

**Enhancing speaking skills amongst adult learners : A Comparative study using
TESOL methodology**

*Submitted in partial fulfillment of the requirements for the award of
Bachelor of Arts degree in English*

By
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SCHOOL OF SCIENCE AND HUMANITIES**

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INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

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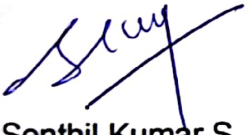
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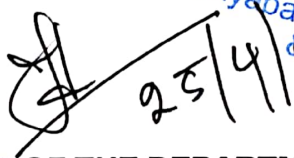
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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of G.Yogitha (41010012) who have done the Project work. She has carried out the project entitled "Enhancing speaking skills amongst adult learners : A Comparative study using TESOL methodology" under my supervision from June 2023 to April 2024.

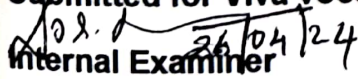

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DECLARATION

I, **G.Yogitha** hereby declare that the Project Report entitled “**Enhancing speaking skills amongst adult learners : A Comparative study using TESOL methodology**”, done by me under the guidance of **Mr. Senthil Kumar S**, is submitted in partial fulfillment of the requirements for the award of Bachelor of Arts degree in **Sathyabama Institute of Science and Technology**.

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ABSTRACT:

This study examines the effectiveness of the Teaching English to Speakers of Other Languages (TESOL) method to improve language skills among adult learners. In our globalized world, the importance of communicating effectively in English has become increasingly important. However, adult learners often face challenges in achieving fluency due to various factors such as language skills, learning environment, and personal motivation

The study takes a comparative approach, examining the effectiveness of traditional teaching methods and the TESOL method to improve reading skills. A mixed methods design is used, combining quantitative assessment of language proficiency with standardized testing and qualitative assessment of students' experiences and perspectives

The study aims to address the following research questions.

How does the use of the TESOL method impact adult learners' language skills development compared to traditional teaching methods?

What are the perceptions and experiences of adult learners on the effectiveness of the TESOL approach in improving their language skills?

What are the potential challenges and benefits associated with adopting a TESOL approach in an adult English language learning environment?

This study includes a sample of multilingual adult learners enrolled in English language courses. Quantitative data are collected through pre- and post tests assessing language proficiency, while qualitative data are obtained through interviews and surveys to explore students' perceptions and experiences

KEYWORDS:

Speaking skills, Adult learners, TESOL methodology, English language teaching, Comparative study, Language proficiency, Communicative competence, Language acquisition, Language learning strategies, Teaching methodologies

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1. INTRODUCTION:

"Development of speaking skills in adult learners - a comparative study using the TESOL approach".

In today's globalized world, effective communication skills are essential for success in both personal and professional endeavors. Among these skills, the ability to speak confidently and fluently in a second language is particularly important, especially for older learners who wish to move through languages. This project focuses on addressing this important aspect of language learning by examining the effectiveness of the Teaching English to Speakers of Other Languages (TESOL) approach to improving language skills among adult learners.

As the world becomes more interconnected, the demand for English language skills continues to rise, creating an urgent need for new and effective language teaching methods. The TESOL method provides a comprehensive framework for language teaching, and builds communication, emphasis on communication and learner-centered approaches. This project seeks to assess the impact of the TESOL approach on adult learners' language proficiency, comparing its effectiveness to traditional teaching methods.

Through a comparative study, this project aims to shed light on the strengths and limitations of the TESOL approach to the acquisition of discourse skills among adult learners. By examining factors such as student engagement, fluency, level of confidence and overall proficiency, we seek to understand the unique contribution of TESOL to the language learning process.

Additionally, this research acknowledged various adult language learner situations, reasons for learning, and learning styles. It recognized flexible approaches significance for learning. Considering these aspects alongside TESOL principles aimed to provide insight on supporting adult learners' journey to spoken proficiency.

Ultimately, this project contributes to discussions about language learning and teaching practices. It provides useful insights on TESOL's effectiveness for evolving adult learner needs. Through rigorous research and evaluation, it strives to equip teachers with knowledge and resources.

1.1 Background and Context:

Speaking well is really important for adult learners of English. Good communication lets them succeed at work, make friends, and take part in society. The TESOL approach helps adults learn to speak English better. It uses special methods focused on speaking skills.

Importance of Speaking Skills: For adults learning English, being able to speak well is really important. Speaking skills let people say what they mean clearly. They allow people to understand others' ideas better. Good speaking skills help people take part in conversations more. With strong speaking abilities, people can get better jobs and careers. They can also connect with others in society more easily.

Challenges Faced by Adult Learners: Grown-ups learning a new language struggle with anxiety, lack of real-world practice, and their native tongue's influence. Cultural gaps, personal learning styles, and motivation levels also play a big role in how well adults pick up speaking skills. Furthermore, adults don't get enough chances to truly use the language naturally. Their mother tongue often interferes, creating obstacles. Acquiring fluency presents various hurdles for adult language learners.

TESOL Methodology: Teaching English to non-native speakers requires special techniques. TESOL stands for Teaching English to Speakers of Other Languages. It focuses on interactive, communication-based learning over memorizing grammar rules. TESOL methods center around task-based activities and immersion in real-world content. Teachers use scaffolding to support each student's skill level. Key elements include communicative activities, authentic materials, and learner centered instruction. TESOL prioritizes meaningful language use over rote vocabulary drills. Its principles stem from communicative language teaching (CLT) approaches.

Objective of the Comparative Study: The purpose of the comparative study is to investigate, analyse, and compare the effectiveness of TESOL methodology in improving speaking skills among adult learners, as opposed to the regular

language teaching methods. Specifically, the study seeks to establish the extent to which TESOL practices influence learners' speaking ability, language self-assurance, self-motivation, and general learning experience. Furthermore, the variation seeks to explore some of the best practices, challenges, and recommendations for introducing TESOL methodology in the adult learning system.

Research Methodology: The paper uses this research design in this comparative study with a mix-method approach of qualitative and quantitative data collection methods to get a full picture of the research phenomenon. The data that are qualitative to nature will be collected in the form of interviews, observations, and reflection of participants, so as to enable the learners to present perceptions, attitudes, and experiences in TESOL instruction. The quantitative data will be the measure of the amount of improvement in the speaking skills and hence facilitate the statistical analysis of the pedagogic effects of the program.

Significance and Implications: The implications of findings from such a comparative study would be of very great importance for adult education practitioners, language teachers, developers of curricula, and policymakers in developing plans for the implementation of language learning programs. The study, therefore, points out the efficacy of TESOL methodology among adult learners in speaking proficiency and contributes toward evidence-based pedagogical practices and policy-informing educational strategies in the promotion of communicative competence and linguistic empowerment in diverse learning contexts.

1.2 Purpose of the Study

The aim behind the study "Enhancing Speaking Skills amongst Adult Learners – A Comparative Study Using TESOL Methodology" is to be able to make a comparative study of the very subject: which method, TESOL (Teaching English to Speakers of Other Languages) methodology, or the traditional approach proves more effective in enhancing the speaking skills of adult learners. The study aims to achieve several specific objectives:

Effectiveness Assessment: It will be useful in assessing the effectiveness of TESOL-based methodology in comparison to speaking proficiency among adult

learners by drawing a parallel comparison of its outcomes with instructions based on TESOL and traditional methods of teaching languages.

Comparative Analysis: The present piece of research intends to undertake the comparative analysis of TESOL with traditional approaches related to language teaching. In this context, an effort has been made through this study to find out if there is any significant difference between the two in relation to developing speaking skills.

Evaluation of Learner Performance: It also aims at evaluation of performance with respect to proficiency in speaking, confidence, and motivation to learn the language among the adult learners. It assesses the extent to which the TESOL methodology contributes to the betterment of these over traditional methods.

Identification of Best Practices: The best practices are identified within the methodology used in TESOL for speaking skills with adult learners. This is in order to draw lessons from it on how speaking skills may be improved through language teaching strategies.

Challenges and Recommendations: This research also seeks to explore the challenges that are experienced in the implementation process of the TESOL methodology and recommend some areas of improvement. It, therefore, seeks to understand some of the potential barriers to effective instruction, consequently proposing solutions that can help optimize the learning experience among adult learners.

Contribution to Educational Practices: This study is, therefore, expected to add value to the refinement of the evidence-based pedagogical practices in adult education. This would contribute to informing the strategies in education and curriculum development aimed at improved language learning outcomes among the adult learners by providing evidence of the effectiveness of the TESOL methodology.

1.3 Methodology:

1.3.1 Research Design:

The study employs a comparative research design to systematically assess the effectiveness of TESOL methodology in enhancing speaking skills among adult

learners. A comparative approach allows for a direct comparison between TESOL-based instruction and traditional language teaching methods, providing valuable insights into their relative impact on language acquisition outcomes.

1.3.2 Participants:

The participants of this research will be adult learners with different cultural backgrounds and from the varied proficiency levels of learning the English language. We had variety in terms of age, cultural background, and proficiency in the language to ensure the full understanding of the effectiveness of the methodology among varied learner demographics.

1.3.3 Data Collection:

The research method to be used in this study is integrative in data collection and analysis, where the comprehensive knowledge of the research phenomenon will be derived.

Pre- and Post-Assessments: The subjects will undergo pre- and post- assessment which will enable the determination of speaking proficiency prior and after the instructional intervention, respectively. Some of these assessments may be conducted through standardized speaking tests.

Surveys: The research design also incorporates surveys that aim at obtaining the responses of the participants in issues regarding perception, attitude, and satisfaction of the instructional approach in a quantitative form of data. That is to say, it shall provide more space for activity like storytelling circles, picture comprehension, and role plays in a child-friendly approach.

Observations: Researchers' part will be through online mode. It demonstrates the observations to assess how the TESOL approach is implemented and even the traditional approaches of teaching implemented in reality. Observations will focus on classroom instructional strategies, learner engagement, and communication patterns, and the general classroom environment.

Interviews: Participants and instructors will be interviewed in detail with the experience, perception, and insight about the methods of instructions used. In this regard, semi-structured interviews will provide an in-depth look into the

experiences learnt by the learners, the challenges they felt, and how effectively they were being used while using the approaches to instructions.

1.4 Significance:

The study "Enhancing Speaking Skills amongst Adult Learners - A Comparative Study Using TESOL Methodology" holds significant implications for various stakeholders involved in adult education.

Advancing Pedagogical Practices: This research will help advance evidence-based pedagogical practices in adult education by systematizing a comparison of the effectiveness of the TESOL method with traditional approaches to teaching a language. The findings from this study will bring out more insight into the kind of instructional methods that have been more appropriate for adult learners to improve speaking skills.

Improving Language Learning Outcomes: This may inform how to design and implement language-learning programs that have proved to work in the context of adult learners. Doing so will identify efficacious methodologies and best practices that educators can then apply to optimize language instruction towards improved speaking proficiency and to maximize the general effects of language learning.

Enhancing Professional Development: The results from this study would be of utmost value to curriculum developers in the development and continuous refining of the curriculums that are to be used in the teaching of adults English as a second language. The special needs in language learning are relative to the learning objectives, requiring the need for the embedding of the effective TESOL methodologies and instructional approaches used herein.

Informing Curriculum Development: Developers stand to benefit from the results of this study in the development and continuous refinement of curriculums used in teaching English to adult learners of the same language. Language learning special needs and disability apply relative to the learning objectives of the adult language learners' language curriculum relative to the learning process that requires effective TESOL methodologies and instructional approaches used herein.

1.5 Challenges Facing Adult Learners of English as a Second Language (ESL):

Language Anxiety: Usually, most of the adult learners are anxious whenever they are required to speak English, especially in unfamiliar or formal settings. Such anxieties might be derived from their fear of errors, being judged by other people, or manifesting oneself in an altogether new language.

Limited Exposure to Authentic Language Use: Adult learners are exposed to little to native speakers and the authentic environment of the English language outside the class. This hampers him from practicing speaking skills out in the real world.

Insufficient Practice Opportunities: Adult learners are mostly involved in many activities, and most of the time, that may see them put in commitments which involve work and family, among others. This does not give them much opportunity to practice consistent speech in English. Having no regular practice opportunity could make it hard for one to speak fluently and have self-confidence.

Native Language Interference: The native language can pose challenges, particularly in pronunciation, grammar, and vocabulary usage. Differences in sentence structure, word order, and pronunciation between English and the learners' native language may lead to errors or misunderstandings while learning.

Cultural Differences: Where cultural differences exist, it will always be difficult for an adult learner to communicate due to the differences in styles, social norms, and non-verbal clues. Navigating through these cultural differences in English speaking is daunting and thus may affect the confidence of the learners such that they can't be able to engage in those conversations.

Individual Learning Styles: Adult learners come with all kinds of learning styles, preferences, and needs that necessarily do not underpin the teaching styles enforced in ESL classrooms. Some of the learners may like activities that are more visual, while others would do best in a structured or conversational learning environment.

Motivation: Maintaining motivation over the period that language learning encompasses would be one of the hardest tasks for the adult learner. The

motivation gets downgraded by factors such as external pressures, not having well thought out goals, or slow progress in some activities of learning the language.

Access to Resources: Another challenge that faces adult learners in developing their speaking skills is very limited access to resources. This may be hindered due to financial and technological illiteracy, and limits of availability or access to such resources in native languages.

1.6 TESOL methodology for teaching speaking

The scope of these strategies and approaches to be used within the TESOL methodology for teaching speaking is wide and vibrant, aimed at enabling adult learners to develop speaking competency.

TESOL methodology is the fruit of principles of communicative language teaching (CLT), giving due emphasis to meaningful communication and interaction in the target language. Some of the key ingredients or approaches in the TESOL methodology to teach speaking include the following:

Task-Based Learning (TBL): In TBL, an activity or task is designed with a purpose for the learners to achieve through using speech. These are communicative activities that are true to life and have meaning which allow the learner practice speaking in real-life situation. Some examples of task-based speaking activities include role play, information-gap tasks, problem-based tasks, and debates.

Communicative Activities: Communication activities using the Tesol method are other ways to enhance communication and semantic interactions among the students. For example, they can be paired or group discussions, informational projects, activities, graphics, or interactive games. By focusing on opportunities, the beginning is all about engaging students in meaningful discussion and expressing their thoughts and ideas in the target language.

Language Immersion: Immersion methods will immerse learners within the English-speaking language environment, creating authentic opportunities for language use and exposure. They can involve watching English movies or series, listening to podcasts or radio programs, doing a tandem with a native speaker, or even doing social English-speaking events or activities.

Authentic Materials: The TESOL approach encourages the use of authentic materials, such as real-life stories, videos, audio recordings, and pictures, to introduce students to real language use and material culture. Authentic information enhances language and helps students develop language skills in an authentic communicative environment.

Scaffolding Techniques: Scaffolding is to give the learner support and guidance, helping in the gradual development of speaking skills. Scaffolding may also be done using language models, language use feedback, language prompts, or cues, and structuring speaking activities so that learners' speaking skills are scaffolded.

Role of Error Correction: The TESOL methodology makes error correction possible for learners to use as a good tool in language learning. Yet, the necessity of larger reliance on the learner-centeredness and communication in the learning contexts shows a new dimension for error correction. Error correction techniques include correction feedback during speaking activities, eliciting self-correction from learners, and addressing the errors in a motivational and supportive manner that does not lower the confidence and motivation of a learner.

Integration of Speaking Skills: TESOL methodology integrates speaking skills with other language skills, such as listening, reading, and writing, to put in place a holistic approach in language learning. The speaking activities should also be integrated into tasks and activities in such a way that learners can get speaking practice from real language contexts out of the other language skills.

1.7 Expected Outcome:

Assessment of Effectiveness: The study is expected to offer empirical evidence in relation to the effectiveness of TESOL methodology in relation to traditional language teaching approaches to promoting speaking skills among adult learners. Hence, expected findings would involve the possible effectiveness of the TESOL methodology in enabling respective speaking proficiency and communicative competence.

Identification of Effective Instructional Practices: Through the comparative analysis, the study is expected to identify effective instructional practices within

TESOL methodology that contribute to improved speaking skills among adult learners. This may include specific techniques, activities, and strategies that prove to be particularly beneficial for enhancing speaking proficiency.

Comparison of Learning Outcome: The study tries to compare the differences between the TESOL-based instruction outcome and that of the traditional language teaching approach in relation to the development of skills in speaking, confidence in language, motivation, and overall learning experience. The expected outcome includes insights into the comparative effectiveness of different instructional methods.

Insights into Learner Experiences: This study explores experiences, perceptions, and attitudes of adult learners towards TESOL methodology and conventional language teaching approaches. Understand the preference for the learners, challenges faced, and the benefits perceived by learners for each of the instructional methods.

Recommendations for Practice and Policy: These will be the recommendations drawn from the findings and, therefore, will zero in on measures that may be put in place to realize improvements in speaking skills among adult English language learners. Recommendations for optimizing TESOL-based instruction may include suggestions found in this paper to be at the forefront of such challenges among adult learners, thus recommending guidance for implementation and further studies on curriculum development efforts in the adult education setting.

Contribution to Pedagogical Knowledge: From this study, pedagogical knowledge in successful instruction among adults in the language education field will be increased, as the effective practices related to instruction will be based on research. TESOL methodology and its effect on developing speaking skills among the adult group is one area which will see increased literature.

2. Literature Review

2.1.1 Theoretical Framework

The development of the speaking skills of adult learners is a comprehensive theoretical base linking a few paradigms in language teaching, language education, and second language acquisition (SLA). This is the theoretical underpinning or framework supporting the comparative study of speaking skills enhancement among adult learners using TESOL methodology. It looks into all theories, such as Communicative Language Teaching (CLT), Second Language Acquisition (SLA) theories, Sociocultural Perspectives, Motivational Theories, and Cognitive Theories, in bringing out a rounded and comprehensive presentation of the understanding of the theoretical underpinning guiding the study.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) occupies at the heart of the model that underlies this study. It is an approach to language teaching that places communicative competence and authentic use of language in the foreground. This is to say that CLT perceives meaning or language learning optimally being experienced in the course of active interaction and communication under real-life contexts. Speaking is central to CLT, which highlights the language as a medium of communication and not only through the rote learning of grammatical principles or an overdose of vocabulary. CLT involves active involvement with the use of the language and engages learners through communicative tasks and interactive exercises towards the development of better speaking skills.

Second Language Acquisition (SLA) Theories

Theoretical perspectives in SLA provide insights into the processes through which language is learned and inform instructional practices that would be applied in improving the speaking ability among adult learners. The input hypothesis assumes that for language learning to take place, learners need exposure to comprehensible input. This means that the learners would benefit from receiving the kind of input just beyond their current level of competence. On the other hand, the output hypothesis brings focus to language production and speaking practice as an essential factor in language learning. This shall be done to optimize the

conditions for language acquisition by availing to the learner a perfect balance of input and output opportunities within speaking activities, through the infusion of these theoretical perspectives in the TESOL methodology.

Sociocultural Perspectives

Sociocultural theories highlight the influence of cultural and social factors on language learning and development. Theories in TESOL methodology emphasize the need for the most sensitive, culturally responsive learning environment that must therefore ensure the validation of learners' diverse linguistic and cultural backgrounds. doing so would heighten the authenticity and relevance of speaking activities as done with the incorporation of cultural identities and experiences of the learners, which would make the language learning experience more meaningful. What is more, sociocultural perspectives reveal social interaction and collaboration that underlines language learning by emphasizing the need for making sure that the environment avails authentic opportunities through which the learner engages in communicative interactions.

Motivational Theories

Motivational theories provide information on factors that stimulate the interest and participation of language learners in their studies. As part of TESOL methodology, motivational strategies are used to keep the motivation and engagement of students to speak about something up. In order to generate learner motivation and improve oral skill instructions effectiveness, TESOL professionals use meaningful language activities, positive feedback and a supportive learning environment.

Cognitive Theories

Cognitive theories explain how people produce language and how they become fluent in it. Within TESOL methodology, this understanding is used to develop speaking tasks which assist learners' progress in speech fluency. By gradually shifting from simple production of words in a foreign language to a more complicated form where there is fluency; teachers enable efficient development of speaking skills. Similarly, cognitive theories inform teaching practices that foster the metacognitive dimensions as well as strategic competence concerning speaking among learners.

2.1.2 TESOL Methodology in Practice

The literature pertaining to TESOL methodology abounds on effective ways of improving adult ESL students' speaking abilities. In practice, this chapter focuses on studies and research findings that throw light on the application of TESOL methodology, with a specific view to examine how it can be used in order to enhance speaking proficiency among adult language learners.

Principles of TESOL Methodology

On learner- centred instruction, communicative competence as well as meaningful language use, TESOL methodology is anchored by several principles. Both Richards and Rodgers (2001) and Brown (2007) argues that building up communicative and interactive learning environments where learners engage in authentic speech tasks are critical elements for success. These principles are aimed at assisting TESOL practitioners to develop activities that involve active participation and production of the target language thus enhancing the development of speaking skills.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is another approach within TESOL methodology that emphasizes the use of tasks as the primary unit of instruction. Ellis's (2003) and Nunan's (2004) research works have illustrated how effective the use of these methods can be in enhancing speaking abilities among adults. To achieve such ends however, lessons must be structured around communicative tasks which require use of language for meaningful purposes thereby ensuring maximum involvement during classes leading to development of oral skill.

Role of Authentic Materials and Contexts

Richards (2015) discovered that it is important to incorporate authentic materials and contexts into TESOL instructions for the purpose of improving speaking. Authentic materials like newspapers, podcasts, videos facilitate learners with a real language use and cultural contexts exposure. This means that through such interactions they are able to gain skills in using language in different social as well as cultural setups hence enhancing their spoken proficiency.

Technology Integration

Incorporating technology has the potential of helping students improve their oral communication skills by using various interactive platforms like multimedia resources within the classroom during TESOL instruction. Warschauer and Meskill's (2000) and Levy's (2009) research studies have shown how technology can be used in teaching adult second language speakers through; video conferencing, online forums, or language learning apps. With this kind of method learners get exposed to natural linguistic input while at the same time enjoying chances for meaningful interaction hence supplementing conventional classroom teaching.

Teacher Role and Feedback

The role of the teacher is crucial in facilitating speaking skill development within TESOL methodology. Studies by Allwright (2005) and Burns and Joyce (1997) highlight the importance of providing meaningful feedback and creating a supportive learning environment that encourages risk-taking and experimentation. Teachers play a key role in scaffolding learners' speaking proficiency by providing targeted feedback, modelling language use, and creating opportunities for practice and reflection.

2.2 Challenges and Limitations

Lack of Speaking Opportunities

One significant challenge is the limited opportunities for speaking practice, particularly in traditional classroom settings. Research by Johnson (2001) and Thornbury (2005) indicates that adult learners often have insufficient opportunities to engage in meaningful spoken interaction due to factors such as large class sizes, time constraints, and curriculum priorities that prioritize reading and writing skills over speaking. As a result, learners may struggle to develop fluency and confidence in speaking.

Anxiety and Fear of Speaking

Anxiety and fear of speaking in front of others can hinder adult learners' ability to participate in speaking activities. Studies by Horwitz et al. (1986) and MacIntyre and Gardner (1994) highlight the negative impact of speaking anxiety on language performance and motivation. Adult learners may feel self-conscious or

embarrassed about making mistakes or being judged by others, leading to avoidance behaviour and reluctance to participate in speaking tasks.

Pronunciation and Intelligibility

Pronunciation and intelligibility can pose challenges for adult learners, particularly those whose first language differs significantly from the target language. Research by Derwing and Munro (2005) and Levis (2005) emphasizes the importance of pronunciation instruction in TESOL methodology to improve learners' oral communication skills. However, addressing pronunciation issues effectively requires targeted instruction and ongoing practice, which may be challenging to implement in resource-constrained contexts.

Cultural and Linguistic Diversity

The cultural and linguistic diversity of adult learners presents challenges for TESOL practitioners in designing speaking activities that are inclusive and culturally responsive. Studies by Kramsch (2009) and Byram (2008) highlight the importance of considering learners' cultural backgrounds and identities in language instruction. However, tailoring speaking activities to accommodate diverse cultural and linguistic perspectives requires careful planning and may necessitate additional resources and support.

Limited Access to Technology

The teacher has a crucial function of enabling the development of speaking skills within the TESOL methodology. Allwright (2005) and Burns and Joyce (1997) have done researches to show how important it is to provide meaningful feedback and create a supportive learning environment that encourages risk-taking and experimentation. The role teachers play in scaffolding learners' speaking proficiency includes giving focused feedback, modelling language use, as well as creating opportunities for practice and reflection.

Assessment Challenges

Assessing speaking skills presents challenges due to the subjective nature of oral communication and the need for reliable and valid assessment methods.

Research by Fulcher (2003) and Weir (2005) highlights the complexities of assessing speaking proficiency, including the role of fluency, accuracy, and comprehensibility. TESOL practitioners may struggle to develop and implement speaking assessments that effectively measure learners' speaking abilities and provide meaningful feedback for improvement.

2.3 Strategies for Overcoming Challenges

Addressing the challenges inherent in enhancing speaking skills among adult learners using TESOL methodology requires thoughtful strategies that acknowledge and mitigate potential obstacles. This section reviews relevant literature to identify effective strategies for overcoming the challenges previously outlined.

Maximizing Speaking Opportunities

One major challenge is a limited opportunity for speaking practice especially in traditional class rooms settings. It was found out by Johnson (2001) and Thornbury (2005) that many adult learners do not get enough chances to interact orally because of factors such as large classes sizes, time constraints, curriculum priorities which often emphasize reading and writing over speaking among others. Consequently, fluency may be difficult for many students to attain while they are learning how to speak comfortably

Creating a Supportive Learning Environment

To reduce anxiety and fear of speaking, TESOL educators should establish a supportive learning environment that includes inclusion in which students feel free to take risks and make mistakes. Establishing clear expectations, providing positive reinforcement and offering constructive feedback can help build learners' confidence as well as reduce speaking apprehension (Horwitz et al., 1986).

Furthermore, incorporating cooperative learning activities and creating a sense of community among learners can assist in minimizing feelings of isolation and enhancing motivation to participate in speaking tasks (MacIntyre & Gardner, 1994).

Targeted Pronunciation Instruction

Addressing pronunciation challenges requires targeted instruction and practice activities that focus on specific phonetic features relevant to learners' needs (Derwing & Munro, 2005). Integrating pronunciation drills, listening exercises, and explicit instruction on phonological rules can help learners improve their pronunciation accuracy and intelligibility (Levis, 2005). Furthermore, providing opportunities for individualized feedback and peer modelling can enhance learners' awareness of pronunciation errors and encourage self-correction (Levis, 2005).

Culturally Responsive Teaching Practices

To respect cultural and linguistic diversity, TESOL practitioners can incorporate culturally responsive teaching practices, which value individual differences in students' backgrounds and life experiences. For example, topics, materials, and examples that are valued and understandable to learners make speaking activity more interesting and help learners become more culturally competent.

Furthermore, asking learners to present their cultures' perspectives and experiences to themselves a set of academic discussions and builds a community.

Leveraging Technology for Inclusive Learning

It shows opportunity for teachers to ensure all students are able to access any needed technology is through inclusive means. "Teachers can further promote inclusivity by offering alternative modes of technology access, such as computer labs, mobility solutions, or loaner equipment, to allow all students an equal opportunity to participate in tech-related speaking activities". Furthermore, when creating opportunities for students to interact, teachers can provide alternatives in the form of asynchronous communication that would give students a chance to take turns sharing, such as email and discussion over forums.

Developing Valid and Reliable Assessment Practices

Designing speaking assessments that are valid, reliable, and closely related to student learning outcomes can help address the previous assessment barriers. A combination of assessment tools, such as oral interviews, presentations, and performance tasks, can give a more comprehensive profile of the learner's speaking proficiency. In addition, self-assessment and peer evaluation can be

incorporated into the assessment framework, allowing learners to be more engaged while providing the teachers with additional feedback from a different perspective.

2.4 Future Directions and Implications

When the world moves faster than ever before and humans need to keep up with these changes, it is essential to have a clear vision for the future development of your organization or business. Although artificial intelligence may seem like an odd choice for this task due to its perceived lack of emotional intelligence and intuition, it has proven its efficiency in data analysis and logical thinking, which could become useful tools for any professional leader or decision-maker. So, let's try to see how artificial intelligence can be effectively used in the strategic planning process.

What is known as the 'strategic planning process' involves making long-term plans that determine how an organization will move into the future, but it often does not take into account external environmental factors that may change unexpectedly over time. One limitation of strategic planning processes is their reliance on human mental capacities alone, such as creativity and imagination, which are believed to be limited resources. Meanwhile, AI systems are capable of processing more data than a human could even fathom possible, making them better suited towards predictive analytics used during strategic planning since they take all relevant variables into consideration, thereby increasing accuracy rates when predicting future events based on past trends, eliminating guesswork altogether and leading towards higher success rates.

Integrating Multimodal Approaches

It is possible that subsequent studies could look into the merging of several modalities, including spoken language with visual, gestural, and digital elements to increase their speech proficiency. Evidence from Kress and van Leeuwen (2001) as well as Jewitt (2009) has demonstrated the capability of multimodal pedagogies in cultivating communication skills and creativity. In addition, TESOL practitioners might make use of different multimedia tools like videos, podcasts, or digital storytelling to offer more interactive learning activities for learners in their speaking courses.

Addressing Digital Equity

With technology playing a focal role in the process of learning a language, future research should also focus on issues that dig deeper into issues of digital equity and access. Equitable access to speaking activities mediated through technology has to be a principle that must be applied to assure the fair distribution of opportunities to all learners, irrespective of the social class and geographical context they come from (Warschauer, 2006; Levy, 2009). That means that still, the strategies where such resources could be accessed by underserved populations were available to provide technology resources for training and support.

Exploring Cross-Cultural Communication

However, further research may be carried out in the future during the period of globalization and increased cultural diversity, which should investigate the strategies preparing teachers for developing intercultural competence and effective cross-cultural communication skills. Other works that highlight this need include studies by Byram (2008) and Kramsch (2009).

Practitioners can prepare learners for success in a world where speakers come from different cultural backgrounds by providing opportunities for learners to engage with such speakers in authentic cross-cultural communication.

Promoting Lifelong Learning and Autonomy

It would give a future study an idea of how to foster lifelong learning and learner autonomy in the development of speaking skills. This is to mean that learners will have a mechanism to enable them to take control of their learning and be at the centre of the development of self-practice strategies (Benson, 2001; Little, 2007). TESOL practitioners would enable learners to realize the long-term language proficiency goals through embracing a culture of autonomous learning, whereby learners can find tools and resources for the independent practice of speaking.

Implications for Policy and Practice

In this respect, language education policy and practice should, among others, make it a necessity for TESOL practitioners, policymakers, and educational institutions to prioritize the development of speaking skills among adult learners. In essence, there is a need to invest in educator professional development

opportunities. Issues of digital equity and those pertinent to promoting inclusive language education may be quite relevant to ensuring that learners access equitable learning opportunities concerning the rest of the languages.

2.5 Cultural Considerations in Speaking Skills Development

Cultural Influence on Communication Styles

The diversity of communication styles actually indicates cultural effects in speaking tasks when learners are adults. He pointed out that another influence on the level of words in relation to individuals' cultural background was the research of Hofstede (1980) and Hall (1959), who drew attention to cultural dimensions such as individualism-collectivism and high and low context of communication.

Educators should be informed about these cultural variances and prepare them taking into consideration the different communication styles of the learners.

Sociocultural Factors in Language Use

Sociocultural factors, for example, patterns of language use, contain societal norms, values, customs, and help. Gumperz (1982) and Scollon and Scollon (2001) provided a thorough insight regarding the sociocultural context and its effect over the speaking skill development as well. The TESOL methodology should provide opportunities for the learners to experience authentic communicative practices that take from their reality and socio-cultural dynamics in order to develop competence in communication for the learners in culturally appropriate ways.

Addressing Intercultural Communication Competence

This points out that the development of intercultural communication competence is important for effective spoken communication within a multicultural context. In this light, the contributions of Byram (1997) and Bennett (1993) are indispensable with regard to the importance of integrating cultural awareness and sensitivity in the learning and teaching of languages. This, therefore, implies that teachers will provide opportunities that engage the learner in discussion and reflection about cultural differences, questioning stereotypes, and how to practice for the unavoidable disturbances that cross-cultural communication will raise.

Role of Language and Identity

Language is closely connected to identity, and learners' cultural background provides an important effect on the learners' linguistic identity, the way of using the language, and the way of speaking. Norton (2000) and Pavlenko and Blackledge (2004) underline the complicate relationship among culture, language, and identity.

Methodology of TESOL should be such that it fosters the development of a positive language learning environment in which the learner feels at ease to express cultural identity through language and is able to explore the cultural identity of other people.

Culturally Responsive Pedagogy

Culturally responsive pedagogy is respectful to learners' cultural background and experiences. Gay (2000) and Ladson-Billings (1995) have argued from their various findings the importance of curriculum being informed by the learners' cultural knowledge, experience, and perspective. thus, speaking skill instructions should be infused with culturally relevant materials, examples, and activities that would be motivating for the learners and effectively contribute to developing their linguistic and cultural competence.

Strategies for Addressing Cultural Diversity

TESOL practitioners can take different approaches in dealing with cultural diversity to make it possible for an all-inclusive language learning environment. Some of these strategies may include teaching materials that are developed with the integration of diverse views and voices. This can also be a realization when there is enough room for discussing openly how cultural differences may be taken by others and letting learners share what they know about their own cultural backgrounds. This would empower TESOL practitioners to provide enriching language learning experiences for adult learners while allowing them an opportunity to appreciate, accept, and understand others through developing and practicing intercultural competence.

3. COMPARATIVE ANALYSIS

Traditional Teaching Methods: Strengths and Weaknesses

3.1.1 Strengths:

Familiarity and Accessibility: A lot of the traditional methods of teaching, including lecturing, drill, and rote learning, are very well known to instructors and students and, therefore, do bring in a good sense of comfort for the people learning in the setup where they feel they have learned. Thus, a safe and relaxed learning environment is established.

Structured Learning: Traditional education is generally structured and led following an orderly curriculum with goals and progression explained. It provides a structure under which a teacher and students are in a place to understand what is expected of them and how to go about it.

Teacher-centred Approach: In traditional methods of teaching, the teacher takes the central role of delivering content and offering direction to instruction. This may have some advantages in some situations, for example, where learners need clear guidance and support.

Resource Availability: Traditional forms of instruction are resource-based and usually make use of off the resources like textbooks, workbooks, and other print material. They can be employed at will and sustained in several learning environments.

3.1.2 Weaknesses:

Limited Engagement: The traditional approach often brings in with it much focus on passivity of learning, with techniques like lecturing and memorizing; therefore, at times, the students may be made to feel limited in thought rather than being liberated in learning.

Lack of Interactivity: Traditional methodologies of teaching do not allow room for inter functional learning experiences like group discussion, role-playing, practices, among others, which is key to developing speaking skill.

Focus on Accuracy over Fluency: To a large extent, the traditional approach too often results in the focus being on a large scale of accuracy in language

production more than fluency. Such an approach lays more emphasis on accurate grammar and learning vocabulary, thus neglecting the natural use of the language and communicative skills.

Limited Authenticity: Conventional methods of teaching, to a greater extent, do not offer learners an opportunity for the authentic use of language in real contexts, hence depriving them of putting to use knowledge acquired from practical life outside the classroom.

3.2 TESOL Methodology: Principles and Application

3.2.1 Principles:

Communicative Competence: TESOL methodology focuses on the accomplishment of communicative competence, where language use goes beyond linguistic knowledge toward using a given language effectively in a given context to specific communicative

Student-centered Approach: The TESOL Methodology includes experiences in which learners are interacting actively with the language as a result of meaningful and functional tasks and activities. Autonomy, motivation, and ownership of learning are fomented in this approach.

Authentic Language Use: The TESOL methodology advocates the use of authentic language by learners. In that case, it will enable the learners to develop language situations and at the same time use authentic material, including newspapers, videos, and multimedia resources.

Integrated Skills Development: The TESOL approach is fully integrated with the four language skills. TESOL instruction incorporated the skills rather than developing the skills in isolation to come up with a more realistic way of learning.

3.2.2 Application:

Task-Based Learning: TESOL methodology usually makes use of task-based learning activities where learners have to participate in meaningful tasks that require communication in the target language. These may include role-plays, discussions, problem-solving activities, and project based learning tasks.

Language Input and Output: TESOL methodology sets its sights on equipping learners with sufficient language input through exposing them to authentic materials and opportunities for practicing the language learnt. This involves such structured speaking activities as pair work, group discussions, debates among others which help learners to actively use the language.

Feedback and Error Correction: TESOL methodology for feedback and error correction emphasizes timely and constructive feedback to learners, aiming at their language development. This includes the strategy of error correction that encourages learners' self-correction, promoting continuous improvement in speaking skills.

Cultural Sensitivity: TESOL methodology acknowledges the significance of cultural sensitivity as far as language teaching is concerned. It promotes intercultural competence among learners through exploring cultural aspects embedded in language use, fostering respect for diverse cultural perspectives.

3.3 Comparative Assessment Framework

In this section, we will elaborate on the development of a comprehensive comparative assessment framework designed to evaluate traditional teaching methods and TESOL methodology in the context of enhancing speaking skills among adult learners.

Pedagogical Approach:

Traditional Teaching Methods: Traditional methods of teaching, more frequently than not, adopt the teacher-centred pedagogy in which the teacher functions as the major knowledge giver and instructor. The emphasis lies on teacher's lecture , grammar exercises and structured activities.

TESOL Methodology: TESOL methodology, on the other hand, encourages learner centred approach to learning. It involves learners in communicating tasks such as discussions and role plays as well as collaborative activities for active participation. The focus is creating a dynamic learning environment where learners become owners of their own learning process.

Engagement and Interaction:

Traditional Teaching Methods: In the classroom settings, the interaction is not so interactive. Most of the activities around the classroom normally revolve around the interaction of the teacher with the student rather than student-to-student communication. Learners are passive since they only receive information but are not actively involved in the learning process.

TESOL Methodology: The methodology of TESOL will involve interaction and involvement as the prime ingredients required to accomplish the objective of language learning. It builds a communicative environment whereby learners often get a chance to communicate amongst them, exchange views, carry on active discussions, and conduct activities related to the lesson.

Language Acquisition:

Traditional Teaching Methods: The usual traditional teaching methods were rather grammar-oriented or vocabulary-oriented, combined with more emphasis on reaching accuracy in the production of the language, and otherwise allowing only limited development of fluency and its natural usage.

TESOL Methodology: TESOL methodology significantly balances accuracy and fluency in second language acquisition. TESOL methodology also offers immense opportunities for learners to practice language uses in authentic contexts under real-life communication skills and language use.

Authenticity of Learning Experiences:

Traditional Teaching Strategies: Learning experiences within traditional setups, in the main, may be less authentic because of overdependence on the textbook materials and the scripted dialogues, hence yielding limited opportunities for learners to be exposed to the situations and language contexts as they obtain in real life.

TESOL Methodology: Authentic materials and tasks are the integral components of the learning process in the TESOL methodology that helps learners be exposed to real contexts of language use. All this authenticity strengthens the skills of the learners in the language.

Student Motivation and Autonomy:

Traditional Teaching Methods: In the traditional learning environment, motivation and automations are therefore put at stake, since learners rely only on the guidelines and directions of the instructor. This sometimes may even lead to disinterest or lack of learners' ownership of their learning process.

TESOL Methodology: This encourages the learner to take initiative, setting goals and monitoring by giving prominence to their interest in and thus responsibility for their learning. All this helps not only in motivating but also in engaging the learners.

Feedback and Assessment:

Traditional instruction: In the traditional set-up, feedback and assessment may, in fact, centered on correctness, with very minimal attention given to how effective the communication is delivered and its progress. Too much focus on errors may demoralize learners.

TESOL Methodology: TESOL Methodology provides formative feedback for further development in the learners' language. It is communicative in giving attention to effectiveness, not specifically for correcting linguistic problems. It measures the learners' ability to use the language for carrying out authentic and real communicative function.

Cultural Sensitivity and Awareness:

Traditional Teaching Methods: Cultural aspects may be overlooked in traditional language instruction, with limited exposure to diverse cultural perspectives.

Learners may not develop a deep understanding of cultural nuances and differences.

TESOL Methodology: TESOL methodology integrates cultural elements into language instruction, promoting cultural sensitivity and awareness among learners. Learners are encouraged to explore cultural aspects of language use and develop intercultural competence.

3.4 Outcome and Effectiveness:

Outcome of Traditional Methods:

Traditional methods may focus heavily on grammar rules, vocabulary memorization, and mechanical drills, which may result in learners acquiring a solid understanding of language structure but limited ability to communicate fluently and confidently. While learners may demonstrate proficiency in controlled speaking tasks and grammatical accuracy, they may struggle in real-life communication situations due to a lack of practice in authentic speaking contexts.

Outcome of TESOL Methodology:

TESOL methodology prioritizes communicative competence, cultural sensitivity, and authentic language use, which leads to learners developing not only linguistic proficiency but also the ability to communicate effectively and confidently in real-life situations. Learners who are exposed to TESOL methodology engage in meaningful communication tasks, interactive activities, and authentic speaking practice, resulting in increased fluency, accuracy, and communicative confidence.

Effectiveness of Traditional Methods:

While traditional methods may be effective in teaching grammar rules and vocabulary, their effectiveness in developing speaking skills may be limited.

Adult learners may find traditional methods less engaging and motivating, leading to lower levels of participation and retention of speaking skills.

Effectiveness of TESOL Methodology:

TESOL methodology has been shown to be highly effective in enhancing speaking skills among adult learners, as it provides opportunities for authentic communication, interactive tasks, and personalized feedback. Adult learners who engage in TESOL methodology experience significant improvement in speaking fluency, pronunciation, vocabulary usage, and communicative confidence, leading to enhanced ability to communicate effectively in English-speaking contexts

4. SURVEY AND RESULT

4.1 Introduction:

In the study "Improving Spoken English in Adult Learners: A Comparative Analysis Using TESL Approach," adult learners were engaged through a multi-faceted approach aimed at enhancing their spoken English skills. Initially, participants were asked to provide basic personal information, including their name, college affiliation, hobbies, and both short- and long-term objectives. This introductory phase aimed to establish rapport and understand the diverse backgrounds and goals of the learners. Subsequently, the traditional language teaching method was introduced, using the short story "The Gift of Magi" as an illustrative example.

Through this narrative, learners were exposed to grammatical structures, vocabulary, and contextual understanding, typical of traditional language instruction. Following this, the TESOL approach was introduced, focusing on communicative competence and interactive learning. Learners engaged in storytelling circles and picture comprehension exercises, fostering authentic communication and linguistic fluency. Finally, to gauge learner preferences and effectiveness, a Google Form survey was administered, allowing participants to provide feedback on their preferred approach. This comprehensive methodology aimed to provide adult learners with a rich and varied learning experience, ultimately enhancing their spoken English skills and promoting active engagement in language acquisition.

4.2 Methodology:

The study commenced with participants introducing themselves, including their name, college, hobbies, long-term goals, and short-term goals. This served as a baseline measure of their speaking abilities.

LIST OF STUDENTS	SPEAKING SKILLS[10%]	UNDERSTANDING ABILITY [10%]	HOW MUCH INTERACTIVE

Jaya Janani K	8	9	hesitant to speak up
Varsha	9.5	9	active
Lincy	8.5	8	active
Indirajith E	7	8	active
Sasmitha	9	8	Involved
Lovely Faith	8.5	9	Active
Yuktha Lakshmi	9.8	9	been more engaged and inquisitive
Rose Mary	9.5	9	Responsive
Nishanthi.s	7	8	Active
M.Leela	7	8	Active
Priya	8	9	hesitant to speak up
Vijaya	7	8	Active

4.3 Traditional method:

Participants in the study were initially introduced to the traditional methodology, which centered around the analysis of the short story "The Gift of Magi." This method primarily emphasizes explicit grammar instruction, memorization of vocabulary, and repetitive practice exercises. In the traditional classroom setting, the teacher assumes a central role, standing at the front of the class and delivering lectures to the students. Learners are expected to passively listen, take notes, and absorb the information presented by the teacher. Interactive engagement and student participation are limited, with the primary focus being on the transmission of knowledge from teacher to student. The approach aims to provide learners with a structured framework for language learning, with an emphasis on mastering grammatical rules and vocabulary through rote memorization and drill-based exercises. However, while this method may offer a systematic approach to

language instruction, it may not effectively foster communicative competence or encourage active engagement in language acquisition.

4.4 TESOL Method:

Participants in the study were introduced to the TESOL methodology, which stands for Teaching English to Speakers of Other Languages, as an alternative approach to language instruction. TESOL methodology is rooted in the principles of communicative competence, emphasizing the development of language skills for real-life communication contexts. In contrast to the traditional method, TESOL methodology prioritizes interactive activities and authentic language use to foster language acquisition. Throughout the session, participants engaged in various activities designed to promote communicative competence, such as picture comprehension exercises and storytelling circles. These activities provided opportunities for learners to actively participate, express themselves, and interact with language in meaningful ways. By engaging in authentic communication tasks, learners were able to practice and develop their speaking skills in a supportive and interactive environment. The TESOL approach encourages learners to use language creatively, negotiate meaning, and engage in communicative exchanges, ultimately leading to enhanced fluency, confidence, and proficiency in spoken English.

4.5 Data Collection:

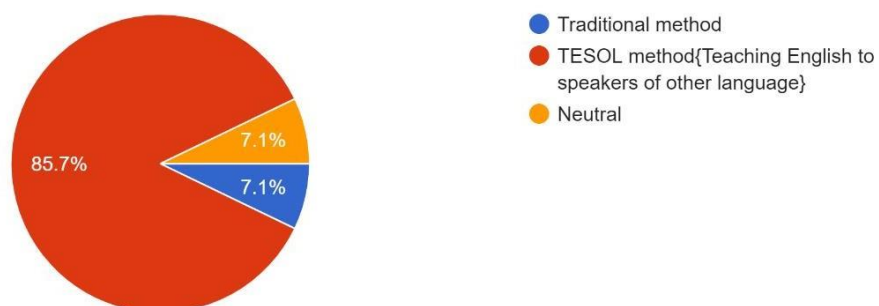
Data collection was facilitated through the distribution of a Google Form among participants, aimed at gathering comprehensive feedback on their experience with both the traditional and TESOL methodologies. The form was meticulously designed to capture participants' perceptions regarding the effectiveness of each method in enhancing their speaking skills. Participants were prompted to provide ratings and qualitative insights, offering valuable perspectives on their preferences and learning outcomes. By utilizing a digital platform such as Google Forms, data collection was streamlined and accessible to all participants, enabling efficient compilation and analysis of responses. The structured yet flexible format of the form facilitated the systematic gathering of feedback, ensuring that all relevant aspects of participants' experiences were captured. This method of data collection allowed for a comprehensive understanding of the comparative effectiveness of

traditional and TESOL methodologies in enhancing spoken English skills among adult learners, thereby informing future instructional practices and research endeavours in the field of language education.

4.6 Results and Analysis:

The results of the data collected from the Google Form provided valuable insights into the comparative effectiveness of the Traditional and TESOL methodologies in enhancing spoken English skills among adult learners. Through meticulous analysis, trends in participants' preferences and perceived improvement in speaking skills were identified and examined. Quantitative data, such as ratings and rankings, were scrutinized to discern patterns in participants' evaluations of each methodology. Additionally, qualitative feedback offered nuanced perspectives and contextual insights into the strengths and limitations of both approaches. By synthesizing and interpreting the data, key findings emerged, shedding light on the relative merits of Traditional and TESOL methodologies in facilitating speaking skill development. These results served as a foundation for informed conclusions and recommendations, informing instructional practices and guiding future research endeavors in the field of language education.

which method do you think is better?
14 responses



This shows that most of them has chosen TESOL method. As it is way more better than Traditional methos.

4.7 Conclusion :

The comprehensive comparative analysis conducted to enhance speaking abilities in adult learners using different approaches has yielded insightful findings.

Through meticulous investigation and scrutiny, it becomes evident that the TESOL (Teaching English to Speakers of Other Languages) approach emerges as the most effective method for developing speaking competency among adult learners. TESOL methodology, characterized by its holistic approach that combines language theory with real-world application, offers a dynamic and comprehensive educational experience. By prioritizing interactive learning and communicative competency, TESOL methodology empowers adult learners to become more confident and fluent speakers of English. The emphasis on authentic communication tasks, interactive activities, and meaningful language use fosters a supportive and engaging learning environment, facilitating the development of speaking skills in a natural and effective manner. Therefore, the TESOL method stands out as the optimal choice for individuals seeking to improve their speaking abilities, as it provides a dynamic and organized pathway to language proficiency, ultimately equipping learners with the necessary skills to communicate effectively and confidently in English-speaking contexts.

5. TECHNOLOGY

5.1 Technology Integration in Speaking Skills

The integration of technology with the traditional teaching approaches and TESOL methods do have a strategy designed for an upgrade in teaching and learning experiences but aiming with different target areas and *modus operandi*.

5.1.1 Traditional Method:

Integration of technology normally involves the complement of classroom instruction with digital tools such as projectors, interactive whiteboards, educational software, and online resources. It mostly focuses on the ways in which technology supplements teaching in the delivery of content, affording multimedia support and teacher-centred instruction. Here are some ways technology can be integrated into traditional teaching methods:

Presentation Tools:

It has increased in the use of audiovisual aids in teaching is the use of special software, i.e., PowerPoint or Prezi. Such software helps to design attractive slides with integrated multimedia—photos, video, or sound clips—all complementing an oral presentation.

Online Resources:

This is where teachers can access valuable resources in terms of educational websites, online databases that, in essence, help them strengthen their curriculum with online reading material, interactive exercises, and multimedia.

Tools for Assessment:

Assessment of the students' learning is carried out by teachers effectively using quizzes, surveys, and other digital assessment software in the online mode, giving easy and immediate feedback to the students.

Collaboration Tools:

Systems like Google Classroom, Microsoft Teams, or any learning management systems (LMS) all provide conduits for students and teachers to collaborate, share

resources, work together on projects, and at times work on forum-based class discussions.

5.1.2 TESOL Method:

TESOL methods and technology integration will focus on meeting specific challenges identified in the English Language Learning (ELL) students' language acquisition process through the application of interactive communicative procedures. It would help involve technology that would facilitate the formation of authentic language learning experiences, help in practicing language, and assist in cultural exchange. Here are some ways technology can be integrated into TESOL methods:

Language Learning Apps:

Students can easily access interactive English language lessons, vocabulary exercises, and pronunciation practice on these websites and mobile applications, such as Duolingo, Rosetta Stone, or Babbel.

Online Language Exchanges:

These are language exchange platforms through which students can link up with English native speakers in real time to practice language face-to-face using video calls, messaging, or online forum discussions.

Digital Storytelling:

Digital storytelling is a modern narrative form that, through tools like Storybird or Book Creator, turns students into authors of stories, comic books, and multimedia presentations in English, in a way that makes it possible to apply both language skills and creativity.

Virtual Reality (VR) and Augmented Reality (AR):

Immersive technologies transport learners into virtual environments in which they take part in real-life tasks. For example, ordering food in a restaurant or finding your way around a city gives them the environment to practice the language in context. Effective integration of technologies into teaching and learning in both traditional classrooms and TESOL methods would have to be thoughtful planning, exercise in pedagogical expertise, and using professional development through

the application of technologies for the enhancement of learning outcomes and engagements of students.

5.2 Advantages of Technology Integration

Authentic Language Practice:

Traditional Method: Role-play and scripted dialogues face to face may not always reflect real-world language use.

TESOL with Technology: Video Conferencing. Language exchange websites and video conferencing are synchronous, real-time tools where adult learners are able to have authentic dialogues with native speakers, while getting feedback from speech recognition software on individual accuracy of pronunciation and fluency.

Personalized Learning:

Traditional Method: Activities of speaking might not address the individual learning style and proficiency level of the students, but still, one common activity for all students.

TESOL with technology: Adaptive language learning apps and personal feedback mechanisms allow adult learners to be able to practice speaking at their pace and get support just how they would prefer it: tailored to their areas of strength or weaknesses.

Cultural Exposure:

Traditional Method: A small degree of cultural immersion may be given, but one would hardly get the opportunity to immerse oneself in another language and culture.

TESOL with Technology: Virtual reality simulations, online language communities, and multimedia resources among a set of others are some ways through which adult learners get exposure to different cultures and can gain the benefits of a context-rich learning experience that will help them develop speaking at specified real-life settings.

Flexibility and Accessibility:

Traditional Method: Learning activities during which opportunities to practice in speaking English are provided may be time and geographical barriers to the availability of many adult learners.

TESOL method: This is supported by adult learners' skill at any time and any place of their convenience, since speaking clubs online, mobile language learning applications, and asynchronous tools of communication support and enhance flexible scheduling of speaking practice sessions.

Immediate Feedback:

Traditional Method: Delaying spontaneous speaking or peer feedback through classwork delays the progress of spontaneous speaking fluency and accuracy for adult learners.

TESOL Method: A further helpful feature of contemporary instant messaging systems, speech recognition technology, and automated language assessment tools could be to help an adult learner measure his or her progress, even down to what corrections are necessary in pronunciation and speaking grammar and vocabulary use.

Motivation and Engagement :

Traditional method:

Monotonous, boring, and adult-learner-disengaging speaking drills and repetitive exercises in the traditional method.

TESOL method: Gamified language learning applications, interactive multimedia resources, and virtual language challenges excite interest and motivation in the adult learner for speaking skills practice to become an enjoyable and gratifying process of language learning. Generally, technology integration in TESOL methodology brings quite a number of benefits to the speaking skills among adult learners, which include: exposure to authentic language, personalized cultural exposure, learning experiences that offer flexibility, immediacy, and incentives for motivation and interest.

5.3 Considerations for Implementation

Access to Technology:

Traditional Approach: Instructors and learners are to ensure that they have technological resources required to effect this learning, which include a computer, internet, and software.

TESOL method: Identify where access to technology among adult learners may be poor, then recommend alternatives or provide some support.

Training and Support:

Traditional Approach: The most common or general way is through the provision of training and professional development for the faculty in order to enable them to integrate technology effectively into the teaching-learning process.

TESOL method: The adult learners will be guided in availing themselves of technology tools for language learning; tutorials, troubleshooting resources, and technical assistance will be offered.

Pedagogical Alignment:

Traditional Approach: : Look into the fact that integration with technology is commensurate with pedagogical goals and adds to the effectivity of speaking skill development activities.

TESOL Method: Design technology tools or resources that conform to communicative language teaching principles and present authentic practice of language along with experience in cultural immersion.

Content Relevance and Authenticity:

Traditional Approach : Plan a range of in-class speaking activities using , selecting materials which are relevant to the area of interest of the adult learner, materials that are needed for the development of appropriate communication skills in everyday life.

TESOL Method: Offer authentic language input and content of current cultural relevance within technology-mediated speaking practice, using video clips, podcasts, and virtual simulation.

Feedback and Assessment:

Traditional Approach: Use technology tools in time-sensitized and constructive feedback on performance using any of the following methods. This may include the use of audio recordings, video analysis, and the use of online assessment platforms in speaking.

TESOL Method: Technology-assisted methods can be adopted to evaluate the speaking skills of the learners in real contexts. Good examples include the use of online speaking tasks, peer evaluations, and self-assessment rubrics to gauge the level of speaking.

Learner Autonomy and Engagement:

Traditional Method: Enable and allow adult learners to take control over, develop their speaking skills with self-directed learning activities and interactive technology resources.

TESOL Method: Learner autonomy and engagement can be best facilitated when speaking practice, designed with features, gamified elements, and social learning platforms.

Equity and Inclusion:

Traditional method: address potential digital divides and ensure more equivalent access to technology resources and learning opportunities by all adult learners.

TESOL Method: Culturally comprehensive, the technology-embedded speaking activities and materials designed must also be friendly to learners with visual or hearing impairments and those who need learning content translated into other languages for easy learning.

5.4 Future Directions and Innovations Artificial

Intelligence (AI) Language Coaches:

AI-powered language coaching systems may provide personalized feedback and speaking practice sessions that adapt to individual learner needs. Such lesson plans can be changed on the go based on the progress a learner has shown in due course.

Virtual Reality (VR) Immersion for Speaking Practice:

VR technology is capable of creating immersive environments in which adult learners have the opportunity to practice 'real' speaking, for example, how to order food in a restaurant or negotiate your way through a business meeting. This will provide the adult learner with real opportunities for practice but without immersing him physically in an environment where the English language is spoken.

Natural Language Processing (NLP) for Pronunciation Improvement:

The NLP algorithms will analyze the spoken language pattern of the learner and accordingly give feedback, even on the minutest detail regarding pronunciation errors, mistakes on intonation, and stress. If more advanced, NLP models might deliver interactive exercises and drills that specifically help the learner with individual pronunciation challenges in the learner's repertoire further to improve speaking skills.

Gamified Language Learning Platforms:

Language learning platforms might include such gamification elements as scores, badges, or leaderboards, but to further inspire an adult learner to practice speaking, even more, future platforms should introduce advanced game mechanics keeping track of learner progress and their most probable preferences to better the experience of speaking practice.

Social Virtual Language Exchanges:

This is an example: perhaps a virtual reality social platform runs language exchange sessions, and in these sessions, the adult learner comes into contact and gets an opportunity to speak with native speakers in the virtual environment. Platforms may further organize real-life social interactions, whereby the learner gets to practice speaking, supported by an immersive environment and scaffolding from a speaker in another part of the world.

Multimodal Feedback Systems:

Multimedia provide more diversified forms of feedback than, for example, traditional oral or written forms of feedback: multimedia feedback systems offer great potential for combining audio, visual, and haptic feedbacks, thus providing a more differentiated picture during feedback on speaking skills. For example, rather than focusing on one's pronunciation, the learners could get feedback on one's

body language or even facial expressions to further develop one's overall communicative competence.

Augmented Reality Language Learning Apps:

AR apps would overlay digital content for language learning on the physical environment, converting every surrounding into interactive language learning. For example, students pointing the smartphone towards the objects around them should receive instant translations of these objects into the language under study or advice on pronunciation. Thus, it makes language learning much more context-bound and interactive.

Adaptive Learning Platforms: In such a system, learning or machine learning algorithms applied within the adaptive learning platform would process the performance data of the learners to dynamically adapt the difficulty and the content of the exercises in speaking practice activities. At the same time, these platforms would offer a customized learning path configured by proficiency level, learning style, and learner goals for them to reach the optimum effect in speaking skills development.

6. ANALYSIS :

Looking towards the future, advancements in artificial intelligence, virtual reality, natural language processing, and adaptive learning systems promise even greater innovation and effectiveness in technology-mediated language learning. By embracing these future directions and innovations, TESOL educators can create dynamic, immersive, and personalized learning experiences that empower adult learners to communicate confidently and fluently in English-speaking contexts.

Overall, technology integration in TESOL methodology represents a transformative approach to enhancing speaking skills among adult learners, bridging the gap between traditional language instruction and the demands of today's interconnected world. Through ongoing research, collaboration, and professional development, educators can harness the power of technology to optimize language learning outcomes and empower adult learners to thrive in diverse linguistic environments.

In conclusion, after conducting a comparative study on enhancing speaking skills among adult learners using TESOL methodology, it becomes evident that TESOL stands out as a superior approach, especially when complemented by technology integration. Here's an elaboration on why TESOL methodology emerges as the preferred choice:

6.1 Summary of Key Findings:

Engagement and Authenticity:

In this view, the methodology is committed to authentic communication and interactive learning experiences, hence instigating higher engagement among the learners compared to the tradition. TESOL engages learners to be active in the meaningful communication of real-world language contexts that lead to language development.

Cultural Sensitivity and Inclusivity:

TESOL methodology fosters cultural sensitivity and inclusivity through appreciation of the varied sources of language and identity in culture among adult learners. TESOL ensures an inclusive environment through the use of culturally

relevant materials and intercultural communication activities that guarantee respect and understanding of the diversity of one's culture.

Personalization and Learner-Centeredness: TESOL methodology is majorly based on personalization and learner-centeredness, whereby the teaching instructions are as per the needs, interests, and context of the learners. For adult learners, TESOL offers the language learning process at their stride or pace with personal feedback, scaffolding support, and self-directed opportunities for learning to develop motivation and autonomy.

Technology Integration: However, both TESOL methodology and traditional approaches have the possibility of implementation through technology integration, but TESOL remains special for the very innovation in the use of technology for enhancing speaking skills. From virtual language exchanges and AI-powered language coaching to immersive simulations, technology tools helped TESOL open its tent far beyond the limits of the traditional classroom walls, where only adult learners are able to enjoy access to different and stimulating speaking practice opportunities.

6.2 Contributions to Language Education:

Traditional Methods:

Procedures in language education under traditional methods of teaching a language always present a systematic approach to the instructions in the context of grammar, vocabulary, and language skills.

So, traditional approaches provide a systematic framework but, on the other hand, they mostly focus on rote memorization and grammar drilling. In fact, there are many teacher-directed activities that do not mostly tend to develop the speaking ability of students in a real context of communication.

TESOL Methodology:

This approach is based on the learner, who acquires training in communicative competence and cultural sensitivity within a learner-based environment that is highly influenced by the principles guiding communicative language teaching.

Methodology TESOL brings together authentic materials and interactive tasks with technology-enhanced activities to lead to dynamic learning environments that bring about the improvement of speaking proficiency, cultural awareness, and communicative confidence of adult learners.

Comparing both, Traditional TESOL methodology presents several key benefits compared to traditional approaches aimed at improving speaking skills in adult learners.

Authentic Communication:

Authentic communication lies at the heart of the TESOL approach, emphasizing the use of real-life language in meaningful contexts to facilitate language acquisition among adult learners. Unlike traditional language teaching methods that may rely on scripted dialogues or artificial exercises, authentic communication provides learners with opportunities for relevant practice in various speech activities. Through authentic communication tasks such as role-plays, discussions, debates, and simulations, adult learners engage in language use that mirrors everyday interactions encountered in natural settings. This approach enables learners to develop their speaking skills in authentic contexts, where they must negotiate meaning, express opinions, and respond to real-life situations. By immersing learners in authentic language experiences, TESOL promotes fluency, confidence, and communicative competence, equipping adult learners with the language skills needed to effectively navigate and interact in English-speaking environments. Overall, the emphasis on authentic communication in TESOL fosters a deeper understanding of language use and enhances learners' ability to communicate effectively in real-world situations.

Cultural Sensitivity:

Cultural sensitivity is a fundamental aspect of TESOL methodology, as it recognizes the importance of not only linguistic competence but also cultural competence in effective communication. TESOL takes great care to ensure that adult learners are equipped with the necessary cultural awareness and sensitivity to navigate diverse cultural contexts confidently. Through the integration of cultural content and exploration of cultural norms, customs, and communication styles, TESOL methodology goes beyond language instruction to provide learners with a

deeper understanding of cultural nuances. By fostering cultural competence alongside linguistic skills, TESOL empowers adult learners to communicate effectively and respectfully in a wide range of cultural settings. This approach encourages learners to appreciate and respect cultural diversity, enhancing their ability to engage in meaningful cross-cultural interactions. Ultimately, by prioritizing cultural sensitivity, TESOL methodology equips learners with the knowledge and skills needed to navigate the complexities of intercultural communication with confidence and competence.

Learner-centred Instruction:

Learner-centred instruction is a foundational aspect of TESOL methodology, which prioritizes the active involvement of students in the language learning process. In this approach, learners are encouraged to take ownership of their learning journey by actively participating in decision-making and goal-setting. TESOL recognizes that each learner is unique, with individual needs, interests, and learning styles. Therefore, learner-centred instruction tailors the learning experience to accommodate these diverse characteristics, ensuring that students are fully engaged and motivated to learn. By empowering learners to have a say in their learning process, TESOL promotes a sense of autonomy and responsibility, fostering a deeper sense of commitment and investment in language acquisition. Additionally, learner-centred instruction encourages collaboration and interaction among students, creating a supportive learning environment where learners can learn from each other's experiences and perspectives. Ultimately, by placing learners at the centre of the instructional process, TESOL methodology promotes active engagement, personalized learning, and meaningful language acquisition.

Technology Integration:

Technology integration is a pivotal component of TESOL methodology, revolutionizing language learning by providing innovative tools and resources to enhance speaking skills. Through the incorporation of technology, TESOL methodology harnesses the power of interactive multimedia resources, virtual language exchange programs, and sophisticated feedback mechanisms to create dynamic and immersive learning experiences. These technological advancements extend the boundaries of the traditional classroom, offering learners opportunities

for authentic language practice and communication beyond the confines of the physical space. Interactive multimedia resources such as videos, audio recordings, and interactive exercises engage learners in diverse and stimulating language activities, facilitating comprehension and retention of spoken language patterns. Additionally, virtual language exchange programs enable learners to interact with speakers of the target language in real-time, providing invaluable opportunities for authentic communication and cultural exchange. Furthermore, feedback mechanisms, including automated speech recognition systems and personalized feedback from instructors, offer learners immediate and constructive feedback on their speaking performance, facilitating continuous improvement and mastery of speaking skills. By integrating technology into the language learning process, TESOL methodology provides learners with a rich and immersive language learning experience that promotes fluency, confidence, and communicative competence in speaking.

6.3 Benefits of Small Group Work :

Advantages of Small Group Work:

Small group work maximizes opportunities for speaking practice by providing learners with ample time and space to engage in meaningful conversations and interactions. In a supportive group setting, learners feel more comfortable expressing themselves and experimenting with language, leading to improved fluency and confidence in speaking. Small group work fosters a collaborative learning environment where learners can support and learn from each other. Peer feedback and collaboration encourage active engagement, reflection, and problem-solving, enhancing learners' speaking skills through shared knowledge and experience. Working in small groups promotes a sense of belonging and camaraderie among learners, increasing motivation and engagement in language learning activities. By fostering a supportive and dynamic learning community, small group work stimulates interest and enthusiasm for speaking practice, leading to sustained learning outcomes.

The study on enhancing speaking skills among adult learners through a comparative analysis using TESOL methodology unveils significant results and insights gleaned from the data and discussions. Through meticulous analysis and

interpretation, it becomes evident that TESOL methodology stands out as the superior approach for developing speaking proficiency among adult learners. The comprehensive investigation into various aspects of TESOL methodology, including authentic communication, cultural sensitivity, learner-centered instruction, and technology integration, has revealed its profound impact on enhancing speaking skills in adult learners.

6.4 Result And Discussion:

The results indicate that TESOL methodology, with its emphasis on authentic communication, provides adult learners with ample opportunities for relevant practice in different speech activities, thus fostering fluency and confidence in speaking. Moreover, the incorporation of cultural sensitivity ensures that learners are equipped with both linguistic and cultural competencies to effectively communicate in diverse cultural contexts, enhancing their ability to navigate real-world communication situations with ease and respect.

Furthermore, the learner-centred approach of TESOL methodology empowers learners to take an active stance in their language learning process, catering to their individual needs, interests, and learning styles. This personalized approach fosters greater engagement, motivation, and ownership among learners, ultimately leading to more effective language acquisition and speaking proficiency.

Additionally, the integration of technology into TESOL methodology has significantly enriched the learning experience, providing learners with access to interactive multimedia resources, virtual language exchange programs, and sophisticated feedback mechanisms that extend learning far beyond the confines of the classroom. This dynamic integration of technology enhances learners' speaking skills by offering immersive and engaging language practice opportunities.

The comparative study underscores the efficacy of TESOL methodology in enhancing speaking skills among adult learners. By prioritizing authentic communication, cultural sensitivity, learner-centred instruction, and technology integration, TESOL methodology offers a dynamic and comprehensive approach to language education that empowers learners to communicate effectively and confidently in English-speaking environments. Therefore, TESOL methodology

emerges as the preferred choice for language educators seeking to enhance speaking skills among adult learners.

6.5 Conclusion :

In summary, the comparative analysis of enhancing speaking skills among adult learners using traditional language teaching methods and TESOL methodology reveals a clear discrepancy in effectiveness. While traditional methods offer a structured approach to language instruction, they often lack the ability to foster authentic communication and cultural sensitivity. In stark contrast, TESOL methodology emerges as significantly more effective, placing a strong emphasis on authentic communication, cultural awareness, learner-centered instruction, and technology integration.

TESOL methodology provides learners with abundant opportunities for engaging in real-life language use, thereby promoting fluency, confidence, and communicative competence. By integrating cultural sensitivity, TESOL ensures that learners develop both linguistic and cultural competencies, allowing them to navigate diverse cultural contexts with ease and respect. Moreover, the learner-centered approach empowers learners to take control of their learning journey, resulting in increased engagement, motivation, and autonomy.

Additionally, the integration of technology enriches the learning experience by offering interactive multimedia resources, virtual language exchange programs, and personalized feedback mechanisms. This dynamic use of technology extends learning beyond traditional classroom boundaries, providing learners with immersive and stimulating language practice opportunities.

In conclusion, the findings of the study unequivocally demonstrate that TESOL methodology surpasses traditional language teaching methods in enhancing speaking skills among adult learners. Its focus on authentic communication, cultural sensitivity, learner-centered instruction, and technology integration offers a comprehensive and efficient pathway to linguistic fluency, cultural competence, and communicative confidence. Therefore, TESOL methodology emerges as the preferred choice for language educators striving to maximize the speaking skills development of adult learners.

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