

ACTIVITY BASED LEARNING PROGRAMME FOR SPEAKING SKILL DEVELOPMENT

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Abstract

Speaking is one of the basic skills of English language. It is a productive skill. Effective communication is depend upon how you speak the target language. Speaking skill is very important skill for academic and career success. Speaking is also a complex skill. It is used to communicate with speech to others. Activity based learning is useful to enhance English speaking skills. We can develop and implement various activities. We can also assess the improvement of the speaking sub skills.

Keywords: *Speaking Skill, Activity Based Learning, English Speaking Club, Speaking sub skills.*



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Introduction: Speaking skill is the hallmark of knowledge in the society or in the employment demand market industry. A person who speaks English fluently impresses others. He communicates effectively his ideas or thoughts. Speaking is a productive skill in English language. Listening and speaking are interdependent skills one helps the other. In the Marathi medium schools, most of the students ask one question. Sir what can I do for speaking English? I can understand your spoken English. I can write in English but I can't speak in English. This is because there is not properly examination of English speaking skill.

Physiology of Speaking Skill:

Scott,T.(2005) in his book 'How to Teach Speaking' has given physiology of speaking skill. He said about that what happens "inside the head" of a language speaker. It is a thought process to become utterances. He has given three stages of speaking skill physiology. They are as follows: 1) conceptualization 2) formulation 3) articulation and in between the process, speakers maintain self-monitoring. There are various sub-skills of speaking skill.

Teaching Speaking Skill:

Goh, C. C. M. and Burns Anne (2012: 158-168) in their book 'Teaching Speaking: A Holistic Approach' have given a model for teaching speaking skill as follows: They have given it in a cyclical form. These stages are correlated by a round cycle and they are as 1)

focus learners attention speaking 2) provide input and guide planning 3) conduct speaking tasks 4) focus on language discourse/skills/strategies 5) repeat speaking tasks 6) direct learners reflection on learning 7) facilitate feedback on learning. To develop speaking sub skills, the developed following program is helpful.

Development of Activity Based Learning Programme for Speaking Skill:

Establishment of English Speaking Club (ESC)

Objectives:

1. To establish ‘English Speaking Club’.
2. To develop team feeling among students with the help of English Speaking activities.
3. To use 15 core speaking activities by using some model videos on YouTube on everyday useful situations for students with the help of psychological learning theories and language learning theories/principles.

Table 1. Foundation Activities: English Speaking Club (ESC)

Sr. No.	2. English Speaking Club (ESC)
1	Introduction: A teacher establishes ESC for students. With the help of this basic activity, he will work out other Speaking activities. He tries to make team feeling attitude among them. Students will construct their own learning by participating in different activities.
2	Objectives of ESC: <ol style="list-style-type: none"> 1. To enable them to speak intelligibly using appropriate word stress, sentence stress and intonation patterns. 2. To enable them to narrate incidents and events, real or imaginary in logical sequence. 3. To enable them to present oral reports or summaries, making announcements clearly and confidently. 4. To enable them to express and arguing a point of view clear & effectively. 5. To motivate them to participate in group discussion & defend others view. 6. To enable them to express and responding to personal feelings, opinions attitudes. 7. To motivate them to participate in social situations spontaneously.
3	Structure of ESC: As follows: 1. Advisor of the club. 2. The President of the club. 3. The Vice President of the club. 4. The Secretary of the club. 5. Every remaining student is an active member of the club. 6. Group of boys 7. Group of girls 8. Pair work
4	Pledge of ESC: I pledge as a member of the English Speaking Club. I everyday try to speak in English by heart. I take an oath to speak with teachers and friends in English. I want to become a good speaker.
5	Theoretical Background/ Principle: Activity based Learning, Co-Operative Learning, Task Based Learning, Constructivism, Communicative Approach, Functional Grammar, Learning by

	Doing, Piaget, Blooms Cognitive development, Skinners Law of Readiness, Practice, Naturalness, Habit Formation etc.
6	Teacher Activities: The teacher is as a guide, friend, facilitator, controller, & director of the ESC. He sets speaking activities for the club. He motivates them to participate actively.
7	Students Activities: He is an active member of the club. He pledges every day to speak in English. He participates in the clubs Pre-While- & Post speaking activities by heart.
8	Expected Outcomes: To inculcate language utility values among students. To enhance speaking skills. To develop teamwork culture feeling for contextual language learning among them. Be a good speaker.

The above ESC will implement the following activities to enhance English speaking sub skills.

Table 2. Theoretical base of activity based learning program for: Speaking Skill Activities

Sr. No.	Selected Speaking Activity	Theoretical Base	Components of Skills to be Improved
1	Introducing Self	Task Based Learning Social Constructivism	Pronunciation Skill
2	Introducing Others	Communicative Approach	Interactive competence
3	Greetings & Responding	Learning by doing	Pronunciation Skill
4	Requests & Suggestions	Task Based Learning	Interactive competence
5	Daily Routine	Task Based Learning Learning by doing	Fluency and coherence
6	Talking about Friends	Learning by doing Social Constructivism	Fluency and coherence
7	My House	Communicative Approach,	Language accuracy and language Range
8	My School	Sociocultural theory Learning doing	Fluency and coherence
9	My Family	Constructivism Sociocultural theory	Pronunciation Skill
10	My Neighbors	Sociocultural theory Activity based learning	Communicative competence
11	My Favorite Sport	Task based learning	Fluency and coherence
12	Describing Professions	Community based learning	Language accuracy and language range
13	Story Telling	Task based language Learning	Pronunciation skill
14	Role Plays	Sociocultural Theory	Interactive competence
15	My favorite Movie	Cooperative learning	Fluency and coherence

One sub skill and three activities implementation procedure is as follows:

Plan, Procedure and Manual for the Sub Skill ‘Pronunciation skill’

Objective: To develop listening clear, natural pronunciation with proper stress and intonation.

Table3.ABLP activities for ‘pronunciation skill’ on LCD Projector’

Component of ABLP	Sr. No.	ABLP Speaking Activities	
1.Pronunciation I.) Clear, natural pronunciation II.) Proper stress and intonation.	1.	1.1 Greetings and responding	1. 2Introducing others
	2	Objective: 1. To develop pronunciation skills.	Objective: 1. To develop pronunciation skills.
	3.	Nature of Activity: Greeting & Responding activity for each student. Discussion on performances. Practice of activities.	Nature of Activity: Introducing Others activity for each student. Discussion on performances. Practice of activities.
	4.	Theoretical Base: Social Constructivism, Task Based Learning,	Theoretical Base: Learning by doing, Communicative Approach
	5.	Teacher Activity: He asks them to greet & respond their friends. He motivates, guides them to speak correctly using proper stress and intonation.	Teacher Activity: He asks them to introduce your friends. He motivates, guides them to speak correctly using proper stress and intonation.
	6.	Student Activity: They try to greet & respond with proper stress & intonation. They speak confidently with logical sequence.	Student Activity: They try to introduce their friends with proper stress & intonation. They speak confidently with logical sequence.
	7.	Teaching Aids:	Teaching Aids:

		Images, Video Clips, Laptop	Images, Video Clips, Laptop
	8.	Time: 30 Minutes 10+10+10 Two Days	Time: 30 Minutes 10+10+10 Two Days

We can use the same strategy for other speaking sub skills development. Those are available on the following link in chapter III <https://shodhganga.inflibnet.ac.in/handle/10603/175039>. After implementing these activities, we can assess the speaking sub skills enhancement.

Assessing Speaking Skill:

Luoma, S. (2004: 59-95) in her book ‘Assessing Speaking’ has given various types of speaking skill assessment scales. These scales/tests measure that how well the speaker speaks the target language. They are in a form of numbers. Some are also in a form of descriptions and words like the speaker (examinee) speaks as “excellent”, “fair”, “and poor” etc.

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