

BREAK THE SILENCE AND BE AN EFFECTIVE COMMUNICATOR: A STUDY ON SUGGESTED ACTIVITIES FOR SPEAKING SKILLS

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ABSTRACT : *Language does matter in any sort of communication and it plays a crucial role in the process of relationships. There are so many languages in this world to speak. In this competitive world, we are striving to learn as many languages as we can. If we want to become an effective communicator in any language, first we need to comprehend that speaking involves in three areas of knowledge. They are Mechanics, functions and social and cultural rules and norms. The instructor has to keep in his view the above three areas, while conducting any sort of activity in relation with language.*

The present paper discusses the role of the instructor in the language learning classroom and the relationship with students as an instructor. Today the most used coin for teachers is that of a facilitator of learning that takes place in the classroom. A traditional classroom is lecture based where as a modern classroom with interactive and there should be a proper participation of the participants. It should not be a lecture's centered and should be a learner centered. Hence it is the instructor's responsibility to create such wonderful environment to provoke motivation within the learners towards learning. A motivation which plays a key role in the language learning classroom that enhances the relationship between instructor and learner. In order to revamp communicative efficiency in speaking, the instructor can use a balanced activities approach that combines language input, structured output and communicative output. To get better speaking skills, there are so many activities were suggested by research advocates. But with special focus, I would like to concentrate on the above three types of activities to be conducted by language instructor in a suitable environment.

Key Words: *Communication, Relationships, Competitive, Comprehend, Instructor, Traditional Classroom, Modern Classroom, Language Learning Classroom, Balanced Activities Approach, Language Input, Structured Output, Communicative Output, Environment.*

INTRODUCTION

The aim of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, and they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary. The statement has been said by Mark Twain "the right word may be effective, but no word was ever as effective as a rightly timed pause" In order to avoid confusion in the message of the instructor, learners have to participate in different activities related to learning language monitored by instructors in the language learning class room. As I mentioned in my abstract, in order to develop speaking skills, the three activities formula would be pleasant and I am sure that it will provide a basic platform to improve learner's communication skills. Let us see a detailed note on each.

LANGUAGE INPUT

It comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language

themselves. As I picked up the matter from different articles, Language input we can see in two dimensions, content oriented and form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. For instance 'were you listening skill?' is suitable for this activity, each participant is asked few questions about themselves or their likings - like "Describe yourself", "What do you do in your free time?", "Who is your favorite author?", etc. by the others. All members listen to the others as well as share information about them. The supervisor has to make a note of the answers given by each participant. Then he takes a quiz to see if they had really listened carefully to each other, and randomly asks the members to describe the others. They will have to recall and identify the answers given by each person. One more activity we can see in relation of content oriented 'listening carefully'. In this activity, divide the participants into two teams, A and B. Choose a passage from a book or magazine

and ask one participant at a time (either team A or B) to read aloud the same. Next, ask them to read the same passage, but with some alterations in the content. The team that points out the changes in the passage first is awarded a point. This continues and the team that scores the maximum points is declared the winner. This activity calls for careful listening to understand and point out the changes made in the original passage.

Form oriented input focuses on ways of using the language; here learners need to focus on linguistic competence, discourse competence, sociolinguistic competence and strategic competence. For example develop a group activity to engage audiences in exploring new and emerging demographic trends and patterns. Consider using game formats, such as asking audience members to guess the top five or ten countries of origin for immigrants during a specific time frame for a specific state. This can be used as a small or large group activity. When providing training to small groups, and if there is internet access at the training site, audience members can be assigned to find specific information on the Web using the suggested sources. This approach can also be used for multi-day training events as assignments can be given to audience members to research and share demographic trends and patterns. One more activity regarding strategic competence in relation of form oriented is asking for advice/giving advice/responding to advice. Students stand and make a large circle around the classroom. One student holding a ball will explain a problem they have and then pass the ball to another student in the circle. The students' problem can be real or fake, but should not be too serious or too personal. - The student who receives the passed ball must think about the other student's problem and then give advice. The student with problem then responds to the advice and then sits down at his/her desk. The new ball holder will repeat the process and the circle will continue to shrink.

STRUCTURED OUTPUT ACTIVITIES

Input is not enough, learners must finally use a form or structure in their output. Although input is necessary for creating system, input is not sufficient developing the ability to use language in a communicative context. Structured output activities have two major characteristics, they involve the exchange of previously unknown information and they require learners to access particular form or a structure in order to convey meaning. The following are the guidelines for developing structured output activities. They are

- Present one thing at a time.
- Keep meaning in focus.
- Move from sentences to connected discourse.
- Use both written and oral output.

- Others must respond to the content of the output.

- The learner must have some knowledge of the form or structure.

Now we can apply based on the guidelines given above to structured output activities. Two common kinds of structured output activities are **information gap** and **jigsaw** activities. In both these types of activities, learners complete a task by obtaining missing information, a feature the activities have in common with real communication.

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. For example, student A has a biography of famous person with all the place names missing, whereas student B has the same text with the dates missing. Together they can complete the text by asking questions each other in the discussion point of view. The information gap activities involve a transfer of giving information from one person to another or from or place to another. The participants have to have some knowledge not shared by any other one and can only solve the problem if they pool their information. The teacher role in this type of activity can be language instructor, material provider, error corrector and activity initiator. The teacher may also act as an observer and learner. When the independent activity is in progress, he may move about the classroom in order to monitor the strengths and weaknesses of the students, as a basis for planning future learning activities. He can use the weaknesses as signs for learning needs which he must cater for later, probably through more controlled, pre-communicative activities.

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team. From this Jigsaw especially technical students will get a lot more benefits and it would be helping them to participate well in placements. And team building skills will be enhanced. It is important that students have experience with small group learning skills before participating in the jigsaw strategy. It is also important that the reading material assigned is at appropriate instructional levels.

COMMUNICATIVE OUTPUT

In these activities, learners must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions. Role play is one such method that creates a platform to improve the student's speaking skills, non-verbal

communication, and contextual usage of language and makes them understand how to face real life situations. Though many activities are included regarding communicative output, but I felt that role-play would make student feel happier than that of other activities. As a language teacher, I have conducted this activity many times and seen the appropriate results from the participants. Students who have participated in this activity they themselves felt happy and shared their ideas that this would be the platform to revamp speaking skills. So I would like to share how to conduct this activity in the language classroom.

Role play is any speaking activity where you either put yourself in somebody else's shoes or you may stay in your own shoes, but put yourself into an imaginary situation, that is, you play someone's role. In this selected activity student can assume the role any such as a manager, teacher, and officer, etc. Student has to choose the role whichever suits him in the suitable environment. By being much involved in the character, the student has to think in a broader way and he himself decide mentally and physically that are responsibilities required for an ideal personality. Participants while doing in this activity, they must focus on voice characteristics and no verbal communication which plays a huge role. To succeed in this role play students must do work hard and take the help of their instructor by keeping their whole concentration on the view until completed this task. Here some assorted tips for role play:

1. The choices role-plays are either historically suited or focused on current controversies that are complex in nature.
2. Before students begin their prep for the role-play, be sure make all your expectations clear to the students.
3. Provide concrete tasks for students to complete during their preparation and try to make sure that there is a balance in workload between the option presenters and the committee/citizens groups.
4. Take time to set the stage and establish the mood for the role play scenario.
5. Clearly explain the mechanism of the role-play
6. During the role-play, you want to give as much control over to the students as they can handle.
7. Do topical follow-up: Have students report to the class on the results of their discussion.
8. After the discussion is over, the instructor has to give feedback on grammar or pronunciation problems he has heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

As soon as done this activity by students, the instructor has to evaluate the performance of participants. Instructor assessment can be focused on language flow/sentences/fluency, clarity, ability to play role assigned or elected, body language/eye

contact/facial expression/movement of hands/space/etiquette. Students have to justify the above areas in order to get success in role – plays.

CONCLUSION

In a nutshell, I would like to state that three types of activities I talked about so far will help the learners a lot especially who are in the beginning stage. To develop speaking skills, instructors must teach speaking strategies to learn language. Finally, I conclude with the inspired quotation of **Lee Iacocca** on speaking skills **‘you can have brilliant ideas, if you can't get them across, your ideas won't get you anywhere.’** So instructor should identify candidates who have zeal and enthusiasm in their class rooms and motivate them to become a good communicator in the society. He has to keep in his view that the life or future of student is in his hand while training them in language learning class room environment. Everyone has got lot of ideas to express in their part. You have a right to express whatever you want. If you don't express no one will recognize you as a professional in the name of English language.

So break the silence and be an effective communicator.

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