Chapter IV

4. Developing Speaking Skills

4.1. Introduction:

Clear pronunciation is an important aspect of the ability to speak effectively. However it does not in itself ensure oral competence. It is quite conceivable, for instance, that a speaker can pronounce perfectly an utterance which makes no sense or which is totally inappropriate, as Eliza Doolittle in Shaw’s ‘Pygmalion’ demonstrated so memorably. The skill of speaking involves a practical element which has attracted a great deal of attention in recent years. The importance of helping students to develop realistic and practical competence with speech acts in their target language is now the pursuit of every individual and instructors. Oral communication involves an interactive social aspect which sets it apart from other language skills and creates a whole extra dimension with which the learner must come to terms. So, good pronunciation is a must for clear speech. It is by no means sufficient for the development of good speaking skills.

Although interest in oral communication is alive and active, it is not a novel focus. In fact, the development of speaking skills in a target language has long been a central issue in the minds of learners, teachers, and researchers. The development of oral skills has always been of a paramount importance.

However, developing oral skills in a second language is not an easy task. When the learner is not in the target language environment, it is likely that learning to speak that language will be especially difficult, since learners have minimum
exposure to the target language and culture so they cannot understand genre and speech styles (sociolinguistic traits) pitch, stress, and intonation (paralinguistic traits), gestures and body language (nonlinguistic traits)

For many years, there has been considerable interest among tertiary students to develop the language skills as it is the most sought one by the employers of today. It has developed as a necessary condition of effective learning.

Besides the comprehensible input, learners must have opportunities to produce the language if they are to become fluent speakers. Communication is almost certainly the one skill which made human beings distinctive. Human beings are given verbal and non-verbal. For the past many years human beings have been talking to others but they never think of developing communicative skills. They have never tried to find what they try to communicate to others. They are under the false impression that who can talk faster is more brilliant than others. One has to think of for a few seconds about what he or she is going to speak or communicate. If one wants to make his / her students communicatively proficient in English, speaking skills will play a vital role in achieving this overall competence.

Students have to speak and act together in various situations only through English. Today a student’s language competence is judged on the basis of speaking skills. It is true that most of the tertiary learners cannot speak English fluently even they have been learning English for the past twelve years. English remains a difficult task even for most tertiary students, especially in speaking and writing.
4.2. Why are spoken skills so important for tertiary students?

Tertiary students need good speaking skills because they want to participate in seminars and later in discussions. They can prepare a paper to present it at a seminar. They can be assessed by both the teachers and participants of the seminar. At such presentations students without good spoken command have to cut a sorry figure in front of the learned gathering. The spoken skill is needed to answer the questions raised either from the teacher or his classmates. It is very much needed to discuss the study with other students informally, inside the class room when the teacher is away or outside the classroom. They have to speak to others to get help from fellow students about essay titles. In college days extracurricular activities are open for students. They have to mingle with others by participating in clubs and societies, or even just by talking to others in the hostel. At times of urgency they have to seek other’s help and to ask help they need to communicate. Amongst all the most important occasion for a tertiary student is to attend interviews after their graduation for which they compulsorily need communicative abilities. In addition a research student should have competent spoken communication skills in order to communicate effectively with your peers, both socially and professionally.

4.2.1. What is needed to speak communicative English?

For a tertiary student to communicate effectively in spoken English requires a combination of good speaking and good listening skills. Other things that are needed are as follows. The student should have competency in English pronunciation. He should be familiar with a remarkable structural/grammatical knowledge of the
language; should know to use language appropriately. They have to realise that spoken skills are developed over a long time, and come with confidence.

**4.2.2. What sort of language the student has to use?**

The student has to develop spoken skills to give opinions; agree and disagree; interrupt; make suggestions; say that you don’t know something and make others understand with right gestures instead of speech. Books provide them a list of ‘set phrases’ to respond to others speech. For example, when interrupting someone, he has to use a phrase such as ‘I don’t quite agree with you there’.

**4.2.3. How to improve speaking skills in English?**

The student should note that speaking skills cannot be learned just by studying books. The most important aspect to remember is that ‘practice makes perfect’. It takes a lot of practice to improve one’s professional and academic use of English at a spoken level, and a lot of feedback from others.

The student if he speaks to others outside the classroom as much English as he can, as it is easily achieved. He has to learn some useful phrases that can be used in discussions. The student can speak a lot on the telephone to build up your confidence as at the other end he cannot look at the expressions which certainly relieve him from tension. He can ask the speaker to slow down, to spell unfamiliar words, to repeat parts of what they have said that he does not understand, or to ask for clarifications, etc. The institution should make it compulsory that every student should join a club or society organised by students’ union which meets together each week. This offers an excellent opportunity to speak English. The institution should
call foreign speakers and compel the students to attend such meetings as they can
meet people from different nationalities and cultures. The students should be
encouraged by the teachers to participate as actively in seminars. They should never
mind of their mistakes.

4.3. Contrasting Views of Indian Students:

Various studies on learner acquiring skills have been conducted with the
students. Taken as a whole, these studies have one common characteristic. They all
involve some kind of survey or questionnaire designed for specific groups of
students in specific contexts. For example, there were studies which looked at
students’ attitudes towards self-access learning. They showed that Indian,
particularly South Indian students had a reasonably positive attitude towards
developing all the four skills. Other studies supported the claim that south Indian
students could work fruitfully towards attainment of their goal. Interestingly, on the
other hand, there are studies which presented a far less favourable picture of students
at tertiary level, particularly in Viruthunagar district. For example, the longitudinal
study conducted with the college students showed that students had little incentive to
undertake learning outside their studies. It was reported that they tended to limit
their work to what was specifically taught in the class room itself. Other studies also
found that students generally favoured a ‘narrow’ approach to learning which
emphasised ‘understand-memorise. Similarly, studies gave further proof of students’
reliance on the surface learning approach at tertiary level.

Students are syllabus dependent, passive and lacking in initiative. It is also
generally accepted that in most of the colleges in Tamil Nadu, the qualities such as
independence, individuality and creativity, if not actively discouraged, are less highly valued than obedience, conformity, discipline and diligence. College is not an exception and in addition students are all from most backward areas and are first generation students. However, it is worth noting that research on developing spoken skills conducted in the Indian context presents contrasting views of students and their reactions to the developing of spoken skills or some of them ignorant of this skill. Similarly, studies on developing communication skills with students in certain areas have not reached any clear-cut conclusion about the applicability of a variety of methods in acquiring all the four skills in the local background.

4.4. Strategies for Developing Speaking Skills:

Students often think that the 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 with the following speaking strategies.

- using minimal responses,
- recognizing scripts,
- using language to talk about language

They can use to help themselves expand their knowledge of the language and their confidence in using it. The teachers can help students learn to speak so that the students can use speaking to learn.

4.4.1. Using Minimal Responses:

Students learning language lack confidence in their ability to participate successfully in oral interaction. So they often listen in silence while others do the
talking. One way to encourage such learners to begin to participate is to help them build up a stock of 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 on what the other participant is saying, without having to simultaneously plan a response.

4.4.2. Recognizing Scripts:

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, 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 students develop speaking ability 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.
4.4.3. Using Language to talk 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. Teachers can help students overcome this shyness by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. They can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use phrases in class when misunderstanding occurs and by responding positively when they do, teachers can create a real practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may come across outside the classroom.

4.5. The Present Study:

The main thrust for the present study on developing the spoken skills came from the great deal of academic discussion in recent years on the promotion of students’ acquiring all the skills in English language learning in colleges. The survey investigated the views of the students’ responsibilities and decision-making abilities in learning English, their motivation level and their actual knowledge about language skills, with a view to give students’ readiness to take on improving their skills in English language. It is a developing mode being increasingly demanded of them. The student profile generated by the survey will be presented with a view to discussing the pedagogical implications of the study on the implementation of
developing skills in English language at tertiary level in the college, particularly among students of arts group.

A large-scale survey on students’ acquiring four skills in English was conducted. Its primary objective was to investigate the relationship between students’ attitudes towards students’ needs in the skills in their attainment level, and to determine how students are ready to pursue the skills according to their behaviour in the wider learning environment. It was also hoped that the findings could provide guidance for curriculum development, syllabus and material revisions and inform classroom practice regarding the development of English language skills at tertiary level.

4.5.1. Data Collection:

In order to assess the opinions of a large and potentially diverse student population, a questionnaire was used to collect the data for the study. The study which followed up on a pilot study in 2007 involved a questionnaire (Page No: 195) survey of 50 undergraduates in first year B.A. (English) at Devanga Arts College, Aruppukottai. The student questionnaire which was piloted and revised, consisted of 30 questions, divided into four main sections. It required the subjects to report on (a) their perceptions of the English teacher’s responsibilities and their own; (b) their perceptions of their decision-making abilities; (c) their motivation to study English; and (d) how often they carried out different spoken activities in and outside class. In each section of the questionnaire, students were required to rank their answers.
4.6. Questionnaire:

Q: Are there adequate class hours for English?
A: Most of the students feel not adequate.

Q: Are the subjects taught in English?
A: Not, at all.

Q: Does the class teacher give individual attention?
A: Not, possible.

Q: What are the syllabi for all the four semesters?
A: Prose, Poetry, Short Stories, One Act Plays, Grammar and Language Skills

Q: How is time allotted for the units?
A: Do not know.

Q: Do you interact with the class teacher?
A: Not, at all.

Q: Do you interact with the students?
A: Only in the mother tongue

Q: Do you utilize the language outside the class?
A: Do not understand.

Q: Is the teaching understandable?
A: Not fully.

Q: Could you identify the words spoken by the teacher?
A: Partial understanding

Q: Would you feel disappointed in the English classes?
A: Some times in the beginning of the course.

Q: Did the +2 give any help in the degree classes?
A: No, not really.

Q: Are you interested in English?
A: No from 75% of students - 25% yes.

Q: Could you develop skills in the class?
A: Do not understand.

Q: Does your teacher understand your problems?
A: Yes, some times.

Q: Do you ask doubts?
A: Feel panicky.

Q: Do you come forward to answer other’s question?
A: Never
Q: Is your grammar portion difficult?
A: Certainly

Q: Do you know language laboratory?
A: Not at all

Q: Are your classes conducted there in the laboratory?
A: Yet to know

Q: Is there a practice of utilizing media and technology?
A: Yet to practice

Q: Is teaching interesting with the media and technology?
A: No answer

Q: Do you often visit the language laboratory?
A: Not at all

Q: Do your parents support your speaking of English at home?
A: It is not possible as most of the parents do not know English.

Q: Do you listen to the radio?
A: Yes, to listen to songs in mother tongue.

Q: Do you know the English channels to listen to the news?
A: Not any single one.

Q: Do you talk with your classmates?
A: Yes, in mother tongue.

Q: Do you spend minimum of one hour to develop your speaking at home?
A: Do not have the practice.

Q: Do you feel that skills in English interest you?
A: Yet to know

Q: Do you see English movies?
A: Yes, not quite often.

The questionnaire was distributed among the students and the responses were received. It is overwhelming to notice that most of the students could not understand two thirds of the questions and their answers for them were remarkable as revealed in Chart I. They came out in their analysis that the hours allotted for learning of English is too short to learn. The syllabi consists of Prose, Poetry, Short Stories, One Act Plays, Grammar, a full length Drama from Shakespeare and Language skills including letter writing, resume writing, précis writing, comprehension, dialogue
writing and others. They feel that they are not overloaded, considering specially the syllabi. They feel that the class hours are frustrating in the beginning when all the time the teacher was speaking in English, but, after some days, it became interesting when they could understand their teacher.

English was allergic and boring in the beginning of the first semester as there was a totally different way of teaching is followed and so far they had been taught through the mother tongue. The students revealed that the purpose of their going for English movies was purely based on entertainment. They were listening to the news on the air and on the television after the teacher made them realize the importance of it. In the beginning of their college days, the students did not show interest in speaking to their class mates, but, in due course of time they slowly developed the habit of speaking with others in their mother tongue first and then in broken English after they received advice from the teacher. Finally, all the students came with a single voice that they were not fully enjoying the language hours particularly for the various skills developed.
CHART I: SPOKEN SKILLS IN THE BEGINNING
4.7. Reactions of the Students in the beginning:

The following are some of the reactions of the students related to speaking skills:

- It is a waste of time.
- The teacher is just escaping from the main teaching.
- Students were scared.
- They never open their mouth and so they feel in the different way.
- Students were nervous, frustrated and uncertain.
- They were not interested to exhibit their skills as they thought they didn’t have.
- They were upset with the teacher for such an idea.

But after a few days’ of the introduction of the teaching of the development of speaking skills in English by the teacher-researcher, the students feel that they could also speak in English. The Students’ opinion on their experience during their skills development is presented as follows:

- improved their skills.
- got encouragement and come to know their real capacity.
- improved their listening capacity a lot.
- got self confidence in all the ways.
- developed a positive approach in every matter.
- gave respect to teachers.
- removed their inhibitions, shyness and fear of English.
really it was a different experience.

started speaking.

came to know the culture of English people.

developed leadership responsibilities.

identified their talents.

they could interact not only with the teacher but also among themselves.

could overcome fear.

4.8. Pilot Study:

In the pilot study, a group of students were asked to write down a list of activities which they believed would help them to learn four English skills. Subsequent discussions with various groups of students revealed that the items that were incorporated in the final activity section captured the range quite effectively. The questionnaire also provided the basis for the follow-up interviews. Initially, it was planned to interview 10% of the student population. However, because of administrative constraint, 5% of the student population was randomly chosen from the sample for the structured interviews. They were individually interviewed (in English) for 30 minutes, to probe the questionnaire results. There was a great deal of consensus among the students’ responses which helped to clarify some of the interesting patterns emerging from the questionnaire survey. The follow-up interviews were done and students’ responses were transcribed to inform the interpretation of the questionnaire results.
4.8.1. Results:

Student responses will be presented and discussed according to the four main sections of the questionnaire: (a) their perceptions of the English teacher’s responsibilities and their own; (b) their perceptions of their decision-making abilities; (c) their motivation to study English; and (d) how often they carried out different spoken activities in and outside class. The questionnaire asked students about their perception of their own responsibilities and how they perceived their teacher’s role in the language learning process. As per the chart in Annexure I the finding revealed that many of the students considered their teachers as ‘wholly’ or ‘primarily’ responsible for those aspects of their developing speaking skills which were the most important as far as the language learning is concerned. Generally, the students perceived the teacher as being more responsible for the course planning for English and classroom management. For the question “What materials are to be used to develop English Skills?” The answer is ‘75% students are for language laboratory and 25% for the class room.’ Regarding evaluation of language skills they opined that 80% students are for ‘must’. The question ‘What are to be learnt after text book?’ 70% students are for other activities such as listening, speaking with one another and so on. Regarding the objectives of the teaching of English skills, all are for to listen, speak, read and write efficiently. It is generally believed that the attitudes of the students towards language learning can influence their language learning behaviour. It shows that the attitudes of the students do not always operationalise into actual development of English skills. It could thus be argued that student motivation is a major issue to promote students’ developing their speaking skill in English at the tertiary context. Though the results of the study are based on
self-report and therefore need to be treated with caution, there is a certain consistency in the students’ responses and the steps are to be taken so as to develop the speaking skill among the students which they need for their future livelihood.

One of the most important results in the study is that students have a well-defined outlook of the responsibility of the teacher. The teacher was seen as a foremost and dominant role model. The students feel that the teacher is responsible for most areas of their developing of their language skills. In other words, they have chosen to leave the responsibilities on the teacher for these activities. This indicated a strong fondness for the teacher to impart a leading role. Having all these views, suggestions and ideas in mind it is decided that the following items should be included in the curriculum and then the teacher can certainly try to develop the speaking skill in English.

4.9. **Factors Governing Fluency in English** :

The teacher-researcher in his studies has found that the following are the requirements to speak English fluently and the students are to remember every one of them always.

Student should not feel a lot for committing many mistakes in his speech:

- *When he commits a mistake people will never understand them.*
- *English is a strange language and it is human to commit mistakes in our speech.*
- *should not be sensitive about committing mistakes.*
- *has to communicate with others even though it is full of mistakes.*
- has to come out of fear, nervousness and shyness.
- has to use the language at all times till he gets mastery over it.
- the more English is spoken, the easier it is.
- not to try to omit fillers such as hum, ah, err, so.
- has every liberty to make noises.
- can never mind about his using of the repetition of words.
- should think that those who speak fast are not good communicators.
- should speak very slowly to make others understand his speech.
- committing mistakes in tone, stress and intonation is not at all a blunder to feel and worry.
- not mindful committing of grammatical mistakes.
- should be optimistic at times of exchanging his mind through words.
- should speak slowly making a rehearsal in mind.
- need not be faster than others in giving a reply even though he knows.
- has to say the answer to himself two or three times as this will create great confidence.
- should try to use the phrases used by speakers, newsreaders, commentators and teachers.
- should not speak using words individually.
- has to write without grammar mistake but need not speak in full sentences
- can speak English that could be understood by others.
- should not pause when he speaks and has to maintain spontaneity.
- has to begin his speech without any hesitation.
- should try to speak as he speaks in his mother tongue in English also.
- has to listen to the T.V English Channel.
- go to the English movies and listen to the conversation among the characters.
- should listen to the radio news and the live commentary of the sports irrespective of the nature of the sports.
- should speak in English with peers not only in the class but in all places.
- can buy spoken English and conversation CDs and listen to them at leisure.
- can collect as many words as he can daily by looking at the dictionary.
- can try to use the words collected in his sentences.
- should not look at a dictionary that gives meanings in mother tongue.

### 4.10. The Easy Ways for Developing Spoken Skills:

As communication, not a one way traffic but a two way process, the primary necessity is to listen to the other person. Communication is frequent and easy according to the understanding of what the other person says. One has to be in a cheerful mood when talking to others. It is evident that others show attention only if they have interest in them. So it is important to pay more interest to what they will say. In a relaxed way and with good body language one has to impart what one wants to say to others.

The right way of communication is having an eye contact with the other, that too, with a smiling face. One should never hesitate to ask the questions to another. This will develop a great understanding between one another. If the other person has different point of view, we have to find out why they have such point of view.
4.11. How are speaking skills assessed?

Two methods are used for assessing speaking skills.

- In the *observational approach*, the student's behavior is observed and assessed unobtrusively.
- In the *structured approach*, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated.

The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.

Both observational and structured approaches use a variety of rating systems.

- A holistic rating captures a general impression of the student's performance.
- A primary trait score assesses the student's ability to achieve a specific communication purpose -- for example, to persuade the listener to adopt a certain point of view.
- Analytic scales capture the student's performance on various aspects of communication, such as delivery, organization, content, and language.
- Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic.
A major aspect of any rating system is rater objectivity: Is the rater applying the scoring criteria accurately and consistently to all students across time? The reliability of raters should be established during their training and checked during administration or scoring of the assessment. If ratings are made on the spot, two raters will be required for some administrations. If ratings are recorded for later scoring, double scoring will be needed.

4.12. Body Language and its Importance:

The body language is expressed through gestures, expressions, and the postures.

- One can use arms and shake hands to say good-bye and to express a thrill.
- One can shake his head to deny/approve something.
- The eye contact helps to make the improved communication and the understanding with the listeners.
- One has to look at the listener at the end of the sentence to strengthen the message.
- The gestures help to give the voice of the self-assurance.
- One can use gestures when one utters some important matter and it will highlight the words.

Whenever one has to speak one has to keep the body language calm and controlled. This helps to maintain the energy and the confidence. One should be relaxed all the times and one’s body language and physical attitude can create the psychological attitude. To become a great speaker one has to spend lot of time in practising, reviewing and reading about the way to improve. One has to think deeply
for improving and undergoing lots of dedicated training and the lessons. Long hours and efforts are required and then only we can have a good professional training.

4.13. Teacher to Impose Questions:

The teacher can make a student speak only by asking questions. In the beginning stage, the student may not understand but the teacher has to continue speaking in English in the class and he should not shift to mother tongue teaching which will never develop the speaking skill of the student. The teacher, if he continues English, may find his students starting to ask question in a short period of time in English.

The teacher when asking questions should not get irritated because the student may not answer. The student after continuous asking and listening to the teacher will come out to answer. The teacher should use easy English for making the students understand. The practice of asking questions should continue for it enables the student to answer the questions. The teacher has to repeat many times what he has taught in the class as repetition helps the students become familiar with their teacher’s English and at a short period of time he will also develop the same. Besides the teacher can also use certain stock-expressions like the following:

- *Ok, I take leave of you.*
- *Bye, thank you.*
- *Good night.*
- *See you in the next class.*
- *See you then.*
- *Take care of you.*
- *Bye, meet you later/ tomorrow.*
4.13.1 Activity: Conversation:

The teacher-researcher divided the select 50 students into 10 groups containing 5 students in each group. He explained to the students that two students from each group should come to the front stage and get themselves introduced in the way the teacher-researcher had earlier done with another student. As two students from the first group came out and the teacher-researcher asked them to assume that one was a bank manager and another was a customer to the bank. The customer had some problem in the receiving of a demand draft for which he had applied a week before and forgotten to receive it. The student came to the front stage and got introduced in the following way.

Customer : Excuse me, May I come in please, sir.

Bank Manager: Yes, please come in.

Customer : Good Morning sir. I’m Sundar working with Ramalinga Group of companies.

Manager : Welcome, what can I do for you?

Customer : I applied for a demand draft a week before but I forgot to get back.

Manager : Do you remember the date on which you had applied?

Customer : Last 15th sir.

Manager : (Calling peon); Mr. Sundar, go along with him to the concerned clerk and give details and get back your DD. (to peon) Take him to Mr. Swaminathan.

Customer : Thank you very much sir.
4.13.2 Activity: Conversation:

The teacher-researcher asked the remaining three students to the front and asked them to do the introducing activity. This time he had given the roles of father, son and son’s friend. The three members accidentally met in the temple where the father and son went and later his friend came there. The son had to introduce his friend first and then his friend would introduce himself to the father of his friend. The teacher-researcher asked them to assume that the son and friend were students of the same class in SBK College, Aruppukottai.(neighbouring college to Devanga Arts College) The father was a teacher in a high school.

*Ramu:* Hi! Naveen, How are you?

*Naveen:* Fine, thank you, how are you?

*Ramu’s Father:* Hello, my dear, pleased to meet you.

*Ramu:* Dad. This is Naveen, my class mate.

*Naveen:* Very happy to meet you sir.

*Ramu:* Dad Naveen is our class representative.

*Ramu’s Father:* Very good, my son has, many times, felt proud of you and spoken about you and your intelligent activities in the way you keep your class a model for others.

*Naveen:* I just follow what our teachers ask me to do.

*Father:* I’m also a teacher in a high school working as a B.T. Assistant. I applaud you and cheer to do a lot more enthusiastically in future.

*Naveen:* Thanks for your complement.

The teacher-researcher asked all the other groups to do the same type of activities assuming different roles such as Principal, College Peon, Librarian, Student, Book Publisher etc. This activity consumed a minimum of ten minutes for
one activity and all the students understood the way of introducing and being
introduced to one another.

4.14. To Speak over a Phone:

A person who calls someone over the phone should give their number or
name and then answer a call. One can say ‘Could I speak with Mr. Ramu?’ ‘Could I
speak to Mr. Sunil?’ Then he has to reveal who he is. The following can be useful as
a beginning for a conversation.

- Hello. This is Sundar.
- Could I speak to Somu, please?
- Hello, this is Sundar. May I know who you are at the other end?
- ‘This is Somu here’ or ‘Somu speaking’.

One can ask the following to know who speaks at the other end or answering the call.

- Hello. Who is that?
- Who am I speaking to?
- Who is speaking?

We can receive this if somebody is not there at the other end. The person at
the other end may ask ‘Can I take message?’ or ‘Do you want to leave any
message?’

We can use any of the following expressions to ask people at the other end
to wait.

- Wait a minute.
- Just a moment.
- Please hold on.
Hold on a moment.
Wait, He’ll come.

In case of a wrong numbers these expressions are useful in such situations.

This is wrong number.
I am sorry. I think this is wrong number.

One can use the following expressions if the voice at the other end is not audible.

Please speak louder? I can’t hear you.

4.14.1 Activity: (Speaking over phone informal way):

The teacher-researcher having divided the select 50 students into 10 groups containing 5 students in each group enacted before the students the way of speaking over phone. Then he asked two students from each group should come to the front stage and do the activity.

Venu: Hello, I’m Venu, Sundar’s friend.
Somu: Hello. This is Somu.
Venu: May I speak to Sundar?
Somu: I am afraid he is not here.
Venu: Where is he now?
Somu: He’s gone to the factory. Note the phone number and call him.
Venu: Thank you very much sir.

The teacher-researcher asked all the other groups to do the same type of activities assuming different roles and this activity consumed a minimum of ten minutes for one activity.
4.14.2 Activity: (Speaking over phone formal way):

The teacher-researcher asked two students from each group to come to the front stage and do the activity.

Sita : Hello, I’m Sita from Tanjore. May I speak to the Manager?
Voice : Hello, I’m his secretary. What is the purpose of your calling?
Sita : I have bought a HCL laptop from Ajanta Computers last month. I’ve some problem with it.
Secretary: What’s the problem, Mam?
Sita : The DVD player attached to it does not function well.
Secretary: Please tell me your address and tomorrow our engineer will be there to see to it.
Sita : Thank you, note down. 22, MGN Street, Ponnagarm, Tanjore-22. Would you ask him to call me when he comes?
Secretary: Our engineer will call you to the same number after his arrival there.

4.15. Telling the Ways of Time to Others:

The student can use the following method to say what the time on the clock is.

- 8.05 - eight five or five past eight.
- 8:10 - eight ten or ten past eight.
- 8:15 - eight fifteen or fifteen past eight or ‘quarter past eight’.
- 8:20 - eight twenty or twenty past eight.
- 8.25 - eight twenty five or twenty five past eight.
- 8:30 - eight thirty or thirty minutes past six or ‘half past eight’.
- 8-40 - eight forty or twenty to nine.
- 8.45 - eight forty five or fifteen to nine or’ quarter to nine.
- 8:50 - eight fifty or ten to nine.
- 9.00 - nine o’clock
4.15.1. To ask about Time from Others:

The following expressions are used to asking what the time is.

- *What time is it?*
- *What is the time?*
- *Could you tell me the time?*
- *Tell me what time it is on your clock.*

4.15.2. To call others:

When we talk to people or talk about someone we call them by their name or use their name.

1. *I have met Sundar on my way.*
2. *Do you come with me Anu?*
3. *I went to consult Dr. Abraham.*
4. *May I come with you, Panneer?*
5. *Ms. Sonia Gandhi, the wife of Mr. Rajiv Gandhi, is the President of AICC.*
6. *Please to meet you, Sundar.*
7. *Where is Somu?*
8. *Have you read all the novels of Sujatha?*

4.15.3. To ask others to repeat:

When the speech of the other is not audible we ask them to say once more or repeat, please. We can use ‘Sorry, I could not hear you’ or we say ‘What’. In some other formal occasions we say ‘I could not hear you’. In refined language we can say ‘Could you please say once more’ or ‘Could you repeat?’ The following expressions may be used in this situation.

1. *‘Sorry, I could not hear you’*
2. *‘Could you please say once more’*
3. *‘Could you repeat’*
4.15.4. To attract others:

There are many ways to attract other’s attention. Generally we say ‘Excuse me, sir’ ‘May I come in sir’ is used mostly by the late comers to the class. The following expressions are also used.

1. Hello, excuse me.
2. Excuse me.
3. May I have some help?
4. May I come in?
5. Excuse me, I’m Arun.

4.15.5. Disturbing others:

‘Excuse me’, is used to apologize before disturbing somebody. This is common in English speaking people.

1. Excuse me, Could you move a bit?
2. Excuse me, could I have a look at your papers?
3. Sorry, do you think I could lend you pen?
4. Excuse me; do you know where John lives?

We say ‘Sorry’ after disturbing somebody.

1. Oh, sorry, did I hurt you?

4.15.6. Saying Please:

‘Please’ is used to make a request to others.

1. Would you move a bit, please?
2. Could you open the window, please?
3. ‘Would you like some help?’ ‘Yes, please.’
4.15.7. Enquiring other’s Health:

We enquire people and their health by using the following expressions.

1. How are you?
2. Are you all right?
3. How are you today?
4. Are you not feeling well?
5. What's the matter with you?
6. What's wrong with you?
7. How is it going?

We answer in the following way to the above expressions of enquiring other’s health.

1. Very well, thank you. And you?
2. All right.
3. I am tired.
4. Fine, thank you.
5. I have got cold.
6. Fine thanks.
7. I feel quite better today.
8. Not too bad.
9. I have a slight headache.
10. OK

4.15.8. How to greet others in meetings:

- Good morning (up to 1 P.M.)
- Good afternoon (from 1 P.M to 5 P.M.)
- Good evening (from 5 P.M to 11 P.M)
- Good night (when you depart with one another after 9 P.M)
- Hello! How are you? I’m fine
- Hi! How are you? I’m OK
Very glad to see you. It’s my pleasure.
It’s been long time since we met!
What a surprise to see you here!
Hello! How are you?
May I know who you are?
What is your name?

4.15.8.1. When the student wants to greet one who is ill or suffering from a disease he should not attempt to greet in this manner.

“Are you OK?”
“How are you?”

Instead the student can say

“Hello, how do you feel now?
May God give you the early recovery!

4.15.8.2. How to bid goodbye to others: (Farewell)

1. Bye!
2. See you in the evening!
3. Convey my regards!
4. Bye! Bye!
5. See you tomorrow!
6. It’s so late, bye!
7. Good bye!
8. Good night!
9. Must you go!
10. O.K, bye! O.K then, bye!
11. See you, bye
12. I have to, Bye
13. Visit us next time!
14. Tata, tata!
15. Take care, bye!
16. See you!
17. See you again!
18. Come back!
19. Wish you a happy journey!

4.15.8.3. How to thank others: (Say Thanks in a cheerful mood)

The magic you can make through words is by saying “Thank You” You should never be in a dull mood when one says ‘Thanks’ in a cheerful mood. One can make others spellbound by saying it with deep involvement.

1. Lot of thanks!
2. It’s very kind of you!
3. Many thanks!
4. Thank you one and all!
5. Thank you very much!
6. I am very grateful to you!
7. Thanks a lot!
8. Thank you for your timely help!
9. Thanks for your company!
10. I don’t know how to thank you!
11. Thank you for invitation!
12. Really I thank you!
13. Thanks for a wonderful dinner!
14. Thanks for your nice coffee!
4.15.8.3A. Responding Thanks:

1. Welcome!
2. O.K!
3. You are welcome!
4. No mention please!
5. That’s all right!
6. O.K. thanks.
7. That's O.K
8. Pleasure’s mine.

4.15.8.4. Inviting others:

It is not necessary to memorize the following. The following may be used to invite.

1. How about joining us for a cup of coffee?
2. Why don’t you join us, please!
3. How about having dinner with us?
4. Please, join us for today’s party!
5. Do you come with me? Come on.
6. Let’s go.
7. Come on! Join with me! It’s time.
8. Would you like to join with me/us?
9. Welcome! My dear!
10. Please come in!
11. Come in! My dear!
12. Welcome!

4.15.8.4a. Accepting an invitation:

1. Thanks a lot!
2. Thanks for your kind invitation!
3. Thanks for inviting us for lunch!
4. Thank you for your gratitude!
5. Thank you very much!
6. It’s very kind of you!
7. With pleasure!

4.15.8.4b. Denying an invitation:

1. Sorry!
2. I don’t want to come!
3. I’m sorry to refuse!
4. How can I disobey you?
5. No, I don’t join with you!
6. I can’t accept your invitation!
7. I’m afraid; I’m not free tomorrow!
8. Thanks I’m busy tomorrow!
9. Thank you! I’m busy now!
10. How about tomorrow?

4.15.8.5. Introducing oneself:

This is a sort of ‘ice breaking’ activity where the students have to introduce themselves to one another. Here self introduction is an important part where the student talks about himself in the following way. The underlined words in italics are the blanks which the students have to fill in.

chance to work with a public school in Singapore and I may join sometime in coming July.

He can practice, using this model for all occasions. Then and there he has to change some words.

4.15.8.6 Activity: (Self Introduction)

To begin with the teacher-researcher introduced himself as shown in the above mentioned passage and gave photocopies that contain the particular words underlined and he would ask the students to rewrite them including in the passage details about the student. It is an individual activity as the teacher/researcher calling students one by one to the front and asked them to read the written message concerning about the student.

This activity he would extend for fifteen students asking them what he had done. Then he asked everyone to memorise the passage at home and come prepared on the next day. He would call ten students the second day and in this way he would give chances to all the students.

This activity introduced the students a new avenue in spoken English as they could not have such chances so far in their study places and it gave them to know the real way of introducing themselves to others.

Model self introduction by students:
4.15.8.6.1 Self Introduction:

I’m Mahalakshi, old student of Government Higher Secondary School, Panthal Gudi completed H.Sc. in 2005, joined a certificate in Computer at CSC Aruppukottai. Joined U.G. in English in 2007 at Devanga Arts College, Aruppukottai. I’ve got a first class in the first year subjects. My father is a Record Clerk at the Panchayat Union Office, Panthal Gudi. I am a day scholar student. My mother is a teacher in an elementary school. I have one brother and an elder sister. I want to become a teacher in High School.

4.15.8.6.2 Self Introduction:

I’m Vasudevan, studied at SBK Higher Secondary School, Aruppukottai and completed H.Sc. in 2004. I completed TTC at Palayampatti Teacher Training Institute, Aruppukottai in the year April 2006. Joined U.G. in English in 2007 at Devanga Arts College, Aruppukottai. I’ve got a first class in the first year all three parts subjects. My father is a PG Teacher at Govt. Hr. Sec. School, Kariapatti. I am also day scholar student. My mother is a housewife. I have a sister younger to me. I want to become a Professor in a college.

4.15.8.6.3 Self Introduction:

I’m Jothimala, studied at Devanga Girls Higher Secondary School, Aruppukottai and completed H.Sc. in 2005. I also completed TTC at Palayampatti Teacher Training Institute, Aruppukottai in the year April 2006. Joined U.G. in English in 2007 at Devanga Arts College, Aruppukottai. I’ve also got a first class in the first year all three parts subjects and I got first marks in two of the Part III papers. My father is a Clerk in a private mill. I am also day scholar student. My mother is a housewife. I have a brother and sister and both are younger to me. I want to become a teacher in a Higher Secondary School.
4.15.9. Asking others for something:

1. I want your pen.
2. I want some water.
3. Please, give me your pen.
4. I need some rest sir.
5. I need some water.

This type of sentence is used by a small boy at home a minimum of 15 times daily.

A young man uses this sentence pattern a minimum of 25 times daily. A grown up uses this sentence type a minimum of 50 times in a day. So the usage of this type on various occasions is unavoidable. It is a must that a tertiary learner should practice this type of sentence a minimum of 100 times daily till he gets acquaintance.

4.15.9.1. Important phrases used often in our day-to-day conversation:

Our day-to-day life contains many verbal or non-verbal communications. On such occasions we may try to argue, persuade, command, explain, advise, shout and request.

We need already coined phrases such as

1. No, you are wrong.
2. Not at all.
3. Don’t mind.
5. Be careful.
6. Mind your words
7. Mind your business.
8. Save me.
9. Welcome
10. Why not.
11. That's enough.
12. As you please.
13. Take your own time.
14. See you then.
15. Better luck next time.

The teacher-researcher after careful study for quite a long time found the following phrases which would help students to request others on various occasions.

1. Please bear with me, sir.
2. Please be kind enough.
3. Please do me a favor.
4. Please let me alone.
5. Please forgive me.
6. Please be alert.
7. Please permit me, sir.
8. Please forgive me.
11. Please keep quiet.
12. Please wait for me.
13. Please answer me.
14. Let me do this.
15. Let me go.

He could recommend the following interrogative phrases that would serve the purpose of requesting others.

1. Will you take this for me?
2. Would you mind closing the door?
3. Can you do me a favor?
4. Could you take this assignment?
5. Will you do this for me?

He found the following words or phrases most suitable for the speakers to make command.

1. Attention.
2. Avoid smoking
3. Come close.
4. Don’t argue.
5. Do what I say.
6. Do your duty.
7. Go ahead.
8. Keep quiet
9. Mind your duty.
10. Read aloud.

4.16. Activity : Missing Information:

In this activity the teacher-researcher asked students to complete a task by obtaining missing information, an activity aimed at real communication. The teacher-researcher had asked two of the students to participate in this activity. The teacher-researcher had explained the way how the students had to act in the course of the activity and asked one of the students to hold the train departure time table and the particulars of the arrivals of various trains at Egmore Junction would be missing with him. The other student would have the time table with the particulars that the first student did not have. The two students were not aware of the facts. The teacher-researcher asked the second student to ask a question to get information about the
departure of a particular train. The other student would refer to his and give the correct answer to the other student in a complete sentence. The students would repeat this way of asking questions and getting answers for five or six times. The teacher-researcher would then ask other two students to do the activity that was entirely different from the former activity. The questions asked to one another included anyone of the following types.

1. When will the Howrah Express arrive here today?
2. How many carriages are in the Delhi bound Tamil Nadu Express today?
3. Could you please tell me when will The Vijayawada Express arrive?

The teacher-researcher gave opportunity to every one of the students and so it was an interesting activity for the students that none of them felt denial of chance and carried on this activity with the bus timings from Madurai Mattuthavani bus stand to other places. It is stressed that every one of the students should actively participate in the activity.

4.16.1 Activity: Train Arrivals and Departures:

The teacher-researcher collected the words and phrases related to the announcement of train arrivals and train departures. In his introductory speech of explaining the method of playing the activity the teacher-researcher asked the students whether they had listened to the announcement at a railway junction. The students nodded their heads as they all were acquainted to the announcement in the station. Then the teacher-researcher explained the students that he would write the words and phrases which were utilised by the announcers in the announcement.
The teacher-researcher asked every one of the students to look at the words and phrases that were often used by the announcer. The teacher-researcher, first, performed the role of the announcer and asked the students to listen to him and then they had to do the same. The students found this very a different activity and performed enthusiastically.

1. Passengers are requested to listen that the Nellai bound Kanyakumari Express which is to arrive at thirteen hours is expected to arrive at fourteen hours.
2. Nellai bound Kanyakumari Express is expected to arrive in five minutes.
3. Nellai bound Kanyakumari Express arrives at Platform number five and passengers are requested to board.
4. Nellai bound express is leaving from platform number five.

The teacher-researcher continued this activity with each and every student and he, now and then, wrote different names of the trains, timings of arrivals and departures. The students did their announcement excellently and they could feel that they too could play any role in this way. They asked, in the following days, for activities similar to those activities they had already performed. The teacher-researcher chose the activity of announcement being done at bus stands. He asked the students whether they had listened to them or not. The words and phrases written on the black board this time were also similar to that of the ones used to do the activity of announcement at railway junctions.
The teacher-researcher had prepared handouts, distributed to the students and then asked them to perform the role of announcers by looking into their hand outs instead of looking at the black boards. This time they felt elated because they thought they had become real announcers.

1. The Madras-Trivandrum bus Route no 134G is to depart from here at nine am.
2. Passengers are requested to board the bus.
3. Some vacancies are there in the Madras-Trivandrum bus Route no 134G.
4. Passengers are requested to go the ticket counter to book their tickets.
5. Passengers are requested to be very careful with their belongings.

The teacher-researcher asked every one of the students to perform the role of the announcer as they each one would have a different handout many different announcements and announcers were there and this activity attracted the students well. The teacher-researcher asked the students to continue these activities at homes and during their leisure in the classes and after the class hours.

4.16.2 Activity: Interview

The teacher-researcher asked the select 50 students to listen to the video show of a mock interview. The students were amazed to see the interview being conducted before them as it was their first viewing of such shows. He asked the students to listen to the conversation going on between the interviewee and the interviewer. He then divided them into ten groups of five students in each group. Then the teacher-
researcher gave a copy of questions and answers used at the time if interviews. There were five different interviews. He asked one student from each group to represent. He had already asked them to go through the questions and answers. He told the other students that they were going to see five different interviews. He asked two students to occupy the chair as they had to play the roles of interviewers.

The teacher-researcher asked one student from the other three groups to go and attend the interview. The student who completed the interview acted as the interviewer. So the rotation of the students enabled the others to view various real interviews. This activity developed in the student courage to attend the real interviews in future. It also gave them chances to listen and to speak to the real situation. He then asked the other students to do the same on the next day so that all 50 students could get chances to develop their individuality.

4.16.3 Activity: Get to Know One Another:

This activity served as a ‘get to know you’, practices about the details, likes and dislikes of all students in the class. The teacher/researcher divided the select 50 students into ten groups of five in each group. Then the teacher/researcher asked every student to think over the various types of questions to be asked to the other. He told that one student had to write a minimum of five pairs of questions and answers of which one is the ‘auxiliary verb’ type and the other ‘wh’ type for this activity. To the amazement of the researcher the students fared well with the questions. He then asked two students from each group to come to the front and asked them to start asking their questions and telling the answers.
During the activity the teacher-researcher now and then corrected the student if he committed mistake in the question model. He used to write down the question on the black when asked by the student so that the visual would give the students a chance to understand the form of various question models. This question-Answer’ activity went on till all the students complete their turn.

4.16.4. Questions prepared by the students:

It was interested to note when the teacher-researcher asked students to come out with some questions that they would use to ask one another when they met casually, for the first time or every morning.

a. Are you a hosteller? (Yes)
b. Do you enjoy coming to this college? (Always)
c. Are you interested in your subject? (Certainly)
d. Do you spend time for your homework? (Yes)
e. Do you like to listen to carnatic music? (Yes)
f. Does your mother cook well? (Very well)
g. What is your father? (A teacher)
h. What do you do in the morning? (Study)
i. What is your favourite subject? (American Literature)

j. When do you go to film shows? (Twice in a month)
k. Where did you complete your Higher Secondary? (At Kariapatti)

l. What is the name of your school you studied last? (Govt.Hr.Sec.School,)
4.16.5 Activity: How to Learn different type of questions:

This activity would enable the students to answer the different kinds of questions. It might be noted that an intelligent interviewer would avoid asking the candidate the questions that expected a ‘yes’ or ‘no’ answer only. This activity would include a list of questions that would expect the candidate to speak more. The students took the parts of the interviewer and the interviewee. Here the set of questions were already prepared by the researcher. The select 50 students were divided into 10 groups containing five students in each. Two groups should come to the front and occupy the stage to act the roles of the interviewer and the interviewee.

The teacher-researcher would give to each group five questions and the students in each group would ask questions alternately. The following were the questions prepared for the students to play in the particular activity. This created a very interesting response from the students. They were well encouraged whenever a student gave reply to the question asked by the student of the other group. It consumed more than fifteen minutes to complete a round. The same questions were given to other two groups and this time the researcher had asked them to come out with a totally new answer avoiding the already mentioned answers.

1. Could you tell me about family members?
2. Could you tell me your past job experience?
3. Would you mind telling me about your stay in the hostel last studied?
4. Would you tell me some of your teachers in your postgraduate study?
5. Do you happen to know about the achievements of General Manager?
6. Can you tell me about your course at the University of Madras?
7. Why have you chosen M.A. Journalism & Mass Media?
8. Could you explain how the course is beneficial to the present job?
9. Did you enjoy any particular part of your studies more than the rest?
10. Can you tell me about your course project at university?
11. Tell me about your ambition?
12. What has been your greatest achievement in your past job?
13. Briefly tell me how you tackled a problem at work in your last job.
14. Which summer resort do you find the most interesting and why?
15. Why did not you join MBBS?

The students found this activity very useful as it gave them a chance to speak out their mind to the audience.

4.16.6 Activity: Types of Interview Questions:

The teacher-researcher thought that activities related to various types of interviews would be fit to the students to develop their speaking skills. In the first activity the teacher-researcher wrote on the black board some of the questions that were commonly asked during the interviews. The teacher-researcher had explained what the students were to do with questions and he asked one of the students to come to the front and asked him to enact the part of the interviewer and he would do the role of the interviewee. The students had to witness the mock interview enacted by the researcher and a student. Then after watching it the students should occupy the front stage in pairs to do the same.

Student: Tell me about a significant achievement in your life.

Researcher: I’ve got a gold medal in my M.Phil at Annamalai University.
Student: What prompted you to study Environmental science?

Researcher: The modern necessity that compels everyone is to be aware of it.

The teacher-researcher decided to change the roles so that the student could speak out his mind and the student now played the role of the interviewer and the researcher the role of the interviewee. The researcher carefully selected questions that would arouse some individual response from the student.

The interviewee (Researcher): What are your short term and long term goals?

The interviewer (Student): I want to become a scientist in NASA.

The interviewee (Researcher): Where do you see yourself in five years time?

The interviewer (Student): Certainly in NASA, the United States of America.

Then the teacher-researcher divided the class of fifty into ten groups and named them with the names of the great leaders of the world. For instance, the first group was named after Nehru, the second one after Gandhi and so on. The instructions were given to them and as per the instructions one from the called group should come forward to take up the position of the interviewer and the next from another group should play the role of the interviewee. The call would be made in rotation and everyone from all the ten groups would have to participate and thus it would give a great opportunity for the remaining students to witness a lot of model interviews. As a result they could spare well in the interviews that they would attend in real life. It gave them a chance to shed inhibitions, nervousness and complex.
The teacher-researcher prepared set of questions that were to be asked by the interviewee and the answer was to be thought of by the student himself. The activities done by the students were based on the real interview situations.

4.17. **The Importance of Proper Pronunciation in English Communication:**

In the developed countries like the USA, England, Australia and New Zealand and other western countries the most widespread spoken language is English. There English is not spoken in a similar way and a huge dissimilarity is there in the pronunciation. To speak English everyone should be familiar with the symbols of the English consonant and vowel sounds. If one gets familiar with the symbols, then one can easily read the Phonetic Script. Perception of the consonant and vowel sounds will enable him to understand the correct pronunciation of the words in English used in the formal and casual activities of international life. One can recognize the rare and the most difficult of the English terms and their accent.

To have a general pronunciation the R.P., (Received Pronunciation) is the best. The B.B.C (British Broadcasting Corporation) the official news station of England follows the R.P. India does not follow R.P. because Indians are unfamiliar with R.P. But today world expects the style of pronouncing in the manner of R.P. from the professionals and the students everywhere. Daniel Jones, A.C. Gimson and Balasubramanian of Tamil Nadu, India describe this R.P. well and in an easy way.

The Pronunciation of Standard English in America and American phonology are extremely difficult. For example, the same symbol to indicate the \( a \)-sound in *cab* and the \( a \)-sound in *bad*, and it is true that they differ very much and everyone
knows it very well. The \textit{a}-sound is totally different from the ‘\textit{a}’ of \textit{father} and the ‘\textit{a}’ of \textit{bad}. It is used before a nasal followed by a voiceless stop or continuant, as in \textit{grass, half, laugh, and path}. This compromise \textit{a}-sound is the same that occurs in \textit{heart, star, large}. The usual sound of /\textit{a}/ in \textit{heart} is far nearer to that of /\textit{a}/ in \textit{father}. Received Pronunciation was always used by the BBC. English people are very much conscious of listening to and speaking Received Pronunciation. Those who followed the RP thought that it was a proud and pleasure for them to adhere to it.

\textbf{4.18. English Pronunciation:}

The definition for the word phonetics is very simple. It is the study and science of speech sounds. It is further defined as the study of how these sounds are produced and how the sounds are assigned various signs or symbols.

First of all our upper and lower lips help to produce sounds. Teeth also tend to be the important organ in the production of sound and the varying of sound. The part that is convex in appearance and just behind the teeth is also an important organ of speech. Both the hard palate and the soft palate which are in the top roof of the mouth and just behind the hard palate in the mouth respectively play important part in pronunciation.

Uvula Epiglottis, the vocal cords or the vocal lips and pharynx are organs of speech in the production of sound in any language. Tongue helps in the sound production and the blade of the tongue, front part of the tongue and back of the tongue we usually use.
### 4.19. Description of Consonants:

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Place</th>
<th>Consonants</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>Bilabial</td>
<td>/f/</td>
<td>Labio-dental</td>
</tr>
<tr>
<td>/b/</td>
<td>Bilabial</td>
<td>/v/</td>
<td>Labio-dental</td>
</tr>
<tr>
<td>/t/</td>
<td>Tip-alveolar</td>
<td>/θ/</td>
<td>Tip-dental</td>
</tr>
<tr>
<td>/d/</td>
<td>Tip-alveolar</td>
<td>/ɹ/</td>
<td>Tip-dental</td>
</tr>
<tr>
<td>/k/</td>
<td>Back-velar</td>
<td>/s/</td>
<td>Blade-alveolar</td>
</tr>
<tr>
<td>/g/</td>
<td>Back-velar</td>
<td>/z/</td>
<td>Blade-alveolar</td>
</tr>
<tr>
<td>/ɫʃ/</td>
<td>Blade/front –palato-alveolar</td>
<td>/ʃ/</td>
<td>Blade/front –palato-alveolar</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>Blade/front –palato-alveolar</td>
<td>/ʒ/</td>
<td>Blade/front–palato-alveolar</td>
</tr>
<tr>
<td>/m/</td>
<td>Bilabial</td>
<td>/h/</td>
<td>Glottal</td>
</tr>
<tr>
<td>/n/</td>
<td>Tip-alveolar</td>
<td>/l/</td>
<td>Tip-alveolar</td>
</tr>
<tr>
<td>/ɡ/</td>
<td>Back-velar</td>
<td>/ɾ/</td>
<td>Blade-postal velar</td>
</tr>
<tr>
<td>/ɬ/</td>
<td>Labio-dental</td>
<td>/w/</td>
<td>Bilabial back-velar</td>
</tr>
<tr>
<td>/v/</td>
<td>Labio-dental</td>
<td>/j/</td>
<td>Front-palatal</td>
</tr>
<tr>
<td>/θ/</td>
<td>Tip-dental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ɹ/</td>
<td>Tip-dental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The familiarity of these symbols or the signs will make anyone to acquire a correct pronunciation of English language. The knowledge of phonetics will enable one to acquire a correct pronunciation. English alphabet contains 26 letters (a-z) but
it contains as much 44 sounds. It is the reason why students find it difficult to select the right sound for the letter they want to use. In English the words with different spellings such as comb, zoom, choose, June use the vowel sound. To avoid confusion we use English Phonetic Alphabet. It helps the students to use the symbols for various letters to arrive at the correct pronunciation. The main dictionaries in English such as The Oxford Advanced Learners Dictionary and The English Pronouncing Dictionary by Daniel Jones contain the usage of these symbols of Phonetic Alphabet.

4.19. Research on Consonants:

The teacher-researcher came to find out that when two consonants occur together at a syllable boundary and when they belong to different syllables, they have nearly the same sonority values. This is illustrated in the sentence “Ramu sang using Sunil’s drum.”. Although the boundary between the fourth and fifth syllables clearly occurs between the final /s/ in “Sunil’s” and the initial /d/ in "drum," it is impossible to determine where the /s/ ends and the /d/ begins. The /t/ and the /s/ from the word “Sunil's” and the closure portion of the /d/ are all represented by the same stretch of baseline between the fourth and fifth syllables. Nor can the syllable boundary be determined from the pitch display. Normally the voicing of the /d/ in the word 'drum” begins during the closure phase of the stop, voicing is completely absent during this stage probably due to the assimilation of the /d/ to the voicelessness of the previous /s/. The trouble in deciding syllable boundaries is related to ambisyllabicity.

We can point out many words containing consonants whose syllable membership is divided between two syllables. Some examples of such consonants are the /n/ in “honest” and the /t/ in petrol. However, the teacher might feel that such
distinctions are too fine for his/her purposes and may elect to measure, for example, only the portion of the second syllable in "petrol" beginning with the release of the /t/.

According to International Phonetic Association and English Pronouncing Dictionary by Daniel Jones the following are the symbols for the English vowel sounds.

### 4.19.1. Symbols and Vowel sounds:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Symbol</th>
<th>English word</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/æ/</td>
<td>fat</td>
<td>/fæt/</td>
</tr>
<tr>
<td>2.</td>
<td>/a:/</td>
<td>farm</td>
<td>/fa:m/</td>
</tr>
<tr>
<td>3.</td>
<td>/e/</td>
<td>fed</td>
<td>/fed/</td>
</tr>
<tr>
<td>4.</td>
<td>/ə/</td>
<td>father</td>
<td>/fa:ðə/</td>
</tr>
<tr>
<td>5.</td>
<td>/ɔ:/</td>
<td>bird</td>
<td>/b ɔː d/</td>
</tr>
<tr>
<td>6.</td>
<td>/i:/</td>
<td>fit</td>
<td>/f it/</td>
</tr>
<tr>
<td>7.</td>
<td>/iː/</td>
<td>feet</td>
<td>/fiːt/</td>
</tr>
<tr>
<td>8.</td>
<td>/ə/</td>
<td>on</td>
<td>/ən/</td>
</tr>
<tr>
<td>9.</td>
<td>/ɔː/</td>
<td>fall</td>
<td>/fɔː l/</td>
</tr>
<tr>
<td>10.</td>
<td>/u/</td>
<td>full</td>
<td>/ful/</td>
</tr>
<tr>
<td>11.</td>
<td>/uː/</td>
<td>fool</td>
<td>/fuː l/</td>
</tr>
<tr>
<td>12.</td>
<td>/ʌ/</td>
<td>fund</td>
<td>/fʌ nd/</td>
</tr>
</tbody>
</table>

### 4.19.2. English Diphthongs and symbols:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Symbol</th>
<th>English word</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>/ai/</td>
<td>find</td>
<td>/faɪnd/</td>
</tr>
<tr>
<td>14.</td>
<td>/au/</td>
<td>foul</td>
<td>/faʊl/</td>
</tr>
<tr>
<td>15.</td>
<td>/ði/</td>
<td>foil</td>
<td>/fɔɪl/</td>
</tr>
<tr>
<td>16.</td>
<td>/ei/</td>
<td>fail</td>
<td>/feɪl/</td>
</tr>
<tr>
<td>17.</td>
<td>/iə/</td>
<td>fear</td>
<td>/fiə l/</td>
</tr>
<tr>
<td>18.</td>
<td>/ou/</td>
<td>go</td>
<td>/gou/</td>
</tr>
<tr>
<td>19.</td>
<td>/ɛə/</td>
<td>fair</td>
<td>/fɛə l/</td>
</tr>
<tr>
<td>20.</td>
<td>/uə/</td>
<td>poor</td>
<td>/puə l/</td>
</tr>
</tbody>
</table>
4.19.3. English Consonants and their symbols:

There is obstruction when the consonants are formed. The speech organs cause these obstructions and the vocal cards vibrate during the production of these sounds. The place of obstruction, the nature of obstruction and the position of the vocal cords classify the consonants into many groups. Bi-labial, Labio-dental, Dental, Alveolar, Palato- alveolar, velar, Palatal and glottal are the different names given to the consonants because of the obstruction in the place.

Sl.No. | Symbol | English word | Phonetic Transcription |
--- | --- | --- | --- |
1. | /p/ | pen | /pen/ |
2. | /b/ | bet | /bet/ |
3. | /t/ | ten | /ten/ |
4. | /d/ | day | /dei/ |
5. | /k/ | come | /kʌm/ |
6. | /g/ | get | /get/ |
7. | /f/ | fill | /fil/ |
8. | /v/ | very | /veri/ |
9. | /θ/ | thin | /θin/ |
10. | /ð/ | then | /ðen/ |
11. | /s/ | sell | /sel/ |
12. | /z/ | zeal | /zi:l/ |
13. | /ʃ/ | show | /ʃəʊ/ |
14. | /Z/ | measure | /meZә/ |
15. | /tʃ/ | teacher | /ti:tʃә/ |
16. | /dZ/ | judge | /dZә/ |
17. | /m/ | meal | /mi:l/ |
18. | /n/ | nib | /nib/ |
19. | /ŋ/ | sing | /siŋ/ |
20. | /l/ | like | /laik/ |
21. | /r/ | rib | /rib/ |
22. | /h/ | hip | /hip/ |
23. | /w/ | wait | /weit/ |
24. | /j/ | yes | /jes/ |
The students should take care in learning the symbols and the sounds they represent. The important points to be noted down during the study of English phonetic symbols and their respective phonetic symbols are as follows.

1. The symbols with (colon) in the following such as /i:/ /u:/ /a:/ /ɪː:/ and /ə:/ indicate that they are long vowels having long sounds. When we produce the sounds of these vowels we go on producing the sound quite for a long duration of time.

Examples:

- see /si:/
- fees /fiːz/
- neat /niːt/
- mood /muːd/
- food /fuːd/

2. In the case of ‘r’ we should note down that it is pronounced when it is followed by a vowel sound and when it is not followed by a vowel sound or in the case it is followed by consonant sound the final ‘r’ sound is silent or dropped.

Examples:

- brother and sister /brəðə ɹ ənd sistə /
- four in the bag /foʊr in ɹ ˈbæɡ /
- here in the room /hɪər in ɹ ˈruːm /

3. In the case of the diphthongs two letters represent them and they differ from the pure vowels in this case.

Examples:

- five /faɪv/
- right /raɪt/
- night /naɪt/
- foul /faʊl/
4.19.4. Vowels:

Vowels and consonants are two classes of sounds.

A vowel is a voiced sound and when it is produced there is no block or obstruction of the air passage. English vowels are 12 and diphthongs are 8 in number.

Vowels and characteristics:

- **All 12 English vowels are voiced and when they are produced the vocal cords vibrate fast.**
- **When they are produced there is no block or obstruction in the air passage.**
- **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.
- **Vowels are classified into long and short vowels.**


Short vowels: sit / sɪt / good / gʊd / i / u / are short vowels.

Vowels, words and their phonetic transcription are as follows.

1. / æ /  
   - pan / pæn /  
   - sad / sæd /  
   - mat / mæt /  
   - bat / bæt /  
   - cat / kæt /  
   - pat / pæt /  
   - mad / mæd /  
   - sat / sæt /  
   - bag / bæɡ /  
   - rat / ræt /  
   - man / mæn /  
   - fat / fæt /  
   - lad / læd /  
   - trap / træp /
2. / a:/
far / fa:/
ask /a:sk /
pass / pa:s /

aunt / a:nt /
farm / fa:m /
park / pa:k /

art / a:t /
hard / ha:d /
heart / ha:t /
task / ta:sk /
clerk / kla:k /

grant / gra:nt /
can’t / ka:nt /
half / ha:f /

3. / e/
head / hed /
led / led /
bet / bet /
red / red /
et / net /
tell / tel /
bell / bel /
men / men /
pen / pen /
help / help /
let / let /
mend / mend /

4. / ð /
admit / ðemit /
sofa / soufð /
teacher / tı:ʃ ð /
center / sentð /
success / səkəs/
attend / ðətend /
lemon / lemən /
appeal / æpi:l /
madam / mædəm /
the man / ðə mɛn /
miracle / mɪrəkl /
agree / ægriː /
about / æbɔt /
part / pɑrt /

5. /ə:
bird / bə:d /
work / wə:k /
pyres / pə:s /
earn / ə:n /
learn / lə:n /
curb / kə:b /
term / tə:m /
her / hə:/
certain / sə:tn /
burn / b ə:n /
mirth / məθ /
pearl / pərl /
girl / ɡə:l /
nerve / nə:v /
were / wə:/

6 / i /
pit / pit /
sit / sit /
kith / kɪθ /
pin / pin /
lit / lit /
with / wiθ /
mill / mil /
fill / fil /
will / wɪl /
bid / bid /
kid / kid /
trick / trɪk /
zip / zip /
nib / nɪb /
women / wɪmən /

7. / i: /
key / ki:/
tree / trɪː /
see / sɪː /
beat / bi:t /
keep / ki:p /
eat / ɛ:t /
ave / i: v /
heap / hɪp /
lead / lɛd /
sleep / slɪp /
feel / fiːl /
zeal / zɪːl /
dream / driːm /
bled / blɪd /
keen / kɪn /

8. /ɔ:/
mock / məʊk /
box / bɔks /
dog / dɒg /
mop / məʊp /
cost / kɔst /
shop / ʃɔp /
top / tɔp /
shot / ʃɔt /
watch / wɔtʃ /
hot / hɔt /
not / nɔt /
stop / stɔp /

pot / pɔt /
cross / krɔs /
clock / klɔk /

9. /ɔ: /
ought / ɔ:ʃ /
short / ʃɔ:t /
all / ɔ:1 /
halt / hɔlt /

ball / bɔ:1 /
lord / lɔ:d /
sport / spɔ:t /
four / fɔ:1 /
form / fɔ:m /
saw / sɔ: /
talk / tɔ:kl /
warn / wɔ:n /
fawn / fɔn /
10. /u/  
- put / put /  could / kud /  look / luk /  
- would / wud /  wolf / wulf /  book / buk /  
- cooked / kusk /  full / ful /  pull / pul /  
- good / gud /  foot / fut /  wood / wud /  
- bull / bul /  stood / stud /  woollen / wuln /  

11. /u:/  
- whom / hu:m /  fruit / fru:t /  mood / mu:d /  
- moon / mu:n /  soon / su:n /  fool / fu:l /  
- blue / blu: /  root / ru:t /  drew / dru:/ /  
- truth / tru: /  proof / pru:f /  you / ju:/ /  
- boot / bu:t /  shoot / u:t /  soup / su:p /  

12. /ʌ/  
- truck / trʌk /  mug / mʌg /  love / lʌv /  
- shut / ʃʌt /  luck / lʌk /  dull / dʌl /  
- nut / nʌt /  won / wʌn /  one / ʌn /  
- must / mʌst /  flood / flʌd /  cut / kʌt /  
- bust / bʌst /  does / dʌz /  cup / kʌp /  

4.19.5. English Diphthongs:

When some vowels are produced the tongue moves from one position to another and the beginning sound changes at the end. Such vowels are called diphthongs in English.

1. /ai/  
- try / trai /  buy / bai /  mine / main /  
- mike / maik /  mind / maind /  wind / waind /  
- side / said /  cry / krai /  ripe / raip /  
- fight / fait /  right / rait /  time / taim /  
- five / faiv /  nice / nais /  mime / maim /  

2. /au/  
- foul / faul /  how / hau /  now / nau /  
- town / taun /  doubt / daun /  out / aut /  
- crowd / kraud /  plough / plau /  sound / saund /  
- found / faund /  mouse / maus /  loud / laud /  
- cow / kau /  frown / fraun /  mound / maund /  

3. /ɔi/  
- toil / tôil /  foil / fɔil /  soil / sɔil /  
- loyal / lɔil /  noise / nɔiz /  destroy / distrɔi /  
- coin / kɔɪn /  point / pɔint /  coy / kɔi /  
- boy / bɔi /  boil / bɔil /  voice / vɔis /  
- hoist / hɔist /  toy / tɔi /  moist / mɔist /
4. /ei/ paid / peid/ made / meid/ say / sei/ table / teibl/ paper / peip/ race / reis/ day / dei/ may / mei/ great / greit/ trader / treid/ brake / break/ maid / meid/ 

5. /i/ hear / hi/ mere / mi/ dear / di/ real / ri/ near / ni/ beard / bi/ clear / kli/ cheer / tji/ beer / bi/ serial / si ri/ fear / fi/ sheer / Ji/ gear / gi/ queer / kwi/ here / hi/ 


4.20. How to develop one’s Pronunciation:

The teacher to make his teaching of pronunciation can now and then use certain techniques or games associated with pronunciation. Later the students will be asked to do the same activity among them. Such techniques and games which are considered helpers to strengthen the pronunciation are the sought after now a day.
The teacher can teach about some words which have the phonetic symbol and the same sound and the beginning sound may vary.

- Mow /m ð u/ and sow /s ð u/
- Burn /b ð n/ and turn /t ð n/
- There /d ð / and air /Æ ð /
- Come /k ^ m/ and some /s ^ m/
- Take /teik/ and make /meik/

The teacher can ask the students to speak some sentences in order to identify how the sounds differ even though the same spelling is used and we call them in English tongue twisters.

- Betty bought some bitter butter and she bought some better butter to make the bitter butter better butter.
- Show a shopper’s shopping shop.
- She sells sea shells along the sea shore.
- A big bang blocked the bank.
- A proper copper coffee pot.

The teacher can use homophones (same sounds but different spellings) to practise with English pronunciation. Here are some homophones.

- hand – canned
- rose- nose
- air- hair
- run- done
- cast- passed
- flu-clue
- wait- mate
- one- won
- be- bee
4.21. Intonation and Stress in Pronunciation:

The speakers of English know well that intonation in speech helps others to understand what the others express and the idea goes with the words. The way we speak giving stress and sound stress is intonation. Everyone should know intonation in order to communicate well. The words pronounced incorrect can create lot of misunderstandings and confusions and the real purpose is denied. The degree of force with which a word or its syllables is spoken, is called stress. In communication stress is very much important because all the syllables are not equally stressed. So every student is to know which part of the word is to be stressed. The teacher is to make the students understand the syllable stress and the word stress in his speech. Syllables many in number in a word are stressed differently. This may change the meaning of the spoken sentence or the intention of the speaker.

‘He is my brother. (This sentence means not the other)

He ‘is my brother. (It means the listener not to deny)

He is ‘my brother. (It means not other’s)

4.22. Stress patterns:

a. The following words are stressed in the beginning or the first syllable is stressed.

- ‘doctor
- ‘useful
- ‘bed
- ‘deaf
b. The following words we stress the second syllable.

- a’gree
- be’cause
- mis’take
- a’ccount
- be’long

c. The following words have stress on both the syllables.

- ‘pre’pare
- ‘six’ty
- ‘on’going
- ‘up’coming

d. The nouns have stress in the first syllable and the verbs have stress in the second syllable.

- ‘practice- prac’tise
- ‘conduct- con’duct
- ‘reward- re’ward
- ‘rebel- re’bel
- ‘account- a’ccount
- ‘record- re’cord

e. Words with weak prefixes are stressed on the root.

- ac’cess
- ad’mit
- be’cause
- re’cite
f. The following suffixes in words such as “–ic, -ical, -ically” will precede stress.

- eco’nomical
- ‘comical
- inten’tionally
- systema’tically
- ‘ethical

g. Words ending with “tion” have been stressed on the second syllable form the end.

- ‘station
- ‘ration
- ‘caution
- imagi’nation
- calcu’lation

e. The compound noun has only a single stress and it is in the beginning.

- ‘nightmare
- ‘birthday
- ‘schoolmaster
- ‘headmaster
- ‘thunderstruck

The three important things are to be remembered by the communicator a. understand the speech, b. remember what is to be spoken, and c. timely reply is needed. The speaker has to understand the reason why he is presenting a speech. He is to present the message briefly and clearly. He should never indulge in the way of dilly dallying. The speaker has to remember that making his message reach or
understood is the very important thing. He is to ask himself the following questions before he conveys his speech.

1) **Who is going to be his listener?**

2) **What is he going to convey?**

3) **How well can he convey?**

4) **When is he going to speak or how much time is he going to take?**

5) **Has he understood the purpose?**

6) **Why is he going to convey?**

The speaker is to know to whom he is going to speak and he is to know well in advance what the interests of the listener are and what they are both going to communicate with one another. The speaker should wait for the right moment to convey his message for an effective understanding by the opponent. He is to be sure whether he has successfully communicated what he has in his mind. Then he is to know the method how to convey his message. To make his speech attractive the speaker has to be very careful in the choice of words and non verbal clues. He has to know the capacity of the listener. His beginning of the speech, the message conveyed and the end of the speech are all equal importance. Lastly the speaker should compel the listener to listen to his speech by his way of uttering. The researcher introduced activities to develop the right usage of the pronunciation among his students. He after teaching the importance of pronunciation, the various ways in which the consonants, the vowels, and the diphthongs in words or phrases had to be pronounced, conducted various activities either individual or as group works.
4.23. **Activity: (Individual activity) Finding the Homophones:**

The teacher-researcher would read the words with their correct pronunciation before the students. The procedure and the way how the activity was to be played had already been explained to them.

The teacher-researcher would divide the select 50 students into ten groups containing five students in each group. Then the teacher-researcher would pronounce the root word first two times and then he would pronounce three words among which only one word would contain the same sound of the root word. The students would have to listen to the sound of the root words and identify the vowel sound and retain the sound in mind. They had to wait for the teacher to pronounce the three words. Immediately after the teacher completed his uttering of the words he would ask one of the students from Group A to answer the first question. If the student answered correctly, as a prize, he would ask the student to come to the front stage and give him the chance to read the next root word and other words before the students. This would give the students a great boost and interest and finally the result would be an excellent one.

**Activity: Locate the apt word that matches the sound:**

1. go: \(\text{(shop, song, soap)}\)
2. now: \(\text{(not, mouse, boy)}\)
3. tie: \(\text{(my, did, this)}\)
4. swam: \(\text{(rain, same, stand)}\)
5. good: \(\text{(would, food, mood)}\)
6. come: \(\text{(balk, fun, pass)}\)
7. tin: (ship, vine, bail)
8. cup: (launch, rough, put)
9. ton: (put, cut, pot)
10. rat: (hawk, lake, take)
11. book: (luck, could, caught)
12. deep: (fear, weak, view)
13. made: (was, man, day)
14. soon: (tuck, sung, tune)
15. lend: (bead, guess, few)

This activity would consume more than twenty minutes and the teacher-researcher would ask every one of the students to come prepared on the next day with a minimum of one root word and three other words. He would ask some ten students daily to come to the front to ask the students their questions. This would enable his students to understand more words.

4.23.1 Activity: Look and Pick

The teacher-researcher told the students that this activity was also another individual or a group type activity. The words given bold are the list of words for the students to find out the sound of each word and to make the identical sounds in a group.

<table>
<thead>
<tr>
<th>moon</th>
<th>book</th>
<th>blue</th>
<th>ought</th>
<th>eve</th>
<th>fool</th>
</tr>
</thead>
<tbody>
<tr>
<td>root</td>
<td>pull</td>
<td>doubt</td>
<td>dull</td>
<td>one</td>
<td>soon</td>
</tr>
<tr>
<td>shut</td>
<td>luck</td>
<td>nut</td>
<td>won</td>
<td>would</td>
<td>wolf</td>
</tr>
<tr>
<td>cook</td>
<td>drew</td>
<td>full</td>
<td>town</td>
<td>heap</td>
<td>short</td>
</tr>
<tr>
<td>mop</td>
<td>cost</td>
<td>halt</td>
<td>law</td>
<td>call</td>
<td>shop</td>
</tr>
<tr>
<td>top</td>
<td>shot</td>
<td>watch</td>
<td>hot</td>
<td>beat</td>
<td>keep</td>
</tr>
<tr>
<td>eat</td>
<td>lead</td>
<td>pin</td>
<td>lit</td>
<td>pen</td>
<td>with</td>
</tr>
<tr>
<td>bell</td>
<td>not</td>
<td>mill</td>
<td>fill</td>
<td>will</td>
<td>bird</td>
</tr>
</tbody>
</table>
The teacher-researcher divided the select 50 students into ten groups containing five students in each group. Then the teacher-researcher would pronounce some fifteen words from the above list of words and the students had to note down the words in their note books. He asked every one in each group to represent the group to occupy the front stage. The teacher-researcher asked the students to sit in groups to discuss among themselves in order to find out the words containing the same sounds. All the ten groups had to spend a minimum of 10 minutes to identify the similar sound words and they had to note down the sounds. They were asked by the teacher-researcher to come to the black board to write down the words which had similar sounds. The students had to pronounce the sound of the word and write down what vowel sound was similar in the words.

4.23.2 Activity: Vowel Sounds and associating them:

The teacher-researcher introduced this activity by a word on the black board and then another word that had similarity or association with the former. He then asked the students to come up with a word that had similarity in sound. The teacher-researcher wrote for example ‘bird’ and he asked students to think of the words those had association with it. He wrote the word ‘work’ on the black board beside the original word. Then he explained the association between the two words written by pointing out that both had the vowel sound /əː/. Then the students understood the method. He continued the word and sound association activity asking students to think first and then come to the black board to write it. When a student wrote a correct word he asked him to pronounce the word and after every correct pronunciation the student was congratulated. Then he wrote another new word that
had entirely a different sound and ask the student to write a word sounded alike in vowel. He repeated this until he got twenty students write the words. In this manner, the students could understand the sound of 40 words in thirty minutes.

4.24. Post Study:

The study has revealed a fairly clear picture of the problems of students struggling to come to terms with a new situation that of the foreign language subject matter classroom. The findings have implications for English teachers. English teachers have an important and crucial role in assisting students surmounting their difficulties in expressing their minds through words and in interactions. This help can take the form of developing the students’ speaking communicative strategies in the following ways:

The teachers should prepare their students for various activities other than the subject teaching in the content subject classroom by impressing upon them the importance of communication skills. They have to teach them how to ask and respond to questions, how to interrupt the flow of speech in a lecture to ask for clarification or how to let the lecturer know if they do not understand something. The teacher should understand that this could be easily done through role-play. Students may be trained to listen and react in terms of words for a purpose to help them overcome feeling of dumbness. They can be trained in selecting important information that can enable them to exhibit their aural and oral capacity. The teacher has to provide lot of extensive speaking exercises and activities.
The teacher-researcher wanted to find out whether the select group of 50 students attained the necessary mastery over the speaking skills. He conducted a survey and discussed on this matter with his students after distributing a questionnaire (Page No. 253). Students are asked to express their willingness of the choices simply selecting either ‘yes’ or ‘no’. The teacher-researcher selected 20 of the same questions from the questionnaire that he used in his pilot study leaving out the others.

4.24.1. Questionnaire:

Q: *Are the subjects taught in English?*
A: Yes most of the classes (Not, at all)

Q: *Do you interact with the class teacher?*
A: Yes, now and then (Not, at all)

Q: *Do you interact with the students?*
A: Sometimes in English (Only in the mother tongue)

Q: *Do you utilize the language outside the class?*
A: Yes (Do not understand)

Q: *Is the teaching understandable?*
A: Yes (Not fully)

Q: *Could you identify the words spoken by the teacher?*
A: Mostly (Partial understanding)

Q: *Would you feel disappointed in the English classes?*
A: Not now (Some times in the beginning of the course)

Q: *Are you interested in English?*
A: Yes 100% (No from 75% of students - 25% yes)
Q: Do you ask doubts?
A: Yes (Feel panicky)

Q: Do you come forward to answer other’s question?
A: Yes (Never)

Q: Is your grammar portion difficult?
A: NO (Certainly)

Q: Do you know language laboratory?
A: Yes (Not at all)

Q: Do you listen to the radio?
A: Listen to English news (Yes, to listen to songs in mother tongue)

Q: Do you talk with your classmates?
A: Yes in English (Yes, in mother tongue)

Q: Do you feel that skills in English interest you?
A: Yes (Yet to know)

Q: Do you listen to the radio?
A: Yes, English news (Yes, to listen to songs in mother tongue)

Q: Do you talk with your classmates?
A: Yes in English (Yes, in mother tongue.)

Q: Do you spend minimum of one hour to develop your speaking at home?
A: Yes (Do not have the practice)

Q: Do you feel that skills in English interest you?
A: Yes (Yet to know)

Q: Do you see English movies?
A: Yes (Yes, not quite often)
The questionnaire was distributed among the students and the responses were received. It is overwhelming to notice that almost all the students could understand each of the questions and their answers for them were remarkably positive. The earlier pilot study findings and answers of the students were given in brackets.

The students as per the Chart II and the feedback Annexure III now contended that English was not allergic and boring but they developed interest. The students revealed that they went to see English movies and understand the conversation going on between the characters. They felt that they had developed the habit of speaking with others in English understandable to others. This was possible only after attending the English classes by the teacher-researcher and because of the advice they had from the teacher/researcher. Finally, all the students came with a single voice that they were fully enjoying the language hours particularly for the various skills developed. *English Spoken Skills: (All for “Yes” except for one (question no. 11) that it was also expressing the positive answer)*
CHART II Post Research Study Spoken Skills

Post Study Analysis

- Male Students
- Female Students

14 (Fourteen)

36 (Thirty six)
4.25. Sum up:

To sum-up the part of this thesis, it is quite reliable and popular that developing speaking skills among the tertiary students occupies the prime part and it is the duty of every teacher handling English to see that his students has acquired the skill to the satisfactory level.

A reserved attitude in oral communication does not necessarily indicate the speaker’s lack of motivation or inability to communicate in a target language. Even those who are not willing to participate in face-to-face interaction can participate actively. The effect of task-based strategy instruction was evident in oral face-to-face discussion. This indicates that there are strategies specific to face-to-face oral discussions which need to be emphasized and practiced if students are to gain confidence in this kind of interaction.

A review of the available literature seems to indicate that those who develop good speaking skills tend to use a wide variety of strategies. However, it seems to be not so much the number of strategies, but the selection and combination of them which is vital in the development of second language oral proficiency. The successful English learners in this study showed that, although their strategy use was not identical, there were several strategies which they both employed. They both prepared for oral encounters in advance. They asked questions and exposed themselves regularly to spoken English (for instance, songs). They also made a
conscious effort to actively engage in real oral communication by interacting in the target language, and they monitored and evaluated their own learning.

A salient characteristic of good language learners is active participation in and contribution to their own learning. Since the ability to speak well in a target language is an important goal for many learners, perhaps an important role for teachers may be to find ways to provide support (especially for more reserved students) so that learners have the motivation to practice, and the confidence to face interactive opportunities free of the anxiety which might otherwise inhibit their endeavors.

Students in three years’ of stay in the tertiary institution should have engaged themselves in developing better English speaking skills. As the most important necessity of the present day is improving the speaking skills and it will help students communicate more easily and effectively than others. Students have to indulge in any practice as it is good to them to develop speaking skills. They have to practise whenever they can and where ever they are. They should feel enthused to have conversation to any one whether they are native speakers or persons who speak good English. Students should feel that they have known as much number of English words to indulge in conversation. They have to use words and phrases that they know in strange situations. If chance permits them they have to search for native speakers or good English speakers to speak to them because they will correct them in many ways and it may give them chances to use English on many occasions. Students should never think that they are bad in grammar and the teachers, if they speak to them; they will correct their mistake whenever there is one. Students have to
understand that speech alone is the media of conversation. Sometimes, the movement 
of the other person or the gesture can transmit many meanings.

The researcher observed that students are above all looking for interaction. Rivers’ proposals are useful as a general background. Last but not the least, every student should have in mind the idea that every one speaks to communicate, convey or transfer what he has in him. They can speak in a steady phase as the speedy talk leads nothing but to confusion and misunderstanding. Students can in the long running of conversation come to speak in a relaxed manner at a normal speed. It enables them to develop the necessary speaking skills and pronunciation skills automatically.