TEACHING COMMUNICATIVE ACTIVITIES OF LEARNING ENGLISH LANGUAGE SPEAKING AND ITS CHALLENGES FOR THE YOUNG ASPIRANTS: A SCHEMATIC VIEW

MR. GANESH DANDU¹, DR. GOMATAM MOHANA CHARYULU², MRS. KSNVL. LAVANYA KUMARI³, DR. M LATHA⁴, PRVN KESAVAKUMAR⁵

¹Asst. Professor of English, VIIT (A) –Visakhapatnam, AP & Research Scholar, Dept of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur- AP.
²Professor of English, English Division, Dept of S & H, VFSTR Deemed to be University, Vadlamudi AP India
³Asst. Professor of English, VIIT (A) –Visakhapatnam, AP
⁴Associate Professor, Dept of English, K L Deemed to be University, Vaddeswaram AP
⁵Asst. Professor (G), Dept of English, Pushpagiri College of Education, Kadapa AP

Corresponding Author: gmcharyulu.g@gmail.com

ABSTRACT:

The purpose of using English language in India is a way to communication in various Govt. and private sectors. English language teacher create an opportunity to the students in the classroom to improve English for communicate properly in their job places. So, here teachers use appropriate method, technique and approach which must be connected the students’ learning ability and individuality in teaching speaking skills. Regrettably, there is lack of clarity to the many of teachers regarding which method or approach is more helpful to teach speaking skills for the L2 learners. Most of the English language teachers teach speaking skills in classroom by using memorizing of grammar translation method for all the levels of students. Finally, the results found that the L2 learners have difficulty to remember the method at the time of interactions and fail to get job opportunities in their campus interviews due to lack of fluency and competence in speaking. In this case, the language teachers should identify an appropriate teaching method and technique to the learners of English language to attain the specific objectives of the curriculum. So, the present article gives more details of a few English language communicative activities to enhance speaking skills for L2 learners through implementing by the English language teachers in their classroom.

Keywords: L2 learners, Speaking Skills, Communicative Activities, Methods, Approaches and Techniques, Curriculum Objectives

I. INTRODUCTION

Communication can be defined as the process of exchanging of ideas, views and information from speaker to listener in any situation. At present scenario, every educational institution habituated to implement English language to communicate teachers’ ideas and discussions particularly in English classroom which is very difficult task for the learners to understand. Students are trying to learn English speaking among four languages skills (LSRW) as a second and foreign language to exchange ideas through both oral and written in various workplaces.

Besides that, English language plays a vital role for each and every student for communication in their job interviews and it should be acquired by the Indian students to express ideas meaningfully in any MNCs’ workplaces. In the point of that, learning English language for communicative purpose is not an easy for the L2 learners, because the learner must acquire some basics like grammar, vocabulary, pronunciation, accuracy and so on to master any second language. If the learners do not acquire all the mentioned basics of speaking skills, they can’t communicate effectively in any situation. Speaking and writing are the productive skills because they produce information through the language. Many second language learners acquire these productive skills by
focusing on the listening and reading are called receptive skills. Students try to learn their speaking by practicing speaking more and will improve writing through writing more only. It is possible and truth as the phrase saying “Practice makes man perfect”. And it is opinion of more students that learning speaking and writing skills are more complex process and harder than listening and reading skills in English language.

In this context, English language teachers have a tremendous responsibility to enhance speaking skills of the students in their classroom. While teaching different topics from the curriculum, they must focus on the students’ English communicative abilities. So, teachers must be known and implemented the effective teaching methodologies and approaches in order to resolve the difficulties faced by the learners of English language. The methods must be created the curiosity towards learning process in anytime and anyplace. According to learners opinions that the curiosity will come out through involving in various language learning activities in the classrooms and it is more responsible for the teachers to make the students participation and being active in the process of activity sessions. Apart from all these effective activities the students will be free from their language difficulties such as stage fear, fluency, accuracy and self confidence in speaking. According to many teachers realization, the innovative methods and approaches in the teaching environment can change and create interest towards the learning process more effectively.

By Bailey, (2003) saying that a teacher have to provide learning platform and opportunities to express ideas of the students through group discussions or pair work and the role of the teacher should be limited. So that during the course of learning period the teacher has to motivate the students to participate in the class period.

II. LITERATURE REVIEW

In any type of communicative activity teaching in the classroom is known as the interaction between students and teacher. Teaching English language speaking is challenging tasks for the language teachers who make the students get ready to face the job interviews through proper classroom teaching techniques. According to Kayi, (2006) instructing English speaking is to teach L2 learners for the following purposes: 1. Train the learners to make the English speech sounds and patterns 2. To know the intonation pattern, word and sentence stress of second language (L2) 3. Choose apt vocabulary according to learners’ contexts 4. Use arranged the ideas and thoughts according to context clearly, 5. Make use of language quickly and confidently. Practicing of these all make the L2 learners can get confident levels in their communication process. The teachers of English need to encourage the L2 learners to engage in various communicative activities in the classrooms, so that students could gain the confidence in their speaking abilities in various contexts. To acquire that the English language teacher need to execute the students in different activities that makes them real communicators.

In the view of Harmer, (2001) the objective the teaching English speaking skills is to practice the learners for different communicative functions. Whenever learners will actively participate in various tasks then they learn and get confidence to speak in the targeted language (L2).

In this process, the English language teachers have to follow some principles to teach speaking skills mentioned by Brown, (1994). There are as follows:

a. Make use of method which will be covered students’ requirements such as accuracy and fluency.
   b. Make the learner to use appropriate context.
   c. Use basic teaching techniques to enhance speaking abilities.
   d. Initiate proper evaluation process to assess the language abilities.
   e. Provide opportunities to the learners to begin conversation.
   f. Motivate the learners to enhance their speaking abilities.

Above all these, a teacher must be known of the various between L1 and L2 in the language learning context. After that they need to be practiced a standard language accuracy and fluency. The language teacher should facilitate the students to participate in GDs and group work as it means student-centric approach. Teacher should give proper plan for classroom activities and there must be designed the curriculum according to the speaking skills requirement of the learners.
III. METHODOLOGY

There are many types of speaking activities may be conducted in the English language classroom but the students have to get interest and motivate them towards the situation. Here the researcher would like to introduce some of the speaking teaching activities which are very helpful to the learners for enhance their speaking skills abilities. The following a few speaking activities to be suggested and initiate the teaching speaking in English language classroom.

1. Information -Gap:
It is the most beneficial task and activity where the student could improve his/her communicative abilities in the classrooms. Here the teacher divide the students equally into two groups and each group must work collaboratively. One group need to be shown a cartoon picture or image, then the second group must describe the thing in second language (L2) i.e. English only. In this process teachers sometimes must be assist the learners to provide required vocabulary. And tell them to explain the image information into a story or tell a summary on that. According to Penny, Ur (1996) information gap is an activity which helps the learners to participate actively and this will lead to escalating the enthusiasm to learn more information. The theory of information gap activity assists the L2 learners to improve their communication in the classroom. It is completely output language speaking activity based on the carrying out missing information. For ex. Expression of opinion, giving direction, message convey through telephone and so on. There was a study conducted by Karimi, (2010) revealed that the when the teacher use information gap activity in the classroom the learners of EFL were enhanced their vocabulary levels.

Advantages:
1. The students could know how to give and ask directions, sharing information to their classmates with exciting way through this information gap activity.
2. The learners can practice this activity simply with their pair classmate or sometimes in group also.
3. This task encourages the learners to express their views in English language. The topic is something new to them, so they are very enthusiastic to speak in the session.
4. Information gap activity is learning speaking with some entertaining the learning in the classrooms. So, learner doesn’t get any dreary in the class.

Challenges:
1. The activity takes more time to conduct and to do in the given period of 50-55 minutes. So that, teachers can give a chance only 20 to 30 students out of sixty students. And some time teacher needs to reduce the session duration time also.
2. The average class strength is 45-50 in any classroom and the assigned class time will be not sufficient to conduct for the entire class at a time. So, teachers sometimes may be provided wrong feedback and assessment.
3. In this activity, Teachers need to be skilled to control the whole class on single hand. If the more students are in the class, the more chances to face difficulties for the teacher.
4. There is a great chance to make unnecessary discussion and noise may use in learners’ L1 language.

With support of all these pros and cons, make a use of information gap activity is considerably more efficient, if it’s executed properly to enhancing learners’ English-speaking skills.

2. Pair -Taping

Among all the teaching speaking activities in the language classroom the Pair- taping task is one of the teaching technique was designed by Schneider to enhance the learners’ speaking abilities. It is a language fluency practice where the learners record their own voice when they speaking in pairs Schneider, (1997). It is an effective technique by recording the voice while communicating with pairs, the learner escalating the passion towards achievements.

According to Kluge & Matthew, (2000) Pair taping is a method of recording dialogues in pairs. The task emphasizes the learners to enhance their language fluency by involving individual voice record in and outside of classrooms. It is also create some responsibility for learners’ learning abilities.
Through this activity students can know their voice modulation, pronunciation and accuracy so that, they can enhance confidence and recover from their mistakes or experience. In this type of self record process learners need to maintain tapes in and outside of the classrooms and later teachers must supervise their practice and performance to give proper guidance. These self recorded conversations will provide a great experience and opportunity to become a thriving English speaker from incapable stage to capable stage. The role of English teachers is very essential and great required to facilitate their students with required objects and provide some inputs. Students need to train themselves under supervision of teachers’ observation in the classroom. If the students work together in flow of conversation with their pair, they can enhance their language fluency and also can able to convey individual views by practicing conversation and improve step by step in different contexts.

Advantages:
1. Learners will be more comfortable and fearless to speak in English language as they are speaking without idea about the grammatical rules.
2. Teacher may not be punished them to the grammatical mistakes because students’ need to open their mouth whether it’s right or wrong.
3. In this activity students will record their voice without any hesitation and confusion by this doing it will leads to enhance their self confidence.
4. This activity gives some relaxation to the learners and makes them happy to improve their fluency in speaking with more responsible.
5. The teacher can identify and get a better result on the students’ practice and problem in learning speaking.

Challenges:
1. While taping the voice, students will suffer and consider uncomfortable to the poor or bad performance than natural in the classroom.
2. The most challenging task with this activity is problems and disturbing from technical tool while taping the information.
3. The assessment process by the teachers will take more time and the procedure will take more time than regular class period.
4. Difficult to balance the syllabus completion in the given time for the teachers and maintaining the students’ concentration on the subject.

3. Role-Play:

Role play is an activity where the learner can interact with other students in different assigned role or character by the teacher. The session Role-play activity is one of the learning techniques that involves the learner either put his/herself into somebody else’s, or he/she stay in their own shoes, but the whole task is under a fantasy situation. The students take on a role and act in the activity according to the given character as it was real. For example, one student may act as a parent, teacher, manager, costumer officer and so on. And sometime the student needs to create an imaginary situation like at the super market, Movie Theater, bank loan and any other to act as real life scenarios. The task of Role-play on Teaching English as a Second Language (TESL) journal that learners imagine as they are in different social or business contexts and act according to the various roles are assigned. Here the learners should act based on the information provided by the teacher like what their roles and dialogues.

According to the comments by Byrne, D. (1986) the role play task is one of the part in the Drama activity. And he described that there is much different between mime and roleplay. Mime is the task where the participants act the role without words and in the role play the actor should interact with others according to the unreal situation.

Advantages:
1. The participants can be encouraged to find the ideas or thinking levels of their friends. After that they prepare the dialogues and express them as it is real. So that, learner can improves self confident and avoid stage fear.
2. Through this Role-play learner can train collective feelings and opinions from others.
3. By this result, Learners can gain as much as information to handling the real life situations in an efficient way.
4. Teacher can identify each student’s levels of competence and faults then based on that he/she trains the learners in better way to enhance their speaking skills.
Challenges:
1. In present scenarios, every student may not be shown interest to participate in the classroom as they are uncomfortable with the given roles. The contribution of the teacher is also some intimidated to conduct and divide the roles for the whole class.
2. Some individual learners may take the session experience as humorous and others not able to pretend according to the character roles in front of classmates.
3. Participants may try to mug up the conversational dialogues which are written to act. In this situation they can’t deliver the dialogues and fail to communicate the actual message.
4. And mostly, to conduct this Role-play activity can face the lack of classroom space, time period of the class. Need to use other items and resources which are trouble for others.

4. Seminar presentation:
Seminar presentation technique is an essential of implementing method for the English language learners. According to Aubrey & Riely (2016), when the learners play a passive role in language classroom in the process of taking notes, listening to the instructor, getting unit material of the syllabus and finally do revision at the time of mid or main semester exams which results first class and distinction grades. Apart from these all it has been implementing towards individual presentations on the different topics, interactive sessions with classmates, group presentations and seminar arrangement. So that, the learners can enhance their communicative skills, more supportive towards experimental learning where they can get self-confidence through real experience. Students can gain value and importance into English speaking learning and teaching process if they involve self seminar learning process. Here, teachers need to make the students to avoid depending on material information and they have to provide opportunity to interact and discuss with other classmates where learners involve as active role. The instructor needs to guide the learners on their preparation of seminars, material gathering and reference books reading and so on for a successful seminar presentation (Gibson, 2010 & Plymouth, 2011).

Advantages:
1. Seminar presentation provides an opportunity to the learners to communicate with the classmates in a particular topic which will leads to acquiring knowledge in confidence way.
2. Learner’s individual skills like proficiency in speaking, industrial skills, communicative skills to participate interviews and GDs and so on.
3. By involved in preparation process L1 learners can enhance their reading and writing skills along with speaking skills at the time of presentations in the classroom.
4. Seminar presentation activity is platform for the young learners to make them into efficient communicators and get them ready for Job interviews.

Challenges:
1. Seminar presentation activity has some practical challenges and difficulties to implement in English speaking learning classroom such as lack of time.
2. It is very difficult to implement oral presentations for the whole class students regarding technology awareness and inflexible principles.
3. Assessment procedure takes challenging for best practices in curriculum.
4. Learners getting some bored feeling for continue student-centric approaches in the classroom.

IV. CONCLUSION AND RECOMMENDATIONS:
The investigation presented the results of implementing various activities and its challenges of L1 learners to enhance English speaking skills. The data could interpret from information gathered through questionnaires and observations from young learners and teachers of English in various places in AP, India. In order to make the English teaching learning methods more motivating and eye-catching, the English language teachers must be involved in a great concentration to their teaching process in the classroom. The teachers create an attractive and better classroom environment like above mentioned English language speaking learning activities. We the teachers of English language teaching must commence with student-centric methods and approaches, instead of teacher-centric approach where teacher more involvement in the teaching process. So that, the young L1 learners of English language speaking will be show more interest, be attentive and finally motivated in towards enhancing their English-speaking abilities.
REFERENCES: