

**A STUDY OF EFFECT OF GUIDED PRACTISE ON ENGLISH
PUBLIC SPEAKING SKILLS OF GRADE XA STUDENTS OF
S. BPATIL PUBLIC SCHOOL, RAVET, PUNE.**

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A STUDY OF EFFECT OF GUIDED PRACTICE ON ENGLISH SPEAKING SKILLS

Report on the Action Research Project - Effect of Guided Practice on English Speaking Skills of Grade X - A Students of S B Patil Public School, Ravet, Pune.

Background

This is a report on an action research project which investigates the extent to which guided practice can help students improve their speaking skills in English language. It documents a teacher-initiated, classroom-based action research which turns English speaking exercises from the boring, complex types into enjoyable and simple ones. Respondents came from a sample of 35 mixed-ability students from the class grade X – A students in the school.

This study aims to improve students' speaking skills at the Department of English. Based on interviews and pre-activity carried out to get initial data on the students' speaking skills, it was shown that the students had problems in speaking due to inadequate knowledge of the language and lack of adequate vocabulary which in turn made the students feel less confident to express themselves. The students were not familiar with various speaking activities that could facilitate them to express. They read text to convey ideas but they lack in strategies while speaking. Task-based learning was adapted to help the students, through an action research plan of a three-month span. Thirty-five students of grade X- A had been taken to participate in this study. The data was taken from the results of the pre-test to post-test, interview, and observation. The findings reveal that the use of task-based learning helps the students improve their speaking skills of five indicators assessed: confidence, vocabulary, fluency, content accuracy and voice modulations. The students have managed to complete the prescribed levels of the tasks by conducting various activities through three phases of learning: the pre-task, task-cycle, and form focus. They succeed in improving their speaking skills and are gaining their confidence in speaking in front of a group.

INTRODUCTION

Speaking is perceived as the most prominent skills compared to three other language skills: reading, listening, and writing. People can be called as 'the speaker of language' when they speak the language fluently without any inhibitions. They use their linguistics knowledge and their background knowledge to convey ideas, to negotiate meaning, and to explore thought.

They very skilfully employ words and arrange them into appropriate sentences to create interesting talks. When we speak we have to not only know the knowledge of vocabulary and grammar but also, to produce and adapt them to the circumstances. Once the speaker masters the knowledge and skill to use them, he or she will rapidly make decisions, implement them smoothly, and adjust their conversation in a spontaneous interaction.

However, to gain the knowledge and use them in speaking is not always easy for the students. Most students find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students and that of the formal English language. The findings revealed that many students in classrooms feel reluctant to respond to their teacher due to many factors such as low English proficiency, fear of speaking in front of the others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. These students mostly come from Marathi and other Indian language speaking families. Their English classes are their only opportunities to be exposed to the English language. The majority of them have studied English for a number of years since kindergarten. The observation was that due to the Pandemic situation most of the students attended their classes on online platform and that has

affected the guided practice of speaking skills. This Action Research is held to devise simple and enjoyable methods to impart speaking skills to the students.

Implementing Task-based Learning

Study of effect of Guided Practice on Speaking Skills in English:

The teacher decided to do an action research on Task-based learning, emphasizing the learning, and the use of tasks both in planning teaching and the core of task-based learning which is a learning experiment in which the students experience the language they have learned by completing tasks. The complete task-based implementation follows certain phases:

1. Pre-task

2. During the task, and

3. Language focus

The first phase is the pre-task. In this phase the teacher equips the students with a topic that is familiar to them in order to assess them. This process is very important as it is the base and prepares the students for their tasks in future. A topic was given to the students to assess their speaking calibre.

Objective

The objective of this project is to find out to what extent could guided practice of Speaking activities help students' learning of English speaking skills.

Research Questions

1. Can speaking activities be simple and interesting?
2. If so, can public speaking activities help students' in speaking of English as their second language?

Time Duration

The project will be carried out from 13th July, 2022 spreading over a span of four months until mid-December 2022 which would be approximately four months. During the study, two different innovative speaking activities were implemented.

Activity 1:

Students were given a topic:

What do you understand by losses in life? How do you cope up with any kind of loss in life?

Based on the pre-task the teacher was able to get a clear picture of as how much is the level of students as far as their speaking in front of public is concerned. The following excel data sheet shows the evidence of the task:

Xth A.English Public Speaking Activity

Roll No	Name	Date	Vocabulary	Confidence	Fluency	Content	modulation	Total
1	Aadya Vilas Bawaskar	13/07/22	1	1	1	0.5	0.5	4
2	Aarya Yogesh Kirange	13/07/22	0.5	0.5	0.5	0.5	0.5	2.5
3	Aishwarya Vinod More	13/07/22	0.5	0.5	0.5	0.5	0.5	2.5
4	Ananya Jayant Gawande	13/07/22	0.5	0.5	0.5	0.5	0.5	2.5
5	Anushri Amar Dustakar	13/07/22	0.75	0.75	0.75	0.75	0.25	3.25
6	Avni Rupesh Khandelwal	13/07/22	0.75	0.75	0.75	0.75	0.75	3.75
7	Harshita Mahendra Kakade	13/07/22	0.5	0.5	0.5	0.5	0.75	2.75
8	Mrunali Mallikarjun Awate	13/07/22	0.75	0.75	0.75	0.75	0.75	3.75
9	Prisha Gajendra Ranka	13/07/22	0.75	0.75	0.75	0.75	0.75	3.75
10	Rujuta Chandrashekhar Gokhale	13/07/22	1	1	1	0.5	0.5	4
11	Sanskriti Kailas Sapkal	13/07/22	0.5	0.5	0.5	0.5	0.5	2.5
12	Trisha Avinash Mohite	13/07/22	0.5	0.5	0.5	0.5	0.5	2.5
13	Veena Sachin Kamblil	13/07/22	0.25	0.25	0.25	0.25	0.25	1.25
14	Zainab Abeeed Shaikh	13/07/22	0.25	0.25	0.25	0.25	0.25	1.25
15	Abhiraj Ramesh Sasane	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
16	Abhishhek Deepak Mali	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
17	Adesh Dnyaneshwar Mhetre	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
18	Aditya Vinod Rasal	14/07/22	0.5	0.5	0.25	0.25	0.25	1.75
19	Aryan Pratim Singh	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
20	Atharva Goraksh Jadhav	14/07/22	0	0	0	0	0	0
21	Dhananjaysingh Tomar	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
22	Harshavardhan Yuvraj Kokne	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
23	Malojiraje Parimal Ghule	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
24	Manthan Mahendra Shirsath	14/07/22	0.25	0.25	0.5	0.5	0.5	2
25	Om Babu Sonawane	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
26	Piyush Sanjay Sonawane	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
27	Pratik Avinash Tawal	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
28	Pruthviraj Pandurang Gulve	14/07/22	0	0	0	0	0	0
29	Sanatkumar Vijay Pol	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
30	Sanshray Santosh Thorat	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
31	Saurabh Prashant Jadhav	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5
32	Tanishk Mayur Naidu	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
33	Utkarsh Sanjay Raut	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
34	Vedant Ajeetkumar Madgi	14/07/22	0.25	0.25	0.25	0.25	0.25	1.25
35	Vedant Ganesh Nandedkar	14/07/22	0.5	0.5	0.5	0.5	0.5	2.5



Observation

Teacher carefully observed the scores in Speaking activity and also recorded the Student's participation and responses and scores during the activities and made use of the observations to investigate, analyse and concluded that the students need to be guided to improve their public speaking by giving them guided practice.

Activity II

Based on the outcome of the pre-task, various topics were selected and each student was given different topic to speak for one minute (JAM). Students were given five minutes to prepare. The topics allotted were as follows:

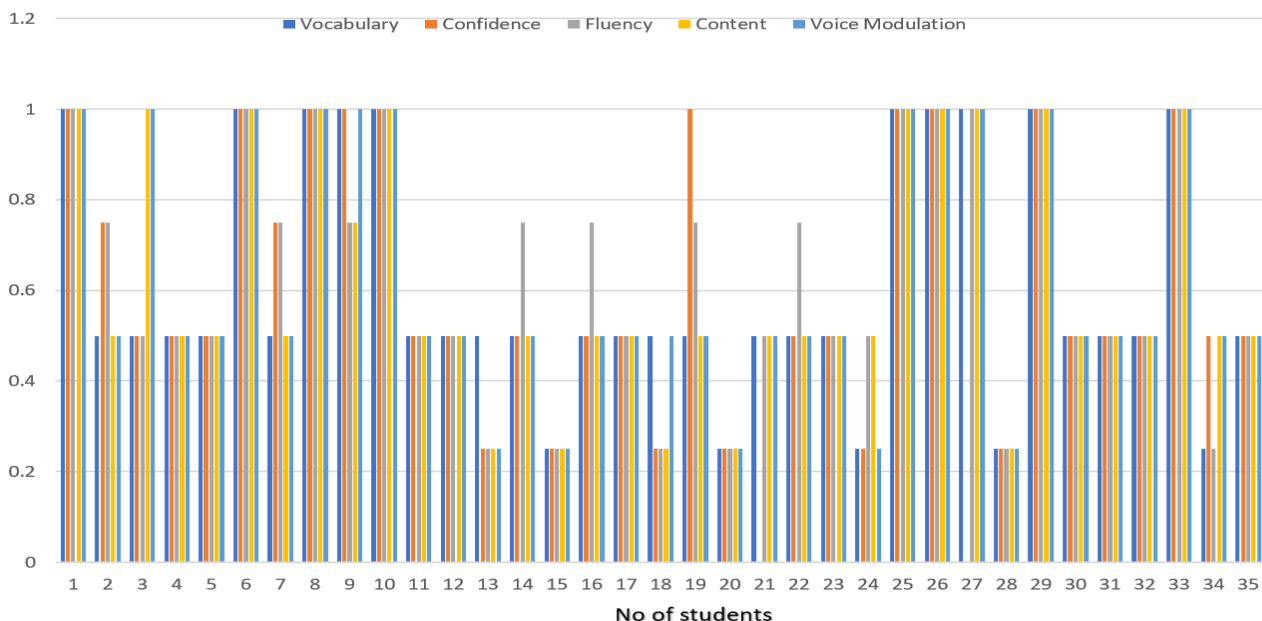
1. Trees our best friend.
2. Nature
3. Butterflies amazing creation of God
4. Family.
5. Seasons
6. Health is wealth etc..

These were some of the randomly selected topics. The observation by the teacher was that the students were able to perform on an average scale in this first phase of their speaking activity task. The excel sheet given below shows the evidence of the same:

Xth A.English Public Speaking Activity

Roll No	Name	Date	Vocabulary	Confidence	Fluency	Content	Voice	Total
							Modulation	
1	Aadya Vilas Bawaskar	21/07/22	1	1	1	1	1	5
2	Aarya Yogesh Kirange	27/07/22	0.5	0.75	0.75	0.5	0.5	3
3	Aishwarya Vinod More	09/08/22	0.5	0.5	1	1	0.5	3.5
4	Ananya Jayant Gawande	27/07/22	0.5	0.5	0.5	0.5	0.5	2.5
5	Anushri Amar Dustakar	27/07/22	0.5	0.5	0.5	0.5	0.5	2.5
6	Avni Rupesh Khandelwal	09/08/22	1	1	1	1	1	5
7	Harshita Mahendra Kakade	27/07/22	0.5	0.75	0.75	0.5	0.5	3
8	Mrunali Mallikarjun Awate	20/07/22	1	1	1	1	1	5
9	Prisha Gajendra Ranka	27/07/22	1	1	0.75	0.75	1	4.5
10	Rujuta Chandrashekhar Gokhale	20/07/22	1	1	1	1	1	5
11	Sanskriti Kailas Sapkal	04/08/22	0.5	0.5	0.5	0.5	0.5	2.5
12	Trisha Avinash Mohite	04/08/22	0.5	0.5	0.5	0.5	0.5	2.5
13	Veena Sachin Kambli	27/07/22	0.5	0.25	0.25	0.25	0.25	1.5
14	Zainab Abeer Shaikh	21/07/22	0.5	0.5	0.75	0.5	0.5	2.75
15	Abhiraj Ramesh Sasane	27/07/22	0.25	0.25	0.25	0.25	0.25	1.25
16	Abhishek Deepak Mali	04/08/22	0.5	0.5	0.75	0.25	0.25	2.25
17	Adesh Dnyaneshwar Mhetre	04/08/22	0.5	0.5	0.5	0.5	0.5	2.5
18	Aditya Vinod Rasal	20/07/22	0.25	0.25	0.5	0.5	0.5	2
19	Aryan Pratim Singh	09/08/22	0.5	1	0.75	0.5	0.5	3.25
20	Atharva Goraksh Jadhav	30/08/22	0.25	0.25	0.25	0.25	0.25	1.25
21	Dhananjaysingh Tomar	04/08/22	10	1	10	10	1	6
22	Harshavardhan Yuvraj Kokne	27/07/22	0.5	0.5	0.75	0.5	0.5	2.75
23	Malojiraje Parimal Ghule	21/07/22	0.5	0.5	0.5	0.25	2,25	2
24	Manthan Mahendra Shirsath	04/08/22	0.25	0.25	0.5	0.5	0.25	2.75
25	Om Babu Sonawane	04/08/22	1	1	1	0.75	0.75	4.5
26	Piyush Sanjay Sonawane	04/08/22	0.75	0.75	0.75	0.75	0.75	3.75
27	Pratik Avinash Tawal	04/08/22	1	1	1	1	1	5
28	Pruthviraj Pandurang Gulve	21/07/22	0.5	0.25	0.25	0.25	0.5	1.75
29	Sanatkumar Vijay Pol	27/07/22	1	1	1	1	1	5
30	Sanshray Santosh Thorat	09/08/22	0.5	0.5	0.5	0.5	0.5	2.5
31	Saurabh Prashant Jadhav	04/08/22	0.5	0.5	0.5	0.5	0.5	2,5
32	Tanishk Mayur Naidu	04/08/22	0.5	0.5	0.5	0.5	0.5	2.5
33	Utkarsh Sanjay Raut	20/07/22	0.5	0.5	0.5	0.25	1	2.75
34	Vedant Ajeetkumar Madgi	03/08/22	0.25	0.5	0.5	0.25	0.25	1.75
35	Vedant Ganesh Nandedkar	30/07/22	0.5	0.5	0.5	0.5	0.5	2.5

Graphical Representation on Public Speaking



Video links of speaking activities:

<https://drive.google.com/file/d/1Hf-syh1VPIneDE0eKs2ktRh0HtlKIFwM/view?usp=sharing>

<https://drive.google.com/file/d/1Epjx3epKtjmsrQc9HsI51ws-5owHQ4N8/view?usp=sharing>

<https://drive.google.com/file/d/172nKlqvr0F7OOLjkCy-WgY-vgSybST77/view?usp=sharing>

The second phase of the Public Speaking Activity for the Action Research will be conducted in the month of September, 2022.

Activity III

During the second phase of speaking the students were asked to record a video of theirs while they were giving a speech. The students were given freedom to choose any topic related to social issues. The teacher observed the videos and she could find the difference in the students' speech. The students were more confident, comfortable, relaxed and could express their views and ideas in a clearer manner. The advantage to the students when recorded video speech is presented is that the students got opportunity to get feedback simultaneously with their performance identified or emphasize certain skills being criticised or appreciated. The teacher felt that the use of video feedback as one of authentic tools could enhance students' speech.

The teacher further showed the students various videos of great orators like Winston Churchill, Mark Antony, PM Narendra Modi etc. The teacher also made the students watch and observe speech of Mr Simon Sinek the American author and inspirational speaker. The students were asked to observe the body language and the tone and intonation of the speech. The teacher guided the students as how to improve the speaking skills of theirs. She also explained the proper method to modulate their voice, how to effectively use their gestures and maintained a poised body language.

Video link of Guided Speaking.

https://drive.google.com/drive/folders/1Q18YmEgkesuPojSt5KX0aNvdjufHooLW?usp=share_link

Activity IV

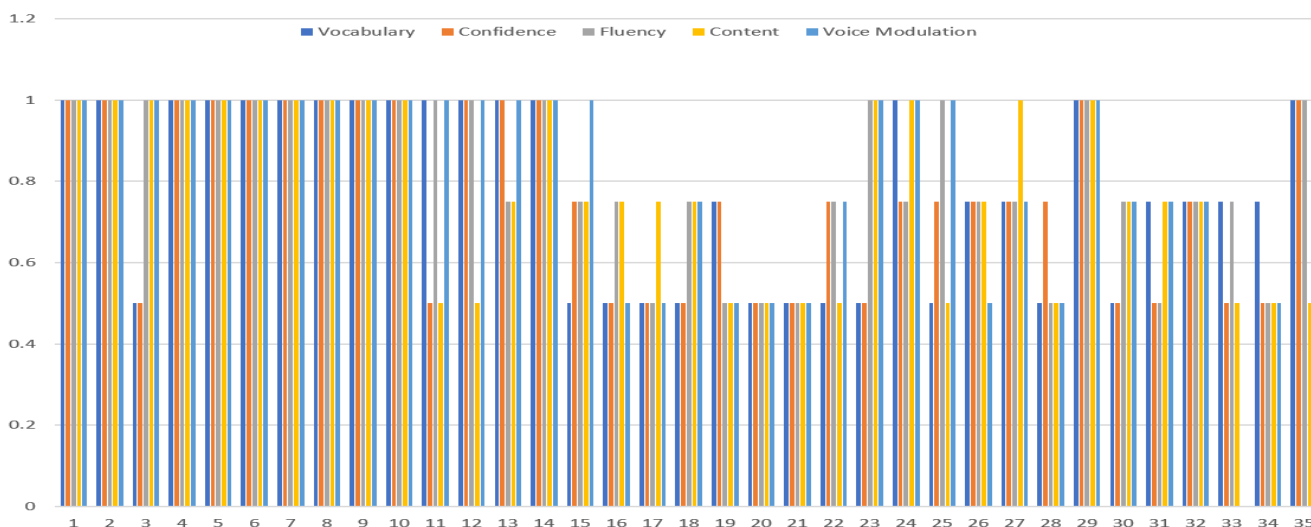
The next task allotted by the teacher was to give various topics a week before and ask the students to come prepared for the speech before hand. Given below are some of the topics given for speaking.

1. Describe an English class/lesson that you enjoyed.
2. Describe a difficult thing you did and succeeded.
3. Describe an important thing you learnt, not in school.
4. Describe a person you know is from a different culture.
5. Describe a person you believe is well dressed.
6. Describe a time you were happy. Etc...

The following graph shows the analysis done by the teacher.

Public Speaking Activity								
Roll No	Name	Date	Vocabulary	Confidence	Fluency	Content	Voice Modulation	Total
1	Aadya Vilas Bawaskar	07-12-2022	1	1	1	1	1	5
2	Aarva Yogesh Kirange	07-12-2022	1	1	1	1	1	5
3	Aishwarya Vinod More	07-12-2022	0.5	0.5	1	1	1	4
4	Ananya Jayant Gawane	07-12-2022	1	1	1	1	1	5
5	Anushri Amar Dustakar	07-12-2022	1	1	1	1	1	5
6	Avni Rupesh Khandale	07-12-2022	1	1	1	1	1	5
7	Harshita Kakade	07-12-2022	1	1	1	1	1	5
8	Mrunali Mallikarjun Aw	07-12-2022	1	1	1	1	1	5
9	Prisha Gajendra Ranka	07-12-2022	1	1	1	1	1	5
10	Rujuta C Gokhale	07-12-2022	1	1	1	1	1	5
11	Sanskriti Kailas Sapka	07-12-2022	1	0.5	1	0.5	1	4
12	Trisha Avinash Mohite	07-12-2022	1	1	1	0.5	1	4.5
13	Veena Sachin Kambli	07-12-2022	1	1	0.75	0.75	1	4.5
14	Zainab Abeer Shaikh	07-12-2022	1	1	1	1	1	5
15	Abhiraj Ramesh Sasan	08-12-2022	0.5	0.75	0.75	0.75	1	3.75
16	Abhishek Deepak Mali	08-12-2022	0.5	0.5	0.75	0.75	0.5	3
17	Aadesh D Mihetre	08-12-2022	0.5	0.5	0.5	0.75	0.5	2.75
18	Aditya Vinod Rasal	08-12-2022	0.5	0.5	0.75	0.75	0.75	3.25
19	Aryan Singh	08-12-2022						0
20	Atharva Goraksh Jadh	08-12-2022	0.5	0.5	0.5	0.5	0.5	2.5
21	Dhananjaysingh Tomar	08-12-2022						0
22	Harshvardhan Y Kokn	08-12-2022	0.5	0.75	0.75	0.5	0.75	3.25
23	Malojiraje Ghule	08-12-2022	0.5	0.5	1	1	1	4
24	Manthan M Shirsath	08-12-2022	1	0.75	0.75	1	1	4.5
25	Om Bapu Sonawane	08-12-2022	0.5	0.75	1	0.5	1	3.75
26	Piyush Sanjay Sonawa	09-12-2022						0
27	Pratik Avinash Tawal	09-12-2022	0.75	0.75	0.75	1	0.75	4
28	Pruthviraj P Gulve	09-12-2022	0.5	0.75	0.5	0.5	0.5	2.75
29	Sanatkumar Vijay Pol	09-12-2022	1	1	1	1	1	5
30	Sanshray Santosh Tho	09-12-2022						0
31	Saurabh Prashant Jadh	09-12-2022	0.75	0.5	0.5	0.75	0.75	3.25
32	Tanishk Masur Naidu	09-12-2022						0
33	Utkarsh Faut	09-12-2022						0
34	Vedant Ajeetkumar Mac	09-12-2022	0.75	0.5	0.5	0.5	0.5	2.75
35	Vedant Ganesh Nanded	09-12-2022	1	1	1	0.5	0.5	4

Graphical Representation on Public Speaking



The above graph shows there is a good amount of improvement in the public speaking skills of the students. A majority of the students had greatly improved in the skill of public speaking. They had acquired a fairly high leap in scoring out of in the various rubrics provided by the teacher. Majority of the students had improved in their confidence, fluency and the content. The graph shows a great improvement in the way the students were voice modulating while speaking. When compared to the first graph, the second graph shows a good progress in the way the students could confidently carry on with their speech.

Conclusion

This study aimed at improving the Public Speaking in English writing for students of XA in S B Patil Public school, Ravet in order to enhance students' English language learning. Generally speaking, the basic objectives of this research study were achieved. The majority of students successfully changed their perceptions of public speaking from being public shy, threatening and stressful manner to be bold confident and relaxed while addressing an audience. To a certain extent the change in perception might help students develop a positive learning attitude towards their speech. Students' confidence has thus increased and their anxieties have in turn reduced. Definitely these

positive feedbacks may enhance student's future learning. Recommendations Henceforth, the same strategy could be used for the 9th Graders to enhance their speech.