# Table of Contents

Acknowledgement i  
List of Abbreviations iii  
List of Figures v  
List of Tables vii

Chapter 1  Introduction
  1.1 Aim and Scope 1  
  1.2 Method Adopted 3  
  1.3 Plan of Study 3

Chapter 2  Theoretical Framework of Oral Fluency
  2.1 Introduction 7  
  2.2 An Overview on the Concept of Fluency 7  
  2.3 Place of Fluency in Language Teaching Methods 8  
  2.4 Definitions and Approaches to Oral Fluency 9  
  2.5 Measures of Fluency 20  
  2.6 Factors Affecting Fluency 22  
  2.7 Challenges Involved in Making Fluent English Speech 23  
  2.8 Literature Review 29  
  2.9 Conclusion 38

Chapter 3  Methodology, Results and Analysis
  3.1 Introduction 41  
  3.2 Research Methodology 41  
    3.2.1 Development of Questionnaire 41  
    3.2.2 Selecting the Respondents 42  
    3.2.3 Developing the Consent Letter 43  
    3.2.4 Piloting the Questionnaire 43  
    3.2.5 Data Collection 43  
    3.2.6 Data Analysis 43  
      3.2.6.1 Analysis of the First Section of the Questionnaire (Section A) 44  
      3.2.6.2 Analysis of the Second Section of the Questionnaire (Section B) 51  
      3.2.6.3 Correlation between Fluency and Other Subskills 65  
      3.2.6.4 Analysis of the Third Section of the Questionnaire (Section C) 66
3.2.6.5 Analysis of the Fourth Section of the Questionnaire (Section D) 71
3.2.6.6 Correlation between Fluency and Affective Variables 79
3.2.6.7 Analysis of the Fifth Section of the Questionnaire (Section E) 80

3.3 Conclusion 85

Chapter 4 Strategies to Develop Oral Fluency

4.1 Introduction 87

4.2 Teaching Theoretical Perspectives of Phonetics 87
  4.2.1 The Organs of Speech 88
  4.2.2 Air Stream Mechanism 89
  4.2.3 Speech Sounds in English 89
    4.2.3.1 Consonants 89
      4.2.3.1.1 Phonation 90
      4.2.3.1.2 Places of Articulation 90
      4.2.3.1.3 Manner of Articulation 92
      4.2.3.1.4 Degree of Stricture 93
      4.2.3.1.5 Different Manners of Articulation 93
    4.2.3.2 Vowels 96
      4.2.3.2.1 Height of the tongue 96
      4.2.3.2.2 Part of the tongue 96
      4.2.3.2.3 Lip position 97
    4.2.3.3 Diphthongs 97
    4.2.3.4 Triphthongs 98
    4.2.3.5 The Vowel Quadrilateral 99
  4.2.4 Syllable 100
  4.2.5 Stress 102
    4.2.5.1 Word Stress 103
    4.2.5.2 Sentence Stress 107
  4.2.6 Rhythm 108
  4.2.7 Intonation 108
    4.2.7.1 Functions of Intonation 109
  4.3 Teaching Phonological Processes 111
    4.3.1 Assimilation 111
      4.3.1.1 Types of Assimilation 111
Chapter 5  Designing Activities

5.1 Introduction  137
5.2 Task-Based Language Teaching  137
5.3 Definitions and Characteristics of Tasks  140
5.4 Planning for Tasks  142
5.5 Components of a Task  143
5.6 Gradation of Tasks  147
   5.6.1 Specification on Graded Activity  150
5.7 Types of Activities  152
5.8 Guided Activities  154
   5.8.1 Level: Beginner's  155
      5.8.1.1 Activity 1  155
      5.8.1.2 Activity 2  156
      5.8.1.3 Activity 3  160
Chapter 6

Conclusion

6.1 Introduction
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Overview of the Study</td>
<td>197</td>
</tr>
<tr>
<td>6.3 Findings of the Study</td>
<td>198</td>
</tr>
<tr>
<td>6.4 Limitations</td>
<td>200</td>
</tr>
<tr>
<td>6.5 Implications of the Findings</td>
<td>200</td>
</tr>
<tr>
<td>6.6 Suggestions for Future Research</td>
<td>201</td>
</tr>
<tr>
<td>6.7 Summing Up</td>
<td>202</td>
</tr>
<tr>
<td>Appendix-A</td>
<td>203</td>
</tr>
<tr>
<td>Appendix-B</td>
<td>205</td>
</tr>
<tr>
<td>Appendix-C</td>
<td>207</td>
</tr>
<tr>
<td>Appendix-D</td>
<td>209</td>
</tr>
<tr>
<td>Appendix-E</td>
<td>211</td>
</tr>
<tr>
<td>Appendix-F</td>
<td>215</td>
</tr>
<tr>
<td>Appendix-G</td>
<td>219</td>
</tr>
<tr>
<td>Appendix-H</td>
<td>225</td>
</tr>
<tr>
<td>Appendix-I</td>
<td>227</td>
</tr>
<tr>
<td>Bibliography</td>
<td>235</td>
</tr>
</tbody>
</table>