

**PAC 24.16 (2021-22)**

**Capacity Building of Teachers for Enhancement  
of Proficiency in Spoken English  
at Primary Stage for the State of Odisha**

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## PAC 24.16 (2021-22)

### Capacity Building of Teachers for Enhancement of Proficiency in Spoken English at Primary Stage for the State of Odisha

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**MODULE – I**

**Keep Talking: Fluency and Continuity**

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Programme	Capacity Building of Teacher for Enhancement of Proficiency in Spoken English at Primary Stage for State of Odisha
Programme Coordinator	Prof. (Dr) Sandhya Sahu, RIE, Bhubaneswar
Resource Person	Dr Sadananda Meher, Birla Global University, Bhubaneswar
Module	Keep Talking: Fluency and Continuity
Learning Outcome	<p>After reading the module and practicing, the participants will:</p> <ul style="list-style-type: none"> <li>• Introduce self properly</li> <li>• Ask questions fluently and appropriately</li> <li>• Narrate events aptly &amp; tell stories with correct use of structure</li> <li>• Talk about future correctly</li> <li>• Use appropriate sentences to give instructions</li> </ul>

## Keep Talking: Fluency and Continuity

### Introduction

Let's have a quick self-reflection before we start working with the module.

Rate yourself as a communicator in English. Read the criteria described here against A, B, C, D, and E. Choose which one describes you the best.

I cannot speak English at all in any situation.	I manage speaking English with pauses, use of other languages and some fillers.	I can speak English but I am slow and I find it difficult to connect ideas and to speak continuously on a topic.	I can speak English but I have some grammar problems and I struggle to find certain words sometimes.	I can speak English fluently in all situations. I do not have problems related to grammar or vocabulary.
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

Now that you have chosen your proficiency level in speaking English, let's go ahead and try to find the reasons behind your status. If you recognized 'E' as your status, we would conclude that your proficiency level is perfect and you should be happy about it. However, if you have chosen A, B, C, or D as your proficiency level, it means that there is a scope for improvement. Before we start working on ourselves for improvement, it is necessary for us to know the reasons behind our present level of proficiency in English.

A, B, C, and D levels indicate that you are not completely proficient. Wherever you stand, there must be several reasons for that level of proficiency.

Go through the reasons listed below and tick mark the reasons applicable to you. You can choose more than one option. Write your own reason(s) if the list does not include yours.

I am not proficient in speaking English because...

A	<input type="checkbox"/>	I was afraid of speaking English.
B	<input type="checkbox"/>	I did not have good exposure to English.
C	<input type="checkbox"/>	My teacher never spoke English.
D	<input type="checkbox"/>	I did not have a good English teacher.
E	<input type="checkbox"/>	I was not interested in English.
F	<input type="checkbox"/>	My teacher never taught/trained me how to speak. He never created scope for me to speak English.
G	<input type="checkbox"/>	I went to regional medium school where English was taught using Odia till class X.
	<input type="checkbox"/>	Other reasons...
	<input type="checkbox"/>	

Of course, there are several reasons behind somebody's lack of proficiency in speaking English. You may be able to relate to some of them. You may have some reasons which are not included in the list. Consider all the reasons of your lack of proficiency in speaking English and see whether you have marked any or all of B, C, D, and F. If you have marked any of these reasons, you somehow held your teacher(s) from school responsible for your lack of proficiency. In a way, it is true to a large extent. Teachers in school, especially the teacher of English, have a significant role in our learning of a second language.

When we look back to our school days and blame teachers and exposure for our lack of proficiency in speaking English, somewhere it becomes evident that the teacher himself/herself was not proficient enough in speaking English. While learning a language, learners generally imbibe the qualities of the teacher. Thus, evidently, teachers' language proficiency translates into learners' language proficiency.

Now that it is evident that school teachers have the most significant role in shaping and enhancing learners' proficiency in English, you should be concerned about one vital question as following:

***As a teacher, Would you like to be blamed for lack of proficiency of your students?***

The obvious answer to the worrying question above is a big NO. Thus, it is obligatory for teachers to be proficient in English, specifically in speaking English.

Let's explore what it means to be proficient in speaking English:

As per Common European Framework of References for Languages (CEFR), one can be regarded 'proficient' in speaking when s/he can:

- express himself/herself spontaneously, fluently and precisely
- summarize written and spoken information orally maintaining coherence

We can achieve this feat of expressing self clearly if we are good at language functions which are always used to carry out small and big tasks in our day-to-day lives.

### **Language Functions**

Language functions refers to the way we use and what we do with language to interact with others. There are several functions that we carry out in our daily dealings. Those functions are introducing, describing, narrating, planning, instructing, asking for information, answering questions, explaining things, requesting, guiding, comparing, summarizing, concluding etc. If you are good at these language functions, you can be fluent in your day-to-day communication with your students.

Let's look at and practice some of the important language functions that we use every day in our communication.

- Greeting and Introducing**
- Asking and Answering Questions**
- Narrating**
- Planning**
- Instructing**

The list above is not exhaustive list of all the functions. There are many other language functions that we carry out every day in our lives. However, this module includes only some of those functions which are frequently used in teachers' and students' day-to-day interactions.

Let's know about the mentioned language functions and practice those.

### **Greeting and Introducing**

How do you generally start a conversation with somebody in any given context?

Think about it and choose your answer from the following:

A	I start talking on the topic.
B	I cannot start. I wait for others to start a conversation.
C	I start with a greeting and then start the discussion of the topic.
D	I start discussion of the topic instantly when my audience makes an eye contact.
E	I generally do not talk to others and I find it difficult to open a conversation.

YOUR ANS:	
-----------	--

Which one did you choose? If you have chosen option (C), you should pet your back as a good communicator. A good communicator always starts with a greeting, may it be formal, informal or semiformal context. We need to use different greetings in different context with different people. A greeting used with a close friend cannot be used with a teacher. Similarly, a highly formal greeting looks awkward when used with parents or siblings. Let's do an activity to know more about greeting.

### Activity 1

Here is a small list of different greetings. Go through the list and segregate formal and informal greetings.

Hi buddy, Hey bro, Hello, Yo bro, Hey dear, Namaskar, Hey love, Namstey, Hi my friend, Good morning/afternoon/evening,	
Formal	Informal

Now, think of some of your acquaintances (people you know) and categorise them in the table below on the basis of the way you can greet them.

Formal greeting	Informal greeting

Now that we are confident about the greeting, let's go ahead with the conversation. Let's think of the way you get into a conversation.

What happens when you meet somebody familiar? What do you do after greeting?

We generally get to the objective of the meeting directly.

But, what about a situation when we are not familiar with the person? What do we do in this case?

Let's think up the following:

Imagine a situation: You met a relative after 12-15 years. That relative had seen you when you were a small child of 5 years of age. You greeted that relative and s/he is still confused about who you are. What would you do in this situation?

Choose one of the following options showing what should be done in the above-mentioned context.

- i. You would scold the relative for not recognising you and leave the place
- ii. You would simply leave the place
- iii. You would inform your parents about it
- iv. You would tell that relative who you are

ANS: You are good at communication if you chose option (IV). Of course, you should introduce yourself and then continue the conversation instead of doing any of the first three options.

Now, the next important question is “how to tell the relative who you are”.

**Tick mark what all you will do while telling about yourself in the mentioned context.**

I will tell him

- A ( ) the class I go to
- B ( ) the school I go to
- C ( ) my name
- D ( ) my percentage in last class
- E ( ) my father’s name
- F ( ) my ambition
- G ( ) name of my village
- H ( ) my strengths and abilities

ANS:

Of course, you should go for the options C, E and G in the mentioned context as it is an informal or semi-formal situation. When you introduce yourself informally, there is no necessity of talking about your academic credentials and achievements. This would be called your informal or semi-formal introduction.

Then, where do you think, you should be including NAME, SCHOOL, EDUCATION, ACHIEVEMENTS, EXPERIENCE etc? Choose from the following...

- Nowhere
- To school friends
- In a school-level academic interview
- In a job interview
- While joining a new school

Of course, these options are related to academic credentials and these should be used when you are introducing yourself in an interview or in a formal introduction.



We should start with our name while introducing formally and informally. It can be followed by other details as per the context. It should be noted that we do not use words/phrases like “Myself”, “This is”, “It’s” while introducing our name.

After greeting and introducing, we move to the topic or purpose of our conversation. If you examine any conversation, you will find that a large chunk of any conversation is questioning and answering. Thus, we need to be good at questioning and answering to be a good communicator.

### **Asking and Answering Questions**

Let’s think up any simple conversation that we have every day.

What all does your father say when he meets you in the evening? One example is given for you. Write down some more...

How was your day?

-  
-  
-

He is likely to ask the following:

Did you go to school?

Did you complete that pending task?

How’s your job going?

What are all these? What types of sentences are these?

These are all interrogative sentences. These are all questions. We ask questions to get some information from anybody about anything. Think up any conversation with anybody and you will find that our conversations are largely dominated by questioning and answering. Thus, it is necessary to be good at asking and answering questions.

Let’s try to know some basic information related to asking questions.

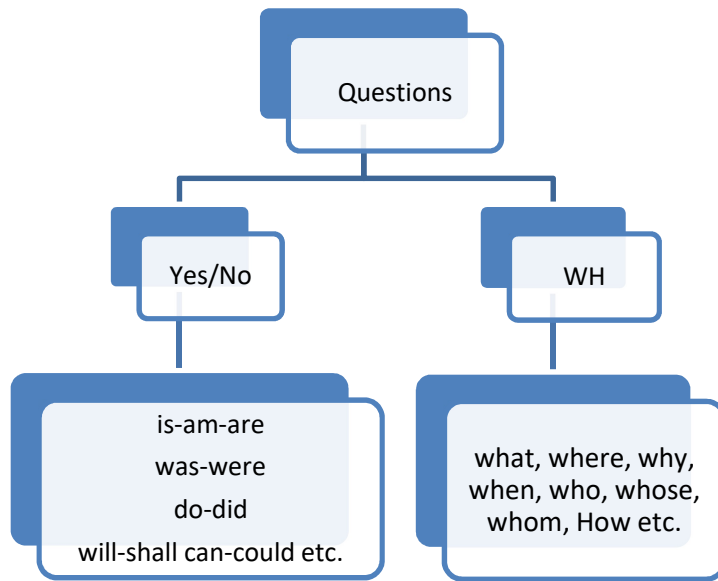
How many types of questions are there?

We have two types of questions i.e. Yes/No and WH questions.

Why are these questions called so?

Yes/No questions are called so as these questions can be answered with a Yes or No.

WH questions are those which generally start with WH in the beginning.



We sometime make some mistakes while making questions. In case of WH-question, we ask:

What **you are** doing?

We should remember to follow **WH + Auxiliary** format while asking WH question. So, the right way to ask a WH question is:

What are you doing?

Similarly, while making a Yes/No question, many are observed asking:

**Your dinner is** over?

**You are** a student?

We should remember to start a Yes/No question with Auxiliary word in the beginning and it should be followed by a Noun. We should be asking:

Is your dinner over?

Are you a student?

Now, let's see whether we can use the discussed structure well in real time.

### Activity 2:

Imagine that B.E.O, D.E.O and an Academician from N.C.E.R.T have come to your school to talk to you about New Education Policy 2020. They will answer your questions about NEP. Make a list of ten questions that you would like to ask them. Include both Yes/No and WH questions.

Having learnt the art and technicalities of asking questions, we must know how to answer questions. The following should be followed while answering:

- We should answer using a complete sentence to answer questions.
- We should be specific/to the point while answering questions.

We have already discussed the language functions greeting, introducing, and asking for information. Going further, let's focus on one unique ability that human has. We can talk about past as we are blessed with language. There are many contexts in our day to day communication where we need to NARRATE or talk about past.

### **Narrating an Event**

Look at the tasks given below and perform one of these:

- Talk about a memorable incident/accident/event that changed your life.
- Talk about a horrible or scary dream you had.
- Talk about a picnic that you had recently. Include what all you did on the picnic.

One sample is given below for your help. Read the sample, highlight all the verbs used and notice the structures used.

We five friends thought up going on an excursion last December. We sat together and planned things like duration, transport, places and expenditure. We decided to visit Mumbai and Pune. We started on the delightful journey on 25 December from Bhubaneswar. We took a flight to Mumbai and touched down at Mumbai in two hours. It was a pleasant morning in Mumbai. We checked in the hotel rooms and set out on our Mumbai Darshan programme. The first day was full of fun. On the second day...

The verbs used in the text are:

thought up, sat, planned, decided, started, took, touched down, was, checked in, and set out

Do you notice anything common in all the verb forms? Well, they are all in V2 form which is used to talk about completed actions in past or to tell a story.

Now that we are well-versed with the structure used in storytelling, let's try to bring some cohesion to the story using some cohesive devices.

Cohesive devices: First of all, then, that day, and, after that, after completing this/that, when it was done, before that, finally/at the end etc...

### Activity 3

Now tell one interesting story from your won past or any other interesting story you know.

Well, we are done with talking about past. Let’s take a step ahead and talk about future.

#### Planning

Imagine that you are going to celebrate/organize an event next month. The event may be anything like Saraswati Puja at school, Sports Meet at school, brother/sister’s marriage or a birthday celebration. Talk about the way you will organize the event. What are the things you will do to make it a success?

You may consider some sentences like the following:

First of all, I will make a team. I will have a meeting with the team. I will...
--

You would observe that all the sentences use different aspects of future expression while talking about planning. We use sentences in future simple and future continuous mostly while planning something or talking about future.

Now that we know how to talk about future, let’s do the following activity.

#### Activity 4

Mention your career goal or a dream of your life and talk how you will achieve it. Make at least 10 sentences elaborating on the things that you will do to reach your dream/goal.
--

Another important language function that is frequently used is ‘instructing’. This language function has particular importance in teaching-learning process. Let’s know about it.

#### Instructing

Have you ever visited a doctor for some illness?

Can you recall some of the sentences used by the doctor while suggesting you what to do?

Tick mark the sentences those are likely to be used by a doctor for you...

1	Drink a lot of water.	
2	Assignment should be submitted in time.	

3	Take a controlled diet.	
4	Take the medicines regularly.	
5	Let's go for a cup of tea.	
6	Get these blood tests conducted.	

Of course, the following are the sentences a doctor is likely to tell you:

Drink a lot of water. Take a controlled diet. Take the medicines regularly. Get these blood tests conducted.
---

Can you see anything common in the sentences in the box above?

All the sentences start with Verbs and they are in their basic (first) forms.

What type of sentences do the sentences in the box belong to? Choose from the following.

Affirmative	
Exclamatory	
Interrogative	
Imperative	

These are 'Imperative' sentences which are used to instruct people to do something. Imperative sentence is also used to suggest, advice or command people.

Do you use this imperative sentences very often in the classroom? Recall a conversation with a student and you will find that your conversation includes question-answers and some advices, instructions etc. What are the contexts where you use these sentences? Make a list of those contexts/situations and give an example from each situation.

Assigning home work	<ul style="list-style-type: none"> <li>• Complete this exercise before next class.</li> <li>• Submit the assignment in time.</li> </ul>

Imperatives are used in situations like giving instruction before flight, advising people about hygiene during epidemic/pandemic, advising people to abide by the traffic rules

and many more situations like this. As teachers, we use ‘instruction’ more often when we explain a process and guide somebody to do something and assign some task or activity.

Some important things to know about imperative sentences:

- Imperative sentences are spoken/written without subject. (Subject {You} is generally implicit)
- It starts with a verb.
- Verbs are used in its base form.
- Negative imperative sentence is formed using “Don’t” or “Never” in the beginning.

Having discussed things related to giving suggestions and advices, let’s have an activity related to this.

### **Activity 5**

Your students are going to write 10<sup>th</sup> class board exam. Make a list of instructions that you would like to give them before their exam.

### **Summing up**

We discussed that teacher’s proficiency in speaking English is immensely necessary and it translates into learners’ proficiency. Then we discussed that practice of functional English would help us develop our fluency. Thus, we selected some language functions like greeting, introducing, asking for information, planning and instructing as these are frequently used in teaching-learning situations. Apart from these language functions, we all should be good other functions like describing, explaining process, requesting, guiding, comparing, summarizing, concluding etc. as expertise on these language functions can somebody proficient in speaking English.

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# **MODULE - II**

## **Speaking Competency**

**Prof. Kalyani Samantray**

## Exposure

### Section 1

*Introduction: Brainstorming session*

#### Discussion Point 1

What is the role of language exposure in ELL?

What are your examples of exposure to English for your learners?

**Exposure:** Contact with a language/ English in suitable environment functions as a significant learning key in the ELL process.

**Environment:** Language is meant for communication. Having merely the ‘knowledge’ of the language is not adequate, if it is not used in the environment of our daily life.

Differentiate between ‘knowledge’ and ‘use’.

Give some examples of language environment.

#### Discussion Point 2

Do your learners receive enough exposure?

What is the nature of their exposure?

How can their exposure be enhanced?

#### Discussion Point 3

What are language functions?

Do your learners get exposure to language functions?

Do you train them to notice language functions when they come across English conversation?

**Purposes and functions:** Use of English for different purposes and functions is another key element in learning a language.

#### Summing up

In pairs, discuss the points and the sub-points we focused on.

Individually, write the summary of the discussion in point form.



## Section 2

**Read the learning outcomes below for this session.**

*Learning outcomes of this session*

- i. Understanding the ‘what’, the ‘why’ and the ‘how’ of exposure to English for teachers and for learners
- ii. Using resources for exposure
- iii. Methodology for exposure: language in context, fluency, appropriacy, accuracy
- iv. Practice with methodology

Discuss in pairs the use of learning outcomes for learning and for teaching.

## Section 3

### **Reading Input for Discussion**

What kind of exposure should learners receive?

- **Read the text below to get an overall impression of exposure to language.**
- **Do the activities for better comprehension of the points.**
- **Raise your questions and responses for discussion.**

*Language exposure* is the contact that learners can have with English in general and with specific language points according to their level and requirement. We have to make English available and accessible during their formative period of learning, i.e., up to age of twelve or thirteen, for appropriate language acquisition.

Referring to the language in general, it often denotes the contact outside the classroom (BBC, 2017). This can be ensured for our learners if they watch cartoons on the TV or from YouTube, listen to stories and rhymes from the Internet sources outside the class time. They must retell the stories, some short dialogues and rhymes, individually and as a whole-class activity. Errors in their production are to be completely ignored to encourage them to produce something in English. With exposure, learners will gradually produce correct language on their own, as happens in the mother tongue/first language learning contexts.

Our young learners are largely English-language deprived outside the classroom because of which cognitive delay in language learning happens. There may also not be enough English inside the class. More of early exposure to English will enable their brain to fully develop the cognitive and the linguistic skills. General exposure leads to fluency development to produce English with confidence. This also develops their comprehension ability of the spoken form of natural English.

Learning specific language points are an important part of being contextually appropriate. These language points are context appropriate address forms and greetings, and appropriate language to express intentions and information.

Learners need exposure to English i. in context, ii. to be contextually appropriate, iii. to improve fluency, and iv. to be accurate to the extent that meaning is not hampered.

i. *Language in context*

Exposure to language in context refers to the contact that the learner receives with the language that they are trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom. An Indian child in a context where English is spoken as a language of interaction at home, in the playground and many other places gets a lot of exposure and more opportunities to learn it like the mother tongue.

Inside the class, teachers can provide adequate exposure to English not just through drills and practices but more through conversation, discussion, presentation and so on. As competent speakers of English, teachers can provide contextual samples of usage, and can also expose learners to natural input from various Internet sources, YouTube channels, television and radio programmes, stories and rhymes.

To grasp what ‘language in context’ implies we need to understand, first of all, what a ‘context’ is, and the elements that create a context. The elements that create a context are: i. two or more participants (rare contexts with a single participant are also possible, e.g., monologues where a person talks to her/himself), ii. the role-relationship between the participants, iii. the topic/s of conversation, iv. the language patterns used, v. the mood and the tone of the participants, and vi. the environment/situation in which the conversation is on.

### **Activity**

Use this example to discuss the six elements of context in the following samples:

- a. I came late to school one day and was asked the reason by the Head Teacher. How would I respond?
- b. I came late to school one day and my fellow teachers in the Staffroom asked for the reason. How would I respond?
- c. I came late to school one day and my students created a lot of noise in the class. How would I respond?
- d. I came late to school one day and my Head Teacher got a little annoyed with me. How would I mention this to my family when I got back home?

You would have realised that the event remaining the same, i.e., my being late to school, the language used would be different, formal/semi-formal/informal/colloquial. According to the mood of the speaker and the listener, the tone would also vary.

Sample conversations and contextually appropriate language use:

a. Head Teacher and I (use of semi-formal language)

HT: I see you were late today. (S/he may not ask a question. This is an example of an indirect query used in conversation contexts.)

Me: Sorry, Madam, there was a traffic jam. I couldn't move out of it for nearly half-an-hour.

b. My fellow teachers and I (use of informal language)

FT: You are quite late today? What's the matter?

Me: You won't believe the kind of traffic jam I was stuck in. Just couldn't move for half-an-hour!

### Activity

- Discuss the six elements of context in the conversations above.
- With a partner, create two conversations for contexts c. and d.
- Compare your dialogues with the ones created by your friends.
- Determine which ones sound the most natural in their contexts.

ii. *To be contextually appropriate*

Appropriacy refers to whether expressions and words are suitable for the context where these are used. It is an extremely significant feature of language use, and, at the same time, a particularly complex one. The complexity arises when we have to decide 'what' to say and 'how' to say things on the understanding exactly what is right for the context and the culture.

In one context, we may say to the caller, "Hold on a minute, will you?" and 'Could you please wait a moment?' in another. The first one is appropriate for an informal context, e.g., a telephone chat between two friends. The second one is suitable for a formal context, e.g., when speaking to a client. Although the intention of the speaker is exactly the same, the language is used differently to suit the different contexts.

In the class, we can point out language use from stories, poems and rhymes with dialogues, and ask learners to notice the difference between how one addresses a stranger and a friend. Switching the language patterns used for the stranger and for the friend can show learners the inappropriacy of language use in a given context.

### Activity

Match the language suitable for the context. Remember some expressions can be used both informally and formally.

Context	Language
Informal	Where have you been?
	Please wash your hands.
	Hungry, Mom.
	Wait a minute.
Formal	I'm home now.
	I like my teacher.
	Me, too.
	May I come in?

- Use one event to create two dialogue-based contexts: formal and informal.
- Use inappropriate language for the contexts. Discuss why the language forms are inappropriate for the contexts.

Exposing learners to contextually inappropriate forms of language is a good way to make them aware of the suitable forms of language for different contexts. They modify the language to make the expressions appropriate for the context.

For us to receive exposure to natural spoken English, a range of materials are available for listening from websites, and TV and radio programmes. We can listen to any material that interests us but we must make it a daily habit to listen to natural English focusing on its nuances. Reading anything that is of interest can also enhance fluency greatly since we come across fresh expressions and new ways of language use in reading texts that we can incorporate into our speaking.

However, researchers, such as Harper and de Jong (2004), argue that language exposure is not enough to attain speaking competency. Other strategies are required to develop learners' speaking competencies of fluency and accuracy.

### iii. *Fluency*

Fluency is how well we communicates meaning using a language, both in speaking and writing. We are concerned here with fluency in speaking English. Fluency is the way meaning is expressed in English by the speaker for the listener to comprehend the message. It does not focus on how many mistakes a speaker made in grammar, pronunciation and vocabulary. For example, if someone asks for this information, "Where is the hospital?", a good answer can be, "That way" by pointing at the direction of the hospital. 'That way' is a grammatically incomplete structure, which no one considers to be an error, since the expression conveys the meaning fluently that is required in the context.

In most speaking contexts, we do not use complete sentences, nor grammatically correct expressions but what we produce must be meaningful. See the example below:

A: Got two tickets!

B: Really? ... But sorry, can't join you for the performance...

A: That's not fair. You asked me to get the tickets.

There are a number of so-called 'errors' in the dialogue, yet the meaning is clearly available.

### Activity

- Discuss the meaning elements in the dialogue above.
- Does a lack in 'grammatical correctness' hamper meaning?
- Do people normally speak in this manner informally?

Fluency is often confused with accuracy, which deals with the nature, the number and the seriousness of errors in speaking. A certain level of accuracy is required to be fluent and meaningful. For primary level learners, a whole lot of attention to accuracy need not be the main emphasis when they speak. That damages fluency significantly. For early learners, our entire focus should be on their fluency in language production.

The following are certain strategies to develop fluency.

- a. The first and the most important strategy is not to be scared of making mistakes when we speak. Making mistakes is the only way to learn something. Even native speakers make mistakes while speaking, and no one bothers. When primary learners produce something that is meaningful, we must give them credit, without pointing out their errors. Their objective is to deliver the message meaningfully, and not to speak English with correct grammar, vocabulary or pronunciation.
- b. Listening to standard conversational English every day will support fluency in speaking. As we learn new expressions and fresh ways of talking to people, so also learner learn by listening to their level-appropriate material.
- c. Every time your learners or you talk to someone in English, that is an achievement. Every interaction in English improves your learners' and your speaking skills over time. Acknowledge the achievement and celebrate it.
- d. For adult speakers of English, it is important to think in English when we speak. If we think in our mother tongue and translate that to English to speak, then, fluency is impaired. Speaking a lot in English gives us the opportunity to be fluent without taking recourse to translation from the mother tongue to English. It is a routine practice that helps improve our fluency. It may sound funny but we can talk to ourselves a lot aloud to practice our fluency and conversation skills.
- e. There are many tongue twisters available in English, e.g., 'She sells sea shells on the seashore', 'Thirty-three thinkers enthralled the throne with their thoughts'.

For young learners, fluency activities need to focus on real communication, such as short discussions, brief descriptions, story and rhyme telling, and other speaking games.

## Activity

- Jot down the main points under the ‘strategies’ mentioned above.
- Add any other relevant strategy for fluency that occurs to you.
- Make a three-minute presentation of your points to your group.
- Lead the group discussion on your presentation.

### iv. *Accuracy*

Accuracy concerns with how correctly learners use of the English language system including vocabulary, grammar and pronunciation. For example, accuracy is the correct use of prepositions, tense and verb forms, collocations, and so on, which expert speakers use habitually. As teachers, we tend to give a lot of attention to accuracy while speaking. This is essential for us since we are role models for our learners, and for many outsiders of the class.

For primary level learners, however, too much focus on their accuracy, and telling them that they are ‘wrong’ when they try to speak in English, damage their self-image and confidence. As a result, their fluency is ruined as they stop speaking naturally. The norm of natural language learning is to move from fluency to accuracy, and that should be followed for our young learners.

Accuracy activities concentrate on the ‘correctness’ of the language construction to ensure that the language item is produced without any error. We are familiar with such activities: grammar item drills, gap fill exercises, and so on. For these activities, there is not much variation in language use, and there is a ‘right’ or ‘wrong’ answer to each accuracy related question.

The major problem of accuracy exercises is if learners are exposed only to grammar and vocabulary drills and dialogues, they might acquire some control over these skills but will struggle to speak effectively in a natural language environment.

## Activity

- Write two accuracy exercises that you use in your class.
- Write down the features of these exercises, e.g., the type of language used.
- Compare the features of these exercises with any two fluency activities that you know/ can create.
- What should we use, fluency or accuracy activities, foremost and more for the primary-level learners, and why?

## Section 4

In the previous three sections, we discussed the values of exposure to natural language use, contextual appropriacy, fluency and accuracy. We highlighted our fluency, appropriacy and accuracy requirements, and those of the learners, and how we and our learners can achieve the ESL speaking targets.

### Activity

- Fill in the table below with relevant points from the inputs and discussions of the three previous sections. Also, use your own points.

Speaking requirements for teachers	Speaking requirements for learners	List of methods trs can use to improve their speaking competence	List of methods trs can use to promote lrs' speaking competencies	Materials for teachers	Materials for learners

- Make a list of the contexts where you speak English.
- Which of the following are your lead activities for your learners and for your own proficiency?
  - Fill in the gaps
  - Grammar exercises
  - Memorizing words and phrases
  - Reading aloud by learners
  - Using realia and flash cards
  - Using language games
  - Learners repeating after you
  - Reading books, articles, magazines
  - Listening to natural English
  - Discussions by learners
  - Presentations by learners
  - Referring to various listening materials
  - Reading aloud in class
  - Telling stories and rhymes

### Input

Developing our holistic speaking competency is an achievable goal. We have to use certain strategies for this.

The first thing we can do to move in the path of progress is to let go of our ego, be kids once again, and enjoy speaking in English, not bothering about errors and mistakes. Speaking in a second language like English can be a strain at times as we become self-conscious for different issues but no one really cares about our mistakes. All people care

about is what meaning we communicate. Once we overcome the fear of mistakes, we drop our inhibitions.

However, it is not as simple not to worry over our mistakes, or not to be self-conscious as suggesting the same. One sure way to surmount these issues is to practice speaking as much as we can. Like a swimmer becomes better with regular practice or a driver of a vehicle gains more expertise driving regularly, our practice of speaking is the key to our confidence for speaking.

Reading aloud to ourselves at home improves fluency and accuracy.

We can prepare in advance for expected conversations, e.g., booking vacation with a travel agent. Rehearsing the conversation and having the vocabulary and expressions ready can give us confidence. We can also check our sentences for accuracy and rehearse again.

Many conversational phrases are commonly used in natural communication contexts. Learning to use these is extremely helpful to be fluent. We can create a list of conversation openers, e.g., ‘Good morning’, ‘How are you?’ ‘Great’, ‘Nice meeting you’; floor-giving and floor-taking phrases, e.g., ‘What do you think of this?’, ‘Do you like this idea?’, ‘Can I say something?’ ‘I believe/ think ...’; winding-up expressions, e.g., ‘I must leave now’, ‘Would you like to say anything more?’, ‘Bye’, ‘Thank you for your time. Good bye’. The conversation can be spiced with expressions like, ‘Oh, is that so!’, ‘I can’t believe that happened’, ‘This is news for me’. A list of such expressions can be handy for practice, and can be updated when we come across new and interesting expressions from our listening and reading.

Another important conversational competency is our ability to listen well to respond appropriately.

Many online language groups are there now to practice speaking with. We can be members free of cost.

Speaking with confidence and fluency may be a hurdle for some, and certainly for our learners. The quickest way to speak well is to practice speaking in English every single day. We can also prepare for English conversation situations with our list of phrases, expressions and connectors.

### **Speaking Activities for Learners**

When learners are engaged in group discussion in English, or when they tell something to the class, e.g., a story or a rhyme, we should not correct their errors explicitly. After they finish saying what they had to say, we can repeat the sentences and/or the words in their correct form and their correct pronunciation that they mispronounced, or said with incorrect grammar. They repeat after us two to three times imitating how we pronounced the words, and how we told the sentences.



*There is absolutely no need to point out what is correct and what is wrong.* Simply listening to and imitating the appropriate forms and patterns from us and from other resource materials are adequate for learners to improve their fluency and accuracy. This is the natural language learning process as happens in mother tongue learning. Explicit correction does a lot of harm than any good to the cognitive process and the self-image of young learners. We need to refrain from such correction, particularly for their learning to take place.

Another point to note is to allow every individual learner equal opportunity to participate in the activities to speak. Weak speakers among the learners should receive more attention and more opportunities to speak.

The following are some speaking activities. We can choose the activities suitable for the levels of learners in different classes. The activities can be modified according to the necessities, i.e., they can be simplified or made more complex to match with the speaking needs and ability of the learners.

There are many more interesting activities in the resources listed at the end of this section for our use in the classroom.

### 1. Listening to Speaking

Exposure to appropriate, contextualized and natural language through listening is a crucial requirement to develop fluency and accuracy in speaking English. Use the listening resources given at the end of this section in class. These will create learner interest in the language and encourage to speak.

In most of the materials listed, the classroom methodology is implied. Follow the procedure as suggested.

### 2. A picture tells a hundred stories

Ask learners to draw/sketch an event from their imagination. Select a simple drawing or a sketch. Put the class into groups of four. Ask them to discuss the picture to create their stories in each group. Support them with vocabulary as required. Each group tells their stories to class.

An alternative activity

Learners give story ideas for the picture. The best idea is selected by them. In groups they create two sentences to construct the whole story. Each group will be assigned a number in sequence, 1, 2, 3, ..., for them to write their part of two sentences in sequence. The groups tell their sentences to the class in sequence. If any group tell sentences that break the sequence of the story, then all the groups try and correct the sequence.

### 3. Treasure Hunt

Tell your students a fairytale or a fable with dialogues. The next day, write the sentences of the story on cards, one sentence on one card. Hide the cards at different places in the classroom, library, and other convenient places. Ask the learners to find the cards letting them know the rooms where the cards are. They arrange the cards to create the story. The ones who found the dialogues, act out their roles.

#### 4. Stories from rhymes

Ask the learners to tell rhymes that have stories inside them, for example,

*Jack and Jill*

*Went up a hill ...*

Or,

*Simple Simon met a Pie-man ...*

When they have produced a rhyme at least twice as a whole-class activity, divide the class into two groups. One group tells that rhyme. The other group listen for the story in the rhyme. The second group then tells the story to the first group. If they leave out anything in the story, the first group gives that input.

Before learners do this activity independently, familiarise them with the procedure by telling them a rhyme and then telling the story from the rhyme.

#### 5. Story Chain

Tell a simple story to the class. Learners repeat the story telling one sentence each.

If there are dialogues in the story, all learners practice the dialogues in twos or threes. Pick some learners to role-play the dialogues for the class.

An alternative activity

Tell two sentences to begin a story. Learners do not know which story it is. After listening to the first two sentences, each learner tells one sentence to advance the story until a learner produces a sentence that completes the story.

#### 6. Family/Neighbourhood Stories

Ask learners to collect stories of their family or of people in the neighbourhood. Let them tell their stories to the class in their mother tongue. Ask them to think of and discuss the stories in English in their groups. Support them with vocabulary and sentence construction. They tell their stories to the class when they are ready.

#### 7. Functional Dialogues

Prepare three to four sets of simple dialogue pairs on personal information, e.g., ‘What is your Name?’ ‘My name is ...’, ‘Where are you from?’ ‘I’m from ...’, and so on; on

learners' likes and dislikes; on what they can/can't do; and so on. Each set should have five to six dialogue pairs. Divide learners into pairs where one asks and the other responds. Then they switch roles to ask and to respond to queries.

### 8. Gap-filling Activities with Multiple Choice Answers

Such activities develop accuracy. The requirement here is certainly not to point out individual errors that learners produced in their answers. We can discuss errors for the whole class. More importantly, we must give the reasons *why one choice is inappropriate and why not the others*. These reasons trigger the cognitive process for accuracy. Merely telling 'what' is wrong/right does not spark the process of learning.

These activities can also be used to focus on contextual appropriacy of language use.

Once the gap filling is done by the learners, they read aloud their answers. The class tells if they agree or not with the answers. The learners try to justify their answers with reasons. Finally, pick up points from learners and provide reasons for each proper choice, mentioning why the other choices are not appropriate.

Sample:

- i. The dog is \_\_\_\_\_ the field. Choices: in/out/on/between
- ii. The dog is \_\_\_\_\_ the leash. Choices: in/out/on/between
- iii. A (on phone): Hello,Uncle, \_\_\_\_\_ I talk to Chirag?  
Choices: will/ can/should/might
- iv. To the doctor: Hello, \_\_\_\_\_ I talk to the patient now?  
Choices: will/shall/ may/ should

### Assessment

We need to prepare a record of individual learners speaking ability before they start with English speaking, and a record when the course is complete.

The following is a sample grid in the scale of 5 to 0. This grid can be used for pre- and post-teaching. The grid can be modified keeping the learner's basic competencies, their needs for the class they are in, and the expected progress in view.

Appropriacy	Fluency	Accuracy
5 Generally aware of appropriate use of language in context	5 Smooth flow; almost error-free; natural pauses	5 Mostly correct; Aware of stress in words
4 some awareness	4 Occasional hesitations; some search for words	4 Comprehensible with some errors; generally, correct; can self-correct
3 Random awareness	3 Some halting and hesitations in speech	3 Frequent errors that confuse listener
2 Very little awareness	2 Frequent hesitations,	2 Generally incorrect

	and search for words	
1 No awareness	1 Constant searching for vocabulary, verb tense; very little meaningful communication	1 Mostly incorrect
0 No attempt	0 No attempt	0 No attempt

## Resources

- BBC (1017). <https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak>
- Harper, C.& de Jong (2004). “Misconceptions About Teaching English-language Learners”, *Journal of Adolescent & Adult Literacy* 48(2):152-162. DOI: [10.1598/JAAL.48.2.6](https://doi.org/10.1598/JAAL.48.2.6)
- [https://www.youtube.com/watch?v=F3qoGQCZ\\_PM](https://www.youtube.com/watch?v=F3qoGQCZ_PM) (Teaching skills)
- <https://www.youtube.com/watch?v=LB8YK9P3e3o> (Teaching skills)
- <https://teachingexcellence.leeds.ac.uk/the-importance-of-language-skills-for-teachers/>
- <https://omniglot.com/> (online speaking group)
- <https://linguaholic.com/> (online speaking group)
- <https://teachmiddleeastmag.com/develop-speaking-listening-skills-young-learners/>
- <https://eslspeaking.org> › Activities for Kids
- <https://www.youtube.com/watch?v=P12Ta681-gc> (dialogues in context)
- <https://www.teachingenglish.org.uk/article/teaching-speaking-unit-9-fluency>(teaching fluency)
- <https://www.teachingenglish.org.uk/article/fluency-activities-lower-levels>(fluency activities)
- <https://www.storyarts.org/lessonplans/lessonideas/#picture>

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**MODULE - III**

**Assessment**

**Mr. Baidyanath Rout**

## **Assessment in Communication Competency**

Every teacher of teaching English in our vernacular schools is familiar with the student who has some knowledge of the structure in oral and written English. But students are unable to express their ideas in conversation. During recent years, the main emphasis in teaching English has been on the formation of the language habits rather than on the development of communication skills. Minimum command of the language may be equated with the acquisition, through repetition – oriented strategies of automatic habits of utterance of the language. Such type of language acquisition does not distinguish between learning structural patterns and learning to communicate. It would, obviously, not predict the type of communication problems that (we) teachers are concerned with these days.

Teachers have always felt the need to supplement drills with activities like games, role-play, questions and answers, free conversations, problem solving etc. In real classroom situations. However, there is often a feeling on the part of the teachers that the time spent on the activities may not help them finish the course contents. To a certain extent this is valid, of course, since realistic communication cannot be forced but must arise naturally from the immediate situation. However, the lack of emphasis on conversation also reflects a general downgrading of the importance of this sort of activities in comparison to pattern practice.

We all know that for some time now great emphasis has been given an oral practice to develop communication skills. Oral activities can either be strictly ‘controlled’ or more or less free. Controlled or guided speaking exercise include the structure drills, dialogues, answering questions based on a reading passage and games. Less guided are activities over which there is no direct control. These can be role-play, panel discussions, items of topical interest, describing present or past events, retelling news items after listening to the radio, cassette or watching the television and reporting information gathered over telephone etc.

Attention should be paid to problems in pronunciation when teaching speaking. errors that interfere with communication should be corrected as soon as possible with encouraging words. Therefore, mechanical drills that tend to be meaningless should not be done too long. The ultimate goal is to develop the ability to convey thoughts through the spoken medium. Therefore, the teacher should devise exercise that force students to think before they speak.

The teacher is the principal means for improving the communicative skill of the students. He should have the freedom to innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of and concerns of the community.

Teacher being crucial in the realm of education/ teaching-learning process must assess himself whether he is able to take up the task of teaching the communicative skill

in the real class-room situations. First, he must approximate the phonetic morphological and syntactic patterns. However, the approximation arrived at by the student may be guide far removed from the speech of a native speaker and still be adequate for oral communication. Secondly there seems to be something other than accuracy of patterns that enables a speaker to make himself understood. The teacher should have knowledge of:- (i) articulating sounds in isolate forms (ii) articulating sounds in connected speech (iii) articulating stress pattern within words, (iv) manipulating the use of stress in connected speech and (v) producing intonation pattern and expressing attitudinal meaning through variations of tone. These must be well taken care of while teaching the speaking skill.

### ASSESSMENT – 1 (PRE-TEST)

- **Let's come forward and assess ourselves:**

#### **Task : 1** : Individual Activity :

- (i) **Self – introduction :**

**Hints :** Name

Educational Qualifications & teaching experience

Name of school

Class and subject you teach

Ask the person sitting beside you : What about you?

**Note :** Teacher will demonstrate how to introduce himself in class. He should make groups as per the feasibility of the classroom. Ask each student to introduce themselves. He should try to take away the negative trend of the learners and help them speak tolerably good and natural English.

#### **Task – 2**

Go through the following questions carefully. Share your views for each question. (Pair- work).

- (a) What are the two skills that provide exposure to language?
- (b) What language skill is to be developed in our learners first ? And why ?
- (c) What skill involves note taking? How do you take a note ?
- (d) Teaching speaking can be integrated with other skills. How ?

### **Task – 3**

How do you teach an Action Song? Here is some action songs : Recite them. What are the different skills to be taught here ?

[Teacher will teach with demonstration and students will practise in pairs. He should prepare some worksheets/ tasks and each group will be supplied with the same task. Allow them to discuss and practise in pairs.]

#### **(A) Action Song : Hop a Little**

Hop a little, jump a little,  
One, two, three,  
Run a little, skip a little  
Tap one knee;  
Bend a little, sleep a little,  
Nod your head;  
Yawn a little, sleep a little,  
In your bed.

#### **(B) X is a Letter**

X is a letter, I know very well,  
It helps me to read and also to spell.  
X is in ox, box and fox,  
X is in axe, tax and wax.  
X is used many a word,  
It's funny, how, sometimes 'zee' or 'ze' in X is heard!  
Now say the words :  
Xylophone, Xerox  
Xerox,  
Xavier,  
Xebec –  
Xenon

#### **(C) Teddy Bear, Teddy Bear**

Teddy bear, Teddy bear,  
Turn around

Teddy bear, Teddy bear,  
Touch the ground  
Teddy bear, Teddy bear,  
Polish your shoes.  
Teddy bear, Teddy bear,  
Of to school.



**Task – 4:** Read the following words and say the silent letter(s) of the word while speaking ? (Group Activity)

Plumber	Handkerchief
Faster	Psychology
Known	Cupboard
Handsome	Subtle
Wednesday	Chalk
Womb	Autumn
Tomb	

**Task – 5 :** Group discussions: Each group will be supplied with a conversation card. 2/3 mnts time will be given for discussion and the team leader will say the views of the team.

Tell me about the last movie you saw	Tell me about the impact of COVID-19 you experienced.
Tell me about your friend who passed away due to Corona- Delta virus.	Tell me your experiences the first day you joined as a teacher.
Say your views on on-line and offline-classes in relation to our local context.	Tell the class about the Panchayat Election during COVID-19.

Each group will say their views and others will give their opinion.

**Task : 6 : (Group Activity)**

In our daily life we use English for different purposes like seeking permission, requesting, making excuses etc. Read the situations given in column ‘A’ and match them with the right expressions from column ‘B’. Speak out right responses.

COLUMN A	COLUMN B
1. You are late for class. Your teacher is in.	(a) May I use your pen, please ?
2. The teacher called your roll.	(b) Excuse me, could you tell the way to the Railway station?
3. Somebody thanked you.	(c) May I come in, Sir ?
4. Somebody offers you a chocolate. You don't want it.	(d) Thank you.
5. You want to use somebody's pen.	(e) No thanks.
6. He gave his pen to use.	(f) Yes, sir.
7. You don't know where the railway station is.	(g) Pardon, will you please repeat that ?
8. Someone said something to you but you couldn't hear.	(h) Sorry Sir, I was late.
	(i) You are welcome.

**Task – 7:** Here is a tabular form. Some hints are given in the first column. The tick mark (✓) in each box indicates the person above. The first one has been done for you. Now discuss in groups.

Hints	Anita	Bakul	Sandhya	Suman	Ajay	Lisha	Parag	Pramathes
Works in office	✓							
Sells things					✓			
Repairs machines			✓					
Writes books		✓						
Treats patients				✓				
Does wood work						✓		
Works in the fields							✓	
Helps the doctor								✓

**Example:**

Anita works in an office. She is an official.

Now say the other ones- in the light of the example given above.

**Note :** After two/three pure listening lessons, the teacher can introduce the students to speaking through short dialogues from stories they have listened to (take the help of their text).

For example : (Role – play)

Lion : “I’ll kill you.

Rat : “Please, don’t kill me”. (Role – play)

The teacher has to prepare such activities to help the learners. (Outside/from the text).

The speaking skill can be developed through the activities like dialogues, chain-drills, rhymes/ actions songs, riddles, role-play, picture description etc. It can further to be done through the use of the prescribed textbook alongwith the skills of listening,

reading and writing in an integrated way. Students should be allowed to read aloud with proper pause, tone and intonation. The teacher should read aloud a line as a model and ask students to repeat after him in chorus. Repeating in chorus with others provides courage for shy students to speak freely and get rid of their fear. The teacher should do little correction, more practice, less stress on accuracy, more on fluency, less grammar or describing the rules of the languages.

The teacher on his experience of conducting activities that involve speaking interaction in pairs/ groups and through a brainstorm session arrives on a set of problems students face. This can be recorded and displayed on a transparency. Students are given cue cards for the role-play task. The teacher should highlight the specific 'roles' they have to play: the shy and quiet outspoken and aggressive, speaks only when given a turn, dominating and repeats the points over and over again.

The teacher should mark that the students who role-play shouldn't show their role cards to one another. The whole group is made aware of the task and roles assigned – but only the role players know what type role they are going to play.

## ASSESSMENT – II

### POST – TEST

#### Task – 1

##### At a Roadside outside Bhubaneswar after a Bus Breakdown.

The following people meet at the tea-shop and start chatting with each other after introducing themselves : A businessman, a teacher of English language, a lady visitor of Sambalpur, two residents of Bhubaneswar, a journalist and a tourist. Look at the Hints/ Cues and say:

#### Hints:

<p>(i) <b>Businessman</b> : You want to open a ‘Sambalpuri Bastralay’ (Wholesale), you need information on places for business, people to contact etc, govt license, what are the procedures for license? * Your worry : bribery and corruption; can you afford to pay?</p> <p>(ii) <b>Teacher</b> : You want to get a good library for improving your communication skill, a good Resource Person who has professional qualifications and expertise. * You get very impatient with the money minded businessman.</p> <p>(iii) <b>Lady Visitor</b> : You want to get information on shopping: (a) beautiful sarees, (b) Jewellery, (c) handicrafts, (d) good eating places. * You are scared about reaching the city late...</p>	<p>(iv) <b>Local resident of Bhubaneswar – 1</b> : Your answer to questions, give information, advice on what to do.</p> <p>(v) <b>Local Resident of Bhubaneswar – 2</b> : Your answer to questions, give information, advice on what to do, ‘cook up’ information when you lack it; try and take the help of the BBSR resident.</p> <p>(vi) <b>Journalist</b> : You are interested in people’s reaction about the Chief Minister of Odisha, Mr. Nabin Pattnaik. Common man’s attitude towards slum area inhabitants; reactions of students on on-line classes during COVID- 19. You get irritated with the Tourist....</p> <p>(vii) <b>Tourist</b> : You want to find the sight seeing, shopping in Malls, but you have limited money and only two days time. You want to team up with the lady visitor.</p>
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**Seven Groups for Discussion:**

## A meeting of the PTA Members at your School

### Task – 2

The following PTA members attend the meeting of which the Headmaster is the Chair Person, PTA Secretary, PTA President, Headmaster, maths Tr & English Tr. The agenda being discussed is “Can final examination from classes 1 to 8 be on on-line mode”?

**Head Master : Chair Person :** You are progressive academic, you must be practical because management demands it; you have to accommodate with the parents and teachers; have insightful knowledge of your school, depended on Board results and school activities; You are the convenor - begin the meeting with the Agenda.

**Can final exam be on on-line mode or to be abolished?**

**PTA Secretary :**

(a) You are not happy that no face to face contact (school close) due to COVID-19, need not want any exam. (no online or off line exam). Your worry: Your child might be run away because of failure.

(b) **PTA President**

You are well informed about new educational policy – 2020, parents play a big role in school, “continuous assessment is better than the final exam – is your view; no availability of net facilities in our local area; (but be polite while speaking).

(c) **Maths Teacher :**

**Your views :** No final exams will result in imperfect learning! Students need final exams for consolidation, final exams do not stand in the way of bad students for promotion; you should be asserative, disagree with ‘no- online exam’ suggestion: for offline exam.

(d) **English Teacher :**

Your beliefs : Process more important than product; Interact in English will result in automatic skill development. Off-line or on-line exam is the product but not process. (- Be polite and tactful while speaking) Support the view that final exam be done away with.

[You are invited to a PTA meeting at which the agenda ‘Can final exam be on on-line mode or be abolished?]

### Task – 3

Here are some Homophones and Homonyms. Discuss in groups and identify them. One group will say Homophones and the other the Homonyms and so on.

Knew	Dear
Flower	flour
One	here
Bear	practice
Hear	suite
Dear	bear
Practise	new
Sweet	won

### Task – 4

Here is a poem from class – VIII text. For proper recitation, prepare yourself with stress, sound articulation. Say the words they have weak sounds.

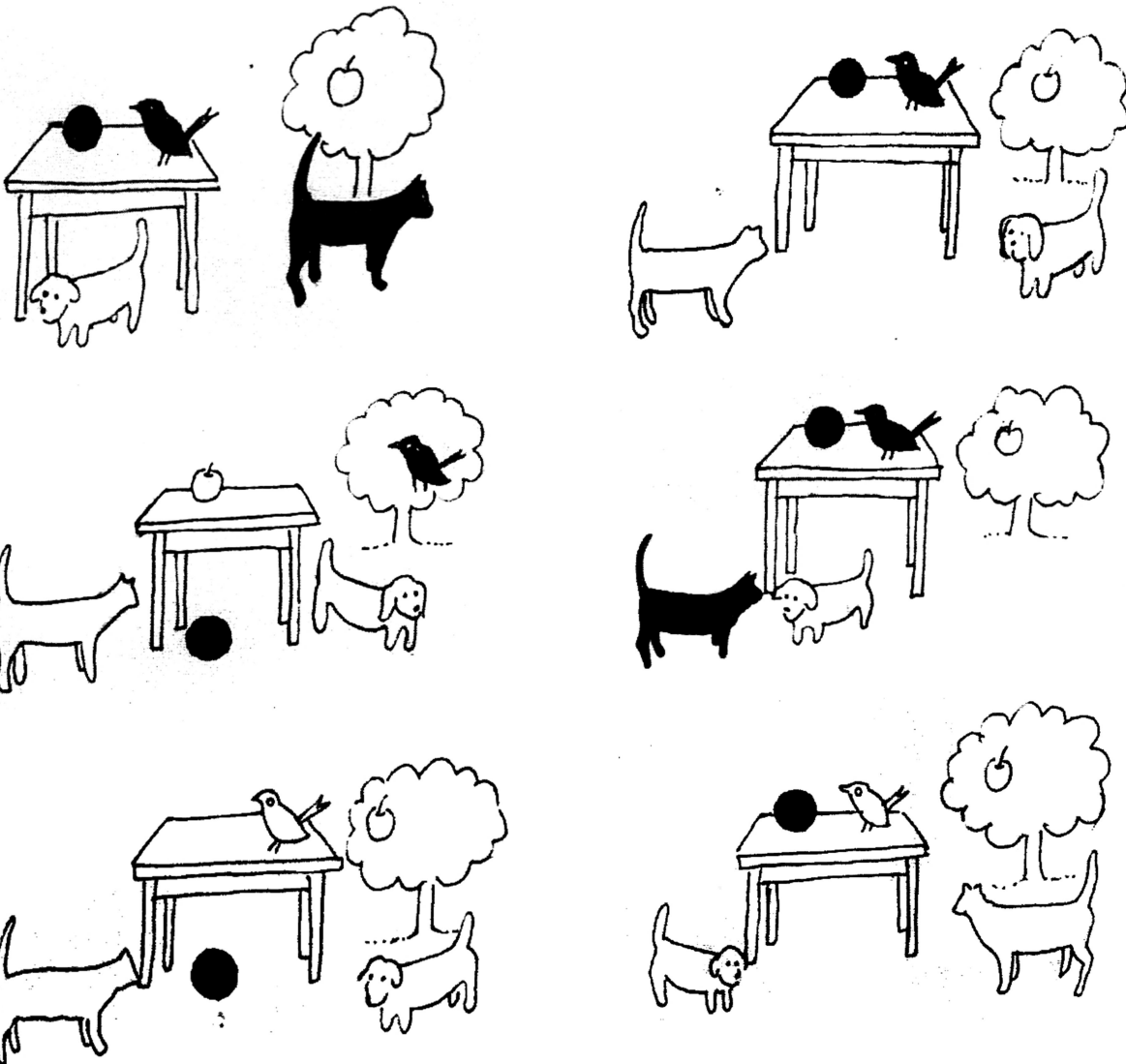
#### The Kind Tree

Trees are kindest things I know,  
They don't harm and they simply grow.  
And spread a shade for sleepy cows,  
And gather birds among the boughs.  
    They are the first when the days begun,  
    To touch the beams of morning sun.  
    They are the last to hold the light,  
    When evening changes into night.  
And when a moon floats on the sky,  
They hum a drowsy lullaby.  
Of sleepy children long ago,  
Trees are the kindest things I know.

**Task – 5**

**Look at the picture.  
Discuss in Groups.  
Give Your Views in about 5/6 sentences.**

Here are six pictures. Look at them and say what you see in about 5/6 sentences. [Divide the entire class into five groups and provide each group with one picture from the following set of the pictures. Give 2/3 minutes time for discussion in the group. Their team leader will present with meaningful sentences.] **Use of Prepositions.**



**Note:**

[The teacher in the classroom will make some groups as per the feasibility of the class. Ask the students to frame questions about the positions of different objects in the picture and answer them.]



**Example :** Questions : Where is the bird ?

Ans.: The bird is on the table.

The success of this effort depends on the steps that the teachers take to encourage children to reflect on their own learning and pursue imaginative activities. They must recognise the given space, time and freedom in the real classroom situations. Treating the prescribed course package as the sole basis of learning speaking skill is one of the key sources why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if teachers perceive and treat students as participants in learning, not as receiver of a fixed body of knowledge.

- (i) This assessment helps the teacher know the learner shows ability to use only isolated words and phrases but may operate on connected speech level:
- (ii) In familiar situations uses only short connected utterances with limited accuracy:
- (iii) Shows ability to use more complex utterances with some fluency in longer discourse, still makes some errors which impede communication.
- (iv) Organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations, makes errors which do not interfere with communication.
- (v) Can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.

**Conclusion :** Assessment: **Pre-test** at the beginning of a course helps us know the level of the teachers teaching English in classroom situations. Though it comes at the end of the teaching-learning process, it is the best tool to judge and gudge how much knowledge is produced. It enables the teacher to know where he is and how to improve his knowledge to take up the uphill task of teaching. At the end of the programme there is also a **Post Test** to assess how much new knowledge he/she has gained on the communication skill which would pave his/her way for the learners in real classroom situations. Hence assessment is the touchstone in the whole educational system.

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**MODULE - IV**  
**Role of Listening in Speaking Skills**

**Dr. Kumar Parag**

# **Role of Listening in Speaking Skills**

## **Introduction**

Language is a social activity. It is based on the aspects like Listening, Reading Writing and Speaking (LSRW). Each aspect has its own role and is equally important. Research has found that listening is the most ignored activity. Listening plays a major role in speaking. The most important aspect of listening is that it is a channel through which a student gets aware of the language both grammatically and contextually. The sound, rhythm, intonation and stress of the language can be acquired through listening. It is a fact that a learner cannot speak properly if he is not aware of the pronunciation of words. It is listening skills through which a learner can speak fluently. It is not that listening is important to English language only. It is applicable to every language. Listening is a key to communication skills. When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them. As Raimes (1983) states that listening and speaking are, regardless of who the people using the language are, atleast as important as the other skills to communicate. Byrne (1991) states that one should keep in mind that these skills are normally integrated in real life. Similarly, Seferoluand Uzakgöre (2004) claimed listening is usually an interactive process. Listening is also an important part of interactive process. If a person listens then only he may give his opinion or reaction through speaking. Listening becomes more essential as it is an integral part of speaking. This brings integration between listening and speaking. Dell Hymes (1971) defined communicative competence as a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Within this process, communicative competence is a way of describing what a language speaker knows which enables him or her to interact effectively with others. Therefore, teachers should give more importance to teaching of the skills in integration in order to encourage the individuals become communicatively competent.

## **Learning Outcomes**

### **Goals:**

- The students will acquire necessary listening skills in order to follow and comprehend discourse such as lectures, conversations, interviews, and discussions.
- The students will develop adequate speaking skills to communicate effectively to follow academic courses at university level.

### **Objectives:**

- The students will identify main ideas.
- The students will identify important details.

- The students will distinguish more important ideas from less important ones.
- The students will learn to use strategies to listen actively.
- The students will learn strategies to take clear notes.
- The students will use their notes to organize their ideas.
- The students will identify words and/or phrases related to the topic.
- The students will draw inferences relying on the context.
- The students will express themselves fluently.
- The students will express themselves with acceptable accuracy.
- The students will convey their ideas clearly.
- The students will participate in discussions.
- The students will analyze and synthesize information presented in different sources.

### **Concept and Importance**

Listening is extremely important. The difference between hearing and listening is that hearing is a mechanical process where words come to a learner's eardrum but he is unable to understand as he is not concentrating. However, in listening, concentration is extremely important as through this only a learner understands sentence construction and is able to learn correct pronunciation. It is through listening, a learner gains confidence that he can learn a particular language. If we take an example of a child, he/she first listens and then he starts speaking the words then the language. In fact listening provides assistance to speaking. There are various activities which stimulate the creativity, imagination and motivation to learn a particular language. If listening is proper then gradually speaking will start. Many linguists think that if a learner concentrates on reading and writing and ignores listening then we can master a language. Research has shown that without active listening language cannot be learnt. As learners are never exposed to listening they fail to manage any kind of interaction. Alam and Sinha (2009) claim that the neglect of listening skill in our language classes makes the learners less proficient in the spoken language also. It has been noticed that in most of the language courses in our country, listening is never taught.

- (a) Listening is one of the most important components to understand any assignment assigned to an adult or a student. If a student is unable to understand then he is going to fumble in the assignment. Assignment, i.e. homework or any listening, reading, speaking and writing given to a student. Listening is a continuous process and is based on experience as a child learns from others and to be a good listener one has to practice listening continuously. For instance, Listening is of utmost importance for an Indian student who likes to take admission in foreign university where IELTS/ TOEFL score is taken into consideration and in that listening is an important component of the test.
- (b) Listening is important to make professional relationship. Listening is significant to make rapport to understand ideas properly. If one listens properly he can solve problems and can listen to advice of others and can give his input accordingly.

- (c) It is important for team work. It helps to resolve problems easily. Whether it is team building or nation building or any other group task, Listening is vital for all. Without team building a country cannot progress. Without proper listening team building cannot be there.
- (d) Speaking can be direct or indirect. It can be in any form. But to decode and to understand underlying meaning, listening should be perfect. It helps not only to understand other's personality but also prepares a person, how he interacts and what set of words he is going to use during interaction.

### **Key Components of Listening**

- (a) Able to understand and differentiate between sounds.
- (b) Recognition of words and can understand them properly.
- (c) Understanding the grammatical grouping of words.
- (d) Able to understand linguistics and paralinguistic cues.
- (e) Able to make ideas from words.

Listening involves psychological process. The mind receives the words and then it decodes and interprets it and then the person speaks. Listening follows five processes:

- (a) Listening
  - (b) Understanding
  - (c) Remembering or recollection
  - (d) Evaluating
  - (e) Responding
- (a) **Listening:** Listening is not only a mechanical process it also involves psychological process. A sound reaches the ear drums and the listener interprets and decodes it. In this process brain plays a major role in interpretation.
  - (b) **Understanding:** It helps to understand the word which a person has seen, read or heard. We try to understand the meaning of the word with the help of the dictionary and how to use a particular word or a group of words in a sentence or a paragraph. Understanding is very important as it develops common sense and act as a key to interpersonal communication. In interpersonal communication, speaking plays a very important role as it is based on intellect and on the basis of listening there will be fluency in speaking.
  - (c) **Remembering or recollection:** Remembering or recollection is the most important part of listening. It helps a child to remember words which he thinks is important and the usage of words both verbally and in writing. Here a child has to be selective and has to put the words, lines, sentences and proverbs, which he has heard, to be in his mind and use them selectively according to the situation.
  - (d) **Evaluation:** Evaluation is based on active listening and not on passive listening. Only active listeners can evaluate properly and it is a key to speaking. Sometimes a speaker has to be objective or subjective according to the situation and active listening trains a listener how to speak according to the situation. Speaking is an art

and the training starts from active listening only. For example, if a speaker says what are you doing? This is a simple question which can be spoken in form of a query or in anger. A child listens to it and is able to understand the tone in which it is spoken. Here, active listening plays chief role as it helps to evaluate the types of speaking.

- (e) Responding: It is also based on listening. Here response can be in verbal or non verbal mode. A response will be based on the situation. It may be in spoken response or through gestures, facial expressions and eye contact.

### **Activities to achieve listening**

There are various strategies and techniques used in listening which helps in good oral communication. The strategies help to comprehend and help to minutely understand when a listener is listening because then it will be in form of speaking based on his own knowledge.

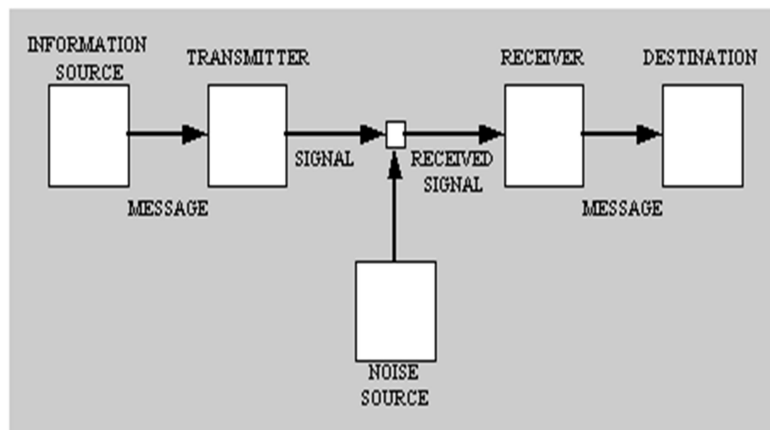
- (a) Top down listening: A listener starts with the background knowledge of a particular topic or theme. He listens to various lectures or speech and has certain expectations when he invests his time and energy. While doing all this, he tries to gather the main idea/theme, draws inferences and summarizes the ideas before he speaks.
- (b) Bottom up listening: This is the most important aspect of listening. Here a listener listens to those words from a speaker which he is unfamiliar with or such sentence structures which he has not used or spoken. Here a listener has to understand complex word patterns and sentences. He also has to analyse the specific details of a paragraph while reading.

### **Techniques of Listening**

- (a) Active Listening: This is the most important part of listening. In active listening a listener is genuinely interested in listening. A listener tries to understand the thought process of a speaker, feeling and what a listener likes to convey to the audience. Whenever a genuine speaker speaks he expects a feedback and if a listener is giving any feedback then that shows his intensity to learn about a topic. For the speaker it is a way to judge the knowledge of the listener and whether he is really interested in listening.
- (b) Critical and Evaluative Listening: Sharifian (2009) observes that a listener critically examines and evaluates the speaker on a particular theme or topic. It is very much important to the listener as he maybe using his content to add new things to the knowledge base. This type of listening is very important as he examines the content critically. A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.

## Listening an integral part of Verbal Communication

Communication is a basis of human contact and relationship. Communication and human contact goes side by side. One can develop good and positive relationship only when a person shows his compassion and intensity. More intense communication will lead to healthy relationship. Due to lack of intense listening people are unable to build strong bonding. When a person removes such hurdles a strong mental relationship can be made. Many people believe that a good relationship can be built through speaking only. But before speaking intense listening is necessary so that he can speak properly. There are many misconceptions such as a person who talks a lot is a good communicator or a person who only listens and do not speak is a good communicator. In reality, communication has to be balanced in listening and speaking. Communication is a two way process.



**Information Source:** Here the information source is the sender who sends the information to the receiver. It may be through words or through facial expression.

**Transmitter:** Transmission is the distance between sender and a receiver. A respectable distance should be in between the sender and receiver so that message/ information may be passed properly.

**Signal or Noise Source:** Communication cannot be ideal if there is any noise. Though we should try to create ideal environment so that speaking and listening maybe accurate but many times we are in such an environment where some kind of noise is in the surroundings and we have to speak and listen. One has to be prepared for these type of situations too.

**Receiver:** Receiver is the listener who listens the message sent by the speaker or transmitter. A listener evaluates and decodes it very carefully.

**Destination:** Destination is the brain where a human being interprets the message. Decoding is being able to understand the meaning of the words/message. It is necessary if one has to understand the message accurately.

Feedback: This is the most important part of oral communication (listening and speaking). Here a listener may give his opinion in form of feedback. It may be verbally or through body language. Facial expression and gestures are a part of body language.

Listening is not restricted to practical purpose. It is used for intellectual purpose also. It is important to understand the social behavior as well as the cultural background. The success rate of a person increases when speaking and listening are integrated.

### **Benefits of Effective Listening**

- (a) **Effective Communication:** For clear and effective transmission of meaning listening is very important. It helps to give a proper direction to a person that what a speaker is trying to say.
- (b) **Understanding:** There will be very less misunderstanding if a listener understands the meaning correctly and accurately then in his speaking he will have a straight forward approach and confusion can be avoided between speaker and a listener.
- (c) **Good Relationships:** Both speakers and listeners irrespective of age may enjoy healthy relationship. For any good relationship listening is very important. If a listener's understanding is good then it will lead to cordial relationships among human beings. It is not only applicable at professional level, it is also applicable at personal levels.
- (d) **Personality Development:** Good listening helps to improve the overall personality of an individual. It helps to understand different viewpoints, helps to explore/ experiment with new ideas then one may use those ideas in various aspects of life to improve his life.

### **Barriers to Listening:**

Listening is not an easy process. There are many hurdles in listening. Listening can be both professional and personal. The barriers are categorized below:

- (a) **Physiological Barriers:** Some people have genuine deficiencies. They have hearing problems or due to weak interpretation. Some people have problem in processing the information after listening.
- (b) **Physical Barriers:** This refers to the distraction because of unwanted sounds such as of generators, fans, machines etc. Many times when a building is constructed nearby a lot of heavy equipments are used and because of which the sound is too loud and a person cannot communicate properly with other persons. In modern society mobile phones are the biggest hindrance in proper communication. For example, two persons are discussing something important and one person's mobile phone is ringing again and again. In that case, speaking and listening cannot occur with concentration.
- (c) **Attitude:** This is also a major hindrance when it comes to listening. Many people think that they are very knowledgeable and they are not ready to listen to others. This type of pessimistic attitude creates problems and is a major barrier in



listening. This problem arises when a person thinks that he is too superior and looks down on other persons.

- (d) Wrong Assumptions: For good communication, attention in listening is extremely important. No matter how much a speaker speaks brilliantly but if a listener is not paying attention then it will go in waste for the speaker and the listener. It is the responsibility of the listener to listen carefully and give constructive feedback.
- (e) Cultural barriers: Different societies have different perception of listening. For example, in India, waiting to meet the boss or any person for lunch and dinner is normal. But in USA this shows the person tries to insult the person and that is why he is not coming on time.

### **Process of conducting listening activities through vocabulary learning**

Vocabulary and listening are related and are interdependent. If a student knows all the words used by the speaker it is very easy to comprehend the meaning. But a child may not be able to understand many words as his vocabulary may not be above average. Here, the role of the teacher starts because at this point of time he has to teach them how to improve vocabulary. Improvement of vocabulary is crucial as it is a key element not only in learning the language but also plays a central role in speaking. Vocabulary is an important constituent if a speaker has to impress others in conversation or speech. Vocabulary learning is not restricted to classroom teaching or reading a book. A child can learn vocabulary from variety of sources. Infact through listening he may learn a lot of new words which he may later use. A listener has to note down the words or sentences on a notebook or nowadays there are many modern gadgets which he can use to record a speech or conversation and then listen to it. It not only improves the vocabulary but also helps to pronounce the words correctly and appropriately. A listener may listen to it again and again if it is in recorded form. Thornbury (2002) insists mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

To teach vocabulary a teacher has to use certain strategies such as a teacher has to start with de-contextualized strategy. In this a teacher should take-up those topics in which a child is interested in. A teacher may start with storytelling. A teacher may tell a story and a child will listen to it carefully as most of the children are very much interested in learning new stories. A teacher may first start by using simple sentences. Initially, he/she may tell the spellings of the words and later he may use complex or those words which are difficult to understand. It will help in child's mental growth. The conventional words from the dictionary can also be taught verbally as pronunciation is an integral part of language teaching. A child may retain some of the words and he may not be able to retain all the words. The teacher has to make them practice the words and sentences repeatedly sothat they can remember the words. Mugging should be discouraged. Some teachers may believe that mugging is important toremember the words and sentences. Instead,

words should be given and a student should be taught how a single word can be used in various / multiple ways.

Second strategy is semi-contextual. The teacher maybe using content within and outside the syllabus. A teacher may not be using the text prescribed in language syllabus. Content maybe in form of prose or poetry. A teacher has to integrate some content from the syllabus and outside the syllabus. It will help a child to be aware of the world in which he is living. It is also a way to make a child more practical than theoretical. A child's vocabulary may increase in the training provided by the school or college that helps not only to get a good job but to be innovative sothat he can contribute to humanity and society. Semi-contextual method also helps the students to be connected with outside world. Debate competitions help a lot in improving vocabulary and speaking skills too. In a competition a student pays his full attention and learns new words and uses those words in expressing his opinion.

Third and last method which may be used to teach vocabulary is combination of fully contextual and de-contextual vocabulary. Vocabulary teaching maybe through the lessons prescribed in the syllabus. This method maybe applied to reading and writing too. Vocabulary is more effective, to be taught using the combination of fully contextual and de-contextual vocabulary teaching strategy. A teacher may set a target to teach vocabulary, i.e. the number of new words to be introduced and it is upto the teacher to decide the desired results by teaching those set of words. A teacher may start with those words which students are familiar with. It is necessary to boost confidence among the students. A teacher may then start reciting those words which the students have not heard. Before telling the meaning first the word should be pronounced twice or thrice sothat a student can pronounce it. After this meaning of the words should be told and also the usage of words in a sentence. It is not that a student has to mug up the words in fact it should be taught in such a manner that it remains with them in their mind/memory. A teacher may take verbal surprise test of the students whether they remember the words or not. The teacher may encourage the students to use them during a debate competition. One or two words may be given initially and later group of words maybe given which the students have to use compulsorily. Here dialogues or some conversations may also be introduced where a student is asked to use those words in a form of dialogues or conversations. Different linguists have different opinion about teaching the vocabularies. For example, Ratsgoo (2011) who asserts that vocabulary is better taught to students in context, not separated from other contextual teaching since context can be a particularly powerful source of language learning specifically in vocabulary learning. Having the same sound, Zimmerman(1997) asserts that fully contextual vocabulary teaching and strategies is able to let students get a rich sense of word's usage and meaning and have a more students-centered lesson as they have opportunities to choose the learning material. Vocabulary learning is not restricted to classroom recitation and listening in fact media, songs, movies, drama etc. maybe used to learn vocabulary. Kusnierek (2016) stated that providing a positive attitude to learning is one of teachers' tasks in teaching English as a

foreign language. In this aspect songs and movies may be one of the methods for obtaining/learning positive atmosphere. Further, it was stated that through songs, students are enabled to gain not only motivation and positive atmosphere, but also cultural and historical knowledge and more importantly linguistic knowledge. Alipour (2012) who found that songs are not merely an entertaining tool but they can be utilized as a pedagogic material particularly when it comes to teaching vocabulary. Similarly, movies can also be employed as learning media to learn and recall vocabulary in vocabulary instructions. Haghverdi and Abdpur (2013) assert that movies can be an influential input for students not only to gain linguistic input but also to listen to language exchanges and see such visual supports as facial expression and gestures simultaneously which can also provide exposures to the language uttered in authentic settings. Other methods like synonyms and antonyms maybe introduced at a later stage.

Learning vocabulary is not an easy task. Listening is a medium through which vocabulary can be learnt easily. It is not easy to learn and remember words. Infact it is a long and tedious process. Therefore, positivity is a key for listening carefully. It applies to both teachers and learners. Both should have a positive attitude. If a student's vocabulary is good then it affects verbal communication and he may use many words and will feel confident in oral communication as well as written communication. Vocabulary should not be learnt in isolation in fact the use of words in sentence construction is also equally important.

### **Activities to achieve listening outcomes**

Listening requires concentration. Therefore, it is a psychological process. It is part of ongoing learning process. It can be learnt by practice. Listening skills can be improved in following manner:

- (a) Face to face communication: Face to face interaction is key part of listening. A student should be in attentive mode which should be reflected through his gestures, facial expressions and body language.
- (b) Eye contact: Eye contact is vital in listening. When you are looking at the person while he is speaking he can very well understand from the expressions of eyes. Eyes movement of listener shows the interest.
- (c) External distraction to be avoided: Listening speaking process should be in a quiet place so that voice is audible to the listener. He may understand the ideas beforehand what next a speaker is going to speak.
- (d) Jargons to be avoided: Use of err..... hmmm... or and or but again and again in a sentence shows that a listener has not concentrated properly and while speaking he is unable to speak correctly. These things have to be avoided as it is a distraction for the listener who likes to get a feedback what he has spoken. An environment of confusion is created.
- (e) Proper Response: Short sentences should be used in speaking instead of using long or complex sentences.

- (f) Absolute focus on the speaker: Sometimes listeners do not concentrate on speaker because of which he is unable to understand the minute points or hidden meaning so he has to be very careful while listening.
- (g) Internal thought process: Sometimes internal thought process has to be avoided while listening as listener is thinking about himself instead of listening to the speaker. It may lead to decision making errors.
- (h) Open minded approach: Open minded approach of the listener should be there. He should not have preconceived notions on any matter. He should be receptive in his approach.
- (i) Active Engagement: A listener should be actively engaged and can ask many questions and clarifications as much as he likes. It is good for healthy and active listening.

### **Conclusion**

Most of the schools or even in colleges, do not provide adequate training in listening. Many schools have improper/inadequate syllabus when it comes to language learning. Teachers are more interested in reading activity as it saves their time and energy in the class. Language teachers hardly pay any attention to it. Sometimes due to genuine reasons too listening practice is not proper. Many schools have limited resources or do not have any resource to practice listening in classroom teaching. Audio visual aids are a key if a child or learner likes to master a language. As through audio visual aids student may be able to understand a foreign accent otherwise it is very difficult for students to understand foreign accent. Many times teachers start teaching the students with American and British accent which makes the learner confused. Teacher should start with neutral accent and then gradually start teaching about British and American accent. Sometimes students are asked to sit for an hour or two and listen to the audio which results in loss of interest and the student gets bored easily.

Students who only prefer to speak and do not listen are not good listener and result is that they commit lot of mistakes and blunders in their life. Communication is a social process. For good speaking active listening is mandatory. There is a Turkish proverb, "Speaking is silver and listening is gold." It is also believed that people who belong to intellectual class they are good listeners. I think it is not true as listening also depends on culture. For example, if society is very aggressive in that case a person will try to dominate others and he may not be ready to listen to others. The best examples are Indian news channels where the host who tries to dominate, he speaks mindlessly without giving others chance to speak and is not ready to listen to others. This reflects the cultural behavior of a particular society. Some people do believe that speaking is more important than listening. The result is that they lack creative ideas which they are unable to form with the help of imagination. These ideas can benefit the society to grow and progress in a positive manner. Teacher has to try variety of methods depending on the situation and the intellect of students. Many times students interrupt each other while speaking. This should be avoided as it not only creates confusion in the class but at the same time a child losses

confidence. It is the duty of the teacher to handle the things in correct mode. Listening is a macro skill. Listening also help and propagates the beauty of language. Without listening language learning is impossible.

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**MODULE - V**  
**Speaking the Right Way**

**Dr. Jayanta Das**



## 1. Introduction

In India, we understand the importance of English. It not only has a market value, it is quite essential in a multilingual and multicultural country like India. It works as a bridge to connect people and culture from one state to the other. English enjoys a status of Second language in India. But when it comes to English language spread and exposure, it is uneven and patchy. To compensate this disparity, English pedagogy can play a greater role and one such role is through teacher training. Keeping this understanding in mind, this module has been designed to train you on your speaking skills.

Speaking is one of the four language skills and an important component of what constitutes language proficiency. It is labelled as a productive skill along with writing. However, when it comes to the style, use of vocabulary, sentence structure and so on in language use, speaking is quite different from writing.

When we think about speaking, words like tone, fluency, pronunciation, appropriacy, accuracy, articulation, accent and so on start flooding our mind. All these qualities of speaking are important and together constitute the unique features of speaking which sets it apart from the other language skills. This module, however, is going to focus only on the aspects of *accuracy* and *appropriacy* by discussing the importance of these aspects in speaking language. It is also going to include some activities which will help you develop your ability of language appropriacy and accuracy while teaching or interacting with your students. There are also some activities which will enable you to teach these aspects to your students effectively so that they start speaking language correctly and appropriately.

The issue of accuracy and appropriacy in language use is a fascinating aspect and, rightly so, has been well debated and documented. There are language theories which suggest that even though a sentence is grammatically well framed, it can still be irrelevant if it is not used in the appropriate social context. For example, wishing someone a happy birthday on their wedding anniversary or congratulating someone on their defeat or loss. Another example of how accuracy alone may not convey meaning is the well-known sentence *Colorless green ideas sleep furiously* composed by the renowned American linguist Noam Chomsky. This sentence is grammatically well-formed but gives no meaning at all or in other words is senseless.

Now, before we move to the next section in which we talk about the learning outcomes of this module, it is important and helpful, as teachers of English, to understand how speaking should be taught in the class as a language skill and what is the rationale for the same.

When people ask questions, it is often because they don't know the answer or it may be due to some other reasons. When they speak, it is because they have something to say. In other words, there is a need and a purpose for communication. This need and purpose are what gives rise to communication in real life. And, therefore, these communicative situations are what we, as teachers of English, should try to provide our students with

when we want them to speak in the classroom. However, we should take care not to make students ask such obvious questions as 'Is this a book' when everybody can see it is a book, or to ask each other 'what is your name?' when they already know each other's names. This kind of speaking is not 'spoken' English. Spoken English means communicating something through the spoken mode.

Before our students reaching an advanced level, language teaching situations are mostly centred around structure-oriented communication. As a result, they fail to communicate in real-life situations where real communication occurs naturally. Therefore, a suitable second language situation should be simulated in the classroom in order to give students a hands-on experience and practice of the real-life communication.

In a real-life situation, when we ask questions, people have the freedom to answer as they choose, so there is always an element of unpredictability. But in the traditional textbooks when the students are called upon to answer questions, they are often instructed to give only affirmative or negative answers or full or short answers. That cannot be considered as communication. Because communication involves freedom and unpredictability. As teachers of English, it becomes necessary for us to create situations in a classroom where we give students an opportunity to respond to a particular situation with the help of language inputs which s/he has already mastered. An amount of 'controlled' freedom in a situation will have to be provided, so that the students learn to "communicate". There is another important point which a language teacher has to bear in mind, and that is making the students learn through use.

Teaching the language as mere form, separated from use, situation and role, is another practice that certainly does not help to sensitize students to appropriacy. It is only through 'use' that appropriacy can be learnt and taught. On the other hand, if language is taught through use and for use, appropriacy is something which we cannot ignore.

## **2. Learning Outcomes**

At the end of the module teacher-participants will be...

- ... able to understand the importance of speaking accurately and appropriately.
- ...able to interact and give instructions to their students with a certain degree of grammatical accuracy, and use language appropriate to the context.
- ...equipped with certain techniques which they in turn can employ to teach speaking skills to their students in general, and appropriacy and accuracy in particular.

## **3. Concepts in brief**

**Accuracy:** Accuracy refers to the correctness in language use in terms of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking. Generally, it is believed that if a learner focuses

on their accuracy, they will not be able to speak fluently and vice versa. Therefore, as a teacher of English you need to develop a balance between these two in your students' speech. How you do it and what can you do to bring this balance depends on your innovative teaching techniques.

***Example***

A learner might be fluent (make their meaning clear) but not accurate (make a lot of mistakes).

In the classroom, language manipulation activities can help develop your students' accuracy. Such activities include controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes.

Some such activities have been included in the next section with a view to develop your accuracy in language use as well as to make you proficient in using such activities in your class to develop the accuracy of your students.

**Appropriacy:** It refers to whether a word or a sentence or a discourse is suitable in a particular context in which it is being used. It is an important aspect of language but an extremely complex one because decisions about how to say things depend on understanding exactly what is right for the context and the culture. Even the social status of the speaker and of the person(s) being spoken to also to some extent determine appropriacy of the language.

***Example***

It may be appropriate to say 'hold on a minute, will you?' in one context and 'could you wait a moment, please?' in another.

In the classroom, focusing on inappropriate use of language first is a good way to raise awareness of this area. For example, your learners can identify inappropriate use of language in video material such as comedy programmes. They can also match language to contexts where it can be used. A discussion on what is appropriate in their own cultures can also be conducted. In general, it is exposure to a range of authentic material that will help your students develop their understanding of appropriacy.

In the next section, some such activities have been included with instructions as to how to conduct them in your class. This will help you in two ways: 1) develop your own proficiency in appropriate use of language, and 2) enable you to use many such activities in your class to enhance the use-of-language-appropriately skills in your students.

## 4. Activities

### Activity 1

#### WILD ANIMALS

##### *Procedure*

1 Ask around the class for examples of animals in the wild. These can range from insects to mammals, from fish to birds, from reptiles to amphibians.

2 Each child in the class contributes an animal until they cannot think of any others. Write all the suggestions randomly on the board.

3 Taking a coloured pen or piece of chalk, circle two animals which belong in the same category, e.g. a pig and a cat are mammals. Then ask the children to suggest another animal that should be circled in this colour, e.g. a mouse. If they cannot think of any, then keep circling mammals until the children understand the reason for your choice.

4 Ask the children to use the sentence stems on the board to tell you why all these animals belong together. See box below.

5 Then choose a different colour and circle an animal in a different category, e.g. an insect.

6 Ask the children to choose other animals which fall into this category. When they give their answer, ask them to tell you why they have chosen this animal. (See Note.) The activity continues until all the children's suggestions have been categorised with different coloured circles.

Animal classification						
Insect	Mammal	Fish	Bird	Reptile	Amphibian	Sentence stems
Small animal	Gives birth	Cold-blooded	Has feathers and wings	Cold-blooded	Lives in water and on land	It has...
Six legs	Gives milk to its babies	Vertebrate, i.e., has a skeleton or a backbone	Most birds can fly	Lays eggs	(Only use the classification <i>amphibian</i> if <i>frog</i> is one of the suggestions.)	It is...
	Warm-blooded	Lays eggs		Vertebrate i.e., has a skeleton or a backbone		It lays...
		Lives in water		Scales		It can...
						It lives...
						It gives...

		Scales				
		Tail				

Note: If students use their first language to describe a skeleton, this gives you the opportunity to introduce new vocabulary such as vertebrate, skeleton or back bone. Children at this level may have been exposed to these concepts in their mainstream classes, but do not have the English language to express their ideas. This is an ideal time to include vocabulary that the children really want to use.

### **Follow-up**

- You could record this classification of animals on a wall chart.
- Children could try to come up with a definition for each category of animal, based on their knowledge of the animals in that category. Their definitions could be added to the wall chart of classified animals.

### **Activity 2**

#### **ANIMALSMOVINGABOUT**

##### ***Procedure***

- 1 Choose one child to select a favourite animal, e.g. A fish.
- 2 Ask him/her What can your animal do?, e.g. Swim.
- 3 Write on the board I am a fish and I can swim.
- 4 Ask the child to read this sentence aloud. This child then selects someone else to choose a favourite animal.
- 5 The next child chooses an animal and says e.g. He is a fish and he can swim. I am a monkey and I can climb. This child selects someone else to choose a favourite animal.
- 6 The third child chooses an animal and says e.g. He is a fish and he can swim. She is a monkey and she can climb. I am a bird and I can fly.
- 7 The game continues for as long as the children can think of animals and remember the previous contributions.

### Activity 3

## MY SOCIAL EDUCATION CLASS

### *Procedure*

1. Remind the class that everybody should play a part in protecting the environment and one way to help is through limiting the amount of rubbish we generate at school and at home.
2. Direct their attention to the three words on the board (Reduce, Reuse and Recycle) and explain these terms in their first language.
3. Tell the children that you want them to come up with suggestions about how they could implement these environmental principles at home and at school.
4. Divide the class into three groups. Allocate one of the words on the board to each group. If you have a large class, divide the children into six or nine groups, and divide the words on the board between the groups.
5. Now ask the children to use the sentence stems to make suggestions about how to reduce, reuse or recycle waste. See the Box for some ideas. Encourage each person in the group to make a suggestion.
6. Mingle among the groups and offer praise and other suggestions.

<b>Reduce, reuse, recycle</b>	
Sentence stems	Suggestions
At home we could...	<b>Reduce:</b> -take our own shopping bags to the supermarket -buy goods with little or no packaging -say NO to plastic bags <b>Reuse:</b> -start a compost for food scraps -use magazines and paper for school craft activities -give our old games and clothes to
At home we should...	
At school we could...	
At school we should...	

	charity  <b>Recycle:</b>  -collect bottles, cans, and paper, cardboard and plastic containers and put them into recycling bins

### Follow-up

- Ask each group to tell the class about their suggestions. Each group could record their suggestions on a piece of card and display them in the classroom.
- The children could create posters to promote environmentally friendly practices at their school. These could be displayed on notice boards throughout the school.

### Activity 4

Look at these short conversations given below and discuss or say:

- in what situation each conversation might take place in real life;
- why the person might be asking the question.

What's Ruby doing?  She is doing her homework.	Could you type letters?  Yes I can.
What is there in the room?  There is a table and two chairs.	What's today's date?  It's 8 <sup>th</sup> March.
How long are you going to stay here?  About 2 weeks.	Good morning, can I help you?  A cup of coffee please.

How do you do?	How's it going?
How do you do?	Pretty good, thanks. How about you?
May I drink some water?	Won't you drink your milkshake.
Yes, you may.	No. I don't want to.

### Activity 5

There are words in English which are synonymous and therefore we often tend to use them interchangeably. But when it comes to their use in appropriate contexts, they are quite distinct and have the potency to convey a different meaning altogether. If you want to be an effective user of English, you must pay attention to such nuances in word meaning. Here's a list of some such pairs of words (do note, there are plenty of such words in English). Let's construct sentences (orally) using them and discuss how they are different from one another.

Wedding and marriage	Listen and hear	Throw and hurl
Look, see and watch	Sport and game	House and home
Alone and lonely	Above and beyond	Small and little
Few and a few	Little and a little	Envy and jealous
Famous and notorious	Learn and acquire	Fry, bake, singe and roast

### Activity 6

Taboo words/phrases, slangs and offensive expressions have always been a part of any language, and English is not an exception. There are historical evidences of how words have changed their meaning over time. For example, words like “nigger” and “gay”. Previously, “nigger” was socially accepted, now it is considered a highly offensive term and the word “gay” originally means “extremely happy” but today it is associated with homosexuality. Given this reality, in a context like ours where English is not our mother tongue, it remains always a challenge to be aware of such linguistic feature and its change over time. There can be some instances where we might be using some slang or informal expressions in our use of English without even being aware of it. Now, let's have a look at this group of words/phrases and put them under the right column.

chill	hell	Chink	shortie	cheapo	chop and change
shutterbug	cogitate	cognizance	mush	opulent	ditch
altercation	go ape	sling	nuts	beatific	slop about/around
kinda	chide	dude	pull off	dead tired	onus



Formal	Informal	Taboo/Slang

### Activity 7

When we speak English there are certain errors that we make without even knowing it. This happens mostly because of our exposure to wrong English we keep hearing around us. Sometimes these errors cause breakdown in communication and sometime may not. Whatever may be the effect, it is not accurate expression anyway. Therefore, it is important that you are aware of such errors in your speech and try to speak as much accurately as possible. Here’s a list of some such most commonly made errors while speaking. Let’s discuss them one by one!

1. The boy was wasting time by watching movies in the TV.
2. One of my friend is working in the USA since 2015.
3. Jagannath temple is opposite to the sea.
4. The Prime Minister is going to London in next week.
5. The teacher was discussing about history in the class.
6. He was shouting to him in anger.
7. The picture was in page 44 on the book.
8. I am not afraid from anything.
9. The festival is on the month of October.
10. In last week, I visited Konark.
11. The medicine is going to give effects in five minutes.
12. The bank has issued a cheque of Rs. 10,000.
13. He is going to give NEET exam next month.
14. The train reached at the station on time.

### Activity 8

A collocation is a combination of words that are often seen together. In other words, a set of words might “sound right” because they are so commonly grouped together. It refers to two or more words that often go together and have a specific meaning. Thus we “deliver a lecture”, not “deliver a class” and we say “happy birthday”, not “glad

birthday”. Collocation is a matter of convention rather than logic. They are useful to know in order to boost your accuracy and fluency in speaking skills. Some commonly used collocations are:

- Merry Christmas      Severe pain      Curly hair      Fast food      Casual talk  
 Strong coffee      Heavy rain      Crystal clear      Whitelie      Quick shower  
 Top to bottom Huge fan      Pay attention      Grave mistake      Strike balance  
 Stunning beauty      Utter failure      Oily skin      Set record      Pleasant surprise

Can you use these in your sentences and add a few more collocating pairs to this list?

### Activity 9

Here are a few expressions of various type. Put them in the right columns.

- |                            |   |
|----------------------------|---|
| Go ahead and....           | I'd love to, but....                    |
| Do you mind if...?         | I'm afraid I've already promised to.... |
| I can see no objection.    | I solicit your gracious presence on.... |
| I'd like to invite you.... | I'd love to....                         |
| Can I ...,please?          | That would be very nice.                |

invitation	accepting	declining	seeking permission	giving permission

Can you now add a few more expressions to each of these categories?

## Activity 10

Look at the following situations and respond appropriately.

- 1) In the park, a stranger asks if he can pat your beautiful dog. What do you say?
- 2) You stop someone in the street. You want to know the time.
- 3) You had ordered something from Flipkart. The product is not the same you had ordered for. How will you communicate this to the delivery person?
- 4) Your students are making a lot of noise in the class.
- 5) You need to request your colleague to take a class of yours as you will not be available.

### 5. Process for conducting the activities

These ten activities have been designed with a focus on developing your language accuracy and appropriacy. They cover a wide range of aspects related to language accuracy and appropriacy starting from how to frame sentences correctly to how to respond appropriately in novel situations. In addition to developing your speaking proficiency, these activities will also help you in understanding how to teach speaking skills to your students. Further, the activities are not in any sequential or logical order. They are all standalone tasks and can be used at any point during a class session depending on the need and demand of the students. However, one thing you must keep in mind while using these activities in the class, attempts should be made to make students interact as much as possible instead of asking them to just write down the answers of some of the activities. This does not actually help. The simple theory for this is that the more they speak language the better their speaking will be.

### 6. Assessment/conclusion/reflections

Unlike assessing reading, writing and listening, assessing speaking is trickier and challenging. The reason being speaking happens instantaneously. Therefore, one of the effective ways to assess speaking is to develop a set of criteria. For example, to assess accuracy in speaking, we can have criteria like grammaticality, pronunciation, fluency, coherence and so on. And to assess appropriacy we can have criteria like relevance of the content, appropriate use of vocabulary, expressions appropriate to the context etc. The activities included in this module are not meant for testing speaking. They are designed to be used in the classroom for practice purpose. However, the criteria mentioned here to assess speaking can be used as a guiding principle to conduct these activities in the class.

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## Appendix

### A random list of formal words/phrases and their informal counterparts

<b>Informal</b>	<b>Formal</b>	<b>Informal</b>	<b>Formal</b>
go on	continue	happy	pleased
give	provide	help	assist
use	consume	idea	notion
tell	inform	pick up	collect
lack	deficiency	go through	examine
empty	vacant	whole	entire
lucky	fortunate	death	demise
go ahead	proceed	dress	garment
buy	purchase	bring in	introduce
want	desire	naked	nude
at first	initially	danger	peril
build	construct	go after	pursue
go	depart	keep	retain
mad	insane	anyways	nevertheless

next	subsequently	put off	postpone
ask	enquire	refer to	consult
check	verify	get	receive
wait for	await	round	circular
start	commence	go up	increase
end	terminate	let	allow
tough	difficult	call on	visit
old	elderly	remove	eliminate
say	express	blow up	explode
in the end	finally	hungry	famished
but	however	job	occupation
wrong	incorrect	have to	must
smart	intelligent	seem	appear
cheap	inexpensive	also	moreover

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**MODULE - VI**  
**Cohesion and Coherence in Speaking**

**Dr. Ajit Pradhan**

## Connecting the dots: The use of cohesiveness and coherence in Speaking

- **Introduction**

When we express our ideas; both in the forms of writing or speaking, we need to organize our ideas and express them. The organization of ideas can be expressed broadly in two ways; structurally and/or conceptually. In other words, we use linking devices or ‘linkers’ to express our ideas in both spoken and written forms. This module deals with the concept and uses of linking devices. Further, there are activities in the unit to help the participants enhance coherence in their speech.

- **Learning outcomes**

The followings are the outcomes of the module:

- To understand and use of coherence and cohesiveness in speech
- To use cohesive devices in speech
- To enhance coherence in speaking

### Concept 1: **Understanding the concept of coherence in speech**

Let us go through the two speeches and find out which one is better? Discuss with your partner, then with the class.

#### **Speech A**



#### **Speech B**



Which speech do you think is better (Speech A or Speech B)? Give at least three reasons to justify your response.

The speech I like the most:

Reasons:

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### Concept 2: Understanding the concept of Cohesiveness in speech

**Activity: The linking words of the following text have been marked bold. Rearrange the linking words so they are in the correct place. (Source :Thaine, 2010)**

There are a number of ways to address the growing problem of childhood obesity. 1 **To sum up**, children should eat a balanced diet 2. **Because** they do not suffer from a high fat and sugar intake. 3. **So** that to dietary needs, children need exercise 4. **Although** it is important for them to burn calories consumed during the day. 5. **In order to** children may do physical exercise at school, they can lead sedentary lives at home. 6. **First of all**, 7. **In addition** tackle obesity in children, it is vital that we educate parents about the dangers involved. 8. **Therefore**, diet, exercise and parental example are the main ways to solve this problem.

**Activity: Match the cohesive devices with examples. The first one has been done from you. Choose from the list given below.**

SEQUENCING ILLUSTRATING COMPARING QUALIFYING CONTRASTING  
CAUSE AND EFFECT SUMMARY EMPHASIZING ADDING



<p><b>ADDING</b></p> <p>and  as well as  moreover  furthermore  in addition  too  on the top of it  another point is</p>	<p>_____</p> <p>first, firstly, first of all  second, secondly  third  next  now  subsequently</p>	<p>_____</p> <p>for example  such as  for instance  in the case of  as shown by  one example is ...</p>
<p>_____</p> <p>similarly  likewise  like  equally  in the same way</p>	<p>_____</p> <p>but  however  although  unless  except  apart from</p>	<p>_____</p> <p>whereas  alternatively  unlike  on the other hand  having said that  nevertheless  however</p>
<p>_____</p> <p>because  as a result of  consequently  therefore</p>	<p>_____</p> <p>on the whole  in other words  overall  in brief</p>	<p>_____</p> <p>above all  in particular  especially  significantly</p>

<p>this</p> <p>owing to</p>	<p>in short</p>	<p>indeed</p>
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**Activity:** Complete the short story below with appropriate cohesive devices.

**(however, although, therefore, as, finally, now)**

Teaching has always been my passion. I always wanted to become a teacher. \_\_\_\_\_ my father wanted me to pursue Masters in management studies, I had to join an institution to study MBA (Masters of Business Administration). \_\_\_\_\_ I had no interest in my studies. \_\_\_\_\_ I made many friends during my bachelor degree, none of them were interested in pursuing ‘teaching’ as their careers. \_\_\_\_\_ I had to take a bold step to quit MBA and join a Bachelor of Education (B.Ed.) programme. After completing the degree, I was selected to join a famous school near my hometown. \_\_\_\_\_ I am very happy in my life.

**Activity:** Share your journey as a teacher. Have you always had a passion for teaching since your childhood?

### Activities for Coherence and cohesive devices

The following types of activities can be used to enhance fluency and coherence in speaking skills. Fluency and coherence are closely connected. The use of cohesive devices is also expected in carrying out the activities. The activities include:

1. Information Gap Activity
2. Opinion gap Activity
3. Role Play Activity

In this section of the module, we will focus on these three parts of speaking activities.

#### 1. Information Gap Activity

Information Gap Activity means where one group/ student has information and the other group/student has to seek the information. There is a clear gap of information. This will help in enhancing oral fluency and coherence of the students.

**Activity:** Work in pairs to exchange personal information. Ask your partner questions about his/her daily routine. (i.e., What time do you get up?) Try to compare with your own routine. Share the information to the class.

**Example:** I get up early at 5 am in the morning, however my friend gets up at 8 am in the morning.

	My friend	Mine
Get up		
Breakfast		
School		
Lunch		
Evening		
Going out		
Using mobile phones		
Dinner		

**Activity: Collect the following information from your partner and share them to the class.**

<b>Introducing a Friend</b>	
Name	Short term goals
Home town	
Hobbies	Long term goals
Favourite subjects	
<p>Step 1: Students in pairs interview each other and collect the information.</p> <p>Step 2: Based on the information, each student has to introduce his/her partner.</p>	

## 2. Opinion Gap Activity

Opinion-gap activities are divergent types of activities where there is more than one possible response. Students are encouraged to give their opinions and substantiate

with relevant examples to justify their perspectives. The following is an example of opinion-gap activity.

**Activity: Rank in order the qualities of a good teacher and justify your responses.** (Adapted from Kippel (1985))

A good teacher:

- Keeps in contact with the parents of his or her pupils and lets them participate in the life of the school (in a primary or secondary school)
- is able to maintain discipline and order
- lets the students share his or her own life with all its ups and downs
- works hard to remain up-to-date in his or her subject openly admits when he or she has made a mistake or
- does not know something is interested in his or her students, asks them about their homes and tries to help where possible

### **Activity: Going to another planet**

Imagine that a new planet has been discovered and only 7 people can go to that planet. As a delegate to the UN (United Nations), you are expected to decide which 7 persons (Out of 10) you select to go to the new planet and leave out 3 persons. Justify your responses.

### **Role Plays**

Role plays involve students to imagine a situation and play roles. Students involved in these types of activity are required to take roles of different participants and act imagining what would happen typically in such contexts. The activity can include an Indian Premier League team discussing how to win a cricket match. Students can play roles of a captain, a manager, a coach and other members and enact a discussion. The discussion can be based on a problem and finding out the solutions.

**Activity:** In pairs, play the role of a teacher and student. The student has issues with English speaking skills. The teacher provides some strategies to follow.

Student: Good morning, teacher.

Teacher: Good morning!

Student:

Teacher:

### Activity: Role play cards

**Candidate A:** You are the principal of a school and you need a teacher of English for class VIII (CBSE Medium) students. You need a young professional who has undergone training in language teaching.

**Candidate B:** You are a young professional aspiring to become a language teacher in a reputed school. You possess adequate qualification and training for the post. You have no experience of teaching English before.

**Candidate A:** You are a student who has not completed a project even after many reminders. You were overburdened with assignments related to different subjects.

**Candidate B:** You are the language teacher. One of your students has not submitted a project on time after several reminders. You have to encourage the students to complete the task at the earliest.

- **Reading list**

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**MODULE - VII**

**Articulation in Speaking**

**Dr. P. Sunama Patro**

## 1. Introduction

Pronunciation has a greater role in sending and receiving the message(s) and any incorrect pronunciation might lead to miscommunication. Pronunciation does not mean production of individual sounds. It involves aspects of stress, rhythm, intonation, and tone and is greatly influenced by the accent of the speaker and his/her mother tongue. It is an unalienable part of spoken communication and to a large extent can affect the intelligibility of the message. One can have a good insight into the grammar and vocabulary of a language; however, if his/her pronunciation is not clear, communication will fail. Therefore, the understanding of how one should sound or pronounce not only can help one to be intelligible and accepted but also can complement his/her fluency, appropriateness, and accuracy in speaking or listening. The teaching of pronunciation should not be limited to individual words but emphasis must be given to others aspects such as intonation, stress, rhythm, and prominence.

It is generally observed that teachers at different levels devote a good amount of classroom time to teach/develop the four language skills such as listening, speaking, reading and writing, and tend to push pronunciation to the bottom of the list due to their reported feeling of uncertainty and inadequacy about the different sounds corresponding to the letters of the alphabet in English. This could be due to several factors such as exposure to natural language, personality, aptitude, motivation, mother tongue, and above all, the method and quality of teaching with regard to our teaching-learning context. This module attempts to highlight two such factors that influence pronunciation: the method and quality of teaching and the mother tongue.

In ESL classroom contexts, teachers functions as the best judges in deciding whether a student's pronunciation is intelligible. However, it is not the case quite often. Majority of ESL teachers can understand their students' speech when people in the outside world can't. This is due to the fact that teachers bring their own learning experience into their teaching. This addresses our second concern i.e. the methods and quality of teaching because the kind of learning teachers have received both in terms of amount and quality has a strong influence on their teaching.

One's mother tongue can influence L2 pronunciation. It is helpful when there are similar sounds available in the L2. However, unavailability of such sounds in the mother tongue can negatively affect the intelligibility of L2 users. At this point let us look at some of the common pronunciation problems that Indian speakers of English have in general.

- a. Indian speakers tend to place the accent on unaccented words in English and vice-versa and do not use the weak forms in their speech;
- b. lack the distinction between /v/ and /w/; pronounce each sound available in the spelling; face problems while pronouncing consonant clusters; get confused between sounds like /s/ and /z/ or /ð/ and /d/; do not distinguish between /s/, /z/, /ʒ/, and /dʒ/; use unaspirated [p], [t], [k] for [p<sup>h</sup>], [t<sup>h</sup>], [k<sup>h</sup>] at the beginning of the

accented syllables; pronounce the past tense marker –ed as [ed] instead of [t], [d], and [ɪd]; Odia and Bengali speakers do not distinguish between /s/ and /ʃ/;

- c. struggle to realize the distinction between different vowel sounds in actual speech;
- d. incorrectly pronounce foreign words which have retained their etymological essence and are used as English words.

Hence in the light of the above issues a set of objectives in the form of learning outcomes have been identified and an attempt is made to raise teachers’ awareness about them through activities and follow up discussions.

## 2. Learning outcome(s)

After reading this module, teachers will be able to:

- identify and articulate the different sounds of English in connected speech;
- understand the role of accent in English and distinguish between strong and weak syllables;
- comprehend and use the weak forms of words in connected speech;
- articulate consonant clusters effectively and intelligibly;
- develop an awareness into the irregular and unpredictable nature of correspondence between sound-symbol in English.

## 3. Concept(s)

The above discussion on several issues pertaining to pronunciation and the learning outcomes will led us to develop our understanding of some of the key concepts/ideas vis-à-vis articulation relevant in the course of the module. They would be often referred to during the practice.

**Intelligibility** is the same as ‘understandability’. This is what we seek to achieve while speaking i.e. ‘being able to be understood by others at a given time and place’, though factors like familiarity and exposure can significantly affect intelligibility. For example, a 3-4 year old child may have problem saying /r/ or /w/ in case of words like rabbit or win. However, it can still be understood if it refers to a rabbit as /wabbit/.

**Phoneme** is the minimal basic unit of sound. Out of 44 phonemes in English 24 are consonants and 20 are vowels including 8 diphthongs. The following is a list of phonemes with examples.

CONSONANTS		VOWELS		DIPHTHONGS	
Key word	Phoneme	Key word	Phoneme	Key word	Phoneme
<u>p</u> en	/p/	<u>f</u> ill	/ɪ/	<u>pl</u> ay	/eɪ/
<u>b</u> ad	/b/	<u>f</u> eel	/i:/	<u>fl</u> y	/aɪ/
<u>t</u> ea	/t/	<u>s</u> et	/e/	<u>g</u> o	/əʊ/
<u>d</u> id	/d/	<u>s</u> at	/æ/	now	/aʊ/
<u>k</u> at	/k/	<u>c</u> ar	/ɑ:/	boil	/ɔɪ/
<u>g</u> et	/g/	<u>p</u> ot	/ɒ/	<u>f</u> ear	/ɪə/
<u>ch</u> ain	/tʃ/	<u>ca</u> ught	/ɔ:/	<u>f</u> are	/eə/



<b>j</b> am	/dʒ/	<b>pu</b> t	/ʊ/	<b>po</b> or	/ʊə/
<b>f</b> all	/f/	<b>po</b> ol	/u:/		
<b>y</b> an	/v/	<b>cu</b> t	/ʌ/		
<b>th</b> in	/θ/	<b>bi</b> rd	/ɜ:/		
<b>th</b> is	/ð/	<b>a</b> go	/ə/		
<b>s</b> ee	/s/				
<b>z</b> oo	/z/				
<b>sh</b> oe	/ʃ/				
<b>vi</b> sion	/ʒ/				
<b>h</b> at	/h/				
<b>m</b> an	/m/				
<b>n</b> ow	/n/				
<b>si</b> ng	/ŋ/				
<b>l</b> eg	/l/				
<b>r</b> ed	/r/				
<b>y</b> es	/j/				
<b>w</b> et	/w/				

A **syllable** is a unit of pronunciation in speech. It consists of a vowel or one or more consonants. For example, the word ‘invulnerability’ consists of six syllables. It has a syllabic structure of in-vul-ner-a-bi-lity (VC-CVC-CV-V-CV-CVCV).

**Accent** or **stress** is an important feature of spoken English. If a particular syllable or word is stressed or receives the accent, it is clearly heard and stands out from the rest. In English the primary stress is marked by a half straight bar [']. The following words are disyllabic words and their meanings change according to the stress.

NOUN	VERB
'record (a written account)	re'cord (to make a copy of music)
'project (a plan)	pro'ject (to present yourself)
'present (a gift)	pre'sent (to give something to somebody)

At sentence levels meanings also change when different words of the same sentence are stressed. See how it works in the following sentences.

1. **I** thought you bought a car. (you thought not anyone else...)
2. I **thought** you bought a car. (you didn't know...)
3. I thought **you** bought a car. (turned out someone else...)
4. I thought you **bought** a car. (rented a car?)
5. I thought you bought a **car**. (not a car exactly...)

In a sentence not all the words express meaning and are equally important. Words that are important and carry meaning take the stress. This gives English speech its **rhythm**. There are two kinds of words: content words and function words. Generally, content words (nouns, adjectives, adverbs, verbs) are stressed and function words (auxiliaries, prepositions, articles, conjunctions, and pronouns) are not. When we speak we should pronounce stressed syllables carefully and those unstressed should be said quickly without interrupting the natural rhythm of English speech. Here are some examples.

1. 'John 'spends his 'week-ends at the 'sports 'club.
2. She 'took the 'dog for a 'walk in the 'park.

Function words are not stressed in connected speech because they are used in their weak forms. Use of weak forms is an essential feature of English speech. Here is a list of some structural words which have weak forms in English.

Articles	strong forms	weak forms	Examples
a	/eɪ/	/ə/	/əgɜ:l/ (a girl)
an	/æn/	/ən/	/ənæpl/ (an apple)
the	/ði:/	/ðɪ/ //ðə/	/ðɔrɪndʒ/ (the orange) /ðə pen/ (the pen)
auxiliaries	strong forms	weak forms	Examples
am	/æm/	/m/ /əm/	/əmklʌmɪŋ/ (I'm coming)
are	/ɑ:/	/ə/	/wɪəkʌmɪŋ/ (We're coming)
can	/kæn/	/kən/ /kn/	/kənɑ:gəʊ/ (Can I go)
does	/dʌz/	/dəz/	/wɒtdəzi: wɒnt/ (What does he want)
had	/hæd/	/həd/ əd/ /d/	/wɪ:dfɪnɪʃt/ (We'd finished)
has	/hæz/	/həz/ /əz/ /z/ /s/	/həz i: gɒn/ (Has he gone)
have	/hæv/	/həv/ /əv/ /v/	/aɪvɪnɪʃt/ (I've finished)
is	/ɪz/	/z/ /s/	/ʃɪ:zkʌmɪŋ/ (She's coming)
shall	/ʃæl/	/ʃəl/	/wɒtʃəlaɪ du:/ (What shall I do)
was	/wɒz/	/wəz/	/aɪwəzri:dɪŋ/ (I was reading.)
were	/wɜ:/	/wə/	/wəjuri:dɪŋ/ (Were you reading)
will	/wɪl/	/l/	/aɪlgəʊ/ (I'll go.)
would	/wʊd/	/d/ /əd/	/ʃɪ:dbɪðe/ (She'd be there.)
must	/mʌst/	/məst/ /məs/	/aɪməstgəʊnəʊ/ (I must go now.)
conjunctions	strong forms	weak forms	Examples
and	/ænd/	/ənd/ /en/ /n/	/fɑ:ðə'ənɪmʌðə'/(father and mother)
as	/æz/	/əz/	/traɪəz həd əzju: kæn/ (try as hard as you can.)
than	/ðæn/	/ðən/	/betəðənju:/ (better than you)
that	/ðæt/	/ðət/	/ðætɜ:l/ (that girl)
but	/bʌt/	/bət/	/bətɑɪmbɪzɪ/ (But I am busy)
prepositions	strong forms	weak forms	Examples

at	/æt/	/ət/	/lʊkətɪt/ (Look at it)
for	/fɔː/	/fə/	/ðɪsɪzʃəjuː/ (This is for you)
from	/frɒm/	/frəm/	/aɪmfɾəmdelɪ/ (I'm from Delhi)
of	/ɒf/	/əv/	/əkʌpəvtiː/ (a cup of tea)
to	/tuː/	/tu/	/gɪvɪtu miː/ (Give it to me)
<b>pronouns</b>	<b>strong forms</b>	<b>weak forms</b>	<b>Examples</b>
you	/juː/	/ju/ /jə/	/waɪdɪdjʊkʌm/ (Whay did you come)
me	/miː/	/mɪ/	/gɪvmɪðəbuk/ (Give me the book)
he	/hiː/	/hɪ/	/hɪkəŋgəʊnau/ (He can go now)
she	/ʃiː/	/ʃɪ/	/wen ɪzʃɪkʌmɪŋ/ (When is she coming?)
him	/hɪm/	/ɪm/	/let ɪmkʌm/ (Let him come)
her	/hɜː/	/hə/ /ə/ /ɜː/	/let ə duː ɪt/ (Let her do it)
them	/ðem/	/ðəm/ /ðm/ /əm/	/aːskðəmtəliːv/ (Ask them to leave)

Intonation is the variation in pitch a speaker brings to his speech. The variation can be from high to low or low to high. Through the change in the pitch of the voice a speaker expresses an emotion or attitude. We will look at some of the basic classifications of tones.

1. Falling tone: A falling tone is used when there is a fall in the pitch from high to low. It is marker by [∨]. It is used in the following cases with the fall is on the last accented syllable.
  - a. I am 'writing a \book.(ordinary statements)
  - b. Who were you \talking to? (Wh-questions when asked in a neutral way)
  - c. 'Go and 'open the \door. (commands)
  - d. \Beautiful! (exclamations)
  - e. It's a \beautiful 'day, \isn't it? (question tags)
2. Rising tone: A rising tone is marked by [/]. Here, a rise in the pitch is marked from a low level to a high level.
  - a. Do you like your new /teacher? (yes/no question)
  - b. You're a new 'student, /aren't you? (requires a real answer not confirmation)
  - c. How's your /daughter? (wh-questions when asked in a friendly way)
  - d. 'Go and 'open the /window. (requests)
  - e. I'm so /sorry. (apologies)
3. Rise-fall tone: The intonation rises and then falls. It is marked by [ / ∨ ]
  - a. /One, /two, /three, /four, \five. (counting or listing)
  - b. Do you like /tea, /coffee or \coke? (alternative questions)
  - c. If he /calls, 'ask him to 'leave a \message.
  - d. Do you' like the 'bag? Hmm, the /leather was \good... (partial statements)

### Activity 1

Fill in the blanks with one syllabic, two syllabic and three syllabic words (wherever possible) containing the specific phoneme. One has been done for you.

Phoneme	Word 1	Word 2	Word 3
/p/	play	'plen.ty	po.'lice.man
/b/			
/t/			
/d/			
/k/			
/g/			
/tʃ/			
/dʒ/			
/f/			
/v/			
/θ/			
/ð/			
/s/			
/z/			
/ʃ/			
/ʒ/			
/h/			
/m/			
/n/			
/ŋ/			
/l/			
/r/			
/j/			
/w/			

### Activity 2

Match the vowel sound with the word having the same sound in column B. Fill in the blanks with two more examples. One has been done for you.

A	B	Word 1	Word 2
/ɪ/	barn		
/i:/	loose		
/e/	judge		
/æ/	sheep		
/ɑ:/	kid		

/ɒ/	print		
/ɔ:/	bet		
/ʊ/	bird		
/u:/	mat		
/ʌ/	pull		
/ɜ:/	corn		
/ə/	bird		

### Activity 3

List the words which share similar diphthong under each heading.

lake line slow alive tower oil here vice about deer pair

create slow though mode buy cure noise hair tour pound voice

play tear fair lure owl bear chain near show sure coin

/eɪ/      /aɪ/      /əʊ/      /aʊ/      /ɔɪ/      /ɪə/      /eə/      /ʊə/


### Activity 4

Circle the word when /s/ is heard and underline the word when /z/ is heard.

1. face/phase	2. place/plays	3. rice/rise	4. sells/sense
5. lose/lost	6. smiles/science	7. six/since	8. smokes/snacks

### Activity 5

Find 12 words beginning or ending with /f/ or /v/.

D	C	L	A	U	G	H	I
R	O	W	S	A	V	E	F
I	U	I	L	F	I	V	E
V	G	F	I	H	A	V	E
E	H	E	V	G	O	L	F
O	F	F	E	S	A	F	E

### Activity 6

Add or replace /h/ or /j/ or /w/ to the first sound of the following words to make another meaningful word. For example: age – wage

air – \_\_\_\_\_ ear – \_\_\_\_\_ old – \_\_\_\_\_ good – \_\_\_\_\_  
eyes – \_\_\_\_\_ art – \_\_\_\_\_ all – \_\_\_\_\_ eight – \_\_\_\_\_  
or – \_\_\_\_\_ seed – \_\_\_\_\_ hen – \_\_\_\_\_ earn – \_\_\_\_\_  
eat – \_\_\_\_\_ early – \_\_\_\_\_ east – \_\_\_\_\_ oke – \_\_\_\_\_

### Activity 7

Write two words for /tʃ/, /dʒ/, /ʃ/ occurring at the beginning, middle and end of a word.

Phoneme	beginning	middle	end
/tʃ/	chin,	kitchen,	pitch,
/dʒ/			
/ʃ/			

### Activity 8

Add /l/ or /r/ to the underlined words to arrive at the correct meaning.

I worked rate that day and I didn't alive home until 10 o'clock. I was very wet because of the lane. To my supplies, my keys didn't fit in the rock. So I looked closely at my keys and saw that they were the long ones. I had left my house keys at work. So I got back on my motorbike and load back to the office to correct them. I got home really tired, so I went to bed, led for half an hour, switched off the right and went to sleep.

### Activity 9

Read the passage below. How many examples of the sounds /m/, /n/ and /ŋ/ occur?

I met a man near the monument this morning. He was a singer and he sang a song for me. I'll always remember that magic moment. Like something out of a dream!

### Activity 10

Circle the word which does not have the given sound.

- a. /p/: palm psalm psychology keep  
b. /t/: asked castle letter first  
c. /h/: hour half home high  
d. /w/: water whale whole window  
e. /j/: union used under university

- |         |         |         |         |        |
|---------|---------|---------|---------|--------|
| f. /b/: | blast   | lamb    | blow    | timber |
| g. /k/: | canal   | kite    | knife   | knit   |
| h. /r/: | crab    | drag    | drown   | clear  |
| i. /g/: | foreign | forgive | brought | beggar |
| j. /l/: | click   | flock   | calm    | could  |

### Activity 11

Add or replace the underlined words with /θ/ or /ð/ to make meaning sentences.

Example: It's free o'clock. three

1. A bat is more relaxing than a shower. \_\_\_\_\_
2. The train went true the tunnel. \_\_\_\_\_
3. Don't walk on the ice; it's very fin. \_\_\_\_\_
4. You need a sick coat in winter. \_\_\_\_\_
5. I don't know; I haven't fought about it. \_\_\_\_\_
6. It's a matter of life and deaf. \_\_\_\_\_
7. He is in ICU. He has stopped breeding. \_\_\_\_\_
8. He's waiting for you over dare. \_\_\_\_\_

### Activity 12

Listen to the following sentences. Write the number of times you hear the sound

1. She sells sea shells on the sea shore. /s/ 3 /ʃ/ 3 /z/ 2
2. Sunny should watch his shoe in the shower. /s/ \_\_\_\_\_ /ʃ/ \_\_\_\_\_
3. Which child put chalk on the teacher's chair? /tʃ/ \_\_\_\_\_
4. Ginger split orange juice on George's jacket. /dʒ/ \_\_\_\_\_
5. Young king Kong was stronger than Strong. /ŋ/ \_\_\_\_\_
6. My father and mother live together with my other brother. //ð/ \_\_\_\_\_
7. Martha has been an author and an athlete all through. /θ/ \_\_\_\_\_
8. Zebras in zoos are like dolphins in pools. /z/ \_\_\_\_\_
9. We didn't use Euros in Europe few years ago. /j/ \_\_\_\_\_
10. We went to work at quarter to twelve. /w/ \_\_\_\_\_

### Activity 13

Each sentence contains examples of the 8 diphthongs. Write the correct diphthongs under the words in the sentences.

1. Did you hear what I said?  
/ɪə//aɪ/ /eɪ/
2. The rabbit raced around the file.
3. He watched the play live in the theatre.
4. He sat in his chair alone for eight years.
5. The master always believed in the purity of the soul.
6. The child is enjoying the toy train ride.
7. The play got the benefit of doubt in the match.

### Activity 14

Underline the syllable of the words where you listen to either of the two sounds /ə/ or /ɪ/.

away banana sugar dances orange begin wanted women music minute woman  
walking garden paper under correct color support figure police doctor

### Activity 15

Listen to this. The underlined words have one of these sounds. Write the words in the table under the appropriate column.

I studied English at a school in London last summer. I was there for twomonths: May and June. England is famous for bad food and weather, but I thought the food was good. The publunches were very nice. But it's true about the weather. Toomuch rain for me! I would put a raincoat and gooutusually.

/u:/	/ʌ/	/ʊ/
school	studied	go

Here is a word puzzle. Find out the words and write them in the correct part of the table.

B	b	t	c	o	u	r	s	e
i	a	u	h	w	s	w	a	r
r	l	r	e	o	o	h	g	m
d	l	n	a	r	r	e	i	o
s	a	w	r	d	t	r	r	r
l	a	w	d	a	l	l	l	e

wordswith /ɜ:/	wordswith /ɔ:/
bird	

### Activity 17

Categorize and divide the words according to their syllables.

live art alive between heat cinema eight film yellow goodbye short ball  
police tobacco professor island defense address Saturday Monday problem  
shoe light student long photograph detective serious unfair copy offer



1 syllable	2 syllables	3 syllables
art	is.land	pho.to.graph

### Activity 18

Listen to the sentences in column A and B. Write **S** if both the sentences have same number of syllables. Write **D** if the number of syllables is different in each sentence.

A	B	Answer
1. Tom's in Spain. (3)	She's inside. (3)	S
2. What are you afraid of? ( )	Nice to see you again. ( )	
3. Give these to Priti. ( )	She's over there. ( )	
4. Can I try it on? ( )	I saw it on TV. ( )	
5. Highly unlikely. ( )	Hang on a minute. ( )	
6. Put it on the top shelf. ( )	We should be going. ( )	
7. I've got nothing to do. ( )	Absolutely fantastic. ( )	
8. A coffee, please. ( )	In the summer. ( )	
9. I want to go tomorrow. ( )	The homework was difficult. ( )	
10. Leave it in the kitchen. ( )	Some time on Tuesday. ( )	

### Activity 19

Listen to the following words. Mark the stress on the syllable that is prominent.

a.'bout	ab.sent	sub.ject	in.crease	de.bate
main.tain	me.mo.ri.al	in.dus.tri.al	dis.turb	per.mit
ci.vi.li.za.tion	app.li.ca.tion	in.tro.duc.tion	co.nnect	qua.li.fi.ca.tion
ex.a.mi.na.tion	scin.ti.fic	e.lec.tri.cian	re.bell.i.ous	engi.neer

### Activity 20

Underline the weak forms of the words in the passage. While you read it aloud stress the syllable of the words written in CAPITAL letters. One has been done for you.

People believe that eFFECtive SPEAKing is a Natural TAlent. Either you have it or you don't. But this is not true. You can learn DIfferent types of SPEAKing skills and beCOME good at it. If you speak with conVICtion and PAssion, it will help the AUdiencere LATE to you, beLIEVE in you, and reMEMber you. There are three main ASpects of good SPEAKing: voCABulary, voice and body LANGUage. Language is an

inTEgral part of speaking skills. The words you use must suit the oCCAsion and the AUdience. As a GENeral rule, faMIliar words, shorter and simpler SENTences work well. Next, is your voice. It inCLUdes pitch, tone, and strength. How you speak signals your eMOtional state.

### Activity 21

When several consonant sounds come together they produce a different sound. They can occur at any part of a word. Example: /sl/ /bl/ /nt/ /sm/ /kt/ /mp/ /pl/ /dl/ /br/ /spl/ etc. Write words in which these clusters occur at the beginning, middle and end.

clusters/structure	beginning	middle	end
/st/	step	costlier	best
/bl/			
/sm/			
/mp/			
/pl/			
/br/			
/nt/			
/nt/			
/sl/			
/dr/			
/kl/			

### Activity 22

Listen to the utterances and write the tone (rising/falling) in the space while you listen.

1. It's a lovely day. falling
2. It's ten. \_\_\_\_\_
3. Will you do it? \_\_\_\_\_
4. I'll buy you a dress, if I go there. \_\_\_\_\_
5. Shall we drive or go by train? \_\_\_\_\_
6. Leave it on the table. \_\_\_\_\_
7. Can you come tomorrow?
8. What's your name?
9. You are a gardener, aren't you? \_\_\_\_\_
10. Is there a secret? \_\_\_\_\_

#### **4. Procedures and resources required**

The above activities are only representational. Teachers can modify them according to the needs and level of the students. However, there are certain things that can help a teacher in encouraging learners to practice pronunciation.

1. Sound charts in the classrooms
2. A standard dictionary for self-reference
3. Audio-visuals to expose learners to real life language use(songs, conversations, announcements, interviews, speeches)
4. Reference books for activities and innovative practices
5. Recorded materials repeated practice: the teacher must be self-motivated. As in most cases she is the source for the learners, she must prepare herself well before classroom teaching and practice.

#### *Ways to teach pronunciation at the beginner level*

Instead of teaching students alphabets of English, it will always be a good idea to follow a phonic approach at this level. The following are some of the ways using which teachers can teach pronunciation.

1. minimal pairs—words that are exactly the same except for one different sound.
2. Example: “ship” and “sheep”
3. Phonemic Chart might be helpful because it shows how and where each sound is made. Tell them how to make the sound(s).
4. Listen and repeat: the most common method of teaching. Students listen to a target sound and repeat after you.
5. Record and replay: sometimes students believe that they are using correct pronunciation in fact they are saying something different. By recording and listening to how they pronounce, they can be made aware of the nuances of pronunciation.
6. Tongue twisters can be very useful to target teaching a particular sound.
7. Lyrics and songs: Students can be given handouts with blanks in the lyrics of a song. While the song is played they might be asked to fill in the word they hear.
8. Students can be made aware that letters are not always the same as sounds. Gradually, they can be made aware of how sounds combine into syllables, their structure in a word and sentences, and the nature of English speech (accent, tone, rhythm)by making them listen and practice repeatedly.
9. Teachers must maintain student specific data so that they can address individual problems in pronouncing different words.

#### **5. Summing up**

In this module, we learnt the necessity of good pronunciation and the aspects related to it for speaking intelligibly. Further, we discussed the factors that influence pronunciation and the common problems Indian speakers of English have in general. Later we identified and familiarized ourselves to several concepts related to pronunciation such as phoneme, syllable, stress/accent, rhythm and intonation with

examples. In the next section, we practiced several activities which can be adapted for classroom teaching. Finally, we highlighted the different ways by which we can teach pronunciation along with the resources required to do so.

## 6. References and Reading list

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**MODULE - VIII**

**Vocabulary in Speaking**

**Dr. D. Bagui**

# Vocabulary in Speaking

Cambridge Academic Content Dictionary (Cambridge University Press) describes *vocabulary* as “all the words used by a particular person, or all the words that exist in a particular language or subject.” Vocabulary may include items that are more than a single word: for example, post office and father-in-law. There are multi-word expressions like call it a day, in any case, how are you? which express a single concept.

Edgar Thorpe and Showick Thorpe provide tips to improve vocabulary in a limited time and suggest to:

1. Keep a good pocket dictionary.
2. Make a list of new or unfamiliar words that you come across and consult the dictionary. This is both for their meaning and the nearest word opposite in meaning to them.
3. Analyze each new word, separating its root, prefix and suffix and then go to its true meaning from the dictionary. It will make your task of learning new words easy.
4. Whenever you come across a new word, try to use it in actual sentences and see how it can be used in various situations or contexts.

Make use of word lists. Some books may have lists of words along with their meanings.

## TYPES OF WORDS

Words, physically considered, are of four types: Simple, Compound, Complex and Compound Complex Words.

- I. A root word like Man, Boy, Girl, Coffee, Give, Make, Play, Stop etc.- They are called Simple Words.
- II. Combination of two or more simple words like Washing machine, Bookstore, Workshop, Dining hall, Operation theatre, Teapot, Intake, Playground, etc. - They are Compound Words.
- III. Pens, Students, Boys, Girls, Maker, Player, Weaker, Longer, Shorter, etc. are Complex Words @.
- IV. Compound – Complex Words have both Compound and Complex Structure: ‘Cold-bloodedness’. It contains two root words ‘cold’ and ‘blood’ and two suffixes ‘-ed’ and ‘-ness’.

A simple word is a single, compact and independent meaningful unit. A compound word is meaningful union of two or more simple or single words. In other words, adding one simple word to another meaningfully forms Compound words.

Let us consider the following words: Create, Make, Major, Post, Office, Malaria, Day, Break, Poem, Essay, Speak, Writing, Black, Board, Majesty, Watch, Paw, Dog, Out, Put, In, Draw, Back, Day, Dream, Brain, Wash, White, Time, Saving, Hard, Working, And, Oh!, Knee, Deep, Good, Looking, Anglo, Indian, Are, Pack, News, Paper, Tree, Maid, Servant, Honey, Bee, Hey, Day, Dare, Devil, Ocean, Will, Power, He, Man, An, Other, Here, Not, Would, Be, Husband, Pipe, Prime, Paint.

A Compound Word is a combination of two or more single words or free morphemes making out a single meaning. Let us see the three types of Compound Words:

- Sometime two or more words are written as a single word - without hyphen-bedroom, flowerpot, headmaster, etc. They are Closed Compounds.
- Mother-in-law, On-site, Bar-at-law, Merry-go-round, Well-being, etc. are Hyphenated Compounds.
- School bus, Film shooting, Home Ministry, Education Ministry, Ministry of Trade, Government of India, etc. are examples of Open Compounds where two or more words written separately but convey one meaning only.

As seen above, these coinages are derivatives of same or different classes or parts of speech. Some function words like Pronouns, Prepositions, Quantifiers, Ordinals, Cardinals, and Articles make compound words.

It is interesting to note the formation of various compound words. In Compound Nouns one may note Noun + Noun structure. For example Indian Ocean, Timetable, Post Office, Crocodile tear, Football, Bus stop, Inspector General, Ice Cream, Howrah Bridge, Mahatma Gandhi, Maidservant, Honeybee, Newspaper, Bedroom, Carshed, Heyday, Bagpipe, Tiffin Box, Beauty parlour, Sunflower, Fire brigade, Clock room, Bullfight, Hill-station, London Bridge, Station Master. Noun + Verb structure is found in: Haircut, Daybreak, Dog bite, Rainfall, Toothache, Earthquake, Fish fry, Brain drain.

Time Consuming, Book binding, Bird Watching, Horse riding, Car parking, Money lending, Clay modeling, Weightlifting, House Cleaning are instances of Noun + Gerund. Adjective + Noun structure is there in part-time, Full moon, Software, Ill fortune, Sick room, Hard work, Blackboard, High jump, Shorthand, Solo song, Strong room, Green room, Frontline, Primary-Class, Crossroad, Personal assistant, Administrative Officer. Adjective + Verb + Adverb is there in Merry-go-round, while Verb + Noun is found in Watchman, Pickpocket, Run rate, Racecourse, Cross-country etc. It is interesting that Swimming pool, Flying disc, Walking stick, Washing machine are examples of Gerund + Noun.

In Downfall, Output, Overturn, Outcry the structure of Adverb + Verb is found. Drawback, Turnover, Layout, Know-how, On look, overlook, Intake are examples of Verb + Adverb or Preposition + Verb compound. Over bridge, Onlooker, afternoon, middleman, Inside, Inmate,

Inbox, Bystander, Insight, Inflow etc. are instances of Preposition + Noun. Adverb + Noun is found in Out pass, Outsider, Insider, Sidetrack.

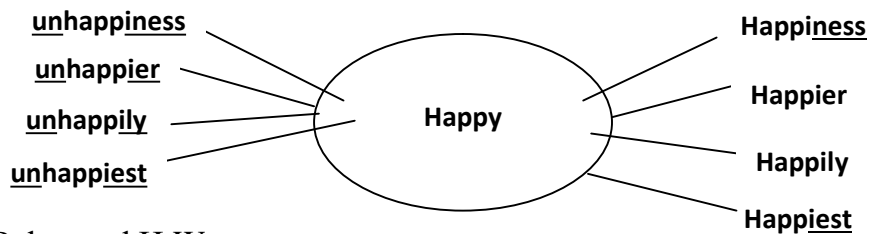
Sometime an Ordinal Number is followed by a Noun to make a compound. First lady, First Citizen, Third Chance are examples of such type while Second class citizen, First class compartment are examples where Ordinal number + Noun + Noun structure is followed. Cardinal number + Noun + Noun are there in One man Show, One day cricket, Two in one etc. His Majesty, her highness, His Holiness are constructions where Possessive / Genitive pronoun + Noun are found. Lower Division Clerk and Red Letter Day are examples of Adjective + Noun + Noun while United Nation's Organisation is a case of Adjective + Possessive + Noun. Adjective + Adjective + Noun are in Assistant Headmaster and Noun + Noun + Noun structure is found in World Health Organisation. Prepositions also play role during word formation as in the cases of Leg before wicket, Lock-in period (Noun + Preposition + Noun) and in Passersby, hanger-on (Noun + Preposition) etc. Whereabouts is an example of Adverbial + Preposition while in Mother-in Law, Sister-in Law, Bar-at Law etc. Noun + Preposition + Noun are found.

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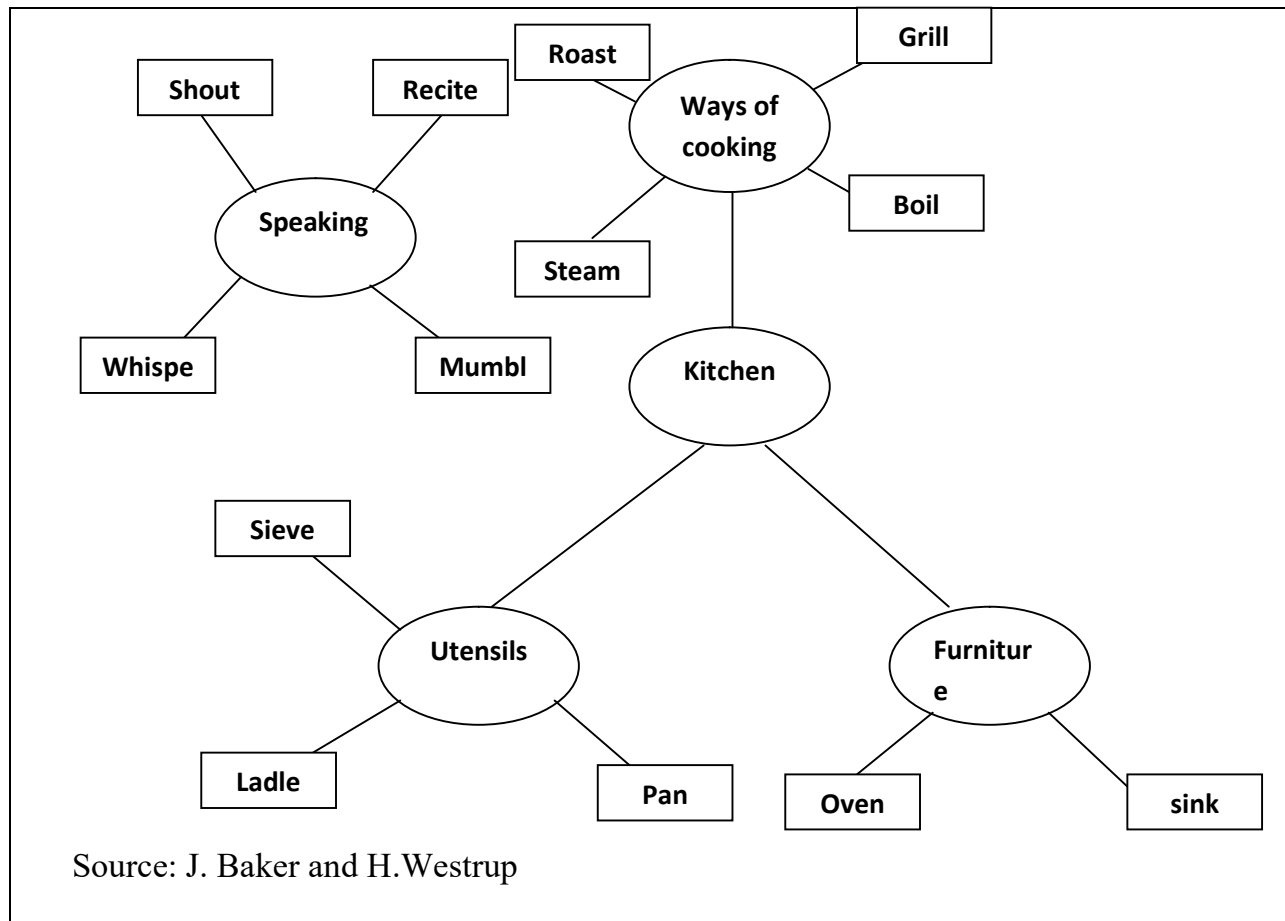
### Prefixes and Suffixes

If students know the word (happy', they can make and understand at least five new but connected words by adding the prefix and suffixes : 'un-', '-ily', '-ness', '-ier' or '-iest'. A visual way of recording these sets of words is in a bubble diagram.



Source: J. Baker and H. Westrup





## People and their Professions

**Anthropologist:** one who studies the origin, development and structure of people and their societies.

**Archaeologist:** one who uncovers and studies the remains of early human cultures

**Entomologist:** one who studies insects

**Lexicographer:** one who writes or compiles a dictionary

**Ornithologist:** study of birds

**Philatelist:** one who collects and studies stamps

**Plagiarist:** one who copies without acknowledgement

**Agronomy:** study of scientific farming

**Astronautics:** science of space flight

**Cosmography:** description and mapping of the universe

**Demography:** science of vital and social statistics

**Ecology:** science of environment

**Etymology:** study of derivation of words

**Eugenics:** study of production of better offspring

**Genealogy:** a record of family descent

**Ichthyology:** study of fishes

**Meteorology:** scientific study of weather conditions

**Numismatics:** study of coins and metals

**Ornithology:** study of birds

**Orthography:** the science of spellings

**Philology:** study of words or literature

**Seismology:** science of earthquakes and earth's movements

**Sericulture:** study of silk-worm breeding

**Theology:** study of religion

**Toxicology:** science and medical study of dealing with poisons

### **Types of People and the way they react to the world around them**

**Aesthete:** (1) person who is devoted to beauty in nature, art, painting, music etc. (2) person who displays an extravagant or affected admiration for beauty and the arts

**Altruist:** person who is selflessly concerned with the welfare of others, one who puts the comfort and happiness of others before his own

**Ascetic:** person who leads a simple, austere life, avoiding luxury and pleasure, seeking solitude, practicing self discipline, and devoting himself to contemplation or meditation

**Conservative:** person who wants to preserve the existing order of things, feeling content or safe with things as they are

**Exhibitionist:** show-off, or person who tries to attract attention to himself by exaggerated or inappropriate behaviour

**Hypochondriac:** person who worries constantly, usually without any real reason about the state of his health, believing that he has many ailments and takes extreme health precautions

**Kleptomaniac:** person who has an irresistible desire to steal and shoplift, not because he is in need of what he steals, but because stealing gives him emotional satisfaction

**Megalomaniac:** person who suffers from delusions of greatness

**Optimist:** person who tends to look on the bright side of things, or one who tends to think that the world is basically good and that what happens is for the best; the opposite of pessimist

**Paranoid:** person who believes that other people are always planning against him, cheating and persecuting him, hating him etc.

**Pessimist:** person who tends to look at the darker side of things, or one who believes that the world is basically bad or evil.

<b>Activities:</b>				
Select the word that conveys the same meaning as the word given in capital letters:				
1.	PENURY			
	(a) distress	(b) poverty	(c) generous	(d) fairness
2.	PRECARIOUS			
	(a) temporal	(b) dangerous	(c) heavy	(d) unstable
3.	MOROSE			
	(a) irritable	(b) uncivilized	(c) depressed	(d) pessimistic
4.	PREPETUAL			
	(a) everlasting	(b) firm	(c) equable	(d) steady
5.	RECKLESS			
	(a) rude	(b) uncontrolled	(c) adventurous	(d) strong
6.	CURB			
	(a) medicinal	(b) restriction	(c) participation	(d) hunger
7.	ABATE			
	(a) decrease	(b) abolish	(c) reject	(d) declare
8.	FERVOR			
	(a) energy	(b) intensity	(c) fire	(d) passion
9.	CONCOCTED			
	(a) create	(b) mature	(c) pretend	(d) shape

@ (A Free Morpheme + one or more affixes or Bound - derivational or inflectional - Morpheme)

Sources:

1. The English Language Teacher's Handbook by J. Baker and H. Westrup.
2. A Course in English Language Teaching by P. Ur
3. English Grammar & Usage: Linguistic & Literary Aspects, Phonetics & Communication Skills Vol. 1 by A.T. Mishra
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5. Making Sense of English by M.A. Yadugiri
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# **MODULE - IX**

## **Interest and Attitude - ELT**

**Mr. Pramothas Das**

# Interest and Attitude – ELT

Pramathesh Das

## Introduction

New Education Policy, 1986 (NEP-1986) in its policy statement reiterated – ‘The policy places complete trust in the teaching community. It envisages freedom for the teacher to innovate and to carry on his / her work in a manner that is relevant to the needs and capabilities of learners, and also reflects the concerns and aspiration of the community. Prior, to this the first NEP 1968 developed on the report of the Kothary commission (IEC-1964-66) accepted ‘the teachers as the nation builders’ and the opening sentence of the most comprehensive voluminous report of the post-independent era ‘The destiny of India is built in her classrooms’ indicates the importance and significance of the teacher community. The NEP-2019 in its report observes ‘Teachers truly shape the future of our children and therefore, the future of our nation. It is through teachers that our children are imparted values, knowledge, empathy, creativity, ethics, life skills and social responsibility. Teachers thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated and prosperous society. Country has great expectations from its teachers. Teachers in addition to their common professional characteristics must have mastery over the subjects they transact which is the primary strength of a teacher. A language teacher must have mastery and command over the language she / he transacts in classroom. What are the observations of NCF-2005 in respect of English language teachers?

‘Teachers lack basic pedagogic skills – understanding where the learners is, explaining, asking appropriate questions and an understanding of the processes of learning to read, which range from bottom up processes such as syllable recognition and letter sound matching to top down processes of whole word recognition and meaning making from texts. They equally lack the capabilities to deal with the other language skills and also often lack class-management skills. They tend to focus on ‘errors or hard spots’ rather than on ‘imaginative input and articulation’. (National Curriculum Framework-2005)

It gives rise to a number of questions.

- Do the right teachers transact English in schools?
- Do they have a background of English language or have they developed competency in English while in service?
- Are the teachers very much aware and active for their continuous professional development (CPD)?
- Are they really interested in dealing with language (English)?
- Do they enjoy their English language classes?

- Do they have motivation for improving their English and pedagogic skills?
- How do they perceive themselves as a source for the learners in learning English?

### **Learning Outcomes :**

After completing the activities suggested in this module you should be able to-

- Understand your strengths and weakness in teaching learning English including competency in language skills.
- Assess your classroom performance objectively and locate the areas in which you need to improve.
- Devise strategies for improving your language skills.
- Develop interest towards study of English language and literature.
- Develop positive attitude to profession as a passionate and strongly motivated teacher of English.
- Help learners develop interest and positive attitude towards learning English language.
- Utilise various resources for enriching yourself in ELT and acquire professional competence.

### **Concepts:**

- Teachers have to be passionate, motivated, highly qualified, professionally competent and well equipped as English language teacher. (Content, Pedagogy, Practice)
- Motivation plays a central role in developing interest and positive attitude towards reading a language. In case of English being L2, there is need of motivation.
- Intrinsic motivation for both the teacher and learners is essential for teaching learning English.
- Speech processing is required for speaking: mental process for conceptualization, conceptualized information is turned into formulation of utterances with attention to grammar and lexis. Words are put together in correct systematic order. Finally occurs articulation. These three functions produce speech.
- Speech coordination: Cognitive, affective and performance with other speech components – Pronunciation, stress, intonation and pause.
- Speaking competence- Phonological skills, speech function skills, Interaction skills, Extended discourse skill.

### **How to conduct :**

Let's think and discuss certain issues in small groups. It would help self analysis in respect of preparedness for the class.

Activity-1 Read the questions. Respond individually being very honest. Decide 'yes/ no' to these questions.

- 1) Do you prepare well for the language period?
- 2) Do you make some rehearsal for the class silently / at mental level?
- 3) Do you most of the time feel very confident before the class starts?
- 4) Do you always have some objectives in your mind to be realized in class?
- 5) Do you most of the time have a great feeling after the class?
- 6) Are the objectives related to the language skills?
- 7) Are the objectives very much content related?
- 8) Do you follow the policy of integrating skill and content?
- 9) Do you utilize a good amount of time for exposure of English in class?
- 10) Do you also create scope for practice by the learners?

Find out to how many questions your answer is 'Yes'. If it is more than five, you have a positive attitude for preparedness. In the questions your answer is 'No', these are the areas you have to be careful. Discuss among yourselves the strength and weakness.

Motivation is an important factor for learning. A teacher's positive attitude and concern for teaching learning English are the expression of motivation. Intensity of motivation makes a teacher study, prepare, think about strategies etc. A motivated teacher shall go for innovation, experiment and trying new ideas. Motivation can be Extrinsic such as reward, appreciation etc. It can be Intrinsic from within.

**Case-1** : While working in a project for facilitating ELT in school, I experienced during a visit to a school, only a few students could read English. They were in 6<sup>th</sup> grade. After the period, they enquired when I would visit again. I told them that I would not, as even after my visits and attempts, they were not improving. They were silent for a few minutes. They were sitting in small groups. I observed each group was interacting and there were exchanges of views. Then one member stood up and said that they needed fifteen days time and then I should visit. They would show that all of them could read. And it happened.

Activity-2: Read the following statements and honestly decide whether you agree or disagree.

**Case - I**

- 1) Teacher was not the motivator
- 2) Supervisor was not the motivator
- 3) Learners were self motivated
- 4) It was an example of \_\_\_\_\_ motivation.



(choose among extrinsic / intrinsic / extrinsic-intrinsic)

- 5) Teacher was the source of inspiration.
- 6) There was a feeling of guilt among the learners.
- 7) The learners must not have looked back hereafter.
- 8) It was a case of group motivation.

To how many items have you agreed out of 7? If more than five, you understand the importance of motivation. What is the answer to the item 4? Decide among yourselves.

**Case-2:** A teacher asked the students of class VII to collect wrappers, labels on packets and bottles and write all the English words etc written on those. The students took it as a game and came with a lot of words. In class they entered those in a register under the supervision of the teacher.

**Case-3:** A novice teacher Erin Gruwell started her teaching career in a high school in Long Beach, California. She was assigned a group of lowest performing students identified as 'at risk and unteachable'. She got no cooperation from the authorities. She experimented with group dynamics in her class and a range of creative educational strategies for motivating the students. She was so successful that all 150 of her students graduated from school. Her inspirational story was turned into a Hollywood film in 2007 Freedom Writers.

**Activity-3:** Given below are some possibilities. Tick mark which are possible benefits in case 2.

Vocabulary enrichment, spelling, handwriting, pronunciation, eye-span, pause, dictionary skill, listening comprehension, sentence formation, eye-habit, story writing, speaking, punctuation, functional grammar. If you have selected 6 items correctly, you have ability to utilize the resources for language learning. (eye-span, pause, listening comprehension, functional grammar, punctuation are not correct)

**In case 3:** State if you agree or disagree.

1. The teacher was a motivator
2. Group dynamics can create a force of motivation.
3. Case 2 & 3 have some similarities.
4. In case 2, the students were later self motivated.

Discuss among the members how motivation is important in teaching learning process and how motivation has affected you for professional competence.

**Language Skills:** In order to acquire language, one has to acquire the four language skills (LSRW). One acquires one's mother tongue in a natural language context and masters the first two phonic skills (Listening & Speaking). In case of

L2 and so on, one learns a language as there is no natural language context. So an input-rich environment is to be created for the learners to acquire L2 instead of learning. Listening is Input and speaking is Output. Both the skills are related to the sounds of language.

How do our teachers view these two skills? Which prepare the foundation of language? Are these two skills given appropriate treatment? Let's think of the issue. Decide whether you agree or disagree to the statements below.

#### **Activity 4**

- i) Listening is not just hearing, more than it.
- ii) An active listener often questions / asks for more information.
- iii) Meaning of what is heard can't be extracted from sound symbols only.
- iv) Listening comprehension is the understanding of sounds, grammar, lexis and discourse structure.
- v) Listening is first sensation, then perception and then communicative.
- vi) In classroom there are listening gaps that create barriers in communication.
- vii) Students do not get enough and appropriate exposure to English.
- viii) Teachers hardly plan listening activities for the learners as it is a negligible skill for the teachers.
- ix) Listening acts as an input for speaking.
- x) Listening is not recognized by teachers as a cognitive skill.

Find out to how many items you have agreed if it exceeds 5, you understand the importance of listening as the first input skill in language acquisition.

**Case 4:** A teacher was narrating and explaining to the students in class. He was very much absorbed in his task; the class was silent he thought that they were serious in listening. Suddenly he observed their faces looking blank. He stopped and then shouted at them. Most of the students got startled and came back to class as if from a different world. He realized that they were not listening as it was only one way communication not interactive. Listening and speaking together lead to an interactive communicative context and the foundation for speaking begins thereafter.

Read the statements below and discuss in the groups after you have either agreed or disagreed to the statements.

#### **Activity -5**

- i) Listening is essential for speaking.
- ii) Speaking is related to encoding, listening to decoding.
- iii) In case 4, students were not listening to the teacher as they were fed up with listening and listening.

- iv) A silent class in language period offers little scope for language learning.
- v) In case 4, the learners were bodily present, mentally absent.
- vi) Noisy class is preferable to silent class.
- vii) Interactive class creates a strong base for speaking.
- viii) A teacher should improve his / her listening ability to help learners.
- ix) Integration of listening and speaking activities is not properly planned by teachers.

If you have agreed to more number of statements, you realize the importance of listening as an input for speaking.

***Discussion points:***

- Successful language learning requires extensive input.
- Successful language learning also requires opportunities for output.
- Opportunity to interact in L2 is central to developing L2 proficiency.
- Helping learners to listen for detail, listen selectively, listen for global understanding, listen for main ideas, listen and infer listen and predict (six core skills that are integrated to the listening process by Vandergriftard Goh 2012)

As you understand the importance of interactive classroom for creating an input-rich language context for the learners to acquire L2, speaking is considered by many to be the fundamental skill in second language. In language acquisition two factors are significant – exposure and practice. Listening is the exposure of speech aspect (phonic) and speaking is the practice of the same. Similarly, reading is exposure to written aspect (Graphic)of language and writing is the practice of the same. Listening is receptive and speaking is productive in respect of sounds of language. Reading is receptive and writing is productive in respect of graphology of language. Quality of input determines the quality of output. Amount of exposure and practice is equally important for language learning.

A good speech contains correct pronunciation, stress, intonation and pause in utterance. The other four factors that lay foundation of speaking competency are Fluency, Accuracy, Appropriacy and Authenticity. Let’s go through the statements and find out to how many you agree.

**Activity -6**

- i) Conceptualization is essential before one speaks.
- ii) Conceptualization is followed by formulation of Utterances.
- iii) Forms of language, grammar and lexis facilitate expression.
- iv) Utterance is articulated appropriately for communication.
- v) There is less scope in classroom for oral skill practice.

- vi) Teachers can innovate a lot of activities on the text and out of the text to promote speaking in classroom.
- vii) Creating life context and role play in classroom are very effective for speaking.
- viii) Lack of expertise in speaking is due to want of interaction and planned practice.
- ix) Teachers can improve their speaking skill in English through interaction in professional groups, individual practice using various devices.
- x) Teachers' quality of speaking directly affects the learner.

To how many statements do you agree? His score indicates, you understand the conditions required for promoting speaking skill. Discuss in groups, what strategies you can work out to improve your own speaking ability. (Discussion Points – WhatsApp group, professional Community, Speech Practice)

It is a common experience that most of the students in the state run schools are comparatively better in writing than speaking. Well, they don't have much writing expertise but they can. But in matters of speaking, they are completely non-performers. Where do we go wrong?

There are some statements, examine them seriously.

#### **Activity -7**

- i) Learning of language can take place without mediation.
- ii) Many teachers have a conviction that children are not motivated to learn and are not capable of learning.
- iii) Children learn in a variety of ways which they don't experience in classroom.
- iv) Learners are expected to speak correct English right from the beginning.
- v) Too much of control and correction creates a fear psychosis among learners and discourages learning.
- vi) Learners avoid speaking English for the fear of making mistakes, want of encouragement and lack of confidence.
- vii) Group interaction, conversation and speech activities are hardly conducted.
- viii) Text based debate, discussion and suggested skill based activities in the exercises are not taken into cognition.
- ix) Language games, competition and contexts could promote speaking skill in the learners.
- x) Teachers take care more of 'writing' than other language skills as examination texts writing skill only.

Discuss in groups to reach a consensus how to bring changes in the strategies to promote oral skills among the learners.

The most important academic language skill is Reading which is recognized as a multi-lingual skill as the other three skills (LSW) are directly or indirectly present within

it. Reading skill is also the first priority in India because English as a library language plays a vital role in academics.

Reading comes under the graphic skill as it acquaints one with the written aspect(graphology) of language. It is also a major receptive skill in terms of exposure to the appropriate forms of language, syntax, vocabulary, punctuation etc. That's why it is said, Reading maketh a man perfect. Reading is a habit, if developed properly can inculcate in a person "Reading culture" which is a valuable source of lifelong learning and enjoyment.

Read the statements and examine your own understanding.

### **Activity-8**

1. Reading is a skill in which eyes and mind work together.
2. Larger eye-span, makes a good reader.
3. Reading would be a sort of listening activity.
4. Aspects of articulation are exercised while reading aloud.
5. Reading is a psycho-linguistic guess game and predominantly a cognitive activity.
6. Intensive reading enriches one in vocabulary, usage, style of expression, punctuation etc.
7. Many aspects of good writing are acquired from reading.
8. Extensive reading is essential to promote love and interest for language.
9. Reading if introduced at the beginning, it can create a base for all the other language skills.
10. Teachers of English language in general do not exhibit taste for reading books, journals and other publications in English.

It is good if you have agreed to most of the statements and then you must have understood the inner message of the statements. Think of the importance of reading skill and what sub-skills of reading you need to consider seriously. Discuss in group for clarification and strategy formation to develop reading culture.

Well, it is appropriately remarked that habits and skills are transferable . A teacher's articulation of English is the students' source of articulation, his pronunciation is students' pronunciation, his reading habit affects the students, so also the style of writing. A teacher's love and interest for English language would surely influence the students.

Some statements are given below. Read the statements and make your judgments.

### **Activity-9**

1. A teacher of English language can broaden knowledge base by exposing the self to the rich literacy heritage of English.
2. Membership of any professional group formed for academic purpose in ELT shall make one more competent.

3. Exposure to periodicals and journals on ELT shall help one to remain professionally updated and pro-active in job.
4. A student loves a teacher for his/her concern and quality and then loves the subject, the teacher teaches.
5. Love and interest developed for the subject act as intrinsic motivation for the learners.
6. Attending workshops, seminars, listening to authentic materials can facilitate continuous professional development.
7. CPD is one's personal choice – one can continue without any support from the employee.
8. Subject related degree may not be sufficient – rather without it one can self-develop through massive open online course(MOOC) and using other knowledge platforms.
9. To become an effective, committed teacher with true professionalism is a teacher's own responsibility.
10. A true teacher with appropriate spirit can serve the society and nation the best.

To how many statements do you agree? Do these statements gives rise to some thinking in you – like Am I professional? Do I have right spirit? Any other? Contemplate how to reform yourself to benefit the learner and society. A sensitive and committed teacher can bring about miracles even with a band of at risk & untouchable students.

### **Summing up**

A teacher of English language should constantly endeavour for professional development. Even if at the time of entry, he/she didn't have sufficient academic degree for the job later on one being serious in profession could go for innumerable degrees, short course, training and massive open online programmes. Apart from these, self study and personal culture would help one to boost to a great height. Attitude and interest towards the profession and the subject one teachers count most very learner has the ability to learn and every teacher has ability to grow and improve professionally, if one genuinely intends so. Erin Grouwell who started her career in Long Beach High School, California ended her career as a faculty in California State University and published teacher training materials as well spread the Freedom Writers Method.

### **Reading list**

Teaching English as a second language

Published by CENGAGE learning.

Edited by M.C. Murcia, D. m. Brinton, Marguerite Ann snow

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## **MODULE - X**

### **Reading Leading to Speaking-I**

**Mr. Harichandan Kar**

# Reading as a Modality for Speaking

## Let's Begin

Listening and Reading, the receptive language skills, are always understood to be the precursors to speaking and writing, for the successful production of the language is highly dependent on the quality of input a language learner receives (Chomsky, 2012; Krashen, 1989; Selinker, 1986;). Hence, the present module sheds light on how reading can be effectively exploited as a modality for the development of learners' speaking skills. I should also acknowledge the fact that not every reading text has the potential to help learners develop skills very much required for speaking. The latest research in fact suggests that reading is more linked to the production of writing. Nevertheless, it does not deny the fact that reading is also intrinsically linked to the production of speaking and the result of which is evidently observed in the course of time.

## Module Objectives

It is expected that after completion of this module you will be able to

- discuss the concept of reading skills
- differentiate intensive reading from extensive reading and link them to their contribution to the development of speaking skills
- forge a connection between reading and speaking
- apply some effective reading strategies to your own reading with an aim to enhance your speaking skills
- select appropriate reading materials from different sources
- justify your stand as to why reading can be instrumental in the development of speaking skills in the second language learning context
- create pedagogic reading materials for learners to help them develop their speaking skills

## Questions to ponder

- how do you read through a text?
- What does it include to read through a text?
- Is reading only finding oral equivalent to a written text?
- What are the factors that facilitate/hinder reading comprehension?
- Is the reading of a text in the classroom the same as reading a story/novel at home or elsewhere, for ex., in a park?
- What linguistic benefits do we get if we read extensively?
- Do these benefits help the development of our speaking skills? If yes, how? And if no, how?



## **Understanding Reading**

Reading has long been misunderstood as a passive activity (Haussamen,1995); but this view of reading now severely comes under criticism. Goodman (1996) in his seminal work demonstrated that reading is an interactive process, rather than a passive one, between the text and the reader. The reader in the act of comprehension brings two kinds of knowledge— systemic and schematic. Systemic knowledge refers to the formal properties of a language comprising its syntactic and semantic aspects. Whereas, schematic knowledge refers to the knowledge acquired in different social contexts. (Alptekin, 1993). This schematic knowledge also shapes individuals’ world view and perceptions. This explains as to why different readers comprehend the same text differently. Reading is also very much linked to different social phenomena (Gee, 1986; Heath,1980; Street, 2006). Different people based on their interests, occupation, place of work, just to name a few, decide what they read and also, most importantly, how they read. For example, a lawyer has an obligation to read critically, if not all, most of the Government reports on policy, planning, and implementation published from time to time. The act of reading these aforementioned documents and reading them widely and critically are central to his profession and also is linked to his survival and prosperity. On the other hand, a Hindu priest would prefer to read religious texts and consider the lines in the texts as words of God revealed from time to time to the Sadhu, Sant, Rishi, and Muni without critically examining the lines further. Thus, what we read and how we read is also highly influenced and determined by our social location.

## **Intensive and Extensive Reading**

You may think through the process of classroom reading. That is to say, how we engage ourselves as teachers and learners with the prescribed texts taught in the language classrooms. Needless to say, classroom reading is in depth and has a focus both on language and content. Every unfamiliar word, phrase, and expression are studied in detail. Thus, we may say that our learners’ engagement with the texts is very high, and they have very little choice to opt the texts they themselves would consider reading. Such prescribed texts are also very often graded. This is what in technical term we call intensive reading. Extensive reading, on the other hand, is reading for pleasure. Michael West (1955) calls it supplementary reading and karshan (1989) calls it free voluntary reading. For a better conceptualization, instead of defining what extensive reading is, we should look into the characteristics of extensive reading.

- This is an act of reading abundantly.
- The reader read as much as possible perhaps in and definitely outside the class.
- It covers a wide range of materials.
- The reading is for pleasure and also for general understanding.
- There are very few or no follow-up exercises.
- Reading materials are in line with the linguistic competence of the learners.
- Dictionary is not used or very rarely used.

- The act of reading is individual, silent, and takes place at own pace.
- In the school context, teacher orients the learners about the goal of the extensive reading programme, explains the methodology, and keeps track of what each learner reads.

Krashen (1989) asserts that reading extensively is the only way to become a good reader, develop a good writing style, acquire adequate vocabulary and advance grammar, and the only way to become a good speller. Thus, we can now safely assume that both extensive and intensive reading are linked to the acquisition of vocabulary, grammatical structure, and general understanding of different subjects. Extensive reading not only helps us develop our linguistic knowledge of a given language; but also enriches our world view and background knowledge.

### **Forging a Relation Between Speaking and Reading**

It is a well-known fact that speaking gets hampered when (among many other factors)the speaker;

- lacks vocabulary
- lacks grammatical competence
- lacks self-confidence
- lacks factual resources
- lacks confidence because of pronunciation

Can the factors mentioned above be supplemented with the act of reading? Well, it comes without much debate to say that speaking and reading skills have a reciprocal relationship. That is to say, the development of one skill directly translates to the development of other. Speaking skills improve reading skills and vice versa. In order to understand how reading can be instrumental in helping readers develop their speaking skills, we should first try to understand what speaking is or what skills are very much important to the production of spoken language. Nunan (2003) defines speaking as a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Harmer (2001) states that from the communicative point of view, speaking has many different aspects including two major categories— accuracy, involving the correct use of vocabulary, grammar, and fluency, the ability to keep going when speaking spontaneously. Bygate (1987) also considers two fundamental elements— language knowledge and skill in using that language knowledge—responsible for effective communication. Thus, be it reading or speaking, the knowledge of grammar and vocabulary along with using that knowledge context-appropriately plays a significant role in language production. The act of reading demands a reader to guess the meaning of the unfamiliar words from the context. Also, when one reads extensively, one gets to encounter the same word in different texts with varying degree of meaning that it carries and different part of speech that it itself forms. Thus, the reader enriches his lexical knowledge— one of the key factors that attribute to the successful production of spoken utterance. In the same way the act of reading enables the reader to enrich his grammatical competence and the grammatical competence acquired from reading different texts

effectively results in the production of spoken utterance. The act of reading also enriches the reader's world view and background knowledge. The reader, in addition, develops an enriched content knowledge covering from wide disciplinary areas. All these factors discussed above also generate confidence in the speaker. Therefore, suffice it to say, reading is directly linked to the enrichment of speaking skills and, hence, reading can be used as a modality for helping learners develop their speaking skills in second language learning contexts.

### **Effective Reading Strategy to Enhance Speaking Skills**

Discussed below are some of the reading strategies that can really help you acquire many linguistic features, such as new grammatical form, and words, of the target language, eventually resulting in the development of speaking skills.

#### **Noticing**

Noticing is an act of paying attention to the features of the target language such as form, use, and meaning. Paying attention to some of the specific features of the target language that you come across with results in successful acquisition of the target language and these newly acquired features become a part of your linguistic repertoire. Noticing is regarded as an important process of learning a second language. Thus, the more you pay attention to the new features that you come across when you read a text, the better will be your speaking skills.

#### **Monitoring Comprehension**

Monitoring comprehension is a process in which you, as a reader, determine whether you have understood what you are reading. If you realise that you fail to articulate the main idea of the text or the passage, you can take steps to repair your comprehension before you further continue to read. To facilitate your comprehension, you may reread from the beginning or from a specific part or you may look up the meaning of a given word. Alternately, you can also consult other text/s as a source of reference, or, without much worry, you may continue reading further with an expectation to get a clarification in the course of reading.

#### **Staying Motivated**

Motivation is an important element in reading engagement. Staying motivated results in reading wide variety of texts. And it provides you with additional knowledge, an increase in your vocabulary and grammatical structures, and most importantly paves the ways for critical thinking.

#### **What to Read**

Reading extensively and widely is the key to your language development. Covering a wide variety of genres results, to a great extent, in the development of your communicative competence. Thus, you may include, just to name a few, comic book,

crime, drama, fairytale, fantasy, graphic novel, historical fiction, horror, poetry, political thriller, romance, satire, science fiction, short story, travelogue, journal, newspaper, magazine or anyone of them or with a combination of them to your reading list. This will definitely, in the long run, help you speak better and with confidence.

### Summing up

This module tried to help you conceptualize how reading can be used as a modality in the development of speaking skills. It is again to remind you that reading alone is insufficient to the development of speaking skills, for listening skills contribute more to speaking than does reading. However, reading can be used in addition to listening as a catalyst and also as a modality for the development of speaking skills. If you wish to explore more on this, you may refer to the materials mentioned in the reference section.

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## **MODULE - XI**

# **The Use of ICTs to Enhance Students' Speaking Skills in English**

**Prof. Sandhyarani Sahoo**

# **The Use of ICTs to Enhance Students' Speaking Skills in English**

## **Introduction**

Language is learnt by being exposed to it in natural environment. More exposure leads to better language learning. A child acquires mother tongue automatically being in the language environment, and picks up words/phrases to speak while listening to the people speaking to him continuously in that particular language. The more one listens to language, speaks better.

For second language(English) acquisition, the principle is same. Many studies on second language exposure say that the quality of the language environment that the student is surrounded by is crucial to success in learning a new language, English. On the other hand, it is found out that if a student is only exposed to classroom drills and dialogues, then he/she acquires substantial mastery of classroom communication skills but struggles to communicate in a natural language environment.

So Exposure of English language in suitable environment is the key point in the language teaching – learning process. Language is meant for communication, meaningful communication in various socio-cultural settings. Merely knowing the language is not sufficient. It has to be used in day to day life. Use of language for different purposes is another key point in learning English. Exposure refers to the contact that the learner has with English language that he/she is trying to learn, either generally or with specific language points, outside the classroom. For example a learner studying in a country where English is spoken as a first language has a lot of exposure and so more opportunities to learn in comparison to a learner who is learning English as a second language in India.

In our vernacular schools, in the classroom, one of the most important tasks of the teacher is to give learners enough exposure to examples of language in different contexts. As a competent speaker of the language, the teacher themselves can provide useful examples of language, and can also use natural inputs from cassettes, television, video, web sites, magazines, and books. So here, teachers' competency in English language is emphasized. ICT mediated language activities can and will provide natural language atmosphere for language acquisition. ICT world has provided a virtual environment for the learners of English. Videos related to the syllabi, texts and supplementary materials for learning of English language, development and enhancement of language skills of the students have been developed. E-books and audio books are available freely in the world of the internet. These play a pivotal role in the development of English language skills.

## **How does ICT enhance English language skills?**

Various approaches and methods are in use to teach English and develop English language skills. These are traditional, not always very interesting and effective. Many a time students do not get motivated. ICT (Information and Communication Technology) has come to the rescue of teachers to develop innovative activities and exercises for better understanding and acquisition of basic skills - Listening, Speaking, Reading and Writing of English language among the students at primary level. It also offers scopes to both teachers and students to enhance their vocabulary. ICT tools and approaches are convenient, effective and economic.

During pandemic to continue the education process, the online classes were introduced in most of the countries, including India. In this mode, both teaching and learning happened through electronic devices which are relatively new to the entire teaching-learning community including teachers and students. As a result, school education has changed dramatically. There is a distinctive rise of e-learning, and teaching is undertaken remotely and on digital platforms.

Students participate in web-based learning programmes, virtual classrooms, digital collaborations, and are provided with lots of content through Internet. These activities provide interaction between teachers and learners, provide comprehensible input, help learners to develop critical thinking skills and make teaching and learning more student-centered, promote learners' autonomy and help them become independent learners and feel more confident. This resulted in increase in learners' motivation effectively.

Teachers become facilitators, and guide their students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.

## **Learning Outcomes**

- Teachers will understand that exposure to language will enhance language acquisition.
- ICT will enable teachers to design innovative, interesting, motivating and relevant activities.
- Will learn about different tools in ICT to design activities.
- Teachers will know the use of ICTs to enhance students' speaking skills
- Teachers will download variety of actives available on Net, design on their own for development of listening and speaking skills of self and students.
- Assess the speaking and listening skill by designing activities and recording these.

## **Concept in brief**

Speaking is an important part of the language skills. Improving the speaking skills of students has always been a challenge. Several new technologies are being introduced to teach speaking skills in the classroom. The use of technology has become an important part of the language learning process. Role of using new technologies in enhancing students' oral performance is now widely known.. It highlights the effectiveness and the positive outcomes of using ICTs to improve speaking skills. Teachers need to be aware of the merits of the effective use of ICTs. ICT-based listening and speaking activities in classes, will enable students to learn and experience at the same time.

ICTs have had significant impact on all features of our lives and in education; it plays crucial roles in facilitating teaching and learning. It has revolutionized the process of language teaching and learning. The use of technologies has great potential to change the existing language teaching methods. It has transformed classroom communication methods and transformed instruction strategies as well. These technologies include computers, Internet, broadcasting technologies such as radio and television, and telephone. One can apply these in a range of teaching and learning processes.

Several studies argue that the uses of new technologies in the classroom are significant and indispensable for giving opportunities to students to learn to function effectively in an information age. Use of technology can help students and teachers develop the competencies needed for the twenty-first century.

It has also been demonstrated that the use of ICTs in education can help improve memory retention, increase motivation and understanding. It can also be used to promote collaborative learning, cooperative learning, role playing, group problem solving activities etc. Technology can effectively improve teaching and learning abilities, hence increasing learners' performances.

Some researchers say that technology has the power to change the ways students learn and teachers teach. Technology-based teaching is facilitative and provides relevant examples and activities and has changed the orientation of the classrooms to enhance students' learning. Using different technologies in the classroom may also help teachers save time and energy and provide space for engagement with language.

## **Activities to achieve learning outcomes**

The application of ICT gives more opportunities for exposure to language, communication between peer learners. They can exchange information, participate in blog discussions, work on different projects, discuss, exchange emails, search for and share information. Listen to speech, discussion, watch English films, listen to news, Ted talks, speeches, stories, recitations, watch English dramas etc.

Speaking English well is a challenge for majority of Indian students. They are incompetent in communicating orally in English. Students' difficulty in speaking is



because of less importance given to teaching speaking and teachers teach speaking just as memorization of dialogues or a repetition of drills. But the goal of teaching speaking is to improve students' communicative skills. Students express themselves meaningfully in variety of contexts and learn how to follow the social and cultural rules appropriate in each communicative circumstance. When students and teachers are engaged in language activities, language games, they feel motivated, and get adequate vocabulary and practice.

Since one of the main speaking challenges is learner's mistakes, ICT generated language activities provide space and time to go back to the activities many a time and learn on their own, rectify their mistakes. The activities are to be interesting and short and within the experience level of the learners. Otherwise learners will feel de-motivated and pay less attention to the speaking skill activities.

The factors for the students' anxiety and unwillingness to speak English in class could be caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. Vernacular school students feel that they are poor in their English, so they feel more anxious and are more unwilling to communicate in English classes compared to English medium school students.

So speaking activities requires some degree of real-time exposure in real life situations. ICT generated activities will allow the students practice on their own, play with the new language, listen and repeat stories, shed their inhibition, feel confident and gradually provide opportunities to speak to a variety of audience and use ICT to enhance speaking proficiency. As we understand language acquisition requires meaningful interactions in the target language for natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying. Language learning is meaning making.

(Activities could include: self introduction; social interaction; greetings; initiating and participating in discussion; talking about known and unknown surrounding; describing objects/ places/ events; seeking / giving information; asking for and giving direction etc.)

Success of the activities is measured in terms of the ability of the students to carry out a conversation in the target language, English. Let the speaking activities be lot of fun, and ensure students' involvement. Let there be stories, poems, skits, language games, role plays etc.

### **Tools that help in the process for conducting activities/ resources to be used**

There are important tools that can be used to enhance and facilitate the learning /teaching process, especially speaking proficiency., such as : Computers, they are helpful in storing, collecting and preparing of data for communication. Digital libraries, multimedia, mobile learning, free and open source software and social media, MOOCs, Virtual

classrooms, documentaries, Digital storytelling, Mobile Applications, i-Pads, Digital Notebooks, Tablets, Smart Phones, Recorded audio- video materials, Online spoken tutorials, Digital pronunciation dictionaries, over head projector, Visual aids, Digital camera etc.

Use of computers (It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills), Internet, television, radio, projectors and mobile phones, e-mail facility, online audio and video has made the Teaching Learning Process and Training attractive and convenient.

Story boards, Interactive boards provide students opportunities to watch the way the native speakers speak, different ways of communication, develop proficiency, learn the language, and practice it in their day to day life.

Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Students and teachers can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Facebook, Twitter, Instagram etc. It is very helpful in learning situational language.

Lingua phone is a tool very important in language training of the students. A number of students can practice speaking. They get language drills with the help of lingua phone. It is especially very useful in the training of English language listening and speaking skills.

Radio is very useful in education and training of the students of rural areas. In our country programmes are relayed on radio which is helpful in the development of language skills, especially dialogues and dramas.

Television is useful in education as well as entertainment of the people. It is helpful in developing listening skills, useful in learning situational language as well as it is highly motivating.

Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying language learning experience.

A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

Pod casting is the integration of audio files where they can feed their materials and play it inside and outside of the classroom. Podcasts can familiarize learner with the target language and teachers can use them as useful audio material that can be used in class for

activities like discussions, development of pronunciation of students. This helps in improving oral proficiency in students.

Quicktionary is a pen-like device that permits the reader to easily scan the word and get its definition and translation on its own LCD screen.

Quick Link Pen which allows learners to copy and store printed text, Internet links.

## **Conclusion**

The use of technology has a great influence on learners' speaking ability inside as well as outside the classroom. Technology can be incorporated for the learners to get the opportunity to increase their exposure to language meaningfully and construct their own knowledge and learners must be given opportunities for authentic social interactions to practice real life skills. We all know that speaking plays a crucial role in teaching English language. It is one of the most important skills to be enhanced and improved as a means of effective communication. Students' attention and motivation are to be increased. For this teachers will create a conducive classroom atmosphere. And bringing ICTs can be an answer. These can be brought into practice as these have a major impact in facilitating and improving learning in general and speaking skills in particular. These provide interaction between teachers and learners with meaningful activities and comprehensible input. It promotes learner autonomy, student-centred pedagogy, activity based pedagogy, help learners to develop critical thinking skills, and help learners feel more confident. In the process it increases learners' motivation to effectively learn and speak English language. Due to freedom of time and space, students indulge themselves in meaningful works without any stress. Repeated use of recorded programmes helps students go back to the activities, and correct themselves, if there is a mistake. Students remain alert and active in the teaching learning process because they get opportunities to participate actively in the teaching learning process. ICTs are viable tools for enhancing the teaching and learning of English language speaking proficiency.

## **Reading list**

- <https://www.youtube.com/watch?v=6n1XU1enY4c> Activities to develop speaking skill
- <https://www.youtube.com/watch?v=iSr8koU1iHY> Speaking activities for English as a second language
- <https://www.youtube.com/watch?v=8pyUt1pE2Dc> practice speaking English
- <https://www.letsplaykidsmusic.com/best-songs-speech-development/> best songs for speech development
- <https://bilingualkidspot.com/2018/04/23/popular-nursery-rhymes-for-kids-english/nursery-rhymes>
- <https://www.youtube.com/watch?v=Ser69-nsRNs> for nursery rhymes and songs
- <https://www.youtube.com/watch?v=wV3N-wCRL2k> for nursery rhymes and songs

- <https://www.fluentu.com/blog/english/listen-english-story/> stories
- <https://www.youtube.com/watch?v=QJ2x20GmUTs> develop listening/speaking skills through storytelling
- <https://www.youtube.com/watch?v=82301d-ARrk> develop listening/speaking skills through storytelling
- <https://www.teachingenglish.org.uk/article/authentic-listening-lower-levels-responding-how-learners-feel> listening and speaking activities
- <https://www.teachingenglish.org.uk/article/using-authentic-materials> listening and speaking activities
- <https://www.teachingenglish.org.uk/article/exposure> Exposure to language

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