



Emotional Management to Speak in English Fluently and Effectively

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ABSTRACT- The present research examination elucidates the ways emotions influence the speaking abilities to emerge aspirants from rural Northern Andhra Region. Research results imply that positive and negative emotions contribute to improve and diminish English language speaking abilities. The quasi-experimental method is the effective to provide strong evidence suggesting cause and effect relationship. The outcome of the study shows that 'the negative emotions drag the speaker so that it should manage well to enhance speaking abilities in L2': Language uneasiness envelops the sentiments of negative and hassle emotions associated with the acquisition of a language if it is not a speaker's L1. There is still a lot to find out concerning the function of emotions to speak in a foreign language and will wrap up with confident commendation for potential research. In this correlation, the creative language activities through the drama technique would be the solution to manage emotions and get ample scope to present one's opinion, experiences and subject competences to the audience with confidence and effectiveness. Results are supporting an efficient training to manage emotions to speak fluently and motivational language activities through drama technique as a positive language learning course of action.

Keywords: Activities; Drama; Language activities; Emotions; Motivation

I. INTRODUCTION

Leaders of organizations at all levels need to be good at speaking in English. What is the state of mind when one standing in front of an audience? Visualize the situation and see all those people looking at one and expecting an exceptional performance. Speaking is an intellectual and physical skill; this is the skill that becomes increasingly important as one wants to grow in one's career. The emotions have a great effect on the speaker while delivering the speech to the audience. The word 'affect' refers to several meanings, such as the feeling of self-assurance, enthusiasm to communicate, or anxiety. Perchance the significant reaction is language anxiety. That said it is essential to properly manage our emotional articulations. Most likely, unseemly emotional expressions can unleash destruction and cause huge harm to human relationships and professional development. So many studies proved that continuous learning and practice will help to manage emotions, especially practicing language activities through drama techniques in the learning process.

Relating students' sensation and cognition of language through drama activities as it facilitates to manage threat in language learning and practice an association amid contemplation and action. The drama will get justify between receptive and dynamic skills of teaching English as a second or foreign language. Language activities through drama a course group will tackle, practice by assimilating listening, speaking, reading and writing skills; especially, targeting speaking skills enhancement. The drama also cultivates and upholds students' stimulus by creating an ambiance that would be pack with wit and entertainment.

II. LITERATURE REVIEW

Linguists tried to examine the emotional impacts on the second or foreign language acquisition method. Scovel's (1978) described as 'the research into the relationship of anxiety to foreign language learning has provided mixed and confusing results; immediately suggested that 'the anxiety itself is neither a simple

nor well-understood psychological construct nor that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition' (Scovel, 1978).

One will have reciprocal relationships and success while communicating with others if one has emotional consciousness and tries to understand others' feelings well. Conscious of the purpose and manner of communicator better one can negotiate better. Sometimes, considering how an individual is imparting is more important than what is really said.

The statement substantiated by the research of (Horwitz et al., 1986) has mentioned after the extensive study on the emotions of learners in the article as "In the classroom, anxious learners tend to freeze up in role-play activities, forget previously learned material, are less likely to volunteer answers and participate less than their non-anxious counterparts".

Gregersen and Horwitz (2002) strengthened the concept through the disclosure as "overall, anxious students have low self-esteem and a negative self-view. Not feeling confident in their abilities, they shy away from the conversation, are passive in class and avoid participating in class activities".

The creative technique 'Language activities to enhance listening, speaking, reading and writing through Drama' is introduced for language acquisition and so much the research is done for future practice. Advantages of Language activities through drama have cited by (Aldavero, 2008) in his work 'Drama in the development of oral spontaneous communication' as "Drama activities foster pupils' socialization, critical thinking, problem-solving and improve oral communication skills, by exploring different language styles and registers".

MacIntyre and Gregersen (2012) valued the introduction of language activities through drama. The authors stated in 'Affect: The Role of Language Anxiety and Other Emotions in Language Learning' as "the research reviewed by (Scovel, 1978). Horwitz and Young (1991) is not what we would now consider to be language anxiety because the types of anxiety being studied were not specific to the SLA context".

In this study "drama technique" or "dramatic activities" will be denominated as theatre and performance are resourceful to be implemented in a language laboratory and class. Drama refers not only to the production, recital but also the natural integrated process of language acquisition.

Educators and trainers should carry out a critical analysis of the technique of drama, theoretical foundation and approach of execution before implementation in the class or language laboratories.

III. METHODOLOGY

This effort discusses the nucleus emotional problems that are a hindrance to spanning new semester students' flourishing speaking skills at VIIT (A), Visakhapatnam. Information was retrieved carefully from the selected group from the Northern districts of Andhra Pradesh, India.

The present study has adopted the quasi-experimental approach since the selected area is to test and understand the causal process. Experimental research in language learning is usually conducted within a language classroom, which can be viewed as a real-life laboratory. It is also proposed to verify which one of the instructional methods is most effective and to test the impact of the selected variables on the achievement of learners' speaking proficiency. Researchers aim to measure through research instruments such as tests and questionnaires (Phakiti 2015). Questionnaires were used to understand learners' background views and opinions with regard to teaching learning environment, The tabulations and the results for analysis were done with the help of Microsoft Excel-2013 for Statistical measurements such as simple percentages, Mean values, Mean Ranks, percentage Technology is one positive feature to record examination and reflections of participants which is it applied to get information from participants through Google forms, video and audio recordings. Casual meetings helped a lot with aspirants to know their emotions and experiences. In addition to that, the consistent observation is an ultimate source of information to do Strengths, Weakness, Opportunities and Threats (SWOT) analysis of the participants. This research examination consists of a theoretical review of annotations, structured and unstructured interviews.

The study used the mixed methodology approach for collecting the data. As (Dornyei, Z, 2007; Riazi and Candlin, 2014) mentioned that Mixed-methods research combines quantitative and qualitative methods in a single study. The instruments used in this study to gather data were often used, reliable and valid ones. The responses received from the learner and teachers revealed sufficient internal consistency with the researcher's observation, providing their reliability and validity. Since it is necessary for any study to get comprehensive and specific data, researcher restricted the students to a particular set of options. The questionnaire was prepared using Likart scale measuring a five-point rating scale. Statements are prepared carefully to know the participants' perceptions about the influence of their emotions while speaking in English. Statements about positive emotions (10 statements) and negative emotions (10

statements) are outlined (see annexure) to know the speaker's insight observation related to the motif of emotional changes while facing the audience. Both the qualitative and quantitative strategies are used to analyze the involvement of research participants which are 60 students aged between 17-19 years. The researcher has involved co teachers in implementing the modules and completing the task. The research has used the drama technique as a tool to enhance speaking skills and managing the emotions of aspirants through language activities. The application of drama techniques in language acquisition is not new. But the significant novelty is the execution of language activities through drama to enhance speaking skills. Design of modules is part of the training that can implement to get proactive output. Preparation of activities went on two sessions (each session takes time 180 minutes) per week and cumulative of twelve sessions distribution over more than two months.

3.1. Statement of the Problems

Emotional constraints play a vital role and create a struggle in speaking English among young aspirants. Significantly most of the engineering course aspirants from rural backgrounds, belong to northern districts of Andhra Pradesh, India. The aspirants are failing to speak effectively in English due to their emotional imbalance. With the intention, the aspirants prefer to withdraw and de-motivated from the context to speak. A lot of examination is necessary to find a solution that can promote the learners' motivation towards speaking confidently. This situation aroused interest to take the study and motivated the researcher to find out the appropriate solution. The key aim of this observation is to focus on complications raised from emotional constraints to overcome problems of speaking English.

Emotional imbalance among young aspirants of various professional courses could be a vital challenge because of the fear of speaking effectively in English with others at the personal, educational and professional context. It is due to low and high emotional factors, social customs, conditions, perceptions and psychological factors each individual and therefore the group at home and educational setting.

The majority of individuals living in a restricted environment haven't understood the essence of education and competencies. Aspirants from conservative families are less exposed to the outside civilization and lack awareness about the current troubles most occurred while chasing the goals. A creative and natural learning technique should be introduced and practiced enhancing speaking abilities in English by managing emotions well.

3.2. Research Objectives

- To overcome shyness and fear to speak, acquiring the skill to use visual, auditory and technological aids in support of communication
- To communicate in English as comfortable as a mother tongue, so that drama technique will accommodate it
- To manage affective factors that can inhibit or enhance English language competencies
- To execute language activities through drama technique and promote creativity and aesthetic sense
- To develop various fundamental performance and skills to prepare them for education and employment

It illustrates the enormity of speaking skill in English and stumble on a deliberate plan to prevail over the emotional troubles that hamper learners to articulate confidently.

3.3. Expected Outcomes

The participants will be able to:

- Overcome shyness, fear and speak comfortably in English

- Use available resources (language activities through drama technique) to enhance the skill set to communicate
 - Learn and develop team spirit through Cooperation and collaboration
 - Demonstrate proficiency in communication and achieve their goals
- It is intended to the promotion of drama as a natural and familiar language learning strategy to enhance speaking abilities through language activities.

3.4. Research Examination

The current examination may endow with a solution:

- (1) What are the emotional issues, generally, learner's experience to speak confidently in English?
- (2) How learners can surmount these difficulties?
- (3) What are the experimental and philosophical techniques that should be implemented in instruction and learning experience to overcome these troubles? And find out the suitable and efficient pathway for future learning experiences.

3.5. Hypotheses

1. The emotional factors that are having extreme pressure and hamper learners to speak assertively in English
2. The organized and designed learning activities/modules would be an immense learning experience to overcome the difficulties in speaking English
3. The blend of language activities will be executed speaking activities through drama technique with the support of peers, teachers and to make sure that the speaker will be able to manage emotions and deliver speech confidently

IV. THE RELATIONSHIP BETWEEN EMOTIONS AND LANGUAGE

Universal perception advocates that the language has greatly influenced by emotions. Those will be affected and can describe with language (expressions) after the fact. Nevertheless, it is characteristically implicit that's the point of affiliation connecting words and emotions as the common-sense perspective accepted by the modern psychological models of emotion (Lindquist, A. et al., 2015).

Sometimes people may affect by emotions and identify by the sign of fear as quick heartbeat, sweating palms, a bind in the stomach, insist on running away and frightening contexts related to various people and objects such as obstacles, intruders and barriers.

Emotions like delight and pride are activated mostly by speaking skills and correlated with other language aptitudes, 'speaking achieves a minimal measure of fatigue and misery in language practice labs/rooms. Oatley and Nundy (1996) supported the above statement and remarked as "Generally, emotional states can influence thinking; meaning that students can perform and learn better when they feel happy, interested and excited about the task they are to do".

Emotions are positive and negative, which has a remarkable impact on the speaker while speaking. Positive emotions are typically pleasurable to experience. The Oxford Handbook of Positive Psychology defines them as "pleasant or desirable situational responses... distinct from pleasurable sensation and undifferentiated positive affect" (Cohn and Fredrickson, 2009).

The above definition affirmed that 'the positive emotions are agreeable responses to the situations, which

are complex and besieged than the easy atmosphere. However, negative emotions usually don't treat a pleasant occurrence. It could be distinctive as "an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person" Pam, M. S. (2013).

A negative feeling discourages and drags down to the negative results. It is true when one can consider a negative emotion too frequently, excessively strong and the people stay on too extensive.

V. RESULTS AND INTENSIVE DISCUSSION

It is true that the potential speakers are certainly comfortable delivering a speech in their native language and encounter emotional difficulties in speaking in the English language. Communicate effectively in a target language is a skill, which shares the foundation extent of speaking competencies in the native language. Language is a tool to express emotions and thought.

The authors expressed that "We speak a language to convey how we mean. However, language is more than a tool for communication. It implies social and cultural setting".

A total of 20 statements (see annexure Perception of Speaking in English) are outlined on speaker insight observation related to the motif of emotional changes while facing the audience. Those statements are pertinent to the influence of positive or negative emotions and other socio-psychological elements on the speakers while delivering a speech in English. The responses were in five scale measurements shown in the Table 1.

The analysis consisted of the experimental sample (60), organized meetings, casual meetings and consistent observation. Information from video and audio records, online Google form is one positive feature to record comments and reflections. The researcher adopted a blend of the qualitative and quantitative approach to analyze the research results.

The critical analysis revealed some facts on the study. Most of the Participants 41 (69%) has strongly agreed and 12 (20%) participants agreed out of 60 with the statements (10) made on positive emotional impact. According to the responses to the statements, positive emotions are the driving forces to perform well. Fewer participants 3 (5%) strongly disagree and disagree with the statements on the impact of positive emotions, whereas 4 (6%) participants showed a neutral decision. The participants need proper motivation and instructional support.

The negative emotions have a great deal on speakers' performance. It is revealed through the analysis 20 (33%) participants strongly agreed and 13 (21.5%) participants have agreed with the statements on negative emotions. 15 (25%) participants have strongly disagreed and 8 (13%) participants have disagreed with the statements on negative emotions, whereas 4(6%) of participants in the state of neutral. The analysis clearly shows that the participants felt fear, nervousness, boredom, anger and other negative emotions have a significant influence (54%), the intensified motivation and counselling will support the learners through the application of training modules. The research data will supply to interpret and understand the facts the way the emotions influence the speaker while facing the audience.

Table1 shows percentage of influence of positive and negative emotions on the speaker

Table1. Percentage of influence of positive and negative emotions on the speaker

Type of emotions	SD*	D	N	A	SA
Positive emotions	3**	1.0	7	20.0	69
Negative emotions	25	13.5	7	21.5	33

* SD = Strongly Disagree; D = Disagree; N = neither agree nor disagree; A = Agree; SA = Strongly Agree.

**Data in this table are rounded to the nearest percentage.

The Fig.1 presents the research data to understand the influence of emotions and also shows a trail to design a creative strategy to manage the emotions of the speaker.

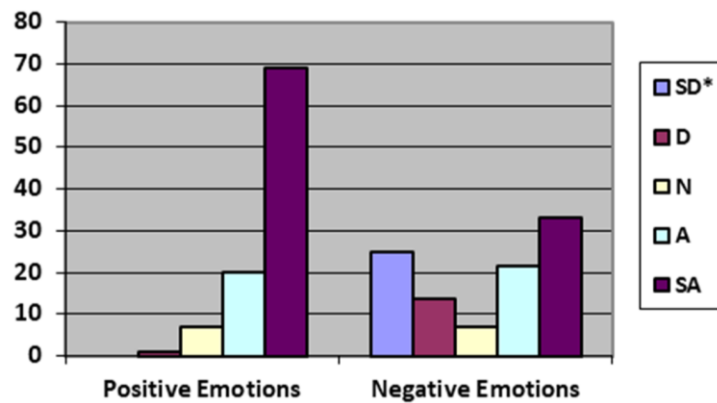


Figure1. Influence of positive and negative emotions on the speaker.

* SD = strongly disagree; D = disagree; N = neither agree nor disagree; A = agree; SA = strongly agree

Table2. Percentage of influence of positive and negative emotions on the speaker after participation in designed practice

Type of emotions	SD*	D	N	A	SA
Positive emotions	17**	11	04	20	48
Negative emotions	42	27.5	3.5	15	12

* SD = Strongly Disagree; D = Disagree; N = neither agree nor disagree; A = Agree; SA = Strongly Agree.

**Data in this table are rounded to the nearest percentage.

There is an identical difference in performance at speaking by balancing emotions after thorough training and practice of language activities through drama technique shown in table2.

28 (48%) participants have strongly agreed and 12 (20%) participants agreed out of 60 with the statements (10) made on positive emotional impact. The emotions, either positive or negative can be controlled and balanced through practice. Most of the participants have accepted that the intensive practice of language activities through drama techniques made them balance their emotions. It revealed through the analysis, 25 (42%) participants have strongly disagreed, 16 (27.5%) participants have disagreed, 7 (12%) participants strongly agreed and 10 (15%) participants have agreed with the statements on negative emotions. Whereas 3(3.5%) participants in the state of neutral.

It is observed that the dependency on mother-tongue support lessened and change in the perception of students after participation in language activities. The participants need proper motivation and instructional guidance.

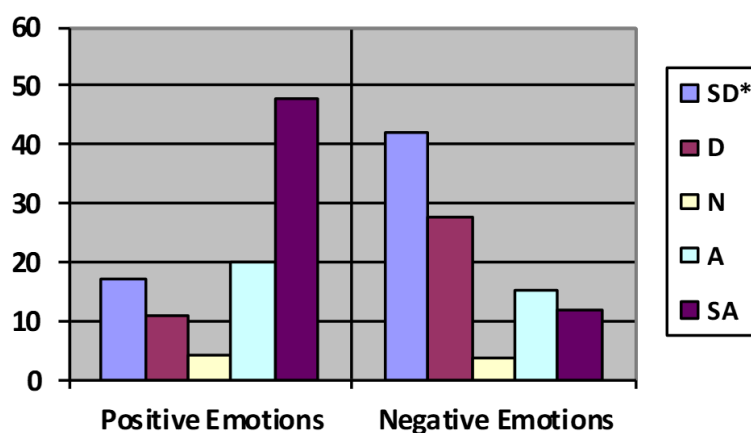


Figure2. Percentage of influence of positive and negative emotions on the speaker after participation in designed practice.

* SD = strongly disagree; D = disagree; N = neither agree nor disagree; A = agree; SA = strongly agree

The result and analysis are giving ample scope to adapt the technique to get emotional balance and enhancing the speaking skills of the students. The study observes the learner used Communication

Strategies differently in dramatization. This paper tries to explore the feasibility of the practical application of language activities through drama.

VI. DRAMA: A LANGUAGE LEARNING TECHNIQUE

Dramatization is a creative technique to manage the emotions of the speaker while speaking in English. The idea of dramatization ought to concentrate before structuring the language exercises. Explore the characteristic of drama/play and its credibility to implement as a technique. The word 'drama' originated from the Greek word 'dran' which means "to do/act," it is a unique and characteristic genre of literature to be presented by the artist to the public through stage dialogue/monologue and live performance. The blends of performance, lyrics, music, dances and props are part of it. The audience is fascinated by the act and will forget to focus on errors. The drama/play has many forms such as a play, scripted or improvised, Physical Theatre, Mime, Monologue, Movement/Dance Drama, Musical, Pantomime, Forum theatre and many more.

Drama based teaching is a blend of momentous techniques that can accommodate both teachers and students. Moreover, employing these beneficial techniques will simplify the arduous progression of learning and instruction.

6.1. *Why Drama? Why not Role-Play?*

Drama and role-plays are often interchangeably used; however, there is a reserved difference between them in terms of practice and sense. Drama is a composition presenting in dialogue a course of human action, the description of a story converted into the action of a play," It is associated with the proposal of performance and consideration of as story/narrations about events in the lives of characters.

The term 'play' usually referred to the playwright (written script) as well as the onstage performance. Role-play is a form of play, pretending to be someone else, as part of a play; it may not serve as an activity to develop communication skills naturally for the learner from a rural foundation. However, drama amplifies cognitive, affective and motor progress. It is a natural act comprised of dialogue among the characters, intended to perform rather than just reading and mechanical moves.

Drama activities are associated with languages, such as ideas of tension, contrast, conflict and emotions. It is a cognitive and meta-cognitive activity to provide support to deal with the development of memory, retention and retrieval. Meta-cognitive strategy as an indirect strategy to regulate thinking, learning, planning, monitoring and evaluating the learner, as it mentioned: " The meta-cognitive strategies as indirect learning strategies deal with planning, evaluation, seeking opportunities, controlling anxiety, increasing cooperation and empathy" (Huang, 2006).

Drama technique is a pedagogical tool to be implemented in English language learning sessions (Maley, & Duff, 1982). It has many forms and will accommodate in an academic context. Such as improvisation, role-plays, mimic, dramatization, puppet plays, performance poetry and radio shows. Plotting the scripts will be based on the short, enjoyable and intriguing exchanges consist of regular life activities and real-life situations.

When most of the conventional learning methods fail to cope up with the efficiency in language acquisition, a theoretical and interactive drama-based technique replaces and provides an attentive condition for learners and creating an environment to interact with each other in real life situations easily. Theatrical activities can provide students with a prospect to use language to express various sentiments, to solve cognitive as well as extra-cognitive problems, to make decisions, to socialize etc., (Trivedi, M. 2013).

Rosalind, M.F. (2012) has proposed ten powerful benefits of using drama in the classroom 'one hand are brain-based learning principles and the other one covers learners' emotions and movements. The author substantiated it clearly by affirmed with research analysis.

Bytyqi, B. (2014) said that "using drama in the EFL classroom includes absolutely most of the most important aspects of teaching that teachers strive to achieve in their everyday work, like enhancing

learner creativity, autonomy, motivating students and making them participate actively in their own learning”.

6.2. Drama and Language Activities: Advantages

Drama is an effective strategy to regulate emotions, attitude, motivation and social strategies. Lev Vygotsky (1896-1934) quoted as: "In play, a child is always above his average age, above his daily behavior; in play, it is as though he were a head taller than himself."

In the words of N. Mohammad and Kuldip, 'the Language activities through drama should be incorporated intended to implement in teaching and training sessions' enhancing speaking skills through the meta-cognitive and affective strategies is more advantageous and significant (Norimah Mohammad and Kuldip Kaur, 2013).

Carkin, G. (2007) said that “Whether it is used for reading, for writing extension, for pronunciation practice, or simply for bonding and group communication/expression, it showed how drama is a vital component of language training and should be incorporated as much as possible within the framework of any English language classroom”.

Application of social elements preferable because it refers to a technique that learners use to interact with other English speakers. It aimed at the student's active participation through interaction to study emotions and thoughts, exchange of resources and establishment of cooperation. The teachers can take advantage of the ways that make the student more active in learning.

Figure3 explores the advantages of drama technique practice in language learning classrooms, especially related to speaking skills.

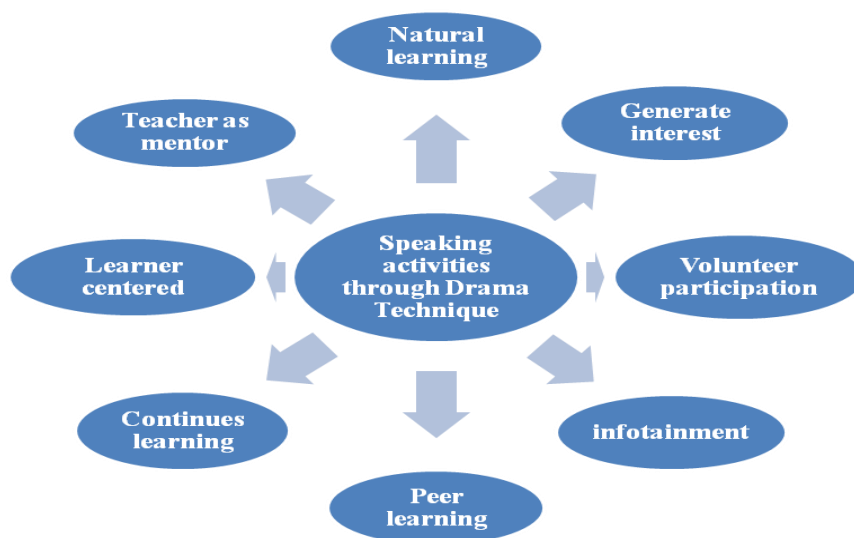


Fig.3: Speaking activities through drama: Advantages

6.2. Manage Emotions through Drama and Language Activities

Emotions are natural, either positive or negative hence should be experienced, unfeasible to avoid and complicated. Emotional balance is possible through the application of a ladder of balance. These are effective strategies to manage emotions while facing the audience, apply them.

6.2.1. Be Conscious and Identify Emotions

Practice noticing and identify ones' emotions/feelings in the right manner by focusing on the expression and movements of the body. When one has negative emotions it should be conscious and don't try to suppress emotions/feelings that might not want to broadcast to others. Define the sensitivity is a lot enhanced than pretending not to include it or discharge without an idea.

6.2.2. Emotions/Feelings are Natural and Sensible: Accept

Don't judge for the emotions that one feels and it is naturally sensible to feel. Drama activities like monologue/soliloquy, facial expressions and body movements can be used as a technique to overcome these emotions.

6.2.3. Be Positive and Shift the Frame of Intellect

Change the mood from negative and build positive emotions at a certain point. If not thought may get trapped on wrong things and that can pull down into feeling inferior. One should try to create things happy, even if they feel different at the time. Make it a practice to perceive and focus on the good in life, even the little things, like the imitation of dialogue and do some mimicry for fun creation will change the mood to positive. A positive approach creates a sense of delight and comfort.

6.2.4. Choose the Best Language Activity to Manage Anxiety

It won't solve anything to have anxiety and try to manage by performing a joyful play or dialogue to deliver in front of friends and family to release anxiety and eventually let go. Performance in the native language will be helpful to practice effectively in the target language and get genuine feedback on the performance of friends/family will help to improve speaking ability.

6.2.5. Get Motivated to Give Regular Participations

Participate in a discussion among the teachers, trainers, peer group and friends to share difficulties and possibilities to develop speaking skills. They can help to explore ways to balance emotions and improvisations of performance. Physical and language activities help the brain produce natural competencies that uphold an optimistic mood. Take the support of the trainer to improve speaking skills further through the dramatic activities. Regular performances to the class and college during events and fests will give immense confidence and scope to enhance speaking skills.

VII. CONCLUSION

The study set out to look at emotional imbalance experienced in the process of English language acquisition, a unique focus on speaking skills. The fundamental qualitative and quantitative approach has been applied in investigating the choice, nature and occurrence of speakers' emotions while addressing the audience. As per the findings, emerging speakers experienced both positive and negative emotions associated with the selection, preparation, accomplishment, setting and social sensitivity. English speaking skills were principally related to social and psychological emotions as it is focused on speakers' affective states before a performance. Negative emotions and language anxiety are the two most frequent emotions that influence the speaker. The speaker feels varied on the skills that involve and also depends on the environment, with fresh aspirants from rural foundation mentioning emotional accounts more frequently.

Findings also have significant suggestions to focus on the strategy to balance emotions in academic contexts. Since emotions are natural ought to be considered when it comes to language production through speaking. Prospective speakers experience an extensive range of exciting states. Educators/trainers should be conscious of language activities while applying to enhance speaking skills through drama techniques. Efficient application of speaking activities through drama will enhance a positive learning environment and speaking competencies.

Discussion on limitations of the study and its strategy is unavoidable; it demands to design practical activities and techniques to be implemented and allot valuable time for training in the classroom and language laboratories. Arousing motivation among participants is the biggest deal to the trainers and teachers. The usage of the native language is compulsory to implement this technique. Sometimes wrong assumptions may lead to negative results; the best performance in the native language may not be the best in English/other languages. It may have a different experience rather than the expected one, based on how the speaker experiences the movement of performance.

Emerging researchers can do extensive research by focusing on specific language activities through this technique. It might be a value investigation on designing different language and drama activities. It is essential to keep practicing those activities to upgrade speaking skills and balancing emotions.

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