Epitome : International Journal of Multidisciplinary Research
ISSN : 2395-6968

DEVELOPING SPEAKING SKILLS OF UNDERGRADUATE STUDENTS IN GOVERNMENT COLLEGES : AN ACTIVITY-BASED APPROACH

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ABSTRACT

Majority of Indian students receive their basic education in their natural languages at the school level. Their limited English speaking abilities makes it difficult for them to communicate clearly for employability or advance socially. The main purpose of the study is to assess the speaking skills of ELLs (English Language Learners) who are pursuing their degrees in Government Arts colleges. This work while underlining their deficiencies in speaking English also provides solutions to enhance their skills in the same arena. This work proposes ABAs (Activity Based Approaches) to improve speaking abilities of students while documenting the results of the stated hypotheses. Students gain in their conversational skills, motivations, and pronunciations using ABAs. The approaches include the use of pictures which captured their attentions, develop their imaginations, and make their learning processes more interesting and entertaining. The findings of this study's data analyses indicate that student's communication and speaking skills improve on applying ABAs.

KEYWORDS

English language Learning, Activity Based Approaches, English speaking skills, Pronunciation, Communicative language

RESEARCH PAPER

INTRODUCTION:

Variations in English grammar of undergraduates makes it challenging for ELLs to master their communicative or speaking abilities in English language Anyan (2006) clarified that Undergraduate grammar is easier to understand than English grammar. Because of this, many undergraduate students frequently utilize the language incorrectly and tend to make ungrammatical phrases. Although undergraduate students are taught to grammar at a young age, the majority of them still struggle to use what they have learned in everyday conversations Chingchit (2008), Choomthong (2014). If teachers pay more attention to the teaching procedures while instructing students in grammar using different teaching techniques, it may be more advantageous for pupils. For instance, rather than relying solely on GTMs (Grammar Translation Methods), which are the most common approach among Undergraduate English teachers, greater emphasis may be placed on inductive language instructions. Since they are permitted to use their native language of Tamil in classrooms and translate textbook contents from English, majority of Undergraduate teachers who do not speak English well seem feel more at ease with GTMs. This can result in failure of English language education since students seem unable to speak in English Thonginkam (2003). Chingchit (2008) also argues that undergraduate instructors are compelled to instruct their pupils using GTMs in order for the pupils to perform well on standardized tests because current English curricula of Undergraduates heavily emphasize grammar rules in place of communicative language skills.

ELLs face issues in pronouncing or speaking in English. One of the most difficult English grammatical concepts for English Teachers is to impart speaking skills to ELLs Delija & Koruti (2013). Students frequently struggle with preposition selections, forgetting necessary speaking skills by over usage of learnt speaking skills Inezan & Najim (2010). Acquiring speaking skills amongst undergraduate ELLs can be challenging for non-native speakers due to multiple reasons. Inter-lingual transfers which happen when learners tend to translate targeted speaking skills in their native language, and intra-lingual transfers which happen when learners over generalize described rules are two main causes of misuses of speaking skills amongst ELLs according to Brown (as cited in Delija & Koruti (2013). Similar challenges are also faced by students learning to communicate in English amongst undergraduate ELLs   Promma (2014). Interlingual transfers were found to be significant factors in undergraduate student errors when speaking in English including incorrect usages of in and on for locations Chiwpreecha (2012).

Teaching ELLs based on activities are being considered by many English language teachers. Römer (2008) makes recommendations on how instructors can create teaching materials and curricula. Language patterns described in textbooks are typically followed by English teachers, who believe that these patterns are the most common and helpful to students. Most textbook authors rely on their own instincts and what other textbooks do in general rather than consulting current needs while creating their works Jones & Waller (2015). Moreover, majority of English textbooks are intended to openly and deductively teach grammar, giving students a variety of activities including memorizing dialogues, reading condensed texts, and transformation executions as exercises Cowan (2008). Long (1997) contends that "emphasis on forms" and other explicit teaching methods might overload students with too many grammatical options that infrequently serve their requirements and fail to expose them to the use of language

in context Cowan (2008). Delija and Koruti (2013) assert that many English course books only give students a general overview of speaking skills without providing additional rules for some specific contexts and lack the information about the co-occurring verbs and nouns of each preposition. This is an example of preposition teaching.

The actions that learners complete utilizing their accessible linguistic resources produce tangible results. Games, problem-solving, and sharing of experiences are a few examples of activities. Learners are believed to engage in processes including meaning negotiation, paraphrasing, and experimenting when engaging in activities, which can promote successful language development. It gives students a setting in which to utilize language naturally. Learners have several opportunities to interact while they try to finish an activity. Such contact promotes language learning because it forces students to communicate their own meaning, check to see if they have understood correctly, and ask questions if they are unclear. Through social interaction, students are exposed to language that may be beyond their current proficiency but that may be incorporated into their understanding of the target language for use in the future. Activities may be divided into two categories namely educational and real-world/target activities. Pedagogical activities take place in the classroom, whereas target activities pertain to language use outside of the classroom. A goal activity, according to Long (1985), is any job done for oneself or for others, either voluntarily or in exchange for payment. Thus examples of activities include painting fences, dressing children, filling out forms, purchasing shoes, booking flights, obtaining library books, taking driving tests, typing letters, weighing patients, sorting letters, booking hotel rooms, writing cheques, locating destinations and even assisting someone to cross a road.

According to Richards (2001), a pedagogical activity is anything that is done as a result of processing or interpreting language (i.e., as a response). Activities include things like sketching a map while listening to a recording, following directions, and listening to instructions. Language production may or may not be a part of activities. In order for an exercise to be considered effective, the teacher must typically outline the criteria. Since it gives an activity in the classroom a purpose that goes beyond language practice for the sake of it, the employment of a diversity of diverse activities is said to make language more communicative. A pedagogical activity is described by Ellis (1991) as "a work plan that demands students to process language pragmatically in order to accomplish an output that can be assessed in terms of whether the proper or suitable propositional content has been transmitted". According to Nunan (1989), it is "a piece of classroom work that requires students to comprehend, manipulate, produce, or interact in the target language while their attention is focused on using their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than manipulate form."

ABAs are inductive strategies for language learning. Students must use provided data to recognize, evaluate, and generalize linguistic patterns. Teachers should act more like mentors who direct learners as they search for patterns. This method, which can improve learner autonomy, is known as "student-initiated language research." Studies have observed that second-year non-native students with poor English proficiency levels dramatically improved their post-test results after completing paper based ABAs. Huang (2014) also looked at how well the ABAs worked with Chinese third-year students. He discovered that ABAs could enhance pupils' writing outputs. However, there are few studies on using ABAs with young learners. ABAs are inductive learning techniques created to provide students immediate access to real information so they may create their own language norms and patterns (Johns, 1991). ABAs, however, vary from other

inductive learning strategies in that their exercises guide students to identify linguistic patterns without first revealing the findings to the professors (Johns, 1991). Teachers have the option of either delivering the prepared concordance lines to students or giving them direct access to a corpus so they may conduct independent research Chambers (2010). As a result, students can simultaneously execute the roles of language learners and language researchers Cheng (2010).

CALL (Computer Assisted Language Learning), which uses the computer as a tool for language investigation to foster learner autonomy, is one of the most prominent Second Language Acquisition ideas connected to ABAs Sripicharn (2002). According to one of second language assumptions, the facts would be more understandable for learners if it were simplified Sripicharn (2002). When students are able to recognise grammatical patterns, the Noticing Hypothesis by Schmitt (1990) also plays a significant part in ABAs , turning inputs into intakes. Raising students' attention to target material can facilitate the identification of recurring co-occurring patterns in grammar instruction Sripicharn (2002). Additionally, ABAs give students helpful tools to create their own learning processes so they can gain implicit information (learning without awareness) and explicit knowledge (learning with awareness) Cheng (2010). According to Johns' (1997) assertion that "every student is Sherlock Holmes," students in ABAs have a more investigative or research-based role in identifying and resolving language issues. As a result, this strategy keeps students engaged in their education and fosters their autonomy Gilquin & Granger (2010).

By letting students work in groups or complete projects, ABAs also incorporate the concepts of activity-based and communicative activities. Students will have the chance to independently research certain language patterns and hone their grammar analysis abilities (Hughes 2010). By encouraging students to rely on their own capacity to explore real language and arrive at the general outcomes independently, ABAs   therefore brings a new kind of "grammatical consciousness raising" Johns (1991) to grammar learning. Additionally, the research conducted by Lin and Lee (2015) showed support for the use of ABAs in grammar instruction. Students in classroom GTMs looked to be passive learners, however ABAs can change their behaviour so that they behave like active learners. Since the learners felt it enhanced their awareness towards lexical items as their vocabulary depth rose, particularly in learning synonyms and collocations, ABAs is not only a beneficial approach for teaching grammar but also for teaching vocabulary Aşik, Vural, & Akpnar (2016).

Additionally, ABAs can foster an environment where students actively participate in the activities; in contrast, a teacher rather than students were at the centre of the GTMs class. ABAs, according to some teachers, can increase students' long-term retention as well since they encourage them to study more and are more interested in doing so. Additionally, Boulton (2010) discovered that the participants thought ABAs were the best way for highlighting use and grammar in context and with specific examples. This study's encouraging findings showed that teachers' in advance created paper-based materials are tangible and appropriate for low-proficiency pupils to manage and consult afterwards. Teachers can decide whether to use "teacher-led end," in which tasks in the class are controlled and prepared by teachers in advance, such as cloze tests and fill-in exercises, or "learner-led end," in which students have more freedom in discovering the language as they learn it. This is done before implementing ABAs into the classroom Gilquin & Granger (2010). According to Hunston (2002), advanced learners are better suited for discovery learning or learner-led activities whereas beginning learners should participate in teacher-led activities. Teachers should prepare students to manipulate

activities and make inferences as effectively as feasible in order to facilitate learning Chambers (2010). The use of signposting and guiding questions by the teachers should be able to encourage the pupils to complete the concordance lines provided Flowerdew (2012). By choosing brief and conspicuous concordance lines, making the data simple to detect, and circling or highlighting context hints for them, teachers can employ scaffolding strategies to assist learners deal with enormous amounts of corpus data Sripicharn (2010). Paper-based resources for ABAs, rather than instantaneous hand-ons, may be a more effective tool to enable beginning learners who have less experience and prior information to uncover linguistic patterns, according to Kirschner, Sweller, and Clark (2006). According to Boulton's (2010) research, although instructors are not corpus linguistics experts, ABAs paper-based materials can assist lower level learners to deal with grammatical elements provided the materials are presented effectively. For these reasons, this study aims to both investigate the effectiveness of ABAs in developing undergraduate students' knowledge of spoken English amongst undergraduate ELLs while examining their attitudes toward using ABAs in communicative English. The researcher has therefore chosen to develop speaking and pronunciation efficiency amongst undergraduate ELLs of government college from activity based approach and sharing general assumptions about the nature of language learning underlying the communicative approaches, testing and assessing its effectiveness for the purpose intended. The study aims at evaluating the effectiveness of ABAs of undergraduate ELLs studying in Government Colleges of Tamilnadu and suggests solutions to improve their speaking skills.

REVIEW OF RELATED LITERATURE:

Reviews of prior studies generate opportunities to delve deeply into difficulties surrounding poor speaking abilities of government college students and suggest a platform to gain deeper understanding for the study topic and suggest remedies. Functional categories of activity kinds have been developed by researchers like Berwick and Foster. As one of two differences in his definition of activity kinds, Berwick, for instance, employs "activity goals." The majority of activity objectives, according to him, are "educational goals with an obvious didactic purpose" and "social (phatic) goals," which need the use of language simply because the participants are involved in that activity. A three-way functional differentiation between personal, narrative, and decision-making processes was proposed by Foster and Skehan (1996) where activity kind classifications along with similar ones were taken from language function categories. Classifications of activities offered by researchers following interaction studies in second language acquisitions put an emphasis on interactional aspects of activities. For example, Pica (1994) distinguished between interactional activity and communicative goal (Richards and Rodgers 227).

According to Derek Keats and John Boughey (1994), in order to accommodate a large class of students with diverse academic and language abilities and a propensity to learn by rote, cooperative group activities were introduced in a second-year Botany course on Phycology (study of algae). They attempted to distinguish between meaningless learning, which is simply "making sense of things," and rote learning. In 1989-1991, the responses ranged in size from from 65 to 120 pupils. The researchers gave the students workbooks comprising study questions, readings, a discussion worksheet, and a test yourself quiz as exercises, and they utilized group discussions and multiple choice spot exams. Weekly worksheets for group discussions were gathered and utilized for ongoing assessment along with 10-question multiple-choice spot exams and interviews. The students loved the method and said that it piqued their interest in the subject,

according to the researchers. Based on their performance, the students appeared to have increased their use of higher cognitive processes, according to the lecturer's subjective judgment. A language throughout their curriculum approach to teaching and learning was found to be ones that students could perceive as a strategy. Furthermore, it was determined that in order to ensure the best impact of this strategy on student learning, some coordination with other modules within the department and with other courses within the faculty was thought to be necessary.

Paul Seedhouse (1999) attempted to categorize activity-based interaction as a type, speaking about its pedagogical and interactional benefits, and investigated forms of learning that could be supportive. A database of roughly 330 second language lessons from 14 different nations, with published and unpublished transcripts, served as the foundation for Seedhouse's study. Numerous excerpts from activity-based classes were included in the database, along with a small number of complete lessons that contained activity-based involvement. In order to balance the optimistic theoretical assertions with textual evidence of some of the less optimistic shortcomings experienced in daily life, he set out to outline the features of several activity-based interactions. Activities seem to be very effective in teaching students how to apply the second language in real situations. It was also inferred that this method would also prepare them well for accomplishing some activities in the world outside the classroom.

By explaining and summarizing qualitative research techniques that may reveal how teachers reinterpreted activity-based innovations, David Carless (2004) investigated how activity-based innovations could be applied in Hong Kong school environments. The study focused on three problematic issues arising from reinterpretations: using mother tongues, managing discipline issues, and producing target languages as well as the degree to which activity-based learning reasonably captures classroom happenings. According to the study's statistics, activity-based education was prevented from being implemented due to concerns about loudness and discipline. The instructors voiced their worries about activities that only allowed a small number of students to speak target languages, even though they perceived activity-based teaching was an opportunity to use English.

The correctness, complexity, and fluency of student oral outputs were evaluated by John Thurman (2008) in relation to the impacts of three degrees of subject choices (no choice, restricted choice, and comprehensive choice) on students' activity interest and activity self-efficacy. For the descriptive activities, narrative activities, and decision-making activities, Thurman employed several educational tools. He administered tests to 78 people using three different activity types—descriptive, narrative, and decision-making—and five different factors. In order to explore the main effects of choice and activities and the interaction effects of choice and activity, two-way repeated measures ANOVAs were used to collect data using a questionnaire and by recording the participants' talks over the course of nine consecutive treatments.

In order to improve post-graduate students' communication abilities, Sivakami (2014) investigated the merging of strong and persuasive theoretical frameworks of activity-based language education and learner autonomy. The study's objectives included determining the effects of autonomous learning activities on learners' speaking skills, evaluating the relationship between learners' socioeconomic factors and speaking skill improvement, and examining learners' perceptions of the researcher's creative methodological synthesis in order to validate the results of the pre-experimental study. A single class of post-graduate students in the arts and

humanities department at Bharathiar University in Coimbatore served as the study's subjects. At the start of the study, a needs analysis was done to determine their interests and requirements. To gauge their speaking ability, the researcher administered entrance and exit exams. After analysing their replies, the impact of integrating ABAs and learner autonomy was taken into consideration. At the conclusion of the study, a motivation questionnaire was given to determine the level of motivation. To get the students to reply and share their opinions and experiences with other students, she utilised Jigsaw activities, knowledge gap activities, and decision-making activities. She then assisted the students in selecting the learning resources for the topic of their choosing. Data analysis in terms of numbers was done. Her study's results show that giving learners the freedom to choose their own terminology and sentence patterns improves their speaking ability and their learning processes during their engagement in targeted activities with granted autonomy.

Sanjukta Sivakumar (2014) made an effort to investigate if English instructors at the secondary school level could comprehend and use ABAs more effectively by structuring language exercises, adhering to multiple intelligences standards, and using a revised Bloom's taxonomy. As the research intervention, MI-RBT-ABAs were anticipated to support teacher growth inside the classroom by raising awareness of individual requirements, which would then promote learner autonomy and teacher empowerment. In order to integrate language skills in a balanced way and educate students to utilise language for information processing, meaning-making, and problem-solving, she framed MI-RBT-ABAs activities with an emphasis on activity structures, inputs, and learning goals. The study helped the researcher grasp the significance of autonomy in both teacher preparation and classroom learning, as well as how framing MI-RBT activities may make use of ABAs. Native teachers and students may be able to participate based on their individual strengths thanks to the MI component of the framework. While RBT pushed learners to expand their higher-order thinking abilities, peer cooperation helped students strengthen their weak regions. The resulting self-motivated learning gave researchers insight into how a study may accept real-world learning outside of its own specific purpose in order to obtain validity.

Y.G. Lou and L.Y. Chen (2016) also compared the impact of ABAs on the accuracy, fluency, and complexity of non-English major graduates' oral performance. The researcher recruited 65 first-year Yangtze University, China graduates with majors other than English, including those in chemistry, agriculture, plant protection, finance, and biological technology. Before the experiment began, the students were split into the experimental group and the control group. Independent sample t-tests were used to see whether the respondents produced noticeable variations in spoken English proficiency. The researcher used the presentation-practice-production (PPP) approach for the free group and the ABAs methodology for the experimental group. Role-playing and storytelling exercises, as well as interviews, were the instruments employed. The study included accuracy, fluency, and complexity as three metrics. The study's statistical analysis of the data gathered was conducted using the social science programme SPSS 17.0. The study's findings demonstrated that ABAs may enhance the performance of graduates with majors other than English. However, the strength of the effect varied depending on the instrument's parameters and the performance objective. Additionally, it was shown that ABA education fostered higher performance accuracy than the PPP technique. The respondents had tasks to complete using the ABA's technique, which required them to interact with other students. The experimental group's students had more opportunities thanks to this strategy to enhance their spoken English and speak the language more naturally. Finally, in terms of

difficulty, the ABA's teaching encouraged a level of performance that was comparatively consistent throughout the exercises. The experimental group's students were able to accomplish more complicated language tasks on both types of tasks than the students in the free group. By contrasting the experimental effects of the ABAs on non-English major graduates' oral performance in terms of accuracy, fluency, and complexity with those of PPP instruction, the study investigated the effects of the ABAs method in teaching and learning and came to the conclusion that the ABAs methodology may be superior to that of PPP methodology.

Thus, reviewing of prior studies imply that teaching ELLs to students results in numerous problems to teachers. But implementing ABAs for teaching to undergraduate ELLs at Government Colleges of Tamilnadu assists in developing their speaking skills. Hence, this research work attempts at a solution centering around ABAs for enhancing speaking skills of undergraduate ELLs.

METHODOLOGY:
The stages of a lesson with an activity as its main component must be taken into account when designing an activity-based lesson. Rod Ellis (2003) proposed his design of an activity with three stages: the first phase is re-activity, which is concerned with framing the activity, planning the time, and determining the outcome of the activity; the second phase is during activity, which is focused on the activity itself, provides several instructions or methods for learners regarding the doing of an activity, allows time limit, and decides the number of participants; and the third phase is post-activity, which is concerned with the learning that occurs as a result of the activity. Only the while phase is required in ABAs out of these three stages; the pre-activity and post-activity phases are optional but guarantee that the activity is carried out successfully for language development. Similar attempts to describe and justify the nature and purpose of activities in language training have been undertaken by ABA proponents. Academic activities have received a great deal of attention in general education since the early 1970s, despite the fact that research of the sort just mentioned have concentrated on the character of occupational activities. The structural, functional, and interactional models of the language are also drawn in ABA-based instruction. Pauline According to Foster and Peter Skehan (1999), accuracy, complexity, and fluency are three key areas while learning foreign languages. Fluency refers to a student's ability to use inter-language systems and transmit meanings in real time, while accuracy and complexity relate to the amount of inter-language difficulties learner manage to overcome.

PARTICIPANTS:
The sample for the study was chosen from undergraduate students studying in the Government Colleges of Tamilnadu namely Annai veilankannai arts and science College, Chellammal women's college . and Government Arts College for Men, Nandanam. The samples included non-native elementary and low proficiency students having trouble in speaking and pronunciation amongst undergraduate ELLs. There were 50 individuals in each class (N=150) with 40% males (N=60) and 60% females (N=90) with undergraduate degrees who spoke Tamil as their first language. ABAs were executed with the permission of corresponding institutional heads. Teachers of the participants were given consent papers before the research was conducted in order to offer their consent for their pupils to take part in the study, and the researcher was permitted to perform this study with them.

DATA COLLECTION AND INSTRUMENT:

The study groups were based on Pre and Post tests. Prior to instructional periods, participants were generally assessed for testing their knowledge of spoken language skills in English. The participants were taught once a week in extra activity classes for 30 minutes which did not affect their regular learning schedules. The study was conducted over six-week period followed by post tests with. The exercises and tests constituted 5 items namely Role-plays, Picture descriptions, JAM (Just A Minute), Debates and Vocabularies. The total score was 100 where exercises carried 20 marks each. The cumulative marks obtained by students in post tests were evaluated and analyzed by the researcher and class teachers. The ABAs used in this study are detailed below.

- **Role-play:** Any speaking act that is performed on someone else's behalf and is based on fantasy is a role-play. President, King, Queen, wealthy, actor, beggar, etc. are a few examples. Role-playing in the classroom gives diversity, a change of pace, and plenty of chances for plenty of language output while also being a lot of fun! Instead than being a "one-off" event, it might be a crucial component of the class. The exercise may be highly effective if the instructor is confident in its ability to succeed and provides the required assistance. However, according to Gillian Porter Ladousse, if the instructor isn't persuaded that employing role-play is effective, the exercise "will fall flat on its face just as you anticipated it would" (1987). Students were divided into groups according to whether they had opinions in favour of the topic or against it during "For and Against" discussions. It is generally accepted that learning occurs when tasks are interesting and remembered.

- **Picture descriptions:** A painted, sketched, or photographed visual representation or image that is shown on a flat surface is referred to as a picture. The picture-cued technique is a significant and effective way to elicit students' vast and intensive levels of spoken language performance. Both the extensive and intense methods of education have the potential to produce rhymes and monologues in which students review certain linguistic constructions. Because students concentrate on the material, describing visuals might be a great exercise to start the session. Through the teacher's scaffolding throughout this exercise, pupils may also pick up new vocabulary and grammar related to the topic or lesson. Pictures are regarded as a type of visual media that convey words. Teaching through images has several advantages. Since English students require the visual stimuli provided by PowerPoints, whiteboards, and printed materials, Gill (2005) contends that emphasizing these students' visual learning preferences is essential for their language acquisition. Additionally, they may be utilized to increase student engagement and foster a favorable attitude toward English.

- **JAM (Just A Minute):** Teaching specialists have always advocated strongly for using JAM to improve English speaking. The method is nothing new, but it has its roots in a game show that was broadcast on BBC radio and required contestants to talk for 60 seconds "without hesitation, repetition, or deviation." The concept is so fundamental that it can be applied for developing a variety of abilities. Every company wants their employees to be proficient at speaking without hesitating while being rational, significant, and persuasive. In order to begin speaking immediately, students basically

need to be skilled at recalling concepts, connecting ideas, and synthesizing information in an uninterrupted flow.

- **Debates:** Debate is a highly effective tool for enhancing argumentation abilities for persuasive speech and writing in addition to offering significant exercise for listening, speaking, and writing. The act of debating encourages students to speak up, engage in conversation, defend their own opinions, present counterarguments, and do research on relevant topics. The debaters engage in a demanding and exciting activity while speaking English, and they also become fluent in the language as a result. A formal kind of interactive and representational argument is debate. All aspects of the English language, as well as presentation and delivery abilities, are necessary for successful debate in English. Debaters require up-to-date knowledge of current concerns and ideas from several sectors. They also have to do research on a variety of topics. Debaters need to use conventional delivery techniques to persuade judges and audiences as they explain their reasoning and argument. Debating in an English class forces pupils to use their communication and presenting abilities. The discussion that follows focuses on the value of debate in developing linguistic proficiency in English. According to Krieger (2005), debate is a great exercise for language acquisition since it involves students in a range of verbal and cognitive activities.

- **Pronunciation - Vocabulary:** The pronunciation of words has changed throughout time, but English spelling has not. For language learners, pronunciation is a significant obstacle. However, accurate pronunciation goes beyond just "how words and letters sound." There are other equally significant aspects to take into account as well, such as intonation (how the voice tone changes during a sentence, going up or down), stress (which words and syllables carry more of the weight when we speak), and connected speech (how words can sound different when they are joined together in natural speech). Good pronunciation is aided by all of these characteristics, but don't mistake them for accent. Distinct nations with English-speaking populations have different accents, yet all of them may be regarded as having the right pronunciation. While learning English, the accent need not be British or American, since good pronunciation implies being understood.

TABLE 1 – Description of Approaches for used in tests

Activity description	Activity measurement	Marks
Role-Play - Interview practice: Students acted as the interviewer and the interviewee in order to get ready for professional interviews.	Assessment for Interviewer and Interviewee	10
Role-Play - Marketing practice: Students had to give a presentation about a product like a sales representative, and other students asked them questions about it.	Assessment for Salesman	10
Picture Descriptions: A Picture of a city in general was given to students and they were asked to describe the picture in their own words	Assessments for language and presentation	20
JAM (Just A Minute): The JAM exercise was split into	Assessments of Ideas	20

four steps for clarity: (1) The students were made to speak on "If I Rule India" ; (2) Each students spoke continuously for one minute;(3) They were given a gap of 2 minutes and had speak related to the topic again for one minute.		
Debates: Students must complete a variety of academic assignments in several subject areas. The students debated on the topic "robots should replace workers"	Assessments for language, presentation, vocabulary and ideas	20
Pronunciation – Vocabulary: Students were asked to Think of ONE word that fitted into each blank!	Assessments for vocabulary and meanings	20

Results and Discussions:

This section displays the results of analyses of this study. The exercises and tests were prepared by the researcher in co-ordinations with teachers of the colleges taken for the study. Only a few participants showed exceptional growths after being taught using ABAs i.e. students with extremely high post-test scores but poor pre-test scores were also questioned in Tamil for validating the accuracy of results.

Role-play:

Jeremy Harmer (1998) recommended role-playing as the strategy was entertaining and motivating. Quieter students have the opportunity to express themselves more openly. The classroom world is expanded to encompass the outside world, providing a considerably broader range of linguistic possibilities. In addition to these reasons, students who will be travelling to an English-speaking nation at some point are offered the opportunity to practice their English in a safe atmosphere. Students can be put in real-life circumstances. In this study, the role play was developed for salespeople, and the prospects were the full class of pupils. Students played out First Line Manager Role Plays in role play interviews. In the standard character play scenario, you will be asked to play the role of someone fairly close to what students would expect on the job. The problems included a lack of attention to detail, clarifying corporate policies, and maintaining labour discipline. Students were instructed to follow the following Marketing Guidelines:

- Writing down extreme negotiating situations they experience (Deadlines, Deals, legal complications) on pieces of paper which was shuffled and randomly picked..
- Students were salespersons while the entire class were prospects.

TABLE 2 -Paired sample T-Test of overall mean scores for Role Play: Interview and Marketing

Paired Differences								
	Std.		Std. Error	90% Confidence Interval of the Difference				
Description	Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest-Posttest	12.87-14.78	5.24	1.02	9.84	12.07	9.814	54	.000

Table 2 values imply statistically significant increases (p<0.001) in mean scores from pretests, 12.87 to posttests, 14.78, on average, by approximately 2 points and thus post test values dramatically increased using ABAs at a significant level of 0.10.

Picture Descriptions: The major advantage of an image, according to Sinclair (1987), is its apparent visibility to learners. The use of visuals in teaching can be beneficial since it increases learners' enthusiasm in learning a foreign language. According to Byrne (1980), images can promote student conversations and interpretations of themes. Furthermore, pupils' imaginations might be stimulated (Moore, 1982). For example, it is considered that visual aids in general, particularly photos and bright posters, might improve the attractiveness of the classroom environment. Furthermore, images might encourage pupils to participate in public speaking events. Wright (1989) goes on to suggest that using visuals in language acquisition helps stimulate and inspire pupils. Grammar and phonology are the two most important aspects of learning a second or foreign language. Thus, according to Wright, the usage of visuals gives incentive and nonverbal stimuli that helps children learn better. As a result, from that perspective, images offer a benefit to instructors in the learning process. They can serve as a role model and source of encouragement for kids. According to Wright, utilising visuals enables children to engage their imaginations. In reality, while attempting to understand someone speaking in real life, additional attention is devoted to nonverbal language, such as tone of voice or context. Pictures provide nonverbal sources of information when it comes to the approach utilized. As a result, it is critical for teachers to educate pupils for communication by utilising both verbal and nonverbal sources. Students were given an image of a city in general and asked to describe it in their own words.
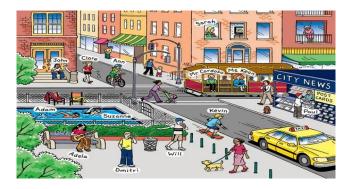

Figure 1 – Picture Description

TABLE 3 -Paired sample T-Test of overall mean scores for Picture Descriptions

Paired Differences								
				90% Confidence Interval of the Difference				
Description	Std. Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Posttest - Pretest	3.79 – 6.77	2.297	.57	2.98	4.95	5.28	29	.000

The second activity of picture descriptions measured their knowledge, language and presentations. According to Table 3, there was a statistically significant increase (p<0.001) in their mean scores from the pretest, 3.79, to the posttest, 6.77, on average, by approximately 3 points. Hence, the results show that the participants apparently displayed improvements after going through training on ABAs enhancing their speaking and pronunciation skills.

JAM:

Just a Minute is a famous British radio quiz game that is perfect for honing speaking skills in the classroom. It's easy to put together and a lot of fun to play. It is best suited for small groups, although it may be played with bigger groups if well prepared. For 120 seconds, students discussed "If I Ruled India." Other students were instructed to question the speech in order to identify hesitations, repeats, and deviations. Challengers were granted points for winning contests, and speakers kept speaking on the same subject for 120 seconds.

TABLE 4 -Paired sample T-Test of overall mean scores for JAM

Paired Differences								
	Std.		Std. Error	90% Confidence Interval of the Difference				
Description	Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest-Posttest	13.18-13.98	3.24	.95	8.15	8.957	7.814	54	.000

Table 4 values of the third activity imply marginal increase in mean scores increased for ABAs (p<0.001 and significant level of 0.10.) from pretests (13.18) to posttests (13.98), as most students were not ready to speak on topics and shied away from speeches.

Debates:

Academic language has been defined as "the language used by teachers and students for the purpose of acquiring new knowledge and skills" (Chamot & O'Malley, 1994, p. 40). This definition includes a number of language functions that are required in all content areas, including explaining, informing, justifying, debating, describing, classifying, proving, persuading, and evaluating. Furthermore, students are frequently asked to express, debate, challenge, and defend their beliefs. Many of these linguistic functions are practised by students as they prepare for a debate. According to Pally (2000), "[C]ritical thinking skills—including challenging information—are extensively employed in academic/professional settings." English language instructors and practitioners have previously demonstrated debate as a successful approach in teaching English, which serves as a significant source of inspiration for English teachers who have yet to include debate into their lessons. Students were instructed to form a circle. Each pupil says, 'Robots should replace workers...' and then finishes the sentence. The pupil on the left would ask, 'Why?' to which the speaker would have to respond.

TABLE 5 -Paired sample T-Test of overall mean scores for Debates

Description	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
				Lower	Upper			
Posttest - Pretest	3.90 6.40	2.52	.39	3.63	6.40	11.569	29	.000

Surprisingly, the results of the discussions revealed that the majority of participants learnt target speaking skills and implemented them in appropriate settings. The p value was.001, suggesting that there was a statistically significant difference in their mean scores, which increased by an average of roughly 3 points from 3.90 in the pretest to 6.40 in the posttest, as shown in Table 5. The researcher then compared the complexity of the participants' comments from the pretest and posttest. It was revealed that some of them formed more sophisticated and natural sentences, akin to those provided by ABAs. Here are some examples of participant sentences from the third exercise that demonstrated extraordinary improvement in applying speaking abilities in natural contexts.

Vocabulary:

While learning a foreign language, students should create an impressive vocabulary that will allow them to appropriately convey their thoughts and ideas in that language. Vocabulary exercises are essential in laying a solid basis for this. Vocabulary exercises are activities that focus on improving knowledge and memorization of vocabulary terms. Students can have a better understanding of a word's definition, use, pronunciation, and so on through these exercises. The exercises take a lot of brainwork and utilise many sorts of memories to ensure that the learner never forgets the term and can actively use it whenever needed. Students were asked to Think of ONE word that fitted into each blank!
1. Let me begin my ……. by mentioning that the majority of people wish to work.
2. I'm afraid we won't be able to hire you. We recruited a …………… few weeks ago
3. I …………… the offer since it required me to work on Saturdays and Sundays.
4. They entered into a …………..a few years ago.
5. Could I borrow some ……..from you? I'll make sure to return it next week.

TABLE 6 – Scores of Randomly Selected Students for Vocabulary Test

Student number	Pronunciation, Fluency, accuracy	Vocabulary collocation
1	8	7
1	8	7
2	8	6
3	6	6
4	5	6
5	6	6
6	6	6
7	5	4
8	6	6
9	7	6
10	6	4
11	6	5
12	4	4
13	6	4
14	7	4
15	6	6
16	8	8
17	9	7
18	6	6
19	5	5
20	9	7
Average	6.523809524	5.714285714

Table 6 implies that students need to improve their vocabularies in the context of spoken skills. This task enabled students to be quick in their utterances and responses. They were allowed to give any type of funny suggestions the participants could enjoy the game at its best. The class was filled with fun and laughter. Other than learning English for academic purpose, they could learn English for entertainment also. It attempted to enrich the students". The use of the craziest suggestion or utterance relaxed the students to participate with more zeal.

Questionnaires were developed from Phoocharoensil (2012), to learn more about student attitudes regarding learning English using ABAs. A five point Likert scale, with 1 denoting strong agreement and 5 denoting strong disagreement for open ended. The questions were based on respondents' difficulties in learning.

Table 7 - THE SATISFACTION OF STUDENTS IN LEARNING THROUGH ABAs

Category	Statements	Responses				
		SA	A	N	D	SD
Satisfaction	• I find ABAs are fun and not boring	45.7%	29.0%	25.3%	0%	0%
	• I think ABAs are more demanding than traditional ways	49.0%	35.7%	7.7%	7.7%	0%
	• Learning using ABAs is difficult for me	8.7%	12.0%	34.7%	22.3%	22.3%
	• I enjoy to uncover language patterns on my own	29.7%	40.3%	21.3%	7.7%	0%
	• I wish to use ABAs for further English studies	52.7%	22.0%	21.0%	0%	4.3%
Content	• When I learn grammar, I grasp the material better when I use ABAs.	45.0%	48.7%	2.3%	0%	0%
	• I prefer teacher-centered methods over learner-centered methods such as ABAs because I can retain what I've learned in the long run.	20.3%	29.7%	21.3%	9.0%	15.7%
		35.0%	42.0%	24.3%	9.7%	0%
	• During ABAs exercises, I was encouraged to actively think, express my ideas, and speak English.	39.7%	42.0%	17.0%	1.3%	0%
	• I entirely grasp how to utilise during, among, and between by learning through the ABAs approach.	55.3%	24.7%	20.0%	0%	0%
	• I believe that studying the concordance lines has given me greater word knowledge and different sentence constructions.	31.3%	48.7%	20.0%	0%	0%
	• I believe I understood the subject better in the ABAs class when the teacher employed scaffolding tactics.	80.3%	9.0%	10.7%	0%	0%
SA= Strongly agree, A= Agree, N= Neither agree or disagree, D= Disagree, SD= Strongly Disagree						

According to Table 7, which assesses student satisfaction, the majority of students regarded ABAs as interesting, engaging, and difficult. Furthermore, just a few students found the exercises difficult, despite the fact that almost half of the participants stated that learning ABAs was not difficult for them. Over 70% of participants appeared to enjoy studying grammar standards and language usage patterns on their own. It was interesting to observe that the majority of students planned to continue attending English lessons through ABAs in the future. Furthermore, the data in Table 6 revealed that the majority of participants have a positive attitude about ABAs since they see them as a useful tool for learning English. Almost all of the participants believed that learning through ABAs improved their grammar knowledge because it improved their understanding of the lesson and their ability to use the words among, during, and between in real-world contexts, especially when the teacher used scaffolding techniques to guide them. According to one of the respondents, the teacher "usually helped aid us when we struggled with the new concepts contained in the concordance lines to help us grasp the lesson better." Most students gained greater vocabulary knowledge and learned new sentence structures as a result of their investigations which was another advantage of learning inductively using ABAs.

They were encouraged to actively think, express their ideas, and speak English throughout the class. However, only half of the participants still chose learner-centered methods like ABAs over teacher-centered methods (i.e. conventional methods).

STUDENTS' DIFFICULTIES IN LEARNING THROUGH ABAs

The majority of students preferred ABAs to improve speaking and pronunciation among college ELLs. However, very few students hated this type of instruction because they perceived ABAs to be more difficult than the other ways they had employed. The key aspect is the participants' opinion of AEP materials as beneficial in learning new language and structural features. The second critical component is that they evaluated ABAs to be challenging. However, it is crucial to mention that some of the participants disliked learning with ABAs owing to difficulties in comprehending the data. Flowerdew (2012) claims that field-dependent students may respond better to ABAs because they want to interact with their peers, as opposed to field-independent students who may find this method too difficult. Several participants had difficulties in analysing the data. Because of their limited grasp of the English language and the fact that the corpus data represents the true language patterns used by native speakers, they failed to interpret numerous concordance lines, including new terminology (Hughes 2010). As a result, the instructor should make a larger effort to help these students in learning the topic by using scaffolding techniques.

Conclusion:

The findings of this study show that paper-based ABAs, such as among, while, and between, are beneficial for teaching speaking and pronunciation to young learners among college ELLs, with the majority of students favouring this technique. The findings of this study may fill a research gap in the use of ABAs with young learners because they demonstrate that young students or those with limited exposure to English can learn English grammar through paper-based ABAs with teacher assistance in selecting appropriate concordance lines to suit learners' proficiency and encouraging them to analyse the data throughout the assessment.

PEDAGOGICAL IMPLICATIONS

These findings have a significant impact on how undergraduate professors build their teaching strategies. Most Undergraduate professors often instruct grammar using the traditional technique and simply utilising textbooks, which are seen to be the main contributors to Undergraduate students' inability to understand English grammar (Chingchit 2008, Choomthong 2014). Since it has been demonstrated in this study that ABAs can significantly improve students' speaking ability and motivate them to focus more on the lesson because they found it interesting and fun. This study also yields an instructive result that ABAs can be applied with young ELLs which could be an encouraging teaching method for EFL/ESL teachers.

LIMITATIONS OF THE STUDY

Future studies should address the study's potential weaknesses, which include a number of them. The low participation rate is the first drawback. It may be challenging to guarantee that the findings of this study can be broadly generalized to the total population because of the study design, which is a one group pre-test post-test. The study was limited to ELLs from Government Colleges of Tamilnadu.

RECOMMENDATIONS FOR FURTHER STUDIES

Future research should be reproduced with other ELLs and competence levels due to the constraints of this study in order to enhance the generalizations of findings. Future research should evaluate the efficacy of various grammar teaching techniques with paper based ABAs. It is also important to investigate how well the paper-based ABAs work in teaching speaking skills with greater complexity, such as through analysis and grammatical collocations. Future research should choose content from additional natural English sources to strengthen the validity of ABAs. Last but not least, future research should examine the long-term impacts of paper-based ABAs in grammar acquisition and employ an inter-rater to assess the validity or correctness of the findings.

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