# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER NO.</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>THE CONCEPTUAL FRAMEWORK</td>
</tr>
<tr>
<td>1.0</td>
<td>Introduction</td>
</tr>
<tr>
<td>1.1</td>
<td>Statement of the problem</td>
</tr>
<tr>
<td>1.2</td>
<td>Uniqueness of the study</td>
</tr>
<tr>
<td>1.3</td>
<td>Specific Objectives</td>
</tr>
<tr>
<td>1.4</td>
<td>Hypothesis</td>
</tr>
<tr>
<td>1.5</td>
<td>Administration of the tool</td>
</tr>
<tr>
<td>1.6</td>
<td>The need and significance of the study</td>
</tr>
<tr>
<td>1.7</td>
<td>Importance of speaking English language</td>
</tr>
<tr>
<td>1.7.1</td>
<td>Status of English in the world</td>
</tr>
<tr>
<td>1.7.2</td>
<td>Status of English in India</td>
</tr>
<tr>
<td>1.7.3</td>
<td>English before Independence</td>
</tr>
<tr>
<td>1.7.4</td>
<td>English after Independence</td>
</tr>
<tr>
<td>1.7.5</td>
<td>Place of English in India</td>
</tr>
<tr>
<td>1.7.6</td>
<td>Place of English in India</td>
</tr>
<tr>
<td>1.8</td>
<td>Present status of English in India</td>
</tr>
<tr>
<td>1.8.1</td>
<td>Thirst for English in Tamil Nadu</td>
</tr>
<tr>
<td>1.8.2</td>
<td>Teaching of English in Sivagangai and Ramnad</td>
</tr>
<tr>
<td>1.8.3</td>
<td>Problems of teaching speaking skills in English</td>
</tr>
<tr>
<td>1.8.4</td>
<td>Chaotic Condition of English Classroom</td>
</tr>
<tr>
<td>1.9</td>
<td>The importance of Learning English</td>
</tr>
<tr>
<td>1.9.1</td>
<td>Socio-Economic and rural background</td>
</tr>
<tr>
<td>1.9.2</td>
<td>Plight of teaching in rural area</td>
</tr>
<tr>
<td>1.9.3</td>
<td>The dichotomy between urban and rural</td>
</tr>
</tbody>
</table>
1.9.4 How do rural students look at speaking in English
1.9.5 Why speaking English is a tedious task
1.10 Why speak English? The rationale for speaking in English
  1.10.1 The demand for English language
  1.10.2 Communicative Competence
  1.10.3 Expectation from rural students
  1.10.4 Problems faced while speaking
  1.11 Fluency of speaking skills in English
  1.11.1 The role of English teacher
  1.11.2 The role Students
  1.11.3 Teaching speaking skills
  1.11.4 Cultivating speaking skills
  1.12 The responsibility of English Teachers
  1.12.1 Deterioration of English in schools and colleges
  1.12.2 The scenario in many schools and colleges
  1.12.3 Creative teaching speaking skills
  1.12.4 The four language skills
  1.12.5 Teaching speaking skills among rural students
  1.12.6 Aims and Objectives of teaching speaking skills
1.13 Conclusion

II REVIEW OF RELATED LITERATURES

2.0 Introduction
2.1 Definition of rural area
  2.1.1 Research works on rural students
  2.1.2 Research works done in India
  2.1.3 Research works done outside India
2.2 Communicative Competence and Methods of Teaching
2.3 Speaking skills in classroom
2.4 Language Acquisition
2.5 Acquisition of Strategies
2.6 Justification of the present research
2.7 Conclusion

III INTEGRATED APPROACHES AND METHODS OF TEACHING

3.0 Introduction
3.1 Concept and meaning of method, approach, technique and design
3.2 Development of language teaching
3.2.1 Antiquity and middle ages
3.2.2 The Renaissance
3.2.3 Seventeenth and Eighteenth centuries
3.2.4 Nineteenth Century
3.2.5 Twentieth Century
3.3 Approaches to language teaching
3.3.1 The traditional approach
3.3.2 The communicative approach
3.3.3 The humanistic psychological approach
3.4 Major methods of teaching English
3.4.1 Grammar translation method
3.4.2 Direct method
3.4.3 Bilingual method
3.4.4 Textbook method
3.4.5 Audio-lingual method
3.5 Major approaches of teaching English
3.5.1 Structural Approach
3.5.2 Situational Approach
3.5.3 Oral Approach
3.5.4 Communicative Approach
3.5.5 Eclectic Approach
3.6 Conclusion

IV TECHNIQUES AND TASKS OF TEACHING SPEAKING SKILLS

4.0 Introduction
4.1 Overall view of teaching speaking skills
  4.1.1 Speaking is fundamental to human communication
  4.1.2 Speaking in general
4.2 Strategies of speaking skills
  4.2.1 Using minimal responses
  4.2.2 Recognizing scripts
  4.2.3 Using language to speak about language
  4.2.4 Speaking skills techniques for ESL
  4.2.5 Suggestion for teachers teaching speaking skills
  4.2.6 Factors governing of speech fluency and accuracy
  4.2.7 Objectives of teaching speaking skills
  4.2.8 Linguistics and language teaching
4.3 Phonetics and pronunciation
  4.3.1 English pronunciation
  4.3.2 Production of English sounds and articulation
  4.3.3 Phonetic transcription
  4.3.4 Description of English consonants
  4.3.5 Improving pronunciation
  4.3.6 English consonants and symbols
  4.3.7 Classification of vowels
4.3.8  English vowels
4.3.9  English consonants
4.3.10 How to teach pronunciation
4.3.11 Popular tongue twisters
4.4  Homophones
4.4.1 Common homophones
4.4.2 Intonation
4.4.3 The falling tone
4.4.4 The rising tone
4.5  Word stress
4.5.1 Primary stress
4.5.2 Secondary stress
4.5.3 Salient features of word stress
4.5.4 Compound stress
4.5.5 Finding different sounds
4.5.6 Finding the homophones
4.6  Spelling
4.6.1 Spelling game
4.6.2 Busy bee
4.6.3 The ladder
4.6.4 Pick and make
4.6.5 Ever and never
4.6.6 Cross word puzzles
4.6.7 Puzzles and Riddles
4.6.8 Anagrams
4.7  How to learn different type of questions
4.7.1 Interview questions
4.8  Techniques in teaching speaking skills
4.8.1 The conversation
4.8.2 Topic based discussion
4.8.3 Task centered fluency
4.9 Task for teaching speaking skills
4.9.1 Task for an individual
4.9.2 Task for pair work
4.9.3 Task for group work
4.10 Teaching Speaking skills in common
4.10.1 To speak over the phone
4.10.2 Different ways of telling the time to others
4.10.3 Asking someone to repeat
4.10.4 Different ways to great others
4.10.5 Apologizing and explaining one self
4.10.6 Thanking some one
4.10.7 Bidding farewell to others
4.10.8 Inviting others
4.10.9 Expressing agreement
4.10.10 Introducing oneself
4.10.11 Asking for information
4.10.12 Day today Expressions
4.10.13 Enquiring after one’s health
4.10.14 Interview techniques
4.11 Conclusion

V INTERPRETATION OF DATA ANALYSIS

5.0 Introduction
5.1 Objective of the study
5.2 Selection of the tool
5.3 Design of the tool
5.4 Pilot study
5.5 Administration of the tool
5.6 Limitations of the tool
5.7 Qualitative study of the survey
5.8 Description of the specimen
5.9 Descriptive analysis of the data and results
5.9.1 Personal information about students
5.9.2 Speaking skills in classroom
5.9.3 Attitudes of teachers
5.9.4 Syllabus
5.9.5 Testing
5.10 Conclusion

VI SUMMARY AND CONCLUSION

6.0 Introduction
6.1 Problems faced during the study
6.2 Specific findings
6.3 Remedies
6.4 Limitations of the study
6.5 Recommendations and avenues of changes for improvement
6.6 Conclusion

REFERENCES

ANNEXURE