

“ Sheel, Sharir, Adhyayan ”  
Aundh Shikshan Mandal, Aundh



Raja Shripatrao Bhagawantrao  
Mahavidyalaya, Aundh. (Satara)

**Experiential Learning**

**Project**

**B.A. Part 3**

**Subject: English**

**2019-2020**

Raja Shripatrao Bhagwantrao Mahavidyalay, Aundh

B. A. III (2019-20)

English (Comp.) Sem-VI

Project List



Roll No.	Name	Title of Project
<b>MARATHI</b>		
1	Jadhav Vaibhav Abasaheb	Learning Language through Literature
2	Jadhav Vaibhav Vitthal	Dialogue On Crying Tree Video Presentation
3	* Kadam Priyanka Dattatray	Analysis of Short Story
4	Phatak Avadhut Sanjay	Translating Epics Into English Language
5	Pisal Umesh Kisan	Listening Skills
6	Yewale Rajesh Sayaji	Reading Skills
<b>HINDI</b>		
7	Bitle Manoj Anna	Role of Speaking in Communication
8	* Bhujbal Rajashri Anandrao	Presentation Skills And Its Technique
9	* Dalvi Kalyani Suresh	Use of Audio Video Aids in Utility Lab
10	* Doiphode Kishori Shashikant	Presentation Skills And Its Technique in Project
11	* Jadhav Sunita Ankush	Significance of films in Communication Skills
12	* Jadhav Supriya Anandrav	Summary Writing
13	Jadhav Rahul Sanjay	Indian Drama
14	* Karande Samiksha Ramchandra	Speaking Etiquettes
15	* Nalawade Ashwini Sunil	Influence of Mother tongue in English Language
16	* Nikam Harshada Sharad	Telephone Communication
17	Suryavanshi Pravin Ramchandra	Preparing and Delivering Effective Presentation
<b>ENGLISH</b>		
18	* Chavan Nirmala Sambhaji	Interference of Mother tongue in English
19	Gujar Akash Balaso	Communication Skills in Business





20	Howale Adinath Khanderao	Fluency vs Grammar
21	* Madane Shubhangi Tanaji	Importance of Listening Skill in Communication
22	* Mane Ankita Dnyandev	Influence of Social Networking
23	* Pathak Kalyani Shrikrishna	Traditional Classroom Vs Digital Classroom
24	* Patole Ashwini Tukaram	Active Listening Techniques
25	* Patole Harshada Satish	Managing Customer Service: Challenge
26	* Randive Rekha Bhimrao	Inspiration on Attaining Command over Eng Language
27	* Sawant Jayashri Shivaji	Basic Sentence Pattern :A Study
<b>HISTORY</b>		
28	Ingale Abhijit Pandurang	Importance of Communication in History
29	Ingale Atul Vijay	Developing Speaking Skills
30	Jadhav Akshay Appaso	Strategies to improve Writing
31	* Jadhav Komal Ramchandra	Development of Communication Skills
32	Jagtap Vijay Annaso	Problem of Students in Speaking English
33	* Kadam Dhanashri Hanmant	Importance of TV in Communication
34	* Kadam Tanuja Shivaji	English Language Communication
35	* Mane Pratiksha Dadaso	Communication Skills
36	* Nikam Varsha Vikas	Enhance Speaking Skills
37	Pawar Pranoti Hari	Importance of Communication in Business
38	Patil Swapnil Shivaji	Importance of Poverty
39	Salunkhe Avadhut Anna	CAA & NRC
40	Salunkhe Rahul Subrao	Traditional Learning Vs Online Learning
41	* Yewale Jayashri Narayan	Introduction Of Soft Skills
42	* Suryavanshi Ashwini Yashwant	Interview Skill : Technique
43	Shinde Sangram Hanmant	Reading Makes A Man Perfect
<b>ECONOMICS</b>		






44	* Bitale Dhanashri Vijay	Role of Vocabulary in Competitive exam
45	* Deshmukh Poonam Subhash	English Language
46	* Jadhav Sarika Suresh	Functional English in our Daily Life
47	* Karande Jyoti Rajendra	Global English: A study
48	* Jadhav Komal Balaso	Problem of communication to the students
49	* Kadam Swapnali Dattatray	Developing Vocabulary
50	* Magar Kalyani Maloji	Strategies to improve Writing
51	* Pawar Pooja Shatrughna	Development of Communication Skills
52	Pawar Amol Dhanaji	Problem of Students in Speaking English
53	* Pawar Sonali Sanjay	Importance of TV in Communication
54	* Salunkhe Sonam Sambhaji	English Language Communication
55	* Sathe Suchitra Satish	Communication Skills
56	* Yadav Shubhangi Dagadu	Enhance Speaking Skills
57	* Yadav Shraddha Eknath	Importance of Communication in Business
58	* Yewale Sapana Vijay	Importance of Poverty
59	Sutar Shripad Nandkumar	CAA & NRC
60	* Jadhav Kajal Navnath	Traditional Learning Vs Online Learning
<b>GEOGRAPHY</b>		
61	* Bhandare Shivani Suhas	Role of Speaking in Communication
62	* Ghadge Vidya Bhauso	Presentation Skills And Its Technique
63	* Gharge Nialam Bhauso	Use of Audio Video Aids in Utility Lab
64	Gharge Aniket Anil	Presentation Skills And Its Technique in Project
68	* Jadhav Karishma Babaso	Significance of films in Communication Skills
66	* Jadhav Akshada Narayan	Summary Writing
67	Jagdale Prashant Ramesh	Indian Drama
68	Jathar Dhanaji Hanmant	Speaking Etiquettes





69	Jadhav Aditya Dadaso	Influence of Mother tongue in English Language
70	* Kamble Pooja Jivan	Telephone Communication
71	* Kumbhar Priyanka Rajendra	Preparing and Delivering Effective Presentation
72	* Kumbhar Pooja Anil	Interference of Mother tongue in English
73	* Kumbhar Vidya Ashok	Communication Skills in Business
74	* Lohora Ayesha Kiran	Fluency vs Grammar
75	Mohite Varsharani Dnyaneshwar	Importance of Listening Skill in Communication
76	* Mali Jyoti Prakash	Influence of Social Networking
77	Nanaware Atul Popat	Traditional Classroom Vs Digital Classroom
78	Pawar Rupesh Gorakhnath	Active Listening Techniques
79	* Pawar Priyanka Changdev	Importance of TV in Communication
80	Sagare Rohit Chandrakant	English Language Communication
81	* Ubale Soniya Ankush	Communication Skills

  
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**WEL-COME**

RAJA SHRIPATRAO BHAGWANTRAO MAHAVIDYALAYA AUNDH .  
(SATARA)

DEPARTMENT OF ENGLISH

2019-20

Project Semester VI

Class :- BA III

PRN : 2016071560

- Subject : ENGLISH
- Name : LOHORA AYESHA KIRAN
- Address : A/P-PUSESAWALI ,Tal-Khatav, Dist-Satara.
- Title of Project :- " Enhance Speaking Skills "
- attendance : *Good*
- Mid Team Exam - *Completed*
- Participation in Class Activities : *Good*
- Presentation of Project : *Very Good*
- Students Sign : *A.K. Lohora*
- Date : *11/3/2020*

Marks :

Signature

Subject Teacher

*10*

*[Handwritten Signature]*



# **Issues to be discussed in this Project**

- The nature of real life communication.
- Differences between oral and written language.
- Understanding the nature of speaking: processing and reciprocity conditions.
- Characteristics of spoken language.
- Interaction skills.
- Types of speaking activities.
- Dealing with problems of fluency with learners.



# *Conditions affecting speech .*

- Ordinary, spontaneous speech takes place under two conditions:
- **Processing conditions** ( i.e. time):

Speech takes place under the pressure of time. Time constraints have observable effects on spoken interaction. They affect planning, memory and production. The ability to master processing conditions of speech enables speakers to deal fluently with a given topic while being listened to.

- **Reciprocity conditions** (i.e. interlocutors):

Refer to the relation between the speaker and the listener in the process of speech. Because the listener is in front of us we have to take into account the listener and constantly monitor the listener's reactions to check that the assumptions we are making are shared and that the listener understands what we are saying.

# *Understanding the nature of speaking*

## **Differences between speaking and writing:**

Because the listener is in front of us, the speaker needs to take into account the listener and constantly monitor his/her reactions to check that the listener understands.

The speaker needs to construct a comfortable interactive structure for the listener.

The speaker does not have the time the writer has to plan, so sentences are shorter and less complex and may contain grammatical and/or syntactical mistakes.

Because the speaker is speaking in the here and now there is no precise record of what was said; thus there is a lot of recycling and repetition.



# *Understanding the challenges of speaking*

What is involved in producing a conversational utterance?

Apart from being grammatical, the utterance must also be appropriate on very many levels at same time; it must conform to the speaker's aim, to the role relationships between interactants, to the setting, topic, linguistic context etc.

The speaker must also produce his utterance within severe constraints; he does not know in advance what will be said to him (and hence what his utterance will be a response to) yet, if the conversation is not to flag, he must respond extremely quickly. The rapid formulation of utterances which are simultaneously 'right' on several levels is central to the (spoken) communicative skill.

# Communication strategies

These are valuable for dealing with communication trouble spots (not knowing a word, not understanding the speaker). They enhance fluency and add to the efficiency of communication.

- **Message adjustment/avoidance:**

Saying what you can say rather than what you want to say; altering or reducing the message, going off the point or completing avoiding it.

- **Paraphrase:**

Describing or exemplifying the action/object whose name you do not know.

- **Approximation:**

Using alternative terms which express the meaning of the target word as closely as possible or using all purpose words.

- **Appeals for help.**

- **Asking for repetition/clarification.**

- **Giving an interpretive summary:**

Reformulating the speaker's message to check that you have understood correctly.



# *Speaking activities in the classroom*

- **Controlled activities** –

accuracy based activities. Language is controlled by the teacher.

- **Drilling:**

choral and individual listening to and repetition of the teacher's mode of pronunciation.

- **Guided activities:**

accuracy based but a little more creative and productive. The output is still controlled by the teacher but the exact language isn't.

- Model dialogues.

- Guided role-play.

- **Creative communication:**

fluency based activities. The scenario is usually created by the teacher but the content of the language isn't.

- Free role-plays.

- Discussion.

- Debates.

- Simulations.

- Communication game.

# *The nature of real life communication*

We communicate because we want to or need to, NOT just to practise the language.

Focus is on what we are communicating NOT on how we are communicating.

The language that is used is VARIED in grammar and vocabulary, NOT made of a single structure or a few structures and NOT normally repeated over and over again.

# *Problems of learners with speaking activities*

- **Inhibition.**

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism of losing face, or simply shy of the attention that their speech attracts.

- **Low or uneven participation.**

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.



# *What can the teacher do?*

The teacher must try to overcome these hurdles and encourage student interaction. The aim should be to create a comfortable atmosphere, where students are not afraid to speak or make mistakes, and enjoy communicating with the teacher and their fellow students.



Thank  
you

