

An AI Free Method of Oral English Language Learning: A Study

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Abstract:

The rapid growth of Artificial Intelligence (AI) and digital technologies has transformed the way languages such as English are learned and taught. Numerous applications, online platforms, and AI-powered tools now provide learners with opportunities to practice vocabulary, pronunciation, speaking, reading, and writing. However, digital learning is not equally accessible to all learners, particularly in rural and under-resourced regions of India where electricity, internet connectivity, and technological facilities may be unreliable or unavailable. In such contexts, technology-free language learning remains essential. This paper highlights the continuing significance of the teacher's role in developing English language skills through oral practice, storytelling, discussions, language games, role-play, picture-based activities, and real-life communication. It argues that effective pedagogy, continuous practice, and teacher involvement can sustain meaningful English learning even without digital infrastructure.

1. Introduction

The teaching and learning of English has changed considerably with the emergence of digital technologies and Artificial Intelligence (AI). Today, learners have access to numerous applications, online platforms, and AI-based tools that support vocabulary, pronunciation, speaking, reading, and writing. These developments have created new opportunities for learners to practise English independently and interactively. However, technological progress has not reached every learner equally. In many rural and under-resourced areas of India, access to electricity, internet connectivity, digital devices, and other technological facilities may remain limited. Therefore, language-learning approaches that can function without technology continue to be important.

In such situations, the teacher plays a central role in creating meaningful opportunities for English learning. Oral practice through conversation, storytelling, picture-based activities, language games, dramatization, and short talks can help learners develop vocabulary, pronunciation, fluency, confidence, and communication skills. Regular interaction also allows learners to use English in familiar and practical situations.

The growing use of AI and digital tools, therefore, should not diminish the importance of teacher-led language learning. Instead, it is necessary to recognize teaching methods that remain effective in classrooms where technology is unavailable or unreliable. This paper focuses on the relevance of oral and teacher-supported approaches to English language learning, particularly in rural contexts. It emphasizes

that committed teachers, suitable teaching methods, continuous practice, and active learner participation can create effective English-learning environments even without digital resources.

2. Oral Language Teaching

Oral work is a cardinal principle of teaching a modern foreign language. It gives the child the direct approach to the living language and the quickest start. When a child learns to make sounds and speak, they develop a sense of achievement, which encourages and stimulates further learning. Speech also provides the child with a ready means of communication to express their needs, feelings, and ideas. At the same time, making sounds gives useful exercise to the vocal organs and brings the child pleasure and excitement. The oral method is a natural way of learning a foreign language by giving greater importance to listening and speaking. Instead of depending mainly on textbooks and written exercises, learners develop their language skills by hearing how others speak and by using the language in real conversations. Living in a place where the language is commonly spoken can make this process easier because the learner is exposed to the language regularly. People who travel to unfamiliar regions can often learn local languages through daily interaction, even when those languages have little or no written form. Children also tend to learn languages naturally when they regularly hear them from the people around them. Therefore, regular listening and speaking practice plays an important role in developing confidence and fluency in a foreign language.

The oral method is not a complete approach to language learning by itself; rather, it is a means of achieving the final goal of gaining a strong command of a language. However, oral practice should be given considerable importance in schools for several reasons. First, language is primarily learned through listening and speaking rather than through reading and writing. Throughout human history, people communicated through speech for thousands of years before written forms of language developed. Similarly, children naturally acquire the spoken form of their mother tongue before they learn to read or write it. Therefore, speaking and listening should be introduced before reading and writing. At the beginning of language instruction, students should be provided with plenty of opportunities to participate in conversations and hear and use words repeatedly. Furthermore, as suggested by Thomson and Uphwet, spoken language has a stronger impact on learners than its written form because the appeal to the ear can be more immediate and effective than the appeal to the eye. Thus, oral practice serves as an essential foundation for developing overall language proficiency.

Children can learn English more effectively by following the natural method through which they learn their first language. An English-speaking child does not begin by studying books; instead, the child first listens to people speaking, imitates their words, and gradually learns to communicate. Reading and writing are introduced later. The same approach can be useful for children who are learning English as a second language. Spoken English is usually simpler and more direct than formal written language, which may contain unnecessary or complicated expressions. Therefore, starting with listening and speaking can make the learning process easier, reduce the difficulties faced by learners, and help them develop a clear and accurate understanding of the language before they move on to reading and writing.

Kitson points out, "Learning to speak a language is always by far the shortest road to learning to read and to write it. By using the language as speech, the people will cover something like twenty times as much ground in a given time as he would be doing written exercises."

The oral method is one of the most effective ways to learn a language quickly because it allows learners to directly listen to and practice the language through speaking. Compared with written methods, spoken language can be understood without first learning letters, symbols, and their corresponding sounds. When reading, a learner must recognize written symbols and convert them into sounds before understanding the language. In contrast, listening and speaking provide a direct connection between the learner and the language itself. Since speaking and listening are among the earliest forms through which people naturally acquire language, oral practice should be given significant importance in English language teaching. Therefore, regular listening and speaking activities can help learners develop their language skills more efficiently and in less time.

A well-established finding in memory research is called the **production effect**. When people **say words aloud while learning them**, they tend to remember them better than when they simply read the words silently.

A major study by **MacLeod et al. (2010)** tested this across eight experiments. They found that producing words aloud during study improved later memory compared with silent reading. The researchers suggested that speaking makes the information more distinctive in memory.

Hence, Whatever is learnt by the oral method is retained longer in memory. The voice can hardly be overestimated as an aid in learning a foreign language. Sentences that we hear ourselves pronounce repeatedly are more likely to remain in our memory for a longer time than those we merely articulate silently in our minds. Thus, speaking aloud and listening to our own pronunciation can make language learning more effective and memorable.

The oral communication, the conversational approach requires the speaker to think quickly and remain attentive during the conversation. While speaking, we generally choose words that we are familiar with and can use confidently. Simple and commonly used vocabulary is more suitable for everyday conversation than complicated words. Regular conversation also helps transform words that we understand but rarely use into words that we can actively use in our speech.

Thus, oral method not only helps to retain words longer in memory, but also helps in the complete mastery of them. When we speak or read, we do not speak or read simple words, but groups of words. Our eyes also moves from one group of words to the other group of words. These groups of words, when spoken, lead rhythm. This can be done by following the oral method. In teaching a foreign language, one should try to develop an interest for the language among our peoples as early as we can. When they are attached by a language, they will devote all their energies to learning it. The language will come to have a living reality for them. They feel a certain mastery over it when they speak it. This mastery increases their interest in the language. Reading and writing are very dull as compared to the speaking of the language. We all love to speak foreign languages. They have a particular fascination for us. We are living in the age of spoken world. The radio, the gramophone and talkie prove this fact. The power and function of speech has been greatly increased. Speaking is a natural process. It comes to us automatically. We learn the language

that is spoken around us. It is therefore natural. Reading and writing, on the other hand, are acquired. One who can speak can also learn how to read and write.

Palmer says, "We should refrain from reading and writing and given material until we have learned to write its spoken forms. Oral work should proceed written work. A language can be mastered best of its spoken form is mastered."

Oral work is important for several reasons:

- Oral practice provides a strong foundation for reading and helps learners understand and retain what they learn from written texts. It also helps them associate written symbols with their spoken forms.
- A learner's speaking ability strongly influences their writing. Developing the ability to speak a language is one of the most effective ways of developing the ability to write it.
- Oral practice provides the basic foundation for both loud reading and silent reading.
- Regular speaking practice creates a strong base on which effective writing skills can be developed.
- Oral activities involve learners mentally and help them develop confidence and familiarity with the language.
- Regular oral practice helps learners read more smoothly and naturally.
- If oral practice is neglected in the early stages of language learning, students may develop an unnatural, dull, and lifeless style of writing. Such writing can be difficult and boring to read and tiresome to correct.
- Oral work encourages learners to think in the language they are learning. Language knowledge becomes more meaningful when it is connected with the learner's ability to think and express ideas.
- In oral practice, errors can often be identified and corrected at the moment they occur. This prevents incorrect language habits from becoming deeply established.

In conclusion, oral work is an essential foundation for learning a language. It improves speaking, reading, writing, thinking, fluency, and accuracy, and therefore should be given proper importance in the early stages of language learning.

Aims of Oral Work

The main aims of oral work are as follows:

1. To Introduce New Ideas

The teacher should not force his own ideas on the pupils. Instead, he should provide suitable topics for discussion. These topics should be related to the pupils' experiences, interests, and level of understanding. This encourages students to participate actively and express their own thoughts.

2. To Introduce New Words

Oral work provides opportunities for introducing new vocabulary. Whenever students discuss new ideas, they naturally come across new words. The teacher should introduce a small number of useful words regularly and ensure that they are connected with situations familiar to the pupils. In this way, their vocabulary can gradually increase.

3. To Teach Correct Word Order

The arrangement of words in English may differ from the word order used in the learners' mother tongue. Therefore, pupils should be given sufficient practice in using English words in their correct order. Oral exercises are useful for developing this habit naturally.

4. To Encourage Students to Ask Questions

The teacher should not be the only person asking questions in the classroom. Students should also be encouraged to ask questions, respond to one another, and participate in discussions. The teacher should guide the activity rather than control every part of it. He may act as a referee while allowing students to discuss, question, and answer in their own way. Classroom contests can also make oral activities more engaging.

Different Types of Oral Lessons

The major types of oral lessons include:

1. Oral composition
2. Reproduction of a story
3. Picture reading
4. Language games
5. Dramatization
6. Talks

1. Oral Composition

In oral composition, the main ideas should preferably come from the pupils themselves. Topics connected with everyday life are particularly suitable because students can easily relate to them. The important points suggested by the pupils may be written on the blackboard in a logical order. Students can then use these points to organize and express their thoughts orally.

2. Reproduction of a Story

Story reproduction is a more advanced form of oral practice. The teacher should choose a simple and interesting story with plenty of action. The story should have a clear sequence of events and an appropriate ending. Students should be encouraged to retell the story in their own words.

3. Picture Reading

For picture reading, the teacher can display a suitable picture and ask carefully prepared questions about it. The questions should be specific and should lead students towards definite answers. Very general questions such as "What do you see in this picture?" should preferably be avoided because they may not direct students' attention to the important details. The teacher should keep the discussion focused and relevant.

4. Language Games

Language games make oral practice enjoyable and effective. They provide students with opportunities to practise correct pronunciation, vocabulary, sentence formation, and speech in an interesting manner. Games can therefore make repetitive language practice less boring.

5. Dramatization

Dramatization can make a story more lively and meaningful. When students act out different parts of a story, they become more involved and interested in the language. Acting also stimulates their imagination. The teacher should mainly provide guidance, suggestions, and encouragement while allowing students to participate actively.

6. Talks

In this activity, students are asked to speak on a particular topic for two or three minutes. Initially, the teacher may provide the topics in advance so that students have time to prepare. Gradually, students can be encouraged to develop the ability to speak spontaneously or extempore. They should collect, organize, and present the relevant ideas themselves. This develops confidence, fluency, and the ability to express thoughts clearly.

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Hence, in the teaching of English, we should begin with the oral work. During the first two or three years, oral work should be given extensively. The teacher should have standard pronunciation of his own. A good, conscientious teacher of English should pay due attention to rhythm, intonation, enunciation, and modulation of voice. The teacher should be very careful in correcting oral work. He should be careful that the enthusiasm of pupils is not damped and interest not killed. He should not make corrections at the wrong

moment, when the pupil is telling a story and others are carefully listening and are observed in that story. The teacher should not intervene with the criticism and corrections. It will be unwelcome to both. Criticism can follow later on. The main purpose of correction work should be to develop self-criticism and self-confidence.

3. Conclusion

Developing English language skills among rural pupils without the use of technology is both possible and effective when teaching is carefully planned around the learners' needs and everyday experiences. The absence of digital resources should not prevent students from developing confidence, vocabulary, pronunciation, reading, writing, and communication skills. Instead, teachers can make effective use of simple and accessible methods such as oral practice, storytelling, group discussions, role-play, language games, picture-based activities, reading aloud, and classroom conversations.

The teacher plays a central role in creating an encouraging and interactive learning environment. Lessons should be connected with the pupils' daily lives so that English becomes meaningful and easier to understand. Regular speaking practice can gradually improve fluency and help students become more confident in expressing their thoughts. Similarly, the use of blackboards, textbooks, locally available materials, stories, newspapers, and real-life objects can provide valuable opportunities for language learning without depending on technological devices.

Therefore, effective English teaching in rural areas does not necessarily depend on technology. What matters most is the teacher's commitment, appropriate teaching methods, continuous practice, and active participation of learners. With consistent guidance and a supportive classroom environment, rural pupils can develop useful English language skills and gain greater confidence in their academic and future professional lives.

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