CHAPTER – IV
TECHNIQUES AND TASKS FOR TEACHING SPEAKING SKILLS

4.0 Introduction

Bown et al say, “The ultimate goal of the speaking in English is to enable the learner to communicate his or her thoughts, ideas and feelings via oral language to meet the needs faced by him or her”. Language is a wonderful gift given by God to the humanity. There are certain numbers of languages across the world but all the languages are not in use. English is the only language which operates in a vacuum. It is an integral part of our culture; it symbolizes the behavior of every human being. Some rural students say, “When I speak English, I feel stupid not know enough vocabulary. I didn’t want to speak English until my English is much better, I don’t want to listen to other students speaking incorrect English”. When students are studying together in English they talk more, share their ideas, learn from each other, have more involvement, feel more secure and less anxious, use English in a meaningful, realistic way, and enjoy using English to communicate.

We need to do a lot of experiments and pedagogical variations in the classroom to improve the teaching and learning English in India. It is found that even after learning English for so many years in schools and colleges, students are not able to speak English in real life situations. The main and special objective of this chapter is to find out some pedagogical application of methods and techniques effectively through communicative activities to make the students more pro-active in the use of English language in real life situations.

Developing speaking skills in the target language has been a crucial point in the minds of learners, teachers and researches. The linguistic studies around the turn of the 20thC (Gowing 1982; Sweet, 1899) were linked to the development of oral skills. The
emphasis on speaking rather than writing was also dressed in audio-lingualism (Tries, 1945), in impact-based interaction (Krashen and Terrel, 1983), and in theories (Swain, 1985). In the communicative approach (Brumfit and Johnson, 1979; Littlewood, 1981; Widdowson, 1978)), the development of oral skills is no doubt the focal point of language instruction (Lazaraton, 2001). The development of oral skills has always been a paramount importance, since “a large percentage of the world’s language learners study English in order to develop proficiency in speaking”. (Richards and Renandya, 2002: 201).

Moreover, developing oral skills among rural students in a second language is not an easy task it is herculean task. When the learner is not in the target language environment it is likely that learning to speak that language will be a Himalayan task and difficult, since the learners have minimum exposure to the target language and culture, which is more important to make out the socio-linguistic traits (like genre and speech styles) and paralinguistic traits such as high pitch, low pitch, stress, intonation, diction, non-linguistic traits (such as gestures and body languages) and cultural assumptions in verbal interaction (Shumin, 2002).

Over the years, many exports and researchers have taken strenuous efforts among rural students to enrich the speaking skills because this skill is badly needed in our society. If someone is able to speak English and communicate ideas in a proper way he or she can be easily given job opportunities. It becomes necessary to develop speaking skills in the modern computer world today.

Johnson says that, “On similar grounds, expands this concept by proposing an optimal progression in which learners are made, first to notice the language, then understand it and finally use it appropriately”. (Johnson 19950. Communicative competency is almost certainly the one skill that made human beings distinctive from
created creatures on this earth. Human beings imaginative power has brought forth a gradual growth in the world. Humans are specially endowed with verbal and non-verbal communication. Human beings have been using the language after the certain years of birth but never thought to enrich the communicative language. They took several efforts to discover the way in which they want to communicate to others. They were under the false impression that a man who talks fast is a brilliant and excellent communicator. As an English proverb says Look before you leap, someone has to ponder for a few seconds about what he/she is going to speak or communicate. If a teacher makes his/her students communicatively efficient in English, speaking skills will play an important role in paving the way to achieve its proficiency and accuracy. Nowadays all the students are forced to speak and act together only through English. Any student’s ability of English knowledge is being judged upon the basis of speaking ability. It is the ground reality that most of the rural students are unable to speak even a short sentence without mistakes after learning the language for more that twelve years. As English is tricky and flexible it always remains a hard task for the rural students in the areas of writing and speaking.

4.1 An overall view of developing speaking skills

Field studies conducted in China, Japan and United States of America focused upon the target language. The learners use a variety of strategies and techniques to develop speaking skills ability. Those who enrich their oral skills appear to be frequent strategy users irrespective of culture and learning context.

Huang and Van Naerssean (1987) say for the rural level students of English in China, subjects were given on oral test and a learning strategy questionnaire that included format practice (such as listening to and doing pattern drills, listening in order to improve pronunciation, memorizing and reciting texts, imitation, re-telling stories, reading aloud and reading in order to learn vocabulary items and grammatical structures which can be
used when speaking); and monitoring such as paying attention to the use of linguistic forms and modifying language responses). The results indicated that high level performances of the oral test used more functional practice than the middle and low performers.

Takeuchi (2003) says a series of investigations on “expert” second language speakers in Japan were conducted. He enquired eighteen experts’ English speakers including simultaneous interpreters, professors and diplomats about their learning experience in the course of language development. The response of the interviewers were: Practicing phonological aspects in the beginning stage; memorizing expressions and illustrative sentences with pattern practice in the beginning and early intermediate stages, listening practice using diction, reading multimedia in building oral vocabulary in the beginning of intermediate stages; engaging in intensive, periodical and continuous self-study in the late beginning to intermediate stages; trying to find opportunities to speak English including naturalistic communication, self-talk and simulated conversation practice with peers in the intermediate stage.

Varela (1999) investigated the effect of grouping, selective attention and self-talk on the development of grade classes of English for speakers of other languages in the USA. Forty one students were divided into the experimental group with strategy – instruction and the control groups without it. Videotaped pre-test and oral presentations were rated on organization, clarity, vocabulary choice, eye contact, volume and pace. Strategy use was investigated by means of interviews. This results indicated that the experimental group also reported an increase in strategy use and there was correlation between strategy use and presentation performance.

These above mentioned three experiments point out to the target of techniques and tricks to cultivate speaking skills activity. Though there are many strategy use and
development of orals, mainly two lists labeled strategies for speaking skills. The primary one by Rubin and Thomson (1994) addressed nine potential problems which arise during speaking tasks, including pronunciation problems dealing with recurring mistakes, managing correction creating practice opportunities, accuracy issues, communication breakdowns, conversation speaking strategy. Byback and Mougel (1994). This list includes strategies to be included before conversation, during conversation and after conversation.

4.1.1 Speaking is fundamental to human communication

Many students consider that being able to speak a language is equal to knowing the language therefore they view learning the language as learning how to speak the language or as Nunan (1991) wrote, “success is measured in terms of the ability to carve out a conversation in the target language”. Therefore if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get monotonous and lose interest in learning. On the other hand if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to just think of all the different conversations we have in one day. In our daily life most of us speak more than we write. Many English teachers still spend the majority of the class time on reading and writing practice almost ignoring speaking and listening skills. But we converse and chat over the cell hours together. Is it true that this will balance the goal of our English course in truly to enable our students to communicate in English? No. Speaking skill should be taught and practiced in the language classroom As Swain (1985) wrote, “We learn to speak by speaking” and that goes for teachers as well students. The more you practice the more you will improve your own oral skills as well as help our students improve theirs”. (P.154).
4.1.2 Speaking in general

Speaking is one of the productive skills, which is an active skill. The specialty of this skill is that the speaker who wants to say something should consider the following.

✓ Identify the situation
✓ Decide the point to be spoken
✓ Select the words and the sentence structure of the language.
✓ Recollect from the experience already gained in that environment.
✓ Make our utterance by following the phonic and structural norms of the language.

The above activities should take place within a fraction of second. This is the reason why among the students there is hesitation to speak. This initial hesitation if uncared will develop into a severe impediment in developing the skill at all. Moreover, speaking is not a mere oral production of the written language. Rather it is the result of master over many other sub skills. This skill has different components. They are

- Speaking and pronunciation
- Speaking and meaning
- Speaking and completeness
- Speaking and interference
- Speaking and style
- Speaking and Voice modulation
- Speaking and gestures
- Speaking and sentence
- Speaking and coherence

Sam Mohan Lal (2000) opined that speech without coherence can be disastrous. In other words, it can be incomprehensible and also develop disinterest among the listeners. Coherence means the knowledge about the use of ideas as per the step by step
development of the topic during speech. Suppose a story is being told, the knowledge such as; how to begin, how to develop it, where to give explanations, how to end etc. These are very much needed for the speaker. (p.567).

4.2 Teaching speaking strategies for developing speaking skills.

Many language learners think speaking ability as the measure of knowing the language. These learners define the ability to converse with others, much more than the ability to read, write or comprehend oral language. Speaking as the most important skill they can acquire, and they can assess their gradual progress in terms of their accomplishment in spoken communication.

Speaking involves three areas of knowledge.

i) **Mechanics** (pronunciation, grammar, and vocabulary): using the right words in the right order with correct pronunciation.

ii) **Functions** (transaction and interaction): knowing when clarity of message is essential (interaction/relationship building)

iii) **Social and Cultural rules and norms** (turn-taking, rate of speech, length of pauses between speakers, relative participants): understanding how to take into account who is speaking to whom, in what circumstances for what reason and so on.

These three areas of knowledge help the students to develop the ability to produce grammatically correct sentences, and it is true that ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal response, recognizing scripts and using language to talk about language that they can use it to help themselves expand their knowledge of the language and their confidence in using it.
These instructions help students to learn to speak, so that the students can use speaking skill to learn.

4.2.1 Using Minimal Response

Language learners who lack confidence in their ability to participate successfully in speaking skill interact in listening in silence while others do the talking. Simple way to encourage such learners to begin to participate is to help them build up a stock at minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus upon what the other participant is saying, without having to simultaneously plan a response.

4.2.2 Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges. Greetings, apologies, complaints, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker’s turn and the one that follows it can often be anticipated. Instructors can help the students develop speaking activity by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.
4.2.3 Using Language to speak about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for classification can occur in any type of interaction whatever the participant’s language skill levels. Instructors can also give students phrases to use for classification and comprehension check. By encouraging students to use classification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various classification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

4.2.4 Speaking skills techniques for ESL

Although ESL deals with reading and writing, speaking is more often the most important and difficult of the three aspects of learning the language. Since speaking deals with having the confidence to say what is in one’s mind in another language, it can sometimes be difficult for students to talk during the class. According to (Chancy, 1998, P.13) speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. However following a few techniques will be more comfortable in speaking says Lam Moore.

i) Do not correct every word that your students say. Correct proper pronoun to use and the pronunciation of particular sounds that they trouble with but do not correct every word. Students who are learning a language for the first time tend to be shy and when you constantly correct them it will have a reverse effect and make them afraid
to talk. For higher level students this is ok but for lower level students especially from rural area, keep it at a minimum.

ii) Start out the class by asking how everyone is doing and how their day went. This is a chance for the students to talk about something outside of the class lesson and this may make them more inclined to talk. Use this time to add humour and joke around with your students to make them feel more released and less nervous about speaking.

iii) Bring in an interesting news article that is based on the level of your class once or twice a week. Give this to the students after class so that they can read it at home and be prepared to discuss it the following day. The more controversial topic is the better. Ask questions on the day of discussion in and let everyone voice their opinions.

iv) Divide the class into groups and prepare skits that are based on the lesson. Make sure that they include the unit’s vocabulary and grammar. Make the groups present their skits in front of the class.

v) Write a question on the blackboard such as “What would you do if you had a million dollars?” Give the class a few minutes to write down some basic points, but not a script of what they will say verbatim. Write who, what, where, when, why and how on the board to give the students an idea of what to say. Now go around the class and let each student give their answer to the question. Set one minute time limit for them to answer so that they are forced to think fast and say suitable answer to the questions.

4.2.5 Suggestins for Teachers in Teaching Speaking

Nunan (2003) what is meant by “teaching speaking” is to teach ESL learners to: produce the English speech sounds and sound patterns, word, sentence stress, intonation
patterns and the rhythm of the second language, selecting appropriate words and sentences according to the proper social setting, audience situation and subject matter, organizing thoughts in a meaningful and logical sequence, to use language as a means of expressing values and judgments, to use the language quickly and confidently with few natural pauses which is called as fluency. Here are some suggestions for English language teachers while teaching oral language.

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic material and tasks and shared knowledge.
- Try to involve each student in every speaking activity: for this aim, practice different ways of student participation.
- Reduce teacher’s speaking time in class and increase student’s speaking time step by step and observe students.
- Indicate positive signs when commenting on a student’s responses.
- Ask eliciting questions such as “what do you mean? How did you reach that conclusion?” in order to prompt students to speak more.
- Provide written feedback like “your presentation was great really. It was a good and excellent performance. I really appreciate your efforts in preparing the material and efficient use of your voice…”
- Do not correct student’s pronunciation, mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and people who can help.
- Go round the classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
• Provide the vocabulary beforehand that students need in speaking activities.

• Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to the practice the speaking skills.

4.2.6 Factors governing fluency and accuracy of speaking

The researchers in his experiments have discovered the following as the fundamental requirements to speak English fluently and accurately which the students are to inculcate in their minds. To learn anything for the first time we follow the trial and error method. Before learning anything we fall down to the ground but we have to get up again and amend mistakes (For example learning of cycling or games). Similarly students should not feel shy and shame for committing mistakes while speaking.

- Every failure is a stepping stone to success.
- For the First generation students it is normal and natural to make mistakes.
- Rural students should be never reluctant.
- English is a foreign and alien language and it is quite human to commit mistakes in our dialogue.
- One should not be worried about committing mistakes.
- One has to communicate with others even though it is full of mistakes.
- The more one speaks English is spoken, the easier it becomes.
- The more you practice the less mistakes you commit.
- Never try to find fault with others’ mistakes.
- Never mind about using repetition of words.
- Think that they also committed more mistakes than you in the beginning
- Think that those who speak fast are not good speakers and communicators.
- Never be tired of listening to foreigner’s speech.
- Speak slowly to make others understand.
Commit more mistakes then only you can learn the better.

Do not try to imitate anybody’s style in your speech.

Conveying meaning is more important than grammatical mistakes first.

Be always positive in giving correction.

Try to use the idioms and phrases used by speakers, newsreaders, newspapers and teachers.

Write without grammar mistakes but need not speak in full sentence.

Use only ordinary words and avoid using lexicographical words during speech.

Always think that your speech must be understood by all.

Come forward to speak without any inhibition and hesitation.

Listen to T.V., Radio news of English especially cricket commentary.

Spend time watching English movies and keenly follow the conversation between the characters.

Speak in English not only with your classmates or peer groups or inside the class but keep up the language irrespective of all persons.

Use English to English meaning dictionary.

Read the English newspapers daily without fail and learn the new words with its meaning and usage.

Read simple English story books during leisure time.

4.2.7 Objectives of teaching speaking skills

Language exists first in its spoken form. It can be learnt primarily through speech. Knowing a language is the ability to understand and speak the language. A good speaker of English can recall words and structures quickly. In order to speak in English fluently there are some objectives of teaching speaking skills.

♦ To enable the students to speak correctly and properly.
♦ To enable them how to use words, phrases and idioms already learnt.
♦ To reinforce in the memory, the sentence patterns already heard and understood.
♦ To attain fluency and accuracy while speaking.
♦ To assist the learners to have a good conversation.
♦ To help them know the basic rules of grammar.
♦ To enable them to get the mastery over English stress and intonation.
♦ To insist upon their use of greeting and courtesy formulae.
♦ To instruct them how to speak and how to ask questions and answer questions.
♦ To enable them to gain mastery of vocabulary and sentence structure.

4.2.8 Linguistics and language teaching

The need for the linguistic oriented teaching was greatly felt during the Second World War. The allied forces which thrust forward in the occupied areas found that the forces required a basic knowledge of the language of those areas in order to have a verbal access to the population that then came across. Robert Lado (1964) is of the view that linguists insisted on the imitation and memorization of basic conversational sentences as spoken by native speakers. They also provided the distinctive elements of intonation, pronunciation, morphology, and syntax, and a powerful idea of pattern practice was developed. Repetition of selected patterns and structures assumed an important role in the gradation of lessons. In order to make the learning process simpler, it required to know the similarities and dissimilarities between the mother tongue and the target language. Charles Tried (1945) had detailed the significance of contrastive analysis as far back as 1945 regarding the teaching materials. “The most effective materials are those that are based upon a scientific ascription of the language to be learned, carefully compared with a parallel description of the native language to be learner”. (p.342) The learner finds certain areas of target language easy and other areas very difficult to learn. The latter is
due to the absence of similar forms in his own tongue. It is the study of the differences which is the most characteristic of the contribution of linguistics to a language teaching. This can be effectively achieved by contrastive analysis of the mother tongue and target language structure.

4.3 Phonetics and pronunciation

Language is defined as a system of sound, form, structure and meaning. All the methods of teaching English except the Grammar Translation method emphasized the importance of speech and oral work in the classroom. But in India traditionally we have been more concerned with reading and writing in English, and analyzing its structure and less concerned with spoken English. Speaking is perhaps, the most important skill to acquire while learning a language, more so in the case of first language, the mother tongue. Learning of Language is largely an unconscious process. If anyone asks you; how you have learnt your native language, you may not give him a satisfactory answer. You may tend to say that you have learnt it from your parents, your siblings, your classmates and others around you.

Speaking a second language (L2) can also be learnt in a similar manner but with a more conscious effort. The teacher’s main role is very critical of course, because in most of the rural schools and colleges, he is the only person who speaks English and teaches it as a second language. Trench said, “Speech is the ground work; all the rest are built up from it”. This view is reflected and supported by Champion who said, “The first duty of the teacher of English is to teach students to speak English”. Thompson and Wyatt suggested the method to teach correct pronunciation to the students. They said, “To acquire correct pronunciation, prolonged practice in listening to speech sound is needed”. Champion again said that “sound is needed… we should teach our students to speak English as a native speaker does”. (p.17).
4.3.1 English pronunciation

Abercrombie’s words are worth mentioning here, “Phonetics is a technique for the teacher, not a subject to be taught. The teacher should teach pronunciation, not phonetics, or better he should teach English not just pronunciation. Otherwise we may land in a situation where students may acquire good pronunciation but nothing to pronounce. Hence, it is very clear that phonetics is just a part of spoken English.

We may ask a simple question ‘why do Indian speakers of English make mistakes in pronunciation?’ India is a multilingual country so there are as many varieties of spoken English as there are Indian languages. There is the Bengali English, the Kerala English, the Telugu English and the Tamil Nadu English. The language pronunciation varies according to the slang of their native language. Followings are the four reasons why they commit mistakes in pronunciation.

i) Indian languages are syllabic that is we write as we speak or we read as we write. Each letter stands for one sound. But in English some letters stand for more than one sound each.

ii) Silent letters in English words also give rise to wrong pronunciation. We do not have silent letters in our words.

iii) Stress, as present in our languages, is indicated in our script. But in English it is not indicated in writing.

iv) In the absence of proper teaching/guidance from teachers and adequate exposure, we substitute English sounds with similar sounds known to us in our languages. The English language contains some sounds that are not there in our language.

4.3.2 The production of English sounds – articulation

We cannot articulate or produce any sound unless air from the windpipe attached to our lungs passes through the mouth or nose. The first of our speech organs, the lungs,
act as bellows to send out air through the windpipe and the vocal chords. Then the air passes by the pharynx and comes out through either the mouth or the nose. If the air comes out through the mouth, the uvula rises up and closes the vassal activity. If the air comes out through the nose, the lips close and the uvula comes down. This is how the production of English sounds and articulations take place through the organs of speech.

Description of English consonants

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Symbol of consonants</th>
<th>Place</th>
<th>English word</th>
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<td>1.</td>
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<td>p</td>
<td>Bilabial</td>
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<td>Blade/front-palato-aleolar</td>
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<td>dʒ</td>
<td>Blade/front-palato-aleolar</td>
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4.3.3 Phonetic transcription

The English alphabet has 26 letters of which 5 letters are vowels (a, e, i, o and u), the rest are consonants. These letters and letter combination give rise to 44 sounds of which there are 20 vowel sounds and 24 consonants, one or two letters represent each of these sounds. The teacher should say the sound is represented by the symbol. Some letters represent more than one sound each unlike Indian languages where one letter stands for one sound normally.

<table>
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<tr>
<th>Eng. Letter</th>
<th>Sound</th>
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<tbody>
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<td>θ</td>
<td>Tip – dental</td>
<td>think</td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>ð</td>
<td>Tip – dental</td>
<td>This</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>s</td>
<td>Black – alveolar</td>
<td>Son</td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>z</td>
<td>Black – alveolar</td>
<td>Zoo</td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td>sʃ</td>
<td>Blade/front-palato alveolar</td>
<td>Shut</td>
</tr>
</tbody>
</table>
4.3.5 Improving pronunciation:

To improve the student’s pronunciation, the teacher’s own pronunciation must be correct as (RP or GIE) Received Pronunciation or General Indian English. The starting point is learning the phonetic symbols for English sounds. The international phonetic Association devised an alphabet (IPA). Each English Alphabet or symbol stands for one English sound. English pronouncing Dictionary by Daniel Jones and other good dictionaries make use these IPA symbols. Unless the teacher learns these symbols, he/she cannot look up the words in a dictionary and learn their correct pronunciation and stress.

4.3.6 Sounds and symbols: English vowels

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Symbol of consonants</th>
<th>English word</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>i</td>
<td>Eat</td>
<td>iːt</td>
</tr>
<tr>
<td>2.</td>
<td>ñ</td>
<td>It</td>
<td>ñt</td>
</tr>
<tr>
<td>3.</td>
<td>e</td>
<td>Egg</td>
<td>eg</td>
</tr>
<tr>
<td>4.</td>
<td>æ</td>
<td>Act</td>
<td>ækt</td>
</tr>
</tbody>
</table>
The first twelve vowels are called pure vowels, the next eight are called diphthongs a combination of two pure vowels. Each of them starts as one pure vowel indicated in the symbol.

4.3.7 English consonants and their symbols

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Symbol of Consonants</th>
<th>English Word</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>p</td>
<td>Pen</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>b</td>
<td>Bird</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>ŋ</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>l</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>ð</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>f</td>
<td></td>
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<tr>
<td>18.</td>
<td></td>
<td>ʒ</td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
<td>tf</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td>dʒ</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td>r</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td>w</td>
<td></td>
</tr>
</tbody>
</table>
4.3.8 Classification of vowels

In pronouncing the English vowel sounds, the tongue and the lips are involved.

1. Vowels are classified as short or long.

2. They are classified from the point of view of the
   a) height to which the tongue is raised (close or open) close- tongue raised high
   b) the part of the tongue that is raised (front, back or central)

   **Front vowels:** produced with the front part of the tongue raised towards the hard palate.

   **Back vowels:** produced with the back of the tongue raised towards the soft palate.

   **Central vowels:** central part of the tongue highest

3. Spread, neutral, or rounded—according to the position of the lips.
   a) Vowels according to the part of the tongue raised

      | i: | i | e | æ | are front vowels.

      | Λ | ə | ə: | are central vowels.

      | ə: | ɔ | ɔ: | ʊ | ʊ: | are back vowels.

   b) According to the height of the tongue

      | i: | ʊ: | are close vowels.

      | i | ʊ | are half close vowels.

      | e | ɔ: | ə | are half open vowels

      | æ | a: | are open vowels
c) According to the state of the lips

| i: | i | e | æ | are spread vowels.

| a:| ʌ | ə | are natural vowel.

| ɔ | ɔ: | ʊ | ʊ: | are close rounded vowels.

English vowels are called pure vowels and diphthongs are called as impure vowels. When pure vowel is produced the position of the tongue does not change whereas the position of the tongue changes when the diphthongs are produced and pronounced.

Vowels are divided into long and short.

i) Long vowels:  food | fu:d | fool | fu:l |

   =| i:| | u:| are long vowels

ii) Short vowels:  hit | hɪt | good | gud |

   =| i | | u| are short vowels

4.3.9 Vowels

Vowels are made by the variation of the vocal cords and the air passing freely through the mouth. Different vowel sounds are made, some by a variation in the position of the tongue and some by a variation in the state of the lips.

1) | i:| sea, police, these, chief

2) | i | sit, city, village, rch

3) | e | ten, men, friend

4) | æ| man, gas, hat, sat

5) | a:| father, castle, laugh

6) | ɔ | hot, gross, cot

7) | ɔ:| hgl, walk, caught, four, salt
8) | u | push, good, bullock, foot
9) | u: | fruit, fool, June, food
10) | θ | fun, Monday, couple, mother
11) | ɔ | bird, journey, heard, world
12) | ə | actor, permit, postman, comfort

The above are called vowels. Each sound consists of a single vowel sound. Such vowels are called pure vowels.

Then there are the combinations of two pure vowels called diphthongs. Each one starts on one vowel sound and finishes on another. Non-native speakers emphasize the second sound.

### 4.3.10 English consonants

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labio Dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palato alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
<td>VI V</td>
</tr>
<tr>
<td>Plosives</td>
<td>P b</td>
<td>t d</td>
<td>f v</td>
<td>θ δ</td>
<td>j f</td>
<td>k</td>
<td>g</td>
<td>H</td>
</tr>
<tr>
<td>Fricatives</td>
<td>f v</td>
<td>s z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affricates</td>
<td>m</td>
<td>n δ</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Nasals</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Laterals</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolled</td>
<td></td>
<td></td>
<td>l r</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semivowel</td>
<td>W</td>
<td></td>
<td>r j</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V = voiced VI = Voiceless.

### 4.3.11 How to teach pronunciation

Indian students especially the rural students who have English as a second language face many problems in acquiring correct pronunciation and later the other elements of connected speech like stress and intonation. A person or student could make
separate word sounds correctly but putting them together sequentially and in meaningful sentences was a big problem and question. The followings are some of the major problems faced by the learner of English, as pointed out by Daniel Jones.

i) “He must learn to recognize reading and with certainty the various speech sounds occurring in the language.

ii) He must learn to make the foreign sounds with his own organs of speech.

iii) He must learn the proper usage of stress, rhythm, intonation etc.

iv) He must learn to join each sound of a sequence on to the next and to pronounce the complete sequence rapidly and without stumbling”.

For any language articulation and pronunciation of words are more important. When an American speaks English we will not understand anything in the beginning. We will understand step by step when we hear the sound more and more. Similarly, the teacher of English has to teach the techniques of pronunciation just as the students are taught the formula of mathematics in the primary schools. First, they may find it difficult and afterwards they will easily understand different pronunciations as taught by the teacher. Students can be asked to take practice of the below given activities.

**4.3.12 Popular Tongue Twisters:**

1. Peter piper picked a peck of pickled peppers
   
   Did peter piper pick a peck of pickled peppers?
   
   If peter piper picked a peck of pickled peppers
   
   Where’s the peck of pickled peppers peter piper picked?

2. She sells sea shells on the seashore
   
   The shells she sells are surely seashells
   
   So if she sells shells on the seashore
   
   I’m sure she sells seashore shells
3. How much wood would a woodlock chuck if a woodlock could chuck wood?

4. A big black bug bit a big black bear, made the big black bear bleed blood

5. If two witches were watching two watches, Which witch would watch which watch?

6. If a noisy noise annoys an onion, an annoying noisy noise annoys an onion more

7. Please peel this peck of pickled peppers Peter Piper picked

8. Surely Shirley shall sell Sheila’s seashells on the seashore
   Which witch wishes to switch a witch wrist watch for a Swiss wrist watch?

4.4 Homophones

The word homophone is made from two combining forms.

- Homo- (from the Greek word “homos” meaning same)
- Phone- (from the Greek word “phone” “voice” or “sound”)

Homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spellings.

i) For example, the following two words have same sound, but different meanings and spellings.

   Eg. Hour
   
   Our

ii) In the next example, two words have same sound and spelling but different meanings.

   Eg. Bear-(the animal)
   
   Bear-(to carry)

iii) Usually homophones are in groups of two (our, hour) but very occasionally they can be in groups of three (to, too, two) or even four. If we can take our “bear” example, we can add another word to the group.
Eg. Bare- (naked)  
Bear-(the animal)  
Bear-(to tolerate)  

“Our bear cannot bear to be bare at any hour”.

### 4.4.1 Common Homophones

The following lists of homophones contain only the most common homophones, using relatively well-known words. These are head words only. No inflections (such as third person “s” or noun plural) are included. We can see more homophones in the graded homophones.

<table>
<thead>
<tr>
<th>Air</th>
<th>Heir</th>
<th>for</th>
<th>four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aisle</td>
<td>Isle</td>
<td>Hair</td>
<td>Hare</td>
</tr>
<tr>
<td>Ante</td>
<td>Anti</td>
<td>Heal</td>
<td>Heel</td>
</tr>
<tr>
<td>Eye</td>
<td>I</td>
<td>hear</td>
<td>Here</td>
</tr>
<tr>
<td>Bare</td>
<td>Bear</td>
<td>Him</td>
<td>Hymn</td>
</tr>
<tr>
<td>Be</td>
<td>Bee</td>
<td>Hole</td>
<td>Whole</td>
</tr>
<tr>
<td>Brake</td>
<td>Break</td>
<td>Hour</td>
<td>Our</td>
</tr>
<tr>
<td>Buy</td>
<td>By</td>
<td>Idle</td>
<td>Idol</td>
</tr>
<tr>
<td>Cell</td>
<td>Sell</td>
<td>In</td>
<td>Inn</td>
</tr>
<tr>
<td>Cent</td>
<td>Scent</td>
<td>Knight</td>
<td>Night</td>
</tr>
<tr>
<td>Cereal</td>
<td>Serial</td>
<td>Knot</td>
<td>Not</td>
</tr>
<tr>
<td>Coarse</td>
<td>Course</td>
<td>Know</td>
<td>No</td>
</tr>
<tr>
<td>Complement</td>
<td>Compliment</td>
<td>Made</td>
<td>Maid</td>
</tr>
<tr>
<td>Dam</td>
<td>Damn</td>
<td>Mail</td>
<td>Male</td>
</tr>
<tr>
<td>Dear</td>
<td>Deer</td>
<td>Morning</td>
<td>Mourning</td>
</tr>
<tr>
<td>Die</td>
<td>Dye</td>
<td>None</td>
<td>Nun</td>
</tr>
</tbody>
</table>
4.4.2 Intonation

Stannard Allen says, “By intonation is meant the melody of speech, the changing pitch of the voice. It is to ‘a certain extent controlled by stress, because important changes in pitch occur only on stressed syllables”. F.W. Frishy says, “Much of meaning of spoken language is conveyed by the tune to which it is set”. (p.128). Intonation refers to the fall and rise of the voice while speaking or reading. Consider a singer uttering the Sanskrit word.

Eg. **Raising tone**

Sa, ri, ga, ma pa, dha, ni, sa

The voice moves from low to high and the pitch goes on rising. When the same singer makes the same sounds in the opposite direction, falling tone occurs.

**Falling tone**

Sa, ni, dha, pa, ma, ga, ri, sa

The voice moves from high to low and the pitch goes on falling.

4.4.3 The falling tone

There are four examples of falling tone. This tone starts with the first stressed syllable fairly high and falls step by step, from stress to stress until the last significant (meaningful) stress is reached.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Type of Questions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Statements</td>
<td>Sachin is a good batsman. Susila sings very well.</td>
</tr>
</tbody>
</table>
2 Commands/ Requests

Go to your place first.

Open your book first.

3 WH- Questions

Where is he studying?

Why are you sad?

4 Exclamations

What a beautiful sight!

How nice!

5 Tags

Vaiko is a great speaker, isn’t he?

Kalaignar is a beautiful writer, isn’t he?

4.3.4 The Raising Tone

There are seven types of rising tone. This tone starts with first stressed syllable fairly low and rises step by step until the last stressed syllable. It is indicated by an arrow mark before the syllables concerned.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Type of Questions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes/ No type Questions</td>
<td>Can you dance?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is he a writer?</td>
</tr>
<tr>
<td>2</td>
<td>Polite Requests</td>
<td>Can I have your cell number?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Could you lend me your pen?</td>
</tr>
<tr>
<td>3</td>
<td>Greetings</td>
<td>Good morning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good afternoon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good night.</td>
</tr>
</tbody>
</table>

146
4.5 Word stress

A word in English has one, two, three or more syllables. According to Daniel Jones, “the degree of force with which a speaker pronounces a sound or syllable is called stress”. The stressed syllable is often louder than the unstressed syllable. Stress is not decoration of language but in fact it gives music to the language and makes it clearly understandable. Allen has expressed his opinion on this aspect of spoken English “The ability to move smoothly and steadily from one stress to the next to fit in the unstressed syllable between them forms the basis of a good natural accent (stress)”, therefore the English language is called a stress – timed language. So every student must be aware of each word’s stress. The main duty of the teacher is to make the students understand word stress in speech. Stress is an element of great significance in spoken language since all the
syllable in a word is not uttered with uniformity. The difference in stress changes the
meaning of the utterance. Stress is shown by a vertical stroke.

For example

1. 'Cricket is my favourite game (nothing rather than cricket)
2. Cricket 'is my favourite game(acceptance or confirmation)
3. Cricket is 'my favourite game(not you)
4. Cricket is my 'favourite game(nothing else than cricket)

4.5.1 Primary stress

i) Words with stress on first syllable:
'Father  'Doctor  'Conductor  'Contractor  'Controller

ii) Words with stress on the second syllable.
'Again  Ma'chine  Be'lieve  Des'cribe  En'slave

iii) Words with stress on the both syllables:
'Seven'teen  'Re'join  'Pre'pare  'Up'stairs  'Up'date

4.5.2 Secondary stress

Words of three or more syllables take a stress called the secondary stress. Primary
stress is indicated by a vertical mark above in front of the stressed syllable and the
secondary stress by a mark below at the beginning of the stressed syllable.

For example:

¡Veg'etarian  ¡Under'standing  ¡Inter'national  ¡Inde'pendent  ¡Bi'lingual

4.5.3 Salient features of word stress

a) There is a large class of words, mostly of two syllables which have different
functions depending on the syllable stressed. If the first syllable is stressed, it
becomes a noun and if the second syllable is stressed it becomes a verb.
### Nouns

<table>
<thead>
<tr>
<th>Noun</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Conduct</td>
<td>con'duct</td>
</tr>
<tr>
<td>'Progress</td>
<td>pro'gress</td>
</tr>
<tr>
<td>'Decrease</td>
<td>de'crease</td>
</tr>
<tr>
<td>'Rebel</td>
<td>re'bel</td>
</tr>
<tr>
<td>'Address</td>
<td>add'ress</td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>con'duct</td>
<td></td>
</tr>
<tr>
<td>pro'gress</td>
<td></td>
</tr>
<tr>
<td>de'crease</td>
<td></td>
</tr>
<tr>
<td>re'bel</td>
<td></td>
</tr>
<tr>
<td>add'ress</td>
<td></td>
</tr>
</tbody>
</table>

b) Words with prefixes which are unstressed have their main stress on the root.

- A'cross, a'part, a'nother, be'side, be'low, re'sign, be'cause

c) Words ending in -ion have the stress on penultimate syllable (last but one)

- Appli'cation, oc'casion, pro'motion, emo'tion, ero'sion

d) Words ending in suffixes - ce, ical- have the stress on the syllable preceding the suffix

- 'Comic, eco'nomic, po'litical, inten'tional, syste'matic

e) Words ending in -ian- ial-ity, ious, are, stressed as follows

- Elec'trician, mana'gerial, a' bility, in'dustrious, ill'ustrious

f) Verbs of more than two syllables ending in -fy-ize- or-se, are stressed as follows:

- 'Educate, il'luminate, glorify, and apolo'gize.

### 4.5.4 Compound words

i) Most compound nouns have a single stress on the first word.

- 'Schoolmaster  'Headmaster     'pickpocket     'Birthday

- 'Goodnight

ii) In compound words with present participle the first part is stressed.
'Drawing-room   'walking-stick   'Contesting-candidate

'Working-hours   'Running water

iii) In some compound words both parts are stressed with primary stress on the second part.

'Vice-Chancellor  'Bad'-tempered  'Short'-term  'Ill'-health  'good'
climate

iv) In compound words ending with –ever, -self, the second part gets the stressed.

Him'self  Them'selves  Who'ever  Whatso'ever  Whomso'ever

v) Not the stress in the following stress

Ho'tel  Hi'storical  Hi'story  Hi'storian  Hi'storicity

4.5.5 Activity (individual) Finding different sounds

Teacher can use these to teach some difficult sounds to his students. Minimal pairs of words differ by one single sound. For instance, if the students have any difficulty in pronouncing the sound /ɜː:/ he/ she can use the following minimal pairs in which one of them contains a sound clearly known to them. The teacher should read the words with correct and clear pronunciation before students. The teacher has to read the familiar words with correct pronunciation then the students have to pronounce the word sound that is related to it. When they do this practice they will not have any problem in pronouncing the difficult sounds.

<table>
<thead>
<tr>
<th>S.No</th>
<th>The teacher utters the familiar sound</th>
<th>The student utters the word related</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bid /bɪd/</td>
<td>bird /bɜːd/</td>
</tr>
<tr>
<td>2</td>
<td>kid /kɪd/</td>
<td>cur /kɜː/</td>
</tr>
<tr>
<td>3</td>
<td>tin /tɪn/</td>
<td>turn /tʊrn/</td>
</tr>
</tbody>
</table>
4.5.6 Activity (Individual activity) finding the homophones

The teacher would divide the students into six groups containing ten students in each group. The teacher would pronounce the root word first two times and then he would pronounce three other words which are similar in sound to the root word. The students must listen to the sound of the root word keenly and indentify the vowel sound and keep in mind for a moment. They have to wait for the teacher to utter the other three words. Immediately, the teacher would ask any one of the students to answer the question. If the student gives correct word, reward / prize / applause would be given him by the teacher. Then the student will utter the second word before the students. This suitable activity will give boost and tonic to the student and they will yield a good result.

<table>
<thead>
<tr>
<th>S.No</th>
<th>The teacher utters</th>
<th>Answer of the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>these</td>
<td>i:</td>
</tr>
<tr>
<td>2</td>
<td>ten</td>
<td>e</td>
</tr>
<tr>
<td>3</td>
<td>father</td>
<td>a:</td>
</tr>
<tr>
<td>4</td>
<td>salt</td>
<td>ɔ:</td>
</tr>
<tr>
<td>5</td>
<td>fool</td>
<td>u:</td>
</tr>
<tr>
<td>6</td>
<td>bird</td>
<td>ɹ:</td>
</tr>
<tr>
<td>7</td>
<td>day</td>
<td>ei</td>
</tr>
<tr>
<td>8</td>
<td>go</td>
<td>aʊ</td>
</tr>
<tr>
<td>9</td>
<td>my</td>
<td>ai</td>
</tr>
<tr>
<td>10</td>
<td>now</td>
<td>aʊ</td>
</tr>
</tbody>
</table>
The teacher can give home work to the students to prepare these kind of exercises for the next day class. The whole class should prepare ten words each. Ten students can come ask in front of the class every day to read out the exercise, so that everyone gets a chance and everybody in the class gets benefited by this exercise.

**Exercise for phonetics**

1. Find the phonetic symbol for the first sound in each of the followings
   
   a) This
   b) That
   c) Church
   d) Psychical
   e) Chase
   f) ghee
   g) near
   h) one
   i) three
   j) gun

2. Find the phonetic symbol for the last sound in each of the following words
   
   a) Tough
   b) Thing
   c) Health
   d) Deer
   e) Ball
   f) reaps
   g) cave
   h) shave
   i) large
   j) huge

3. Gather the words in the following columns:

   a) Words: sit, sea, city, police, these, village, rich,

   I
   i) sit
   ii)

   I:
   i) seat
   ii)
iii) iii)

iv) iv)

v) v)

b) Words, Call, off, food, hall, bond, zoo, ball, pond, fool, salt, on, fruit, caught, or, june.

d: u:

a) Call a) off a) food

b) b) b)

c) c) c)

d) d) d)

e) e) e)

C) Words, arm, tour, open, art, sure, boat, cart, poor, low, halt, doer, house, park, fewer, loud

a: oʊ aʊ

a) arm a) tour a) open

b) b) b)

c) c) c)

d) d) d)

e) e) e)

4.6 Spelling games

Language is primarily a speech. All the ELT experts believe that speech is important for the practical use of English. Learning through speech is the natural way of learning a language. It is easier to handle for practicing the language learnt. Speech is a good introduction to the other language skills. Through speech the teacher can ensure more economical use of class time. This activity is also another individual or group type activity. The following speaking games would enable the students to understand more words.
4.6.1 Spelling game

Here the teacher would say a word, for example, “Book” and asks the class (divided into groups or individuals) to say a word beginning with “k”. If one group says “kite” the next group should say a word beginning with “e”. The next “word” may be “elephant”. The group that gives a correct answer scores a point. One that gives wrong answer loses a point. At last winning group can be given any prize to give an encouragement and boost.

For example: Book Kite Elephant Teacher Rubber

4.6.2 Busy bee

Here the teacher utters a word say for example, “study” and asks class (divided into groups or individuals) to say words beginning with “s”. This busy bee games comes to end when a group fails to utter a word beginning with the word “s”. If one group says, “student” the next group should say another word beginning with “s”. The words should not be repeated. Each correct answer brings credit to the group or individual.

For example: Study Student Sentence Structure Success

4.6.3 The ladder:

In this third game the teacher utters the name of an institution or T.V, computer etc. For example, if the teacher says the word “hospital” and asks the class (divided into groups or individuals) to say words connected with a “hospital”. The group that says a word not relevant to a hospital loses a point.

For example: 1 “Hospital” 1. Doctor 1. Teacher
2. Nurse 2. Students

Example: 2 “Classroom”
4. Medicines
5. Tablets

4. Desk
5. Duster etc…

4.6.4. Pick and make

This fourth game is different from the above three games. Here the students are able to utter a full sentence after the instruction of the teacher. The teacher draws the picture of grocery shop. By pointing out picture of grocery shop, he can stimulate the speech. First, the teacher utters the model sentence saying, “He wants to buy rice”. If the teacher points out to the coconut oil, students will have to say, “he wants to buy coconut oil and this type of game continues …

For example (Model sentences)

1. He wants to buy some Liril soaps.
2. She wants to buy washing soaps.
3. They want to buy Colgate paste.
4. I want to purchase vegetables.
5. We want to purchase fruits.

4.6.5 Ever and never

This activity will make students to involve actively in the dialogues. Allow them to speak actively with whatever English they know. Here the teacher should not ask them to read or memorize and recite such dialogues or conversations. The teacher would ask the following questions, one by one. The students can answer without any hesitation in short sentences as indicated below. They can use the two words “often” or “never” in their answer. For example:

Teacher: Have you ever visited Kutralam falls?
Student: No, I’ve never visited kutralam falls.

Teacher: Have you ever been in Delhi?
Student: Yes, I’ve often been in Delhi.

Teacher: Have you ever played cricket?

Student: No, I’ve never played cricket.

Teacher: Have you ever eaten beef?

Student: Yes, I’ve often eaten beef.

In the beginning, the teacher may ask one or two sentences using the words, “ever” “often”. Now he can make the students to come out with their own examples. The teacher should give all ample opportunities to speak.

For example (model sentences)

1. Have you ever seen a mongoose?
2. Have you ever killed a snake?
3. Have you ever acted in drama?
4. Have you ever undergone an operation?
5. Have you ever danced?

4.6.6 Cross –word puzzles

In this activity, students must use their imaginative power to fit words across and downwards into spaces in a square diagram. This exercise will stimulate the students to have more word power and creative thinking. It will also give them an aesthetic sense to form a diagram of the English letter “E”. This is the simple exercise with some clues but you can see number of words that can be formed in English following this thesis.

**Downwards:** 1. It is a wild animal that has long nose

**Cross words:** 1. This fruit is more famous in Kashmir.

2. It is a small electronic device that removes darkness.

3. It is a principle of beliefs.
The researcher gave home work to prepare a list of cross-word puzzles for the whole class. The important point to note here is that they have to form an English word beginning with the capital letter “E”. To the surprise of the researcher, all the students of prepared four or five words according to their ability. They need not be given give clues. The researcher gave opportunity to every one of them to come and write their words on the blackboard. All actively participated and increased their word power.

4.6.7 Puzzles and Riddles:

A puzzle may be defined as a game one has to think about carefully in order to answer it or do it. A riddle may be defined as a question that is difficult to understand and that has a surprising answer. In the olden says, especially during rainy season, old grand mother or father used to tell puzzles to expand student’s vocabulary. For example, a particular English teacher is on leave. Another teacher goes to the class to engage the students during which time, he or she makes the class interesting and live with some puzzles and riddles. Some ten popular puzzles and riddles are given below. Riddles putsforth by the students in their mother tongue, can be translated into English by the teacher. *For example (Activity)*

1. I have a number of teeth, but I cannot bite anyone. I can make you look smart who am I? (comb)
2. What starts with a “p” ends with “E” and has thousands of letters? (the post office)

3. What word begins and ends with an “E” but only has one letter? (Envelope)

4. Which five-lettered word becomes shorter when you add two letters of it? (shot)

5. I have four legs, but I cannot move who am I? (bench)

6. What English word has three consecutive double letters? (Bookkeeper, woolen)

7. What begins with “T” ends with “T” and has “T” in it? (a Teapot)

8. Look at my face and you see somebody look at my back and you will see nobody? (a mirror)

9. I have four legs but no tail. Usually I am heard only at night. what I am? (a frog)

10. Which 11-lettered English word does everyone pronounce incorrectly? (incorrectly)

4.6.8 Anagram

Anagrams are words or phrases made by mixing up the letters of other words or phrases. For example

TH EYES is an anagram of THEY SEE.

The teacher of English may ask the students to make Anagrams in place of puzzles and riddles. In other words, an anagram is a word obtained by rearranging the letters of a word/phrase.

The researcher explained anagram with some examples on the blackboard. To examine the student’s word power, he wrote a word on the blackboard. He asked the students to come one by one in a row. Each one of them did their best in front of the class. Everyone got the opportunity to do the exercise without any fear complex and nervousness. To continue this anagram activity, the researcher asked them to prepare a list of words in alphabetical order in fool scape paper. Then the researcher corrected all of
them and gave grade like a, b, c, d etc in their paper itself. All of them found this activity a very interesting, mind work and performed enthusiastically. They were able to coin many words from one word with more thinking. For example.

Alert- alter- art  
Beast- beats- baste  
Cars- scar- arcs  
Diet- edit- tied- lied  
Evil- live- veil-vile  
Flow- fowl- wolf  
Guns- gnus- snug-sung  
Heros- herose- hoers- shoe  
Inks- sink- skin  
Justice- just- ice  
Keeper- keep- peep- pepper  
Loop- pool-polo  
Mate- ten- team- tame  
Net- ten- ent  
Opt- pot- top  
Past- pats- taps- spat  
Quarter- art- terra  
Rite- tier- tire  
Saint- satin- stain  
Tale- late- teal  
Unhappy- happy- nap  
Visit- sit- it  
Watchman- watch- man- catch  
Xerox- ox- rex  
Youth- out- thou  
Zero- or- error

4.7 How to learn different type of questions

There are four basic types of questions in English.

i) The majority of questions in English use the verb “do” as a helping verb. It usually occurs at the beginning. For example,

Do you like sweets? Did you go there?

Please note that, in both of the above sentences, the verb “do” is conjugated but the main verb is infinitive.

ii) When the verbs or verb forms, “ could “ , “ should” “be” “must”, or “ will” are involved, “ Do” is not used. Instead, a simple reversal of subject and verb is executed. For example

Could he play cricket?  Can you help me?  Are they students?
Please observe that in sentences containing one of the previously mentioned verbs and an infinitive, the subject is placed between the conjugated verb and the infinitive.

iii) A question of the third type uses, “who”, “when” “where” “why”, “how”, at the beginning of a sentence. The first two are used as pronouns in an otherwise normal sentence. The others are adverb and are placed in front of a sentence which by itself would be of question type. For example

Who told you? When will you finish?

What made you speak? Where did he go?

Why is she crying? How did the singer sing?

iv) The fourth type is least common and is relegated to informal speech. A question of this type is created by simply applying the punctuation and intonation of a question to a sentence that would otherwise be a statement. This type of question is usually used to request confirmation of a previous statement made by someone else.

Interrogative sentences are used to form questions. One form of an interrogative sentence is a declarative sentence followed by a question mark.

For example,

Who fixed the computer? Which shirt is the prettiest?

Where does John live? What bridge goes to Madurai?

Why is Mary cooking noodles?

**Activity (Interview)**

This suitable activity would enable the students to learn and answer the different types of questions. When we normally raise any questions to students, they will naturally tend to give “yes or no” answers only. This is not at all a good sign of intelligent student and the teacher concerned. This exercise is completely different from the others. It will automatically allow students to speak more. Here the teacher should prepare questions
that comprising of all above mentioned question answer patterns. The teacher divided the class into six groups each group containing six students. The first two groups should come to the front and occupy the stage to play the role of the interviewee. The teacher will give five questions to each group and the students in each group would ask questions alternately. The other remaining groups will do the same. The interview questions are given below prepared by the researcher. This gave a positive stroke response from the students who were all doubly happy and encouraged whenever a student gave reply to the question asked by the student of the other groups. It created a team spirit and was less-time consuming. The students poured out their experience with the researcher that these public speaking skills activities really help to attend any interview without fear-complex when they go for job placement. For the second round, the same questions were provided to the other groups and now the researcher requested the second round group not to give the same answer. For the third round the researcher completely changed it and newly framed questions were given to avoid repetition.

4.7.1 Interview questions

Do you like to attend this interview? Have you ever attended any interview?
Can you tell me your name? Could you tell me about your family?
Will you share me about your village? Are you a hosteller or day scholar?
Would you mind telling me about your 10\textsuperscript{th}? Would you play regularly?
Who guided you to join this college? What about your English teacher?
Which is your favourite subject? Share me about your ambition in life?
Why did you choose B.A.English? How is your life going on in Ananda college?
When have you completed your school life? Where is your birth place?
Which class is interesting either part I or part II? Do you come to college on time?
Briefly explain about your course and college life?

This interview activity was truly beneficial as it paves the way to speak in English without any prior preparation. This activity is an eye-opener for the other students to develop their speaking skills.

4.8 **Techniques in teaching speaking skills**

According to Thomson and Wyatt (1935) “Speaking, like walking and running, is not learnt entirely by rule. It is learnt more by situations so that students feel the necessity of speaking English. The class must be made as interesting and playful as possible and the students must find it a pleasure to speak English”. (p.234). The primary and preliminary functions of a language are for interaction and communication. Language is created to communicate with others. Man is born to speak the language without which he or she can survive but cannot express his or her feelings and needs. There are a few techniques to teach these speaking skills.

4.8.1 **The conversation activity**

One of the accepted ways of teaching speaking skill is to hold a conversation activity, an activity that can be carried out interestingly in a class allowing the students to get into conversation. To begin with, it could be a dialogue between pairs. The teacher can give a specimen and afterwards ask them to follow the method.

**For example (Grammar class)**

**Teacher:** Bhaskar, stand up, what am I teaching now?

**Bhaskar:** sir, you are teaching grammar.

**Teacher:** Bhaskar, look at the blackboard, watch “grammar”, Is the spelling correct?

**Sundar:** yes, sir, the spelling is correct.

**Teacher:** I am now going to teach you about nouns. What is a noun?
David: A noun is the name of a person place of thing.

Teacher: Good. (Write on the blackboard)“Calcutta is a big city” can anyone of you read this?

Bhaskar: yes, I can sir, “Calcutta is a big city”.

Teacher: How many nouns are there in this sentence?

David: only one I think sir.

Teacher: No, There is more than one noun in that sentence.

Sundar: I think there are two nouns there.

Teacher: you are correct my dear. What are they?

Sundar: “Calcutta” and “city” sir.

Teacher: very good.

Bhaskar: what kind of nouns are they sir?

Teacher: ‘Calcutta is a proper noun and ‘city” is a common noun.

The teacher then encourages the class students to get into pairs and try out similar dialogue. This conversation activity is communicative. Here one person tries to ask the other for some information, or both exchange some information. Thus, a conversation activity improves the speaking skills of students and boosts up their confidence. The teacher can give some more examples like.

1. A dialogue between a doctor and patient.
2. A dialogue between a husband and wife.
3. A dialogue between a boy and lover.
4. A dialogue between a shopkeeper and customer.
5. A dialogue between a passenger and checking inspector.

4.8.2 Topic based discussion activity

Discussion activity in the class can lead to develop speaking skills. This interesting activity will make every student to express his view on the topic selected.
They are sternly instructed to come out with simple meaningful short sentences. The topic should be more familiar and easy for the students. To begin with, this may be rather difficult for the students who do not have any background. This activity may be done after watching a “sattai” film in the theatre or English departmental excursion to black thunder. This experience will stimulate the students to share their experience. After that some topics may be given. Opportunity should be given to all to speak one or two sentences each. The teacher must be very careful not to discuss topics like politics, religion, caste etc.

**For example (Courage)**

Courage is a virtue. There can be no other virtue without courage. In other words, courage is the basis of all virtues. There are two types of courage – physical courage and moral courage. Physical courage can be taught but moral courage has to be developed. Physical courage enables us to face physical attacks on our body. Moral courage prepares us to face the challenges of life boldly. Nobody can be great if he does not have courage. Only a man of courage can give resistance to evil. He calls a spade a spade and is not afraid of results. No difficulty can stand in the way of man if he grapples with them courageously. The virtue of courage should be cultivated in children. Parents and teachers should teach them the virtue of courage. They should not strike fear in their hearts about small matters. Those who have courage can instill it to others in times of crisis.

**4.8.3 Task-centered fluency**

This activity gives them ample opportunities to exercise fluency. Everyone is compelled to express his or her views. Even for selections of suitable topic, they need to have discussion. While discussing, students come out naturally with their own ideas, and they are able to express their views through vocabulary they have already learned. They are able to think differently and express their opinions differently. They are able to move
from one idea to another in meaningful sentences. Debate is another activity which will make the students to improve their speaking skills fluently without fear and shyness in the public, before a big audience. In the debate the class can be divided into two groups. One group is asked to speak for the topic and other against it. For a smooth and healthy debate, the teacher should pay a meticulous care.

For example: Is use of phone a boon or bane?

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Never will you feel alone always you can be in touch with your near and dear.</td>
<td>Excess use of mobile can be harmful to the brain as it exists and receives electronic waves instead you can use ear phone.</td>
</tr>
<tr>
<td>2</td>
<td>It will help you to get assistance in emergency.</td>
<td>Do not store in the chest pocket of shirt; instead pouch in waist belt.</td>
</tr>
<tr>
<td>3</td>
<td>In unforeseen circumstances like accidents death, natural calamities it will help to identify the person.</td>
<td>it can be dangerous to use mobile while driving.</td>
</tr>
<tr>
<td>4</td>
<td>cell phone is a very good electronic device by a human being.</td>
<td>it may cause head-ache, ear-ache and blurring vision.</td>
</tr>
<tr>
<td>5</td>
<td>one can enjoy favorite songs, games and videos while travelling by bus and train.</td>
<td>At times it disconnects you from your neighbor. While you are connected with those at the other end of the globe</td>
</tr>
<tr>
<td>6</td>
<td>An eye catching sense on the way side can be copied using your camera cell phone.</td>
<td>Snatched cell phones are often used by criminals.</td>
</tr>
<tr>
<td>7</td>
<td>one can check emails or even browsing internet using a suitably equipped mobile.</td>
<td>It can be used to irritate people.</td>
</tr>
<tr>
<td>8</td>
<td>crediting or debiting bank transactions are performed through SMS.</td>
<td>It may spoil student’s study.</td>
</tr>
<tr>
<td>9</td>
<td>No need to use watch, calculator, radio,</td>
<td>It gives irritation while using loud</td>
</tr>
</tbody>
</table>
4.9 Task for teaching the speaking skills

The primary purpose of learning the second language is for communication and interaction. To speak the language fluently and to draw any picture one must have enough practice and training. When there is ample practice to learn the language or pick up its perfection. Though the students have collective work in the class, each individual student must take strenuous effort to master the skill of speaking in English. Though English language teaching has many techniques, here we have three types namely, individual, pair and group work.

4.9.1 Task for an individual:

Nowadays B.A. English classes are rapidly filled up very soon due to the job opportunity for English teachers the schools. Students are thronging to pursue English. That is why, many are in the class. It is very difficult to pay individual attention to them. Even though, there are a few tasks which can be used in the class to be practiced in rotation, the following are some of the individual speaking skills.

**Parallel sentence practice:** It is like learning the formula of Vaippadu in the elementary school. One student will utter and others have to repeat. In return, the teacher will say a sentence and the students have to utter a sentence parallels to the teachers’. To make the students learn the correct spelling, correct sentence structure, the teacher can write the sentence on the blackboard. Each must read the sentence and say another sentence similar to the one written on the board.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tr</td>
<td>Nancy enjoys watching T.V.</td>
</tr>
<tr>
<td></td>
<td>St₁</td>
<td>Nasir enjoys playing cricket.</td>
</tr>
</tbody>
</table>
2. Tr  Ravi goes to temple on Saturday.

St₂  Antony goes to church on Sunday.

3. Tr  Kamal wore a letter.

St₃  Kamala drew a picture.

Substitution

Substitution of a word, phrase or sentence is an elementary method which helps students to produce a new utterance and to develop the speaking skills. Students repeat the sentence. “I have my pen,” several times and then are given some names of objects pen, bag, watch, money, bicycle, one after another to substitute in the proper place and produce new sentences. Similarly framing of sentences frame is practiced, and then suitable slots in the frame are identified for substitution, a number of new sentences are produced with ease by students. Likewise, we may proceed to multiple-word substitution in the same slot which necessitates making some grammatical changes in the frame, combining the substitution drill with process of addition, deletion, and more challenging to students.

I
We
You
They

my pen
your bag
our watch
their money

She
It

her
has lost

his bicycle

Ask and answer

This is another type of activity which will ensure that every student is involved to some extent; it can build up the confidence of the learners in saying something. There is a
chance to speak something about the question asked. The structural approach encouraged the use of substitution table but in CLT they are not much in use. But still in some situations, substitution tables may be used with proper situations. **For example.**

<table>
<thead>
<tr>
<th>Ask</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is</td>
<td>I</td>
</tr>
<tr>
<td>your pen</td>
<td></td>
</tr>
<tr>
<td>their watch</td>
<td>We have</td>
</tr>
<tr>
<td>her pencil</td>
<td>? They lost it</td>
</tr>
<tr>
<td>Where’s</td>
<td>She has</td>
</tr>
<tr>
<td>her rubber</td>
<td></td>
</tr>
</tbody>
</table>

**Free talk**

This is a simple activity for individual persons in pairs or groups. The teacher can prepare list of suitable topics which can engage them in free talk.

For example:

- Who is your role model and why?
- What was the happiest day in your life?
- Can you share about your unforgetful experience in your life? Why?
- What is the real problem in Nuclear power plant at Kudankulam?

**4.9.2 Task for pair work**

Pair work and group work is mainly based upon the organizing capacity of the teacher. It is a process in language teaching. Pair work can be used for performing oral practice, helping the students practice vocabulary and sentence structures. The teacher has to prepare for pair work by establishing what the questions and answers are to be if it is a question and answer drill. The teacher has to demonstrate by asking questions round the class or by asking one pair to do the activity in front of the class. Dividing the class into a number of pairs, the teacher should be more active to begin the activity. She or he should
also check whether all the pairs are working at the same time. When the full activity is over, the teacher can ask the pairs to repeat their dialogue in front of the class.

**For example:** Ask and answer:

**What happens if …**

1. You take too much honey?
2. You stand on the bus step?
3. You speak over the cell while driving?
4. You drive your car fast?
5. You study well?

When the teacher asks these kind of simple questions to the students, from their own day today experiences, they will naturally give one or more answers like.

- I have to go to hospital.
- I will fall sick. I have to go to hospital.
- I will fall down. I will get injury.
- I may lose concentration. I may hit someone.
- I cannot apply sudden break… I may collide with … other vehicle. I have to face accident.
- I will get good marks. I don’t need any recommendation. I may get seat by merit.

**Pattern practice**

In the Task for pair work activity pattern, pattern practice is done to impress upon the minds of students certain simple sentence structures. When the teacher asks questions based on their daily life oriented affairs, likes and dislikes, favourites with regard to food, subjects, hobbies, role models etc the students will answer them quite interestingly.

**Student 1** - what food do you like?

**Student 2** - I prefer Briyani.
Student 3- which is your favorite subject?

Student 4- I like English.

Student 5- what is your entertainment?

Student 6- I like reading stories.

Student 7- what thing you don’t like in your life?

Student 8- I don’t like liquor.

Student 9- whom do you like very much?

Student 10 – I like Abdul Kalam very much.

A dialogue

There is another pattern of dialogue activity. Here the teacher will write some key words on the blackboard and ask one pair of students to practice a dialogue with the help of some words written on the blackboard. The teacher avoids writing hard words but rather writes simple words so that it will be a useful exercise for the students to make a dialogue. For example:

Will tomorrow a Sunday

Yes Raja come school?

No go marker buy chocolates?

Yes bring home chocolates?

Student 1- will tomorrow be Sunday?

Student 2- yes, tomorrow will be Sunday Will Raja come to school tomorrow?

Student 1- No, he won’t. He will go to the market. Will he buy some chocolates there?

Student 2- yes he will. Will he bring home some chocolates?

Student 1- yes, he will.
4.9.3 Task for Group work

Group work involves more number of students. They are not stressed to complete a task by themselves and are given more freedom and flexibility to talk freely and contribute their point to the group. The teacher can divide a class into four or five groups containing five or six students each. As mentioned in pair work, here also all the members of each group will have to work simultaneously.

**Role play:** Role–play is language speaking activity where the students assume the role of a person and play his role according to the given situation. For example, the situation given to the first group may be “post office”. The second group could be “Bank” the third group “police station” fourth group “hospital” and the fifth group “railway station” etc. let us try with the first group in the post office. Each member of the group assume a role like a. post master b. postman c. stamp vendor d. parcel booking clerk and e. customer who has come to buy stamps. The group discusses what each member is going to speak and rehearses it. After all the groups have finished their assigned activities, the whole class reassembles in a place to listen to each groups performance. The whole class learns and understands some of the routine dialogue at the same time they learn the work of each person in the post office. This will make each student to speak in different situations. Now let us see the dialogue between the parcel booking clerk and the customer who has come to the post office to send his parcel. For example…

**Customer** : Excuse me,

**P.B.C** : Yes?

**Customer** : I want to send this parcel, please.

**P.B.C** : Do you want to send it by ordinary post or Registered post?

**Customer** : what difference does that make?

**P.B.C** : It’d be thirty six rupees by Register post, and ten rupees by ordinary post.
Customer: you’d better send it by Register post. It might be quicker and safer.

P.B.C: All right. Anything else I can do for you?

Customer: yes, could you weigh this letter, please?

P.B.C: It’s just over twenty five grams. It’ll cost you five rupees.

Customer: That’s ok sir.

P.B.C: Here are the stamps for the parcel and the letter. Will you affix them please?

Customer: I also want twenty five inland letter sheets and fifteen stamped envelopes.

P.B.C: By all means. But wait a minute, please, let me first give you the receipt for the parcel.

Customer: That’s very good.

P.B.C: Here’s the receipt. And here’s the postal stationery.

Customer: Thank you very much. Can I leave the parcel there on the desk in front of you?

P.B.C: Yes, But put the letter in the box over there.

Customer: oh, yes. Thank you very much.

Dramatization: Dramatization is also like role play which can be used in larger classes where there are many students. It could be used choosing the topics based on social evils like air pollution, noise pollution, child labor, drug addiction etc. When the teacher selects topics such like this the students will be more interested to enact. It gives them chance to speak in English fluently. The teacher can give the interesting topic like Deepawali-Festival of light can be dramatized to bring out not only social awareness like no child labourer, no pollution, no plastic etc but it can also improve vocabulary and structures of sentences.
For example: A man goes to Sivakasi to purchase crackers for Deepavali, the festival of light in Tamil Nadu. He sees with his own eyes an explosion in the crackers factory in which a child labourer gets killed. On seeing this grand finale he was totally upset. In order to satisfy his children and not disappoint them, he purchases a few crackers with double mind and returns home. On his way back, his wife and children welcome him with more cheerfulness. But looking at his sad face they ask what happened and the experienced father started narrating the pathetic story to the family. The children at once made up their mind not to buy or fire any crackers. They realize how much of air and noise pollution contaminate the whole atmosphere because of crackers. They took a vow to carry the message to the society campaigning, “no child labour”, “no pollution”, “no plastic”

The teacher now can ask for volunteers to opt for role to dramatize the above narration. The teacher need not select any students for others may be disappointed. Five characters and two groups are needed.

Five Characters a child labourer, father, mother, son and daughter
Two Groups child labourers, adult workers of the factory
Place at the factory and at home

Scene: 1 (at the factory)

The student who has taken the role of a child labourer acts unconscious in front of the students in the class. The older labourers are seen carrying the injured child on their shoulders. But the child dies and the child labourers are panic-stricken.

Father: (asks one worker) what happened to that child

Worker: (in the factory) A boy is killed in the cracker explosion.
Scene: 2 (at home)

Children are longing to welcome their father who went to Sivakasi to purchase crackers for Deepawali. Father looks sad and pale.

Mother, son and daughter: father, what happened? Why are you looking so sad or has anything happened to you?

Father: oh, there was a little boy who was killed in cracker explosion in factory. I saw him dying with my own eyes. He was a child labourer there.

Mother: poor boy,

Son: Father how old is he?

Father: must be your sister’s age?

Daughters: I feel so sad, Father I don’t want to crack crackers anymore.

Son: yes, father, I too don’t want. Moreover, there is a lot of air and noise pollution because of crackers.

Daughter: father, we will teach our friends and classmates in the school not to fire crackers and there should be “no child labourer” and “no more pollution”.

Mother: A good decision.

Father: I am very proud of you both.

This dramatization not only brings out the message of awareness but also the structures learnt like the question- answer patterns, the use of sentence connectors, adverbs like because of vocabulary items and a narration. Any committed English teacher can give more examples like child dying of dengue, child dying of road accident mis-use of mobile phone, why students commit suicide etc. When these lessons are enacted and dramatized in this way it will make the classes more interesting. Activities of this sort provide a lot of opportunity to develop speaking skills. It breaks the monotony of teachers talk all the time and makes the teaching student–centred approach.
4.10 Teaching speaking skills in common

4.10.1 To speak over the phone

Talking on the telephone or cell can be difficult for a couple of reasons. Firstly, you cannot see person with whom you are taking. Secondly, you cannot see his or her body language and read his or her face too. Talking on the phone also requires special set of words and phrases. You may not realize that your pronunciation is not clear because your teacher and fellow students are not there to correct you. Pay attention to you weak areas( such as “r”, “s”, “l”, “s”, “b”, “v”, “s”) when you are on the phone.

A person who calls someone over the phone should give their number or name and the answer a call. We can politely say’ could I speak to Mr- ?” or could I speak to Mrs-?” Then he has to reveal who he is. The following are some examples to begin a conversation over the phone.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing oneself</td>
<td><strong>When calling a general number</strong></td>
</tr>
<tr>
<td></td>
<td>May I speak with Mrs. Rose Mary?</td>
</tr>
<tr>
<td></td>
<td>Hello this is Mr. John David.</td>
</tr>
<tr>
<td></td>
<td>Is Mrs. Rose Mary in?</td>
</tr>
<tr>
<td></td>
<td><strong>When the persons answers the call directly</strong></td>
</tr>
<tr>
<td></td>
<td>Hai, Mrs. Rose. This is Mr. John calling.</td>
</tr>
<tr>
<td></td>
<td>Good morning, Mrs. Rose. This is Mr. John David</td>
</tr>
<tr>
<td></td>
<td>Good morning, Mrs. Rose. This is Mr. John</td>
</tr>
<tr>
<td></td>
<td>David from Singapore calling.</td>
</tr>
<tr>
<td>Answering the phone</td>
<td><strong>For calls to the direct line</strong></td>
</tr>
<tr>
<td></td>
<td>Good morning, this is Mrs. Rose Mary.</td>
</tr>
<tr>
<td></td>
<td>Good noon etc, Paul firm.</td>
</tr>
<tr>
<td></td>
<td>How may I help you?</td>
</tr>
</tbody>
</table>
Mrs. Rose speaking.

Paul firm. Mrs. Rose speaking.

For call to the direct line when the person asks for you by name

Speaking (caller says: “Is Mrs. Rose there?” and Mrs. Rose replies: “speaking”)

This is she /this he (caller says: “Is Mrs. Rose in?” and Mrs. Rose replies: “this is she”)

For call to the general number

Thanks for your calling…

Thank for you calling…

How may I direct your call?

**Over the phone speaking**

The researcher, having instructed about speaking over the phone in different situations, asked three students from each group to come to the front stage and do this activity. The researcher distributed cell phones to each student who interestingly conversed over the cell phone in English. The other students were also attracted to speak over the cell phone in front of their classmates in English. For example:

**Jai:** Good morning, Is it 9486014653?

**Ajay:** Good morning, yes it’s 9486014653. Whom do you want to talk to?

**Jai:** could I speak to Mr. Paulraj, Madam?

**Ajay:** please hold on.

**Jai:** Thank you Madam.

**Vijay:** (Mr. Paulraj comes on the line) Mr. Paulraj here. May I know who’s on the line?
Jai: it’s Antony here.

Vijay: oh, Antony, when did you arrive?

Jai: I arrived in the morning.

Vijay: O.K. when can I meet you?

Jai: I shall be waiting for you at the entrance to the Bank of India.

Vijay: I shall be there before 11.o clock, okay?

Jai: Fine… Thank you.

4.8.2 Different ways of telling the time to others:

Activity: The researcher drew a picture of watch with some indications on the blackboard. He explained the students how to say the time in different ways. He asked two students from each group to come to the front and do the activity. One must ask for the time and other must say the correct time in different ways.

Asking for the time

Here are some phrases which can be used by the students to know the time:

- What’s the time now?
- What time is it?
- Could you tell me the time?
- Have you got the right time?

Telling the time: To tell someone what the time is the teacher may ask the students to say “the time … or more usually – it …

Question: what’s the time, please?

Answer: It’s three o’clock.

The chart given below shows different ways to tell someone what the time is.

<table>
<thead>
<tr>
<th>Time</th>
<th>More Formal</th>
<th>less Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>three o’clock</td>
<td>three</td>
</tr>
<tr>
<td>3.02</td>
<td>just gone three o’clock/two past three</td>
<td>three two</td>
</tr>
</tbody>
</table>
3.05  five past three  three five
3.09  nine minutes past three/ nine past three  three nine
3.15  fifteen past three/ a quarter past three  three fifteen
3.35  twenty five minutes to four  three thirty five
3.45  fifteen to four/ a quarter to four  three forty five
3.55  five to four  three fifty five
3.58  nearly four o’clock  three fifty eight
4.00  four o’clock  four

Expressing dates:

⇒ January first, nineteen ninety-eight 1-1-1998
⇒ July sixteenth, nineteen eighty five 16-7-1985
⇒ November twenty, two thousand three 22-11-2003
⇒ The sixth of first of January, nineteen ninety eight 6-1-1998
⇒ January the first, nineteen ninety eight 1-1-1988
⇒ July the sixth, nineteen eighty five 6-7-1985
⇒ The twenty fifth of November two thousand and twelve 25-11-2011
⇒ November the twenty fifth- two thousand and twelve 2511-2-12

4.10.3 Asking someone to repeat

In a conversation over the phone dialogue one may not be able to get everything the other person said. It may be because of the person speaks too softly or two fast or may be there are words or expressions one does not know. In these cases, it is perfectly ok, to let the other person know that one has trouble in hearing him or her. The researcher asked the students to come front and do this activity. One student has to speak and other has to listen. While there is trouble in hearing, the student has to use the
different expressions given below. They practiced them and learned the following expressions.

★ I beg your pardon ★ Could you repeat?
★ Pardon me ★ Could you please say once again?
★ Pardon Raju ★ I didn’t quite get that
★ Excuse me ★ Could you repeat that?
★ What did you say? ★ Say that again
★ Sorry, I could not hear that

**When some speaks too fast:**

★ Could you speak more slowly? ★ Could you speak louder?
★ Slow down. I can’t follow you. ★ Speak up. I can’t hear you.

★ When someone speaks too softly:

**4.10.4. Different ways to greet others**

When meeting someone for the first time, it is used to shake the person’s hand with one’s right hand. It is a sign of welcoming and greeting the person with feathery touch. People who are not in good terms with others generously do not kiss or hug when meeting. When one meets someone for the first time, one is polite to talk about personal matters. Every day in every man’s life there are many meetings and greetings. To maintain a good rapport with others one has to greet in different ways according to the life situations.

**Greeting someone new:**

☞ It’s nice to meet you ☞ I’m delighted to meet you
☞ It’s pleasant to meet you ☞ How do you do?
☞ I’m very happy to meet you ☞ Hello
☞ I’m pleased to meet you ☞ Glad to meet you
Good to meet you

How are you?

**Greeting according to the time:**

- Good morning (up to 1.00 p.m)
- Good afternoon (from 1.00 p.m to 5.00 p.m)
- Good evening (from 5.00 p.m to 11.00 p.m)
- Good night (when you depart from one another after 9.00 p.m)

**General greetings :( formal)**

- Hello
- How are you?
- How are you going?
- How is everything?

**General greetings (informal)**

- Hi
- What’s up
- Good to see you
- How are things?
- How’s it going?
- How is life been treating you?

**4.10.5 Apologizing and explaining one**

To error is human and to forgive is divine. Everyone is liable to commit mistakes and learn good things by mistakes. No one is perfect on this earth. Everyone has strength and weakness. When one makes mistakes, it is a humanness to make a humble apology or explain. The students can make use of the following expressions.

**Humble apologies:**

- I’m sorry…
- I’m very sorry…
- I ‘m terribly sorry…
- I’m extremely sorry…
- Pardon me
- Forgive me…
I’m afraid…  I apologize…

**Explaining oneself (accepting responsibility)**

• I wasn’t very well yesterday  • I’ll finish it before I go home
• I didn’t see you  • It’s my fault
• It won’t happen again  • It’s all my fault
• I’ll be more careful next time

**4.10.6 Thanking someone:**

Words convey our feelings and a thank you message conveys our gratitude and appreciation. We express our greetings on various occasions like birthdays, weddings, bridal showers, baby showers, holiday greetings, anniversaries, retirement parties, graduation greetings etc. Volunteers, teachers, doctors, priests, people who help to make our life easier should be acknowledged and dully thanked. We should never forget to give our thanks to people who conveyed their sympathies at times of difficulties. A simple “THANK YOU” word message does show one’s thankfulness and thoughtfulness. Here are some of the thankful expressions to be expressed to our near and dear ones.

**Thanking someone:**

- Thanks
- Thank you
- Thanks a lot
- Thank you very much
- Thank you very much indeed
- It was very kind of you
- I appreciate your help
- You’ve been very helpful
- Lot of thanks
- Thank you one and all
- Many thanks
- I’m very grateful to you
- Thank you for your timely help
- I’m so grateful for…
- I appreciate what you did
- You have my gratitude
- How can I ever possibly thank
- Thanks for your company
Really I thank you
I didn’t know how to thank you

**Responding thanks:**
- You are welcome
- Not at all
- Don’t mention it
- It’s my pleasure
- It was nothing
- That’s all right/ok
- No problem
- Any time
- No mention please

**4.10.7 Bidding farewell/goodbye to others**

Goodbye is a conventional expression used at leave-taking, parting, and departing with people and at the loss of rejection of things or ideas. It is also used to express good wishes when parting or at the end of conversation. There are many ways of saying good-bye. The teacher can teach these expressions to use in their life situations.

- Bye
- Goodbye
- Bye-bye
- Take care bye
- Bye everyone
- See you bye
- o.k bye o.k then, bye
- I have to, bye
- Goodbye my dear friend
- So say good bye to everyone
- Bye for now
- Enjoy your journey
- Wish you a happy journey
- Have a nice journey
- Bon voyage
- Reach there safely
➢ Convey my regards
➢ Kind regards
➢ Best regards
➢ All the best
➢ See you again
➢ See you soon
➢ See you
➢ See you tomorrow
➢ God bless you

4.10.9 Inviting others

We have several functions in our society, like common function, individual function and special functions. There are some functions in the colleges and schools like PTA meeting, students’ council meetings or departmental meetings or staff meetings. To invite someone for the above mentioned functions there are certain phrases to be expressed in three different ways. a) Inviting others b) accepting the invitations c) denying or declining the invitations etc.

Inviting others
➢ Would you like to…
➢ Could you come…?
➢ I’d very much like…
➢ I’ll really be happy if you come…
➢ I’m sure that you won’t be disappoint us by not coming.
➢ Why don’t you join me for lunch/dinner?
➢ Would you like to come to my birthday party on…?
➢ How would you like to …?
➢ Please join us for today’s party!
➢ Welcome my dear!
➢ Can I give you a lift?
➢ Please! Get in!
➢ Please! Join us!

➢ Go in peace
➢ Tata,tata
➢ Do remember me
➢ Once again we will be together
➢ That I truly miss you
➢ Catch you latter
➢ And fly in future, fluttering your wings.
Please! Come in!

Accepting the invitation:
Sure what time?
Sure, when should I be there?
Yes, want me to bring something
Sure, I’m joining
All right
I’d like to love to come
k, I’ll be there
That’s very kind of you
With greatest pleasure
Certainly, I’d love to join/come
I’ll happy to come/join
With pleasure
Thank you all of you
Thank you for your kindness
Thanks for your gratitude
I’ll be there in time
Thank you for your readiness
Thanks a lot
Thanks
Denying/declining /refusing invitation:
Already promised
I’m sorry I don’t

I’m sorry I can’t
Oh! No sorry… I’ve got to meet a friend
May be next time
I can’t make it
May be another time
I really appreciate the invitation
I can’t, I have to work
Tonight no good. I have an appointment
Sorry I’m not free
I have got something else on.
It’s impossible!
I’m sorry to deny!
I’m sorry to refuse!
But I’m helpless!
Thanks I’m busy tomorrow!
Thank you! I’m busy now
Sorry
I don’t want to come!
I’m sorry; I can’t accept your invitation.
4.10.9 Expressing agreement

The researcher asked the students to partake in different group discussions. The topic for the group discussion was on the use and misuse of cell phone. Every one of them actively interpreted the given topic interestingly. One group has to speak for the use of cell phone and the other against it. Both group either agreed or disagreed to their points. The researcher instructed them to use the phrases during their discussions. The students made use of the English expressions written on the blackboard.

**Simple agreement:**

- I agree
- I really agree with you
- I think you are right
- I couldn’t agree with you any more
- You said it
- Can’t say, I don’t agree
- I’m with you on this
- I partly agree

**Accepting/declining/ expressing acceptance:**

- I accept your point
- Please accept this on our behalf
- Sorry, I can’t accept this
- I’m 100% with you on this!
- Great idea
- Excellent idea

- I’ll take it
- Sorry I can’t take it
- Accept my apology
- You have different thinking
- Your idea is different
- I can’t accept your idea.

**Simple disagreement or refusal:**

- I disagree with you
Everyone has their own opinion, right?
I think you are wrong on this!
I’m sorry but I have to reject your point of view
You are wrong
No way

Strong disagreement:
- I completely disagree with you
- I fully disagree with you
- It’s really a strange thing
- I’ll never accept this
- I can’t myself agree with you
- You’re dead wrong
- You’re very wrong
- You’re entirely different
- No way it’s acceptable
- I strongly disagree on this.

Getting somebody’s attention:
- Excuse me, have you got a moment?

4.10.10 To introduce oneself

This is an individual activity of speaking skills about oneself. The researcher asked each student to come in front of the class to introduce themselves. This introduction took place when the second and third year students of B.A.English gave
welcome party to the first year students of B.A. English at Ananda college, Devakottai. Students came on the stage according to the lot. Each one got opportunity to speak in English even on the first day of their college. The teachers of English were able to identify the student’s ability to speak the second language according to which the teacher divided the students into three categories namely a) able to speak b) trying to speak and c) finding it difficult to speak. The following is the model given by the researcher to the students.

**Good morning sir/Madam**

First of all thank you for giving me an opportunity to introduce myself. My name is Peter Manimaran. I come from C.K. Mangalam. I have completed my 12th standard Sirumalar Her Sec School at Andavoorani, which is located on the way to Thondi Harbour. I studied from 6th standard up to 12th std here residing in the hostel for boys. With regard to my family, we are six members including me. My father is a road repairer and mother is a homemaker. I have two elder brothers and one elder sister. All of them got married and well settled in their life. My hobby is playing chess, football, listening to music and reading good novels. My strength is that I have positive attitude. I am more flexible, self-motivated, creative and an inspiring leader. My short time goal is to become a good person in the society. My long term goal is to become a lecturer in Ananda College. That is all about me. Once again thank you for giving me this golden opportunity to introduce about myself.

**4.10.11 Asking for information**

- Can you tell me…?
- Could you tell me…?
- I’d like to know…?
- Do you know…?
- (Got/Have) you any idea…?
- Could anyone tell me …?
- (Do/Would) you happen to know…?
* I don’t suppose you (would) know …?

* I wonder if you could tell me….

**4.10.12 Day today expressions**

Students can use the shown in the following list expressions which can be used in different life situations.

* Wait a minute  
* I don’t think so  
* Something wrong  
* Go ahead, tell me more  
* Forget it  
* Come back soon  
* Time is up  
* What a shame!  
* What a pity!  
* Have fun  
* It’s up to you  
* By the way  
* Make yourself free  
* I am fed up with it  
* Don’t worry  
* Be careful  
* Mind your words/business  
* Welcome  
* More than enough

* Take your own time  
* Go ahead  
* All the best  
* Happy birth day  
* Many more happy returns of the day  
* Happy feast  
* Best wishes  
* God bless you  
* Great  
* Awful  
* Terrible  
* Sorry, I apologize  
* I’ll miss you  
* I beg your pardon  
* I have to go  
* Can you repeat please!  
* Let’s go!  
* I’m all right!
I am sick
Can we meet in an hour?
I’ll pick up at railway station
Don’t take a taxi I’ll give you a lift
You must be kidding
Not at all
See, this is
Think twice
Help me

Why not
Too much
Beyond control
See you then
Take care
Save me
Control your tongue
Don’t mind

Talking about hot weather:

It is nice and warm tidy is there rain?
It’s pretty hot, isn’t it? It’s only a shower
We’re having heat wave it’s pouring
It’s so hot today it must
Over 70! Its bucketing down
It’s nice in the sun we’d better run for it
The weather is lovely it’s been raining all day
It’s a lovely day I’m soaked to the skin
It’s absolutely boiling I’m drenched
It’s positively tropical today looks like rain
Its sunny today isn’t it it may rain today
It’s so hot it’s drizzling only
It’s stuffy its torrential shower
4.10.13 Enquiring after one’s health:

Friend in need is a friend indeed. This is an English proverb talking about real friendship. One can test his friendship or companionship when one is admitted to hospital. It is human attitude to enquire after one’s health who underwent an operation or admission in the hospital. When someone is in great trouble or distress, the following English expressions can be used.

**Enquiring one’s health:**

- How are you?
- How are things?
- How’s things?
- How’s it going?
- How do you feel now?
- Is there any improvement?
- How are you getting on?
- How have you been/ getting?
- Are you all right?
- What’s wrong with you?
- Are you not feeling well?
- Are you not o,kay?
- How have you been keeping?
- What’s the matter with you?

**Responding after an equerry:**

- All right
- I hope everything’s okay
- Getting better
- Fine, thank you
- Not too bad
- Resting a while
- I feel quite better
- Pray for me
- Keep me in your prayer
- Thanks for the visit
- Wish you a speedy recovery
- Getting well
- Return soon

4.10.14 Interview techniques

The word “interview” is derived from the French word “entrevoir” which means “glimpse”. The Oxford Dictionary defines the word “interview” as a face to face meeting
for assessing or evaluating the mental caliber of the qualities of a candidate. Most of the candidates/students appearing for interviews before a board of selection, do not know how to conduct themselves properly, during the course of an interview. The researcher divided the class into five groups, each group containing five members to develop their speaking skills. In the first activity, Vinod plays the role of interviewee. It is an individual activity and the other five are interviewers asking different questions to Vinod who is the opening batsman for the interview. When one is interviewed the rest of the group members must be carefully watching in front of the stage to do the same.

**Activity**

**Interviewee:** Vinod

**Interviewers:** Anbu, Babu, Clinton, David and Edison:

*Good morning*

**Anbu:** please sit down.

**Vinod:** Thank you.

**Babu:** please tell us your name.

**Vinod:** I’m Vinod Chottopotahaya.

**Clinton:** your name gives the impression that you are a learned man.

**Vinod:** I wish. I were. If only names could be an index for the mind of the people who bear them.

**David:** what about your name? Do you think that it indicates your personality?

**Vinod:** I can’t answer that question, but I’m sure I can’t make any claim to any great learning or knowledge that my name…

**Edison:** (interrupting him) well. Don’t worry about your name. please tell me what subjects you studied for your B.A.

**Vinod:** History, Economics and Political science.

**Edison:** I wonder why most of you offer these subjects.
Vinod: That’s because most of the colleges teach only these subjects. They have no facilities to teach certain subjects which most of us would like to study.

Babu: But do you think you can mention social work and oceanography together, in the same breath?

Vinod: Oh! I just named them as they came to me, at random. I wasn’t in any way attempting a classified list.

Clinton: can you tell me why you’re interested in an administrative career? Most candidates for jobs try their luck at everything and plump for whatever job they can lay their hands on. They don’t care whether they are fit for a certain career or not.

Vinod: well. I don’t know much about others. I’m attending this interview because I’d any day prefer an administrative position to any other.

Babu: why?

Vinod: well. I think I’m good at getting things done rather than doing them myself.

Anbu: That’s a good answer! Thank you

Vinod: Thank you.

Model questions for interview

1. Tell me about yourself?
2. Where do you see yourself in the next five years?
3. Why should we hire you?
4. What are your career options right now?
5. Who has inspired you in your life and why?
6. How do you feel about working at nights and weekends?
7. Do you prefer to work in a group?
8. Can you work under pressure?
9. Give an examples of a challenging situation you’ve overcome?
10. How long would you stay with us?
11. Describe yourself in one word?
12. What do you look for a job?
13. What is your expected salary?
14. What is confidence and overconfidence?
15. What is your goal for the future?
16. What do people criticize you?
17. What type of work environment do you prefer?
18. What motivates you?
19. What can you do for us that someone else can’t?
20. What do you expect from professionals like us?
21. What would you say to your boss if he’s crazy about an idea, but you think it stinks?
22. Tell me about your strength and weaknesses?
23. Do you have any question for me?
24. Why do you want to work in our company?
25. What is the difference between hard work and smart work?
26. What qualities do you look for in a boss?
27. Would you be willing to relocate if required?
28. Why did you leave your last job?
29. Why did you choose this career?
30. If you win $100 million lottery, would you still work?

4.11 Conclusion

“Fluency is the speech which has the quality of being natural and normal, not forced and artificial” David Abercrombie has said. “Human conversation consists of much more than a simple exchange of words and sentences, and although our vocal organs are enough for the production of speech sounds, we need our entire bodies when we converse”. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different levels. Pronunciation, Grammar, Vocabulary and fluency are needed to speak the second language.

In this chapter the researcher has created different activities to develop one’s speaking skills. When a student practices those suitable activities exercised in the classroom will find it easier to pick up the language and can compete with other students and excel in their speaking activities. Many methods and different techniques have been experimented with student’s help to learn them. It is the duty of every English teacher to dedicate herself or himself to teach the speaking skill with more dedication and involvement. The researcher has rekindled the mind of students and gave confidence to face any kind of interaction or discussion on which they come across on their life situations.
Cyril Weir (1993) has proposed a three-part framework to test the capacity of student’s speaking skills by using operations, performance conditions and expected level of performance. The researcher exercised three components in the activities of student’s experiment and achieved excellent result. The researcher has paved and showed the way in which one can enrich the speaking skills. It is up to the students who have to take further step to improve more and more by using and practicing.

Francis Bacon says, “Reading makes a full man; conference a ready man; natural man. A man who does not speak is sealed as dumb. Students should not feel that one is handicapped to speak in English. They should not think about their past life. “They must march forward and feel that what is ahead of them is better than what is behind them. They may remember yesterdays but they are for tomorrows” says Dr. S.Radakrishnan. They should be always indulging in speaking English whenever opportunities are given. Students have to take practice of speaking in English as they do regular exercises like brushing of teeth and taking bath. They must volunteer themselves to speak whether they are in the native or other places. They should converse with foreigners who come to India as tourists and never feel shy to speak with them automatically. Students must be proud of saying that they have learned number of words, vocabulary, important phrasal expressions to engage in dialogue with others. They should never give up chance to speak to native speakers or educated men or women speakers for they will correct then and there. This help may give good chance to avoid more mistakes. They should never worry about committing mistakes and think about others finding fault with them. Every student should think highly of himself that he is capable of communicating any message to the other persons in English. Once they have this confidence they will really come with flying colours shining in English. In the long run, all of them will speak English as native speakers of English naturally.