

## **SURVEY ON ENHANCING SPEAKING SKILLS IN ENGLISH AMONG ECONOMICALLY WEAKER ARTS AND SCIENCE COLLEGE STUDENTS**

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**Abstract:** English as a Second Language (ESL) learner requires a modified instruction other than the usual or traditional method of instruction. Learning of English language has become a necessity especially in a developing country like India and in a world that is racing towards globalization and development. So this study focuses on studying the usefulness of implementing Task-based learning approach as a modified or specialized instruction in proving its effectiveness as pedagogical tools in learning the English language.

**Keywords:** Tasks based approach, problem-solving, ESL, ELT, Researches.

### **INTRODUCTION**

In Communication skills, speaking precedes the other three skills listening, reading and writing. Speaking comes secondary to listening skills. To develop language proficiency first we need to enhance speaking skills. Speaking is the direct way of communication. It decides one's personality. If a person wants to show himself education and civilized he has to communicate. Speaking is more effective than writing. It is the first step for learning a language. Language is primarily spoken. Speaking skills is not a career based success, however surely not constrained to one's professional aspirations. Speaking brings a well-rounded growth in one's life. The paper concentrates on upgrading speaking skills using task-based learning. Increasing learners' motivation and execution has dependably been the essential worry of language teachers. The present approach, task-based Learning, is connected to a conventional classroom circumstance with the point of discovering answers for specific issues, for example, poor learner inspiration. A classroom task is characterized as a movement that is objective oriented, is content centered, has a genuine result, and reflects real-life language need and use.

In school, our study would be confined to text books. Only after entering college we get the exposure to communicate in English. Speaking gives a separate confidence to overcome any difficulty and complexes. It elevates their status in the society and gives a recognition as efficient orators. For twelve long years, we have all been learning English but we have not mastered it. Only after we enter college we are exposed to an environment which is entirely different from school and we are introduced to many new learning aids like language labs, seminars and public speaking are adding into the academics. If we begin to address the college students' problems, perceptions, and needs, then we may be able to improve the

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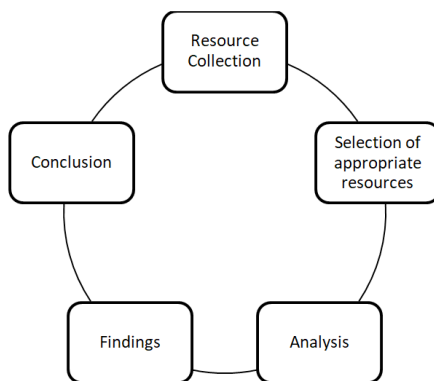
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students' English learning from the outset. This study intends to show that students can acquire English speaking efficiency when they have the opportunity to learn in an interesting learning method like the task-based approach. More importantly, over the course of time, the researcher hopes to prove that task-based learning is a better teaching approach to English language instruction.

Hence, it is a need of the hour to unearth the real reasons and deficiencies our students encounter in the process of learning speaking skills. It is also needed to find the remedial methods of teaching English that might create favourable disposition towards learning speaking skills in English.

### Survey Design

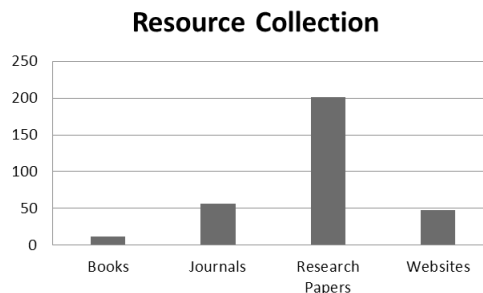
The study follows the above-given steps to arrive at a conclusion whether task-based learning approach can be implemented among college level students or not.



### Resource Collection

The resources are mainly books, journals, research papers and websites. Research papers contributed more to the study. All the resources are related to task-based learning and it briefs about the definition for the task, application of task and its outcome.

Books	12
Journals	84
Research Papers	201
Web sites	48



### Selection of Appropriate Resources

From the resources collected for the survey of the literature, the researcher referred few books and websites but mainly collected sources from journals and research papers. The study focused on task-based learning approach which was used to foster all four skills, listening, speaking, reading and writing. Then from the broad area, the researcher narrowed down to enhancing speaking skills through task-based learning approach.

<i>Resources</i>	<i>Books</i>	<i>Journals</i>	<i>Research Papers</i>	<i>Websites</i>
<i>Skills</i>				
Listening	2	16	32	22
Speaking	7	39	85	16
Reading	1	12	43	4
Writing	2	17	41	6

### Analysis

Task Based Learning has increasingly achieved popularity in recent years and has been recommended as a way forward in ELT. Task-based learning is a versatile and multifaceted approach refined from Communicative language teaching method. It stresses on natural context for language use. In task-based learning, the learners indulge in classroom activities which facilitate them to improve their speaking.

### FINDINGS

Researches have been done on enhancing speaking skills with the help of technology, with the help of role-play, drama, mime, project, group discussions, pair tapping, short stories and storytelling, with the help of music, videos, podcasts, SMS, online messenger, the internet and other digital tools. But task-based learning surpassed all other methods and showed a vast difference in the development of speaking skills comparatively. On moving away from the conservative classroom to a more fun, innovative lively classroom atmosphere there is a visible development in enhancing speaking skills among the learners. This self-directed classroom atmosphere, however, is not a burden imposed on the learners rather it is a student centered classroom where learners develop their speaking skills even without the strain of learning.

### CONCLUSION

This studied the extent to which Task Based Learning influenced students' classroom performance. The overall aim of the study was to find out the extent to which TBL is applicable to enhance speaking skills. The study helped to know about the influence of Task Based Learning on selected Arts and Science students' classroom

<i>Paper Topic/ Author</i>	<i>Year</i>	<i>Central Content</i>
Santhosh, P., & Meenakshi, K. Enhancing Oral Communication through Task Based Language Teaching among Polytechnic Students-An Experimental Study.	2017	Task based teaching method was found applicable than the traditional teaching method because students were so involved to participate in group work. They spontaneously come forward to achieve the language outcomes. This method is applicable and even effective for the moderate and slow learners because it taps their curiosity in learning something new.
Clament Christanson. Pedagogical Tool For Enhancing Speaking Skills of ESL Learners	2016	Believes that watching mime enhances the listening ability and also stimulates learner's interest in speaking at all circumstances.
Somdee, M., and Suppasetseree, S. Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Web sites.	2016	Analyses the effect of digital story-telling technology tool in language learning. The technology tool merges the texts, images, and audios into a creative media of storytelling where the students are encouraged to tell the stories in their own words and voice. This technique has provided a prosperous outcome in the development of speaking skills where the learners are active and self-directed.
Valli, K. S., & Priya, N. V. A Task-Based Approach to Develop the Writing Skills in English of Students at College Level.	2016	Implementing task-based approach did show a change in improving writing skills in English at the college level and also brought students out from the fear of facing exams.
Meveda and Gurjar in their research Role-Play: A Technique to Develop Speaking Skills of UG Students ELT.	2015	Tried using Role-Play technique to develop the speaking skills of students. Role play really helped them improve their speaking skills and gave confidence in speaking. They also learned new vocabulary and the correct pronunciation.
Tahir. Improving Students' Speaking Skill through Yahoo Messenger at the University of Iqra Buri.	2015	Employs Yahoo Messenger to develop speaking skills. He observes that this method has not only increased the fluency, accuracy and comprehensibility in speaking but also have motivated students' joining speaking class.
Zhaochun, S. A Tentative Study on the Task-Based Teaching of Writing to English Majors in Chinese Settings.	2015	Contributed more to the usage of new vocabularies while writing. The students learned to write English without errors though it is a foreign language.
Mennaai Sanaa. Developing the Students' Speaking Skill through Communicative Language Teaching	2014	The traditional method which involved grammatical rules to teach speaking skills needs to be replaced with Communicative Language Teaching method because it imposes live activities and it purely has a communicative classroom atmosphere.

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Argawati. Improving Students' Speaking Skill Using Group Discussion	2014	Group-discussions, when set in non-threatening conditions, helps the learners achieve rich vocabulary on interaction with learners.
Dewi Sartika and Rumiwati. Promoting Students' Speaking Skill by Using Pair Taping to the Eleventh Grade Students of Kayuagung	2014	The students are paired and given a topic to share dialogue. The comfort of outside class speaking enables the learner to speak fluently. The students are also encouraged to record their conversations in the houses which enable them to identify their own difficult areas in developing speaking skill.
Olson. A philosophical analysis of task-based instruction in second language acquisition.	2014	Studies the implementation of task-based learning in second language classroom which makes the learning experience enjoyable with feasible real-life interactions and everyday situations where students play an integral part. He argues that task-based learning provides better cognition of the language. So he recommends Task-based learning to build quality experiences to both the teachers and the learners.
Pravamayee. Use of Story Telling Method to Develop Spoken English Skill.	2014	Believes Story telling technique to be one of the entertaining techniques to develop their speaking skill. This technique shifts a boring classroom to a fun encompassed creative classroom.
Payman, S., & Gorjian, B. Effects of Task Based-Strategies on Student' Writing Skill among Translation Student.	2014	Helped to gain to motivation and confidence. The students from non-English medium were able to write when the learning was through tasks.
Mahmoud. The effect of using English SMS on KAU foundation year students' speaking and writing performance.	2013	Proposes the technique of using SMS where the teacher asks students to write at least 15 lines word SMS in English every day and the teacher corrects the SMS and sends it back to the students. This technique enables the students to communicate spontaneously without linguistic constraints. This has noticeably developed the writing and speaking performance of students.
Akhyak. Improving the student's English speaking competence Storytelling.	2013	Agrees that story-telling technique develops multi-skills like the power of imagination and confidence. It motivates student's concentration, participation, and production.
Bani Abdel Rahman. Experimental study Effect of using Internet tools on enhancing EFL students'.	2013	Examines the upshot of using shared online oral diaries to improve speaking proficiency. On promoting the oral diary technique Rahman observes that the students are given a prospect to speak about their daily life in English.

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Sze. Developing students' listening and speaking skills through ELT podcasts.	2013	Examines the development of speaking and listening skills through the application of Podcasting which involves audio and video programs on the web. Sze emphasizes that Podcasting technique is more suitable for less confidential learners as it reduces the level of anxiety that is brought out by real-time interaction.
Aye. K. K., and Phyu, K. L. On Developing Students' Speaking Skill through Short Stories.	2013	Analyses the effect of the use of the short stories technique that is more reliable in improving speaking skill. This technique promotes a lively and interactive classroom with activities and exercises which in turn also develops the interest of students in good literature.
Oradee. Developing speaking skills using three communicative activities, discussion, problem-solving, and role-playing.	2012	Proposes that interaction in the language classroom can decrease students' anxiety in learning English speaking skills whereby the attitude of the learners elevates from passive to active learning.
Ali Shehadeh and Christine A. Coombe. Task-Based Language Teaching in Foreign Language Contexts Research and implementation,	2012	Supports Task Based Language Teaching and pinpoint the similarities between the processes of second language learning and foreign language learning. The emphasis is on comprehensible input, speaking opportunities, focus on form and feedback. To achieve complete language learning, learners have social interaction in the holistic and goal-directed activity.
Honglin Zhu's The application of Multiple Intelligence Theory in Task-based Language teaching	2011	Remold the existing teacher-centered pattern of language teaching by introducing a variety of new teaching aids or models which should be knowledgeable and practical.
Yasemin Kirkgoz. A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction.	2011	Surveys the implementing of a speaking skill course with the help of task-based learning blended with the use of technology, video recorded speaking tasks. This became a huge success in improving the speaking proficiency in the upcoming days known for its combination of face to face task-based learning environment supplemented with the use of video recorder. This turned out to be the most popular model of Computer Assisted Language Learning CALL.
Janagam and Nagarathinam. Efficiency of task based learning and traditional teaching on self-regulated education.	2011	A group of students was taught with task-based learning and another group with a teacher-centered textbook approach. The task-based learning group displayed higher levels of goal orientation, task value, critical thinking, self-regulation and more elaborate learning strategies.

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Liu. Arousing the college students' motivation in speaking English through role-play	2010	The use of Role-Play activities proved effective when he divides the learner's group into target and control groups and implements role play technique to the target group. He observes that the learners in the target group are more interested in English interaction than the learners in the control group. The use of activities such as role-play arouses the students' motivation of English speaking. The eased atmosphere in the classroom provides a relaxed learning exposure.
Kenning. Collaborative Scaffolding in Online Task-Based Voice Interactions between Advanced Learners.	2010	Tries to establish the benefits of audio-conferencing systems in fostering the collaboration and scaffolding apart from the interaction among advanced learners whose native language is common.
Sleesongsom, W., & Suppasetsee, S. Using Chatting for improving English speaking skills in a Thai context.	2009	Examines the effect of online chatting that is used to improve the speaking skill of the learners. The students are provided a chance to use and practice language learning outside the classroom with non-native and native speakers in real life.
Yang. Integrating the task-based approach and the grammar translation method with computer-assisted instruction on Taiwanese EFL college students' speaking performance.	2008	The group was divided into two, task-based learning and Grammar translation group and task-based learning and Grammar translation integrated with the computer-assistance group. The latter showed a significant response than the former when the performance was assessed.
Christian Burrows. "An Evaluation of Task Based Learning in the Japanese Classroom Interaction in the TBLT Activities".	2008	Prepares the ground for exposure, motivation, real language and a focus on form through tasks and says fluency, as a basis for linguistic accuracy, causes the language development with a variety of interactions among the students.
Zhao and Bitchener. Incidental focus on form in teacher-learner and learner-learner interactions.	2007	The authors focused on the two main interaction patterns found in a classroom: teacher-learner and learner-learner. Overall, the research did not reveal a significant difference between the two patterns.
Branden in his "Task-based language education"	2006	"A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language"
Waheeda Parveen. Use of Technology In Improving Speaking Skills.	2006	Uses modern technological for language learning and believes that the use of modern technology in language learning classroom, however, has created a fun mood that motivates students and helps them to progress learning in a successful way.

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<i>Paper Topic/ Author</i>	<i>Year</i>	<i>Central Content</i>
Simpson. Task-Based Learning for Newcomers	2006	Discusses three models. The first model is PPP model. The teacher presents a particular language item and it is practiced. The second model is TTT model - Test, Teach, Test. The third model is TBL - Task-Based Learning. In the pre-task phase, the teacher explores the topic. The task cycle has three stages - the task, planning, and reporting. TBL makes learners use the language for genuine communication. TBL integrates all four skills. TBL does not exclude grammar. It is a collaborative enterprise. The learners move from fluency to accuracy plus fluency.
Kumaravadivelu, B. Understanding language teaching: From method to post method. Routledge.	2006	The way in which interactional activities are performed in the classroom conveys how the utterances are reformulated to make those utterances communicative oriented. A wide variety of innovative classroom procedures is used to import communicative nature to the interactional activities. Pair work, group work, role play, simulation games, debates and scenarios are a few classroom procedures, which are to be followed in the class. He argues that meaningful communication in the classroom can be fostered with the information-gap activities in which a learner of a pair knows what the other learner does not.
Jeon and Hahn. Exploring EFL teachers' perceptions of task-based language teaching: A case study of Koreans secondary school classroom practice.	2006	Many of the teachers were afraid to implement task-based learning because they feared discipline problems. The data revealed a negative view on implementing task-based learning.
Nunan, D. Important tasks of English education: Asia-wide and beyond. Asian EFL journal, 7(3), 5-8.	2005	Details the important features of Task Based Learning. Task Based Learning is more student centered learning. It encourages the deployment of an authentic experience as well as principles of constructivism, develops a greater sense of language ownership, gives prominence to specific lesson goals and responds to learners' learning style, personalities, multiple intelligences and the overall local contexts.
Leaver et. al., Task-Based Instruction in Foreign Language Education	2004	Tasks which make students relate to their own lives and tasks with an element of the competition were included in the syllabus. The learning was found to be effective. There were changes in students' view of learning. There was a move towards independence. Students had satisfaction and teachers gained confidence.

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<i>Paper Topic/ Author</i>	<i>Year</i>	<i>Central Content</i>
Kiernan and Aizawa. Are Cell Phones Useful Language Learning Tools?	2004	It makes certain that the use of mobile enables the “lower level” learners, who are with a limited vocabulary, to utilize the stock resources to complete the closed type of tasks, storytelling and invitation tasks. The authors suggest the open type of tasks, using mobile as a potential device to improve the language of learners.
Sole and Mardomingo. Trajectories: A New Model for Online Task-Based Learning.	2004	Explains the possibility of new learning paradigm triggered by Trayectorias which is a tool of an open problem solving live authentic web pages and web quest as a result of changing the reader from mentally passive to the active state. With the choice of learning material and interpretations out of their own experience, the high level of learner autonomy and self-awareness is developed.
Ellis. Task-based Language Learning and Teaching	2003	Presents the interrelation between speaking tasks and L2 acquisition. The learners get explicit knowledge through focused activities. The knowledge acquired by the learners will activate fluency.
Gabriela Adela. Beyond Interaction: The Study of Collaborative Activity in Computer Mediated Tasks.	2003	Reveals how the use of the machine, computer, has led to the micro genetic observation of the interactions among the learners to study the effects or limitations of the computer on the interaction. It tries to establish that collaboration with the computer mediated tasks is useful for the improvement of linguistic knowledge co-constructively
Lynn Errey and Rudi Schollaert. Whose Learning is it Anyway? Developing Learner Autonomy through Task Based Language Learning.	2003	Gives importance to the decisions, which learners make on the things they choose to act upon and to learn. It explains how the post-actionable stage sustains the motivation since learners reflect upon what they have learned. This reflection helps them to take decision for further learning experiences. Thus, the responsibility of making decisions keeps their motivation sustained and focused.
Burdett. Making groups work: University students’ perceptions.	2003	The students were given an assignment in small, face-to-face groups, and they had to collaborate with one another. The quantitative data revealed both positive and negative perceptions of group work. The majority of the student population had a positive feeling about their group work and many revealed a high level of achievement with the assignment. Similarly, it was a negative experience with working in groups, especially the students in a leadership role.

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Murphy. Task-based learning: The interaction between tasks and learners.	2003	Considered the way that students interact with the task itself as an important aspect of interaction. The results of the study suggest the need to find a new way to better focus the learner's attention on the task at hand, without sacrificing the meaning of the activity and learning goals.
Carlless, D. Implementing task-based learning with young learners.	2002	This article draws on qualitative classroom observation data from case studies of three EFL classes in Hong Kong primary schools. It analyses four themes relevant to the classroom implementation of task-based learning with young learners, namely, noise/indiscipline, the use of the mother tongue, the extent of pupil involvement, and the role of drawing or colouring activities. For each of these issues, strategies for classroom practice are discussed. It is suggested that the paper carries implications for teachers carrying out activities or tasks with young EFL learners in other contexts.
Virjo et. al., Task-based learning (TBL) in undergraduate medical education	2001	Present the experiences of implementing TBL study module for fourth-year medical students at the University of Tampere in Finland. The method worked and led to learning the skills connected with the general practitioner's work in health center hospital. The students were better after the study module than on the onset.
Cogen. Using task-based learning to develop Multi-cultural Literacy in the classroom	2001	Incorporated both cooperative learning and task-based learning. The learners were able to come out with solutions for their problems.
Wright. No more pencils. No more books? Arguing for the use of experiential learning in post secondary environmental studies classrooms.	2000	Discusses the use of experiential learning. The author explains the concept of andragogy - the art and science of teaching adults. Hence they prefer experiential and task-centered learning. Experiential tools can include role-play activities, problem-solving exercises.
Swain, M., & Lapkin, S. Task-based second language learning: The uses of the first language	2000	The present article focuses on the uses of the first language (L1) made by 22 pairs of grade 8 French immersion students as they complete one of two different tasks: a dictogloss and a jigsaw. The outcome of each task is a story written by each student pair. We propose a coding scheme for the uses made of the L1, exemplify them and report on exploratory analyses intended to describe differences between and within the tasks in terms of the amount of English (L1) used. We also address the relationship between the amount of L1 use and the quality of students' writing and the variability in task performance across student pairs.

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Shekan in "A framework for the implementation of task-based instruction"	1996	"A task requires personal information to be exchanged, or a problem to be solved, or a collective judgment to be made bears a relationship to things that happen outside the classroom in a way that separates these activities from doing"
Willis. A framework for task-based learning.	1996	Task-based Learning according to the experts emphasizes on the fun way of language learning by moving away from conservative language system. "Tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome"
Han. Implementing the video-based instruction in the college-level ESL classroom based on second language acquisition and communicative competence theories	1994	The research concludes that the Video-Based Instruction technique has significantly improved the communicative competence, cross-cultural awareness motivation and listening comprehension in learners.
Duff's (in press) Task force on interlanguage performance: An analysis of task as the independent variable.	1993	Investigates the extent to which performance on different types of tasks yielded different types of information on the subjects inter language. The three tasks investigated are an interview conversation, a picture description, and a Cambodian folk tale narration. The dependent measures were the amount of language produced, the range of vocabulary elicited, nominal reference, and negation.
Nunan. Communicative tasks and the language curriculum	1991	Discusses Task-Based Language Teaching at three levels - the conceptual basis, the curricular basis, and the empirical basis. He points out the features of TBLT which entered the language field from the educational mainstream. He tried to enhance the status of the task as a curriculum planning tool.
Nunan. Designing tasks for the communicative classroom	1989	Uses the word 'task' instead of 'activity'. He defines a task as a classroom work which involves learners in comprehending in the target language. He justifies that Task-based learning principally focuses on meaning rather than form.
Berwick's. The effect of task variation in teacher-led groups on repair of English as a foreign language.	1988	Explored differences at the level of lexico grammar attributable to different task types.

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<i>Paper Topic/ Author</i>	<i>Year</i>	<i>Central Content</i>
Prabhu. Second language pedagogy	1987	Defines a task as an activity that involves learners to arrive at an outcome through some process of thought. "A task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.
Doughty et. al., "Information gap" tasks: Do they facilitate second language acquisition?	1986	Study the efficacy of information gap tasks in language learning curriculum and show that information-exchange tasks generate modified interaction.
Long in his "A role for instruction in second language acquisition: Task-based language teaching.	1985	"A task is a piece of work undertaken for oneself or for others, freely or for some reward.
Long et. al., Group work, interlanguage talk and second language acquisition.	1985	Offer five pedagogical arguments for group work. Group work increases language practice opportunities, improves the quality of student talk, helps individualize instruction, promotes a positive affective climate work, and motivates learners. Group work has a psycholinguistic rationale. The importance of comprehensible input in Second Language Acquisition is discussed in detail quoting studies of interlanguage talk.

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performance and the opinion of students about conservative classroom learning atmosphere in which only a limited number of tasks are used. It also enabled to understand how far the students are able to recognize the change in their classrooms after Task Based Learning approach has been implemented and to what extent they are satisfied with the activities. Finally, it helps to know whether teaching speaking skill through Task-based approach is effective to overcome students' speaking difficulties and it is undoubtedly proven that it will be effective when it is implemented at the college level.

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