

Developing Verbal Skills through Task Based Method

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Abstract

Developing verbal skills in English while practicing a lot. The main purpose of the paper is to make the rural students speak in English fluently. There are so many ways to teach English language but Task Based and Activity Based Teaching is the best teaching to the students to learn the language in lucid manner. There are mainly three things because of which students are unable to speak in English. The rural students lack contextual vocabulary to speak in English fluently with others to maintain well report and to survive in the society. Framing sentences effectively is a crucial aspect of verbal skills. Practice makes man perfect” most of the students in rural areas cannot practice English to learn the language because mother tongue influence. The students must be asked to practice many times until they become familiar to the given task and to get fluency to speak in English.

Key words:- verbal, task-based, activity -based,

INTRODUCTION

Task-based language learning is a fantastic way to sharpen your verbal skills. Instead of just memorizing vocabulary and grammar rules, you engage in real-life scenarios that require you to use the language authentically. It's like learning to swim by jumping into the pool rather than just reading about it. Many students have been facing problems to speak in English in rural areas. They need practical teaching, so we must transform the practical English into the classroom. If the students practice in the classroom, they automatically speak outside too. If the students speak about their daily activities (from waking up to going to bed) and abo Choose tasks that mimic situations, you might encounter in the language you're learning. If it's a practical language, like ordering food or asking for directions, practice those situations. If it's more academic, like discussing a topic or giving a presentation, focus on those skills. Start

simple and gradually increase complexity. It's like leveling up in a game. You wouldn't jump to the final boss without mastering the basics first. Begin with basic tasks, then add layers of difficulty as you become more comfortable. Embrace mistakes as stepping stones to success. When you stumble, it's a sign you're pushing your limits. Think of it as refining your technique rather than failure. Remember, even the best language learners make mistakes. Consistency is key. Set aside dedicated time each day for language tasks. It's like training a muscle; regular, focused practice yields the best results. Create a routine that works for you, whether it's morning drills or evening conversations.

There are mainly three things because of which students are unable to speak in English, they are

1. Lack of contextual vocabulary
2. Lack of framing sentences
3. Lack of practices

1. **Lack of contextual vocabulary:** - English language has a rich vocabulary. The rural students lack contextual vocabulary to speak in English fluently with others to maintain well report and to survive in the society. If the students want to speak about tea making, they need the contextual vocabulary like Tea pot, gas cylinder, gas stove, lid, strainer, long spoon, lighter, tongs, water, sugar, milk, tea leaves etc... they have to remember the words and practice many times until to get the words.

It's quite common to feel the pinch of limited vocabulary, especially when trying to express yourself in different situations. Let's tackle this challenge head-on:

Identify Key Contexts: Pinpoint specific contexts or scenarios where you struggle with vocabulary. Whether it's work-related, social situations, or daily activities, knowing your weak spots helps you target your efforts.

Contextual Word Associations: Group words based on contexts. If you're focusing on a work scenario, create associations with office-related terms. This not only helps in memorization but also ensures you use words in the right context.

Sentence Building Practice: Take new words and build sentences or short paragraphs around them. This helps in integrating words into your natural speech patterns. The more you practice, the more fluent and contextually aware you become.

Task-Based Language Exchange: Engage in language exchange with native speakers or fellow learners. Choose specific tasks or scenarios to discuss. This not only exposes you to contextual vocabulary but also provides valuable feedback.

Read and Listen Widely: Consume content related to your targeted contexts. Read articles, listen to podcasts, or watch videos that revolve around the scenarios you want to master. Pay attention to how native speakers use vocabulary in those situations.

Contextual Mnemonics: Associate words with vivid images or stories related to specific contexts. This creates a mental link between the word and its usage. Mnemonics can be a powerful tool for retaining new vocabulary.

Task-Specific Role Play: Enlist a language learning partner or even yourself to engage in role-playing exercises. Simulate scenarios and conversations, actively incorporating the vocabulary you're trying to master. It adds a practical layer to your learning.

Regular Review Sessions: Schedule regular reviews of the vocabulary you've learned in various contexts. Repetition is crucial for retention, and reviewing words within their intended scenarios reinforces their usage.

2. Lack of framing sentences: - It is another problem to the students why they are unable to communicate in English fluently with others is lack of framing sentences in English, if they want to frame sentences that they will have command over the grammar. like Take the tube and connect between the cylinder and the gas stove to pass the gas through tube to the gas stove, rinse the teapot with water, light the gas stove with the lighter etc.

Framing sentences effectively is a crucial aspect of verbal skills. It's like constructing a sturdy bridge to connect your thoughts and ideas. Here are some strategies to enhance your sentence-framing prowess:

Start Simple: Begin with basic sentences and gradually add complexity. Just like building a foundation for a house, start with simple structures, and then layer on more intricate elements as you gain confidence.

Use Sentence Patterns: Familiarize yourself with different sentence structures. Explore declarative, interrogative, imperative, and exclamatory sentences. This variety adds richness to your communication.

Task-Specific Sentence Practice: Tailor your sentence practice to the tasks you're working on. If it's business communication, practice framing sentences commonly used in professional settings. For casual conversations, focus on everyday language.

Expand Vocabulary: A diverse vocabulary gives you more building blocks for sentences. As you learn new words, practice incorporating them into sentences. This not only reinforces the word but also improves your overall sentence construction.

Connect Ideas: Work on smoothly connecting ideas within a sentence. Transition words and phrases are your allies here. They help create flow and coherence in your expressions.

Sentence Combining Exercises: Take two or more simple sentences and combine them to form a more complex one. This helps you understand how ideas can be linked together within a single sentence.

Mindful Editing: After writing or saying a sentence, review and edit. Pay attention to word choice, structure, and overall clarity. This practice sharpens your ability to refine sentences in real-time.

Read Aloud: Reading your sentences aloud helps you catch awkward phrasing or errors. It also provides a sense of how your sentences flow and whether they sound natural.

Seek Feedback: Engage in language exchanges or share your written work with language partners. Constructive feedback is invaluable for improvement.

Sentence Starters: When in doubt, use sentence starters. They provide a scaffold for your thoughts. For example, "In my opinion," "On the other hand," or "To summarize."

3. Lack of practices: - "Practice makes man perfect" most of the students in rural areas cannot practice English to learn the language because mother tongue influence. The students must be asked to practice many times until they become familiar to the given task and to get fluency to speak in English.

Consistent practice is the backbone of developing verbal skills. It's like training for a marathon—regular, intentional efforts lead to significant progress. Here's a game plan to amp up your practice sessions:

Set Realistic Goals: Define achievable, short-term goals. Whether it's mastering a specific task or improving pronunciation, clear objectives give your practice purpose.

Daily Language Routine: Dedicate a specific time each day to language practice. Even if it's just 15-30 minutes, regularity trumps intensity. It's like watering a plant; a little every day yields better results than a deluge once a week.

Task-Based Challenges: Create language challenges based on real-life tasks. For example, describe your day, discuss a hobby, or simulate a customer service scenario. These tasks mirror actual language use and provide practical experience.

Language Exchange Partners: Connect with language exchange partners who share your learning goals. Engage in conversations, discuss tasks, and provide feedback. It's a two-way street of learning and teaching.

Immersive Learning: Surround yourself with the language as much as possible. Watch movies, listen to podcasts, or read articles in the target language. Immersion enhances your understanding and application of verbal skills.

Record Yourself: Use technology to your advantage. Record yourself speaking or performing tasks. Playback allows you to identify areas for improvement and track your progress over time.

Variety in Tasks: Keep things interesting by incorporating a variety of tasks. Mix speaking, listening, reading, and writing exercises. It's like a well-rounded workout for your language skills.

Feedback Loop: Seek feedback from language teachers, native speakers, or language exchange partners. Constructive criticism helps you fine-tune your verbal skills and correct any recurring errors.

Reflect and Adjust: Regularly assess your progress. Identify what's working well and areas that need more attention. Adjust your practice routine accordingly.

Celebrate Small Wins: Acknowledge and celebrate your achievements, no matter how small. Positive reinforcement boosts motivation and makes the learning journey more enjoyable.

Tasks to develop verbal skills are given below.

TASK: TEA-MAKING

Contextual Vocabulary: (the students must know the meaning of the words and they have to read many times until those words will be remembered and reused fluently in their common conversations with others)

- a Gas Cylinder- a Gas burning Stove- a Gas Tube- a Lighter
- a Tea Pot- a long Spoon- a Tea Strainer/sieve- a Lid- a Holder
- Tea seeds- Milk- Sugar- Water

Process :(the students ought to know how to use verbs and how to frame the sentences and practice many times until those sentences will be remembered and reused confidently in their ordinary conversations with others)

1. Take the tube and connect between the cylinder and the gas stove to pass the gas through tube to the gas stove
2. rinse the teapot with water
3. light the gas stove with the lighter
4. put the teapot on the gas stove
5. pour a packet of milk into to the teapot, add sugar and tea seeds
6. heat for a while to boil the tea and stir with along spoon for a while
7. take the teapot out of the burning stove
8. now the tea is ready to serve and drink
9. take glasses and pour the tea into the glasses and serve your friends.

Practices :(the students practice with other students many times until they get fluency to speak with anybody and any circumstances)

Ravi(host): Good morning, Lavanya, how are you, come in.

Lavanya(guest): Good morning, I am fine, what about you Ravi.

Ravi: Great, would you like to have a cup of tea?

Lavanya : Sure, do you know how to make tea?

Ravi: Yes, I do

Lavnya: But I don' know

Ravi: Don't worry, just watch while I am making tea.

Lavnya: Ok

Ravi: We have to take a tea pot after washing with water

Lavnya: Ok

Ravi: Light the stove with lighter and put the teapot on it

Lavnya: Ok

Ravi: Now, pour milk into the pot and let it boil for a while

Lavnya: Ok

Ravi: Then add sugar and tea powder

Lavnya: Ok

Ravi: While the tea is boiling keep stirring with a long spoon

Lavnya: Ok

Ravi: After boiling, take the tea pot out of the stove

Lavnya: Ok

Ravi: Take sieve, keep on a cup, pour tea into the cup

Lavnya: Ok

Ravi: Tea is ready, take the tea

Lavnya: Wow, it is tasteful, thank you a lot for offering a grand tea and teaching me how to make strong tea easily.

Ravi: Thank you, it is my pleasure.

TASK: LEARNING CAR DRIVING

Contextual Vocabulary: (the students must know the meaning of the words and they must read a lot of time until those words will be remembered and reused fluently in their common conversations with others)

Steering wheel-accelerator- brake pedal- clutch- gear shift- seat belt- handbrake- driver seat- passenger seat- windscreen wiper- ignition- glove compartment- air vent- door handle- side view mirror- rear view mirror.

Rules :(the students ought to know how to use verbs and how to frame the sentences and practice several times until those sentences will be remembered and reused confidently in their ordinary conversations with others)

1. get LLR first
2. have a relaxed mind
3. observe the car carefully
4. dent the bonnet, check oil, water and inflate the tires
5. see where accelerator, brake pedal, clutch are placed

6. put on the seat belt
7. put the key in the ignition
8. start the car engine
9. shift gear
10. put your foot on the brake pedal
11. release the clutch while accelerating gently
12. drive the car slowly

Practices :(the students practice with other students' numerous times until they get fluency to speak with anybody and any circumstances)

A: I want to learn driving a car

B: Did you get LLR?

A: Yes I did

B: It needs to have relaxed mind

A: Ok

B: Observe the car carefully

A: Ok

B: Dent the bonnet, check oil, water and inflate the tires

A: Yes

B: Observe where accelerator, brake pedal, clutch are placed

A: Ok I observe

B: Put on the seat belt

A: Ok

B: Start the car engine after keeping in neutral position

A: Ok

B: Shift gear after putting your foot on the brake pedal and clutch

A: Ok

B: Release the clutch while accelerating gently

A: Ok

B: Drive the car slowly

The above tasks were conducted to the students of Santhiram Engineering College, Kurnool, AP, under JNTUA. In these tasks two hundred and thirteen students participated in by dividing them into five batches.

Table 1:

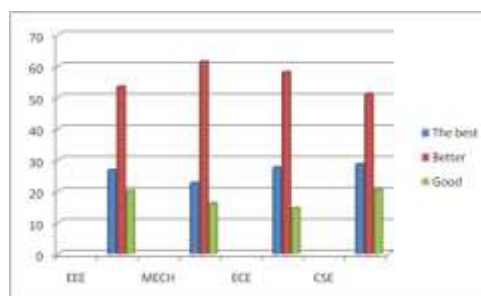
The student’s improvement of verbal skills through the tasks

Category	EEE		MECH		ECE		CSE		Total	
	No of Students	percentage	No of Students	percentage	No of Students	percentage	No of Students	percentage	No of Students	percentage
The best	4	26.66	7	22.58	19	27.53	28	28.57	58	27.23
Better	8	53.33	19	61.29	40	57.97	50	51.02	117	54.92
Good	3	20	5	16.12	10	14.49	20	20.4	38	17.84
Total	15	100	31	100	69	100	98	100	213	100

The above survey was conducted to improve the students verbal skills through the tasks. From the EEE branch fifteen students participated in the questionnaires. In these tasks four students gave the best, eight students gave better, and three students gave good. From the MECH branch thirty-one students participated, seven gave the best, nineteen gave better and five gave good. From the ECE branch sixty-nine students participated. Nineteen gave the best, forty gave better and ten gave good. From the CSE branch ninety-eight students participated. twenty-eight gave the best, fifty gave better and twenty gave good.

Figure-1.1

Improvement of verbal skills in the form of percentage



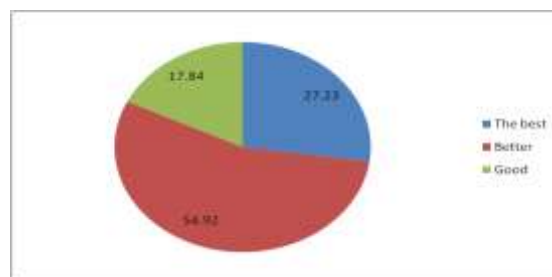
Source- survey

The above survey all the students gave feedback in form of percentage. From the EEE four gave 26.66 for the best, eight students gave 53.33 for better and three students gave 20 for good. From the MECH seven gave 22.58 for the best, nineteen gave 61.29 for better and five gave 16.12 for good. From the ECE nineteen gave 27.53 for the best, forty gave 57.97 for better and ten gave 14.49 for good. From the CSE twenty-eight gave 28.57 for the best, fifty gave 51.02 for better and twenty gave 20.4 for good.

Figure-1.2

Overall improvement of the students

Source- survey



From the above figure they gave 27.23 for the best, 54.92 for the better and 17.84 for the good, it can be understood that the students have been improving with the tasks.

Conclusion

The students those who are from rural areas unable to speak in English though they came from English medium, passed tenth class, intermediate and joined in B.Tech. The main reason for this is lack of practice. It is thought that it is the best way to overcome this problem. The students should perform the given task lots of times in the classroom with their group. Lastly, surround yourself with the language. Watch movies, listen to music, or find language exchange partners. The more exposure you have, the more natural your verbal skills will become. Language learning is a marathon, not a sprint. Don't overwhelm yourself with too many words at once. Gradually build and reinforce your vocabulary, and soon enough, those contextual gems will be at the tip of your tongue. In the grand symphony of language learning, the task-based method plays a crucial and dynamic melody. Developing verbal skills through this

approach is akin to sculpting a masterpiece, one task at a time. As you immerse yourself in real-life scenarios, navigate the ebb and flow of conversations, and conquer the challenges unique to each task, your linguistic prowess takes shape. Consistency is the virtuoso conductor, orchestrating daily practices and rhythmic drills. With each repetition, you refine your ability to frame sentences, expand your vocabulary, and seamlessly connect ideas. It's a journey marked by gradual progress, the steady accumulation of skills building a sturdy bridge between thought and expression. Language exchange becomes harmonious collaboration, where diverse voices contribute to the rich tapestry of your linguistic landscape. The task-based method transforms learning from a theoretical endeavor into a practical adventure, where the application of language in authentic settings becomes second nature. In the end, developing verbal skills through the task-based method is not just a means to an end; it's a dynamic dance, a continuous dialogue with the language itself. So, embrace the tasks, relish the challenges, and let the rhythm of language guide you toward mastery.

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