CHAPTER-VI

SPEAKING

6.1. General

It is a known fact that spoken language came first in the history of the human race. It is difficult to conceive of a human society without speech. Writing is a very recent historical development. Similarly speech comes first for individual even in language communities with a long tradition of literacy. Almost all children first learn to talk and only later they need to learn and write. Moreover speech is learned spontaneously without any explicit and structured teaching by parents or others. But reading and writing are always explicitly taught.

Speech is a biologically pertinent behavior of human beings. It is true in a sense, since babies spontaneously babble and they later imitate the sounds of the language they hear around them. Even the totally deaf babies babble initially and then only fall silent. It is true that the human vocal tract has become automatically adapted to facilitate speech.

Spoken language is highly resistant to conscious control probably because it is learned in early childhood without any special training. Spoken language comes first for individual societies. Even today, not all languages have written forms. There are a number of languages around the world with no writing system. But all
communities have spoken languages; one can therefore speak language without written forms, but not vice versa.

Spoken language has wider range of functions to perform than written language. They start from casual spontaneous conversations ending with formal speeches and so on. Written language tends to serve rather specialized functions at the formal levels.

6.2. Speaking; A historical view

Speaking is historically the first form of communication made by human beings. Though the spoken medium is a primitive form of communication; it occupies a predominant position in enlightening the minds of the people. Information is understood and processed easily through speech rather than through writing.

Speaking involves direct interaction between the speaker and listener. So the speaker can select words, use the style so as to reach the listener more directly and make the listening understandable. The other important thing peculiar and pertinent to speaking is the non-verbal signals produced by the speaker while he is speaking. The explanation and variety of examples can be aptly selected by the speaker in order to make the listener understand the matter clearly.

The direct interaction of the speaker and his verbal and non-verbal clues, make the listeners feel more secure and thereby communication becomes more effective.

6.3. Purpose and the social importance of speaking

The very purpose of speaking is communication. Speaking is not an inborn skill, rather it is practically cultivated and developed one with the help of fellow human
beings. Speech is a peculiar skill, which is not found among animals i.e. Speech is species specific. The casual sound perceptions and the cognitive processes of child pave the way to develop his/her speaking ability.

Speaking is an effective medium of communication. The direct speech of the speaker, greatly appeals the receiver and if the words, time, stress, pause are appropriate to the content, the talk will function in a highly efficient manner.

Speaking determines the personality of the human beings. The words a person employs, the strategies he uses in order to convey as well as interpret information etc are considered factors deciding his personality. Personality is determined on the basis of one's ability of using the speech; an influential speaker can have social recognition while the poor speaker fail to have social recognition.

Considering the social importance and need one has to master all the intricacies and the basic knowledge about the sound systems in language and of the strategies of effective speaking.

6.4. Relationship among the language skills.

It is always the use of amalgamation of more than one skill in a particular context, the interrelationship between the skills increases the effectiveness of the communication and perception. For effective teaching/learning, most of the scholars suggest the audio-visual methods in which all the four skills are given due consideration. If all the language skills of a student are taken together, there will be a balanced way of learning the skills. The following table shows the interrelationship among the skills.
<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Main skill</th>
<th>Sub skill 1</th>
<th>Sub skill 2</th>
<th>Sub skill 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation (own)</td>
<td>Writing</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing Picture</td>
<td>Writing</td>
<td>Reading</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Videotape</td>
<td>Writing</td>
<td>Reading</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Learning Script to (with sounds)</td>
<td>Writing</td>
<td>Reading</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Audible</td>
<td>Reading</td>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>Reading</td>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing and explaining</td>
<td>Reading</td>
<td>Listening</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Copying</td>
<td>Reading</td>
<td>Listening</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Listening song</td>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Video</td>
<td>Listening</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeating</td>
<td>Listening</td>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making notice</td>
<td>Listening</td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking (all)</td>
<td>Speak</td>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td>Speaking</td>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6.5. Speaking and writing

Both speaking and writing are productive skills in language use. But the nature and function of them differ. Speaking is an oral skill, mainly it is learnt and developed sub consciously whereas writing is a literacy skill that needs a particular domain and a congenial atmosphere to use. While writing the reader carefully reads what he writes; in the case of speaking also the speaker listens and involve himself in the error correction process. But while speaking, the speaker listens to his own speech so that he can identify the sound variations in
his speech. Though the speaker could hear his voice quality as he mostly realized through variations of vocal organs, he cannot understand all of his speech characteristics and this self-realization process makes the speaker evaluate his speech as that of the role of the reading skill in the writing activity. Christopher Turu (1985 p;5) says the sound we hear ourselves is very difficult from the sound that everyone else hears, because, we hear it in different way. Other people hear us (and we hear other people) only through sound words in the air. But we hear our own voice through bones of the head. Thus one cannot observe all of this sound quality in terms of its communicability and one can plan his speech quality peripherally only, whereas in writing process, the writer can typically evaluate his writing being in the position of an ideal reader.

To perform the skill of speaking one requires various types of knowledge. Speaking is generally domain specific. The domain, the hearer, the matter being spoken etc. decide the use of language in speaking. Generally the utterances, which occur in the ordinary speech, will mostly be situation specific. Some utterances will not be meaningful to the people who are new to the domain or situation at which the interaction or conversation takes place. Thus, to perform the speaking skill in various domains, the language users should have a clear exposure to all those situations.

6.6. Speaking Vs Extra linguistic items

Speaking always occurs with super imposed extra linguistic traits like body language, facial expression, gesture etc. Thus, unlike other linguistic skills, the skill of speaking requires use of extra linguistic trait. Without those traits
speaking will not be effective. Sometimes these extra linguistics factors, and paralinguistic properties substantiate the information passed through verbal mode and some time they supersede the verbal expression. Moreover, the phonetic knowledge of a language should also be handled properly in order to perform speaking effectively. All these nuances can be acquired only by linguistic socialization.

6.7. Teaching speaking

As far as L1 is concerned speaking skill is acquired naturally. In L2 learning situation, generally the speaking skill receive less importance. That is the reason why many of the English learners are not able to speak well in various domains. Although pronunciation drills, conversations and dialogues are presented in the textbooks those are not taken for granted, and those items have no significance from the point of view of examination.

The present researcher has tried to evaluate the speaking skill of students and the results have been presented in the following pages.

6.8. The characteristics of Speech

There is no normal speed of speech found out in the speech acts. The speed of the speech varies according to the speaker's age, proficiency and the domain in which he lives. The speaking speed of a ten years old child differ from a person who is in the age of 55 years. Fairbanks, Guttnan, and Miron (1957), (Wingfield, 1975) say the normal rate of speech for persons with an age of ten years or greater is variously reported as ranging from 142 to 207 words per minute. Unfortunately, many researchers do not report the rate per minute used in

The present study has been conducted with emphasis on L2 learners. Since the aim is to test all the four language skills, the speech rate of the informants was not considered for testing. Only some errors, which occur during speech, are analyzed and presented.

6.9. Speaking analysis

6.9.1. Speaking test

In order to test the speaking skill of the students', two types of tests were conducted. In the first test the students were asked to speak on a topic of their interest. They were allowed to talk freely about a particular topic and their speech was recorded. The second test was text based, and testing materials were given in the form of words, sentences and paragraphs. The students were asked to read aloud and their speech was recorded to test the pronunciation of the words.

The collected samples of the students are analyzed in the following way.

1. Selection of words
2. Grammar and syntax
3. Pronunciation of words
4. Repetition of words in sentences
5. Pause in between words and sentences

7. Self explanation (new ideas, concepts, ideology)

8. Non-verbal speech signs, interaction with the listeners. Facial expressions and


6.9.2. Selection of words

Almost all the students used the words, which are commonly used. Repetitive uses of same words are found in many cases of students. 103 students preferred the topic related to their personal interest and they involved themselves in that speech. Throughout speech they employed the pronoun ‘I’ several times. The students were asked to talk for 5 minutes but only 76% of the students spoke for five minutes and the remaining students could not continue speech for five minutes. Considering the selection of words, irrelevant selection, improper usage of adverb, adjective and noun were observed.

Unlike in writing, students freely produced new sentences in speaking. 70 percent of the students have not followed the grammatical rules. While speaking, their main aim was to express the context and hence attention towards the grammatical and syntactical rules was not given. 23 percent of the students corrected themselves while speaking. Immediately after the delivery, they made a self-assessment and corrected the words.

6.9.3. Grammar and syntax.

The students committed errors in the use of tense aspects.
It is found that the students committed errors in the following ways while they use the tense forms.

1. Incorrect selection of tense
2. Inappropriate selection of verb patterns
3. Wrong substitution of auxiliary verbs and
4. Dropping of the auxiliary verbs

While speaking, the students committed errors in the above kinds especially in the use of tense forms. The numbers of errors they commit are higher than that are found in the writing test. Only a few as examples are given.

6.9.4. Incorrect selection of tense.

While speaking, the students have not strictly followed the appropriate tense to be used at the particular context. The exact selection of tense is missing in their speech.

Sample: 1.

What was the name of your father?

Sample: 2

When do you came to college?

Sample: 3

The clerk has worked in the college. (to mention the clerk who is still working in the college.

Sample: 4

How will you write listening test? (The test has already been conducted)
Sample: 5

I am study in the saint. Joseph school. (To mention the school in which she previously studied)

These above samples are found with errors in the tense forms.

6.9.5. Inappropriate selection of verb patterns

While speaking on a topic or involving in conversation many of the students could not pay attention towards the verb patterns. The students on several occasions committed errors in speaking. Some of the errors committed by the students are given here as samples.

Sample: 1

*By next year our college will started..* Will be started 3 new courses.

Sample: 2

*Water has not coming in the monkey falls.*

Sample: 3

I am also coming to library to reading with you.

Sample: 4

Do you felt mountain climate as good.

The above samples show the incorrect selection of verb patterns,

1. Future tense marker past tense +be

2. Has+ continuous form

3. To +continuous form
4. Present imperative + past tense verb.

6.10. Wrong substitution of Auxiliary verbs.

The incorrect usage of auxiliary verb is seen in most of the sentences spoken by the informants; some of them are listed here.

<table>
<thead>
<tr>
<th>Students sample</th>
<th>correct form</th>
<th>pattern of the samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is do</td>
<td>is doing</td>
<td>'be' verb present sentence</td>
</tr>
<tr>
<td>2. had went</td>
<td>had gone</td>
<td>had+past tense</td>
</tr>
<tr>
<td>3. shall meeting</td>
<td>shall be meeting</td>
<td>shall + present participle</td>
</tr>
<tr>
<td>4. has loving</td>
<td>has loved</td>
<td>has+present participle</td>
</tr>
<tr>
<td>5. have being studying</td>
<td>have been studying</td>
<td>have+being+present participle</td>
</tr>
<tr>
<td>6. will have be started</td>
<td>will have been started</td>
<td>will+have+be+past participle</td>
</tr>
</tbody>
</table>

Most of the errors, which occur during the speech of the students, fall under the above patterns. Some of the students immediately after their delivery corrected their utterances.

In articulation many of the students could not substitute the appropriate auxiliary verbs in the sentences they spoke. Such types of errors are classified and listed here with their patterns.

<table>
<thead>
<tr>
<th>Students’ samples</th>
<th>patterns in the samples</th>
<th>correct response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. will may rain</td>
<td>will+may</td>
<td>will rain, may rain</td>
</tr>
<tr>
<td>2. must ought to win</td>
<td>might+ought to+win</td>
<td>must+verb or, ought to+v.</td>
</tr>
<tr>
<td>3. may went</td>
<td>may+past tense</td>
<td>may+go</td>
</tr>
<tr>
<td>4. can will do</td>
<td>can+will+present tense</td>
<td>can do (or) will do</td>
</tr>
</tbody>
</table>
5. I used to eat  

From the above types of samples it is found that 42 percent of the students could not employ the auxiliaries in the right way while they speak. Many of them misunderstood the sense and use of the auxiliaries and they use double auxiliaries in a same place.

6.11. Dropping the auxiliary verbs.

While speaking, 31% of the students have dropped the auxiliaries; due to this reason most of the sentences are incomplete and meaningless. 28 percent of the sentences were incorrect because of the dropping of the auxiliaries especially in the formation of tense forms. Some such samples are classified and analyzed here.

<table>
<thead>
<tr>
<th>Students samples</th>
<th>patterns of samples</th>
<th>correct forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. they working in the</td>
<td>sub.+present participle</td>
<td>they are working</td>
</tr>
<tr>
<td>2. would a welcome</td>
<td>would+noun</td>
<td>would be a welcome</td>
</tr>
<tr>
<td>3. I will meeting</td>
<td>will+present participle</td>
<td>shall be meeting</td>
</tr>
<tr>
<td>4. he ought know</td>
<td>ought+verb</td>
<td>ought to know</td>
</tr>
<tr>
<td>5. will have waiting</td>
<td>will+have+pre.part.</td>
<td>will have been waiting</td>
</tr>
</tbody>
</table>

Thus in the above types, the students committed errors in their speech. All these errors have occurred due to the lack of prior practices and experience in the speaking ability using the L2. Appropriate speech practices and usage of different tense forms in English language will make the L2 learners rectify these errors. This study is limited to the testing and evaluation of the language skills only. So, an attempt has been made to identify the errors in speech.
Analysis of sentences in concord

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Students samples</th>
<th>correct samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bar council are working</td>
<td>bar council is working</td>
</tr>
<tr>
<td>2.</td>
<td>my ambitions is</td>
<td>my ambitions are</td>
</tr>
<tr>
<td>3.</td>
<td>students will work for itself</td>
<td>students will work for themselves</td>
</tr>
<tr>
<td>4.</td>
<td>when he go for</td>
<td>when he goes for</td>
</tr>
<tr>
<td>5.</td>
<td>myself and ram is</td>
<td>myself and ram is</td>
</tr>
</tbody>
</table>

While speaking the topic related to their personal interest, the students have not properly used the 'be' verbs. The co-ordination among subject, verb, auxiliary verb, and object is not maintained.

6.12. Pronunciation of words

Pronunciation is an important feature of speech act. If one fails to follow the pronunciation system while (producing the sounds) speaking the words, speech will not be understood. As far as English language is concerned there are many intricacies involved in the speech act. The phonemic form of the letters differs according to the place, position and context where the words appear. The knowledge about the irregular type of relationship between the sound and letter plays a vital role in effective speaking.

While speaking, the students mispronounce many words due to the lack of experience in speech practices. They are unaware of the phonetic systems of language and identifying the sound-letter relationship.

The commonly mispronounced words are analyzed in the following ways.
6.12.1. words mispronounced

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Words mispronounced</th>
<th>Correct word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AmPtion</td>
<td>Ambition</td>
</tr>
<tr>
<td>2.</td>
<td>Etucation</td>
<td>Education</td>
</tr>
<tr>
<td>3.</td>
<td>Trikker</td>
<td>Trigger</td>
</tr>
<tr>
<td>4.</td>
<td>Ke:pital</td>
<td>Habitual</td>
</tr>
<tr>
<td>5.</td>
<td>Back</td>
<td>Pack</td>
</tr>
<tr>
<td>6.</td>
<td>Parewell</td>
<td>Farewell</td>
</tr>
<tr>
<td>7.</td>
<td>Purniture</td>
<td>Furniture</td>
</tr>
<tr>
<td>8.</td>
<td>Wetting</td>
<td>Wedding</td>
</tr>
<tr>
<td>9.</td>
<td>Ate:ntion</td>
<td>Attention</td>
</tr>
<tr>
<td>10.</td>
<td>Note puk</td>
<td>Notebook</td>
</tr>
</tbody>
</table>

The errors in the pronunciation of the words occurred in the following ways:

1. Voiced sounds are pronounced as voiceless
2. Voiceless sounds are pronounced as voiced


While speaking 57 percent of the students repeatedly used the same words especially when they could not find the appropriate word to complete the sentence. Some students repeated the whole sentence.

Sample: - 1

I feel computer is...is..field is good growing in the world.
I will work for the ... I will work for the happy life of law students.

Commerce and trade., help the nation to do advancements in financial and.
and... industrial sectors.

After plus two .I liked to be...liked to be a doctor or an engineer.

If I will be a m.p.. if I will be a m.p. I will send all the corruption politics persons
into jail.

Now all the college and schools... and schools... and all are earning money.
Many of the students used the repetition as a technique to fill the gaps and
pauses while selecting the suitable words. They used it as a filling supplement
for a coherent speech.

6.12.3. Pause in between words and sentences.
All the informants are L2 learners and it is revealed from the data analysis that no
student has fluently and coherently used the vocabulary items appropriately. The
students deleted more number of words and used a number of pauses in
between the words.

For example:
Sample: 1
When the students... go for social work, the villagers...treated...the villagers welcomed us with fruits. We were happy and cleaned the street.... walls
......front of the houses...and.. and ....

Sample: 2
My father liked me doctor, my mother liked me engineer...i...but...only college student.... studying commerce...but I will earn in future...large amount.


Sound/letter relationship
In English language the sound /letter relationship is peculiar. The students have not strictly followed this relationship while speaking. It is the duty of the learners to study and know all such phonemic variations that occur in the speech.
The sound-letter relationship is an important feature of speaking. If this sound-letter relationship is not followed, the pronunciation of the words will be affected and comprehending the total meaning will be problematic.

6.13. Explanation of ideas, concepts, views.
Speaking is a peculiar activity and a highly effective source for communication among human beings. The selection of right words in the right context always leads to the perfection in communication.
A speaker can provide suitable sample, which will be easily comprehended by the listeners. The same message can be provided with a different examples and explanations by some other speakers. This feature is not found in the writing skill.
While speaking, the students used different strategies in order to make their speech clearly understood by the audience. Many students struggled to select the right examples to support their points and some students failed to create valid suitable examples.


In order to express the views and points effectively in an interactive manner, non-verbal signs play a vital role. While participating in the conversation the students' body movement and sign language produced by the hands and facial expression are more where as when they talk about their personal interest the sign language was rarely found. The body language and movements of the hands provided an active motivation and inspiration so that they talked loudly and enthusiastically. It is found out that when the students are clear and well aware of the matter, they spoke in a slow rhythmic manner whereas if the matter or point is unfamiliar to them, their expressions go weaker and the voice modulation also are not clear and inaudible. The knowledge about these spoken matter is important and many times it affect the quality of speaking even in the use of stress, intonation, etc.

6.15. Negligence and fear in speech activity.

Nervousness was probably the major problem to be surmounted for most inexperienced speakers. Nervousness many times affects the normal intelligence and sense of expression. It is found out from the students, that because of the nervousness and tense, while speaking, they could not express even the well-known matters. Due to this problem many students stopped for a while and then continued, many others repeatedly used the same words.
This research has been conducted to the undergraduate students. 150 students have been selected for testing. All the students attended the other three tests namely, writing, reading and listening. But only 120 students completed the speaking test. Even those who did well in the writing and reading tests hesitated to speak individually about one topic. Only 57 percent of the students spoke well about the matter they preferred.

6.16. Summary on Speaking

Speaking test was conducted with the view to identify the deficiencies of the second language learners. The overall result on testing speaking shows that, the students has to go a long way to make them a ready speaker. Only a 25% of the students could speak without grammatical errors. The remaining students committed errors in various aspects viz.

1. Wrong selection of words,
2. Wrong use of grammar and syntax in production of sentences
3. Mispronunciation of words
4. Repetitive use of words in sentences
5. Pauses in between words and sentences
6. Voice, phonemic variations
7. Explanation of ideas, concepts and views
8. Body language (non-verbal communication)
9. Negligence and fear in speech actions
The total result on speaking skill of the graduate students shows many weaknesses in them both in sound and meaning levels. Since English is a foreign and all the informants study it as a L2. Speaking English in non-native context is rare and minimum which is a major setback to the learners. Being unaware of the technical nuances and productive methods endowed with English language in newer domains, learners face many problems.

The following are the most probable reasons that behind the speaking skill.

1. Learners are taught how to speak and not tested linguistically
2. Phonetic studies are given only the least importance
3. Learners are not encouraged to interact in the classroom setup
4. Curriculum and Syllabus have not included the oral testing in collegiate level.
5. Stress, intonation patterns are not taught in proper method
6. Mother tongue and second language inter changeability and analogical types of sound systems are not taught in curriculum.

6.17. REMEDIAL MEASURES TO DEVELOP SPEAKING SKILL

1. Introducing L2 sound patterns in teaching
2. Encouraging group discussion and language games
3. Following the native language voice models and sound patterns for teaching and instructing the students.
4. Encouraging sound reading in the classroom domain and
5. Introducing the audio-visual instruments for LT.