CHAPTER IV

FINDINGS, SOLUTIONS AND SUGGESTIONS

4.1 General

The teachers of English in general, take up the job of teaching English only with the knowledge of literature but not with linguistic competence. It is totally an erroneous concept that any teacher with the post graduate qualification in English literature can teach English as the second language in the classroom. This particular teacher may be well versed in literature and familiar with Skakespeare, Milton or T.S.Eliot but not with various linguistic aspects.

To achieve mastery in the productive skills of speaking and writing, learners have to acquire the skill of using the second language in the society. As the speaker expresses his or her feelings and thoughts to different people and in different situation, the utterances should be more appropriate and acceptable in that particular context.

In teaching the second language it cannot be said that a particular teaching method will be more effective in bringing out the communicative ability of speaking what is expected. When the classroom ‘climate’ or the so called atmosphere’ is more congenial the teaching/learning process will be
more effective. The teacher employs various strategies in the classroom so as to enable the students to acquire more communicative skills. Among various methods adopted by the teachers of English, the situational approach which is an innovative one may be employed. All the time the learners may not have the same level of attention or concentration in the classroom. So the receptivity of the learners determines the learning level.

Learners interest and their attitude are the major factors effecting teaching learning process. During these moments the teachers can employ the situational approach and bring out an identical situation, though artificially and make the learners involve in the process with confidence.

In the teaching learning process, the pattern of asking questions and the learner's making statements about facts which are already known to everyone may not be much helpful in developing the real productive skill of speaking and writing for example:

Teacher: Where’s the chalk?

Student: It’s on the table.

Teacher: Where’s the pen?

Student: It’s on the desk.
Putting questions and getting answers are mechanical and this type of drilling method may be useful in learning a particular grammatical unit but cannot help the learners to improve their real communicative ability of speaking and writing. Instead of this monotonous method only when real linguistic environment is created the expected outcome will take place.

For an effective communication students should inculcate the habit of vast reading which would inturn increase the lexical knowledge. But broadly speaking, reading skill is more or less neglected in the classroom. If at all students read, they read only for the purpose of examination and this type of reading cannot be called as reading comprehension but just memorisation.

While learning the second language it is common for the learners to commit errors due to various reasons like lack of knowledge in grammar or vocabulary. Whenever the teacher acts in the class the learner reacts. The reaction by the learner may be a sentence produced, a word pronounced or spelt and whatever may be the case, the teacher in turn gives some feedback and the error committed by the learner is rectified. Ann Malamah Thomas (1987:39) illustrates this pedagogic interaction in the following Figure: 7.
Figure 7: - Pedagogic interaction

Fig. 7 clearly illustrates the normal pattern of second language teaching and learning in which the learners' reactions are constantly monitored by the teacher. Though spoken and written forms are the productive aspects they have variations in style from formal to informal. Michael Stubbs (1986:211) illustrates the variations in the following Figure 8.
Although speaking and writing are the productive skill, it is generally argued that these two are discussed in terms of dichotomies such as written versus spoken and standard versus non-standard. According to Michal Stubbs (1986:91) Written and spoken are logically independent and can vary independently. The main dimensions are as follows:

| Written | - | Spoken |
|-----------------------------------------|
| Formal | - | Casual |
| Public | - | Private |
| Planned | - | Spontaneous |
| Non-interactive | - | Participatory |
| Notco-Present | - | Face- to face |
| Standard | - | Non-Standard |

By and large learners feel it very difficult to convey their thoughts and ideas through written form. Among the four skills of listening, speaking, reading and writing, it is the writing skill which needs more attention and concentration. To attain this proficiency and mastery in writing skill, the learner has to bear the following aspects as mentioned by Sushil Kumar Goel (1992:38) they are:

a) to do well in many academic subjects

b) for adequate social communication

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Written expression is an important skill in communication. In writing, learners have to incorporate all the vital aspects for an effective written communication. Sushel Kumar Goel (1992:37) suggests that the process of putting one’s thoughts into written form involves the integration of all the areas of language arts. They are:

oral expression,

reading,

handwritings,

spelling

to discretely write conventions and
capitalization,
punctuation and
organisation
If any one of these reduces, then the degree of the written product and the message to be communicated would be affected.

In the productive skill of writing, the learners have to undergo a thorough practice to become familiar with the writing techniques so that the written passage is clearly understood than the spoken form. Michael Stubb’s (1986:22) suggestions are worthful to quote here.
They are:

a) it can be planned in advance, re-drafted and edited, and should therefore be more logical and better organised

b) it should be more explicit—since it has to stand on its own, things should be explained more clearly....

c) it has to stand on its own, and therefore has less support from the context than spoken language does.

d) it assures that the reader will refer back, re-read sections, and soon, and will therefore typically be more condensed less redundant, less predictable and with a higher information load.

The teacher before processing the productive skill of the written texts, should carefully make a distinction between text features and discourse features. In his view Widdowson (1978:29) expresses that 'Text features are mainly concerned with propositional development while discourse features are related to illocutionary development. He also points out that propositional development helps to achieve cohesion which can be described in terms of the syntactic and semantic links between sentences and their parts and usually it is overtly signalled

Ashok Jha and Rajul Bhargava (1998:129) explain various procedures of cohesion that are employed in written texts of which the following have a high frequency in social science texts:
They are

1. Patterns of anaphora and cataphora
2. Lexical substitution
3. Grammatical substitution
4. Ellipsis
5. Repetition
6. Equivalence

The learners have to be trained in the art of writing by adapting both the procedures as recommended by D. Vamdatt (1988 : 130).

1. Procedures of Cohesion
2. Procedures of Coherence.

When students produce anything in writing, the sentences should have the meaningful link both syntactically and semantically in accordance with the procedure of cohesion. At the same time the whole passage, for example, a story writing, dialogue writing or paragraph writing should expose the linguistic unity and clarity in understanding. In other words, the written text such as the news item or story writing should be logical and easy to understand.
Writing expression through various stages

While learners write they develop their writing ability through various stages according to Sushil Kumar Goel (1992 : 37). They are:

Sequence of Written expression

**Initial Writing**  |  **Skill Development**  |  **Refinement**
---|---|---
Motivation  |  Vocabulary  |  Proof -reading
Writing as  |  Punctuation  |  Personal Style
Communication  |  
Expressive Writing  |  Capitalization
Transactional Writing  |  Organisation
Poetic Writing  |  Spelling
Writing can be  |  Handwriting
Public or Private  |

Lexical and Orthographic Competence in Productive skills

The productive skills of speaking and writing require a sound knowledge of lexical and orthographic competence. With the knowledge of lexical items learners could express and convey their thoughts and ideas in a more appropriate way. Michael Stubb's (1986 : 99) is of the view that,
When people think of a language, they think almost inevitably of words: Vocabulary.

Learners can use different words in the different contexts, giving special effects since every word is having its own unique quality. Michael Stubbs (1986: 100) is also of the opinion that every individual word is unique in its etymology, and in its meaning and behaviour, including its collocations.

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**Figure 9 - Illustrates the Organization of English Vocabulary**

Michael Stubbs (1986: 102)
Fig-9 shows that words have different connotations in different backgrounds such as literary, scientific, technical, colloquial and dialectal. It is generally argued that the lexical items in English language do not have a fixed quantity.

Similarly learners find some difficulties with the spelling system which in turn make the learners to commit errors in the production of items.

For example:

Students studying in the higher secondary classes commit the error by writing the word "Grammar" as "Grammer". This type of errors are common since learners do not properly understand the working system of English spelling. Lack of knowledge about English make the learners to commit these errors in phonology and errors in orthography. Hence the learners need to undergo a thorough practice with the spelling system and understand the different technique such as homophones, homography etc.

Example:

Homophones (same sound, different meaning)

Scene - Seen
Rough - Ruff

Homographs (One spelling, different sound, different meaning)

Sign - Signature
Observe - Observation
English spelling system also affects phonological aspects in certain words especially with past tense morpheme.

**For example:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want</td>
<td>/id/after /t,d/</td>
</tr>
<tr>
<td>hang</td>
<td>/d/ after voiced sounds</td>
</tr>
<tr>
<td>kick</td>
<td>/t/ after unvoiced sounds</td>
</tr>
</tbody>
</table>

While inculcating the habit of reading more books, the learners could enrich their knowledge in vocabulary. At the same time learners should understand the different semantic level for a particular word. Michael Stubbs (1986; 101) gives his views about the systematic way of studying vocabulary. The basic concept is that meaning is a relational property of language system; words have no absolute value or meaning but are defined in relation to other words.

Structural and functional views play a key role in language.

**For example:**

"Why don’t you close the door?."

From the structural point of view this sentence is an interrogative. From different grammatical aspects this sentence again may be classified as declarative or imperative. But from the functional point of view it is ambiguous. This sentence ‘why don’t you close the door?’ may be a question
in some circumstances, a command in some other occasion, and a suggestion at times.

Hence it is important for a language teacher to understand that the linguistic forms can have different functions: William Littlewood (1981: 2).

... a single linguistic form can express a number of functions, so also can be a single communicative function be expressed by a number of linguistic forms.

Unless the different linguistic forms and different functional forms are taught properly, the communicative abilities cannot develop in our learners to the expected level. The structural and functional aspect of language should be clearly understood by the learners so that meaningful communicative activities will take place. Learners should be encouraged to involve in a number of wide range of communicative activities that are similar to those outside the classroom and they should emerge from varied social conditions.

**Communicative Strategies:**

When learners engage in communicative activities in the second language, they come across with some difficulties to cope up with the situation. Lack of fluency, lack of grammatical knowledge, lack of lexical competence or some other reason may be attributed for the failure to express their ideas or thoughts freely. At this critical moments learners employ
different type of communicative strategies. William Littlewood (1984: 83) explains communicative strategy in the following lines.

"If a learner is able to anticipate such a problem he may be able to forestall it by avoiding communication or modifying it what he intended to say. If the problem arises while the learner is already engaged in speaking, he must try to find an alternative way of getting the meaning across. In either case, his way of coping with the situation is what we call his "Communication Strategy".

He further tells that learners should engage in different types of communication strategy. They are:

1. Avoid Communicating
2. Adjust the message
3. Use paraphrase
4. Use approximation
5. Create new words
6. Switch to the native language
7. Use non-linguistic resources
8. Seek help
Varieties of English

Since the investigator has taken up the communicative ability of speaking as his special study, it will be appropriate to give an example as an illustration to emphasize that a teacher of English should know the varieties of English so that the learners could follow them carefully in the second language. It will be of worthmentioning here to quote the words of Peter Strevens, (1977 : 129).

the great majority of teachers as a foreign language receive an education and a professional training which contain no sociolinguistics and no deep study of the English Language.

English consist of “Styles”, which is labelled as FROZEN - FORMAL - CONSULTATIVE - CASUAL - INTIMATE..

Examples are quoted here from Peter Strevens (1977 : 145).

FROZEN Style : (Anonymously, over the public address loudspeaker)
‘Miss Smith must keep silent’.

FORMAL Style : (Addressed by a person in authority)
‘Kindly stop talking now, Miss Smith’.

CONSULTATIVE Style :
‘Do you mind not talking now, Miss Smith?’
CASUAL Style : 'Better not talk now, Mary'.

INTIMATE Style : 'Darling - shhh!'.

In this context of variety in English, Peter Strevens (1977 : 129) further suggests that,

Familiarity with English in all its manifestations is part of the stock - in - trade of the profession. A suitable framework of description is obviously required as part of the English teacher's professional armoury.

4.2 Findings in a Nutshell

1. While producing the news item the informants with Tamil as their medium of instruction have committed phonological, lexical, grammatical errors. Many sentences were incomplete and some of the sentences were elliptical in nature.

2. While producing the news item the informants with English as their medium of instruction, have committed errors mostly in tense form and a few errors in active and passive voice.

3. While writing the news item the informants with Tamil as their medium of instruction, have rectified some errors in the tense form.
4. While writing the news item the informants with English as their medium of instruction, have rectified the errors in the use of active passive voice, and rectified the errors in the tense.

5. While telling the story, the informants with Tamil as their medium of instruction have committed innumerable errors. More phonological, lexical and grammatical errors could be identified. Many sentences were incomplete and non-comprehensible. The influence of mother tongue could be identified. Some of the words were not pronounced correctly.

6. While telling the story, the informants with English as their medium of instruction, could tell the story with few mistakes. But some of the informants pronounced certain words in a different way. Example: the word eclipse was pronounced as elipse, diamond ring as demand ring, dignitaries as dictators, and security council as secretary council.

7. While writing the story the informants with Tamil as their medium of instruction, could rectify the influence of mother tongue, Example: the word Raja was rectified as King. But the informants could not rectify the errors in syntax. Some of the tense forms were rectified.

8. While writing the story the informants with English as their medium of instruction, have changed certain words and 'a refined language' was identified. The written passage was almost free from errors.
Instead of using indirect speech, many informants have simply used the spoken form in story telling. Example: the King said, "What are you doing Sir?".

9. Since cue was given in the units I(a) - (News item productive skill of speaking) and I(b) - (News item writing), the informants with English as their medium of instruction, have committed errors mostly in tense form.

10. In story telling, the informants with English as their medium of instruction could narrate the story with less difficulty and the errors were not many.

11. Inspite of providing cue in the units I(a) - News item productive skill of speaking) and I(b) - (News item Productive writing) the informants with Tamil as the medium of instruction, have committed more errors particularly in tense form, preposition, article, concord, active and passive voice.

12. In the units II (a) - (Telling the story) and II (b) - (Writing the story) the performance of the Tamil Medium students was so poor that almost all the sentences were merely a combination of some words consisting of some unbelievable and ungrammatical units.
Solution to Rectify the errors in phonological aspects

To make the students thorough in pronunciation, the teacher may follow the speech practice at least a few minutes in all the language classes. The students can understand easily and they can also distinguish the various sound patterns in the long run.

The students should be asked to read each pair of words slowly and distinctly:

**Vowel Sounds:**

**Example:**

<table>
<thead>
<tr>
<th>/iː/</th>
<th>/i/</th>
</tr>
</thead>
<tbody>
<tr>
<td>peace /piːs/</td>
<td>pit /pit/</td>
</tr>
<tr>
<td>read /riːd/</td>
<td>rid /rid/</td>
</tr>
<tr>
<td>heat /hiːt/</td>
<td>hid /hid/</td>
</tr>
<tr>
<td>peak /piːk/</td>
<td>pick /pik/</td>
</tr>
<tr>
<td>/e/</td>
<td>/æ/</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>men</td>
<td>man</td>
</tr>
<tr>
<td>guess</td>
<td>gas</td>
</tr>
<tr>
<td>head</td>
<td>had</td>
</tr>
<tr>
<td>/a:/</td>
<td>/ɔ/</td>
</tr>
<tr>
<td>guard</td>
<td>god</td>
</tr>
<tr>
<td>park</td>
<td>pop</td>
</tr>
<tr>
<td>dark</td>
<td>dot</td>
</tr>
<tr>
<td>sharp</td>
<td>shop</td>
</tr>
<tr>
<td>/u/</td>
<td>/uː/</td>
</tr>
<tr>
<td>put</td>
<td>boot</td>
</tr>
<tr>
<td>could</td>
<td>cool</td>
</tr>
<tr>
<td>full</td>
<td>fool</td>
</tr>
<tr>
<td>should</td>
<td>shoot</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>/æ/</td>
</tr>
<tr>
<td>run</td>
<td>van</td>
</tr>
<tr>
<td>hut</td>
<td>hat</td>
</tr>
<tr>
<td>cup</td>
<td>cap</td>
</tr>
<tr>
<td>gum</td>
<td>gamble</td>
</tr>
<tr>
<td>much</td>
<td>match</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consonant sounds

Like that of vowel sounds it is important that the students with Tamil as their medium of instruction should undergo a regular practice to understand the sound system in consonant.
The students should be asked to read aloud different words with correct pronunciation.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
</table>
| /t/   | grant /grænt/  
|       | tusk /tʌsk/  
|       | tame /teɪm/  
|       | tuck /tʌk/  
|       | pit /pɪt/  |
| /d/   | grand /grænd/  
|       | desk /desk/  
|       | dam /dæm/  
|       | duck /dʌk/  
|       | bid /bɪd/  |
| /n/   | sun /sʌn/  
|       | kin /kɪn/  
|       | sin /sɪn/  
|       | ton /tʌn/  
|       | tin /tɪn/  |
| /ŋ/   | sung /sʌŋ/  
|       | king /kɪŋ/  
|       | sing /sɪŋ/  
|       | tongue /tʌŋ/  
|       | ting /tɪŋ/  |
| /f/   | file /faɪl/  
|       | fill /fɪl/  
|       | fun /fʌn/  
|       | fen /fɛn/  |
| /p/   | pile /pail/  
|       | pill /pɪl/  
|       | pun /pʌn/  
<p>|       | pen /pɛn/  |</p>
<table>
<thead>
<tr>
<th>Sound</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/fl/</td>
<td>face</td>
</tr>
<tr>
<td></td>
<td>vase</td>
</tr>
<tr>
<td></td>
<td>fault</td>
</tr>
<tr>
<td>/θ/</td>
<td>thick</td>
</tr>
<tr>
<td></td>
<td>kith</td>
</tr>
<tr>
<td>/ð/</td>
<td>then</td>
</tr>
<tr>
<td></td>
<td>those</td>
</tr>
<tr>
<td>/l/</td>
<td>level</td>
</tr>
<tr>
<td></td>
<td>lake</td>
</tr>
<tr>
<td></td>
<td>delight</td>
</tr>
<tr>
<td></td>
<td>calculate</td>
</tr>
<tr>
<td></td>
<td>locate</td>
</tr>
</tbody>
</table>

Words starting with letters 'sh' and 's' were badly pronounced by large number of students of Tamil medium. The students could not distinguish the different sound between ‘ʃ’ and ‘s’.
Example:

sun /sAn/ Station /} teisn/
sell /sel/ shell / } el/
sea /si:/ she /} iz/
sake /seik/ shake /} eik/

The ‘3’ sound in the word treasure is pronounced by the students with ‘S’ sound. This type of phonological error could be seen even among students with English as their medium.

Only through intense practice students could rectify their error in this aspect.

Students should be asked to pronounce as many words as possible with this particular sound ‘3’.

Example:

leisure /le3ə:/
treasure /treʒə/
measure /meʒə:/
magazine /mæɡəʒi:n/
Categorize /kætəɡəraɪz/
Similarly students got confused with ‘tʃ’ sound and ‘dʒ’ sound. The rectification of this type of error should have been already carried out in the elementary level or atleast in the high school level, otherwise the students may continue to pronounce in the wrong way even after completing their college studies.

Example:

\[
\begin{align*}
\text{charge} & \quad /tʃ a:dʒ/ \\
\text{George} & \quad /dʒə:dʒ/ \\
\text{challenge} & \quad /tʃ ælindʒ/ \\
\text{Gorge} & \quad /gɔ:dʒ/ \\
\text{chase} & \quad /tʃ eis/ \\
\text{gorgeous} & \quad /gɔ:dʒ/ \\
\text{cheetak} & \quad /tʃ i:ta/ \\
\text{grudge} & \quad /grʌdʒ/ 
\end{align*}
\]

Rectification of Errors in grammatical sub-unit:

In the productive skill of speaking and writing students commit multifarious errors in using article, preposition, tenseform, concord etc. Sometime the students are unable to distinguish the difference between a verb and an adjective.

The Investigator presents here the remedial measures that the teacher may follow.
Article

While learning, the students should thoroughly understand the rules of grammar. Examples: definite article 'the': use the definite article 'the' before a particular person or place or thing already referred to:

(e.g) We go to the temple

When Singular noun is meant to represent the whole class.

(e.g) The lion is a wild animal.

use 'the' with the names of rivers, gulfs, oceans, islands and mountain ranges

(e.g) The Himalayas
The Indian Ocean
The Arabian Sea

use 'the' with the names of certain books

(e.g) The Bible
The Koran

use 'the' before common nouns which are unique.

(e.g) The sky
The earth

use 'the' with superlative
(e.g) Gopal is the tallest boy in the class.

Kamala is the richest girl in the class.

The Students should also know about 'Zero' article (i.e.) omission of articles.

Before the names of relatives
(e.g) brother, sister, uncle

before the names of materials
(e.g) gold, silver, bronze

before proper nouns
(e.g) Coimbatore, Chennai, Bangalore

before languages
(e.g) English, Tamil, Telugu, Hindi etc.

Exercise like 'spot the errors' will be of very useful to give practice to the students.

Example:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>No Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I met</td>
<td>an European</td>
<td>in my school</td>
<td></td>
<td>--------</td>
</tr>
<tr>
<td>2</td>
<td>Kumar is</td>
<td>a honest boy</td>
<td>in the class</td>
<td></td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>Latha's father</td>
<td>is a engineer</td>
<td>in Hyderabad</td>
<td></td>
<td>--------</td>
</tr>
<tr>
<td>4</td>
<td>Earth revolves</td>
<td>round</td>
<td>the sun</td>
<td></td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>John plays</td>
<td>key-board</td>
<td>every day</td>
<td></td>
<td>--------</td>
</tr>
</tbody>
</table>
Rectification of errors in “Preposition”:

Accuracy in using ‘preposition’ needs a thorough practice and understanding of various rules and regulations.

Example:

‘in’ is used with verbs expressing rest.

‘into’ is used with verbs denoting motion

There is no ink in the bottle.

The goat jumped into the river.

by, with

‘by’ is used before an agent

‘with’ is used before an instrument

(e.g) This boy was brought by John

Alex has written his test with ink pen in, within

‘in’ ‘within’

‘in’ is used to show the end of a period of time.

‘within’ is used to indicate the completion of work before the end of a period of time.
Rama will meet Sreedhar in a week.
Suresh will come within a month.

**between, among**

'between' is used when the number concerns only two persons.

'among' is used when the distribution concerns more than two.

(e.g)

The competition for the first rank is between Kamalesh and Alex.

There was unrest among the students when the results of the elocution competition were postponed.

**from, since**

'from' can be used with all tenses to denote a point of time

'Since' is used with perfect and perfect continuous tense

(e.g)

We play daily from 4.30 p.m to 5.30 p.m.

Kennedy has been working in this office since last year.

**after, behind**

'after' is used before time

'behind' is used before place
You can meet him after 9 O' clock.
My house is just behind the post office.

Concord

Some nouns like physics, mathematics, linguistics are plural in form but singular in meaning. Hence they are taken a singular verb.

(e.g) My spectacles is missing
Linguistics is an interesting study

anyone, anybody, each, every, everybody and everyone are singular.

(e.g) Every body in this office is hardworking
Each of the students has been given a special prize.
Anybody can go and tell the matter to the manager.

When two subjects expressed single idea, the verb may be in the singular.

(e.g) Bread and butter is enough for the breakfast.
Slow and steady wins the race.

Proper use of certain words/phrases

While students produce sentences in speaking and writing they use wrong and improper words.
Wrong sentences                      Correct sentences

I prefer live in Coimbatore          I prefer to live in Coimbatore
I prefer to phone than to write      I prefer to phone rather than write

Adjective

Some adjectives like senior, junior, superior take 'to' instead of 'than'

(e.g) Kumar is junior to Saravanan in service

Alex is Junior to Kamalesh

Question Tag

In the productive skill of speaking students are expected to use correct tag questions. Without knowing whether the sentence is an affirmative one or a negative one students cannot use the question tag correctly.

(e.g) It’s raining, isn’t it?

Mallika goes to school everyday, doesn’t she?

Gopal didn’t play well yesterday, did he?
Suggestions

Motivation through palindromes, Tongue twisters and riddles.

The English teacher should have a sense of humour to create a good climate in the class through which the students can be motivated in order to acquire the communicative ability of speaking. Palindromes, tongue twisters, riddles and jokes are some of the devices that can be adopted during teaching learning process:

Motivation through palindromes:

Example:

‘Madam’

‘Nurses run’

‘Was it a cat i saw’

‘Niagara o roar again’

‘Able was I ere I saw Elba’

Motivation through tongue - twisters

Example:

‘She sells sea-shells on the sea-shore’
Motivation through riddles

Examples:

'A duck after a duck a duck after a duck
A duck before ducks
A duck between ducks
How many ducks are there?'

'Bhetty Bhaskar bought some butter
But the butter was bitter so
Bhetty Bhaskar bought some better butter
To make the bitter butter better'

'Peter Piper picked a peck of pickled pepper
If peter piper picked a peck of pickled pepper
Where is that peck of pickled pepper that Peter Piper picked?'.

Motivation through jokes:

Example:

(A large number of people are waiting in an airport to receive an important person who is coming from abroad. A Jumbo jet 747 Boeing aircraft is about to land in the airport).
Motivation through puns

Example:

(A writer was once felicitated. When the turn came to the writer stood up and thanked the audience. The writer was good at writing but not an orator. In his speech, he said)

Writer : I Conceive ..... I Conceive ..... I Conceive ..... (he struggles to complete the sentence)

(The Chairperson who has lost his patience, picked the mike and said)

Chairperson : Our friend has conceived thrice but not even delivered once.

Motivation through Homophones:

Students commit errors in spelling due to unfamiliarity with spelling system. Homophones are the words with same sound but with different meanings. Students should undergo a kind of drill atleast a few minutes in the English class to know the correct meaning.
Example:

The parcel is tied with ____ (cords/cards)
We went to the Marina ____ (Beech/beach) yesterday

All flights from Madras have been cancelled due to inclement ____ (weather, whether)

He should be ____ in his dealing with his customers (fair/fare)

His heart is filled with ____ (piece, peace)

Teachers of English:

Teachers of English have an important role to develop student's knowledge in the productive skill of speaking and writing. They should always inculcate the habit of referring innumerable books in the related field of communicative language teaching so that the teachers could follow some innovative teaching techniques which would ultimately bring fruitful results to the students. Every English teacher, in addition to the prescribed syllabus, should provide a variety of informations to create and arouse the interest of the students to have an inclination towards English language particularly in the productive skill in general and the communicative ability of speaking in particular.
Black Board

Blackboards can be used very effectively during the teaching learning process. New words, singular plural, tense forms, spelling and other vital aspects can be taught to the students to make them love English. Diagrams if necessary could be drawn on the black-board to attract the students towards the learning process. While teaching the structures or any other grammatical aspects, different colour piece of chalks could be used.

Radio and tape-recorder:

Radio and tape-recorders will be of much use while teaching English language. During English periods and in other free periods these equipments can be used in the classroom to a maximum level. News items, conversation, speech practice intonation, stress and pause, spoken English are some of the areas of interest that the students can develop and improve their productive skill of speaking.

Television and Computer:

As Television and Computer become more and more popular in our day-to-day life and also easily available, every student can use this technology to improve the productive skill in speaking and writing. Students can learn their linguistic skills and also the communicative ability of speaking.
Rectification of errors through formal and functional practice

Accuracy in pronunciation would put the learner in a comfortable position to communicate with anybody without any hesitation. To improve the learner’s phonological system, the teacher should provide enough opportunity in the classroom to listen to the second languages. The learners may be asked to repeat a particular sound pattern for so many times. For further progress, the learners may be asked to memorize a poem or they provided may be with a piece of message and the students can recite the same. Reading aloud a passage and re-telling stories are some of the methods through which the learners could improve their vocabulary items including grammatical structures.

Functional practice will be of very much useful to the learners in developing their communicative ability. Even for small verbal exchange, students are supposed to use only the second language. Speaking with other students, attending lectures, thinking in English are to be practised regularly. The secret of speaking depends upon the learner’s talking anything and everything in the second language without considering the mistakes. If the learner continues this technique of talking a lot then he is sure of getting success in developing communicative ability of speaking. On the contrary, the learners are not willing to take the risk of making mistakes for the sake of practicing English, then they can never pick up the language. It is very
essential that the learners should be bold enough to take the risk of learning the 'trick of the trade'.

**Promoting better productive skills through receptive practice.**

Learners should be provided with more extensive receptive practices through which they can improve the receptive input in order to promote better productive skills. By doing so the learners will be familiar with the language items.

Teachers should be academic oriented everytime and on the other hand they should move with the learners in an informal way and share all types of informations of general interest.

**A variety of communication task**

In order to improve the communicative ability of speaking, the students should be encouraged to express their view with the family members and with the peer group.

The various communicative tasks are as follows:

1. greetings
2. leave taking
3. information- getting
4. information - giving
The students may be asked to imagine the situations inside the classroom itself. Meeting a former classmate, greeting a new student who has just joined in the school, meeting a classmate in the summer holidays, greeting one's uncle are some of the occasions that the students could use the desired language.

The students may be asked to involve in speech activities such as leave-taking from their friends, classmate, class teacher and neighbour.

They should also know how to get various informations such as,

a. Asking help to send a telegram or money order

b. Finding out all the informations about a new classmate

c. Getting information from the tourism enquiry office to go from Goa to Bangalore

d. Asking somebody to get the directions to the post office in the city

Information - giving is another technique through which the students could improve their communicative ability. The teacher may divide the whole class into several groups. The communication activity should take place only through the second language. Some imaginary situations are:
a. A tourist wants to know about the worth seeing places in the city.

b. A stranger wants to know some information about telephone booth and xerox facilities in an area.

c. He also wants to know about a good vegetarian hotel in that area.

Reporting and description are some other forms through which the students could expose their communicative ability of speaking. They can speak about their school life, about their summer holidays, about their family members, about the movies that they had recently seen and so on.

4.5 Recommendations

1. The syllabus designers and the material producers should give topmost priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge.

2. In all the English course book right from 1st std. to 12th std 75% of the syllabus should be allotted for communicative activities such as language games, classroom interactions, story telling, news reading and so on in which the teacher should be only an observer and not an instructor or fault finder.

3. In all the examinations 75% of marks should be allotted for communicative activities.
4. Teachers of English should act as the real models to the students in encouraging them to acquire the communicative skills.

5. Maximum periods should be allotted exclusively for developing communicative skills.

6. After every communicative activity there should be a group discussion by the learners to evaluate the activity and the teacher’s role is just to assist them in their discussion.

7. For all the communicative activities a ‘check-list’ should be provided and the learners should verify the ‘check-list’ and rectify the errors.