

Enriching Social Interaction of ESL Speaking Skill: A Linguistic Framework for Formal, Informal, and Semi-Formal Communication Contexts

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Abstract

This paper intends to identify the impact of the framework structured and designed to enrich the speaking skill of the students of English as a Second Language (ESL) learners among B. Tech first year students at Dr. M. G. R. Educational and Research Institute, Maduravoyal, Chennai, Tamil Nadu, India. The study addresses the problem encountered by the undergraduates in the form of interference of mother tongue, lack of oral practice and the anxiety in communication. The interference integrated three unique communication milieus on role-play like formal, informal and semi-formal, phonetic guidance and vocabulary extension. The target language attainment of social interaction has been implemented based on the framework generated and contextualized by the theories of Krashen's Input and Affective Filter Hypotheses, Interactionist Theory and Vygotsky's sociocultural theory. The incorporation of a mixed-method of qualitative and quantitative approach helped to analyze the data in depth and a significant improvement was observed in the area of fluency, articulation, usage of vocabulary and the competence during their interaction for the duration of two semesters. The Quantitative analysis obtained from the pre-test and post-test statistically revealed the significant development in all the area of incorporation with a prominent reduction in the anxiety level of speaking. There was a noteworthy enhancement in their confidence level, pragmatic conscious and admiration towards verbal communication. The integration of multi-register social communication among the ESL curriculum and classroom may be suggested for professional and academic success that is appropriate in technical English context.