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Improving English language speaking skills through evocation techniques

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Abstract

Speaking is the most important of English skills. In speaking we use oral signs that are entered into the ear. Children learn speaking by responding and following to the people around them and imitate them for learning speaking. The speaking ability of children depend upon their listening ability and aptitude. A lot of practice in listening make learner in spoken language proficiency. Spoken skill help learner in the classroom. A teacher has to motivate and give opportunities for making interactive in the classroom, and also has to generate situations for the same. At this point we will examine how to bring these aspects while using some of the existing evocation techniques in oral production. Evocation techniques are very useful to develop the speaking skills among the learners. Practicing these techniques are very useful to develop the speaking skills among the students. These techniques, if practiced every day in the classroom, help students to become fluent in spoken English.

Keywords: Speaking skills, evocation techniques, improving English

Introduction

Speech is the integral form of language. In speech we use sounds that are addressed to the ears. Children acquire the skill of speaking by responding the sounds made by people around them and use for learning communication. The speaking ability varies from learner to learner. Practice of speaking help learners to acquire the skill efficiently and makes the learner active in the classroom, but the lot of opportunities should be provided by the teachers to the learners by making the class interactive. The ability of the learners in becoming fluent in spoken English is situation specific. One of the basic problems in foreign language teaching is to make the students familiar to the language. Providing knowledge about the language will help greatly in this respect. In order to speak a language, we need not only depend on assembling sentences in intangible manner. Oral expressions involves not only the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (Mackey 1965) ^[10]. This should be kept in mind in developing and evaluating speaking skills. This implies the we are free oral tasks from the burden of conventional language testing patterns and its assumptions about people and testing. Therefore, encouraging people talk to each other in a natural way. "Oral tasting is difficult and it is expensive. But we shall always remember that it is not always impossible" (Jones 1975) ^[9]. Here we can examine how these characteristics using some evocation techniques. The evocation techniques are least controlled and most controlled. For example, aloud reading produces entirely predictable response, while interview is less predictable.

Discussion

An encounter/meeting between two people is the most natural phenomena. It thus needs an informal, test free situation and conditions to be successful and genuine to extract valid and reliable results. Allowing to right atmosphere and use of sufficient time is necessary here. Oral report making presentations is an authentic and communicative activity both for professional and academic purposes. This can be tested in formal and less formal situations. In a formal test situation, the learner makes direct presentation to the interrogator.

In a less formal situation, short presentations as a routine part of daily classroom activities. For these variables are time for preparation and time limit for discourse.

Shared dialog and decision making for learner:

Important factor for this activity is the dialog rather than final decision. There is no single answer, after having reached a conclusion and also assessment will be based on the way they express and justify their opinions, and evaluate those of others. This also needs an informal setting for the learners to freely and fully express their opinions. To assess the learners through this technique, it requires that the teacher assesses the discussion in an informal way so that his presence does not affect learner's articulation or even record the discussion.

Assigning role: In this situation a learner is assigned a particular role and asked to perform it imagining himself in a particular situation. Role play activity provides better opportunity to students to ask questions. It also requires a pair or a group action in the classroom. Here the time is given to prepare for a role and the legitimacy of the situation selected will help the real-life situation of the activity. Regular planning of this activity in the classroom and casual observation of the teacher will make a good assessment of progress in spoken skills of the students.

Consultation: This the most common of all oral tests. A consultation is structured in comparison to discussion or conversation. A consultation/interview is more authentic and reliable as it involves questions and answers. It has consistency as it incorporates a series of questions. It can be arranged in formal situation with the wisdom of the interviewee being tested and also has potential to maintain informal going on depending upon ability of the learner. This is very much helpful for EFL learner.

Student portrayal and re-formation: A learner describes a design or archetypal building materials to another learner who has to reconstruct materials to another learner who has to reconstruct the model from the picture alone, without seeing the original. Accurate and successful description/reportage may also be judged by the time taken to complete the model or the degree of accuracy of reconstruction achieved. This task even if it has an informal characteristic attached to it will give steadfast/effective notch of learners spoken proficiency. This activity can also be practiced in both formal and informal situations.

Commands, descriptions and clarification: Here a learner describes with some limitations, a well-known object, a system or real-life situation with less preparation. This activity can also be performed in both the ways as stated earlier. It can be used in form feeling, making appropriate responses, questions and answers and reading blank dialogues. To control over the expectedness of the response of the learner all these techniques can be grouped together. These can be exercised in more or less formal situation tasting using picture to picture story, precis or retelling story or text and retelling story from written impetus. These tests can be exercised as formal tests and observed or as an informal test.

Audible reading: In this, teacher can assess learners' accuracy in pronunciation, intonation and fluency asking

students reading aloud regularly in the classroom.

Discussion abilities: Discussion/conversation is commonly defined as the exchange of spoken information. We have to understand that grammatical skills and discussion skills are distinctly different and need related competence. Grammatical competence is an individual's knowledge of underlying systems of vocabulary, morphology and syntax that are required to construct sentences in a language. The sentence is the unit of description for grammatical competence. Conversational competence is defined, on the other hand, with reference to utterance/speech. This refers to the speaker's knowledge and abilities of speech is practiced in different situations. Communicative competence used to refer to knowledge both of rules of grammar, vocabulary and semantics and rules of speaking-the pattern of sociolinguistic behaviour of the speech community (Jack D. Richards 1985) [8]. Based on these schemes, language fluency has been defined as the degree of skill with which a second or foreign language is used in different communicative tasks in the target language. What inferences does this view encounter to the language? J.L. Clark suggests that proficiency is the learner's ability to use the language in real life situations regardless of the manner of acquiring that proficiency. Thus, proficiency testing, the frame of reference... shifts from classroom to the actual situation in which language is used (Clark, 1972) [17]. Different communicative approaches or communicative elegances according to the situation, the tasks and the roles of participants collectively forms communicative competence. Valid assessment of learner's abilities in all the respects require his performance in ordinary situation apart from the test circumstances. Learner's lively role in listening and speaking is most important in any conversational or speech stage. Therefore, these two language conversational skills are real indicators of learner's language proficiency. We have to see that normal pragmatic rules of communication should not be violated taking into consideration these two skills.

Conclusion

Listening and speaking are the two activities people are involved almost all the time in their daily routine. Therefore, it becomes obligatory that legitimacy or resemblance of natural discourse is upheld. We can inspire/regulate the features of natural communication allowing the learners in an informal/formal test situations. For example, in an dependable and informal test situation the learner is allowed the choice to overlook parts of sentences, use syntactic shortenings, streamline his speech by using short linking sentences without interruption etc. informal test setting also allows self-improvement, incorrect starts, reiteration, rewording, circumlocution etc. In evaluating the progress in learners' spoken proficiency, we have to go for their mobility in their use of these features. However, in a formal test condition, well-organized turn taking, precision etc. are to be given priority. Formal evaluation is less commonplace in the aspects of learning where procedure is considered imperative. Moreover, in testing conversational skills extemporaneity, artlessness, and human interaction are significant aspects require such test situations also where these magnitudes of conversational skills can be apprehended. Practicing these evocation techniques in the classroom regularly learners can be benefited to become

fluent language speakers as they are vitally helpful to develop spoken skills of the learners.

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