

DEVELOPING SPEAKING SKILLS THROUGH SHORT STORIES IN SECOND LANGUAGE CLASSROOM

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Abstract

Listening comprehension within the teaching and learning of English as a far off. Language has been acknowledged by researchers and language educators. Formerly, listening was the smallest amount stress ability in EFL categories, it's currently recognized as a language ability that wants a vigorous method within the learners' mind and so has a lot of received more attention in learning. However, recent trend in ESL teaching indicates the need of group action literature as a result of its wealthy potential to supply Associate in nursing authentic model of language use. Among literary genres, short stories appear to be the foremost appropriate selection for this. Thanks to its potential to assist students enhances the language skills—listening, speaking, reading and writing—more effectively thanks to the psychological feature profit embedded within the stories. The aim of this text is to acquaint ESL instructors with the effectiveness of victimization short stories in ESL instruction. Once presenting criteria for choosing a brief story, discussions square measure centered on a way to exploit a brief story for enhancing students' language skills.

Key words: literature, story, language skills

Introduction

Getting sensible listening and speaking skills in English square measure the most concern of the many second and foreign language learners, and today's teacher must be versed in current approaches to the teaching of the aural/oral skills. Initially, we must always clarify that what square measure listening and speaking skills themselves. Teaching listening refers to teaching listening comprehension. Listening is Associate in Nursing activity of taking note to and attempting to induce which means from one thing we have a tendency to hear. It involves understanding a speaker's accent and pronunciation, his synchronic linguistics and vocabulary and grasping his which means. For triple-crown communication, listening ability is crucial, thus it ought to be tutored to students.

Much has been written and mentioned regarding listening comprehension, learning methods and their importance to learning. It's plain that we have a tendency to use listening quite the other language ability. In alternative words, learning depends on listening as a result of most learners pay longer in being attentive to the foreign language than in manufacturing it themselves. Listening is that the aural medium that provides the thanks to language acquisition and allows learners to act in oral communication. Therefore, students with sensible listening comprehension skills square measure higher able to participate effectively in school. Additionally, students learn to talk, scan and write by being attentive to others.

The crucial role of listening comprehension within the teaching and learning of English as a far off Language has been acknowledged by researchers and language educators. Formerly, listening was the smallest amount stress ability in EFL categories, it's currently recognized as a language ability which wants a vigorous method within the learners' mind and so has additional} received more attention in learning. Hence, listening is a crucial ability that wants a lot of thought in teaching foreign languages. Researchers estimate that we tend to hear double the maximum amount language as we tend to speak fourfold the maximum amount as we tend to browse, and 5 times the maximum amount times as we tend to write. According to Nation and Newton "listening is that the method of learning a language". There square measure sure reasons for the importance of listening for foreign language learners. First, listening is an important requisite for speech communication to require place. Second, it usually influences the event of reading and writing. Third, it plays a central role in tutorial success, since students perceive academics or lecturers through listening. In order to show listening comprehension effectively, the teacher ought to be clear concerning the ability to be developed in students. in step with Rivers, before the teacher will devise a sequence of activities which can train students in listening comprehension, he should perceive the character of the ability he's coming out to develop. Field in Ivor Armstrong Richards and Renandya examines a normally used format for teaching listening, one that involves 3 stages in an exceedingly listening activity: pre-listening, while-listening and post-listening. they're additionally referred to as listening techniques.

The-Pre-listening-Stage

This is the primary stage of teaching listening. At this stage, students' square measure given some background data concerning the audio. Indeed, this is often the preparative part of teaching listening within which students square measure ready and intended for listening and activity the tasks. Following it consists of many activities like giving background data, wanting image, topic discussion, question-answer,-etc.

The-While-listening-Stage

In this stage, the scholars hear audio, performs the activities and do the tasks support the

listening comprehension. This is often the particular listening stage whereby students square measure asked to try to to exercises supported the audio. the most purpose of this stage is to assist the scholars develop the ability of eliciting messages from auditory communication.

The-Post-listening-Stage

This is the ultimate stage wherever follow-up activities square measure done. As its name implies, post-listening stage embraces all the activities concerning a selected listening activity that square measure done when the listening is completed. In a way, this stage is that the extension of the activities done at pre-and while-listening stages. Problem-determination and decision-making activities, decoding activities, role-play activities; written work, etc. will be exploited at this stage that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994: 15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

The importance of considering these criteria could be perceived by realizing that the vocabulary and sentence structure of the short-story to be studied must be suitable to the level of the students. The short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work. Therefore, before giving the short-story, the teacher should decide the readability of the text.

In order to meet that readability criterion, using graded or simplified stories is possibly the most practical way. According to Ur (1996: 150), "... the use of 'authentic' text with less proficient learners is often frustrating and counter-productive". Therefore, the use of simplified text with less proficient readers is highly suggested for the sake of suiting the texts with the level of students.

In addition to the previous criteria, Spack (1985) suggests the aspect of interest to be considered. According to him, it is important for the teacher to choose stories that would interest students that he/she most likes to read and teach, and that have been made into film to provide visual interpretation. McKay (2001: 322) and Rivers (1968: 230) point out that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

Literary reviews:

McKay, S.L. (1986). *Literature in the ESL classroom*, London: Oxford University Press.

_____. (2001). *Literature as Content for ESL/EFL*. (Ed. Marianne Celce-Murcia)

Oster, J. (1989). Seeing with Different Eyes: Another View of Literature in the ESL Class. *TESOL Quarterly*, 23, 85-103

Short stories square measure terribly fascinating to find out language in the least levels. It provides linguistic analysis, and short span of your time language feat happens. Despite its advantages for college students, some objections square measure continuously raised against the employment of literature publically faculties thanks to overcrowded categories, overlade info and restricted time some issues unremarkably met in elementary to high public faculties in most developing countries. First, the deviated and figurative language of poetry necessitates terribly while to know. Second, the length of novel can build it troublesome for such categories to complete. Finally, drama will be employed in categories; however it'll be troublesome to act out a play in jam-pawn ked categories inside restricted course hours. Considering these objections, it's obvious that among literary forms, short-story that is outlined by Edgar Allen Poe (in Abrams, 1970: 158) "as a narrative which will be scan at one sitting of from half hour to 2 hours, which is proscribed to 'a sure distinctive or single result,' to which each detail is subordinate" looks to be the foremost appropriate one to use publically faculties. Since it's short, and aims at giving a 'single effect', there's typically one plot, many characters; there's no careful description of setting.

So, it's simple for the scholars to follow the story line of the work. This reason, that short stories square measure the foremost appropriate style to use in English teaching thanks to its shortness, is supported by sheepdog and woodlouse (1991: 196) after they list four benefits of mistreatment short stories for language lecturers. First, short stories square measure sensible as their length is long enough to hide entirely in one or 2 category sessions. Second, short stories aren't sophisticated for college students to figure with on their own. Third, short stories have a spread of alternative for various interests and tastes. Finally, short stories will be used with all levels (beginner to advance), all ages (young learners to adults) and every one category. Pardede's (2011) study at Acharya Nagarjuna University in Andhra Pradesh discovered that the bulk of English lecturers coaching students essentially found short stories fascinating to use each as materials for self-enjoyment and of as parts language talent categories. The findings denoted that just one.37% of the responses went into "Disagree" criterion; and nineteen.4%, "Neutral". the opposite eighty two.5% went into the standards of "Agree" and "Strongly Agree".

Choosing the Text

Text is play key role here within the context. the employment of short-story in English teaching ought to be aimed to encourage the scholars to use what they need antecedently learnt. By doing this, the training method is student-centered. However, the teacher plays a good role. She/he should select an appropriate text to use in school, and will facilitate her/his students perceive the story with varied activities. In mistreatment short stories to show English, story choice is so one in every of the foremost necessary roles of the teacher. Since the lengths of short-stories quite vary, select a story short enough to handle inside course hours. The shortness of the text is very important for the scholars as a result of they're going to see Short Stories and Language Skills.

Development

Short stories permit academics to show the language skills to all or any levels of language proficiency. Murdoch (2002: 9) indicates that "short stories will, if elect and exploited fitly, give quality text content which is able to greatly enhance ELT courses for learners at intermediate levels of proficiency". in step with him, short stories may well be terribly helpful materials in ELT reinforcement by victimization them in learning activities reminiscent of, discussion, writing and acting out dialogues.

Reading

Short stories are terribly helpful within the trials to boost students' vocabulary and reading. The results of Lao and Krashen's (2000) study that compared the scanning accomplishment between cluster gaggle a bunch of scholars that scan literary texts and a second cluster that scan non-literary texts at a university in city discovered that the group WHO read literary texts created higher improvement in vocabulary and reading. Victimization "Angel", 3 activities are often conducted to assist students to accumulate a lot of vocabulary. These activities are regarding kind, meaning, and use severally.

1. There are often as several words because the teacher thinks necessary. But there shouldn't too several words enclosed in an exceedingly story thus as to not create students lose interest within the activity. This activity helps students to find out a lot of vocabulary, and it conjointly teaches them the way to use a wordbook.
2. Write the letter of the definition/synonym in column B that the majority closely matches every word/phrase in column A. In this activity, the words/phrases in column A come back from the story students are reading. The definitions and/or synonyms provided in column B should match the that means of the words/phrases within the context of the story to assist students to

grasp however a distinct word/phrase are often employed in a similar context. 3. Select the word/phrase from column A within the previous activity that most closely fits every of the subsequent sentences. You'll have to be compelled to add -s to a plural word or to a 3rd person singular of a verb within the present, -ed to the tense of standard verbs, -ing for participle, etc.

- a) The doctor aforementioned that his nice optimism helped her shortly.
- b) Virtually no one likes Ms Devil as a result of she may be a you are attempting.
- c) Once his wife's death he forever feels you are attempting.
- d) She (not) the marketplace for being late for the meeting yesterday

In activity three, students apply victimization the words they already perceive the meanings of. Since "Angel" doesn't embrace an inventory of unknown words/phrases in daring and therefore the words/phrases don't have rationalization and/or synonyms on the footnote, academics ought to add each. To inspire students do such activity, teacher might explain: "The list of words helps you continue reading while not perturbing yourself stopping for too long to seem them up in an exceedingly wordbook or wordbook."

High-intermediate and advanced students conjointly exploit literary texts. What they scan offers them the chance to come back up with their own insights and helps them speak the language in an exceedingly a lot of originaive method. They become a lot of artistic since they're baby-faced with their own purpose of read, that/those of the most character(s) of the story and people of their peers. in step with Oster (1989: 85), this method results in crucial thinking. He confirms, "Focusing on purpose of read in literature enlarges students' vision and fosters crucial thinking by dramatizing the varied ways that a scenario are often seen". This might happen as a result of once students scan; they move with the text In activity three, students follow mistreatment the words they already perceive the meanings of. Since "Angel" doesn't embrace a listing of unknown words/phrases in daring and therefore the words/phrases don't have rationalization and/or synonyms on the footnote, lecturers ought to add each. To inspire students do such activity, teacher could explain: "The list of words helps you endure reading while not distressful yourself stopping for too long to seem them up in a very wordbook or synonym finder."

High-intermediate and advanced students conjointly benefit from literary texts. What they scan offers them the chance to return up with their own insights and helps them speak the language in a very additional inventive method. They become additional inventive since they're faced with their own purpose of read, that/those of the most character(s) of the story and people of their peers. in line with Oster (1989: 85), this method ends up in crucial thinking. He confirms, "Focusing on purpose of read in literature enlarges students' vision and fosters crucial thinking by dramatizing the

varied ways that a scenario may be seen". this might happen as a result of once students scan, they act with the text. By interacting with the text, they interpret what they scan. By deciphering what they scan, they'll work toward speaking English additional creatively.

B. Writing
Short story may be a strong and motivating supply for writing in ESL/EFL, each as a model and as material. story as a model happens once students' writing becomes closely kind of like the first work or clearly imitates its content, theme, organization, and /or vogue. However, once student writing exhibits original thinking like interpretation or analysis, or once it emerges from, or is creatively stirred up by, the reading, literature is material. In accordance with this, Oster (1989: 85) affirms that literature helps students to jot down additional creatively.

Teachers will produce a range of writing activities to assist students to develop their writing skills. they'll raise students to jot down dialogues or additional advanced writing activities if students have reached a high level of language proficiency. to Illustrate, if lecturers waken category "Angel," they'll assign the subsequent writing activities:

1. Write a dialogue between Angel and Paul at the evening once he says that he must not ever kiss her starting from that night.
2. Paraphrase paragraphs seven of the story.
3. Write a book report or summarize the story in 5 to seven sentences, as well as the most character, setting, conflict, climax, and backbone.
4. Write one sentence on the theme of the story.
5. Write a paragraph to elucidate why Angel chooses the couple rather than the rich girl.
6. Write a critique on the story. 7. Write an essay on what makes a great father.

Activities 1 and 2 are suitable for middle intermediate levels; activities 3, 4, for upper intermediate levels; and activities 5, 6, 7 for advanced levels.

C. Speaking and Listening

Short story can also be a powerful and motivating source for teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, reenactment, and discussion are some effective learning activities which center on a short story EFL classes can use for enhancing these two skills. Asking students to read story aloud can develop their speaking as well as listening skills. Moreover, it also leads to improving pronunciation.

The followings are some activities teachers can assign to develop students speaking skills by using short stories.

1. The students read the story aloud as a chain activity. The first student reads the first sentence. The second student takes the second sentence, the third student, third sentence, and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way. It is suitable for elementary class.
2. In an upper intermediate class, the students retell the story as a chain activity in small groups. Each student will have a lot of opportunities to practice the relevant connectors

or other discourse markers in a meaningful context. (They certainly should have been given a list of the connectors and discourse markers beforehand.)

3. In an advanced class, the students are grouped into two groups. Using “Angel”, the first group is assigned to prepare arguments that Angel’s decision to find adoptive parents for Paul is correct. Another group should prepare arguments that the decision is not correct.
4. An extending activity useful to develop students’ speaking skill and to make students more involved in the story is role-play. This can be carried out by asking students to play the role of several characters, i.e. by instructing them the followings:
5. Imagine you are the doctor who diagnoses that Angel has only six more months to live. Tell Angel what he is suffering from. Make sure you are convincing.
6. Suppose you are the editor of the newspaper in which Angel publish his advertisement. Tell Angel what you think of the content of the advertisement

To develop listening skill using a short story, teachers can do the followings:

1. Read the story out loud so students have the opportunity to listen to a native speaker of English (if at all possible); or
2. Play the story if a recording is available.

The activity can be carried out for fun or for students to find answers to questions given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the questions can be based on literary structures, such as:

1. Who is the main character of “Angel”?
2. Where/when does the story take place?
3. What is the problem (conflict) in the story?
4. How is the conflict resolved?
- 5.

Conclusion

Since the objective of ESL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it, she/he should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they are highly beneficial to use in ESL/EFL teaching programs. However, the selection of short stories should be done in reference to the course objective, the learners’ profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single piece of literature varies from classroom to classroom and from teacher to teacher. Like what the discussion in this paper shows, short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a meaningful context to teach different language focuses and to improve the students’ interpretative strategies. Last but not least, the same story may also serve for some other language focuses or skills such as vocabulary development.

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