



## DEVELOPING SPEAKING THROUGH CONVERSATION AND SMALL-TALK ACTIVITIES

John Vijayan C

*(M.Phil. Scholar, Dept. of English, The American College, Madurai)*



### ABSTRACT

Speaking is a productive or active skill which is absolutely vital in the encouragement of communicative efficiency. Among all other language skills, speaking is an exclusive place to have effective communication and self-confidence is one of the facilitators to start conversation. When students are motivated continuously to speak and hear in English, inevitably he acquires English language easily. To improve learners speaking skill, the teacher must enable the students to overcome their problems and must help them to develop their self-confidence. If there is a goal and the goal is really attractive, we will be strongly motivated to achieve it no matter how difficult it may be. These require careful planning, skilful motivation, patient, instruction and suitable atmosphere. Conversation can be helped students to manage some situations. And then small-talk activities in the classroom, in the use of language for socialising will be useful and interesting. In this regard, this study aims to find out how classroom activities help to improve speaking skill with confidence.

**Keywords:** *Self- Confidence, Speaking Skill, Language Goals, Small-Talk Activities, Active Skill, Conversation.*

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### BACKGROUND OF THE STUDY

Speaking skill is an important role for all professions. In school days, only lesser number of students was interested in dance, acting dramas and reciting. Because of techno-native world makes the students become idleness, coyness and not interest in competitions, even in playing games. These

activities make the students not to have confident to do anything. Most schools, mainly in rural place they do not give importance to speaking skill. Influence of mother-tongue they do not bother about speaking in English. These students do not get exact ambience to develop the speaking skill, and also English class is abhorrence for students. When the students enter



college level they find difficult to interact with teachers and other students in English. In the field of teaching, engineering and others, English language proficiency is mandatory. Most of college students are losing jobs when they attend interviews, because of lacking communication skill. Some of them are good in subject matter, because of lacking communication they are not able to perform what they have. Hence, students are afraid of group discussion, paper presentation and others. These students do not have self-confidence to communicate in English. Some of social and psychological factors made them not to speak with confidence. Most of the students are afraid to speak their peer group even in their mother-tongue. So we need to develop self-confidence to improve speaking skill.

Self-confidence gives energy to the students. It is the base for communication. If a student has not self-confidence, he is not able to improve their speaking skill. In urban, not only teachers but also parents help the students to improve speaking skill. The students speak English not only school but also in their house. Parents and teachers create proper ambience for developing speaking skill. But in rural, the ambience is entirely different for students, No one is ready to speak in English with them. Only English period in school they heard English. When they go to house, they use only mother-tongue where is no companion to speak in English. Here, there is no possible circumstance to develop speaking skill with self-confidence. Creating proper environment to the students make them to speak in English with confidence. Conversation and small-talk activities, in class room come to be more interesting and established learning environment among the students.

#### AIM OF THE STUDY

This method aims to improve self confidence in speaking skill at secondary-school level students. It provides more confidence to speak with students and teachers. This method generates speaking atmosphere among the students.

#### RESEARCH QUESTIONS

The questions that generate discussion and reflection are as follows:

1. What is the role of self-confidence in speaking skill?
2. How to make proper ambience to improve speaking in class room?
3. What are the roles of students and facilitators improving speaking skill in class room activities?

#### REVIEW OF THE LITERATURE

In this present scenario researchers are paying much attention to development of teaching and learning process. **N.Krishnaswamy and Lalitha Krishnaswamy (2011)** scrutinize role-play and small-talk activities will be useful and interesting and that can be effectively spoken English at the secondary-school level.

#### DISCUSSION

In this present scenario, there are many ways to improve speaking skill for school students. In this method teacher acts as an organiser and teaches the using of words and structures in speaking English and also teacher gives more idea about conversation. Here, motivation plays an important role. Teacher divides the students into small groups, each carrying two pupils. Teacher suggests some situations for conversation and makes them to perform. For instance, in the hospital, dialogue between principal and student, meeting of two friends, a student in library and others. Students can be asked to make short presentation on specific topics and others can question them for more information or clarification. After that teacher enquires the students what they gained by asking questions.

Here is an example for conversation between two students about their exam. After the conversation, the teacher can put to them the questions mentioned below:

Student 1 : Hello John, how did you prepare for the exam?

Student 2 : I prepared well. But even I feel nervous.

Student 1 : Why? Have self -confidence.

Student 2 : I have but I am trembling about one mark question.

Student 1 : If you are thorough with the lesson, why are you afraid?

Student 2 : What about you? You feel relaxed.

Student 1: I generally avoid the last minute



preparation. You must follow this. If you get tensed like this, you cannot write the exam successfully

Student 2 : Thank you for your advice. I shall follow hereafter.

Student 1 : What about detailed answer?

Student 2 : I have prepared almost all the important detailed answers.

Student 1 : I study only selectively.

Student 2 : Isn't it dangerous?

Student 1 : No. let us face exam confidently. Be positive.

Student 2 : Your words are energetic to me.

Student 1 : We must be always optimistic.

Student 2 : What do you mean by that?

Student 1 : It means to have a positive attitude in our lives.

Student 2 : Thank you.

#### QUESTIONS

1. How does the student begin the conversation?
2. How does the student end the conversation?
3. List out the questions that students could raise.
4. List out the sentence that you could not understand.
5. List out the words and sentence that students wrongly use.

Here, students get some information to speak with in different situations. When these students listen to these conversations in different situation, they are able to know how to interact with others and how to begin and end the conversation. Teacher makes them to interact with peer groups. When they interact, they get more confident and new ideas to answer and make questions. If they have any doubts teacher helps them to correct. This process continues for few days. This process improves day by day, for example, First day student knows how to greet others like hey, hello and good morning, Second day asks 'how are you?' third day enquires 'Did you do your homework'. After that students get confident to speak and correct their mistakes without the help of the teacher. These small-talk activities create proper ambience to develop speaking skill. Here also teacher encourages students to overcome from their shyness

and difficulties to participate these activities. Teacher must be creative for choosing situation which helpful for improving their confidence and speaking skill.

#### CONCLUSIONS

In the process of learning confident and ambience also plays an important role. This method creates an atmosphere to learn speaking skill in an easy way with confidence. In addition to the existing methods, the present method of improving speaking skills through Conversation and Small-talk activities can be tried because it is more interesting and involving to students. Through this method, student gets confidence to face situations without any hesitation, and also get new usages of word and sentence from their peer group. So this method will be helpful for students to develop their speaking skill as well as self-confidence.

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