

Sardar Patel College, Chandrapur
Department of Computer Studies And Research

1. Title of the Practice:

“One Month Free Spoken English Classes”

2. Objective of The Practice:

1. To encourage students to speak in English and help them overcome their speaking anxieties.
2. To make them realize the importance of having decent communication skills.
3. To provide them public speaking opportunities so that they can come out of their insecure shells and confidently share their ideas and perspectives about the nature of things with people around them.
4. To make the students adapt English language so that they can be more fluent and articulate.
5. To introduce them to new vocabulary and help them to fix basic grammar.

3. The Context:

Non-native English speakers often develop speaking anxieties, mainly because they do not have many decent English speakers around them, so they do not feel comfortable enough to have conversations in English. Most people are afraid of being judged, so they never speak and keep their thoughts to themselves. Also, practicing speaking skills without a speaking partner is very difficult. When speaking, people have to do both, articulate their thoughts in a meaningful manner and fluently express them, so it demands quick thinking. Non-native speakers often develop a habit of translating their thoughts from their native language into English, which is a very bad practice. Because of this, they have to constantly sift through dozens of words, keep rearranging sentences in their minds, which make them all the less fluent. Through constant speaking practice sessions, one can eliminate the "non-native" barrier, and grow to become a decent English speaker.

4. The Practice:

1. The prime focus was to have the students participate in general discussions. They were asked what problems they face during public presentations or even in interpersonal conversations.
2. They were asked to introduce themselves to the class; tell about their favorite childhood memories, things they are passionate about, things they dislike, their future goals and so on.
3. Everyone who tried was encouraged. This resulted in a very positive and healthy learning atmosphere.
4. Students often made basic grammatical mistakes and their mistakes were very politely resolved. More than often their vocabulary had to be fixed.
5. In the latter sessions, students were given topics on which they were asked to express their thoughts. Others were told to keenly listen to the speaker and prepare questions if they had any. This often led to debates in which many students would participate and share their diverse opinions and perspectives.
6. In the Indian Education System, very less importance is given to speaking skills. The exams mainly test a student's writing ability. Thus they hardly receive any systematic push for practicing their speaking skills.

5. Evidence of Success:

1. In the beginning, many were hesitant and felt shy to come forward and speak, but with time, students had progress with being more articulate in their speech, and were fluent enough.
2. They would try and understand meanings of new words they encountered and their usage.
3. Their use of grammar and vocabulary felt more correct than before. They would often incorporate the new words they learnt in their speech.
4. Even after the sessions, some students practiced speaking in English out of excitement.

6. Problems Encountered And Resources Required:

1. Many students didn't even see a point in learning Spoken English. They'd have all of their daily life conversations in their native language and trying to learn English was a drag for them. It was necessary to make them understand that if they remain ignorant they'll miss out on a lot of things. Employers seek candidates who have a progressive mindset and want to try new things out. In the world of business, it is all the more necessary to have decent communication skills.
2. Some students would think of speaking in a foreign language as some performance for which they are judged and so they would get very anxious. They had to be taught that language is just a tool to make the other person understand things you want to say. They were asked to speak at a considerably slower pace so they'd have enough time to articulate their thoughts.
3. The lack of speaking partner was a problem for many students. I'd consider speaking partners as a resource.
4. Communication Lab is a necessity in order to build the confidence in the students and department is trying for that.

7. Notes (Optional):

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