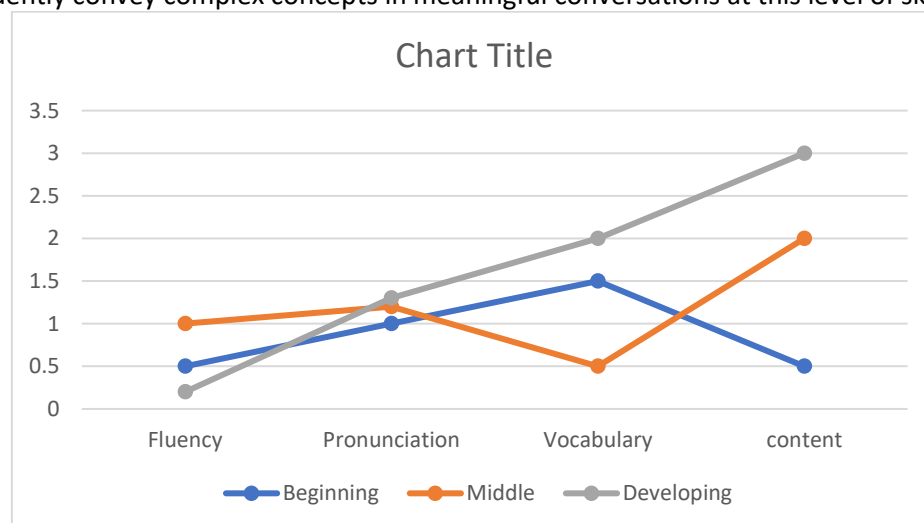


Fig 2. Performance of the student

The process of becoming fluent in a language involves several phases of development for various language skills. At first, students frequently struggle with fundamental fluency, achieving a competence score of about 0.5 on a range of 0 to 3. This stage is marked by difficulties creating smooth and clear language and concepts. Still, they receive a score of 1 at first for their usually accurate pronunciation. Fluency doubles to 1 as they reach the middle stage, suggesting a discernible improvement in the fluidity of their conversation. Language proficiency's most important component, pronunciation, steadily improves from a starting score of 1 to 1.2 and finally 1.3. This trend represents a move toward speaking patterns that are more effortless and natural, which greatly improves overall fluency. Developing one's vocabulary is essential to improving one's language abilities. Before achieving a competence level of 2, learners may encounter brief setbacks (0.5) due to their low vocabulary at the beginning (score of 1.5). This evolution shows how their word bank has been gradually expanded and improved, allowing for more precise and nuanced speech. Throughout the learning process, there is also a considerable evolution in content generation and

comprehension. Students begin at a basic knowledge level (score of 0.5) and graduate to a more advanced level (score of 2) where they are able to understand intricate linguistic nuances and cultural settings, which allows them to articulate ideas and engage in meaningful conversations. The development of linguistic fluency takes a comprehensive strategy that includes knowledge of subject, vocabulary expansion, and improved pronunciation. Every phase serves as a springboard for reaching higher fluency and proficiency in the target language.

## 7. Conclusion

The shift from a teacher-centered to a learner-centered approach in English language education is crucial for students' success in today's globalized world. Speaking skills are essential for academic pursuits, professional, and social interactions. In ESL settings, teaching speaking skills enhances students' confidence and competence in real-world communication. This study explores the impact of dynamic assessment on fluency and speaking accuracy of Indian ESL learners. The mixed-methodology approach combines quantitative analysis and qualitative insights, evaluating participants' speaking and listening abilities. The results highlight the holistic nature of language proficiency development, emphasizing the interplay between linguistic knowledge, communicative skills, and contextual understanding. Fostering speaking proficiency in ESL learners requires a multifaceted approach that integrates learner-centered teaching methods, dynamic assessment practices, and targeted language instruction.

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